

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING MOVIE ON THE STUDENTS'
VOCABULARY MASTERY OF THE FIRST SEMESTER OF ENGLISH
EDUCATION AT IAIN METRO**

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

**THE EFFECTIVENESS OF USING MOVIE ON THE STUDENTS'
VOCABULARY MASTERY OF THE FIRST SEMESTER OF ENGLISH
EDUCATION AT IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

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VOCABULARY MASTERY AT THE FIRST SEMESTER OF
ENGLISH EDUCATION IN IAIN METRO

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To: The Honorable the
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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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NOTA DINAS

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Kepada Yth,
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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**THE EFFECTIVENESS OF USING MOVIE ON THE STUDENTS'
VOCABULARY MASTERY OF THE FIRST SEMESTER OF ENGLISH
EDUCATION AT IAIN METRO**

ABSTRACT

By: Siti Nurkhalimah

The main purpose of this research is to find out whether there is positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

In this research, the researcher used quantitative research. This research used quasi-experimental design with using experimental class and control class. The population of this research was all the students class A-D of the first semester of English Education Department at IAIN Metro. The sample of this research was class B, which consisted of 24 students as experimental class and class C which consisted of 24 students as control class. The sampling technique used in this research was cluster random sampling. To collect the data the researcher used test and documentation. Then, to analyze the data, the researcher used the formulation of t-test.

The results of this research show that df is 46 with t_{table} 5% (1,678) and $t_{observation}$ is 15,57. It meant that $t_{observation} > t_{tabel}$ ($15,57 > 1,678$). It was interpreted that null hypotheses (H_0) stating there is no positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro was rejected and the alternative hypotheses (H_a) stating there is positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro was accepted. It means there is positive and significant effect, so the using movie was effective on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

Keyword: *Effectiveness, Movie, Vocabulary, Mastery*

**KEEFEKTIFAN PENGGUNAAN FILM TERHADAP PENGUASAAN
KOSAKATA SISWA DI SEMESTER SATU JURUSAN
TADRIS BAHASA INGGRIS DI IAIN METRO**

ABSTRAK

Oleh: Siti Nurkhalimah

Tujuan utama penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dalam penggunaan film terhadap penguasaan kosakata siswa semester satu jurusan Tadris Bahasa Inggris di IAIN Metro.

Pada penelitian ini, peneliti menggunakan penelitian kuantitatif. Penelitian ini menggunakan metode kuasi eksperimen dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi pada penelitian ini adalah semua siswa kelas A-D semester satu jurusan Tadris Bahasa Inggris di IAIN Metro. Sampel penelitian ini adalah kelas B, yang terdiri dari 24 siswa sebagai kelas eksperimen dan kelas C yang terdiri dari 24 siswa sebagai kelas kontrol. Teknik sampel yang digunakan pada penelitian ini adalah cluster random sampling. Untuk mengumpulkan data, peneliti menggunakan tes dan dokumentasi. Kemudian untuk menganalisis data, peneliti menggunakan rumus t-test.

Hasil penelitian ini menunjukkan bahwa t_{df} adalah 46 dengan t_{tabel} 5% (1,678) dan $t_{observation}$ adalah 15,57. Artinya, $t_{observation} > t_{tabel}$ ($15,57 > 1,678$). Ini dapat diinterpretasikan bahwa null hipotesis (H_0) menyatakan bahwa tidak ada pengaruh positif dan signifikan dalam penggunaan film terhadap penguasaan kosakata siswa semester satu jurusan Tadris Bahasa Inggris di IAIN Metro ditolak dan alternative hipotesis (H_a) menyatakan bahwa ada pengaruh positif dan signifikan dalam penggunaan film terhadap penguasaan kosakata siswa semester satu jurusan Bahasa Inggris di IAIN Metro diterima. Artinya, ada pengaruh positif dan signifikan, sehingga penggunaan film efektif terhadap penguasaan kosakata siswa semester satu jurusan Tadris Bahasa Inggris di IAIN Metro.

Kata Kunci: Keefektifan, *Film*, *Kosa kata*, *Penguasaan*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Student Id : 1701070144

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State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, 27 April 2022

The researcher,



Siti Nurkhalimah

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 April 2022
Yang Membuat Pernyataan,



Siti Nurkhalimah
St. ID 1701070144

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“Verily, with hardship comes ease”

Artinya: *sesungguhnya, sesudah kesulitan itu ada kemudahan.*

(QS. Al-Insyirah: 6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Nasi'in and Mrs. Siti Ngaisah, who always give the best prayers and supports with endless love for me.
2. My beloved sister Bidayatul Amanah and her husband, and also my niece Azka Nadhifa.
3. My sponsor Mr. Andianto, M.Pd who always provides guidance, direction, and encouragement to me, so that this thesis can be completed.
4. All of my lovely friends who always helping and supporting me.
5. My beloved almamater IAIN Metro.
6. Last but not least, I want to thank me for always believing in me, for doing all this hard work and thanks for never quitting.

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First and foremost, The Highest Gratitude and Grateful reward are only for Allah SWT who has given blessing and ability to the researcher to complete this undergraduate thesis entitled “The Effectiveness of Using Movie on The Students’ Vocabulary Mastery of The First Semester of English Education Department At IAIN Metro”.

