

**THE EFFECT OF WATCHING ENGLISH SUBTITLED MOVIES
ON VOCABULARY MASTERY AT THE SEVENTH GRADE
STUDENTS OF MTS PUTRI AT-TAHZIB KEKAIT IN ACADEMIC
YEAR 2022/2023**



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

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MOVIES ON VOCABULARY MASTERY AT THE
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TAHZIB KEKAIT 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**



By

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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2023/2024**



ADVISORS' APPROVAL

Thesis by: Siti Wardatul Azkia, Student's number (NIM): 190107008 entitled "The Effect of watching English subtitled movies on vocabulary mastery at the seventh grade students of MTs putri Al-tahzib Kekant in academic year 2022/2023" has fulfilled the requirement and has been approved to be examined.

Approved on 10/1/2024



Perpustakaan UIN Mataram

ADVISORS' OFFICIAL NOTE

Mataram, this 15/05/2024 2024

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 *monogrupiah* 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 effect of watching English subtitled movies on vocabulary mastery at the seventh grade students of MTs putri At-tahzib Kekait in academic year 2022/2023." 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.



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RATIFICATION

Thesis by: Siti Wardatul Azkia, Student's number (NIM): 190107008 entitled "The Effect of watching English subtitled movies on vocabulary mastery at the seventh grade students of MTs putri At-tahzib Kekait in academic year 2022/2023" has fulfilled the requirement and has been approved to be examined. Approved on: 22/Januari/2024

The board of Examiners

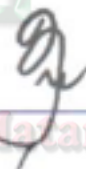
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Motto:

“Giving up is only for the loser”

“Education is the most powerful weapon to change the world”

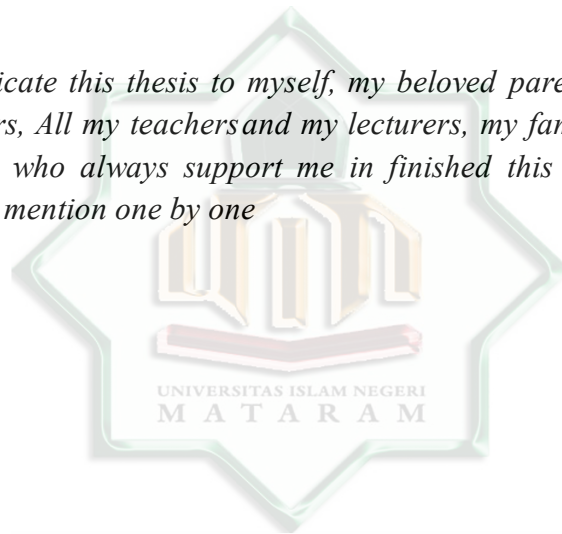
-Nelson Mandela-



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DEDICATION

“I dedicate this thesis to myself, my beloved parent, my beloved brothers, All my teachers and my lecturers, my family and all my friends who always support me in finished this thesis which I cannot mention one by one



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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, 10 Januari 2024

Writer

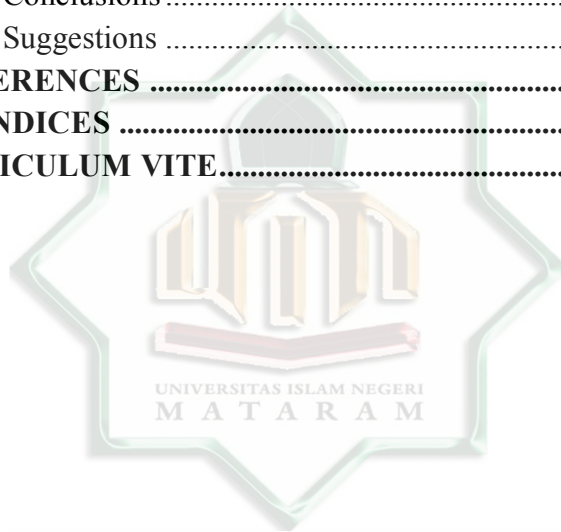
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Siti Wardatul Azkia

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TAHZIB KEKAIT**

By :

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ABSTRACT

This study was aimed to examine whether or not of watching English subtitled movies has an effect on vocabulary mastery of the seventh grade students of MTs putri At-tahzib Kekait in Academic Year 2022/2023. This research was quantitative research and the research design was quasi Experimental research, non-equivalent control group design. The population of this research was the seventh grade students of MTs putri At-tahzib Kekait this consists of two classes, totaling 54 students and the sample of this research was Grade VII A and VII B with 27 students in each class. The technique used in taking the sample was non probability sampling technique. The instrument used to collect the data was test is the forms of multiple choices, translating, and matching the words with antonym. The research findings showed that the students' score before and after watching English subtitled movies was significantly different. In the Independent sample T-Test, it can be seen that the mean in experimental class scores is 91.48 while the mean in control class scores is 71.11 so it is known that the mean in experimental class learning outcomes is greater than the control class. The result of SPSS version 24, that the value of Sig. (2 tailed) of $0.000 < 0.05$, so it can be concluded that there has been an effect of watching English subtitled movies on vocabulary mastery of students. This means that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Based on the findings, it can be concluded that there is a significant effect of watching English subtitled movies on vocabulary mastery of the seventh grade students of MTs putri At-tahzib Kekait in academic year 2022/2023.

Keywords: watching English subtitle movie, vocabulary mastery

**PENGARUH MENONTON FILM SUBTITLE BAHASA
INGGRIS TERHADAP PENGUASAAN KOSA KATA
SISWA KELAS TUJUH MTS PUTRI AT-TAHZIB KEKAIT**

Oleh :

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ABSTRAK

Penelitian ini bertujuan untuk menguji apakah menonton film bersubtitle bahasa Inggris berpengaruh terhadap penguasaan kosakata siswa kelas tujuh MTs putri At-tahzib Kekait pada Tahun Pelajaran 2022/2023. Penelitian ini merupakan penelitian kuantitatif dan desain penelitiannya adalah penelitian quasi eksperimen, non-equivalent control group design. Populasi penelitian ini adalah siswa kelas VII MTs putri At-tahzib Kekait yang terdiri dari dua kelas yang berjumlah 54 siswa dan sampel penelitian ini adalah kelas VII A dan VII B yang masing-masing kelasnya berjumlah 27 siswa. Teknik yang digunakan dalam pengambilan sampel adalah teknik nonprobability sampling. Instrumen yang digunakan untuk mengumpulkan data adalah tes yang berbentuk pilihan ganda, menerjemahkan, dan mencocokkan kata dengan antonim. Temuan penelitian menunjukkan bahwa nilai siswa sebelum dan sesudah menonton film subtitle bahasa Inggris berbeda secara signifikan. Pada Uji Independent sample T-Test terlihat mean skor kelas eksperimen sebesar 91,48 sedangkan mean skor kelas kontrol sebesar 71,11 sehingga diketahui mean hasil belajar kelas eksperimen lebih besar dibandingkan dengan kontrol.kelas. Hasil SPSS versi 24, bahwa nilai Sig. (2 tail) sebesar $0,000 < 0,05$ sehingga dapat disimpulkan bahwa terdapat pengaruh menonton film subtitle bahasa Inggris terhadap penguasaan kosakata siswa. Artinya hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Berdasarkan temuan tersebut, dapat disimpulkan bahwa terdapat pengaruh yang signifikan menonton film subtitle bahasa Inggris terhadap penguasaan kosakata siswa kelas tujuh MTs putri At-tahzib Kekait tahun ajaran 2022/2023.

Kata kunci : *menonton film subtitle bahasa Inggris, penguasaan kosakata*

MTS بوتري التهذيب كيكيت

بواسطة :

ستي ورده الأزكية

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خلاصة

هدفت هذه الدراسة إلى معرفة ما إذا كان لمشاهدة الأفلام المترجمة باللغة الإنجليزية تأثير على إتقان المفردات لدى طلاب الصف السابع في مدرسة بوتري التهذيب كيكيت في العام الدراسي 2023/2022. كان هذا البحث بحثاً كمياً وكان تصميم البحث شبه بحث تجريبي، وتصميم مجموعة ضابطة غير متكافئة. مجتمع هذا البحث هو طلاب الصف السابع في مدرسة بوتري التهذيب كيكيت ويتكون من فصلين يبلغ عددهم 54 طالبا وكانت عينة هذا البحث من الصف السابع أ والسابع ب بواقع 27 طالبا في كل فصل. وكانت التقنية المستخدمة في أخذ العينة هي تقنية أخذ العينات غير الاحتمالية. وكانت الأداة المستخدمة لجمع البيانات هي اختبار أشكال الاختيارات المتعددة، وترجمة الكلمات ومطابقتها مع المتضادات. أظهرت نتائج البحث أن درجات الطلاب قبل وبعد مشاهدة الأفلام المترجمة باللغة الإنجليزية كانت مختلفة بشكل كبير. وفي الاختبار التائي للعينة المستقلة يتبين أن المتوسط في درجات الفصل التجريبي هو 91.48 في حين أن المتوسط في درجات الفصل الضابط هو 71.11 لذلك من المعروف أن المتوسط في نتائج التعلم في الفصل التجريبي أكبر من الفصل الضابط. فصل. نتيجة برنامج SPSS الإصدار 24 أن قيمة سيج. (2 ذيل) من 0.000 >0.05 لذلك يمكن الاستنتاج أن هناك تأثير لمشاهدة الأفلام المترجمة باللغة الإنجليزية على إتقان المفردات لدى الطلاب. وهذا يعني رفض الفرضية الصفرية (H0) وقبول الفرضية البديلة (H1). وبناء على النتائج، ويمكن الاستنتاج أن هناك تأثيراً معنوياً لمشاهدة الأفلام المترجمة باللغة الإنجليزية في إتقان المفردات لدى طلاب الصف السابع في مدرسة بوتري التهذيب كيكيت في العام الدراسي 2023/2022.

