

**INCREASING STUDENTS' VOCABULARY ACHIEVEMENT USING
MOVIES AT EIGHT GRADE SMPN 7 METRO**

By :

Ginta Galbi

2113042002



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

2025

ABSTRAK

PENINGKATAN PENGUASAAN KOSAKATA SISWA MELALUI PENGUNAAN FILM PADA SISWA KELAS VIII SMPN 7 METRO

Oleh:

Ginta Galbi

Penelitian ini bertujuan untuk mengetahui apakah penggunaan film dalam pembelajaran dapat secara signifikan meningkatkan penguasaan kosakata siswa kelas VIII EFL di SMPN 7 Metro. Penelitian ini berfokus pada kosakata jenis *content words* seperti kata benda, kata kerja, kata sifat, dan kata keterangan, dengan menggunakan desain one-group pretest-posttest yang melibatkan 30 siswa dari kelas VIII-E. Siswa mendapatkan tiga kali perlakuan menggunakan cuplikan film yang menampilkan ekspresi *asking and giving opinion*. Setiap sesi diikuti dengan tugas kosakata untuk memperkuat pemahaman siswa. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik terhadap penguasaan kosakata siswa. Nilai rata-rata meningkat dari 59,4 pada pre-test menjadi 79,06 pada post-test, dengan nilai p sebesar 0,000 ($p < 0,05$), yang menunjukkan adanya perbedaan yang signifikan. Ditinjau dari aspek kosakata, peningkatan tertinggi terdapat pada kata keterangan (34%), diikuti oleh kata sifat (23%), kata benda (22%), dan kata kerja (21%). Temuan ini menunjukkan bahwa film tidak hanya menarik, tetapi juga merupakan media yang efektif dalam meningkatkan pemahaman dan daya ingat kosakata siswa. Meskipun terdapat beberapa kendala seperti kesulitan dalam mengidentifikasi ekspresi dalam dialog serta perbedaan kemampuan awal kosakata siswa, penelitian ini menyimpulkan bahwa film merupakan alat pembelajaran yang dinamis dan kaya konteks dalam meningkatkan penguasaan kosakata siswa EFL.

Kata kunci: *film, peningkatan kosakata, content words*

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT USING MOVIES AT EIGHT GRADE SMPN 7 METRO

By

Ginta Galbi

This study is aimed to investigate teaching using movies could significantly improve vocabulary achievement among eighth-grade EFL students at SMPN 7 Metro. The research focused on content words such as nouns, verbs, adjectives, and adverbs, using a one-group pretest-posttest design with 30 students from class VIII-E. The students received three treatment sessions using selected movie clips featuring expressions of asking and giving opinions. Each session was followed by vocabulary tasks to reinforce learning. The results revealed a statistically significant improvement in students' vocabulary achievement. The average score increased from 59.4 in the pre-test to 79.06 in the post-test, with a p-value of 0.000 ($p < 0.05$), indicating a significant difference. In terms of vocabulary aspects, the most substantial gain was found in adverbs (34%), followed by adjectives (23%), nouns (22%), and verbs (21%). These findings confirm that movies are not only engaging but also effective media in enhancing students' understanding and retention of vocabulary. Despite some challenges such as difficulty identifying expressions within dialogues and variations in students' initial vocabulary knowledge the study concludes that movies offer a dynamic and context-rich tool for improving EFL students' vocabulary achievement.

Keywords : movie, vocabulary improvement, content words

**INCREASING STUDENTS' VOCABULARY ACHIEVEMENT USING
MOVIES AT EIGHT GRADE SMPN 7 METRO**

**By :
Ginta Galbi**

Undergraduate Thesis

**Submitted in a partial fulfillment of
The Requirements for S1-Degree**

**In
The Language and Arts Education Department
Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2025

Research Title : **INCREASING STUDENTS' VOCABULARY ACHIEVEMENT USING MOVIES AT EIGHT GRADE SMPN 7 METRO**

Student's Name : **Ginta Galbi**

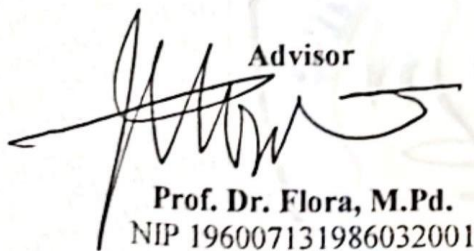
Student's Number : **2113042002**


Study Program : **English Education**

Department : **Languange and Arts Education**

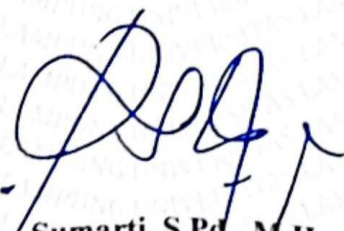
Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee


Advisor
Prof. Dr. Flora, M.Pd.
NIP 196007131986032001


Co-Advisor
Dian Shafwati, S.Pd., M.Pd.
NIP 198909132019032012

The Chairperson of The Department of Language and Arts Education


Dr. Sumarti, S.Pd., M.Hum.
NIP 197003181994032002

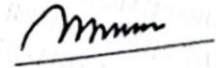
ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Flora, M.Pd.



Examiner : Dr. Muhammad Sukirlan, M.A.



Secretary : Dian Shafwati, S.Pd., M.Pd.



The Acting Dean of Teacher Training and Education Faculty

Dr. Abet Maydiantoro, M.Pd.

NIP 19870504 201404 1 001

Graduated on : 8 August 2025

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Ginta Galbi

NPM : 2113042002

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : INCREASING STUDENT'S VOCABULARY
ACHIEVEMENT USING MOVIES AT EIGHT GRADE
SMPN 7 METRO

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan 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, 8 Agustus 2025

Yang Membuat Pernyataan



Ginta Galbi

CURRICULUM VITAE

Ginta Galbi was born in Metro on May 25th, 2003. He is the second child out of three siblings born to a married couple, Andri Bani and Evi Risnuwati. He began his formal education at TK Aisyiyah Bustanul Afifah in 2008 and graduated in 2009. He then continued to SDN 1 Metro from 2009 and completed his elementary school education in 2015. Afterward, He enrolled at SMPN 7 Metro and studied there from 2015 to 2018. During his junior high school years, he developed an interest in teamwork and creative activities.

His high school journey began at SMAN 4 Metro in 2018, where He chose the Social and graduated in 2021. He actively engaged in various extracurricular activities, serving as the vice president of the school's theater club, a member of the school's basketball team, and also part of the film extracurricular club. Additionally, He was trusted to be a Class Representative (Perwakilan Kelas), a role that strengthened his leadership and communication skills.

In 2021, Ginta was accepted into the English Education Study Program at the University of Lampung through the national selection route (SNMPTN). Throughout his academic journey, He has been deeply involved in both academic and organizational campus activities. He served two terms in the student association of his department, SEEDS (Society of English Education Department Students). During his first term, He was an active member of the Human Resource Development (HRD) division and became part of PHDD (Publications, Documentation, and Design) for various HIMA events. In his second Period, He joined the Education Division, where He actively took on leadership roles serving as the chief coordinator of national competitions and online seminars, successfully organizing events involving participants from various regions in Indonesia.

In addition, Ginta was appointed as the president of the English Debate Club at the university for the 2023–2024 period, where He guided members in enhancing their public speaking and critical thinking skills. From January to February 2024, Ginta participated in the KKN (Kuliah Kerja Nyata) community service program in Talang Way Sulan, a village located in Way Sulan District. During this time, He collaborated with the local community to support educational and social

development programs. Later, he completed his teaching practicum (PLP) at SMA Darul Ulum, also in Talang Way Sulan. This experience provided him with valuable insights into the dynamics of real classroom teaching and student engagement.

With his strong background in education, leadership, and communication, Ginta continues to develop himself as a prospective English educator who is passionate about fostering students' confidence, creativity, and critical thinking through English language learning.