Secondly, the researcher would like to express her gratefulness to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA. Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd. Head of English Education Department Study Program, Andianto, M.Pd. May Allah SWT give them His better reward for their spending time to support and guide during the writing process, the deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Mr. Andianto, M.Pd, may Allah.SWT give him His better reward for the guidance, advice, given the incredible suggestions and comments for her to settle this thesis on time.

The researcher realized that this undergraduate thesis is far from perfect. But the researcher hopes that this undergraduate thesis will be useful for the readers and other interested parties.

Metro, 27 April 2022

The researcher,

A handwritten signature in black ink, appearing to be 'Siti Nurkhalimah', with a stylized 'st' monogram inside a circle.

Siti Nurkhalimah

Std.Number. 1701070144

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CHAPTER I

INTRODUCTION

A. Background of Study

According to Delahunty and Garveybook, language is a system that connects personal thoughts and ideas that can be expressed to other. Meanwhile, language is one the important media in life. With language we can express our ideas, opinion, discussion and transferring information to the other people. There are many languages in the world that we use, one of them is English.

Furthermore, English as international language is spoken almost all over in the world. English takes important role as communication language used in many sector of life, such as trading, bilateral relationship, economics, politics, science, technology, education and many others. In learning English, there are four skills namely listening, speaking, reading and writing. The four skills are the basic to master a language that must be supported by mastering vocabulary. In addition, there are three components of language include grammar, vocabulary and pronunciation. The four skills are bases of learning English and the English components are taught to support the four skills. In other hand, the first that to be master for language learner in learning language especially English is vocabulary.

Vocabulary is the collection of words that individual. We can say that a person's vocabulary is a collection of words that they know. Elfrieda states

that vocabulary is the knowledge of meaning of words. Vocabulary has important role in language learning.

Regarding the important of vocabulary, some students Indonesia colleges have some problem in learning vocabulary. The example on those problem occurred in the first semester of English Education Department at IAIN Metro. Based on pre-survey, the researcher found the students have low motivation to learn vocabulary and difficulties to memorize the vocabulary. Beside that the student's difficulties understand the form of word or part of speech.

Based on problem above, learning a vocabulary need something new to make student understand the vocabulary. To overcome the problem, it needs the ways or media in teaching and learning. The term of media defined as a tool to facilitate in teaching and learning. Media can make a new atmosphere in teaching and learning.

Moreover, there are many media that can be used to improve students' vocabulary, such as audio, visual, and audio visual. For example, radio or podcast for audio and video, movie or television for audio visual. In this research, the researcher used a video as a media for teaching vocabulary. Video gives better contribution to the teaching and learning process in studying English vocabulary.

The use of movie as a teaching media is one of the appropriate media to teaching vocabulary for the students. Because of using movie can make students interesting to learn English and they will not be bored with

conventional method that have been used. Besides the use of movie as a media of teaching, students can at the same time be entertained by watching the movie. Media such as movie is the most important thing in learning vocabulary for the students because it can bring the atmosphere to life in the classroom so the students can be more motivated in learning English through new vocabulary in that movie. It is an interesting which given audio visual examples through the acting in the scenes. The advantages of using movies, besides strengthen their understanding of those new vocabulary, the students can also learn the visual image of the things they learn so that they will remember the words, the meaning and how to use those words in their daily life.

In this research, the researcher used an animation movie. The animation movies that use in this research are “Coco”, “Hotel Transylvania” and “Inside Out. In this movie we can learn new words. There are many vocabularies that relate with daily activity and have a simple word, so the students can improve their vocabulary mastery. Besides that, this movie has a good moral value. This movie also can make a positive vibes for the students and make the students do a positive thing.

Based on the explanation above, the researcher interested to do the research entitled “The Effectiveness of Using Movie on The Students’ Vocabulary Mastery of The First Semester of English Education Department at IAIN Metro”.

B. Problem Identification

Based on Pre-survey that the researcher conducted at the first semester of English Education Department at IAIN Metro, the problems are identified:

1. The students have low motivation to learn vocabulary.
2. The students have difficulty to memorize the vocabulary.
3. The students need new media in learning English.
4. The students have difficulty in understanding the form word or part of speech.

C. Problem Limitation

Based on problem identification above, the researcher focus on the influence of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

D. Problem Formulation

The problem formulation in this research is follows: "Is there any positive and significant effect of using movie on the students' vocabulary mastery of the first Semester of English Education Department at IAIN Metro?"

E. Objective and Benefit of Study

1. Objective of Study

The objective of this study is to find out the whether there is a positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

2. Benefit of Study

a. For Students

This research give an optional media can use the students to mastery vocabulary. The animation movie can make the students enjoy and interested to improve their vocabulary.

b. For Teacher

The teacher can used the variation for teaching and learning vocabulary through movie. This research can be used the information especially about the process of teaching vocabulary through movie.

c. For Further Researcher

This research can be used as the reference of our experience to teach English especially in vocabulary mastery for the future and other consideration to investigate the problem in a researcher field and further research. This research is expected as a contribution for other researcher to conduct further studies.