الكلمات الدالة: مشاهدة الفيلم باللغة الإنجليزية، وإتقان المفردا

CHAPTER I

INTRODUCTION

A. Background of Research

Vocabulary is realized as the main aspect in learning language because vocabulary impacts the language being meaningful in its application. A person can use a language well if she/he has more provision of vocabulary. Berta & Swarniati stated that it does not matter how well someone in grammar, pronunciations, and any other elements of a language, without a numerous stock of vocabulary, communication cannot happen in any meaningful way.¹ This statement shows that the use of grammar is not main point of learning a language especially English. Meanwhile vocabulary is a main point of language component because vocabulary enable the speakers of convey the idea both in oral and written form efficiently. Vocabulary is realized as an important part of learning English because it can support the learners' capability in developing and improving their language skills either in listening, speaking, reading and writing. Vocabulary support the students to convey their thought to the listeners and it helps the students in understanding the teachers' guidance that relate to the topic are being studied.

Swarniati said as foreign language, English learners in Indonesia are still unfamiliar in English vocabularies. However, in reality there are still many in junior high school students have a big expectation of being master in speaking English it is not a simple issue for the learners because learning English is not as simple as learning their mother

¹Berta, M. O. & Swarniati, N. W, "Improving the students' vocabulary mastery through word square game at the Eighth grade of SMP Dwi jendra Denpasar in The academic year 2019/2020", *Widyasrama*, 30, 2, p. 19.

tongue.² Vocabulary it very important in learning English because by having many vocabularies students can be easier to learn English. It is different when students has limited vocabulary, they could not learn English better. For example if students have many vocabularies they will be easier to look for the information from English magazine or English newspaper and vice versa.

Observations made by researcher, found many problems that occur at seventh grade of MTS putri At-tahzib Kekait. Limited vocabulary and when the teachers try to give them more vocabularies the students found it difficult to memorize them. It is caused by some reasons. The first, the students found it difficult to pronounce the words. The second, the students are difficult to spell and write the words. The third, there are unfamiliar grammatical form. The fourth, complexity of words choice. The last, lack of words sources. Therefore, as the English teacher, it should get the ideas and consider with this case. The teachers should find good strategy and appropriate media in supporting the students' learning activities. This is important in order to make the students do not feel bored in gathering the new vocabularies and in remembering the vocabulary that has been given to them.

According to Simamora and Oktaviani one of the interesting media that can help students learn vocabulary is through film or movie.³ It can bring the environment live in the classroom, so that students can be more inspired to learn English with new vocabulary that is in the film or movie. Sabouri and Zohrabi said that in learning English, movies can

²Swarniati, N. W, *Penomena morfologi pada berita-berita di CNN Indonesia mengenai Covid-19: kajian linguistic, Covid-19 perspektif susastra dan filsafat*, (Denpasar: Yayasan kita menulis, 2020), p. 93

³Simamora, M. W. B & oktaviani, L, "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, p. 44-49.

help problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills. It is not only fascinating and enjoyable to watch movies, but learning by watching would be more exciting and has many advantages.⁴ Moreover, watching movie does not necessarily have to be seen in theaters. Every student can watch anywhere. Moreover Pratiwi&Ayu said, while watching English movies, especially with English subtitle, it will enhance the vocabulary and speaking skill. ⁵. By watching movies with English subtitles, students can clearly understand the meaning of the conversation and imitate it because the movie has subtitles and dialogue. As in coversation, students can also learn intonation. English subtitles may help students understand words or phrases that they already know. In the process of learning, students often misunderstand the context of what the speaker says, so they need subtitles. The use of movie subtitle has been proved to be more effective at improving overall comprehension than non-subtitled movies.

The researcher tried to use English movie with subtitles as the media in increasing student's vocabulary skill. By applying movie, researcher expect students will be enthusiastic, fun and can also be an effective learning medium to improve students' vocabulary mastery skills. The purpose of this research was to find **“The effect of watching English subtitled movies on vocabulary mastery of the Seventh grade students of MTS putri At-tahzib Kekait in academic year 2022/2023”**.

⁴Sabouri, H., Zohrabi, M. & Osbouei, Z. K, “The impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners”, *International journal on studies in English language and literature*, 3, 2, 2015, p. 110.

⁵Pratiwi, Z. F., & Ayu, M, “The use of describing picture strategy to improve secondary students' speaking skill”, *journal of English language teaching and learning*, 1, 2, p. 38-43.

B. The Statement of problem and Research Limitation

1. Statement of problem

Based on the background above, the researcher formulates the statement of problem as follow:

Is watching English subtitled movies effect vocabulary mastery of the seventh grade students of MTS putri At-tahzib Kekait in academic year 2022/2023.

2. Research limitation

This study is limited to investigate the watching English subtitled movies on vocabulary mastery.

C. Objective and Significance of Research

1. Objective of Research

This study aims at finding out whether or not watching English subtitled movies has an effect vocabulary mastery of the seventh grade students of MTS putri At-tahzib Kekait in academic year 2022/2023.

2. Significance of Research

The researcher hopes that this research can give some meaning to the improvement of students' vocabulary as follows:

a. Theoretical significance

This research will expand research on the use of watching English subtitled movies to improve students' vocabulary.

b. Practical significance

1) Teacher

In teaching English, the Teachers will be able to improve vocabulary in teaching English. Especially in teaching vocabulary through watching English subtitled movies. Teachers can more interactive and creative in their English teaching.

2) Students

The use of watching movies with English subtitles students can improve vocabulary learning and allow students to gain vocabulary. It also helps learn about new English words, grammar, idioms, and slang.

3) Researcher

The researcher gain knowledge related to improve vocabulary and experience in doing research. Researcher also can broaden their understanding related to the world of research itself.

D. Definition of Key Terms

1. Subtitles movies

According to Napikul subtitled movie is a kind of audiovisual media of storytelling which provides narrative models organized in emotions and images with captions.⁶ Welles claims that subtitled films are increasingly used in foreign language classes.⁷ Film helps students to understand and recognize the context by observing the behaviors of the characters along with the conversations. Shuttleworth and Cowie define subtitling as ‘the process of providing synchronized captions for film and television dialogue’.⁸

In this research, what is meant by English subtitle movies is an animated film entitled frozen taken from the internet which is used as a vocabulary learning medium.

2. Vocabulary

According to Richards and Renandya, vocabulary is a core component of language proficiency and provides

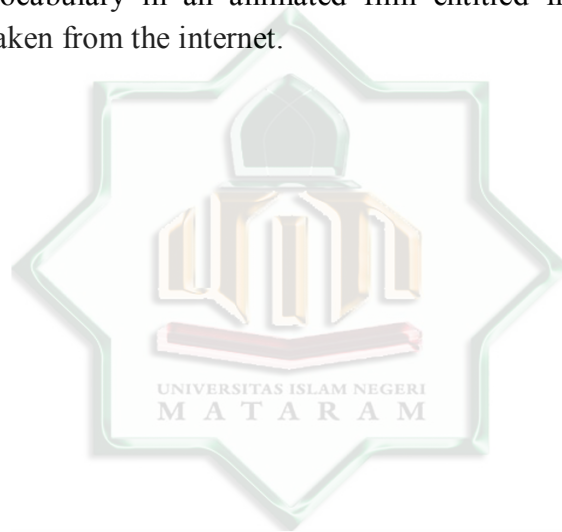
⁶Napikul, S, “The effect of film subtitles on English listening comprehension and vocabulary”, *international journal of applied & English literature*, 2018, P. 104

⁷Walles, E. B., foreign language enrollments in united states institutions of higher education, fall 2002, *ADFL Bulletin*, 35(2-3), 2004, p. 413-419

⁸Shuttleworth, M. & Cowie, M., *Dictionary of translation studies*, (London: St. Jerome. Publishing company, 1997), p. 161.

much of the basis for how well learners speak, listen, read, and write.⁹ Besides, Zimmerman in Coady and Huckin states that vocabulary is central to language and of critical importance to the typical language learner.¹⁰ Meanwhile, Caroline states that language consists of words, vocabulary is collection of words that individual known.¹¹

In this research, the vocabulary used is the vocabulary in an animated film entitled frozen which is taken from the internet.



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⁹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.255

¹⁰James coady and Thomas huckin, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, (USA: Cambridge University Press, 1997), p.5

¹¹Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill Companies, 2005), p. 121

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH HYPOTHESIS

A. Review of Previous Research

First, research entitled “The effectiveness of using English movie with English subtitles in teaching vocabulary at the Eighth year students of SMPN 1 Selong in the academic year of 2018/2019” conducted by Husnul Lail was reviewed.¹² This research was a quasi-experimental research. The population is the whole class VIII SMPN 1 Selong. 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. This investigation 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 East Lombok in the academic year of 2018/2019. The selection of experimental class and control class was determined based on the average score of the pre test. The experimental class (VIII A) Is class with the average score is low at 44.07, while the control class (VIIIB) is class with an Average value lower at 59.02. The improvement of experimental group after given three treatments show from average score of post test is 68.84. It was found that the result of this research was the using of media movie with English subtitles was effective in increasing

¹²The effectiveness of using English movie with English subtitles in teaching vocabulary at the eighth year students of SMPN1 Selong in the academic year of 2018/2019. *Journal of Languages and Language Teaching*, 6(2), p. 100-107.

knowledge of vocabulary in class VIII SMAN 1 Selong East Lombok in the academic year of 2018/2019.

Previous research is similar to this study, but previous research focused on the effectiveness of using English movie with English subtitles in teaching vocabulary, while this research focused on the influence of watching English subtitled movies on vocabulary mastery. Previous research has similarities and differences with this research. The similarity between these two research is the use of quasi-experimental research designs. Another difference between the previous research and present research is related to the subject of research where previous research was applied to the Eighth grade SMPN 1 Selong East Lombok academic year 2018/2019, while the research has been applied to the Seventh grade of MTS At-tahzib Kekait academic year 2022/2023.

