The Effectiveness of Movie Clips in students' Vocabulary Mastery at Ninth grade of the MTsN 6 Lombok Tengah in Academic Year 2023/2024

by

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2023/2024

The Effectiveness of Movie Clips in students' Vocabulary Mastery at ninth grade of The MTsN 6 Lombok Tengah in Academic Year 2022/2023

Thesis

Presented to State Islamic University of Mataram to fulfil of the requirements for Sarjana Degree in English language Education

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ADVISORS' APPROVAL

Thesis by: Ahmad Hardi Alhilal, Student's number (NIM): 190107025 entitled "The Effectiveness of Movie Clip in Students' Vocabulary mastery at ninth grade of the MTsN 6 Lombok Tengah in Academic Year 2022/2023" has fulfilled the requirement and has been approved to be examined.

Approved on: 28 Desember 2023

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ADVISORS' OFFICIAL NOTE

Mataram, 28 Desember 2023

CASE: Sarjana Thesis Examination

Honorable

Dean of Education and Teacher Training Faculty in Mataram

Assalamu'alaikum, Wr. Wb.

Respectfully, after making guidance, direction, and correction, we argue that this sarjana thesis from:

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has fulfilled the requirements for submission in the sarjana *thesis munaqasyah* session of Education and Teacher Training Faculty State Islamic University of Mataram. Therefore, we hope that this sarjana thesis will be tested soon.

Wassalamu'alaikum, Wr. Wb.

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STATEMENT OF AUTHENTICITY

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states that sarjana thesis entitled "The Effectiveness of Movies Clips in Students' Vocabulary mastery at Grade Nine of the MTsN 6 Lombok Tengah in Academic Year 2023/2024" is his own writing and is true and correct that there was no others work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Mataram, 28 Desember 2023

I stated,

Ahmad Hardi Alhilal

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THESIS RATIFICATION

Sarjana Thesis by: Ahmad Hardi Alhilal, NIM. 190107025 entitled "The Effectiveness of Movie Clips in Students' Vocabulary mastery at ninth grade of the MTsN 6 Lombok Tengah in Academic Year 2023/2024", has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training State Islamic University of Mataram at the date of, 28 Desember 2023

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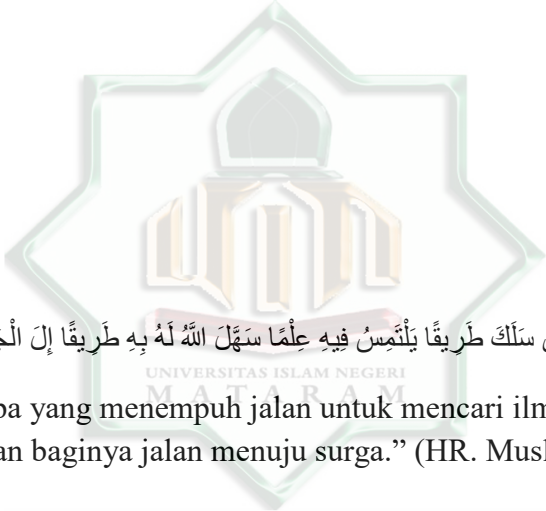(Examiner I)

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Motto:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Artinya: "Siapa yang menempuh jalan untuk mencari ilmu, maka Allah akan mudahkan baginya jalan menuju surga." (HR. Muslim, no. 2699)[1]

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[1]Fauzi, Ahmad. "Urgensi dan Keutamaan Ilmu Serta Kedudukan Yang Bermanfaat Sebagai Aset Akhirat." Journal of Education and Teaching 2.2 (2021): 128-139.

DEDICATION

"This thesis is dedicated to: My beloved mother: Maridah. My beloved father: SukeliHard. My beloved sister and brother :Khusnul Khotimah and Ahsani Takwiem. All of my big families. Al of my teachers and lecturers. All of my friends, and all of Almamater UIN Mataram."

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On this occasion, the author would like to thank all those who have provided moral and material support so that this thesis can be completed. The author's special tribute goes to:

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Although he has tried to complete this thesis as best as possible, the author realizes that this thesis still has shortcomings. Therefore, the authors expect constructive criticism and suggestions from the readers in order to perfect any mistakes in the preparation of this research.

Finally, the writer hopes that this thesis will be useful for readers and other interested parties. Also for research that will be done in the future

Mataram,_____2023

Writer

Ahmad Hardi Alhilal

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THE EFFECTIVENESS OF MOVIE CLIPS IN STUDENTS' VOCABULARY MASTERY AT GRADE NINE OF THE MTsN 6 LOMBOK TENGAH

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ABSTRACT

This study was aimed to examine whether or not the use of movie Clips can effective to improve students' vocabulary at the Ninth grade of The MTsN 6 Lombok Tengah in Academic Year 2022/2023. This research was quantitative research and the research design was Pre-Experimental research One Group Pretest-Posttest design. The population of this research was the Nine grade students of MTSN 6 Lombok Tengah which consists of only one class, totaling 11 students and the sample of this research was Grade Nine which consists of 11 students.

The technique used in taking the sample was purposive sampling technique. The instrument used to collect the data was multiple choices, translating, match the words with synonym and the last completing sentence test. The research findings showed that the students' difference before and after using movie clips was significantly efficient.

The students' pre-test mean score was 34.09 to be 72.72 in post-test with 80 % improvement. The t-test analysis showed that Sig (2-tailed) is 0.000 which is smaller than α= 0.05. It means that there was a significant increase of students' vocabulary mastery before and after learning using movie clips. It can be concluded that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (Ha) was accepted. Based on the findings, it can be concluded that movie clips was significanly effective to improve students' vocabulary mastery at the nine grade of MTsN 6 Lombok Tengah.

Keywords: English Movie Clips, Vocabulary Master

KEEFEKTIVITAS KLIP FILM DALAM PENGUASAAN KOSA KATA SISWA KELAS SEMBILAN MTsN 6 LOMBOK TENGAH

Oleh:

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ABSTRAK

Penelitian ini bertujuan untuk menguji apakah penggunaan Klip Video efektif untuk meningkatkan kosakata siswa di kelas Sembilan MTsN 6 Lombok Tengah pada Tahun Pelajaran 2022/2023. Penelitian ini merupakan penelitian kuantitatif dan desain penelitiannya adalah penelitian Pre-Eksperimental One Group Pretest-Posttest design. Populasi penelitian ini adalah siswa kelas Sembilan MTSN 6 Lombok Tengah yang hanya terdiri dari satu kelas yang berjumlah 11 siswa dan sampel penelitian ini adalah Kelas Sembilan yang terdiri dari 11 siswa.

Teknik yang digunakan dalam pengambilan sampel adalah teknik purposive sampling. Instrumen yang digunakan untuk mengumpulkan data adalah pilihan ganda, menerjemahkan, mencocokkan kata dengan sinonim dan terakhir tes melengkapi kalimat. Temuan penelitian menunjukkan bahwa perbedaan siswa sebelum dan sesudah menggunakan klip video adalah efisien secara signifikan.

Nilai rata-rata pre-test siswa adalah 34,09 menjadi 72,72 pada post-test dengan peningkatan sebesar 80%. Analisis uji t menunjukkan Sig (2-tailed) sebesar 0,000 lebih kecil dari $\alpha= 0,05$. Artinya terdapat peningkatan yang signifikan dalam penguasaan kosakata siswa sebelum dan sesudah pembelajaran menggunakan klip video. Dapat disimpulkan Hipotesis Nol (H0) ditolak dan Hipotesis Alternatif (Ha) diterima. Berdasarkan temuan tersebut, dapat disimpulkan bahwa klip film secara signifikan efektif untuk meningkatkan penguasaan kosakata siswa di kelas sembilan MTsN 6 Lombok Tengah.

Kata Kunci: Klip Film Bahasa Inggris, Penguasaan Kosa kata.

لومبوك سنترال ان اس تي فاعلية مقاطع الفيلم في إتقان المفردات لدى طلاب الصف التاسع في مدر ام

بواسطة:

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خلاصة

يهدف هذا البحث إلى اختبار ما إذا كان استخدام مقاطع الفيديو فعالاً في زيادة مفردات الطلاب
في الصف التاسع في مدرسة في العام الدراسي 2022/2023. هذا البحث هو بحث كمي
وتصميم البحث عبارة عن تصميم اختبار قبلي وبعدي لمجموعة واحدة تجريبية. مجتمع هذا
لومبوكالتي تتكون من فصل سنترال ان اس تي ام البحث هم طلاب الصف التاسع في مدرسة
واحد فقط، يبلغ عددهم 11 طالبًا، وعينة هذا البحث هي الصف التاسع المكون من 11 طالبًا.
التقنية المستخدمة في أخذ العينات هي تقنية أخذ العينات الهادفة. الأدوات المستخدمة لجمع
البيانات هي الاختيار من متعدد، والترجمة، ومطابقة الكلمات مع المرادفات، وأخيرا اختبار
إكمال الجملة. أظهرت نتائج البحث أن الفرق بين الطلاب قبل وبعد استخدام مقاطع الفيديو فعال
بشكل كبير. وكان متوسط درجات الطلاب في الاختبار القبلي 34.09 إلى 72.72 في الاختبار
البعدي بزيادة قدرها 80%. يُظهر تحليل اختبار t أن Sig (ثنائي الذيل) هو 0.000، وهو
أصغر من 0.05 =α. وهذا يعني أن هناك زيادة كبيرة في إتقان الطلاب للمفردات قبل وبعد
التعلم باستخدام مقاطع الفيديو. ونستنتج من ذلك أن الفرضية الصفرية (H0) مرفوضة
والفرضية البديلة (Ha) مقبولة. وبناء على هذه النتائج، يمكن الاستنتاج أن مقاطع الأفلام فعالة
سنترال ان اس تي بشكل كبير في تحسين إتقان الطلاب للمفردات في الصف التاسع في مدرس ام
لومبوك

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الكلمات المفتاحية: مقاطع أفلام إنجليزية، إتقان المفردات.

CHAPTER I

INTRODUCTION

A. Background of Research

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Vocabulary is one of the most important aspects of teaching and learning a language. The quality of someone's English skills depends on the quality and quantity of the vocabulary he has. According to Richard in Dongoran, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[2] Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. Moreover, Richard Munir in Dongoran says: Vocabulary is one of the most obvious components of language, and one of the linguists turned their

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[2] Nurhot Jamilah Dongoran, "Improving Students' Vocabulary Mastery Through Cartoon Film (A Study at the Sixth Grade Students of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year)," *Jurnal Liner (Language Intelligence and Educational Research)* 4, no. 1 (2021): 52–65.

attention to vocabulary as a list of words with their meanings, especially in a book for learning a foreign language.[3]

Based on the definition above, the researcher concludes that vocabulary is one of the most important components of language because vocabulary influences how well students speak, listen, read, and write. Vocabulary is divided into receptive vocabulary and productive vocabulary, generally vocabulary is all the words in a language. Vocabulary has a role as the foundation of language competence because if there is no vocabulary, there is no language. Learning a new language is basically a matter of learning the vocabulary of that language. Moreover, the first lesson in human language is words. It can be proven by the children's first language acquisition.

When a child speaks first, the first thing that she or he says is a word, which then develops into a sentence at the end of this process. It also occurs for foreign language acquisition, such as english. The first step to mastering english is learning and

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[3] Ibid.

memorizing vocabulary as much as possible, so without vocabulary, students will not be able to master english. Vocabulary is one of the important elements in language that must be learned by students. To master the four language skills, students must have a lot of vocabulary. If students have mastered vocabulary, they will be able to master four skills: listening, speaking, reading, and writing. In other words, students will have difficulties mastering any language skills without first mastering vocabulary.[4]

Many students still face many difficulties in understanding english text and answering reading questions because they lack vocabulary.[5] They do not know the meaning of words in English text because their knowledge of vocabulary is low; they have difficulty memorizing and understanding vocabulary because it is influenced by the mother tongue they use. Teaching English to students in Indonesia is not easy because English is a second language or even a foreign language that is not the student's mother tongue. To teach English, teachers must be able to choose

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[4] Novita Sari Harahap, "Improving Students' Vocabulary Mastrery Using Documentary Film Media at Grade SMAN 7 Padangsidimpuan,".2020.
[5] Ibid

teaching and learning methods, especially for teaching vocabulary.

A creative teacher will generate technology to enhance their teaching[6]. In the 21st century, it cannot be denied that not only is the education system developing rapidly, but technology has also invaded our lives. It is why technology and education are believed to be inseparable. There is a need for more innovative learning media that are tailored to the needs of both the characteristics of the subjects and also the characteristics of students. The difficulties experienced by students in increasing their english vocabulary may be overcome by using learning media. Moreover, english teachers always need learning media or additional teaching materials to help students imagine their ideas. In addition, these additional teaching materials can give students ideas to more easily remember and stimulate students' right brain. Stimulation says that visualization is the best way to teach new words for all subjects. This means that teachers in the teaching and learning process can use visual things as media, namely:

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[6] Soni Ariawan, Hery Rahmat, and Kasyfur Rahman, "What's Up in Whatsapp Classroom: Exploring Students' Perception in Learning Speaking Through Whatsapp During Covid-19 Pandemic," *State Islamic University of Mataram,* 5 (2021): 74–85.