F. Prior Research

In this research, the researcher found three previous studies which can relate to this research. The first previous research is the journal by Rosmia Citra Lestari with the title “The Use of English Subtitle in Movie to Improve Students Vocabulary: An Experimental Study in Grade IX of SMPN 1 Gunungsari Academic Year 2015/2016”. This research took two classes as experimental class and controlled class to compare the pre-test and post-test. The result of pre-test and post-test in the experimental class is higher than the

control class. In control class it was 50.9 for pre-test and 70.9 for post-test. It can be concluded that this media had influenced the students' vocabulary.¹

The second previous study is the journal by Yeni Mardiyana Devanti and Ana Rizqi Amalia with the title "The Use of Video as A Media To Improve Students' Vocabulary Mastery". This research uses a classroom action research. Video as a media of teaching and learning vocabulary improved students vocabulary mastery in two cycles from the percentage of students scored ≥ 70 was 69% in cycle 1 to 80% in cycle 2, it also improved students' active participation from 55% in cycle 1 to 77% at the end of the cycle 2. Based on the research result, it can be concluded that the video as a media of teaching English vocabulary was able to improve the seventh grade students' vocabulary mastery and student's active participation.²

The third previous study is journal by Husnul Lail with the title "The Effectiveness of Using English Movie With English Subtitle in Teaching Vocabulary at The Eighth Year Students of SMPN 1 Selong in The Academic Year of 2018/2019". This research uses a quasi-experimental research. This research took two classes as experimental class and controlled class to compare the pre-test and post-test. The data were obtained through pre-test to know the students' ability. Statistical test used to test the hypothesis was Mann Whitney U test with a normal curve approach Z performed on the data post-

¹ Rosmia Citra Lestari, "The Use of English Subtitle In Movie To Improve Students' Vocabulary: An Experimental Study In Grade IX of SMPN Guningsari Academic Year 2025/2016," *Academic Journal of Educational Sciences* 1, no.1 (2018).

² Yeni Mardiyana Devanti and Ana Rizqi Amalia, "The Use of A Video as Media To Improve Students' Vocabulary Mastery", *Journal of English Language, Literature and Teaching* 3, no.1 (2018).

test. Data post-test showed at the 0.05significance level, the value of Z table=1.99, and Z count (3.25)>Z table (1.99). Because Z count is greater than Z table, then Ha accepted and Ho is rejected. It was found that the result of this research was the using of media movie with English subtitles was effective in increasing knowledge of vocabulary in class VIII SMAN 1Selong Lombok Timur in the academic year of 2018/2019.³

There are similarities and differences between this research and previous research. The similarity is in research method and research design. This research and previous research use quantitative research with quasi experimental design. While the differences of this research and previous research is in the movie and the place that took the research.

³ Husnul Lail, "The Effectiveness of Using English Movie With English Subtitle in Teaching Vocabulary at The Eighth Year Students of SMPN 1 Selong in The Academic Year of 2018/2019", *Journal of Languages and Language Teaching* 6, no.2 (2018).

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary

1. Definition of Vocabulary

Language is form by words. There is no words there will be no language. According to Micheale and Anne, vocabulary is all about words.⁴ He states that when we use language we use words all the time thousands of them. Vocabulary is one of the English components that need to be mastered by the learners. Base on the statement that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express their idea clearly and easily.

Furthermore, vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language. In context of learning foreign language, vocabulary means a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language.⁵ Vocabulary is very important when the teachers teach English. It can be separate into the four skills (speaking, listening, reading, and

⁴ Michael McCarthy, Anne O'keeffe And Steven Walsh, *Vocabulary Matrix Understanding, Learning, Teaching*, (United Kingdom: Jason Mann, 2010), 1.

⁵ Lydia Amalia, Ujang Suparman and Mahpul, "Teaching Vocabulary Through Movies To Improve Students' Vocabulary Mastery", *Journal of English Department*, 2.

writing) in English language.⁶ From the statement above, it can conclude that vocabulary is one of the most obvious components of language. Without vocabulary, we cannot express our idea, opinion and feeling.

2. Types of Vocabulary

The students who will be mastered English subject had to mastering grammatical and vocabulary. Without grammar it would be difficult for others to understand the message of information but without vocabulary it would be impossible to convey information and get information from others. There are many types of vocabulary by Ellis and Tomlinson in Akar book:

a. Passive/Receptive Vocabulary

Passive/ Receptive Vocabulary Passive vocabulary is the total item of the vocabulary gained through a student's listening and reading.⁷ So that, passive vocabulary is the word get by the students by listening or reading activity. This is one of the teacher's duties to gradually increase the student's passive vocabulary, so that the students can read and understand the topics that other people are talking about. Finding a new word cannot be interpreted as a passive vocabulary, because the passive vocabulary is usually a stage of understanding. Thus, it should be better if the student's restudied the new vocabulary.

⁶ Zulty Anika Putri, "The Effect Of Using English Cartoon Movie On The Seventh Grade Students' Vocabulary Mastery At Smp Negeri 01 Kabupaten Tebo Academic Year 2017/2018", *Journal Of Teacher Training And Education Faculty*, (2018): 2.

⁷ Nurgun Akar, *Teaching Vocabulary: Bridging The Gap Between Theory And Practice*, (Ankara: Brinci Baska, 2010),16.

b. Active/Productive Vocabulary

Active vocabulary consist of words that can be accurately used in speech and writing, the passive vocabulary will always be larger than the active vocabulary because the students will mark the word that do not need to be used. Then an active vocabulary was actually coming from passive vocabulary.⁸ An active vocabulary is a word that already learned all of its meaning (where one word has many meaning) and then used to communicate as speech or written.