Second, research entitled “The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners” conducted by Dr. Hossein sabouri, Dr. Mohammad zohrabi and Zeyn abkarimio sbouei.¹³ This research used a quantitative quasi-experimental approach with a pre-test and post-test group design. The subject of this research is 24 male and 22 female upper-intermediate students taking English classes in a private language institute located in Iran. After assigning subjects randomly into two groups of control and treatment groups (four homogeneous groups), they were given the same pre- and post-test items. Also, it was tried to select the most appropriate movie material as a treatment for the participants. The treatment group (experimental group) of this study consisted of twenty-three participants in total. All of

¹³Sabouri, H, Zohrabi, M., & Osbouei, Z. K, (2015). The impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners. *International Journal on Studies in English Language and Literature*, 3(2), 110-125.

the participants of treatment groups watched the movie together in their classrooms based on their genders and it took approximately thirty minutes of the class time. Although the Farsi meaning of suggested words were provided for the participants throughout the implementation process, they also listened to their teacher describing the definition of the words in English. However, the participant of the control groups solely listened to their teacher with the definition of the words and they were asked to memorize and learn the items in a traditional way. The processes of treatment were repeated for eight sessions and once a week. This study aimed to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies. The results of the statistical analysis by SPSS, means for Experimental Group (M= 7.8, SD= 3.8) and Control Group (M= 7.53, SD= 3.53) were statistically not different in total. Moreover, males (M= 7.08, SD= 3.34) and females (M= 7.77, SD= 3.96) did not differ statistically in their means if both control and experimental groups were taken into account. Finally, it can be concluded that the use of movies with subtitles can improve students' engagement in learning and retrieval of new lexical items.

Previous research is similar to this study, but previous research aimed to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies, while this research focused on students' vocabulary mastery through watching English subtitles. Previous research has similarities and differences with this research. The similarity between these two research is the use of quasi-experimental research designs. Another difference between the previous research and present research is related to the subject of research where previous research was applied to the male and female upper-intermediate

students taking English classes in a private language institute located in Iran, while the research has been applied to the Seventh grade students of MTS putri At-tahzib Kekait academic year 2022/2023.

Third, research entitled “The Effectiveness of English Movie Subtitles in Vocabulary Learning Among Iraqi Kurdistan EFL Learners: Soran University EFL Learners as an Example” conducted by Chiayekhors heed Faqe.¹⁴ This research uses a Likert- scale questionnaire. And the researcher used test and retest method to get reliability for both scales of questionnaire. The object of this research is 31 English department students, were (14 males) and (17 females). In order to conduct the present study, the participants were gathered in a room with multimedia facilities. To begin with, all the participants watched 21 minutes movie without subtitle, after that; the participants were given a questionnaire related to the selected movie. This treatment was done to find out the participants’ improvement in vocabulary learning while they watch the movie without subtitle. And then the participants watched the same movie but with bimodal subtitle, and another questionnaire distributed to find out the participants attitude towards watching movies with subtitles in vocabulary achievement. The Results of this study suggest that Providing subtitles while watching English movies is an effective tool in achieving more vocabularies, as a compared to watching the same movies without subtitles. The mean of students while watching the movie without subtitle is (31.00), but when they watched the same movie with subtitles the mean changed to (35.87) which indicated that providing subtitles have an

¹⁴Faqa, C. K. (2017). The effectiveness of English movie subtitles in vocabulary learning among Iraqi Kurdistan EFL learners: Soran university EFL learners as an example. *International Journal of Current Advanced Research*, 6 (3), 2590-2594.

effective impact on students' achievement of more vocabularies. The analysis of the questionnaire data revealed that Kurdish EFL learners have positive attitude toward using subtitled movies in the process of language learning and vocabulary recognition in particular. The difference here between watching movie with subtitle and without subtitle is significant. To get the above results, the researcher used paired sample T test.

Previous research is similarities with present research in terms of the type of research that uses quantitative research. But the difference lies in the method where the previous study used the Likert-scale questionnaire survey method, while this study used quasi-experiments. Another difference between the previous research and present research is related to the subject of research where previous research was applied to Kurdish EFL students majoring in English in Soran University, while the research has been applied to the Seventh grade students of MTS putri At-tahzib Kekait.

B. Theoretical Bases

This research uses variable vocabulary mastery and subtitle movie, there are several aspects that focus on vocabulary to improve students' vocabulary mastery.

1. Vocabulary Mastery
 - a. Definition of Vocabulary

According to Richards vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹⁵ Hornby mentions his definition of vocabulary as the total number of words in a language vocabulary as a

¹⁵Jack C. Richards and willy A. Renandya, *methodology in language teaching: an anthology of current practice*,(New York: Cambridge university press, 2002), p. 255

list of words with their meanings.¹⁶ Vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.¹⁷

According to Oxford Advanced Learner's dictionary of current English, the word mastery means complete knowledge; great skill. From this simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something. From those description of vocabulary and mastery, it can be concluded that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of certain language.¹⁸

b. Importance of Vocabulary

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

¹⁶ Hornby, *advance learner's dictionary*, (New york : oxford university press, 1995), p.1331.

¹⁷Hatch, Evelyn and Brown, Cheryl, *Vocabulary, Semantic, and Language Education*, (Cambridge: Cambridge university prees, 1995), p 1

¹⁸Hornby, *advance learner's dictionary*, (New york : oxford university press, 1995), p 721

as a difficult subject and a difficult language to be mastered by the students.

Vocabulary has an important influence to build up learners' communication skill. According to Lin the essential role that vocabulary plays in language competence and literacy development has been acknowledged in language acquisition studies, especially within the domain of foreign language.¹⁹

Alqahtani argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.²⁰ Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome.

c. Types of Vocabulary

Hatch and Brown divide vocabulary into several types. They are active, passive, receptive and productive vocabulary.

1) Active Vocabulary

Active vocabulary refers to words which students can understand pronounce correctly, and use constructively in speaking and writing. It is also called as productive vocabulary. Having active vocabulary means that the students must know how to pronounce it well, they must familiar with collocation, idiom and

¹⁹Lin, D, T, "Investigating guided extensive reading and vocabulary knowledge performance among remedial ESL learners in a public university in Malaysia (Doctoral dissertation, university sains Malaysia, 2016).

²⁰Alqahtani, "the importance of vocabulary in language learning and how to be taught", *international journal of teaching and education*, 3, 2015 p 21-34.

understand the connotation meaning of the word. This type is used in speaking and writing skill.

2) Passive Vocabulary

Passive vocabulary is words which students recognize and understand when they occur in a context, but they cannot produce the words correctly. It is also called as receptive vocabulary.

3) Receptive vocabulary

Receptive vocabulary is the words that learners recognize and understand when they are used in context, but they cannot produce.

4) Productive vocabulary

Productive vocabulary is the words that learners should be used in their speech and writing. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express themselves.

Moreover Widjaja state the vocabulary or words are divided into two kinds that are functional words and content.²¹

a) The Functional Word

The functional words are used chiefly to express grammatical function.

b) The Content Words

The content words are used to express cultural content and they consist of nouns, verbs, adjectives, and adverbs making up the lagers part of vocabulary.

From the explanation above, every expert has different ways in classifying the kinds of vocabulary because every person has different

²¹Widjaja, Grace, *complete English grammar and the exercices*, (Salatiga: PT Buanailmu popular, 2002), p 11.

ways in showing and telling their opinions and ideas, but the point is the same because their classifications are based on the different sides and aspects.

d. Aspects of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. the aspects which should be learned by students are:

1) Meaning

In learning foreign language, students should know the meaning of the word. Knowing the meaning of word it will make easier for students to use written or oral communication.

2) Spelling

In learning vocabulary, spelling is very important since it can help in reading activity, it can tighten the connection between sound and letters. In learning English vocabulary, students can't spell the word well because there some words that have different from what is written.

3) Pronunciation

Is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometimes a words has two pronunciation or more than two pronunciation.

4) Word classes

Word classes are categories of words such as nouns, verbs, adverbs, adjectives and preposition. Word calss is an important feature in semantic analysis.

5) Word use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning.

2. Subtitle movie

a. Definition of Subtitle Movies

According to Bilal Khalid Khalaf subtitling is a type of translation, particularly in the audiovisual field which includes dubbing, voiceover and audio description. In other words, the audiovisual language of TV programs or films transferred with certain forms to be understandable by target audiences whom they are not familiar with its source language.²² According to Hestina, M. & Anita, A, a film is a series of motion pictures recorded with sound that tell a story, shown on television or in a television cinema.²³

A movie subtitle is a translated version of a video's transcription intended to provide the viewers with an in depth understanding of what is going on the screen.

b. History of Subtitle movies

Concerning the history of the subtitles, Cintas notes that subtitled films were marketed in the second half of 1970s. Reich holds that although there were voiceless films in cinemas at the beginning of the film-making history, the producers tried to find a solution to

²²Khalaf, B. K. An introduction to subtitling: Challenges and strategies. *International Journal of Comparative Literature and Translation Studies*, 3(1), 2016 p. 122

²³Hestiana, M, & Anita, A, "The role of movie subtitles to improve students vocabulary", *journal of English language teaching and learning*, vol. 15, number 2, 2022, p.51.

convey the dialogues to viewers. They finally decided to write short statements on a paper and insert them between the sequences. The written statements were called intertitles. Subtitles are new forms of intertitles. A number of studies have more specifically focused on the effect of subtitles on vocabulary learning.²⁴

c. Types of subtitle movies

According to Zanon subtitles used in movies can be classified under various types. For example bimodal, standard and reversed subtitling.²⁵ However, there are two different types of subtitles in general:

1) Interlingual subtitle: The original language of the movie is translated into another language. The audience/language learner watches and listens to the movie with the original/target language, but reads the subtitle translated into his/her own language.

2) Intralingual subtitle: Here, the original language and the subtitle of the movie are the same. Intralingual subtitle is more for people with impaired hearing. Therefore, with this kind of subtitle, all audio sounds like footsteps, which are a sign of someone is coming, knocking sound at the door, the sound of a car horn that is coming from outside are shown. There are also intralingual subtitles for foreign language learners apart from the afore mentioned ones.

3. Advantages of Watching Subtitle Movie

According to Napikul film subtitles can improve foreign language learners, films can help students

²⁴Reich, P, "The film and the book in translation, (Thesis, Masarky University, 2009).