Videos, songs, stick pictures, pictures, flash cards, etc. Students can receive learning materials very well; however, in this study, the researchers chose pictures as learning media that can be used to improve students' english vocabulary.

The students need to have enough vocabulary to achieve four language skills. but in fact, junior high school students still face many troubles and difficulties in understanding the English lesson, especially when reading text. [7] They did not fully comprehend the reading text and could not answer the reading exercises because of a lack of vocabulary. They did not know the meaning of the words and what was intended in the whole text. Whereas the more vocabulary the students have, the easier it is for them to interpret a reading text. On the other hand, students' motivation for learning english was still low. They considered that english is a hard and terrible subject because it is not their mother tongue and still new for them, and many students just get an english lesson in junior high school. The other problems were the

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[7] Muhammad Nashir and Roudlotun Laili, "The Implementation of Electronic Flashcard to Increase Students' Vocabulary Mastery," *Sekolah Tinggi Ilmu Kesehatan (STIKES) Banyuwangi,* 10 (2018): 125–36.

limited time for teaching english in school and the strategy for presenting the material, which was less varied.

Despite the importance of learning vocabulary, in MTSN 6 Lombok Tengah at grade nine. The researcher found that many students still lack motivation to learn it; the way they look bored while learning english is one of the reasons why they have a limited vocabulary. Learning english in school (formal education) is frequently not presented appealingly, resulting in poor learning passion among pupils. [8] Therefore, teachers should be creative in selecting methods and media that can increase students' vocabulary. The increase in students' vocabulary depends on how the method and media are selected. Especially nowadays, in which every aspect of life is always associated with digital technologies, teachers need to adapt their learning media to it.

Media is a tool that is used in the learning process. By having media, students will be able to learn the subject easier. There are

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[8] Sukmojati, E., Assapari, M. M., & Pauzan, PThe Impact of Non-Formal English Course in Increase the Grammatical Skills of Junior High School Students. (2023). Jurnal Ilmiah Spectral, 9(2), 56-67.

so many media that can be used in the learning process. like visual media, audio media, projected still media, and projected motion media. From the alternative media above. The researcher selects projected motion media—the media that need a projector to show examples—movies, films, television videos, computers, and the like. One of the media above that will be used is film.

According to Margono in Harahap, she stated that film is a good alternative media for teaching vocabulary, it is an interesting which given audio visual examples through the acting in the scenes, media such as a film has a very significant role to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. [9] Using English movie can be very pleasing and interesting for the students. [10] Movie can be an excellent media to use because from the writer view that there are many students interested in movies because they watch movies as an entertainment. They can learn

[9] Harahap, "Improving Students' Vocabulary Mastrery Using Documentary Film Media at Grade SMAN 7 Padangsidimpuan,2020.
[10] Dedi Efrizal, "Improving Students' Vocabulary Mastery through English Movie for Second Year Students at MAN 01 Kota Bengkulu," *Al-Lughah: Jurnal Bahasa* 7, no. 1 (2018): 46–57.

about language style, culture, and also the native speaker's expression. So they can improve their English vocabulary more easily.

Based on the explanation above. Researcher will decide to do a research about teaching vocabulary by using movie which is interesting, fun, and cheap entiled : ". **The Effectiveness of Movie Clips in Students' Vocabulary Mastery at Grade 9 of The MTsN 6 Lombok Tengah in Academy Year 2022/2023**.

B. The Problem of Research

Based on the background of the study, the problem of research can be formulated as follow : "How is The Effectiveness of Movie Clips in students' Vocabulary Mastery at Grade Nine of the MTSN 6 Lombok Tengah in academic Year 2022/2023?".

C. The Limitation of Research

Based on the problem, this research focuses on find out The Effectiveness Movie Clips in Vocabulary Mastery at Grade

nine of the MTsN 6 Lombok Tengah in academic Year 2022/2023.

D. The objective of Research

        The main purpose of this research is to find out the effectiveness of Movie Clips in learning vocabulary of students at Grade Nine of the MTSN 6 Lombok Tengah.

E. Significance of Research

1. Theoretical Significance

The result of this research is intended to be helpful as a theoretical reference for future researchers related to using "movie "clips" in the classroom to improve the learning environment and participation in classroom activities.

2. Practical Significance

    a. For the teachers, findings from this research may be used to assist them in teaching students in every class using "movie clips." The teacher may include students in classroom activities that allow them to enrich their English vocabulary.

    b. The students can also apply the "movie clips" to acquire vocabulary and improve their English skills.

The researcher intends to have a good impact on students' lives in the future so that they may enjoy studying English while watching movies.

c. For the researcher, the results of this research are expected to broaden understanding of movie clips in teaching and learning vocabulary.

F. Definition of Key Terms

In order to make it easier for readers to understand. The researcher gives the definition as follows:

1. Movie Clips

Movie clips are short videos taken from a scene in a film that are shorter than the original film.[11] a tool to facilitate teachers and students improving their English skills in the classroom. These movie clips are

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[11] Rosichoh, "The Habit in Watching English Movie and Vocabulary Mastery of The Eleventh Grade Students of SMA N 1 Bae Kudus in The Academic Year 2017/2018." (2018).

supported by an advanced technology system and fun activities, so every viewer will be able to learn without feeling bored. These movie clips can also be opened via cellphone or laptop anytime and anywhere for fun learning tools.

2. Vocabulary

Vocabulary is a collection of several letters that have a specific meaning (word). Then, with words, people can compose sentences to communicate and exchange ideas with each other.[12] Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Vocabulary can be defined as " words we must know to communicate effectively. Words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" define vocabulary as "the total number of International Journal of Teaching and Education words in a language; vocabulary is a list of words with their meanings". While Vocabulary can be defined. Roughly, as the words we

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[12] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34.

teach in the foreign language, however, a new item of vocabulary may be more than just a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea, a useful convention is to cover all such cases by talking about vocabulary "itemsrather than "words." In addition. Defines vocabulary as" the stock of words that are used by a person, class, or profession. Vocabulary is central to language and of critical importance to typical language learning; furthermore, vocabulary is the knowledge of words and word meanings." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the reason why it is important to learn vocabulary.

CHAPTER II

Review of Related Literature and Research Hypothesis

1. Review of Previous Research

Previous research has shown that using movies as media can help students learn vocabulary, but how it does so has not been fully understood. This present study focused on MTsN 6 Lombok Tengah students by investigating their ability to learn vocabulary after being exposed to movie clips. The researcher reviewed five journals from previous studies related to the present research, as follows ;

The first review related study was conducted by Uswatun Hasanah & Akhmad Ali Mirza entitled "The Effectivemess of English Cartoon Movie Towards Vocabulary Score". [13] This study is aimed to measure the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. The study included in quantitative Approach with Quasi Experimental design, especially non-

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[13] Uswatun Hasanah and Akhmad A Mirza, "The Effectiveness of English Cartoon Movie Towards Vocabulary Score," *IAIN Palangka Raya*, 2016, 100–119.

randomized control group, pre-test and post-test. It was designed the Lesson Plan, conducted the treatment and observed the students' score by pre-test and post-test. The population of study was the seventh graders of MTs Muslimat Nu Palangka Raya which consisted of 3 classes that each class of 39 students. The sample was determined using cluster random sampling technique. The writer applied T-test calculation to test the hypothesis to analyze the data. The result of testing normality found asymptotic significance (0.121) that was higher than significance level (α=0.05). It could be concluded the data distribution was normal. The result of homogeneity showed that the significance observed (0.80) was higher than (α=0.05). It could be concluded that the data was homogeneous. The result of T-test using manual calculation found tobserved (3.5408684) and ttable at signifance level of 5% (1.99). It meant tobserved>ttable. The result of T-test using SPSS 18.0 calculation found tobserved (3.201) was higher than ttable at significance level of 5% (1.99). It was interpreted that the alternative hypotheses (Ha) stating there is significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was

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accepted and null hypotheses (Ho) stating there is no significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was rejected, It is proved the value tobserved was higher than ttable, either at significance level 5% or 1% (1.992.64). It meant that teaching vocabulary using English cartoon movie gave significant effect on vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. It is recommended that the teacher apply this media teaching vocabulary.

Based on the explanation above, this previous research has similarities with the present research based on the media that both use Movie, another similarities The research included in quantitative Approach with Experimental design use pre-test and post-test and object of research. In previous research, the researcher conducted the research from the MTs Muslimat Nu Palangka Raya In order hand, the present research was conducted at MTsN 6 Lombok Tengah.

The second previous research was conducted by Husnul Lail. Entitled "The Effectiveness of Using English Movie with English Subtittles in Teaching Vocabulary at The Eight Year

Students of SMPN 1 Selong in The Academic Year of 2018/2019 ". [14] This research was aimed to identify the effectiveness of using English movie with English subtitles in teaching vocabulary in the form comprehension of descriptive text at the eighth year students of SMPN 1 Selong Lombok Timur in the academic year of 2018/2019. Learning out comes in this research included learning achievement in the form of cognitive skill and vocabulary mastery. This research was a quasi-experimental research. The population is the whole class VIII SMPN 1Selong. Sampling was done by random sampling technique for the population in the unit class. Samples of study were class VIIIA as a control class that uses conventional teaching (lectures) and VIIIB as an experimental class that use media movie with subtitles. The data were obtained through pre test to know the students' ability. Statistical test used to test the hypothesis was Mann Whitney U test with a normal curve approach Z performed on the data post-test. Data post-test showed at the 0.05significance level, the value of Z table=1.99, and Z

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[14] Husnul Lail, "The Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary at The Eight Year Students of SMPN 1 Selong in The Academic Year of 2018/2019," *Universitas Mataram* 6 (2018): 100–107.

count (3.25)>Z table (1.99). Because Z count is greater than Z table, then Ha accepted and Ho is rejected. It was found that the result of this research was the using of media movie with English subtitles was effective in increasing knowledge of vocabulary in class VIII SMAN 1Selong Lombok Timur in the academic year of 2018/2019.

Based on the explanation above, the previous research has similarities with this present research in the media learning. both of the researchers use the Movie, another similarities The research included in quantitative method , research test use pre-test and post-test and object of research. In previous research, the researcher conducted the research from the SMPN 1 Selong In order hand, the present research was conducted at MTsN 6 Lombok Tengah. Meanwhilw. The difference is the design was different where the previous research used Quasi Experimental and the present research use pre-experimental design,

The third review was conducted by Ditha Kusumarajni entitled "The Effectiveness of Movie for the Enhancement of

Students' Vocabulary". [15] This research is used to find out whether there is any improvement of students' vocabulary after they are taught using movie. A one group pretest and posttest design was used in this research. The data were collected from a pre-test and a post-test. The research was conducted at SMAN 1 Way Jepara Lampung Timur with the subjects were the first grades students. The result showed that there is a significant improvement in students' vocabulary mastery after that students had been taught by using movie. The second finding reveals that nouns was the type which improved the most after the students had been taught through movie. This indicates that movie can be used to facilitate the students to improve their vocabulary.

Based on the explanation above, the previous research has similarities with this present research in the media learning. both of the researchers use the Movie, another similarities The research included in one group pretest and posttest design was used in this research . Meanwhile. The different is the previous researcher conducted the research conducted at SMAN 1 Way Jepara

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[15] Ditha Kusumarajni, "The Effectiveness of Movie for the Enhancement of Students' Vocabulary," *University of Lampung* 2 (2022): 25–31, https://doi.org/10.54012.

Lampung Timur , meanwhile. The present research conduct the research at MTsN 6 Lombok Tengah.

The fourth Review was conducted by Lailatussholichah, Ria Kamilah Agustina "The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim".[16] The aimed of this research is to find out whether or not the implementation of short movies media effective to improve the students' vocabulary mastery. The researcher conducted a pre-experimental group design. The population of this research is the seventh-grade students of SMP A. Wahid Hasyim Tebuireng Jombang in the academic year 2023/2024. Total of the population was 9 classes. The sample in this study was class VII H SMP A. Wahid Hasyim Tebuireng Jombang, totaling 32 students. Based on the data normality test that has been carried out by the researcher, it shows that sig. 2-tailed is 0.200 meaning that the data is normally distributed, then it will be continued with a simple paired t-test. based on the Testing of Hypothesis Terms, If

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[16] sholichah Lailatus and Ria Agustina, "The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim," *UniversitasHasyimAsy'ari,* 01 (2023): 37–42.

the score of t is sig.(2- tail) 0.000. The data is smaller than 0.05, meaning that H0 is rejected and Ha is accepted. The students' score of pre-test was in medium level, while in post-test, the students' score was high, it could be concluded that the short movies was effective to improve students' vocabulary mastery in SMP A. Wahid Hasyim Tebuireng Jombang.