Moreover, dealing with frequency and range vocabulary often occur in the language, it can be divided into four levels:

a. High Frequency Word

High frequency words are the 2000-3000 most frequent word families. The first priority is in vocabulary learning because these word in account for 80% or more of the running words in any written or spoken text.

b. Low Frequency Word

All the rest of the word families which of these words are known or are worth learning depend on learners' personal interest, educational background or current studies, area of employment, social, cultural natural environment and so on. The words just occur rarely. They make up over 5% of the words in academic text. They

⁸ Nurgun Akar, *Teaching Vocabulary: Bridging The Gap Between Theory And Practice*, (Ankara: Brinci Baska, 2010),17.

include all the words are not high frequency words, not academic words and not technical words for a particular subject.

c. Academic Words

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d. Technical Words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special. They are normally known only by people with an interest or expertise in relevant area. The text contains some words that are very closely related to the topic and subject area of the text.⁹

Based on the arguments above, we can classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of peoples' way of living or tools to communicate in language which is used by a person for showing and telling our opinion and ideas based on our need. In other hands, the completeness of persons' vocabulary is popularly thought to be a reflection of level education.

3. Teaching Vocabulary

Teaching vocabulary is the studying second language because vocabulary is the basic material to master the four language skills that is

⁹ Third New and International Dictionary, "The Goals Vocabulary Learning", 2017, 6-12.

speaking, reading, writing and listening.¹⁰ Without understanding and mastery vocabulary, the students get difficulties to studying English language. Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concern the appropriate method for each other aspect of language.

Moreover, in teaching vocabulary the teacher has to identify which vocabulary to teach or which vocabulary the students need to learn before. It is obvious that cannot teach all words and expressions in the target language at the same time and not all the students are certain level. The teacher can use the proper technique and media. By using technique and media, the students will be interested in learning English subject and also mastery the vocabularies.

Murcia and Olshtain states that, “teaching vocabulary can do by using informative texts, using cartoons, using interactive role plays, using problem-solving tasks, use of dictionaries, using cognates and avoiding false cognates, and remarks on acquisition and attrition. Hatch and Brown describe there are five essential steps of learning vocabulary which has recited by Cameron:¹¹

¹⁰ Lydia Amalia, Ujang Suparman and Mahpul, “Teaching Vocabulary Through Movies To Improve Students’ Vocabulary Mastery”, *Journal of English Department*, 2.

¹¹ Lynne Cameroon, *Teaching Language To Young Leraners* (Cambridge: Cambridge University Press, 2001), 84.

- a. Having source for encountering new words.
- b. Getting a clear image for the form of new words.
- c. Learning the meaning of new words.
- d. Making a strong memory connection between the form and the meaning of words.
- e. Using the words.

Furthermore, Hatch and Brown identify vocabulary learning in two kinds, namely:

- a. Intentional Learning

Intentional learning can be said that learning vocabulary is done in class by student and teacher also by planning and designing materials. In other words, teachers teach the vocabulary to students, and then all students are asked to remember the words. Some of the linguists stated that learning words in a bilingual vocabulary list can be the act of intentional learning.¹²

- b. Incidental Learning

Incidental learning can be described that students learn language in order to communicate and it provides double advantages for time used. When students learn vocabulary incidentally, they can save their time because they can get vocabulary unconsciously. One of

¹² Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Acquisition* (New York: Cambridge University Press, 1995), 397.

the ways to learn vocabulary incidentally can be done by extensive reading.¹³

It can be concluded the way and the strategies of vocabulary learning may affect student's exposure in getting vocabulary. When students can keep learning vocabulary continuously and can use it in context, automatically their size and knowledge of vocabulary will increase.

4. Assessing Vocabulary

Vocabulary was a basic language material, the sense units of the sentence, the paragraphs and entire text were formed, so that doing research on the students' vocabulary mastery is necessary. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adulthood in response to experiences, inventions, concepts, social trends and opportunities for learning. On the other hand, mastering vocabulary is usually a more difficult process for students. Actually, students are aware of their limitations on the words of second language. The students lack the sense meaning, which is that the words they read do not understand at all, or concept they cannot express as much as they can in their first language. Thus, from various explanations vocabulary can be viewed as a priority for teaching language, requiring test to monitor the learners' progress in vocabulary mastery and to issues how

¹³ Norbert Schmitt, *Vocabulary In Language Teaching*, (New York: Cambridge University Press, 2000), 120.

well the students' vocabulary knowledge is to meet their communication needs.

Moreover, the concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation, the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). Nation stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Then for Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For form, meaning, and use, Nation declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge as summarized in Table: ¹⁴

Table 2.1
Different Types of Lexical Knowledge

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken Written Word parts	What does the word sound like? What does the word look like? What parts are	How is the word pronounced? How is the word written and spelled? What word parts

¹⁴ Michael Lessard and Clauston, *Teaching Vocabulary* (USA: TESOL International Association, 2013), 3-4.