²⁵Zanon, N, T, "Using subtitles to enhance foreign language learning", *Portalinguarium*, 6, 2006, p. 47.

understand the characters that are presented during conversations in the film.²⁶

Movie subtitles have a special attraction for students learning English, especially in increasing vocabulary. When students watch English movies but do not know what the actors or actresses are talking about in the movie's storyline, they will find out the meaning or meaning through the displayed English texts. Students will translate difficult words and phrases into Indonesian. Students' difficulties in understanding vocabulary will hinder them in their English skills. Students who are accustomed to watching movie subtitles tend to have good communication skills in English. They will know a lot and understand various vocabulary and can pronounce words according to native speakers.

Mayer's cognitive theory is one of the many learning theories that support the use of movie subtitles in increasing students' vocabulary. Mayer's cognitive theory of multimedia learning assumes that "there are two separate channels (auditory and visual) for processing information; there is a limited capacity of the channels; and learning is an active process of filtering, selecting, organizing, and integrating information. In particular, films with subtitles can be a great tool in bringing students closer to authentic, real-life communication vocabulary. According to the above, researcher hope that teaching English to increase students' English vocabulary with movie subtitles media will provide a new way to motivate students to learn English.

²⁶Napikul, S, "The effect of film subtitles on English listening comprehension and vocabulary", *international journal of applied & English literature*.2018, P. 104

4. The use English Subtitle Movies in Teaching Vocabulary

Sabouri and Zohrabi said that in learning English, movies can help problem variables, such as lack of comprehension, limited vocabulary, slow reading, bad grammar, and conversational skill level low.²⁷In addition, when watching English movies, especially with English subtitles, will improve vocabulary and speaking skills. By watching movie with English subtitle, students can clearly grasp the meaning of the pronunciation and mimic it because the film has subtitles and dialogues. As in dialogue, students can also learn intonation. English subtitles may help students understand all the words or phrases that they already know. In the process of learning, students often misunderstand the context of what the speaker says, so they need subtitles. Ebrahimi and Bazae also added that movie subtitle may offer new pathways for language learning and understanding the use of movie subtitle proves to be more successful than non-subtitled movies in enhancing overall understanding.²⁸ Furthermore, according to Faqe, watching films with English subtitles will enhance the learning of vocabulary and enable learners to gain vocabulary. It also helps learn about English words, grammar, idioms, and new slangs.²⁹

²⁷Sabouri, H., Zohrabi, M. & Osbouei, Z. K, "The impact of watching English subtitled movies in vocabulary learning in different genders of iranian EFL learners", *International journal on studies in English language and literature*, 3, 2, 2015, p. 110.

²⁸Ebrahimi, Bazae, The Effect of Watching English Movies with Standard Subtitles on EFL Learners' Content and Vocabulary Comprehension. *Journal of Applied Linguistics and Language Research*, 3(5), 2016, p. 285.

²⁹Faqe, C. K. (2017). The effectiveness of English movie subtitles in vocabulary learning among Iraqi Kurdistan EFL learners: soran university EFL learners as an example. *International Journal of Current Advanced Research*, 6 (3), 2017, p. 49.

Based on the above reviews, it can be concluded that the film with subtitles English as an audiovisual medium is a powerful or helpful tool in teaching. It can be interesting motivate students, make them easy Achieve the concept of learning and directing Students to better understand vocabulary mastery.

C. Research Hypotheses

The hypothesis in this study made to answer a problem: is watching English subtitled movies effect vocabulary mastery of the seventh grade students of MTs putri At-tahzib Kekait?

The hypothesis in this research are:

1. H0: There is no effect of watching English subtitled movie on students' vocabulary mastery.
2. H1: There is an effect of watching English subtitled movie on students' vocabulary mastery.

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CHAPTER III RESEARCH METHOD

A. Approach and Type of Research

In this research, researcher used quantitative approach. Aliaga and Gunderson in Daniel Muijs's opinions that quantitative research is explaining phenomena by gathering numerical data that are analyzed using mathematically based approaches in specific statistics.³⁰ And addition, Sugiyono also believe then quantitative research is the research scientific because it has met the scientific principles there are concrete /empirical, objective, measurable, rational, and systematic.³¹The data Quantitative research in the form of figures and using statistical analysis.

In this research, researcher used quasi experimental research. Sukmadinata says that experimental study is a study which is conducted to measure the effect of a variable toward another variable. Meanwhile Arikunto say that experimental research is a way to find a causal relationship (causal relationship) between the two factors is deliberately inflicted by the researchers by reducing or setting aside other factors that interfere. ³² The researcher chooses two classes in the research they are experimental class and control class.

³⁰Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (New Delhi: SAGE Publication, 2004), p. 1-3.

³¹Sugiyono, *Metode penelitian kuantitatif, kuantitati fdan R&D*, (Bandung: Alfa beta CV, 2013), p. 7

³²Arikunto, Suharsimi, *Procedur penelitian: suatu pendekatan praktik (edisi revisi VI)*, (Jakarta: PT Rineka cipta, 2006), p. 3.

B. Population and Sample

1. Population

According to Ary and Donald population is all members of a class such as people, events, or thing.³³ In addition, Sugiyono also said that the population is not only about the quantity of subjects/objects to be studied, but also involves all the characteristic of the subject or object.³⁴ The population in this study were all Seventh grade students of MTS putri At tahzib Kekait wich consisted of 54 students.

Table 3,1 Population of students

No	Class	Total students
1	VII A	27
2	VII B	27

2. Sample

The sample is a representative of a larger group called the population. As said by Sukardi that the sample is part of the population chosen as a representative.³⁵

This research uses a type of non probability sampling, namely saturated sampling. According to Sugiyono³⁶, which is a technique for determining sample if all members of the population will be sampled in research or can also be called a census in a small scope. This understanding is not much different from other definitions, namely saturated sampling technique are interpreted as technique in determining research samples whose sample are obtained from all members of the population. The

³³Ary, Donal, *introduction to research in education*, (USA: Wadsworth, Cengage learning, 2006).

³⁴Sugiyono, *Metode penelitian kuantitatif, kuantitati fdan R&D*, (Bandung: Alfa beta CV, 2011), p. 89

³⁵Sukardi, *metodologi penelitian pendidikan*, (Jakarta: Bumi aksara, 2003).

³⁶ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2017), p 20

sampling of this Research is students of grade VII A and VII B with 27 students in each class.

C. Setting and Time of Research

The Research was conducted at MTS At-tahzib Kekait, located in Kekait village, Gunung sari district, West Lombok regency, West Nusa Tenggara Province.

D. Variable of Research

A variable of research is a characteristic or attribute that can be measured, manipulated, or controlled in a study. There are two variables used in this Research:

1. Independent variable (X) is the variable that might bring some effects on other variables. Independent variable of this research is watching English subtitle movie.
2. Dependent variable (Y) is the variable that will be possibly affected by the independent variable. Dependent variable of this research is vocabulary mastery.

E. Design of Research

The design used by researcher in this study is the Non-equivalent Control Group Design. Non-equivalent Control Group Design is an experimental design that is carried out in two groups, which group consist of an experimental group and a control group. Researcher conducted research involving two different groups. Where two classes are involved in this research, it is the experimental class and the control class. Where the researcher gave two groups of pre-test and post-test but the difference is that the first group was given treatment after being given a pre-test while the second group did not provide any treatment. These different conditions would be easier for researcher to find out the extent to which a watching English subtitled movies affected the group that was given the treatment whether it is better or even worse than the group that was given conventional treatment. This design was chosen to

determine the effect of watching English subtitled movies on vocabulary mastery. In this design, two groups are selected and then given a pre-test and post-test to find out what the initial conditions are between the experimental group and the control group. The researcher provide the research design as follow:

Table 3.2 Non-equivalent control group design

No	Class	Pre-test	Treatment	Post-test
1	Experimental class	X	X	X
2	Control class	X	0	X

1. Pre-test

The researcher gave pre-test for the students in the first meeting to know the ability of the students’.

2. Treatment

Researcher provide treatment on vocabulary mastery by using watching English subtitled movies for experimental class and for control class using conventional techniques. After the researcher conducted the pre-test, the researcher will give treatment to students, such as:

The teacher explains about the meaning of vocabulary, types of vocabulary and the importance of vocabulary in English. Then students were asked to watch the Frozen movies using English subtitles.

3. Post-test

Post-test is a test given to students after conducting pre-test and treatment to determine student achievement and determine the effectiveness of the program.

F. Instrument of Research

An instrument is a tool to collect data in research activity, the previous research stated a research instrument is a

tool used by researcher in collecting data work to make it easier to process the instrument can be in the form of a questionnaire, a set of test questions, observation sheets and others. The instrument that will be used in this study is a test.

1. Test

According to Douglas brown "A test is one of the methods or processes to know about the ability, knowledge or performance (skill) of students in a particular domain".³⁷ Researchers use pre-test and post-test to find out the extent of their vocabulary.

a. Pre-test

The pretest aims to measure students' vocabulary mastery before the treatment is applied in class and given at the first meeting. The pre-test contains 10 questions that can be divided into 2 forms, namely: multiple choises and matching the words. Each form of the test consists 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.

b. Post-test

After conducting three meetings, post-tests were then given for experimental and control classes. Post-test

³⁷ H, Douglas brown, *Language assessment principles and classroom practice*, (New York: Lonhman, 2004), p. 3

is used to measure how students' vocabulary mastery after watching English subtitled movies applied in class. After the different treatments were given, the post-test was distributed to students in both the experimental and control groups. This test aims to measure student achievement in vocabulary tests. After printing the pre-test and post-test, data were compared to determine whether the treatment could improve the student's vocabulary mastery to prove the hypothesis.

2. Document

The document used by the researcher is the form of students data to determine the number, and the name of students in MTS putri At-tahzib Kekait.