Based on the explanation above, the previous research has similarities with this present research in the media learning. both of the researchers use the Movie, The research included in one group pretest and posttest design was used in this research. And another similarities the previous researcher conducted the research conducted at SMP A. Wahid Hasyim Tebuireng Jombang. Meanwhile. The present research conduct the research at MTsN 6 Lombok Tengah.

The last Review was conducted by Fera Zasrianita, Melu Sudarmi Putri   "The Effect of Movie Synopsis on Students' Vocabulary Mastery of The First Grade Students' at MTsN 2

Bengkulu". [17] This research aims to know the effect of using movie synopsis on students' vocabulary mastery in the firstgrade students of MTsN 2 Kota Bengkulu. The population of this research is seven classes of the first-grade students of MTsN 2 Kota Bengkulu; the total number is 301 students. The sample was taken by class VIIB, an experimental class with 30 students, and class VIIA, a control class with 30 students. The instrument of the research used a vocabulary test. The data was evaluated and analyzed to determine the effect using the T-test Formula. The result means that there are differences between both classes in the effect of movies synopsis on students' vocabulary mastery. In other words, the experimental class's vocabulary increased more than the control class. The mean score of the pre-test result of the experimental class was 58,56, the mean score of the control class was 59,86, the mean score of the post-test result of the experimental class was 76,63, and the control class was 61,90. The gain of pre-test and post-test of the experimental class was 18.07, and the gain of pre-test and post-test of the control class

[17] Fera Zasrianita and Melu Putri, "The Effect of Movie Synopsis on Students' Vocabulary Mastery of The First Grade Students at MTsN 2 Bengkulu," *IAIN Bengkulu* 8 (2022): 84–95, https://doi.org/10.29300/ling.v8i1.6558.

was 2.04. It means movies' synopsis as education media was influential in developing students' vocabulary mastery. The researchers suggest that teachers use the synopsis of the movie as one of the techniques in teaching vocabulary, so the teacher can motivate the students to develop their vocabulary mastery and contribute to developing the teaching and learning English process, especially in teaching English vocabulary.

Based on the explanation above, the previous research has similarities with this present research in the media learning. both of the researchers use the Movie, another similarities The research included in quantitative method , research test use pre-test and post-test and object of research. In previous research, the researcher conducted the research from the MTsN 2 Kota Bengkulu In order hand, the present research was conducted at MTsN 6 Lombok Tengah. Meanwhilw. The difference is the design was different where the previous research used Quasi Experimental and the present research use pre-experimental design,

The conclusion from the results after seeing and comparing from previous research and current research, the

research that focuses on how to improve students' vocabulary mastery, and movies as a learning media. The present research found similiarities in the design or instruments. The previous researchers used quantitative methods, research test use pre-test and post-test . Another similiarities previous research is used pre-experimental as a design. Meanwhile , the differences is previous research used quasi experimental as a design and another differences is where conduct the research, the present research conducts research in junior highschool, meanwhile.,The previous researchers has conducted research in senior highschool .

2. **Theoretical Bases**

   a. Definition of Vocabulary Mastery

   The first step when someone learns a foreign language is to know the vocabulary. Someone who speaks in a foreign language. Such as English must know its vocabulary first of the language in order to be able to communicate properly. So people can learn and try to master other aspects such as speaking, listening, reading and writing. When people want to master English language. Students have to learn from the most basic and that is having a lot of vocabulary in students head. According

Wallace pointed out that vocabulary has an important key in learning English.[18] According to Richard in Dongoran vocabulary is a core component of language proficiency and provide 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 may be discouraged from making use of language learning oppurtunities around them.[19]

Based on the definition above, it can be concluded that vocabulary is a basic element or sub-skill needed by someone to learn a language. Especially to communicate effectively, vocabulary is an important thing in English that should be known by people if they want to master the language. To master the language, one must master several skills, namely speaking, listening, writing, and riding. All of that starts with mastering

[18] Sari, Syahar Nurmala, and Dyah Aminatun. "Students 'Perceptions on the Use of English Movies to Imrove Vocabulary Mastery." Journal of English Language Teaching and Learning 2.1 (2021): 16-22.

[19] Dongoran, "Improving Students' Vocabulary Mastery Through Cartoon Film (A Study at the Sixth Grade Students of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year)."

vocabulary. Vocabulary is a familiar collection of words that we often hear in a person's language, so the vocabulary is word storage and used as a tool to communicate. By having a vocabulary that is too limited, students will find it difficult to master other skills.

b. Kinds of Vocabulary

According to Thornbury. There are two kinds of vocabulary. As follows[20]:

1. Grammatical Words

Grammatical words are words with limit or uncertain lexical meaning use to express grammatical connections with other words in a phrase or to describe the speaker's attitude or mood.

(1) Prepositions

Prepositions is a word that is placed before a noun or pronoun.[21] Prepositions are words that connect one item to another, indicating their relationship, some

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[20] Scott Thornbury.*How To Teach Vocabulary*, England: Pearson Education Limited, 2002

[21] Pauzan.English Grammar (tata bahasa inggris) The Eight Parts of Spech : Tata Bahasa Inggris (English Grammar), 2020, PT Cipta Gadhing Artha.

prepositions provide information about location or position, prepositions include words like in, of, on, beneath, into, behind, near, alongside, between, at, from, and so on.

(2) Conjunctions

Conjunctions are words or phrases that connect different sections of a sentence, conjunctions include and, but, and or.

(3) Determiners

Determiners include words like this, those, my, their, which, a, an, and the.

(4) Pronouns

Pronunciation is the act or result of producing speech sounds, including articulation, emphasis, and intonation, often with reference to some standard of correctness or acceptance.

2. Content words

Content words are words that carry the content or the meaning of a sentence and are open-class words.

(1) Noun is a term that is use to refer to a specific person, location, thing, or concept.

(2) Verbs is a word that shows action (runs, hits, and slide) or state of being (is, are, was, were, and am)

(3) Adjectives describe nouns and pronouns. Adjectives tell what thing or people look like. What kind they are. Examples of adjectives: size (large), color (yellow), shape (round), appearance (pretty), etc.

(4) Adverbs are words that modify verbs. Adjectives, and other adverb. Example of adverb:

Adjective	Adverb
Beautiful	Beautifully
Quick	Quickly

Based on the definition above, according to Thornbury, There are two kinds of vocabulary. As follows: grammatical words and content words: grammatical words discuss several things, namely prepositions, conjunctions, determiners, and pronouns. Grammatical words are words with a limit or uncertain lexical meaning used to express grammatical connections with other words in a phrase or to describe the speaker's attitude or mood. The second kind of vocabulary is content words. Content words discuss several things, namely nouns, verbs, adjectives, and adverbs. Content words are words that carry the content or meaning of a sentence and are open-class words.

c. Level of vocabulary

If students need to cover the whole range of language skills. A productive vocabulary of around 3000 base word and large receptive vocabulary are needed. Scott Thornbory states that they are seventh level of vocabulary such as[22]:

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[22] Scott Thornbury.*How To Teach Vocabulary*, England: Pearson Education Limited, 2002.p59

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Level of Vocabulary

Level	Words
Easy Start	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words
Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediated	2.300 Words
Level Six Advanced	3.000 Words

Based on the definition above, there are seven levels of vocabulary, such as: the first level is Easy Star with 200 words; level one is beginner with 300 words; level two is elementary with 600 words; level three is pre-intermediate with 1.200 words; level four is intermediate with 1.700 words; level five is upper-intermediate with 2.300 words; and level six is advanced with 3.000 words. When students want to master or improve their ability to learn English, they must have around 3,000 words in their brain.

d. The Important of Vocabulary

The ability to comprehend a language properly. Speak it more fluently, Or write effectively depends heavily on vocabulary. Every year. Pupils are expected to add roughly 100 new terms to their vocabulary. Due to an increase of 4000 words in three years. Students are expected to add 1000–1500 words to their vocabulary each year. Similar to the competency-based curriculum.

Given the significance of language in communication, having a broad vocabulary might facilitate students' ability to interact with people and articulate their thoughts. According to Thornbury. [23] Nothing can be said without vocabulary and very little can be said without grammar, yet. According to Dellar and Hocking in Thornbury, kids will grow the most if they pick up new vocabulary and expressions, grammar allows students to say relatively little, while words allow them to

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[23] Ibid.

say practically anything, this others might evaluate a person based on their vocabulary.

According to the justification provided, vocabulary growth aids students in creating and maintaining effective communication, which is the major goal of studying and teaching any second language. Vocabulary also gives pupils the opportunity to appreciate the worth of a language by exposing them to a variety of new words.

Based on the definition above, The capacity to correctly understand a language The ability to write clearly or speak it more smoothly greatly depends on vocabulary. Given the importance of language in communication, having a large vocabulary may help pupils communicate their ideas and interact with others. Grammar allows pupils to say relatively little, whereas words allow them to say nearly anything. As a result, people may judge a person based on their vocabulary. Nothing can be stated without vocabulary, and very little can be said without

grammar. The basic objective of learning and teaching any second language is to help pupils establish and maintain successful communication. By exposing students to a variety of new terms, vocabulary also gives them the chance to recognize the value of a language.

e. Teaching vocabulary

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.[24] When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques. which will be implemented to the students. A good teacher should prepare himself or himself with various and up-to-date techniques. Teachers need to be able to master thematerial in order to be understood by students, and make them interested and happy in the

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[24]Dongoran, "Imroving Students 'Vocabulary. Mastery Through Cartoon Film(A Study at the Sixth Grade Students of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year)."

teaching and learning process in the classroom. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results.

Based on the definition above, One of the most talked-about aspects of teaching English as a foreign language is vocabulary instruction. A skilled teacher should be prepared with a variety of contemporary methods. To make students interested in and joyful about the teaching and learning process in the classroom, teachers must be able to master the content.

f. Assessing Vocabulary

Vocabulary skill assessment is a fundamental of educational intervention and other practical developmental studies. As well as basic developmental psycholinguistics. Assessing students' vocabulary acquisition is also of interest to educational researchers who wish to understand diversity in language

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development patterns among students and how this variability links to future academic achievement[25]

Students acquire terminology and definitions for ideas and references that they encounter and find intriguing. Without exposure. Language acquisition is impossible. Hence. Kids' vocabulary could vary greatly depending on their experiences and level of exposure to language in the outside world. In contrast. Children who are normally growing show no variation in the rate of phonological or syntactic development. Due to the greater range of variability in vocabulary size and growth, There are strong and well-established links between vocabulary size andReading comprehension and academic success in the literature.

Based on the definition above, Assessment of vocabulary abilities is a crucial component of educational intervention and other real-world developmental investigations. Depending on their experiences and level

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[25] Erika Hoff, *Research Methods in Child Language Language*, ed. University of London LI Wei, Birkbeck College (London: A John Wiley & Sons, 2012)

of exposure to language in the outside world, children's vocabulary may vary. In opposition. Children who are developing properly do not differ in their phonological or syntactic development rate. because the size and growth of the vocabulary vary more widely. Strong and well-documented relationships exist between vocabulary sizes. Reading fluency and literary success in the classroom

g. English Movie

1. Definition of English movie

In this research. The researcher used movie as media of teaching English vocabulary. [26]A movie is one of the visual aids that can be used in a class. It makes lessons more fun. But. Movies or film can also teach people about history. Science. Human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms. Cinema is an art as well as a business. And those who make motion pictures take great pride in their creation.

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[26] Efrizal, "Improving Students' Vocabulary Mastery through English Movie for Second Year Students at MAN 01 Kota Bengkulu in the academic year 2017/2018."

Meanwhile. Azhar in Efrizal define 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.[27] Jesse in Efrizal states that movie is a photographic record of an artistic performance. But not an artform in it's own right. Based on the definition of movie the researcher can conclude that movie is a photographic record of history. Science and human behaviour that projected through the projecter lens and shown in the cinema or television.[28]

2. Type of Movie

In learning English the teacher can using some method or techniques to improve students' vocabulary. One of them are using movie as media in teaching and learning. There are few types of movie that students can learn. According to Bordwell. There are five types of documentary movies. They are[29]:

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[27]Arsyad, Azhar. (2011). Media Pembelajaran. Jakarta: Rajawali Pers
[28] Darwanto. (2007). Televisi Sebagai Media Pendidikan. Yogyakarta: Pustaka Pelajar
[29] Bordwell, Davis. *Film Art: an Introduction Volume* 3. The Mc GrawHill Company Inc. (1997)

1) Compilation movies: produce by assembling images from archival sources. Direct cinema; recording an ongoing event 'as it happens' with minimal interference by the movies maker.

2) Fictional Movies: A fictional movie presents imaginary beings. Places, or events. Yet, if a movie is fictional. That does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary. A typical fictional movie stages its events; they are designed, planned, rehearsed, movies and re-movies. In a fictional movie the agents are portrayed or depicted by an intermediate. Not photographed directly in documentary.