MOTTO

“Maka Sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan”

(Q.S Al-Insyirah: 5-6)

“Tidak ada mimpi yang gagal, yang ada hanyalah mimpi yang tertunda. Cuma sekiranya kalau temen temen merasa gagal dalam mencapai mimpi, jangan khawatir mimpi-mimpi lain bisa diciptakan.”

(Windah Basudara)

DEDICATION

In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious, the Most Merciful, with deep humility and sincere gratitude, the writer wishes to wholeheartedly and proudly dedicate this humble work to those who have played a vital role throughout his journey. First and foremost, to his dearest parents, Andri Bani and Evi Risnuwati, and his beloved siblings, whose prayers, unwavering support, and unconditional love have been the writer's greatest sources of strength, motivation, and perseverance.

He extends heartfelt thanks to all his lecturers at the University of Lampung, whose knowledge, patience, and guidance have helped shape his academic path and personal growth. Gratitude is also given to his friends and fellow students, who have stood beside him through both accomplishments and challenges, offering encouragement and meaningful companionship.

immense respect and heartfelt gratitude, the writer dedicates this work to Ibu Feni Munifatullah, the Head of the English Education Study Program, for her generous support, understanding, and assistance during crucial times. Her encouragement and leadership have been a great comfort and guidance throughout the writer's journey.

Lastly, a special and profound appreciation is devoted to his prestigious alma mater, the University of Lampung, a place where he grew not only intellectually but also personally. He is also deeply honored to be part of the English Education Department, whose commitment to cultivating future educators has left a lasting impact on his academic and career direction. May this small contribution reflect the support of all those who have walked with him, and may it be a sincere offering to the vast and noble pursuit of knowledge.

ACKNOWLEDGMENT

The praise is due to Allah, the Lord of the worlds. Gratitude is extended to Allah, the Almighty God, for endowing the researcher with the ability to complete this study titled “Increasing Student’s Vocabulary Achievement Using Movies At Eight Grade Smpn 7 Metro.” This research is presented to the Language and Arts Education Department of the Faculty of Teacher Training and Education in partial completion of the requirements for the S-1 degree. Upon concluding this research, the researcher identified numerous individuals who participated and provided assistance; hence, the researcher wishes to express heartfelt gratitude and appreciation to:

1. Prof. Dr. Flora, M.Pd., for her expertise and dedication as the primary advisor, guiding and assisting the researcher in the completion of this study.
2. Dian Shafwati, S.Pd., M.Pd. serves as the second advisor, providing the researcher with innovative and alternative approaches to complete this study.
3. Dr. Muhammad Sukirlan, M.A., serves as the examiner, providing constructive critique and guidance to the researcher.
4. Dr. Feni Munifatullah, M.Hum, serves as the Head of the English Education Study Program, along with all lecturers in the program who have devoted their time and expertise to the students of the English Department and organized various academic seminars and activities. The writer is deeply grateful to her for all the support and assistance she has provided throughout his academic journey. Her warmth, guidance, and encouragement have been invaluable, and the writer has come to regard her as a mother figure during his years in college.
5. To the writer’s academic advisor, Prof. Dr. Drs. Cucu Sutarsyah, M.A., sincere appreciation is extended for his valuable advice and guidance throughout the writer’s college years. His support and input have helped the writer navigate various academic challenges and overcome obstacles from the beginning of his studies until graduation.

6. The researcher could not get the full list of names of the English Education lecturers who contributed.
7. The administration members of the Language and Arts Education Department within the Faculty of Teacher Training and Education have granted consent to the researcher, particularly concerning English Education administration.
8. The security and building personnel of The Faculty of Teacher Training and Education granted the researcher permission to conduct a seminar for this research in one of the English Department rooms.
9. The teacher at SMPN 7 Metro, whose full name list the researcher couldn't get, gave permission to carry out the study.
10. The researcher encountered every individual from the English Department, batch 2021, class B, SEEDS, and other organizations, as well as those met during KKN and PLP, but not all could be documented.
11. To the writer's beloved parents, the greatest support system and role models in his life especially to his father, Andri Bani, heartfelt gratitude is extended for his relentless efforts in striving to provide the best for the writer's life. Through hard work, physical labor, and tireless dedication, he has shown what it means to truly sacrifice for one's child. Though a high school graduate, his wisdom, encouragement, and life lessons have profoundly inspired the writer and helped him persevere until he earned his bachelor's degree.
12. To his dearest mother, Evi Risnuwati, whose endless prayers, sincere affection, and unconditional support have been a constant source of strength. Her love and motivation never ceased, and her presence has always uplifted the writer through every challenge until the successful completion of his bachelor's degree.
13. To Rivan Gala Mikri, Raras Detira, and Rainalla Shaline Gala my eldest sibling, sister-in-law, and niece who have given me unwavering support and become my greatest motivation to complete my studies and graduate. Although my eldest sibling did not have the opportunity to experience graduation, I am driven to prove that this dream can still be realized through

my own achievement.

14. To Gavriola Giovani, my youngest sibling, whose presence in our family continues to be a source of hope and inspiration. Through this achievement, I wish to show her that graduating from university is not an impossible dream for our family. More than anything, I hope she sees this not only as a milestone, but as a path he too can walk with confidence, courage, and pride.
15. To the late Merliyani, the writer's beloved aunt, and to all extended family members whose names cannot be mentioned one by one the writer expresses his deepest gratitude for the countless forms of support given throughout his journey. From providing transportation and a proper place to stay, to the affection that made him feel at home even when far from his immediate family their care has meant everything. The writer sincerely hopes that if she could hear the news of his graduation, she would be proud of how far he has come.
16. To my dearest friends Avocado Shake (Jesica, Aqila, Sabrin, Anisah, Ismi, Fatih, Yogi, and Ridho) and The Kids (Ridho, Fatih, and Yogi) thank you for standing by me through moments of hardship and joy. Your presence has been a constant source of strength, laughter, and meaning throughout this journey. I cherish every shared memory, and I hold onto the hope that this bond we have built will remain strong, even as we move forward, build our own families, and walk our separate paths in life. I am profoundly grateful for each of you for your kindness, your patience, and your unwavering companionship.
17. The writer would also like to express sincere gratitude to a fellow student from the English Education Study Program, class of 2021, section B a thoughtful member of Avocado Shake, her name is Jesica Hersindie throughout the writer's academic journey, this individual has been a steadfast source of motivation and encouragement, especially during moments of doubt and weariness. Their words reminded the writer to stay the course, to believe in the process, and to trust that every challenge could be overcome with patience and perseverance. For their unwavering support,

belief in the writer's potential, and constant presence through this journey including the completion of this thesis the writer is deeply thankful and profoundly grateful.

18. Lastly, the writer extends heartfelt gratitude to himself for enduring every hardship with courage, for rising again after every failure, for pushing forward despite exhaustion, embarrassment, or fear. To the self who never gave up, who dared to try, who bore the burden quietly yet bravely: thank you for not surrendering. This journey has not been easy, but through every fall and every lesson, the writer has grown. May this achievement be a testament not only to others, but to himself that he is capable, worthy, and destined to go beyond the limits once placed upon him. With humility and pride, the writer acknowledges the strength within, and holds hope that the future will unfold in ways that surpass every expectation.

The researcher acknowledged that this study has faults and limits that could be improved. The researcher invites critiques and recommendations regarding this work and anticipates it will be beneficial to all. The researcher recognized that this study possesses deficiencies and limitations that could be further enhanced. The researcher welcomes any critiques and recommendations for this study and hopes it will prove advantageous to all.