G. Procedure of Data Collection

1. Test

The tests used by researcher are pre-test and post-test. Researcher made questions in the form of 10 multiple choices, 5 matching the word and 5 interpreting words for pre-test and post-test. Researchers has given a test to students, to see the ability of students to master vocabulary before and after using watching English subtitled movies for experimental class and using conventional techniques for control class. Each question listed in the test has a predetermined score, each student's score is included in the rubric before counting using SPSS or the formula used in this study. So that the total score listed in each Questions can determine vocabulary mastery in each student based on the rubric and formula used to grade Score.

Table 3.3 Classification of Students Score

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

2. Document

The documentation technique stage begins with collecting, selecting, and categorizing documents according to research needs, documenting the number of students, formal and informal activities of students, and others. Then the data obtained is studied, copied, interpreted, and connected with existing theory to strengthen the data in a way the author collects data by analyzing several related in the influence of watching English subtitled movies

H. Technique of Data Analysis

1. Analysis Descriptive

Descriptive analysis is useful for presenting research data which includes the amount of data, maximum value, minimum value, average value, and so on. In analyzing the data, the researcher uses SPSS version 24. Apart from using the SPSS application, the researcher also uses the manual formula to calculate the Mean (average) of students' scores for each group as follows:

$$\bar{x} = \frac{\sum x_i}{n}$$

Symbols:

x : Mean (average)

$\sum x_i$: Total score of students in each group

N : Amount/number of students in each group

2. Analysis Pre-Requisite Test

In this section, before applying the analysis hypothesis the population and the sample must be Normal and Homogeneous, and the instrument must be Valid and Reliable.

a. Normality

The normality test is one of the procedures in statistical research to find out whether the data in the population are normally distributed.³⁸ The normality test is used to know whether the data collected has a normal 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.

b. Homogeneity

A homogeneity test is used to determine whether the data is homogeneous or not. A homogeneity test is used to find out whether some of the population variants are the same or not.³⁹

Statistic analys was conducted using SPSS version 24. There for the basis for decision-making is:

³⁸Nuryadi, Tutut Dewi Astuti, et al, Dasar- dasar Statistik Penelitian, (Yogyakarta: Sibuku Media, 2017),p.79

³⁹Usmaidi, "Pengujian Persyaratan Analisis (Uji Homogenitas dan Uji Normalitas," Inovasi Pendidikan 7, no. 1 (2020), p. 50-62.

- 1) If the significant value > 0.05 then the data distribution is homogeneous.
- 2) If the significant value < 0.05 the data distribution is not homogeneous.

c. Validity

One of the important principles in the assessment of English learning is validity. Validity is a measure that shows the grade of several instruments. Validity indicates the degree of accuracy between the data that occurs on the object with data that can be collected by researchers.⁴⁰ An instrument is called valid if it can be measured by disclosing the variables studied appropriately. The method used in measuring instrument validation is called content validity.

d. Reliability

Reliability is consistent and dependable. The reliability of the test is a measure that describes the consistency of the test, the measurement of the same test repeatedly with the same object. A test is reliable if it always gives the same results when tested on the same group at different times or on different occasions. If the test results are the same after carrying out several tests, the data is reliable. The indicators in the questionnaire can be reliable if Cronbach Alfa > 0.6 .

3. Analysis hypothesis

Hypothesis analysis is the final stage in data analysis, where in this section there is a statement of answers to the problem formulation contained in this study. To answer the hypothesis of this study, the data analysis used was the Paired sample T-Test and Independent sample

⁴⁰Febriana wati, & Yusuf, "Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif," *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, no. 1, 2018, p. 17-23.

T-Test in the experimental class and the control class. The Paired sample T-Test and Independent sample T-Test in this study aims to answer the formulation of the problem of whether watching English subtitled movies effect students' vocabulary mastery or not. To answer the formulation of the problem in this study, Paired sample T-Test was performed on the pre-test and post-test data for the experimental class and the pretest and post-test data for the control class, while the Independent sample T-Test was performed on the data post test for experimental class and post test data for control class. In paired sample T-Test and Independent sample T-Test, the researcher used SPSS version 24. The interpretation of the paired sample T-Test and Independent sample T-Test is if the value of Asymp.sig (2-tailed) < 0.05, then HO is rejected and H1 is accepted.



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CHAPTER IV RESEARCH RESULTS AND DISCUSSION

A. Research findings

1. Data Description

This research was conducted at MTs daughter At-tahzib Kekait for grade VII A students and VII B. This study involved two research groups, namely experimental group in class VII A and control group in class VII B. Students of the experimental class used watching English subtitled movies and the control class used conventional.

This research is a quasi-experimental research which consists of pretest and post-test on the material presented with watching English subtitled movies. The study was conducted from 1st October – 31st October, 2023. Treatment was carried out on Thursday and Friday for 2 hours in each meeting.

Data on student learning outcomes are obtained by using the test in the form of a written statement. In this study, researcher obtained data from pre-test and post-test results conducted in experimental and control classes. The pre-test aims to measure students' vocabulary mastery before the treatment is applied in class, while the post-test is carried out after students have received treatment. Both of these tests serve to measure the effectiveness of the learning technique used.

**Table 4.1 Distribution Score Pre-test and Post-test in
Experimental class and Control class**

No	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	70	100	80	60
2	50	100	80	50

3	50	100	90	80
4	80	80	90	60
5	70	90	60	90
6	80	100	80	50
7	80	80	50	60
8	10	60	80	90
9	30	100	90	70
10	80	100	70	70
11	40	100	70	50
12	90	100	50	70
13	50	100	80	90
14	90	100	20	20
15	80	100	80	70
16	50	100	80	70
17	40	90	80	80
18	30	100	70	80
19	100	100	90	70
20	20	100	80	80
21	40	100	80	80
22	10	70	80	80
23	60	100	80	80
24	60	100	100	80
25	30	100	100	70
26	30	50	100	90
27	30	50	70	80
Sum/Total	1450	2470	2080	1920
Mean	53.70	91.48	77.04	71.11
Std. Deviation	25.743	15.861	17.055	15.771
Minimum	10	50	20	20
Maximum	100	100	100	90

Based on the table above, the results of calculations carried out using the SPSS version 24 can be described as data from the experimental class and the control class. From the experimental class, the total pre test score was 1450 while the post-test score was 2470, the mean value in the pre-test was 53.70 while the post-test was 91.48, the Standard Deviation in the pre-test -test 25.743 while in the post-test 15.861, the minimum value is 10 in the pre-test while in the post-test is 50, the maximum value in the pre-test is 100, while in the post-test 100. From all the score explanation above it is indicated there is an increase of score in the experimental class before doing treatment and after doing treatment.

In the control class, the total pre-test score was 2080, while the post-test score was 1920, the mean value in the pre-test was 77.04 while the post-test was 71.11, the Standard Deviation in the pre-test is 17.055 while in the post-test is 15.771, the minimum value in the pre-test is 20 while in the posttest is 20, the maximum value in the pre-test is 100 while in the past-test 90. From all the explanations of the score above, it was shown that there was a decrease in scores in the control class before treatment and after treatment.

2. Analysis Pre-requisite Test
 - a. Result of the Normality

Table 4.2 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test eksperimen	.143	27	.167	.950	27	.214
post test eksperimen	.138	27	.198	.930	27	.068
pre-test kontrol	.142	27	.173	.947	27	.179
post-test kontrol	.153	27	.103	.945	27	.158

a. Lilliefors Significance Correction

Based on the data output table from the SPSS version 24 application, Kolmogorov-Smirnov and Shapiro-Wilk normality tests can be obtained. Based on the results of the research table in the Kolmogorov-Smirnov column, all sig values (p-values) are greater than the predetermined standard indicator, which is equal to 0.05. So it can be concluded that H_0 is accepted, and the sample comes from a normally distributed population, it means the test distribution is normal because p-values in the table are greater than 0.05. The data is called as a normally data when significance of value is higher than 0.05 (p-values > 0.05). However, the result above shows that the p-value is greater than 0.05

b. Result of the Homogeneity

Table 4.3 test of homogeneity

		Levene	df1	df2	Sig.
		Statistic			
hasil	Based on Mean	.028	1	52	.869
	Based on Median	.650	1	52	.424
	Based on Median and with adjusted df	.650	1	45.448	.424
	Based on trimmed mean	.012	1	52	.911

Based on the table of homogeneity data output from SPSS version 24 application using the Levene Statistic type, it is obtained that the output significance value (sig) in the based on the mean column is that all sig values (p-values) are greater than the standard indicator that has been determined, which is equal to 0.05. So it can be concluded that the variance of the post-test data for the experimental class and the control class is the same or homogeneous. However, the result above shows

that the significance value is greater than 0.05. Thus, the data includes in homogeneous data.

c. Result of the validity test

**Table 4.4 Test of Validity
Pre-test**

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total S
S1 Pearson correlation	1	.050	.159	.281*	.033	.126	.155	.317*	.281*	.317*	.425*
Sig. (2-tailed)		.720	.250	.040	.815	.363	.262	.020	.040	.020	.001
N	54	54	54	54	54	54	54	54	54	54	54
S2 Pearson correlation	.050	1	.153	-.229	.163	.201	.060	.329*	.115	.149	.369**
Sig. (2-tailed)	.720		.269	.095	.240	.146	.668	.015	.409	.281	.006
N	54	54	54	54	54	54	54	54	54	54	54
S3 Pearson correlation	.159	.153	1	.176	.177	.176	.037	.135	.081	.037	.374**
Sig. (2-tailed)	.250	.269		.204	.200	.204	.793	.329	.561	.793	.005
N	54	54	54	54	54	54	54	54	54	54	54
S4 Pearson correlation	.281*	.229	.176	1	.276	.112	.079	.171	.201	.079	.371**
Sig. (2-tailed)	.040	.095	.204		.043	.421	.571	.215	.146	.571	.006
N	54	54	54	54	54	54	54	54	54	54	54
S5 Pearson correlation	.003	.163	.177	.276*	1	.075	.089	.225	.075	.016	.341*
Sig. (2-tailed)	.815	.240	.200	.043		.592	.520	.101	.592	.911	.011
N	54	54	54	54	54	54	54	54	54	54	54
S6 Pearson correlation	.126	.201	.176	.112	.075	1	.542**	.634**	.556**	.542**	.724**
Sig. (2-tailed)	.363	.146	.204	.421	.592		.000	.000	.000	.000	.000
N	54	54	54	54	54	54	54	54	54	54	54
S7 Pearson correlation	.155	.060	.037	.079	.089	.542**	1	.518**	.819**	.614**	.680**
Sig. (2-tailed)	.262	.668	.793	.571	.520	.000		.000	.000	.000	.000
N	54	54	54	54	54	54	54	54	54	54	54
S8 Pearson correlation	.317*	.329*	.135	.171	.225	.634**	.518**	1	.542**	.614**	.802**
Sig. (2-tailed)	.020	.015	.329	.215	.101	.000	.000		.000	.000	.000
N	54	54	54	54	54	54	54	54	54	54	54