3) Animation movies: Animation movies are distinguishes from live-action ones by the unusual kinds of work that are done at production stage. Animation movies did not do continuously filming outdoor action in the real time. But they create a series of images by shooting one frame at a time. In this

study the researcher will chose Animation movie as media in teaching and learning English to improve students' vocabulary mastery. Furthermore. Animation movie can be effective technique to improve students' vocabulary and motivates them in learning English.

4) Experimental or Avant-grade movies: Some movies makers set out to create movies that challenge orthodox notion of what movies can show and how it can show it.

Based on the definition above. One of the visual aids that might be utilized in a lesson is a movie. It enhances the enjoyment of lessons. But. People can learn about history through movies or other visual media. Science. both human behavior and other topics. Some movies combine amusement and education, which makes learning more fun. There aren't many different movie genres that students can study. movies with compilations, fiction, animation, and experimental or avant-garde films.

h. Teaching vocabulary by using Movie

The improvement of technology has brought diverse media that can be used as a method of gaining knowledge of English like Aminatun and Oktaviani said that technology usage can boost students' vocabulary mastery which covers spelling, pronunciation, and the usage of it in a sentence. Furthermore, many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc. One of the effective ways that have been used to encourage language students to develop their language competencies is through English movies.[30]

that movie is animated graphics that contain color, and sound to capture and maintain student attention. They also added that students' emotions and behavioral adaptation strategy will get affected through the movie as emotions are presented in accessible ways. By watching English movie also make students easy to identify

[30] Simamora, Marta Widiawitasari Br, and Lulud Oktaviani. "What is your favorite movie?: a strategy of English Education students to improve english vocabulary." Journal of English Language Teaching and Learning 1.2 (2020): 44-49.

something new, such as students Journal of English Language Teaching and Learning can understand the vocabulary, recognize it immediately, and have the opportunity to "translate" movie life histories into their own lives.

Movies provide a visual expression and present an effect of reality.[31] With this effect of reality, the movie can provide students with natural and authentic English. With this natural and authentic English, students can acquire a lot of vocabulary that they may not be learned and heard at school or college. Furthermore, watching movies can also help the sensitivity of students in hearing, so it helps in improving student's listening comprehension. Next, watching movies also helps students apprehend the meaning of a spoken language by seeing the scene and the expression of the actors in audio-visible form. For most students, movies are also an entertaining and motivating medium because they got entertained and at the same time, they could gain more vocabulary and improving their

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[31] Ibid.

ability to listening, using a movie to increase students'
vocabulary is an interesting and enjoyable activity where
some students learned by doing their favorite activity
which is watching the movie. The learning process became
more interesting, fun, and more enthusiastic. Therefore,
the researchers want to discover students' opinions
towards learning English vocabulary by watching English
Movies.

Based on those above explanations, it is
undeniable that English movies are one of the media
that can be used to learn English. believe that the use
of English movies can empower students with
extensive vocabulary lists, syntax, and also other
language skills that will enable them to improve their
English proficiency. Watching movies can improve
students' vocabulary mastery, students can also get
and learn the values of life through the behavior and
actions that exist in the movie. Besides that, watching
English movies also could give other advantages such
as English movies can keep students' interest in

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learning English, improve students listening ability and also students can learn some new words and phrases used in English movies These advantages will help students to acquire new vocabulary and idioms.

i. Advantages and Disadvantages Using English Movie

Movie can be effective method in increasing students' vocabulary because by using movies students can find a new word and easily to understand the materials.

Movie can be effective method in increasing students' vocabulary because by using movies students can find a new word and easily to understand the materials.

1) Advantages Using English Movie

Nasution states that the advantages of using movie in teaching and learning process are[32]:

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

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[32] Nasution. *Teknologi Pendidikan*. Jakarta: Bumi Aksara. (2005)

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

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

d) Movie can be repeats if necessary to add clarity.

2) Disadvantages using English movie

According to Azhar. [33] the disadvantages of using movie in teaching and learning process are

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

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

c) Movies not always appropriate with the needs and desires learning objective.

Based on the definition above, this is the reason why the researcher is interesting in taking up the title of the research, because movie gives a new enjoyable

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[33] Arsyad, Azhar. *Media Pembelajaran.* Jakarta: Rajawali Pers. (2011)

atmosphere when students are learning in class, although this aniamation movie has disadvantages. The writer has some planning to overcome the problem by doing strategic stopping and rewind giving student a chance to receive the information given from the movie and remove some appropriate scene shown in the movie so the students' concentration will not wane if they watch for too long.
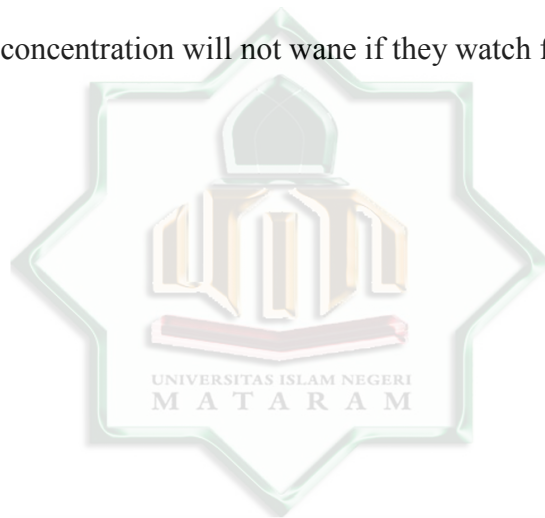
3. Theoretical Framework

In this study, The researcher uses English movies in improving students' vocabulary mastery as English movies can be an effective way of increasing students vocabulary mastery because students can enjoy learning by using movies; it can make students feel happy and help students improve their vocabulary mastery. English movies have some advantages in teaching and learning English, mainly in teaching vocabulary; by watching movies, students will gain new words and it can increase student vocabulary; beside that, movies are also powerful to develop learners' imaginations and make them express ideas; and finally, movies are expected to help students solve problems and help the students improve their vocabulary mastery.

4. Research Hypothesis

1. Null Hypothesis (H0)

The null hypothesis of the study is using Movie Clips does not have any significant effect on Grade Nine students' vocabulary of the MTsN 6 Lombok Tengah.

2. Alternative Hypothesis (Ha)

The alternative hypothesis of this study is using Movie Clips has significant effect on Grade Nine students' vocabulary of the MTsN 6 Lombok Tengah.
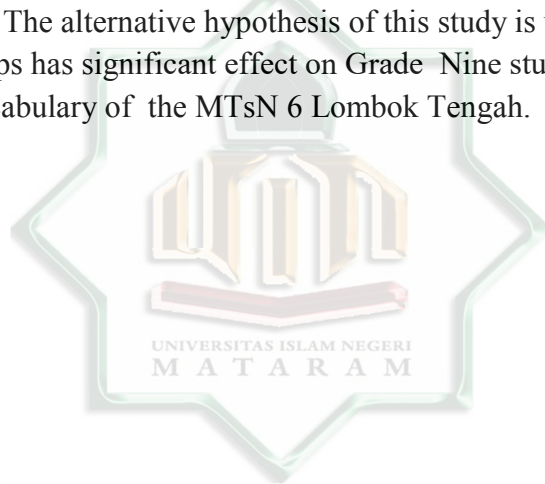
CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The researcher used Pre-experimental research which is a design that includes only one group, pretest, and post-test design.[34]

B. Population and Sample

The population in this research was all of the students in the eighth grade at the MtsN 6 Lombok Tengah. The total population was 53 students, spread over three classes. The samples of as many as 11 students were taken by purposeful sampling in the ninth grade of Mtsn 6 Lombok Tengah.

C. Setting and Timeof Research

The research was pre-experimental, with a design that included only one group. The research was conducted in four meetings to collect the students' data, including one meeting for

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[34] Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung : Alfabeta, 2014), p. 11

the pre-test, two meetings for the treatment, and one more meeting for the post-test. The research was conducted in the Mtsn 6 Lombok Tengah. The school is located on Jl. TGH. Lopan, Panjisari, Kec. Praya, Central Lombok Regency, West Nusa Tenggara. The location of this school is beside the main street. But it doesn't make the situation of the teaching and learning process crowded, it is still conducive and comfortable. There are some reasons why the researcher chose this place:

1. The researcher found the problem discussed in this research at this school.

2. The similar research has been never conducted in this school.

3. The researcher has acquaintance with English teacher at this school. Making it easier for the researcher to get information.

D. **Variables of Research**

According to Sugiyono,[35] a variable is something that can be the focus of study to learn what there is to know about it and come to a conclusion. There are two variables in this research including independent variable and dependent variable, independent variable is the major

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[35] Sugiono, *Quantitative and Qualitative Research,* (Bandung: AlfaBeta, 2014), p. 38

variable which investigated, It is the variable that is selected, manipulated and measured in this research. The consequence of the independent variable is dependent variable.[36] In this research. The researcher used Movie Clips as independent variable (X), and vocabulary mastery as dependent variable (Y).

E. Design of Research

In this research, the researcher used a quantitative method. The objective of this approach was to take and collect the data. According to Sugiono.[37] The quantitative method is called by the traditional method because this method has been used for a long time so that it has become a tradition as a method for research. Meanwhile. Mahmud states.[38] that quantitative research is the use of data in the form of numbers as evidence that use to test hypotheses by showing the difference. Comparison and correlation between one data and another.

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[36] John W. Creswell, Research design (*Qualitative, Quantitative and Mixed Method Approaches*). pp. 115-116

[37] Sugiono, *Quantitative and Qualitative Research,* (Bandung: AlfaBeta, 2014), p. 38

[38] Mahmud, *Educational Research Mothods,* (Bandung: pustaka Setia, 2011), p.29.

The quantitative method with a pre-experimental design was applied in this study. The pre-experimental research design was used because in this study the researcher wanted to measure the improving of students' vocabulary mastery by using a Movie Clips. Pre-experimental is a design that includes only one group, pretest, and post-test design.[39] In this study, the researcher only used one group from class IX of the MTSN 6 Lombok Tengah to apply Movie Clips to improve their Vocabulary Mastery by giving the student's pre-test to measure their Vocabulary Mastery and then using the post-test to find the result of the treatment. Last, the data processed using statistical computations as the final step of the quantitative procedure. This research design proposed by Sugiyono as follows:[40]

O1	X	O2

Where :   O1   =   pre test

[39]Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung : Alfabeta, 2014), p. 11
[40]Ibid

$$X \quad = \quad \text{treatment}$$
$$O2 \quad = \quad \text{post-test}$$

F. Instrument of Research

1. Instrument of Research

The instrument of this research was vocabulary test, there were two kinds of test that were used in this research, which were pre-test and post-test, below was the explanation of the instruments.

Applying the movie clips in the class and it was conducted in the first session. There were a total of 20 questions in the pre-test, which could be divided into four forms. The first was a multiple choises with a total of 5 questions, the second was translation with a total of 5 questions. The third is matching the words with a total of 5 questions, and the last is completing sentences with a total of 5 questions, in this experiment, the students were asked about the meaning of words that were given, the last time we met, the researcher gave them a post-test.

The post-test was used to measure how well the students perform in vocabulary after Movie Clips used in

class, the students were given post-tested after treatment. Students took a test in the form of multiple choises, translation, matching words and completing sentences. The test was designed to find out after class using Movie Clips to master students' vocabulary, the test same as in Pre-test, but with some new questions added, there were 20 questions that consisting of multiple choises with a total of 5 questions, and translation with a total of 5 questions, matching the words with a total of 5 questions and the last was completing sentences with a total of 5 questions.Finally, the researcher compared the results for both classes with pre- and post-tests.

2. Validity

The test with validity means it really measures what is measured. [41] Validity is important step of the research to measure how accurate the intstrument used in the research. Construct validity refers to whether you can draw inferences about test scores related to the concept

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[41]J.B. Heaton, Writing English Language Tests, (New York: Longman Inc, 1990), p. 159

being studied.[42]To ensure that the overall instrument can measure accurate data, the researcher should consult their research instrument with the expert or lecturer first. In addition, the researcher consulted English Department lecturers in UIN Mataram to prove that all items were valid. The researcher and the lecturer discussed the curriculum before compiling the test.

3. Reliability

Reliability is very important in the use of research instruments. The reliability test serves to determine how far the consistency of an instrument or research measuring tool is if it is carried out twice or more with the same symptoms and measuring instruments. Arifin in Zulkifli states that a test is reliable if it always gives the same results when tested on the same group at different times or on different occasions. [43] Chronbach Alfainternal consistency reliability test is used in this

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[42]Roberta Heale and Alison Twycross," Validity and Reliability in Quantitative Studies", Evidence-Based Nursing 18 (3), 66-67, 2015.

[43] Matondang Zulkifli, "Validitas dan Reliabilitas suatu InstrumenPenelitian". *Jurnal Tabularasa PPS UNIMED*, Vol. 6, No. 1, June 2009, p. 93

research.Calculations were carried out using the SPSS program version 24.