Aspect	Component	Receptive Knowledge	Productive Knowledge
		recognizable in this word?	are needed to express the meaning?
Meaning	Form and meaning Concept and referents Associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	Grammatical function Collocations Constraints on use	In what patterns does the word occur? What word or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when and how often can people use this word?

Furthermore, vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is vocabulary testing by Read:¹⁵

- a. Multiple-choice (choose the correct answer)

Example:

The principal was irate when she heard what the students had done.

- a. surprise
- b. interest
- c. proud
- d. angry

¹⁵ John Read, *Assessing Vocabulary* (Melbourne: Cambridge University Press, 2000), 2.

b. Completion (write in the missing word)

Example:

At last the climbers reached the s of the mountain.

c. Translation (give the source language equivalent of the underline word)

Example:

They worked at the mill.

d. Matching (match each word with its meaning)

1). Accurate a. not friendly

2). Hostile b. careful and exact

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardized tests. In this way, the use of test could shorten the time because the students only write the exact answers. The test also minimize the used of paper. The test illustration above is used by language teacher until now to diagnose the student's weakness on vocabulary mastery.¹⁶

B. The Concept of Media

1. Definition of Media

Media comes from the latin *medius* literary means the middle.¹⁷ Moreover, media is the plural form of *medium*, which nowadays has touched all aspect human's life, including education. Every application of media is somewhat unique but in any cases it must be guided by both

¹⁶ *Ibid.*, 2.

¹⁷ Yeni Mardiyana Devanti and Ana Rizqi Amalia, "The Use Of Video As Media To Improve Students' Vocabulary Mastery", *Journal of English Language, Literature and Teaching* 3, no.1 (2018): 43.

general principles of learning and the context in which these principles are employed, for the instructional use of media programs are designed intentionally to make the teaching learning environment more interesting and effective. Based on Cambridge Dictionary, media is usually used with a plural verb) the means of communication, as radio and television, newspapers, magazines, and internet, that reach or influence people widely. Media is “any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes”.

Moreover, Kemp and Dyton in Arsyad state that there were three functions of media, can be used for individual, group, or large group, they are: It can motivate interest or action, giving information, and giving instruction.¹⁸ Media is aimed to share instructional information where the information in a media should involve student in a form of activity in order to make a process of teaching and learning. In teaching and learning process it is meant the function of media to sending information or knowledge from the teacher to the learners with effective instruction. So, media is a tool to convey important information to people. And here, movie is a tool as a media teaching to improve students' vocabulary.

2. Kinds of Learning Media

According to Arsyad, there are some kinds of teaching media and can be divided into three categories: Visual, Audio, and Audio Visual.¹⁹

¹⁸ Ahsan Akhtar Nas and Rafaqat Ali Akbar, “The Use Of Media For Effective Instructions Its Importance: Some Consideration”, *Journal Of Elementary Education* 18, no.1-2: 36.

¹⁹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2010).

a. Visual Media

Visual media is also called as printing media. Visual media is all kind media that can be seen or touch by students. The examples of visual media are picture, cards, chart and real things. In addition, the characteristics of visual media are: the text is read in linear, on the other hand visual is exceeded based on the room; text or visual present one way communication and receptive; text and visual is presented statistically; the development of visual media is depend on the language principle and visual perception; text or visual are oriented to the student; the information can be rearrange by the user.

b. Audio Media

Audio media is also called as listen media. It is usually used to listen and understand the passage. The characteristic of this media is it can show one way communication. The examples of some audio media are radio, tape recorder, and compact disk.

c. Audio Visual Media

Audio Visual Media means audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others. It can visualize the abstract things or non-verbal vocabulary, attract students' attention and develop students' knowledge. Audio visual media need mechanic and electronic machines to show the audio and visual messages.

So, in teaching and learning there are several kinds of media that we can use, namely audio, visual and audio visual.

C. The Concept of Movie

1. Definition of Movie

Movie or cinema is a form of technology audio visual. Almost all ideas, messages, or any event can be created and displayed using this motions audiovisual technology. As a work of technology, film or Cinema can be seen in two things namely in term of physical and non-physical. Physically, the film is much influenced by discovery and advancement of combination of optical (lens), mechanical, chemical technology, electromagnetic to digital technology. This look at recording technology and presentation. While in terms of non-physical or the content of the story, the film is more influenced by cultural development factor both from the elements of a pattern or framework science inside. As the running, movie is not only made based on imagination, but also directed to break up the facts that almost faded. According to Hornby, film is a story, recorded as a set of moving pictures to be shown on television or at the cinema.²⁰

Therefore, movie is one of the visual aids that can be used in a class, it makes lessons more fun. But, movies or film can also teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. Movie as picture in a frame where frame by frame is projected

²⁰ As Horby, *Oxford Advance Learner's Dictionary Of Current English*, (London: Oxford University Press, Third Edition. 1974), 324.

through the projector lens mechanically so that the pictures in the screen looks alive. Meanwhile, movie is a photographic record of an artistic performance, but not an art form in its own right. Based on the definition of movie the researcher can conclude that movie is a photographic record of history, science, and human behavior that projected through the projector lens and shown in the cinema or television.