S9 Pearson correlation	.281*	.115	.081	.201	.075	.556**	.819**	.542**	1	.727**	.791**
Sig. (2-tailed)	.040	.409	.561	.146	.592	.000	.000	.000		.000	.000
N	54	54	54	54	54	54	54	54	54	54	54
S10 Pearson correlation	.317*	.149	.037	.079	.016	.542**	.614**	.614**	.727**	1	.732**
Sig. (2-tailed)	.020	.281	.793	.571	.911	.000	.000	.000	.000		.000
N	54	54	54	54	54	54	54	54	54	54	54
Total.S Pearson correlation	.425**	.369**	.374**	.371**	.341*	.724**	.680**	.802**	.791**	.732**	1
Sig. (2-tailed)	.001	.006	.005	.006	.011	.000	.000	.000	.000	.000	
N	54	54	54	54	54	54	54	54	54	54	54

*. Correlation is significant at the 0.05 level (2-tailed)

** . Correlation is significant at the 0.01 level (2-tailed)

Post-test

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total S
S1 Pearson correlation	1	.384**	.577**	.555**	.328*	.076	.010	.007	.007	.020	.696**
Sig. (2-tailed)		.004	.000	.000	.015	.586	.940	.958	.958	.887	.000
N	54	54	54	54	54	54	54	54	54	54	54
S2 Pearson correlation	.384**	1	.367**	.405**	.279*	.059	.113	.078	.078	-.171	.575**
Sig. (2-tailed)	.004		.006	.002	.041	.674	.417	.574	.574	.218	.000
N	54	54	54	54	54	54	54	54	54	54	54
S3 Pearson correlation	.577**	.367*	1	.189	.147	.045	.050	.069	.069	.094	.588**
Sig. (2-tailed)	.000	.006		.171	.287	.746	.720	.618	.618	.497	.000
N	54	54	54	54	54	54	54	54	54	54	54
S4 Pearson correlation	.555**	.405**	.189	1	.529**	.137	.019	.131	.131	-.179	.615**
Sig. (2-tailed)	.000	.002	.171		.000	.325	.892	.345	.345	.196	.000
N	54	54	54	54	54	54	54	54	54	54	54
S5 Pearson correlation	.328*	.279*	.147	.529**	1	.226	.118	.194	.194	.153	.580**
Sig. (2-tailed)	.015	.041	.287	.000		.100	.396	.159	.159	.269	.000
N	54	54	54	54	54	54	54	54	54	54	54
S6 Pearson correlation	.076	.059	.045	.137	.226	1	.398**	.614**	.614**	.444**	.540**
Sig. (2-tailed)	.586	.674	.746	.325	.100		.003	.000	.000	.001	.000
N	54	54	54	54	54	54	54	54	54	54	54

S7 Pearson correlation	.010	.113	-.050	.019	-.118	.398*	.1	.319*	.319*	.359**	.338**
Sig. (2-tailed)	.940	.417	.720	.892	.396	.003		.019	.019	.008	.012
N	54	54	54	54	54	54	54	54	54	54	54
S8 Pearson correlation	.007	.078	.069	.131	.194	.614**	.319*	1	.1000**	.131	.465**
Sig. (2-tailed)	.958	.574	.618	.345	.159	.000	.019		.000	.345	.000
N	54	54	54	54	54	54	54	54	54	54	54
S9 Pearson correlation	.007	.078	.069	.131	.194	.614**	.319*	.1000**	1	.131	.465**
Sig. (2-tailed)	.958	.574	.618	.345	.159	.000	.019	.000		.345	.000
N	54	54	54	54	54	54	54	54	54	54	54
S10 Pearson correlation	.020	-.171	.094	-.179	.153	.444**	.359**	.131	.131	1	.336*
Sig. (2-tailed)	.887	.218	.497	.196	.269	.001	.008	.345	.345		.013
N	54	54	54	54	54	54	54	54	54	54	54
Total.S Pearson correlation	.696**	.575**	.588**	.615**	.580**	.540**	.338*	.465**	.465**	.336**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.012	.000	.000	.013	
N	54	54	54	54	54	54	54	54	54	54	54

*. Correlation is significant at the 0.01 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Base on the two tables of validity data output from the SPSS version 24, in all Pearson correlation columns, the results for all question can be declared valid. *r* table is a table containing numbers used to test the results of the validity of research data, the major of statistic use for testing at two levels referring to the formula $df=n-2$. Where the *r* table value can be seen in the statistical table has been determined according to the number of respondents. In this study, there were 54 respondents with a significance level of 5% based on number of respondents soan*r* table value is 0.2681. It can be seen in the two tables that all values in the score column are greater than 0.2681, then the instrument data is valid.

d. Result of the Reliability Test

Table 4.5 of Reliability Test

Cronbach's Alpha	N of Items
.660	20

Table 4.6 total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p1	13.74	8.347	.246	.649
p2	14.33	8.377	.068	.671
p3	14.43	7.910	.287	.642
p4	13.96	7.734	.330	.637
p5	13.87	8.417	.089	.665
p6	13.96	7.923	.253	.647
p7	13.93	7.655	.385	.630
p8	13.93	7.542	.434	.624
p9	13.96	7.357	.489	.615
p10	13.93	7.542	.434	.624
s1	14.15	8.770	-.078	.691
s2	13.98	8.358	.079	.669
s3	14.00	8.604	-.014	.681
s4	13.89	8.327	.119	.662
s5	13.81	8.229	.211	.651
s6	13.76	7.771	.574	.621

s7	13.74	8.233	.322	.644
s8	13.70	8.175	.533	.637
s9	13.70	8.175	.533	.637
s10	13.89	8.101	.216	.651

Based on the table of output data reliability from SPSS application version 24, in Cronbach's Alpha columns the results show that all values are greater than 0.6 which means that all questions can be declared reliable. Basic of decision :

- 1) If the cronbach alpha > 0.6 then the question declared reliable.
- 2) If cronbach alpha < 0.6 then the question declared unreliable.

3. Data Hypothesis

This hypothesis analysis aim to determine whether watching English subtitled movies effect students' vocabulary mastery or not. The analysis used was a paired sample T-Test and Independent sample T-Test with the help of SPSS version 24, which can be described in detail as follows:

Table 4.7 Paired sample statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test eksperimen	53.70	27	25.743	4.954
	post test eksperimen	76.67	27	15.933	3.066
Pair 2	pre-test kontrol	64.81	27	24.238	4.665
	post-test kontrol	75.19	27	13.970	2.688

Table 4.8 Paired sample T-Test

		Paired Samples Test							
		Paired Differences		95% Confidence Interval of the Difference			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pre-test assignment - post test assignment	-22.863	17.055	3.282	-29.710	-16.216	-4.896	26	.000
Pair 2	pre-test control - post test control	-10.375	25.390	4.117	-18.632	-1.909	-2.519	26	.018

Based on the table above, Based on the table above, it can be interpreted that the output of Pair 1 obtained a sig.(2 tailed) value of $0.000 < 0.05$, so it can be concluded that there is has an effect of students' vocabulary mastery for the pre-test and the post-test of the experimental class (watching English subtitled movies). based on the output of Pair 2, a sig.(2 tailed) value was obtained of $0.018 < 0.05$, so it can be concluded that there is has an effect of students' vocabulary mastery for the pre-test and the post-test of the control class (conventional). So based on the discussion of the output of Pair 1, it can be concluded that H_0 is rejected and H_1 is accepted.

Table 4.9 Independent sample T-Test

		Independent Samples Test								
		F	Sig.	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference			
							Mean Difference	Lower	Upper	
Homework scores	Equal variances assumed	.028	.864	4.732	52	.000	20.019	4.605	11.730	28.008
	Equal variances not assumed			4.732	51.666	.000	20.019	4.605	11.730	28.008

Based on the table above, It can be interpreted that the value of Sig. (2 tailed) of $0.000 < 0.05$, so it can be concluded that there is an effect on students' vocabulary mastery (watching English subtitled movies). So based on the discussion it can be concluded that H_0 is rejected and H_1 is accepted or exist significant effect on the watching English subtitled movies on vocabulary mastery of the seventh grade students of MTs putri At-tahzib Kekait in academic year 2022/2023.

Table 4.10 Group statistic

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
vocabulary	eksperiment	27	91.48	15.861	3.052
mastery	kontrol	27	71.11	15.771	3.035

Based on the table above, it can be seen that the mean of the experimental class is 91.48 while the mean of the control class is 71.11, so it is known that the mean in the score of the experimental class' learning outcomes is greater than that of the control class. it can be concluded that the watching English subtitled movies has an effect on vocabulary mastery.

B. Discussion

In this study, researcher used watching English subtitled movies to determine the effect of students' vocabulary mastery in seventh grade students of MTs putri At-tahzib Kekait. The purpose of this study was to determine the effect of watching English subtitled movies on vocabulary mastery. The hope is that this media will encourage students to further improve their vocabulary mastery and gain better understanding.

In this chapter the researcher will discuss the results of the data obtained in the field regarding the watching English subtitled movies on 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. From the experimental class, the total pre test score was 1450 while the post-test score was 2470. From the control class, the total pre-test score was 2080, while the post-test score was 1920.