Bandar Lampung, 8 August 2025

The Researcher

Ginta Galbi

TABLE OF CONTENTS

ABSTRACT	i
CURRICULUM VITAE	v
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENTS	xiii
I. INTRODUCTION	1
1.1 Background	1
1.2 Research Question	4
1.3 Research Objectives	4
1.4 Uses of the Research	4
1.5 Scope of the Research	5
1.6 Definition of Term.....	5
II. LITERATURE REVIEW	7
2.1 Definition of Vocabulary.....	7
2.2 Vocabulary Achievement	8
2.3 Kinds of Vocabulary	9
2.4 Teaching of Vocabulary	10
2.4.1. Teaching Vocabulary Using Objects	11
2.4.3. Teaching Vocabulary Using Drawing and Pictures.....	11
2.4.4. Teaching Vocabulary Using Mime, Expressions, and Gestures.....	12
2.4.5. Teaching Vocabulary Using Enumeration and Contrast	13
2.4.6. Teaching Vocabulary Through Guessing from Context.....	13
2.5 Definitions of Media	14
2.6 Movie as a Learning Media.....	14
2.7 Definition Movie	15
2.8 Movie as a Media in Teaching Vocabulary.....	17
2.9 Procedure of teaching vocabulary through movie.....	17
2.10 The Advantages and Disadvantages of Movie	19
2.11 Theoretical Assumption	20

2.12 Hypothesis	20
III. METHODS	21
3.1 Research Design	21
3.2 Research Variables	21
3.3 Population and Sample	22
3.4 Research Instrument	22
3.5 Data Collection	29
3.6 Data Analysis	30
3.7 Data Treatment	31
3.8 Hypothesis Testing	32
IV. RESULT AND DISCUSSION	33
4.1. The Students' Vocabulary after They are Taught movie media.....	33
4.1.1 The Results of Pre-Test.....	33
4.1.2 The Results of Post-Test.....	35
4.2. The Improvement Students' Vocabulary of Pre-test and Post-test	36
4.3. The Improvement of Aspects of Vocabulary	38
4.4. Discussion of the Findings	39
4.4.1 First Treatment of teaching vocabulary using movies.....	40
4.4.2 Second Treatment of teaching vocabulary using movies.	41
4.4.3 Third Treatment of teaching vocabulary using movies.	42
4.4.4 The Challenges Faced During the Research	42
4.4.5 The Effectiveness of Movies in Enhancing Students' Vocabulary	43
V. CONCLUSION AND SUGGESTION	48
5.1 Conclusion.....	48
5.2 Suggestion	49
REFERENCES.....	52
Appendix 1	55
Appendix 2	72
Appendix 3	73
Appendix 4	75
Appendix 5	77
Appendix 6	79

Appendix 7	81
Appendix 8	85
Appendix 9	97
Appendix 10	105
Appendix 11	113

I. INTRODUCTION

This chapter will be divided into seventh parts of the discussion which deals with several points; background, research question, objective of the research, uses of the research, scope of the research and also the definition of terms in order to provide explanation of this research.

1.1 Background

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Hatch & Brown (1995: 1) define that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Vossoughi (2009:1) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. Pikulski and Templeton (2004) define vocabulary as the sum of words that are used and understood by students.

Knowing vocabulary is one of the most important elements in acquiring, teaching and learning any language. It plays a central role in effective foreign language comprehension and language production. According to research conducted by (Khadawardi 2022), Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. Moreover, Jumariati (2010) said that vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. Moreover, according to Richard (1997), it is a vital to know a lot of words if you want to make progress in a foreign language.

Even if your grammar is excellent, you just won't be able to communicate your meaning without a wide vocabulary. Since English is not our national language, acquiring proficiency in it can be challenging. Many students and learners encounter difficulties in mastering English, one of the fundamental issues being a limited vocabulary. Vocabulary is a crucial aspect of language acquisition, essential for

developing the four primary language skills. Many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc (Br Simamora & Oktaviani, 2020). Watching English movies can inspire some students to expand their vocabulary and improve their understanding of the language. When learners learn English vocabulary, English film and television subtitles are a very effective way to learn, to meet the different needs of English learners (Fang et al., 2019). Film as audio visual helps students to improve their limited vocabulary, it plays an important role in improve students with new vocabulary (Kismoko & Roni, 2021). While the subtitling is audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues (BRASIL, 2011).

In addition, Research conducted by (Kusumarajni 2022) The results indicated a significant improvement in students' vocabulary mastery after being taught using movies. Additionally, the second finding showed that nouns were the category that saw the greatest improvement following instruction through movies.

Moreover, research conducted by (Hanifia 2013) The result of the post-test showed the sig. (2-tailed) .000, which meant that after the treatment, both classes were different in terms of vocabulary score statistically. Experimental class tended to have better scores than control class did. Moreover, the data of the interview showed positive responses to the use of vocabulary journal in learning vocabulary. In summary, it was proven that to some extents vocabulary journal is effective to develop students' ability in mastering vocabularies.

In addition, research conducted by (Khadawardi 2022) The results indicated that watching movie clips with subtitles had an effective learning result and a positive impact on students' motivation to learn L2 vocabulary. The integration of

multimedia tools and applications through the presentation of video clips with English subtitles had a powerful effect on vocabulary recognition, comprehension and retention. Participants achieved higher scores on the vocabulary posttests from watching movie clips with English subtitles than from learning vocabulary through a traditional teaching method. Therefore, the current study should serve as a foundation for future studies to validate and reference its results.

However, according to Sitepu (2023) there are many problems faced by students in learning vocabulary, such as low memory, low self-confidence, and low learning motivation. This is also felt by students at the intended school that is use as a research location. Based on the pre-observation, it iz found that the students have low motivation in learning vocabulary and the writers found five characteristics of students who have low motivation as follows: (1) students look lethargic when learning takes place; (2) they do not focus on the teacher; (3) they look sleepy and bored; (4) they do not voluntarily answer or ask the teacher; (5) they prefer to talk to their friends. It can be concluded that low motivation also can affect the interest of students to learn new vocabulary.

Overall, previous studies have focused on improving vocabulary through movie at the Senior High School level. However, these studies have not explored the use of movie for teaching vocabulary. In the research, it took place at SMPN 7 Metro because the students there found it very difficult to express what was on their minds and when they knew the meaning of the vocabulary they were looking for, they tended to be able to put it together or express it in English, and also the low motivation that students have makes the writer conduct at SMPN 7 Metro. In this research, the author aims to solve the problem by implementing movies to increase vocabulary in grade VIII students. Titled“Increasing Students Vocabulary Achievement Using Movies at Eight Grade SMPN 7 METRO” this study seeks to determine how significant movie can enrich students vocabulary in learning activities.

1.2 Research Question

Based on what has been written in the background of the study, the researcher formulates the problems as follow:

- Is there any improvement of the students' vocabulary after being taught using movie as their media to learning?

1.3 Research Objectives

In relation to the research question above, the objective of the research is to find out whether there is any improvement of the students' vocabulary after using movie as their media in learning.

1.4 Uses of the Research

The researcher expects that this study gives some contribution in the English language teaching environment, whether it is theoretically, practically, and academically. Theoretically, the results of the research are expected to support previous theories that using movie as a media to teach vocabulary. Practically, it is hoped that this study can be useful for English teachers, students, and school.

1. The teacher

The English teacher will have more options in choosing effective media to enrich student's vocabulary.

2. The student

Students are expected to get better learning experience through movie and get improvement in their vocabulary.

3. The school

The result of this study can be applied by other teachers so that they get more various media to improve the quality of teaching vocabulary at schools.

Finally, the researcher hopes that this study uses in academic field, such as becoming one of studies that is taken into account, especially for similar topic research in near future.

1.5 Scope of the Research

This research is classified as quantitative research. The researcher conducted the impact on students' interest in learning vocabulary of the research at the second grade Junior High School. The research focuses on the use of movie as a medium in teaching vocabulary. The researcher used this medium to make students focus on the new vocabulary and also develop their reading interest. This research used clip movies as the media and the material of the research and there are many kinds of movies such as movie, short movie and clip movie. However, this research only focuses on the clip movies with the movie that shows about asking and giving opinion and the movie has correlated with listening context. In vocabulary there are two types of vocabulary they are content words and functional words. However, in this research the only focus on content word limited in adjective and verb.