Tabel 3.1

Test Item reliability criteria

Coefisein	interpretation
0,00 < r ≤ 0,20	Very low
0,20 < r ≤ 0,40	Low
0,40 < r ≤ 0,60	Currently
0,60 < r ≤ 0,80	High
0,80 < r ≤ 1,00	Very high

Based on the results of the reliability test carried out using the SPSS 24 program, the following results were obtained. The results of the reliability test can be said that will be used in this research is reliability with very high criteria, namely 0.93.

G. Procedure of Data Collection

In this research, the researcher used pre-experimental design, the researcher used a test technique for collecting the data, in order to find out the effect of using Movie Clips technique toward students' vocabulary

mastery, the researcher gave the test to the students. The test consisted of pre-test, treatment and post-test.

1. Pre-test

   Pretest aimed to measure the students' vocabulary mastery before the treatment applied in the class and it was given at the first meeting. The pre-test contained 20 questions which could be divided into four forms, namely: multiple choises, translating, matching the words, and completing sentences, every form of test consisted of 5 questions. In the test, the students were asked to answer the questions from the test that was given to them. The pre-test was given for the experiment and control class to know the students' vocabulary mastery.

2. Treatment

   The treatment was given only to the experiment class based on the activity in Movie Clips technique, and movie clips taken to be used as media by the researcher from the films kungfu Panda, aladin, tangled and venom. The researcher took one scene in the actual movie which

was more than an hour long and used it as movie clips to increase the students vocabulary mastery.

the treatment was given to the experimental class to know the effect of Movie Clips technique toward students' vocabulary mastery, the researcher taught vocabulary in three meetings by using Movie Clips as the treatment.

There were several steps which were conducted during the treatment as following:

a. The researcher started the class and talked about several things. The researcher selected the relevant words for the lesson's topic.

b. The researcher gave some questions and informed the students about the topic.

1) Have you a favorite English Movie ?

2) Have you ever Watched an English Movie ?

c. The researcher explained the topic that was learnt by the students.

1) Now we are going to learn about Things around us , verbs, and adjective.

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d. The researcher showed one of the materials from Movie Clips which was related to:

1) Things around us (School & Home)

2) Verbs

3) Adjevtive

It was shown through LCD or Smart Phone in each meeting. Moreover, the students were asked to analyze the words.

e. The researcher asked the students to answer the quiz that was avaible on Movie Clips and instructed them to write the vocabulary.

3. Post-test

After conducting three meetings, then the post-test was given for the experiment and control class. Post-test was used to measure how the students' vocabulary mastery after use Movie Clips technique applied in the class, after the different treatment was given, so the post-test was shared to the students both experimental and control groups. The test was aimed to measure the students' achievement in vocabulary test, after scoring both of the pre-test and post-

test, the data was compared to determine whether the treatment could improve the students' vocabulary to prove the hypothesis.

H. Technique of Data Analysis

The data analysis process in this study used SPSS (special package of social science) with software version 24. The researcher used the statistical comparative t-tests formula to analyze the data to compare the students' pre-test and post-test scores related to the use of Movie Clips in student's Vocabulary Mastery at the MTsN 6 Lombok Tengah. Before calculating the t-test, the researcher conducted tests of normality as a requirement in analyzing the data.

1. Normality test

The normality test is one of the procedures in statistical research to find out whether the data in the population are normally distributed.[44] The normality test is used to know whether the data collected has a normal

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[44]Nuryadi, Tutut Dewi Astuti, et al, Dasar- dasar Statistik Penelitian, (Yogyakarta: Sibuku Media, 2017),p.79

distribution by following the safhiro wilk. According to Saphiro-Wilk, the data cannot be claimed to be regularly distributed if the result was less than 0.05, otherwise, the data will be normally distributed if the result is greater than 0.05.

2. T-test

In this study, the researcher used a T-test to determine if the Ha and H0 hypotheses had been considered. The alternative hypothesis (Ha) Movie Clips has significant effect on students' vocabulary mastery. (H0) Movie Clips does not have any significant effect on students' vocabulary mastery were tested using the T-test to determine whether the hypothesis was accepted.

Paired sample T test were used in this research. T-test sample with two-tailed tests of significance on IBM SPSS Statistics 24. Paired sample t-test is a method of testing the hypothesis which is not independent (paired).[45]If the result of p-valueor sig. (2-tailed) is less thanthe level of sig a = 0.05 (5%), so it can be said that

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[45]Ibid.

there is a significant difference between the results of the students' pre-test and post-test. Which means the alternative hypothesis (Ha) was accepted while the null hypothesis (H0) was rejected.Otherwise, if the result of the p-value or sig. (2-tailed) has a higher result than the level of sig a = 0.05 (5%), so the result is that the null hypothesis (H0) is accepted while the alternative hypothesis is rejected.

3. To calculate the student's test score

$$\text{Students score} = \frac{\text{The students correct answer}}{\text{The total number of item}} \times 100$$

The table below shows the results and classification of students towards their assessment related to the results obtained from the lowest to the highest score.[46]

Table 3.2 Classification of Students Score

SCORE	GRADE

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[46] Nuryadi, Tutut Dewi Astuti, et al, Dasar- dasar Statistik Penelitian, (Yogyakarta: Sibuku Media, 2017),p.79

85-100	Very good
75– 85	Good
55– 75	Less
0 – 55	Poor

CHAPTER IV

FINDING AND DISCUSSION

A. **Research Findings**

1. The Data Description

In this chapter, the researcher will explain the description of pre-test and post-test data that the was collected from students' pre-test and post-test in one group class, where the students' was taught by Movie Clips to find out the effectiveness of Movie Clips in teaching vocabulary. The data was collected by using test as a main instrument.

After completing the fieldwork, researcher presented the results of the data as follows :

a. The pre-test and post-test scores of the one group class

The experimental class in this research was students of class IX at the MTsN 6 Lombok Tengah. There were 11 students in this class; 6 of them are male students, and 5 of them are female students. The pre-test that was given to the experiment class contained 20 questions which could be divided into four forms, namely: multiple choises, translating, matching the words, and completing sentences. Every form of test consisted of 5 questions. The

pre-test was done in order to see the students' vocabulary score before they were taught by Movie Clips. After the data was obtained from pre-test, the treatments for the experimental class were conducted by using Movie Clips. The mean score of pre-test is 34, with the highest score was 50 and the lowest score was 15. All students got poor category.

Meanwhile the mean score of post-test was 72, with the highest score was 95 and the lowest score was 30. Students who got the very good category with total 4 students, the good category was 2 students, the less category was 4 students, and the poor category was 1 students. The score of students' pre-test and post-test in this study can be seen as follows:

Table 4.1
Test Score of Experimental Class

NO	RESPONDENT	SCORE		GAINED
		PRE TEST	POST-TEST	
1	W	20	60	40
2	KUP	30	65	35
3	AIS	30	30	0
4	DM	30	80	50
5	BNU	50	90	40
6	AN	45	80	35
7	DLH	20	55	35
8	BAZ	50	95	45
9	SRA	40	95	55
10	SA	45	85	40
11	MAN	15	65	50
∑		375	800	425
Mean		34	72	38
Minimum Score		15	30	15
Maximum Score		50	95	45

Mean of Pre – test:

$$M = \frac{\sum X1}{N} = \frac{375}{11} = 34$$

Mean of Post-test:

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$$M = \frac{\sum X2}{N} = \frac{800}{11} = 72$$

M = Mean

X_1 = Total score Pre-test

X_2 = Total score Post-test

N = The number of class

The mean pre-test score was 48 and the mean post-test score was 73. It was clear that after performing the treatment, the students' scores improved. Finally, the enhancement percentage was calculated by using the formula below:

$$P = \frac{y1 - y}{y} \times 100\,\%$$

$$P = \frac{72 - 34}{34} \times 100\,\%$$

$$P = \frac{38}{34} \times 100\,\%$$

P = 80 %

Based on the result, the students'vocabulary scores after used Movie Clips was improved. The pre-test mean score was 34 and the post-test mean score was 72. The percentage of enhancement is 80 %.

b. Overview of the Dara Result

From the table 4.1, it shows the different score obtained from the pre-test and post-test. Meanwhile, the result of the post-test showed that there was a difference compared to the result of the pre-test. It was found that the range between a mean score from the pre-test (34) to post-test (72) is 38.

As the data result that had been shown in descriptive statistics above, it was compared to figure out the general explanation of the scores between experimental and control class and then it would used to see the progress in each class. It could be seen by following figure:

Table 4.2

Overview of Classes Score Progress

Class Progres
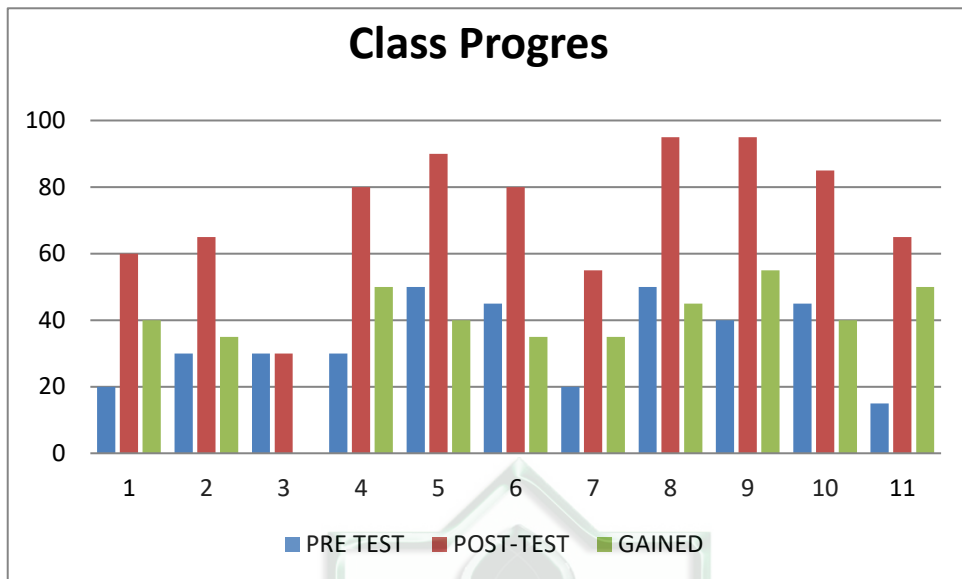
The Figure 3.3 shows the progress from pre-test to post-test. Based on the Figure above, it is indicated that the result of post-test increase significantly from the pre-test that is 34 to 72 .

2. Data analysis

   a. Normality test

   The normality test is used to determine whether the data collected has a normal distribution or not by following the saphiro wilk.The data will be said to be normal if the significance level of alpha a = 0.05

Table 4.3

<table>
<tr><th colspan="8">Tests of Normality</th></tr>
<tr><td></td><td></td><td colspan="3">Kolmogorov-Smirnov[a]</td><td colspan="3">Shapiro-Wilk</td></tr>
<tr><td></td><td>Group</td><td>Statistic</td><td>df</td><td>Sig.</td><td>Statistic</td><td>df</td><td>Sig.</td></tr>
<tr><td>vocabulary_mastery</td><td>1.00</td><td>.173</td><td>11</td><td>.200[*]</td><td>.910</td><td>11</td><td>.242</td></tr>
<tr><td></td><td>2.00</td><td>.188</td><td>11</td><td>.200[*]</td><td>.918</td><td>11</td><td>.302</td></tr>
<tr><td colspan="8">*. This is a lower bound of the true significance.</td></tr>
<tr><td colspan="8">a. Lilliefors Significance Correction</td></tr>
</table>

Based on the table above. the Data from the normality testshow significant results where the significance of the pre-test is 0.242 and the significance of the post-test is 0.302. These results indicate that the pretest and posttest scores are normally distributed because the significance of the two tests is greater than the significance of alpha (sig.a=0.05). The pre-test showed a significant result of $0.242 > 0.05$ and the significance of the post test was $0.302 > 0.05$.

b. Test of hypothesis

Hypothesis testing was carried out using IBM SPSS 24 to analyze the data after the normality test.Therefore, to find out the significant difference between the results of the students' average scores on the pre-test and post-test, the researcher used a paired sample t test.The t-test analysis at a significant level of alpha $\alpha = 0.05$ with degrees of freedom (df) = N - 1, where N = number of the respondents (11 students).

The hypothesis as follows:

Ha is accepted if sig < a = 0,05

H0 is accepted if sig > a = 0,05

Table 4.4

			Paired Differences						
					95% Confidence Interval of the Difference				
			Std.	Std. Error					Sig. (2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair 1	pretest - posttest	-38.63636	14.50705	4.37404	-48.38233	-28.89039	-8.833	10	.000

Paired Samples Test

Based on the table above, the results show the significance of sig. (2-tailed) from the students' pre-test and post-test is 0.000 which is lower than the significant level of 0.05. This means the alternative hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected. because there is a significant difference between before and after treatment on student scores. It can be concluded that the finding of this research shows that the used of Movie Clips has significant results in improving students' Vocabulary Mastery.