From the result of SPSS version 24 with Independent sample T-Test, that the value of Sig. (2 tailed) of $0.000 < 0.05$, so it can be concluded that there is an effect on students' vocabulary mastery (watching English subtitled movies). So based on the discussion it can be concluded that H_0 is rejected and H_1 is accepted.

Based on some of the explanations above in the Independent sample T-Test, it can be seen that the mean in experimental class scores is 91.48 while the mean in control class scores is 71.11, so it is known that the mean in experimental class learning outcomes is greater than the control class. Therefore, it can be concluded that there is a significant effect of watching English subtitled movies on vocabulary mastery at the seventh grade students of MTs putri At-tahzib Kekait in academic year 2022/2023.

The results of this study are also in line with similar previous studies which have been carried out by Husnul Lail.⁴¹ This investigation 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 East Lombok in the academic year of 2018/2019. The selection of experimental class and control class was determined based on the average score of the pre test. The experimental class (VIII A) Is class with the average score is low at 44.07, while the control class (VIII B) is class with an Average value lower at 59.02. The improvement of experimental group after given three treatments show from average score of post test is 68.84. It was found that the result of this research was the using of

⁴¹The effectiveness of using English movie with English subtitles in teaching vocabulary at the eighth year students of SMPN1 Selong in the academic year of 2018/2019. *Journal of Languages and Language Teaching*, 6(2), p. 100-107.

media movie with English subtitles was effective in increasing knowledge of vocabulary in class VIII SMAN 1 Selong East Lombok.

Another researcher conducted by Dr. Hossein sabouri, Dr. Mohammad zohrabi and Zeyn abkarimio sbouei.⁴² This study aimed to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies. The results of the statistical analysis by SPSS, means for Experimental Group (M= 8, SD= 3.8) and Control Group (M= 3.53, SD= 3.53) were statistically not different in total. Moreover, males (M= 7.08, SD= 3.34) and females (M= 7.77, SD= 3.96) did not differ statistically in their means if both control and experimental groups were taken into account. Finally, it can be concluded that the use of movies with subtitles can improve students' engagement in learning and retrieval of new lexical items.

Another researcher conducted by Chiayekhors heed Faqe.⁴³ This research uses a Likert- scale questionnaire. And the researcher used test and retest method to get reliability for both scales of questionnaire. The Results of this study suggest that Providing subtitles while watching English movies is an effective tool in achieving more vocabularies, as a compared to watching the same movies without subtitles. The mean of students while watching the movie without subtitle is (31.00), but when they watched the same movie with subtitles the mean changed to (35.87) which indicated that providing subtitles

⁴²Sabouri, H, Zohrabi, M., & Osbouei, Z. K, (2015). The impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners. *International Journal on Studies in English Language and Literature*, 3(2), 110-125.

⁴³Faqe, C. K. (2017). The effectiveness of English movie subtitles in vocabulary learning among Iraqi Kurdistan EFL learners: Soran university EFL learners as an example. *International Journal of Current Advanced Research*, 6 (3), 2590-2594.

have an effective impact on students' achievement of more vocabularies. The analysis of the questionnaire data revealed that Kurdish EFL learners have positive attitude toward using subtitled movies in the process of language learning and vocabulary recognition in particular. The difference here between watching movie with subtitle and without subtitle is significant. To get the above results, the researcher used paired sample T test.

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 watching English subtitled movie is effective on students' vocabulary mastery.

To support the findings, researcher looked at the theoretical bases that said. The movie with subtitles English as an audiovisual medium is a powerful or helpful tool in teaching. It can be interesting motivate students make them easy Achieve the concept of learning and directing Students to better understand vocabulary mastery. By applying movie, researcher expect students will be enthusiastic, fun and can also be an effective learning medium to improve students' vocabulary mastery skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, watching English subtitled movies effect students' vocabulary mastery. This is evidenced by experimental class (the group was treated using watching English subtitled films). From the result of SPSS version 24 by the output pre test and post test Experiment obtained a sig. (2-tailed) value of $0.000 < 0.05$, so it can be concluded that there is has an effect of watching English subtitled movies on vocabulary mastery of students for the Experimental class. This means that null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Based on some of the explanations above in the Independent sample T-Test, it can be seen that the increase in experimental class scores is 91.48, while the increase in control class scores is 71.11, so it is known that the increase in experimental class learning outcomes is greater than the control class. Therefore, it can be concluded that there is a significant effect of watching English subtitled movies on vocabulary mastery at the seventh grade students of MTs putri At-tahzib Kekait in academic year 2022/2023.

B. Suggestion

1. Students

Students are expected to increase their vocabulary by watching English subtitled movies, because using these media can make it easier for students to understand, remember and pronounce and learn not to get bored quickly.

2. English teacher

Learning methods are one of the components that influence students learning outcomes, therefore it is

recommended to teachers to be able to Choose the right learning method according to the objectives learn to achieve. Teachers are expected to use

Watching English subtitled movies because by using it can affect increase students' vocabulary mastery in English.

3. Further Researcher

The results of this study are expected to be used as reference material for further researchers in conducting the same research with different research object.



Perpustakaan UIN Mataram

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APPENDICES

Appendix 1.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : MTS Putri At-tahzib Kekait
Kelas : VII (tujuh)
Mata pelajaran : Bahasa Inggris
Materi : Teks Deskriptif
Alokasi waktu : 2 x 45 menit

A. Kompetensi inti

- KI 1 : Menghargai dan menghayati agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

- 3.7 : Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7.1 : Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
- 4.7.2 : Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
- Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks.
- Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks.

D. Tujuan pembelajaran

1. Menangkap beberapa kosa kata bahasa inggris dalam isi cerita pada film yang ditampilkan dengan tepat.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi tentang Menulis teks tulis sederhana tentang deskripsi orang.
3. Memahami makna atau isi cerita dalam film dengan benar
4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tentang Menulis teks tulis sederhana tentang deskripsi orang.

E. Metode pembelajaran

1. Pendekatan : Saintifik
2. Media : English subtitled movies

F. Materi pembelajaran

Describing people

- Fungsi sosial
Mendeskripsikan, memuji, mengidentifikasi dan mengkritik.
- Struktur teks
 - Identifikasi
 - Sifat yang menjadi pencirinya
 - Perilaku, tindakan dan kebiasannya.
- Unsure kebahasaan
 - Ungkapan pernyataan terkait describing people yang sesuai dengan modal, friend, teacher, dsb.
 - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan dan pemahaman.

G. Alat dan sumber pelajaran

1. Alat : laptop, LCD, speaker, papantulis, spidol
2. Sumber pelajaran : Buku bahasa inggris, internet

H. Langkah-langkah pembelajaran

1. Pendahuluan

- Guru mengucapkan salam kepada siswa
- Do'a bersama
- Guru memeriksa daftar kehadiran siswa

2. Kegiatan inti

- Guru menjelaskan tentang apa itu vocabulary, dan bagaimana belajar vocab menggunakan English subtitled movies.
- Guru memberikan daftar kosakata yang ada di film yang akan di tonton nanti.
- Siswa diberi waktu beberapa menit untuk mempelajari daftar kosakata yang sudah diberikan.
- Kemudian siswa di minta menonton film yang sudah di siapkan oleh guru.
- Dan siswa juga diminta mencatat kosakata yang baru mereka dengar/ yang tidak difahami.
- Setelah siswa menonton dan mencatat kosakata baru, guru akan menjelaskan arti dan maksud dari kosakata tersebut dan cara penggunaannya dalam kalimat.
- Kemudian siswa diberikan latihan kosakata dengan mencari antonym dari kata yang sudah mereka catat tadi.

3. Penutup

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Guru menutup pembelajaran dengan mengucapkan salam.

I. Penilaian

1. Tes lisan : Terlampir
2. Rubrik penilaian

ELEMENT	SCORE
Meaning	
Spelling	
Pronunciation	



Perpustakaan UIN Mataram

Appendix 2.

The Question for Pre-test and Post-test

PRE-TEST

A. Choose the most accurate answer

Complete the dialog for number 1 to 5!

My Classmates

(1), I am Dina. I am thirteen years old. This is my (2) ... with my classmates. These are Tony and Vina. I am on the (3) Vina is in the middle. She is 12 (4) ... old Tony is on the right. She is (5) ... years old.

- | | |
|--------------------|-----------------|
| 1. a. How are you? | c. Hi |
| b. Hello | d. Good Morning |
| 2. a. Photograph | c. Vase |
| b. Painting | d. Coffe table |
| 3. a. Down | c. right |
| b. Top | d. Left |
| 4. a. Days | c. Years |
| b. Month | d. Minutes |
| 5. a. Thirteen | c. Fifteen |
| b. Forty | d. Fifty |

B. Match the words below correctly

- | | |
|----------|-------------|
| 6. Bad | a. Diligent |
| 7. Clean | b. Little |
| 8. Big | c. Good |
| 9. Lazy | d. Thin |
| 10. Fat | e. Dirty |

POST TEST

A. Choose the most accurate answer Complete the dialog for number 1 to 5! Frozen

Little Anna : Elsa, psst Elsa! Wake up wake up wake up

Little Elsa : Anna, (1)..... to sleep

Little Anna : I (2).... can't. The sky awake, so I'm awake, so we have to play

Little Elsa : Go (3)....., by yourself

Little Anna : Do you want to build a (4).....?. Come on, come on, come on

Little Elsa : shh Little Anna : Do the magic! Do the magic!

Little Elsa : Ready?

Little Anna : Yeah, this is (5).....