1.6 Definition of Term

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

1. Vocabulary is defined of several words which convey a particular meaning, the way individual words do.
2. Movie is a series of moving pictures which can show a picture with the sound coming out through stereo sound.
3. Increasing is the process of expanding or improving the number of words that students know, understand, and can use effectively.
4. Content word is words that carry the content or the meaning of a sentence and are open-class words
5. Function word is words that have little lexical meaning or have ambiguous meaning but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mood of the speaker.
6. Achievement is a thing that somebody has done successfully, especially using their own effort and skill.

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

II. LITERATURE REVIEW

This chapter will be divided into six parts of the discussion which deals with several points i.e., definition of vocabulary and basic vocabulary, teaching of vocabulary, types of vocabulary, media in vocabulary, movie as a media for teaching vocabulary and also the related research study in order to provide more information of this research.

2.1 Definition of Vocabulary

Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. This means that the vocabulary includes not only single words but also phrases with two or more words. Vocabulary is an important element in foreign language learning. Long and Richard (2007, p.39) state “by having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language” This is essential for anyone learning English as a second language, as having a broad vocabulary is important for effective social interaction. In addition, Coady and Huckin (1997) states that “vocabulary is central to language and critical important for language learner”.

Brett and Mckay (2012) state that by building vocabulary, we can get the ability to say what we mean; help us in understanding other people, in understanding what we read, in becoming a more informed and involved citizen, in communicating effectively; can improve the ability to grasp ideas and think more logically and incisively; boosts powers of persuasion; and help us in making a good impression on others.

Hatch and Brown (1995:1) say that vocabulary refers to a list or set of word for a particular language or a list of or set of words that individual speakers of a language might use. In addition, Hanson and Pandua (2011:5) note 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. From the statement above we can conclude that, Vocabulary encompasses not only individual words but also phrases that convey specific meanings, making it a crucial component of language learning. A rich vocabulary enhances listening, speaking, reading, and writing skills, facilitating better comprehension and production of language. It is essential for effective social interaction and communication. Building a strong vocabulary enables individuals to express themselves clearly, understand others, and engage more fully in society. It also improves logical thinking, persuasion skills, and the ability to make a positive impression. Effective communication in both oral and written forms relies on the flexible use of recognized and understood words, making vocabulary vital for learners of any language.

2.2 Vocabulary Achievement

Vocabulary is one of the language components that is very essential because vocabulary is a tool which is used in learning language, especially English. Furthermore, vocabulary plays an important role in communicating with others in the form of oral and written forms. Tarigan (1998:31) states that quality of the language skills depends on the quality of the vocabularies. In addition, Hanson and Pandua (2011:5) note that vocabulary refers to words used to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able to use words that they recognize and understand.

Achievement according to Hornby (1995:3) is something achieved or done successfully with the efforts or skills. In line with this statement, Heaton (1991:171-172) defines vocabulary achievement as any result of what has been taught and learnt by individuals or classes in relation to vocabulary. In short, vocabulary

achievement is the students' ability to use words in expressing a particular thought or idea. Based on the ideas above, it can be concluded that vocabulary achievement is the collection of words recognized and understood with a successful effort that have been done by the students. Their vocabulary achievement was measured by the vocabulary test and it was indicated by the scores of the vocabulary test.

2.3 Kinds of Vocabulary

According to Thornbury (2002) states, there are two kinds of vocabulary. They are function words and content words.

1. **Function Words (Gramatical Words)** Function words are words that have little lexical meaning or have ambiguous meaning but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mood of the speaker.
 - a. **Prepositions** Prepositions: Prepositions are words or group of words that are used to show the way in which other words are connected. Example, for, of, in, etc.
 - b. **Conjunctions**: Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.
 - c. **Determiners**: Determiners definite article, the indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.
 - d. **Pronoun**: Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.
2. **Content Words (Lexical Words)** Content words lexical words, are words that carry the content or the meaning of a sentence and are open-class words.
 - a. **Nouns** are words or group of words that are the name of a person, a place, a thing or activity or a quality or idea ; nouns can be used as the subject or object of a verb, example, Eleanor, and book.
 - b. **Verbs** are words or group of words which is used in describing an action, experience or state, example, write, and ride.
 - c. **Adjectives** are words that give more information about noun or pronoun, example, kind, better, etc.

- d. Adverbs are words or group of words that describe or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc

Based on the explanation above the writer generally, focuses on the content word. So the kind of vocabulary should be related to the material asking and giving opinion.

2.4 Teaching of Vocabulary

Teaching vocabulary is an essential component of language learning since languages are fundamentally composed of words (Alqahtani, 2015). Learning a language without words is nearly impossible, as human communication relies on them. Recent studies suggest that teaching vocabulary can be challenging because many educators lack confidence in the most effective methods for vocabulary instruction and sometimes are unsure where to start emphasizing word learning (Berne & Blachowicz, 2008). Both teachers and students recognize that vocabulary acquisition is a key element in language teaching (Walters, 2004). Teaching vocabulary is one of the most frequently discussed aspects of teaching English as a foreign language. During the teaching and learning process, teachers may encounter difficulties in achieving satisfactory outcomes. They need to be aware that teaching vocabulary differs from teaching the students' native language and that teaching English to young learners requires different approaches compared to adults. Educators should prepare and identify appropriate techniques to implement with their students. A good teacher should equip themselves with a variety of up-to-date techniques. Creativity and mastery of the material are essential for engaging and understandable lessons. Teachers must also understand their students' characteristics and prepare effective techniques and appropriate materials to achieve language teaching goals. There are several techniques for teaching vocabulary, but English teachers must remember key points when introducing new words to ensure they are learned, practiced, and revised to aid retention. The choice of techniques depends on factors such as content, time availability, and relevance to learners (Takač & Singleton 2008). Consequently, teachers often use multiple techniques for presenting vocabulary and are advised to vary their methods (Pinter, 2006).

2.4.1. Teaching Vocabulary Using Objects

This method helps learners remember vocabulary better because memory for objects and pictures is reliable, and visual techniques can cue word recall. This includes using visual aids and demonstrations (Takač & Singleton, 2008). Gairns & Redman (1986) suggest that using real objects is particularly effective for beginners or young learners and when teaching concrete nouns. Introducing a new word with a real object aids memorization through visualization. Objects from the classroom or brought in can be used.

Drilling helps learners become accustomed to the word form, especially its sound, and should be clear and natural (Thorbury, 2002). It is necessary because learners need to say the word to themselves to recall it from memory (Ellis & Beaton, 1993, in Read, 2000; 2004). Spelling involves memorizing words (Reed, 2012), and it is important because English spelling is not always phonetic. This technique encourages students to find word meanings through elicitation (Takač & Singleton, 2008), which maximizes speaking opportunities and checks understanding (Thorbury, 2002). Personalization, where learners use the word in a context related to their life, is also included. Pinter (2006) suggests that teachers should use varied planned presentations of vocabulary, combining multiple techniques. Takač and Singleton (2008) emphasize that teachers consider time availability and teaching material content when choosing techniques.

2.4.3. Teaching Vocabulary Using Drawing and Pictures

Objects can be drawn on the blackboard or on flashcards. Flashcards, especially when laminated, can be reused in various contexts. They help young learners grasp and retain the main points taught in class. Using pictures to teach vocabulary connects students' existing knowledge to new content, facilitating the learning of new words. Many vocabularies can be introduced through illustrations or pictures, which are excellent for clarifying the meaning of unfamiliar words and should be used frequently. These visual aids can include posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. Sources for these pictures include those created by teachers or students, colorful sets intended

for schools, and images cut out from newspapers and magazines. Modern readers, vocabulary books, and course books often feature numerous attractive pictures that illustrate the meaning of basic words. Teachers can use school-provided materials, create their own visual aids, or use magazine pictures. Visual support aids in understanding meanings and making words more memorable.