2. Structure Of Movie

Barsam states that the way the story in a movie is told is called its narrative. The narrative structure of a movie has several elements, they are:²¹

- a. Story and plot. Story refers to the whole universe where the events of the movie occur, while plot is the parts of that universe that is presented on the screen.
- b. Order is the way the events in the movie are sequenced.
- c. Events are what happen in the movie.
- d. Duration can refer to story duration, which is the implicit amount/length of time the whole events happen: plot duration, which is the amount of time the plot happens: and screen duration, which is the length of the movie itself.
- e. Suspense and surprise. Suspense is what audience expect to happen but does not happen, while surprise is what audience do not expect to happen, but happens.

²¹ Richard Barsam and Dave Monahan, *Looking At Movies: An Introduction to Film*, 131-135.

- f. Setting is the time and place in which the story occurs.
- g. Scope is the range of time and place from which to which the plot occurs.
- h. Narration and Narrator. Narration is the story telling of the movie. It can be visually (by camera work) or orally (by narrator).

Based on definition above, it can conclude that the structure of movie include plot story, duration, suspense and surprise, setting time and place, scope, and narration or narrator.

3. The Advantage of Movie

Films speak in language of the sense. It shows that there is a relation between watching movie activity and developing the skill of language. Moreover, the visual element is the motion pictures means of communication. The advantages of using movie in teaching and learning process are:

- a. Movie is very good in describing a process, if necessary by using a “slow motion”.
- b. Each student can learn something from the movie, from the clever one or less intelligent.
- c. Movies can take a child from one country to another country and from one period to another period.
- d. Movie can be repeated if necessary to add clarity.

There are some advantages of using English movie. The advantages of using movie in teaching and learning process namely:

- a. Movie is very good in describing a process, if necessary by using a “slow motion”.
- b. Then, each student can learn something from the movie, from the clever one or less intelligent.
- c. Next, movies can take a child from one country to another country and from one period to another period.
- d. The last, movie can be repeated if necessary to add clarity.²²

Based on the explanation above, using English movie has several advantages. English movie can developing the skill of language.

4. Disadvantages of Using Movie

Using movie has several disadvantages. In teaching and learning, there are several disadvantages of using movie, namely:

- a. Procument of English movie generally is expensive.
- b. When the movie is shown, the pictures will keep changing making all students cannot follow the information given through the movie.
- c. Movies are not always appropriate with the needs and purposes of learning objective.²³

D. Theoretical Framework and Paradigm

1. Theoretical Framework

They are two variables in this research. They are independent variables (X) and dependent (Y). The independent variable (X) is using

²² Zulty Anika Putri, “The Effect Of Using English Cartoon Movie On The Seventh Grade Students’ Vocabulary Mastery At Smp Negeri 01 Kabupaten Tebo Academic Year 2017/2018”, *Journal Teacher Training And Education Faculty*, (2018).

²³ *Ibid.*,

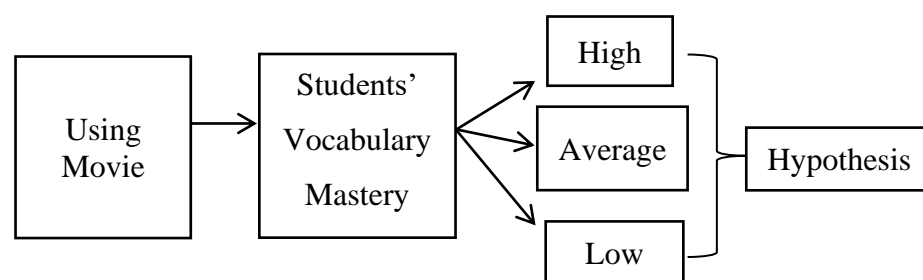
movie and dependent variable (Y) is students' vocabulary mastery. Vocabulary is basic element that must to mastery by learners if they want to learning second language. Because no one can speak, write, listen and read better without a proportional amount of vocabulary.

To help students could be easier what the teacher present, easy to memorize new vocabulary and motivate students, teacher should provide interesting materials and create positive classroom environment. Using movie is one of the audio visual aids that are useful in teaching vocabulary. Using audio visual made the students more effective to memorizing vocabulary and that can improve their motivation to learn vocabulary. Based on the statement above, the researcher assumes that using movie is effective toward students' vocabulary mastery at the first semester of English Education in IAIN Metro.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follow:

Figure 2.1
The Effectiveness of Using Movie on The Students' Vocabulary
Mastery of The First Semester of English Education Department At
IAIN Metro



Source: Paradigm of the research

Based on the above paradigm, the researcher concludes that, the effect of using movie is effective or not. In other words, what is the understanding high, average, or low. If the value of students' vocabulary mastery is high, the value of the ability to vocabulary mastery is high. Then if the value of students' vocabulary mastery is medium, the value of the ability to vocabulary mastery is average. Finally, if the level of students' vocabulary mastery is low, the students' ability to vocabulary mastery is low.