B. Discussion

In this study, the researcher used Movies Clips to find out the effectiveness in students vocabulary mastery at grade nine students of the MTsN 6 Lombok Tengah. The goal of this study was to determine the effectiveness of movie clips in English vocabulary mastery. Hopefully, this medium will push students to improve more vocabulary mastery and get a better understanding. They appreciated the class and were able to put their English skills to use in everyday situations.

In this chapter the researcher will discuss the results of the data obtained in the field regarding the use of Movie Clips in improving students' vocabulary mastery The results obtained by the researcher showed a satisfactory score where the researcher found an improvement of students' vocabulary mastery after compared to before and after the treatment was given. The mean score of the students' pre-test was 34 which was lower than the post-test score 72.

The results were obtained using IBM SPSS statistics 24 with a paired sample T-test. Where the sig.(2-tailed) of the

pre-test and post-test scores is 0.000 which is smaller than the significance of alpha (a = 0.05). Therefore, based on these results, it can be said that the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected so it can be concluded that there is significance different between the scores obtained by students from the pre-test and post-test. This also indicates that the use of Movie Clips is effective in improving students' vocabulary mastery.

The results of this study are also in line with similar previous studies which have been carried out by Uswatun Hasanah & Akhmad Ali Mirza .This research is aimed to measure the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya.[47] The writer applied T-test calculation to test the hypothesis to analyze the data. The result of testing normality found asymptotic significance (0.121) that was higher than significance level (α=0.05). It could be concluded the data distribution was normal. The result of homogeneity

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[47] Uswatun Hasanah and Akhmad A Mirza, "The Effectiveness of English Cartoon Movie Towards Vocabulary Score," *IAIN Palangka Raya*, 2016, 100–119.

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showed that the significance observed (0.80) was higher than (α=0.05). It could be concluded that the data was homogeneous. The result of T-test using manual calculation found tobserved (3.5408684) and ttable at signifance level of 5% (1.99). It meant tobserved>ttable. The result of T-test using SPSS 18.0 calculation found tobserved (3.201) was higher than ttable at significance level of 5% (1.99). It was interpreted that the alternative hypotheses (Ha) stating there is significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was accepted and null hypotheses (Ho) stating there is no significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was rejected, It is proved the value tobserved was higher than ttable, either at significance level 5% or 1% (1.992.64). It meant that teaching vocabulary using English cartoon movie gave significant effect on vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. It is recommended that the teacher apply this media teaching vocabulary.

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Another researcher conducted by Husnul Lail also found the similar result wether to find out the effectiveness of movie in students vocabulary mastery. [48] The data were obtained through pre test to know the students' ability. Statistical test used to test the hypothesis was Mann Whitney U test with a normal curve approach Z performed on the data post-test. Data post-test showed at the 0.05significance level, the value of Z table=1.99, and Z count (3.25)>Z table (1.99). Because Z count is greater than Z table, then Ha accepted and Ho is rejected. It was found that the result of this research was the using of media movie with English subtitles was effective in increasing knowledge of vocabulary in class VIII SMAN 1Selong Lombok Timur in the academic year of 2018/2019.

Another researcher conducted by Ditha Kusumarajni also found the similar result wether to find out the effectiveness of movie in students vocabulary mastery. [49] The data were collected from a pre-test and a post-test. The research was conducted at

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[48] Lail, "The Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary at The Eight Year Students of SMPN 1 Selong in The Academic Year of 2018/2019."

[49] Ditha Kusumarajni, "The Effectiveness of Movie for the Enhancement of Students' Vocabulary," *University of Lampung* 2 (2022): 25–31, https://doi.org/10.54012.

SMAN 1 Way Jepara Lampung Timur with the subjects were the first grades students. The result showed that there is a significant improvement in students' vocabulary mastery after that students had been taught by using movie. The second finding reveals that nouns was the type which improved the most after the students had been taught through movie. This indicates that movie can be used to facilitate the students to improve their vocabulary.

Another researcher conducted by Lailatussholichah, Ria Kamilah Agustina also found the similar result wether to find out the effectiveness of movie in students vocabulary mastery.[50] the data normality test that has been carried out by the researcher, it shows that sig. 2-tailed is 0.200 meaning that the data is normally distributed, then it will be continued with a simple paired t-test. based on the Testing of Hypothesis Terms, If the score of t is sig.(2- tail) 0.000. The data is smaller than 0.05, meaning that H0 is rejected and Ha is accepted. The students' score of pre-test was in medium level, while in post-test, the students' score was high, it could be concluded that the short movies was effective to improve

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[50] sholichah Lailatus and Ria Agustina, "The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim," *UniversitasHasyimAsy'ari,* 01 (2023): 37–42.

students' vocabulary mastery in SMP A. Wahid Hasyim Tebuireng Jombang.

Another researcher conducted by Fera Zasrianita, Melu Sudarmi Putri also found the similar result wether to find out the effectiveness of movie in students vocabulary mastery. [51] The data was evaluated and analyzed to determine the effect using the T-test Formula. The result means that there are differences between both classes in the effect of movies synopsis on students' vocabulary mastery. In other words, the experimental class's vocabulary increased more than the control class. The mean score of the pre-test result of the experimental class was 58,56, the mean score of the control class was 59,86, the mean score of the post-test result of the experimental class was 76,63, and the control class was 61,90. The gain of pre-test and post-test of the experimental class was 18.07, and the gain of pre-test and post-test of the control class was 2.04. It means movies' synopsis as education media was influential in developing students'

[51] Fera Zasrianita and Melu Putri, "The Effect of Movie Synopsis on Students' Vocabulary Mastery of The First Grade Students at MTsN 2 Bengkulu," *IAIN Bengkulu* 8 (2022): 84–95, https://doi.org/10.29300/ling.v8i1.6558.

vocabulary mastery. The researchers suggest that teachers use the synopsis of the movie as one of the techniques in teaching vocabulary, so the teacher can motivate the students to develop their vocabulary mastery and contribute to developing the teaching and learning English process, especially in teaching English vocabulary.

From all the previous research discussed above, there are similarities in the results obtained in improving students' vocabulary mastery. Where the results obtained are all positive results.Therefore these previous research findings indicate that movie is effective in improving students' vocabulary mastery.

To support the findings, researcher looked at theoritical framework that said, English movies have some advantages in teaching and learning English, mainly in teaching vocabulary, by watching movies, students' will gain new words and it can increase student vocabulary, beside that, movies are also powerful to develop students' imaginations and make them express ideas and finally, movies are expected to help students solve problems and help the students improve their vocabulary mastery.

It may be concluded that movie clips had a effective in students' vocabulary mastery. It was due to the fact that movie clips was an interactive learning tool that can be used to teach English vocabulary.

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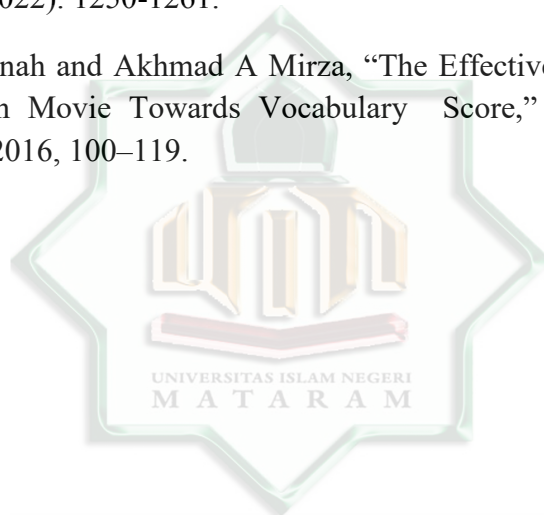
APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTsN 6 Lombok Tengah
Kelas	:	IX
Mata Pelajaran	:	Bahasa Inggris
Tema	:	Vocabulary
Sub-Tema	:	Narrative Text
Alokasi Waktu	:	2 x 40 Menit

A. **Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong),santung, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.
3. Memahami pengetahuan (faktual,konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai denga apa yang di pelajari di sekolah dn sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan *memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.*	3.1.1 Mengidentifikasi *fungsi sosial dari tindakan memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text..* 3.1.2 Mengidentifikasi *struktur teks dari tindakan memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.* . 3.1.3Mengidentifikasi *unsur kebahasaan dari tindakan memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text..*
3.2 Menyusun teks interkasi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan percakapan dengan fungsi sosial, struktur teks,	3.2.1 Menyusun teks terkait dengan *memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata*

dan unsur kebahasaan yang benar dan sesuai konteks.	*terkait Narrative Text..* 3.2.2 Mempraktikan teks terkait dengan *memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text..*

C. Tujuan Pembelajaran

Setelah melaksnakan proses pembelajaran dan menggali informasi melalui diskusi dan tanya jawab, dan praktik peserta didik dapat :

1. Melalui media tulisan dan penjelasan guru, siswa dapat mengidentifikasi *fungsi sosial* dari memberi dan meminta informasi terkait nama benda dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.

2. Melalui media tulisan dan penjelasan guru siswa dapat mengidentifikasi *struktur teks* memberi dan meminta informasi terkait Contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.

3. Melalui media tulisan dan penjelasan guru siswa dapat mengidentifikasi unsur kebahasaan memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.

4. Siswa dapat menyusun teks terkait dengan memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.

5. Siswa dapat mempraktikan teks yang telah di susun terkait dengan memberi dan meminta informasi terkait contoh kalimat dan semacamnya dan memperhatikan unsur kebahasaan dan kosakata terkait Narrative Text.

D. Materi Pembelajaran

a. Definition of Narrative Text

Teks naratif adalah suatu bentuk teks yang lisan atau tertulis yang menceritakan sebuah cerita dari satu karakter atau lebih yang mengahadapi situasi tertentu yang dibuat dengan tujuan untuk menghibur para pembaca.

b. Jenis teks naratif seperti : legend, fable, fairy tale, folktale, short story, real-life drama, classic, fantasy, adventure, science, fiction, myth dan mistery.

c. Purpose of Narrative Text

Seperti yang sudah disebutkan diatas bahwa tujuan utama dari teks naratif adalah untuk menghibur pembaca or entertain the readers. Bagi sebagian kalangan, terutama peserta didik teks naratif dapat berfungsi untuk menghibur dan sekaligus menumbuhkan pernghargaan terhadap nilai-nilai luhur yang dijunjung tinggi oleh masyarakat di lingkungannya, seperti kepahlawanan, kesetiaan, kepatuhan dan hormat kepada orangtua, keterbukaan, kebenaran dan sebagainya.

d. Generic Structure

-   Struktur teks naratif umumnya sebagai berikut:
-   Orientation, memperkenalkan tokoh, tempat, waktu terjadinya cerita.

- Evalution, memberikan penilaian tentang situasi dan kondisi terjadinya cerita.
- Complication, memaparkan krisis yang terjadi terhadap tokoh utama.
- Resolution, krisis berakhir dengan baik atau dengan tidak baik bagi tokoh yang juga merupakan akhir cerita.
- Reorientasi, memberikan alasan atau komentar umum, opsional.

e. Language features

Unsur kebahasaan yang terdapat dalam teks naratif :

1. Tata bahasa: simple past dan past continuous tense.
2. Kalimat langsung dan tidak langsung.
3. Kosakata: benda atau tindakan yang terkait dengan kehidupan tokoh cerita.
4. Adverbia penghubung waktu: first, then, after, that, before, at last, finally dan sebagainya.
5. Adverbia dan frase preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately dan sebagainya.
6. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my their dan sebagainya.
7. Ucapan, tekanan kata, intonasi.
8. Ejaan dan tanda baca
9. Tulisan tangan

f. Types of Narrative Text

Jenis-jenis Narrative text dapat berupa legend (legenda), folktale, myth, fable, fairy tale, dan lain-lain. Kebanyakan film-film non fiksi yang menghiasi layar kaca maupun televisi kita, awalnya berasal dari kisah-

kisah teks narasi yang diangkat kedalam film layar lebar. Misalnya Cinderella, Twilight, Misteri Gunung merapi, Wiro Sableng dan banyak film terkenal lainnya.