2.4.4. Teaching Vocabulary Using Mime, Expressions, and Gestures

Mime and gestures emphasize the importance of non-verbal communication in understanding words. They are useful for indicating word meanings in reading passages and enhancing communication in speaking activities. Many words, particularly adjectives like "sad" and "happy," can be taught through mime and gestures, such as miming taking a hat off to teach "hat." Studies highlight the role of gestures in second language acquisition (Alqahtani, 2015). Teachers, especially when teaching young learners or beginners, frequently use gestures (Sime, 2001; Hauge, 1999). Gestures capture attention and make lessons dynamic. Analyzing video recordings of English lessons, Tellier (2007) identified three main roles for teaching gestures: classroom management (e.g., starting or ending activities, requesting silence), evaluation (e.g., showing mistakes, giving corrections, offering praise), and explanation (e.g., indicating syntax, emphasizing prosody, explaining vocabulary). Teaching gestures include hand movements, facial expressions, pantomime, and body movements, which can mime or symbolize meanings, aiding comprehension as long as they are clear and easily understood. However, their effectiveness may vary depending on the gesture used; foreign emblems, for instance, may cause misunderstandings if unfamiliar to learners (Hauge, 1999; Sime, 2001). Beyond aiding comprehension, gestures also support memorization. Many second language teachers find that gestures help learners remember vocabulary. Learners often recall words more easily when the associated gesture is used during lessons, and young learners may spontaneously reproduce gestures while speaking. Although the impact of gestures on memorization is frequently observed, it has been minimally explored in systematic, empirical studies (Tellier, 2007).

2.4.5. Teaching Vocabulary Using Enumeration and Contrast

Enumeration involves listing items in a complete, ordered manner to present meaning. This technique is useful when a word is difficult to explain visually. For instance, to explain "clothes," a teacher can list items like a dress, a skirt, and trousers, which clarifies the meaning of "clothes." Similarly, words like "vegetable" or "furniture" can be explained by enumerating examples (Gruneberg & Sykes, 1991). Contrasting words with their opposites, such as "good" with "bad," can also aid understanding. However, some words, especially those with gradable opposites, are harder to contrast. For example, contrasting "white" with "red" overlooks the intermediary color "pink." The verb "contrast" means to highlight differences, such as in before-and-after photos showing weight loss. Studies suggest that vocabulary is best learned when related to previously known words (Alqahtani, 2015). Learning synonyms expands vocabulary since dictionaries often use them to explain words (Elisabeth, 1999).

2.4.6. Teaching Vocabulary Through Guessing from Context

Guessing from context is a widely recommended technique for dealing with unfamiliar vocabulary in unedited texts (Dubin, 1993). Alqahtani (2015) identifies two types of contexts: the specific context within the text, which includes morphological, semantic, and syntactic information, and the general context, which is the reader's background knowledge on the subject. The specific context consists of surrounding words and sentences that shed light on the meaning of the unknown word. These clues can be found in the same sentence or nearby sentences. Learning from context includes extensive reading, conversations, listening to stories, films, television, or radio (Nation, 2001). To effectively guess from context, four elements are needed: the reader, the text, unknown words, and clues in the text, including knowledge about guessing. Missing any of these elements can hinder the ability to guess meanings. This technique encourages learners to take risks and guess word meanings, boosting their confidence to decipher meanings independently. Clues for guessing include illustrations, similar spellings or sounds in the mother tongue, and general knowledge (Walters, 2004).

2.5 Definitions of Media

Media consist of instruments which are used to extend the message of teaching learning (Arsyad, 2006:4). It means that the use of media can help the students to get some information from the lesson easier. According to Abidin (2012), media of teaching learning cover the instruments which are used to extend the teaching material that consist of film, video, picture, chart, and diagram. Meanwhile, media is a component of source study which contains an activity. So, media are a part which cannot be separated from teaching learning activity.

Based on the explanation above, media are very important and useful for teaching learning activity because they can help the students to understand the lesson.

2.6 Movie as a Learning Media

Learning media that can be used for various types of learning, the technology and also multimedia are growing to help the learning process to get better. Movie and video are examples of learning media based multimedia that can be used to deliver material. Harmer (1993) says that the use of video or movie in class just listening with picture, but there are many reasons why video can add a special extra dimension to learning experience. Seeing language in used, cross cultural awareness, the power of creation and motivation. The use of movie as one of media which is using video it has been used in a common feature in language teaching for many years. The use of movie as a learning media is one of the appropriate ways for learning vocabulary for students. Harmer (1993) also states that movie can be used as a visual aid in the teaching and learning process.

But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Karakas and Saricoban (2012) show that by watching films especially with English subtitles it can be easier to get meaning from foreign. Media is a tool for teaching and learning processes and movies is one of the interesting media for students presenting audio, visual and motion messages, it can stimulate the students' thoughts and feelings.

Use of audio-visual resources requires more caring out because it provides opportunities for effective communication between teachers and students in EFL classroom.

Movies can be a powerful tool for illustrating course content, promoting a visualization of concepts and theory, increasing student involvement, and promoting critical thinking and analytical skills. A significant benefit of movies is that they offer both affective and cognitive experiences. According to Salomon (2015) research found that individuals learn new, novel, and abstract concepts more easily when presented in both verbal and visual form. It is also found that visual media make concepts more accessible to individuals than text media and help with later recall.

The effectiveness of teaching with movies has been reported. For example, Kirsh (2008) found that the animated film assignment appears to improve students' understanding of course material. Students also report that assignments involving watching movies are particularly rewarding. A meta-analysis found that visual media using in nursing education had significant effects on attitude change and retention. In addition, numerous reports indicate that movies help providing role models, identifying and reinforcing strengths, facilitating communication, and building hope. Research in the training area by Allen et al (2011) have also found that movie-based training had positive effects in reducing anxiety, and increasing learning social skills. In sum, literature has shown that movies are an excellent tool for developing a variety of positive characteristics and behaviors. Thus, based on research to date on effects of teaching with movies.

2.7 Definition Movie

The movie is an animated picture arranged based on a script with the addition of sound and any effects which support the quality of the movie itself. A movie is also known as cinema. Josef V. S. (1930) stated that cinema is a work of art when motion follows a definable rhythm with pause and tempo, and all aspects of the continuous image are related to the whole (as cited in Boggs, J. M., & Petrie, D. W., 2008, p. 2).

Movies come in various types, such as feature films, which are full-length narratives; short films or clip movies, which are usually under 40 minutes; documentaries, which aim to present facts or reality; animated films, which use drawings or digital graphics to create movement; and experimental films, which often reject traditional narrative structures and focus on innovation in visuals and sound. According to Richard Barsam (2007), these categories reflect the diversity of purposes and approaches in filmmaking, each offering unique ways to communicate ideas and emotions.

Movies are the combination of pictures or acted scenes, sound, and any additional elements which have specific goals either educational, political, social, or others. A film presents us with images in illusory motion (Bordwell & Thompson, 1997, p. 3). Movies not only serve the reality of the world but also the writer's imagination of the world. Surely, the process of making a movie differs depending on the complexity of the plot. On the other side, the basic process of making movies is the same.

The movie is a beneficial medium that provides people with an interesting way to obtain information, entertainment, education, and knowledge. Many writers are interested in adapting what is happening in real life into a movie or series by changing some parts of it while still focusing on the main goal. It can be based on a legend, the history of a country, a current event, or innovations in sectors such as technology, education, or economics, and many others.

In this research, the researcher choose movie clip for the reason movie clips as the main media in this study is because of its short duration, dense and direct content, and high visual appeal, so it is more effective and efficient to use in classroom learning, especially in language learning. Movie clips usually show important parts of a long film that highlight the core message, emotion, or interaction. This allows students to focus on certain language features such as intonation, vocabulary, expression, gesture, and cultural context, without being burdened by a long or complex storyline.