E. Hypothesis

1. Hypothesis Formulation

The hypothesis formulation of this research can be seen as:

- a. Null Hypothesis (H_0): There is no positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.
- b. Alternative Hypothesis (H_a): There is a positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

2. Statistical Hypothesis

Statistical Hypothesis is an assumption about a population parameter. Related to this research the Statistical Hypothesis is:

If $F_o > F_t$, H_0 is rejected and H_a is accepted

If $F_o < F_t$, H_0 is accepted and H_a is rejected

CHAPTER III

RESEARCH METHOD

A. Research Design

The writer would be conducting quantitative research with experimental design. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).²⁴ There are many kinds of experimental such as pre experimental, true-experimental, and quasi experimental. This research used quasi experiment. Quasi experiment is an estimate of a true experiment that uses groups that have not been formed randomly.²⁵

The researcher can determine which class will the experimental class and controlled class. There will be a different treatment between experimental class and controlled class. In experimental class, students will treat by certain treatment, by using movie to students' vocabulary mastery. Whereas, in controlled class students think without using movie.

Moreover, in this research, the researcher applies two groups of pre-test and post-test designs, because in this design there is a pretest, before being given treatment. Thus the treatment results can be found to be more accurate, so they can compare with the circumstances before being given treatment. In addition, the pretest and posttest were intended to investigate whether the

²⁴ Daniel Mujis, *Doing Quantitative Research In Education* (London: Sage Publication, 2004),1.

²⁵ William R. Shadish, Thomas D. Cook And Donald T. Campbell, *Experimental And Quasi Experimental Designs For Generalized Causal Inference* (Houghton Mifflin Company 2005),1.

effectiveness of using movie on the students' vocabulary mastery. Furthermore, the pre-test and post-test will conduct to find out the progress before and after treatment. This research used first semester of English Education Department at IAIN Metro.

B. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.²⁶ Variable is a construct or a characteristic that can take on different.²⁷ Based on the meaning each variable above, the operational definitions of variable as follow:

1. Independent Variable (X)

Independent variable is variable that consequence of upon antecedent variables. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In this research the independent variable was using movie.

2. Dependent Variable (Y)

Dependent variable is the response on the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variable. In this research the dependent variable was students' vocabulary mastery mean score.

²⁶ Evelyn Hatch And Anne Lazaraton, *The Research Manual: Design And Statistics For Applied Linguistics* (Los Angeles: Hein Le & Hein Le Publications, 1995), 51.

²⁷ Donald Ary, *Introduction To Research In Education, Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 37.

C. Population, Sample and Sampling Technique

1. Population

Ziana O’leary defines that population is the total membership of a defined class of people, object, or events.²⁸ In addition Donald Ary stated that a population is defined as all members of any well-defined class of people, event or objects.²⁹ The population of this research is all students of the first semester of English Education Department at IAIN Metro with total 97 students from class A-D.

2. Sample

Sample is best represents a large population.³⁰ Sample is to select a portion of the population to be measured in the research. The sample must reflect and be representative of the state of the population. The requirements for representativeness of a sample are determine by several things, and the main thing is the taking of sample members randomly and the number of members that is sufficient so that it can be tolerated. From the above statement the researcher use a sample class B as an experimental class sample consisting of 24 students and class C as a control class sample consisting of 24 students.

3. Sampling Technique

Sampling is the process of selecting a number of individuals for a study in such as a way that the individuals represent the large group from

²⁸ Zina O’leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 12.

²⁹ Donald Ary, *Introduction To Research In Education, Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 148.

³⁰ Zina O’leary, *The Essential.*, 103

which they were selected. The sampling technique is influenced by the needs and objectives of the study. In this research, the researcher uses cluster random sampling technique. So, the researcher uses one class to be observed. This sampling technique is used to know the effectiveness of using Movie as a media to develop vocabulary mastery.³¹

D. Data Collecting Technique

The researcher formulates the collecting data as follows:

1. Test

Anderson explained that instrument includes test and questionnaire, observation schedules and any other tool used to collect data.³² Test was usually performed by using that element of the survey and determining how it works. Two tests will be used in this study as follows:

a. Pre-Test

The researcher gives multiple-choice in pre-test in order to know their basic knowledge. In this case the students' vocabulary mastery that they have achieved.

b. Post-Test

The post-test is held in order to know the students' vocabulary mastery after applying movie as a treatment in teaching vocabulary.

The post-test has been done after the treatments, in order to know

³¹ Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 107.

³² Gary Anderson, *Fundamentals Of Educational Research 2nd Edition* (USA: The Falmer Press, 1998), 94.

whether the movie as a media is effective or not, to influence the students' vocabulary mastery.

2. Documentation

Documentation as the method which is use to get information from written language or documents.³³ The researcher use this method to support and to get detail information from the data of historical background of IAIN Metro, the population students of the first semester of English Education Department at IAIN Metro and the profile of English Education Department.

E. Research Instrument

An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.³⁴ Thus, research instrument is helping tool of method in collecting data. The research instrument that used in this research is below:

1. Instrument Blueprint

To obtain data that interrelated with the research problem, the researcher used a written test instrument in this study. It include pre-test and post-test.

³³ Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 177.

³⁴ David Colton and Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation* (San Fransisco: Jossy-Bass, 2007), 5.

Table 3.1
Instrument Blueprint

Aspect	Item	Form
Grammatical function	1,2,3,4,5	Test
Meaning	16,17,18,19,20	Test
Word formation	6,7,8,9,10	Test
Word parts	11,12,13,14,15	Test

Moreover, the instrument which will be used in documentation method is documentation guidance, as follow:

- a. The historical background of IAIN Metro
- b. The population students at the first semester of English Education in IAIN Metro
- c. The profile of English Education Department.