E. Metode Pembelajaran

1. Pendekatan : Saintifik dan komunikatif
2. Model   : Cooperative Learning
3. Mettode   : Diskusi, Praktik

F. Media dan Bahan Pembelajaran

1. Media : Movie Clips
2. Alat dan Bahan : Spidol, Papan tulis, LCD/Lembaran, Smart Phone, Speaker.

G. Sumber Pembelajaran

1. Buku lembar kerja siswa dan kamus bahasa Indoesia-Inggris

H. Langkah-langkah Pembelajaran

1. Pertemuan pertama

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikat motivasi belajar • Guru memberikan uraian singkat tentang pelajaran	10 menit
Inti	**Langkah 1. Mengamati (Observing)** • Guru mengarahkan peserta didik tentang langkah-langkah atau peraturan dalam menjawab soal	60 menit

	pre test. • <u>Peserta didik mendengarkan arahan guru tentang langkah-langkah atau peraturan dalam menjawab soal pre test.</u> **Langkah 2. Mengumpulkan informasi (Data Collecting)** • Peserta didik mengikuti arahan guru untuk menjawab test yang diberikan. **Langkah 3. Menanya (Questioning)** • <u>Guru memberikan kesempatan kepada peserta didik untuk bertanya hal-hal yang belum di pahami terkait langkah-langkah dalam menjawab soal dan dan kosakata yang belum di pahami.</u> **Langkah 4. Menalar (Associating)** • Guru mengawasi cara kerja peserta didik dalam menjawab test yang diberikan.	
Penutup	• Guru memberikan informasi kepada peserta didik bahwa waktu untuk mengerjakan soal sudah habis dan lembar jawaban harus dikumpulkan • Guru dan siswa menutup kelas dengan berdoa dan mengucap salam.	10 menit

2. Pertemuan Kedua dan Ketiga

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu

Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikat motivasi belajar • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru memberikan uraian singkat tentang cakupan materi langkah pembelajaran	10 menit
Inti	**Langkah 1. Mengamati (Observing)** • Guru memberikan pertanyaan kepada peserta didik untuk menggali pengetahuan mengenai materi yang akan dipelajari. • Peserta didik mendengarkan penjelasan guru tentang apa yang dimaksud dengan Narrative Text dan penjelasan tentang Movie Clips. • Guru menyuruh peserta didik mendengar dan menirukan ucapan guru tentang contoh sentece Narrative Text. **Langkah 2. Mengumpulkan informasi (Data Collecting)** • Guru memberikan kesempatan tanya jawab kepada peserta didik atas intraksi dengan guru untuk menanyakan hal-hal yang belum diketahui **Langkah 3. Mencoba (Experiment)** • Guru meminta peserta didik	60 menit

	untuk mengidentifikasi fungsi dan jenis kata yang berhubungan dengan kosakata yang ada di Movie Clips melalui layar LCD/Smartphone/ Lembaran yang di berikan oleh guru. • Guru memberikan pertanyaan pengarah kepada peserta didik untuk mengidentifikasi kosakata • Guru menunjukan beberapa kosakata dasar dan mengajak peserta didik untuk memperhatikan dan mengingat kosa kata yang ada di cuplikan movie clips. **Langkah 4. Menalar/Mengasosiasi** • Peserta didik diminta untuk membaca dan mencatat kosakata yang ada di Movie clips. • Guru memberi penjelasan cara pengucapan dari kosakata yang ada dan meminta peserta didik mengulanginya kembali	
Penutup	• Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya serta menyimpulkan materi yang telah dipelajari • Guru memberikan informasi lanjut dari rencana pembelajaran dipertemuan selanjutnya dan berdo'a. • Guru dan peserta didik mengucapkan salam perpisahan	10 menit

3. Pertemuan keempat

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikat motivasi belajar • Guru memberikan uraian singkat tentang pelajaran	10 menit
Inti	**Langkah 1. Mengamati (Observing)** • Guru mengarahkanpeserta didik tentang langkah-langkah atau peraturan dalam menjawab soal post test. • Peserta didik mendengarkan arahan guru tentang langkah-langkah atau peraturan dalam menjawab soal post test. **Langkah 2. Mengumpulkan informasi (Data Collecting)** • Peserta didik mengikuti arahan guru untuk menjawab test yang diberikan. **Langkah 3. Menanya (Questioning)** • Guru memberikan kesempatan kepada peserta didik untuk bertanya hal-hal yang belum di pahami terkait langkah-langkah dalam menjawab soal dan dan kosakata yang belum di pahami. **Langkah 4. Menalar (Associating)** • Guru mengawasi cara kerja	60 menit

	peserta didik dalam menjawab test yang diberikan.		
Penutup	• Guru memberikan informasi kepada peserta didik bahwa waktu untuk mengerjakan soal sudah habis dan lembar jawaban harus dikumpulkan • Guru dan siswa menutup kelas dengan berdoa dan mengucap salam.	10 menit	

I. **Penilaian**

-Sikap: Lembar pengamatan, -Pengetahuan: LK peseta didik (Terlampir), -Keterampilan: Kinerja & observasi diskusi.

Praya,
27 September 2023
Mengetahui,

Guru Mata Pelajaran   Mahasiswa

<u>Ahmad Hardi Alhilal</u>

NIP.

NIM. 190107025

Appendix 2

Test

NAME : …………………

CLASS : …………………

LESSON : …………………

PRE-TEST

A. Read the short story below carefully !.
 Answear the question of part A and B.

Snow White

Once upon a time…In earlier times there lived a, who named Snow White . He lived with his aunt and uncle because his parents died. One day she heard her unc and aunt talking about leaving Snow White in the castle because they wanted to g to Indonesia and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside an fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: ” What is your name ? Snow White said, ” My name is Snow White. One dwarf said, ” If you want, you can stay here with us. ‘ Snow White tells all about her story. Then daughter snow and the seven adwares are now living happil ever after.

1. **Orang tua**
   a. father
   b. mother
   c. parents
   d. brother

2. **kabur**
   a. Run
   b. Jump
   c. dying
   d. Escape

3. **Sarapan**
   a. Lunch
   b. Breakfast
   c. Food
   d. Morning

4. **Telah mendengarkan**
   a. heard
   b. Talk
   c. Chat
   d. ear

5. **Mengantuk**
   a. Sleep
   b. night

c. take a nap

d. Asleep

B. Translate the word into Indonesian!

6. Decide   :
7. Stay   :
8. Aunt   :
9. Castle   :
10. Hungry   :

C. Match the adjective below in the blue box with Antonym in the green box!

11. HIGH	GOOD
12. SMART	LOW
13. FAR	BLUNT
14. BAD	NEAR
15. SHARP	STUPID

D. Complete the blank sentences with the right word in the box!

Fly	Wild	Chew
Walk	Watch	Mine
Give	Far	Crawl

16.
17.
18.
19. This book is ____
20. I saw the bird ____ in the sky

NAME : …………………

CLASS : …………………

LESSON : …………………

POST-TEST

A. Read and understand the dialogue word by word from the scene
in Kunfu Panda movie to answer Part A and B !

Toy Story

Dady Duck : Oh, it's so good to see you, Po.

Have you lost Weight ? I can almost put my
wings around You M A T A R A M

PO   : Ah, Well, maybe a little.

Dady Duck   : Poor you, you must feel weak, Let me get
you some soup

PO   : No, that's OK , Dad , I'am not hungry.

Dady Duck   : Not Hungry ?

PO , are you all right ?

PO   : Yeah. No, iam Fine. I Just … Earlier today. I
was Fighting these Bandits,

Nothing too Dangerous. I mean, They were Just,
You know….

Dady Duck   : yeah ?

PO   : And then the Strangest thing happened

I had this Crazy Vision , I think I saw my mom
and me, As a Baby

Choice the correct answer!

1. **Hilang**
a. find
b. Lost
c. Bring
d. escape

2. **Hampir**
a. Get
b. things
c. drive
d. Almost

3. **Disekitar**
a. scare
b. brave
c. Arround
d. Concerns

4. **Mendapatkan**
a. Torture
b. Get
c. take care
d. kill

5. **Telah terjadi**
a. happened
b. Spaces
c. Space
d. Cloud

B. Translate the word into Indonesian!

      6. Vision   :

      7. know   :

      8. just:

      9. must   :

      10. strangest :

C. Match the Verbs in the blue box with Antonym in the green box!

Blue box	Green box
11. SEE	STRONG
12. WEAK	RICH
13.RIGHT	BLIND
14. FINE	BAD
15. POOR	WRONG

D. Complete the blank sentences with the right word in the box!

Wings	use	Think
Get	Dangerous	Pressure
Bossy	Put	Fighting

16. The bird has two _____ for fly.

17. Lion is the _____ animal in the earth.

18. In the erlier morning, po was _____ with these bandits.

19. My mother _____ my book on the table.

20. I _____ that is the right way.

Assessment Rubric (Pre-Test)

Type	Item	Score
Multiple Choice	parents	5
	Escape	5
	Breakfast	5
	heard	5
	Asleep	5
Translating	Decide	5
	Stay	5
	Aunt	5
	Castle	5
	Hungry	5
Matching the words	High	5
	Smart	5
	Far	5
	Bad	5
	Sharp	5
Competing Sentences	Walk	5
	Give	5
	Wild	5
	Mine	5
	Fly	5
Total		100

Assessment Rubric (Post-Test)

Type	Item	Score
Multiple Choice	Lost	5
	Almost	5

	Arround	5
	Get	5
	Happened	5
Translating	Vision	5
	Know	5
	Just	5
	Must	5
	Strangest	5
Matching the words	See	5
	Weak	5
	Right	5
	Fine	5
	Poor	5
Competing Sentences	Wings	5
	Dangerous	5
	Fighting	5
	Put	5
	Think	5
Total		100

Appendix 3

Jawaban Soal Tes Siswa

NAME : WAHYU
CLASS : IX
LESSON : B. ngris

POST-TEST

A   Read and understand the dialogue word by word from the scene in Kun'u Panda movie to answer Part A and B !

Toy Story	
Dady Duck	Oh, it's so good to see you, Po. Have you lost Weight ? I can almost put my wings around You
PO	Ah, Well, maybe a little
Dady Duck	Poor you, you must feel weak. Let me get you some soup
PO	No, that's OK , Dad , I'am not hungry
Dady Duck	Not Hungry ? PO , are you all right ?
PO	Yeah. No, iam Fine. I Just ... Earlier today I was Fighting these Bandits, Nothing too Dangerous. I mean, They were Just, You know....
Dady Duck	yeah ?
PO	And then the Strangest thing happened I had this Crazy Vision , I think I saw my mom and me, As a Baby
Dady Duck	Mom? A baby?

Choice the correct answer!

1. **Hilang**
   a. find
   b. Lost
   c. Bring
   d. escape

2. **Hampir**
   a. Get
   b. things
   c. drive
   d. Almost

3. **Disekitar**
   a. scare
   b. brave
   c. Arround
   d. Concerns

4. **Mendapatkan**
   a. Torture
   b. Get
   c. take care
   d. kill

5. **Telah terjadi**
   a. happened
   b. Spaces
   c. Space
   d. Cloud

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B. Translate the word into Indonesian!

6. Vision : Peng Lihatan
7. Know : mengetahui
8. Just : Hanya
9. Must : HARUS
10. Strangest : Paling aneh

C. Match the Verbs in the blue box with Antonym in the green box!

D. Complete the blank sentences with the right word in the box!

Wings	use	Think
Get	Dangerous	Pressure
Bossy	Put	Fighting

16. The bird has two _Put_ to fly.
17. Lion is a _Get_ animal in jungle.
18. Erlier today, po was _Think_ with the bandits.
19. My mother _Fighting_ my book on the table.
20. I _Bossy_ that is the right way.

NAME   WAHYU

CLASS   IX

LESSON   ....

PRE-TEST

A. Read the short story below carefully!
   For answear the question of part A and B

Snow White

Once upon a time.. In earlier times there lived a, who named Snow White . He
lived with his aunt and uncle because his parents died. One day she heard her uncle
and aunt talking about leaving Snow White in the castle because they wanted to go
to Indonesia and they did not have enough money to take Snow White with them.
Princess Snow White did not want her uncle and aunt to do this. So he decided to
escape.

The next day he ran away from home when her aunt and uncle were having
breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then
she saw this cottage. She knocked, but no one answered her so she went inside and
fell asleep Meanwhile, seven dwarfs came home from his work. They get into.
There, they found Snow White woke up from his sleep. He saw the dwarfs. The
dwarf said: " What is your name ? Snow White said, " My name is Snow White. "
One dwarf said, " If you want, you can stay here with us. " Snow White tells all
about her story Then daughter snow and the seven adwares are now living happily
ever after.