2.8 Movie as a Media in Teaching Vocabulary

Teaching English to Indonesian students can be challenging. To make learning effective, especially vocabulary acquisition, teachers need engaging techniques and media. Movies are a powerful tool for boosting vocabulary and comprehension. They can spark student interest, keep them motivated, and facilitate communication between teachers and students. According to Harmer (2003), videos offer several unique benefits:

1. **Seeing Language in Action:** Movies go beyond just hearing English – they showcase it in real-world situations. Students observe facial expressions and gestures associated with specific words and phrases, aiding understanding.
2. **Exploring Cross-Cultural Awareness:** Movies provide a window into Western cultures. Students can learn about body language cues for social interactions, like inviting someone out, or how Americans interact with waiters. Movies expose them to diverse cultures from around the world.
3. **Unlocking Creativity:** Creating movies empowers students. By making their own movies, they can craft unforgettable experiences. This process strengthens vocabulary retention as they actively use learned words in their film project, fostering creativity.

2.9 Procedure of teaching vocabulary through movie

Below are the procedures in applying Movie as media in teaching vocabulary stated by King (2002). Before starting the class activity by using movie, the researcher selects the movie that fits to the students. The steps of teaching vocabulary by using movie are stated below:

1. Briefly introduce the movie and the specific scene without revealing the vocabulary words.
2. Ask students a general question about the scene to activate prior knowledge. For example, "What do you think teenagers typically do in a school cafeteria?"

3. Play the clip once without stopping, allowing students to focus on understanding the overall scene.
4. Ask students, "What words did you see or hear in the clip?"
5. Write all their suggestions on the board to activate prior knowledge and build anticipation.
6. Reveal the pre-selected list of verbs and adjectives (e.g., *think, believe, suggest, recommend, agree, disagree; important, interesting, boring, beneficial, difficult, necessary*).
7. Use clear definitions, synonyms, or pictures to explain each word.
8. Briefly explain how these words are used in everyday situations.
9. Play "I spy..." with target verbs and adjectives (e.g., "I spy with my little eye something that you carry your lunch in..." + use the target adjective).
10. Students take turns guessing the item based on clues and vocabulary usage in the scene.
11. Divide students into pairs.
12. Ask each pair to create 2-3 sentences using at least 2 target vocabulary words (verbs and adjectives).
13. Encourage them to describe what they saw in the clip.
14. Have some pairs share their sentences with the class.
15. Pose "Would you rather?" questions related to the scene and target verbs and adjectives (e.g., "Would you rather sit down with your friends or chat with someone new?").
16. Encourage students to explain their choices using the target vocabulary.
17. Briefly review the target vocabulary (verbs and adjectives) with the class.
18. Ask students to summarize the scene using the learned words.

2.10 The Advantages and Disadvantages of Movie

In this sub chapter will explain about the advantages and disadvantages movie as a media.

Advantages:

1. **Detailed Explanations:** Movies excel at explaining processes, even utilizing slow motion for clarity.
2. **Catering to All Learners:** Students of varying abilities can find something valuable in a movie, be it intellectual stimulation or simple entertainment.
3. **Cross-Cultural Exploration:** Movies transport viewers across time and space, exposing them to different cultures and historical periods.
4. **Repeat Viewing for Reinforcement:** Movies can be replayed to solidify understanding and clarify confusing concepts.

Disadvantages:

1. **Cost and Time Considerations:** English-language movies can be expensive and require significant time to acquire and incorporate into lessons.
2. **Rapid Visual Changes:** The fast-moving nature of movies can overwhelm students, hindering their ability to absorb information.
3. **Content Relevance:** Movie themes may not always align perfectly with learning objectives, requiring adaptation or potentially causing confusion.

While movies offer numerous benefits for teaching, including detailed explanations, catering to diverse learners, and facilitating cultural exploration, there are also drawbacks to consider. The cost, fast pace, and potential lack of alignment with learning objectives require careful planning and selection. Ultimately, movies can be a powerful tool in the classroom, but their effectiveness hinges on thoughtful implementation alongside traditional teaching methods.

2.11 Theoretical Assumption

In teaching vocabulary, various media can assist the teacher in achieving the objectives of the teaching-learning process. There are multiple methods for teaching vocabulary, and it is crucial for the teacher to select and implement the most suitable approach to meet the goals. Using engaging aids is essential for effective vocabulary instruction.

Movies are particularly effective in teaching vocabulary as they engage students and boost their enthusiasm. Movies serve as a valuable medium that positively influences students' comprehension of vocabulary because they can simultaneously see and hear the content. This makes it easier for students to grasp the information, increasing their interest and participation in the learning process.

2.12 Hypothesis

Based on the theoretical theories and assumptions above, the researcher formulates the following hypothesis: there is a significant difference in the students' vocabulary achievement after being taught using movie.

III. METHODS

This chapter discusses about design, variabel, data sample, instrument, data collection, data analysis, data treatment, and hyphothesis testing.

3.1 Research Design

This research was a quantitative study that was intended to focus on how well this research can increase vocabulary achievement using movies. This research design is a one group pretest-posttest design because the researcher is using only one class. The design is used to compare the students' vocabulary elicited through the score of a pre-test and a post-test after treatments are given. According to Setiyadi (2018), the research design is represented as follows:

T1 X T2

Notes :

T1 refers to the pretest that the researcher gives before teaching through a movie in order to measure the students' competencies before they are given the treatment.

T2 refers to the posttest that the researcher gives after teaching through in order to measure how far the students' improvement after they get the treatment.

X refers to the treatments given by the researcher through movie application to improve vocabulary achievement.

3.2 Research Variables

1. Dependent variable

Dependent variable is a variable that influence or becomes a result of the independent variable. The dependent variable in this research is vocabulary achievement.

2. Independent variable

Independent variable is a variable that affects or becomes the cause of the emergence of the dependent variable. Independent variable in this research is movie.

3.3 Population and Sample

Population according to Sugiyono (2008) is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. The population of this research was the second-grade students of Junior High School. The sample is a part of the number and characteristics possessed by the population (Sugiyono, 2013: 81). There were seven classes in VIII grade. For the sample of this research, the researcher was to take one class as the experimental class, it will be class VIII E that consisted of 30 students sample.

3.4 Research Instrument

In this research, researchers used instruments in data collection as follows:

1. Vocabulary Achievement Test

In collecting data, the researcher used a vocabulary test consisting of pre-test and post-test. This test used to find how far the students have improved after being taught using movie. The pre-test and post-test consisted of 50 multiple-choice items with four choices a, b, c, and d to assess identifying main ideas. The criteria for the results of the pre-test and post-test were as follows:

Table 3.1 the criteria for pre-test and post-test score

Score Range	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Very less

(Arikunto,2010)

3.4.1 Validity

Validity is the extent to which an instrument really contains the objective to be included suitable with the criteria (Hatch and Farhady, 1982). Additionally, Setiadi (2013) states that validity generally means that the data can be trusted. To ensure the validity of this research, the researcher sees content validity and construct validity.

a. Content Validity

This study examines the effectiveness of using movies as a medium to enhance students' vocabulary achievement, considering several aspects of validity. The research involves selecting narrative texts from the Grade VIII Merdeka curriculum, using movies to present the expression of asking and giving opinion, developing vocabulary assessments, and creating surveys to measure student engagement. Instructional materials and lesson plans will integrate movie into teaching, with pre- and post-assessments to compare baseline and post-intervention results. This framework aims to determine movie effectiveness in improving

vocabulary achievement, aligning with curriculum standards and providing actionable insights for educational practices.

b. Construct Validity

The constructs include vocabulary achievement, which refers to the ability to understand, interpret, and implement asking and giving opinion, and engagement and motivation, assessing students' interest when interacting with movie formats versus traditional formats. In this research the writer use vocabulary achievement multiple choice to assess and table of specification.