- | | |
|-------------|------------|
| 1. a. Go | c. Go home |
| b. Go back | d. Go away |
| 2. a. Just | c. Can |
| b. Want | d. Will |
| 3. a. Sleep | c. Build |
| b. Run | d. Play |
| 4. a. Doll | c. House |
| b. Cake | d. Snowman |
| 5. a. Bad | c. Amazing |
| b. Ugly | d. Perfect |

B. Translate the words below into Indonesian!

6. . Snowman
7. Castle
8. Building
9. Magic
10. Storm

Appendix 3
Assessment Rubric (Pre-test)

Type	Item	Score
Multiple Choice	Hello	10
	Photograph	10
	Left	10
	Years	10
	Thirteen	10
Matching the word	Good	10
	Dirty	10
	Little	10
	Diligent	10
	Thin	10
Total		100

Assessment Rubric (post-test)

Type	Item	Score
Multiple Choice	Go back	10
	Just	10
	Play	10
	Snowman	10
	Amazing	10
Translating	Manusia salju	10
	Istana	10
	Bangunan	10
	Sihir	10
	Badai	10
Total		100

Appendix 4 Documentation



Photo Conducting Pre-test



Photo Conducting Post-test



Treatment using watching English subtitled movies



Treatment using conventional



KARTU KONSULTASI SKRIPSI

Nama Mahasiswa : Siti Wardatul Azkia
Nim : 190107008
Pembimbing : Dr. Muhsinin, M.A.
Judul Skripsi : THE EFFECT OF WATCHING ENGLISH SUBTITLED MOVIES ON VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF MTS PUTRI AT-TAHZIB KEKAIT IN ACADEMIC YEAR 2022/2023

No	Tanggal	Materi Konsultasi	Paraf
1	29/11/23	Title - Revise	[Signature]
2	4/12/23	Research problems - Revise	[Signature]
3	7/12/23	Background - provide problems & solutions	[Signature]
4	11/12/23	Review of previous research - Analyse	[Signature]
5	13/12/23	Methodology - clarify and adjust with RP	[Signature]
6	18/12/23	Methodology of Collecting data - clarify	[Signature]
7	21/12/23	Methodology of data analysis - clarify	[Signature]
8	26/12/23	Findings - Complete the data	[Signature]
9	29/12/23	Findings - Add more data related to RP	[Signature]
10	4/1/24	Analysis - Add More	[Signature]
11	9/1/24	Analysis - use theories to previous research	[Signature]
12	10/1/24	ACC	[Signature]

Mataram, 10 Januari 2024

Pembimbing

Dr. Muhsinin, M.A.
NIP. 196812311993031022



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBİYAH DAN KEGURUAN (FTK)
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Website: fk.uinmataram.ac.id email: fk@uinmataram.ac.id

Nomor : 879/Un.12/FTK/SRIP/PP.00.9/09/2023 Mataram, 25 September 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Kepada:

Yth.

Kepala Bakesbangpoldagri Provinsi NTB

di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Siti Wardatul Azkia
NIM : 190107008
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MTs. AT-TAHZIB KEKAIT, GUNUNG SARI, LOMBOK BARAT
Judul Skripsi : THE INFLUENCE OF WATCHING ENGLISH SUBTITLE MOVIES ON VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENT OF MTS PUTRI AT-TAHZIB KEKAIT IN ACADEMIC YEAR 2022/2023

Waktu Penelitian : 1 Oktober 2023 - 31 Oktober 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



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
 Email : bakosbangpolitik@nrtbprov.go.id Website : http://bakosbangpolitik.nrtbprov.go.id

MATARAM

kode pos 83125

REKOMENDASI PENELITIAN

NOMOR : 070 / 5119 / IX / R / BKSPDN / 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 Dekan Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram
 Nomor : 879/Un.12/FTK/SR/PP.00.9/05/2023
 Tanggal : 25 September 2023
 Perihal : Permohonan Rekomendasi Penelitian
2. **Menimbang :**
- Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :
- Nama : **SITI WARDATUL AZKA**
 Alamat : Dusun Kekat 1 RT/RW 000/000 Kel./Desa. Kekat Kec. Gunung Sari Kab. Lombok Barat No Identitas 5201094702010003 No Tlpn. 0878117631522
 Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris
 Bidang/Judul : **THE INFLUENCE OF WATCHING ENGLISH SUBTITLED MOVIES ON VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF MTS PUTRI AT - TAHZIB KEKAT IN ACADEMIC YEAR 2022/2023**
- Lokasi : MTS. Putri At - Tahzib Kekat Lombok Barat
 Jumlah Peserta : 1 (Satu) Orang
 Lamanya : September - Oktober 2023
 Status Penelitian : Baru
3. **Hal-hal yang harus ditaati oleh Peneliti :**
- Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- a. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkes pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
 - b. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlakunya Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
 - c. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpolagri Provinsi Nusa Tenggara Barat.
- Demiikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 29 September 2023
 An. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB



Tambahan disampaikan Kepada Yth:

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Bupati Lombok Barat Cg. Ka. Kesbangpol Kab. Lombok Barat di Tempat;
3. Kepala Kantr. Kementerian Agama Kab. Lombok Barat di Tempat;
4. Kepala Sekolah MTS. Putri At - Tahzib Kekat Lombok Barat di Tempat;
5. Yang bersangkutan;
6. Arsip



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN RISET DAN INOVASI DAERAH

Jalan Bypass ZAMMA 2 - Desa Lelide - Kecamatan Kediri - Kode pos 83362
Kabupaten Lombok Barat - Provinsi NTB, E-mail: brida@ntbprov.go.id Website: brida.ntbprov.go.id

SURAT IZIN

Nomor : 070 / 4186 / II – BRIDA / X / 2023
TENTANG
PENELITIAN

- Dasar :
- Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
 - Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
 - Surat Dari Dekan Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Mataram Nomor : 879/Un. 12/FTK/SRIP/PP.00.9/09/2023 Perihal : Permohonan Izin Penelitian .
 - Surat dari BAKESBANGPOLDAGR Provinsi Nusa Tenggara Barat Nomor : 070/3118/DKUR/BKDPON/2023 . Perihal : Rekomendasi Izin Penelitian.

MEMBERI IZIN

Kepada :

Nama
NIK / NIM
Instansi
Alamat/HP
Untuk

Sis Wardatul Azkia
*5291094702010963 / *190107008
Universitas Islam Negeri Mataram
Kekait 1, Kekait, Gunung Sari, Lombok Barat / 087817631522
Melakukan Penelitian dengan Judul : " The Influence Of Watching English Subtitled Movies On Vocabulary Mastery At The Seventh Grade Students Of MTs Putri Al-Tahzib Kekait In Academic Year 2022/2023"

Lokasi
Waktu

MTs Putri Al-tahzib Kekait Lombok Barat
September sampai Oktober 2023

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email: lilbang.bridaprovntb@gmail.com

Desain surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat
Pada tanggal, 10/5/2023
an, Kepala Brida Provinsi NTB
Kepala Bidang Litbang Inovasi Dan Teknologi



LALU SURYADI SP. MM
NIP. 19691231 196803 1 055

Tambahan: disampaikan kepada YB:

- Gubernur NTB (Sebagai Laporan);
- Bupati Lombok Barat ;
- Kepala Kantor Kementerian Agama Kab. Lombok Barat ;
- Dekan Fakultas Tarbiyah Dan Keguruan UIN Mataram;
- Kepala Sekolah MTs. Putri Al-Tahzib Kekait Lombok Barat ;
- Yang Bersangkutan;
- Atsnp.



**YAYASAN PENDIDIKAN PONPES AT-TAHZIB KEKAIT
MTs. PUTRI AT-TAHZIB**

NSM: 121252010121 | NPSN: 70013802

Jl. Jaranan Tanjung Km.8 Desa Kekait Kec. Gunung Sari Kab. Lohar Kode Pos: 83351 Telp. 097585656602

SURAT KETERANGAN

Nomor: A.017 /MTs. PI ATT-KKT/XII/2023

Saya yang bertanda tangan dibawah ini:

Nama : MUSLIM BAFADAL, M.Pd
NIP : -
Jenis Kelamin : LAKI-LAKI
Jabatan : KEPALA MADRASAH
Alamat : KEKAIT, KEC. GUNUNGSARI

Dengan ini menerangkan:

Nama : SITI WARDATUL AZKIA
Jenis Kelamin : PEREMPUAN
NIM : 190107008
Fakultas : TARBİYAH DAN KEGURUAN
Program Studi : TADRIS BAHASA INGGRIS
Alamat : DUSUN KEKAIT I

Yang bersangkutan telah mengadakan penelitian (research) di Madrasah Tsanawiyah Putri At-Tahzib kekait guna mendapatkan data penyusunan skripsi dengan judul "THE INFLUENCE OF WATCHING ENGLISH SUBTITLE MOVIES ON VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENT OF MTS PUTRI AT-TAHZIB KEKAIT IN ACADEMIC YEAR 2022/2023"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Perpustakaan UIN Mataram

Kekait, 2 Desember 2023
Kepala Madrasah Tsanawiyah Putri
At-Tahzib Kekait
MUSLIM BAFADAL, M.Pd



UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No:3586/Un.12/Perpus/sertifikat/PC/01/2024

Sertifikat Ini Diberikan Kepada :

SITI WARDATUL AZKIA

190107008

FTK/TBI

Dengan Judul SKRIPSI

**THE EFFECT OF WATCHING ENGLISH SUBTITLED MOVIES ON VOCABULARY MASTERY
AT THE SEVENTH GRADE STUDENTS OF MTS PUTRI AT-TAHZIB KEKAIT IN ACADEMIC
YEAR 2022/2023**

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 21 %

Submission Date : 05/01/2024



Yusuf Hidayat, M.Hum
NID. : 197608282006042001



UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No:3227/Un.12/Perpus/sertifikat/BP/01/2024

Sertifikat Ini Diberikan Kepada :

SITI WARDATUL AZKIA
190107008

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**.





CURRICULUM VITE

A. Personal Identity

Name : Siti Wardatul Azkia
Place and Date of Birth : Kekait, 7 August 2001
Address : Kekait, Gunung sari, West
Lombok
Father : Haerul Warid
Mother : Zakiah Darajat

B. Educational Background

SD/MI, Graduation Year : MI At-tahzib Kekait, 2013
SMP/MTs : MTs Sa'adatuddarain, Wakan,
2016
SMA/SMK/MA, Graduation Year : MA Sa'adatuddarain,
Wakan, 2019

Perpustakaan UIN Mataram

Mataram, 11 Januari 2024

Siti Wardatul Azkia