1. **Orang tua**
   a. father
   ~~b. mother~~ ✗
   c. parents
   d. brother
2. **kabur**
   a. Run
   b. Jump
   ~~c. dying~~ ✗
   d. Escape
3. **Sarapan**
   ~~a. Lunch~~ ✗
   b. Breakfast
   c. Food
   d. Morning
4. **Telah mendengarkan**
   a. heard
   b. Talk
   ~~c. Chat~~ ✗
   d. ear
5. **Mengantuk**
   ~~a. Sleep~~ ✗
   b. night
   c. take a nap
   d. Asleep

B. Translate the word into Indonesian!

6. Decide   : kembali ✓
7. Stay   : diam ✓
8. Aunt   : pergi ✓
9. Castle   : kakek ✓
10. Hungry : MARAH ✓

C. Match the adverb below in the blue box with Antonym in the green box
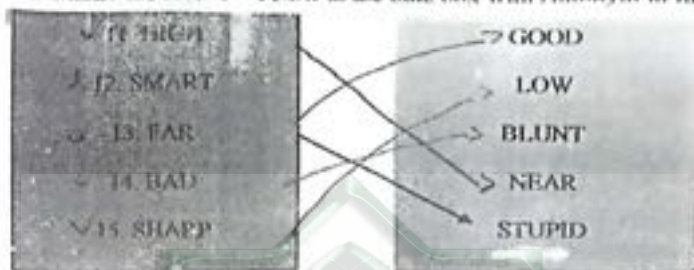
11. HIGH	GOOD
12. SMART	LOW
13. FAR	BLUNT
14. BAD	NEAR
15. SHARP	STUPID

D. Complete the blank sentences with the right word in the box!

Fly	Wild	Chew
Walk	Watch	Mine
Give	Far	Crawl

16. They *Jab* on the street ✓
17. My uncle *give* me a present for my birthday
18. A tigrel is a *wild* animal
19. This book is *chew*
20. I saw the bird *crawl* in the sky ✓

PRE-TEST

A. Read the short story below carefully !
   For answer the question of part A and B

Snow White

Once upon a time. In earlier times there lived a, who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to Indonesia and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep. Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said " What is your name ? Snow White said, " My name is Snow White " One dwarf said, " If you want, you can stay here with us " Snow White tells all about her story. Then daughter snow and the seven adwares are now living happily ever after.

---

1. **Orang tua**
   - a. father
   - b. mother
   - X c. parents
   - d. brother

2. **kabur**
   - a. Run
   - b. Jump
   - c. dying
   - X d. Escape

3. **Sarapan**
   - a. Lunch
   - X b. Breakfast
   - c. Food
   - d. Morning

4. **Telah mendengarkan**
   - X a. heard
   - b. Talk
   - c. Chat
   - d. ear

5. **Mengantuk**
   - a. Sleep
   - b. night
   - c. take a nap
   - X d. Asleep

B. Translate the word into Indonesian?

6. Decide — bergegas
7. Stay — menetap, tetap
8. Aunt — tante
9. Castle — kastil
10. Hungry — lapar

***

C. Mirotih **the adjective below in the blue** box with Antonym in the green box?

11. HIGH	GOOD
12. SMART	LOW
13. FAR	BLUNT
14. BAD	NEAR
15. SHARP	STUPID

D. Complete the blank sentences with the right word in the box!

Fly	Wild	Chew
Walk	Watch	Mine
Give	Far	Crawl

16. They walk down the street
17. My uncle Give me a present for my birthday
18. A tigrel is a crawl animal
19. This book is mine
20. I saw the bird Fly in the sky

NAME : Sahwa Rohma Asmy
CLASS : IX
LESSON : English

POST-TEST

A. Read and understand the dialogue word by word from the scene in Kunfu Panda movie to answer Part A and B !

Toy Story

Dady Duck : Oh, it's so good to see you, Po.

Have you lost Weight ? I can almost put my wings around You

PO : Ah, Well, maybe a little

Dady Duck : Poor you, you must feel weak, Let me get you some soup

PO : No, that's OK , Dad , I'am not hungry

Dady Duck : Not Hungry ?

PO , are you all right ?

PO : Yeah. No, iam Fine I Just   Earlier today I was Fighting these Bandits,

Nothing too Dangerous I mean, They were Just, You know....

Dady Duck : yeah ?

PO : And then the Strangest thing happened

I had this Crazy Vision , I think I saw my mom and me, As a Baby

Dady Duck : Mom? A baby?

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Choice the correct answer!

1. **Hilang**
   a. find
   ~~b.~~ Lost
   c. Bring
   d. escape

2. **Hampir**
   a. Get
   ~~b.~~ things
   c. drive
   d. Almost

3. **Disekitar**
   a. scare
   b. brave
   ~~c.~~ Arround
   d. Concerns

4. **Mendapatkan**
   a. Torture
   ~~b.~~ Get
   c. take care
   d. kill

5. **Telah terjadi**
   ~~a.~~ happened
   b. Spaces
   c. Space
   d. Cloud

B. Translate the word into Indonesian!

6. Vision ~~mata~~ ~~mata~~ Penglihatan / bayangan
7. Know tahu
8. Just hanya
9. Must harus
10. Strangest paling aneh

C. Match the Verbs in the blue box with Antonym in the green box!

STRONG

RICH

BLIND

BAD

WRONG

D. Complete the blank sentences with the right word in the box!

Wings	use	Think
Get	Dangerous	Pressure
Bossy	Put	Fighting

16. The bird has two wings to fly.
17. Lion is a dangerous animal in jungle.
18. Erlier today, po was fighting with the bandits.
19. My mother put my book on the table.
20. I think that is the right way.

Appendix 4

Kartu Konsultasi

KARTU KONSULTASI SKRIPSI

NamaMahasiswa : Ahmad Hardi Alhilal
NIM : 190107025
Pembimbing 1 : Dr. H. Pauzan, M. Hum, M. Pd
Judul Skripsi : **The Effectiveness of Movie Clips in students' Vocabulary Mastery at grade 9 of the MTsN 6 Lombok Tengah in Academy Year 2023/2024**

No	Tanggal	Materi Konsultasi	Paraf
1		Intro to thesis template	
2		Definite article	
3		Research methos	
4		Abstrack	
5		Instrument check	
6		Data Display	
7		Advisor approval	
8		using past tenses	
9		Technique of Data Analysis	
10		Findings	
11		Discussion	
12		Ace	

Mataram, 07 Desember 2023
Pembimbing 1

Dr. H. Pauzan, M. Hum, M. Pd
NIP.197312312000121002

KARTU KONSULTASI SKRIPSI

NamaMahasiswa	:	Ahmad Hardi Alhilal
NIM	:	190107025
Pembimbing 2	:	Soni Ariawan, S.Pd, M. Ed
Judul Skripsi	:	**The Effectiveness of Movie Clips in Students' Vocabulary Mastery at grade 9 of The MTsN 6 Lombok Tengah in Academy Year 2023/2024.**

No	Tanggal	Materi Konsultasi	Paraf
1		Intro to thesy luplate	
2		Raviw of praviw stuy	
3		Theoretical framewr	
4		See more referen in review	
5		Research methad	
6		Instrument check	
7		Ace puper/I	
8		Data dipplay	
9		organize the dipplay	
10		Disussion	
11		Fendings Discos	
12		All	

Mataram, 07 Desember 2023
Pembimbing 2

Soni Ariawan, S.Pd, M. Ed
NIP.19900101201031011

Appendix 5

Surat Rekomendasi Penelitian

Nomor   : 960/Un.12/FTK/SRIP/PP.00.9/10/2023   Mataram, 30 Oktober 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : Permohonan Rekomendasi Penelitian

Kepada:
Yth.

Kepala Bakesbangpol Lombok Tengah

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Ahmad Hardi Alhilal
NIM	:	190107025
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Tujuan	:	Penelitian
Lokasi Penelitian	:	MTSN 6 LOMBOK TENGAH
Judul Skripsi	:	The effectivenes of Movie Clips in Vocabulary Mastery at Grade Nine of The MTSN 6 Lombok Tengah in Academy Year 2022/2023.
Waktu Penelitian	:	06 November 2023 - 06 Desember 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.
Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

Appendix 6

Surat Rekomendasi Bakesbangpol

PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK
Jalan. Raden Puguh, Komplek Kantor Bupati Godung A Lantai 1

SURAT REKOMENDASI
Nomor : 070/886/X/BKBP/2023

1. Dasar :
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
   b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram, Provinsi Nusa Tenggara Barat, Nomor : 960/Un.12/FTK/SR/PP.00.9/10/2023. Tanggal : 30 Oktober 2023.
   Perihal : Permohonan Rekomendasi Izin Penelitian.

2. Menimbang :
   Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/ijin kepada :

Nama	:	AHMAD HARDI ALHILAL
NIM	:	190107025
Alamat	:	Lingkungan Leneng, Kelurahan Leneng, Kecamatan Praya, Kabupaten Lombok Tengah Provinsi Nusa Tenggara Barat.
No. Telphon	:	081915824531
Pekerjaan/Jurusan	:	Mahasiswa/Tadris Bahasa Inggris.
Bidang/Judul	:	THE EFFECTIVENESS OF MOVIE CLIPS IN STUDENTS VOCABULARY MASTERY AT GRADE NINE OF THE MTSN 6 LOMBOK TENGAH IN ACADEMY YEAR 2022/2023.
Lokasi Penelitian	:	MTsN 6 Lombok Tengah.
Jumlah Peserta	:	1 (satu) orang
Lamanya	:	1 (satu) bulan , mulai dari tanggal 6 November 2023 s/d 6 Desember 2023.
Status Penelitian	:	Baru.

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

   a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan.
   c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat Istiadat setempat;
   d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
   e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

   Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

   Praya, 1 September 2023
   An. Kepala Badan Kesatuan Bangsa dan Politik
   Kab. Lombok Tengah
   Kabid. Politik dan Ormas,

   H. AMIRUDIN NUR, SE.
   NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth :
1. Bupati Lombok Tengah di Praya;
2. Camat Praya, Kab. Lombok Tengah di Praya;
3. Kepala MTsN 6 Lombok Tengah di Praya ;
4. Yang bersangkutan ;
5. Arsip.

Appendix 7

Sur **K** **Penelitian**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LOMBOK TENGAH
MADRASAH TSANAWIYAH NEGERI 6 LOMBOK TENGAH
Alamat : Jln Tuan Guru Lopan Panjisari Praya
Email : mtsnlomboktengah@gmail.com

S U R A T   K E T E R A N G A N
Nomor: B/çq/MTs.19.08/PP.0.05/11/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 6
Lombok Tengah menerangkan bahwa:

NAMA	: AHMAD HARDI ALHILAL
NIM	: 190107025
ALAMAT	: Lingkungan Leneng, Kelurahan Leneng, Kecamatan Praya Kabupaten Lombok Tengah, Provinsi Nusa Tenggara Barat
NO. TELEPON	: 081915824531
FAKULTAS	: Tarbiyah dan Keguruan Universitas Islam Negeri Mataram
PEKERJAAN/ JURUSAN	: Mahasiswa/Tadris Bahasa Inggris.

Yang bersangkutan telah mengadakan penelitian (Research) di Madrasah
Tsanawiyah Negeri 6 Lombok Tengah terhitung tanggal 6 November s/d 6 Desember
2023 guna penulisan skripsi dengan judul: " THE EFFECTIVENESS OF MOVIE CLIPS
IN STUDENTS VOCABULARY MASTERY AT GRADE NINE OF THE MTsN 6 LOMBOK
TENGAH IN ACADEMY YEAR 2022/2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana
mestinya.

Gelondong, 02 November 2023
Kepala Madrasah

MAHRUF, S. Ag., M.Pd.I

Appendix 8

Documentation

	Experiment Class
The researcher was giving Pre-Test to students	

| **The researcher was giving treatmen to students with using smart phone and speaker to hear clearly.** | |
| | |

	Treatmen using Movie Clips
The researcher was giving the same Post-Test to students	

Daftar Riwayat Hidup

A,. Identitas diri

Nama   : Ahmad Hardi Alhilal

Tempat tgl lahir   : Pagutan, 13 november 2000

Alamat rumah   : Lingkungan Leneng Praya kabupaten
                                    Lombok Tengah

Nama ayah   : H, Sukeli Hardi

Nama ibu   : Maridah

 B. Riwayat pendidikan
Pendidikan formal :

Madrasah Ibtidaiyah 1 Lombok Tengah   (2007 – 2012)
MTsN 1 Lombok Tengah   (2013 - 2016)
Man 1 Lombok Tengah   (2016 – 2019)

                                        Nama Mahasiswa

                                        Ahmad Hardi Alhilal

                                        Nim . 190107025

Appendix 10

Sertifikat Bebas Pinjam

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No:3390/Un.12/Perpus/sertifikat/PC/12/2023

Sertifikat Ini Diberikan Kepada :

AHMAD HARDI ALHILAL
190107025
FTK/TBI
Dengan Judul SKRIPSI

THE EFFECTIVENESS OF MOVIE CLIPS IN STUDENTS' VOCABULARY MASTERY AT
GRADE NINE OF THE MTSN 6 LOMBOK TENGAH IN ACADEMIC YEAR 2023/2024

SKRIPSI Tersebut telah Dinyatakan Lulus cek Plagiasi Menggunakan Aplikasi Turnitin
Similarity Found : 5 %
Submission Date : 27/12/2023

UPT Perpustakaan
Mataram

...niawaty, M.Hum
NIP. 197608282006042001

UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No:3010/Un.12/Perpus/sertifikat/BP/12/2023

Sertifikat Ini Diberikan Kepada :

AHMAD HARDI ALHILAL
190107025

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini
dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun
masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

UPT Perpustakaan

...niawaty, M.Hum
197608282006042001