3.1 Table of Specification Vocabulary

NO	Kind of Test	Kinds of Vocabulary	Number of Questions	percentage
1	Multiple Choice	Nouns	1, 7, 11, 15, 19, 23, 35,38,41,44,47,50,53,56,59,62,68,71,76,80	25%
		Adverbs	4, 8, 12, 16, 20, 24, 36,39,42,45,48,51,54,57,60,63,67,70,74	25%
		Verb	2, 5, 9, 21, 25, 28, 29, 33,40,43,46,49,52,55,58,64,65,69,73,77,79	25%
		Adjective	3, 6, 10, 13, 14, 17, 18, 22, 26,27,30,31,32,34,37,61,66,72,75,78	25%

3.4.2 Reability

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 was employed. The researcher divided the 80 vocabulary test items into two groups, distinguishing them by odd and even numbers. A similar random division applied to the student groups. Subsequently, a comparison of the outcomes was conducted. In line with that, Setiadi (2006) says, "If both sets of tests produce relatively comparable results, it can be inferred that the test exhibit reliability." The assessment of the reliability of the vocabulary test involved 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 reliability standards set by Arikunto (1998:260), the correlation between form calculated in this study was approximately 0.724. This value indicated that the test instrument used in this research had a substantial level of internal consistency. The method works by dividing the test into two equal halves (even and odd) and correlating their results. A coefficient of 0.724 suggests that the test items consistently measure the same construct, which highlights the dependability and stability of the instrument in capturing the intended data (Data in Appendix 4).

Following the establishment of this method of measuring reliability, the researcher conducted an overall evaluation of the test's reliability by analyzing all items together. This broader analysis is crucial for ensuring that the test instrument

maintained its reliability across the entire set of items, not just when divided into halves. By confirming high reliability in this manner, the research is better supported by consistent and reliable data, enhancing the credibility of the findings. Moreover, researcher also used Spearman Brown's prophecy to make sure the reliability of the test using formula as follows:

$$r_k = \frac{2 \times r_1}{1 + r_1}$$

Where:

r_k : reliability of the whole test

r_1 : coefficient of reliability between odd and even number

The results of the reliability analysis for the vocabulary test items reveal a high level of reliability, with a coefficient of 0.843. This result is consistent with previous calculations, affirming the strong consistency of the test items. The reliability coefficient indicates that the test items are effective in measuring vocabulary proficiency, providing a solid measure of consistency across different approaches.

Both the Spearman-Brown prophecy formula and the split-half reliability method yielded similar results, categorizing the test items as having high reliability. This consistency across different methods highlights the robustness of the test in evaluating vocabulary skills, ensuring that the measurements are reliable and dependable despite the varied calculation approaches. As we can see in Table 3.2

Table 3.2. Reliability Statistic by Using SPSS

Reliability Statistics

Correlation Between Forms		.724
Spearman-Brown Coefficient	Equal Length	.843
	Unequal Length	.843
Guttman Split-Half Coefficient		.822

3.4.3 Difficulty level of the Test items

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

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

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:

LD < 0.30 = difficult

LD = 0.31 – 0.70 = average

LD > 0.71 1.00 = easy

(Shohamy,1985)

No	Number of Item Test	Computation	Criteria
1	2,3,4,5,8,12,14,15,16,17,19,20,21,22,24,26,27,31,32,33,35,36,37,38,40,41,42,44,45,47,48,49,50,52,53,54,55,56,57,59,62,63,64,66,67,68,70,71,72,73,75,76,77,78,79	<0.30	easy
2	1,10,11,18, 29,30, 46,	0.31 - 0.70	average
3	6,7,9,13,23,25,28,34,39,43,51,58,60,61,65,69,74, 80	>0.70	Difficult

The test was categorized into three levels of difficulty based on the computation criteria. The first category, labelled "Easy," consisted of 55 questions where the computation was less than 0.30. The second category, termed "Average," included 7 questions with computations ranging from 0.30 to 0.70. Finally, the "Difficult" category encompassed 18 questions, each with a computation greater than 0.70. The distribution of the questions ensured that a range of difficulty levels was represented in the test.

In the next phase, the test was adjusted from 80 to 50 questions based on the discrimination power, to maintain reliability and make the test more accessible for students. The total of 36 easy questions, average 4 question and 10 difficult questions were administered since the discrimination power reached satisfactory to excellent values. As for average questions, only three questions which discrimination power reached satisfactory and good value. Therefore, three average questions were administered (Data in Appendix 5).

3.4.4 Discrimination Power of Test item

The purpose of discrimination power is to determine between the low and high levels of students on the test. The students of the try-out class are divided into two groups: higher and lower students. The higher students are those who answer the questions correctly, and the lower students are those who answer the questions incorrectly. To determine the discrimination power, the researcher uses the following formula.

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

Where:

DP = discrimination power

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of students

The criteria are as follow:

0.00-0.20	= poor
0.21-0.40	= satisfied
0.41-0.70	= good
0.71-1.00	= excellent
Negative	= bad items (should be omitted)

(Heaton, 1975)

Based on the results, it was determined that 26 items were categorized as poor, 25 items as satisfactory, 21 items as good, 4 items as excellent, and 14 items as bad. To enhance the reliability of the test, all poor and bad items were removed. The remaining items, categorized as satisfactory, good, and excellent, were carefully selected and revised, ultimately reducing the total number of questions from 80 to 50, consist of 25 satisfactory items, 21 good items, and 4 excellent items, with a balanced difficulty of 36 easy, 10 difficult, and 4 average questions (Data in Appendix 5).

3.5 Data Collection

In collecting data, the researcher used the following procedures:

1. Try-out

The tryout test was administered to choose which items should be presented in the pretest and the posttest. The tryout test consisted of 80 multiple-choice items with four alternative answers (A, B, C, and D) for each, one was the right answer and the others were the distracters. The test was conducted in 90 minutes.

2. Pre-test

The pre-test will be conducted to find out the students' vocabulary performance before the treatments. This test will be multiple-choice in which the students will be asked to choose one correct answer from the

choices a, b, c, or d. In this test, students are given 50 items of the test within 90 minutes.

3. Post-test

After conducting the treatments, the post-test will be given. It will be to know the students' performance after implementing the treatments. This test will consist of 50 items of multiple choice for 90 minutes. It can be stated if the post-test score is higher than the pre-test it means that the student has learned certain topics. If the scores are about the same, or if the post-test score is lower than the pre-test score, it may have implications for the topic actions not being studied in learning.

3.6 Data Analysis

In data analysis, firstly the researcher distributed the try-out to be tested in order to find out the feasibility of the questions, after that the researcher collected the data by given the students the pre-test and post-test. Then the pre-test and post-test results will be analyzed using Microsoft Excel with SPSS (Statistics Package for Social Sciences) in the normality and homogeneity tests.

Data analysis is a process to find data into research. Based on the formulation of the problem, the data needed in this study is the effect result of developing students vocabulary in junior high school students before and after being taught using movie. The following is the formula used by researcher in obtaining the students scores:

$$S = \frac{R}{N} \times 1$$

Where:

S = The test score

R = The number of correct answers

N = the total number of test items

(Arikunto, 1993)

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

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

Description:

X = Mean (average score)

\sum = The total score of all the students

N = The total of students

Additionally, the data underwent analysis employing the Repeated Measures T Test to determine the significance of the treatment's effect and to evaluate the acceptability of the hypothesis and it was explained in the next chapter.

3.7 Data Treatment

Concerning Setiyadi (2006), using Repeated Measure T-test to examine the hypothesis has three basic assumptions that can be illustrated as follows:

- a. The data are an interval.
- b. The data are taken from random sample in population (non-absolute).
- c. The data is distributed normally.

The test will be used to find out whether the data are normally distributed or not by using normality test SPSS. Shapiro Wilk Normality was used by the researcher to analyze the normality of the data because this research has a small sample.

The hypotheses of the normality test are :

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal

3.8 Hypothesis Testing

Hypothesis testing employed to evaluate the acceptance of the proposed hypotheses in this research. The hypothesis was 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 research to assess variations in measurements conducted on the same subjects at different time points. The researcher used the following formula:

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

Where:

- If the Sig. two-tailed is lower than 0.05, therefore H0 is rejected and H1 is accepted. - If the Sig. two-tailed is higher than 0.05, therefore H0 is accepted and H1 is rejected.

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

H1: There is significant improvement of students' vocabulary after being taught by using movie.

This chapter already discussed design, research variable, data sample, instrument, data collection, data analysis, data treatment, and hypothesis testing in order to provide an insight to this research.

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 media 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 study reveals a significant improvement in vocabulary achievement among eighth grade students at SMPN 7 Metro after implementing movies as a teaching technique, highlighting the effectiveness of this approach. The results confirm that using movies serves as a valuable tool in enhancing students' vocabulary skills, making it a recommended strategy for vocabulary instruction in similar contexts.
2. Among the different aspects of vocabulary, adverb shows the most significant relative improvement. The substantial improvement in adverb usage can be attributed to the effective use of movies, which allowed students to visualize and contextualize the relationships between words. This enhanced their understanding and application of adverbs, making them more adept at reinforcing word meaning through their connection to other words in the movie context. Even though adverbs demonstrated the highest gain, it is important to note that other aspects of vocabulary also showed considerable improvements. Nouns, verbs, and adjectives all experienced significant gains, indicating that movies positively impact all areas of vocabulary learning.

3. Movies prove to be a highly effective technique for enhancing vocabulary knowledge across a diverse student population, including EFL and ESL learners from pre-intermediate to adult intermediate levels. Their ability to enhance retention, contextual understanding, engagement, and adaptability makes movies a powerful tool in vocabulary teaching.

5.2 Suggestion

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

1. Based on the findings of this research, the suggestions for English teachers are as follows:

English teachers are strongly encouraged to incorporate movies into their instructional practices. Movies have demonstrated their effectiveness in improving vocabulary understanding and retention. Teachers can adapt movie-based techniques to various vocabulary aspects—such as nouns, verbs, adjectives, and adverbs—and align them with lesson content to maximize their benefits. For example, when teaching adjectives, teachers can have students watch scenes from a movie and identify descriptive words, their synonyms, antonyms, and usage contexts within the dialogue. This approach helps students visualize and connect the meanings of adjectives, enhancing their ability to use descriptive language effectively. By incorporating movies, teachers provide students with contextual and engaging opportunities to deepen their vocabulary knowledge.

Additionally, teachers should be mindful of the different levels of improvement across vocabulary aspects. If certain areas, such as verbs, show less significant gains compared to others, targeted interventions are needed. For instance, if students struggle with understanding verbs, teachers can provide focused practice sessions, use interactive activities, and offer additional support to strengthen students' grasp of this vocabulary aspect.

Incorporating various engaging activities, such as role-playing or writing exercises that emphasize the use of verbs, can help address these challenges and ensure a balanced vocabulary development.

2. Future researchers exploring the use of movies as a teaching tool should consider its application across a broader range of English skills and topics to assess its overall effectiveness. For example, researchers could investigate how movies impact not only vocabulary but also grammar or writing skills. This would provide a more comprehensive understanding of the technique's utility in various aspects of language learning.

Additionally, researchers should examine why certain vocabulary aspects might show less improvement. For instance, if verbs demonstrate less gain compared to nouns, further investigation is needed to understand the underlying reasons. Researchers could explore factors such as the complexity of the vocabulary, the effectiveness of specific movie-based strategies, or the need for additional instructional materials. This could involve refining the movie-based approach or experimenting with different types of vocabulary materials to better meet students' needs.

Furthermore, it is essential for researchers to examine methods for effectively guiding students in using movies for language learning. Studies could focus on developing best practices for teaching with movies, providing clear instructions, and creating engaging examples that help students understand and apply the technique effectively. For instance, research could explore the impact of teacher-led workshops or student training sessions on the successful implementation of movies in learning routines.

By employing movies and addressing specific challenges, teachers can create a more dynamic and effective learning environment that fosters a deeper understanding of vocabulary and supports overall language development. Researchers, on the other hand, can contribute to the continuous improvement of vocabulary instruction methods and enhance the effectiveness of movie-based teaching by exploring its application across different English skills, investigating varying levels of improvement, and refining strategies for better implementation.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21–34.
- Arsyad, A. (2006). *Media pembelajaran*. Jakarta: Raja Grafindo Persada.
- Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, 62(4), 314–323.
- Br Simamora, M. W., & Oktaviani, L. (2020). What is your favorite movie?: A strategy of English education students to improve English vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44–49. <https://doi.org/10.33365/jeltl.v1i2.604>
- Brett, & McKay, K. (2012, October 3). The importance of building your vocabulary (and 5 easy steps to doing it). *The Art of Manliness*. <http://www.artofmanliness.com/2012/10/03/theimportance-of-building-your-vocabulary-and-5-easysteps-to-doing-it/> (Retrieved June 27, 2024)
- Dubin, F. (1993). Predicting word meanings from contextual clues: Evidence from L1 readers. In T. Huckin, M. Haynes, & J. Coady (Eds.), *Second language reading and vocabulary learning* (pp. 181–202). Ablex.
- Fang, F., Zhang, Y., & Fang, Y. (2019). A comparative study of the effect of bilingual subtitles and English subtitles on college English teaching. *Revista de Cercetare si Interventie Sociala*, 66, 59–74. <https://doi.org/10.33788/rcis.66.4>
- Gruneberg, M., & Sykes, R. (1991). Individual differences and attitudes to the keyword method of foreign language learning. *Language Learning Journal*, 4, 60–62.
- Hanifia, F. N. (2013). The use of vocabulary journal in enriching students' vocabulary mastery and the students' attitudes toward its use (Unpublished undergraduate thesis). [Institution name if available].
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics and language education*. Cambridge: Cambridge University Press.
- Hauge, E. (1999). Some common emblems used by British English teachers in EFL classes. In D. Killick & M. Parry (Eds.), *Cross-cultural capability - Promoting the discipline: Marking boundaries and crossing borders:*

Proceedings of the conference at Leeds Metropolitan University Dec (pp. 405–420).

- Jumariati. (2010). *Improving the vocabulary mastery of EFL students* (Unpublished thesis or article).
- Khadawardi, H. A. (2022). Teaching L2 vocabulary through animated movie clips with English subtitles. *International Journal of Applied Linguistics and English Literature*, 11(2), 18–27. <https://doi.org/10.7575/aiac.ijalel.v.11n.2p.18>
- Kismoko, M. I. H., & Roni, M. R. (2021). Pengaruh media film barat dengan subtitle bahasa Inggris terhadap penguasaan kosakata siswa dengan menggunakan sistem belajar dari rumah. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 1–6.
- Kusumarajni, D. (2022). Effectiveness of movie for the enhancement of students' vocabulary. *Journal Corner of Education, Linguistics, and Literature*, 2(1), 25–31. <https://doi.org/10.54012/jcell.v2i1.51>
- Lessard-Clouston, M. (2013). Teaching vocabulary. In T. S. C. Farrell (Ed.), *English language teacher development series*. TESOL International Association. <https://www.academia.edu/2768908/teachingvocabulary> (Retrieved November 25, 2018)
- Reed, D. K. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Richards, J. C. (1997). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Sime, D. (2001). The use and perception of illustrators in the foreign language classroom. In C. Cavé, I. Guaitella, & S. Santi (Eds.), *Oralité et Gestualité: Communication Multimodale, Interaction* (pp. [page range if available]).
- Takač, V. P., & Singleton, D. (2008). *Vocabulary learning strategies and foreign language acquisition*. Canada: Multilingual Matters Ltd.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow, Essex: Pearson Education Limited.