2. Instrument Calibration

The researcher use test form by using multiple choices which consist of 20 items it is multiple choice tests which consist of four options (A, B, C, D). Multiple choices used to give the right answer from the questions that given through the test. The researcher uses the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students vocabulary mastery. The researcher uses objective tests.

F. Data Analysis Technique

This study researcher used a simple statistical formula to compare the results pre-test and post-test of students who conducted the survey. In The

data will be analyzed using t-test formula to know the significant and treatment effect. The t-test formula as follows: ³⁵

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Note:

M : The mean score of each group

SS : Sum of square of each group

N : Subject in the sample of each group

³⁵ Nuryadi et al., *Dasar-dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 108.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The Historical Background of IAIN Metro

IAIN Metro is only one of The Islamic Institute in Metro. IAIN Metro is a change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN has prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

Moreover, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996, about the Settlement of Institutional Faculties STAIN outside the central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. This state now campus buildings that are located at Jl. Ki Hajar Dewantara Street 15 A, East Metro for campus 1 and at Ki Hajar 29 Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro has vision and mission. The vision of this university was become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian. Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, implementation a professional, and cultivated institutional management system based on information technology.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty cover Islamic Education Departmen (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty Comprise D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b. The Profile of English Education Department

Along with the status change from STAIN JuraiSiwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also changed into English Education Department in 2017. The application of English Education Department stands on its vision, as follow: the establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. Meanwhile, the vision is enlarged in some missions as follow:

- 1) Increasing the students' performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.
- 2) Building the atmosphere of the academic which is humanist, democratic and modern.

- 3) Growing the professionalism ethic through theoretical basic knowledge.
- 4) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.
- 5) Applying integrated educational system which is able to give significant input to development of education.

That all about the vision and missions that included all of the students of English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is formulated to be two purposes of English Education Study Program, they are:

- 1) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, technology, and art . but also be able to become agents of change in the society.
- 2) To prepare the students to be professional English Teacher who can applicate, establish, and enlarge English Education with high spirit of Islamic English. In addition, English Education Study Program always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before.

In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, The total students from 2021 – 2022 of TBI are 1059 students and the lecturers are 26.

2. Description of Research Data

a. The Result of Pre-Test Score (Experimental Class)

To measure the students' vocabulary mastery the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about the vocabulary mastery before giving the treatment. The pre-test used in this research is in the form of multiple choice.

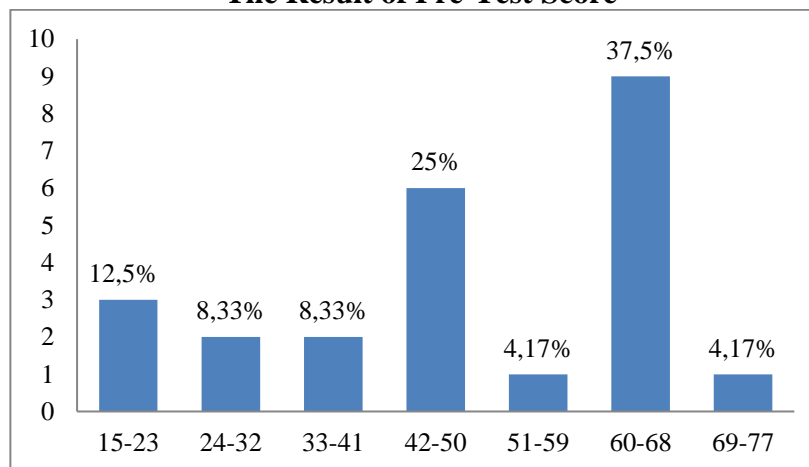
The test was followed by 24 students. The highest score was 70 and the lowest score was 15 with the total score 1150. The total of interval class of this result pre-test was 9. It can be seen on the table below:

Table. 4.1
The Result of Pre-Test Score (Experimental Class)

No.	Interval Class	Fi	Percentage	Mean	Median	Mode
1.	69–77	1	4.17%	48.62	41.97	64
2.	60–68	9	37.5%			
3.	51–59	1	4.17%			
4.	42–50	6	25%			
5.	33–41	2	8.33%			
6.	24–32	2	8.33%			
7.	15–23	3	12.5%			

If the data was put into graphic, it can be seen as follow:

Figure 4.1
The Result of Pre-Test Score



Furthermore, based on the table and graphic above, it can be concluded that 24 students as the researcher sample can be divided. First, the number of the students that got score 15-23 was 3 students or 12,5%. Therefore, the number of the students that got score 24-32 was 2 students or 8,33%. And then, the number of the students that got score 33-41 was 2 students or 8,33%. Next, the number of the students that got score 42-50 was 6 students or 25%. Moreover, the number of the students that got score 51-59 was 1 student or 4,17%. Then, the number of the students that got score 60-68 was 9 students or 37,5%. And the last, the number of the students that got score 69-77 was 1 student or 4,17%. Moreover, the mean of the pre-test in the experimental was 48.62, the median was 41.97 and the mode was 64.

b. The Result of Post-Test Score (Experimental Class)

After analyzing the weakness and understanding of students' vocabulary mastery, the researcher conducted the treatment to help the

students on vocabulary mastery. The researcher helps the students about difficulties in vocabulary mastery by using movie. After the students has been given the treatment and they have understood.

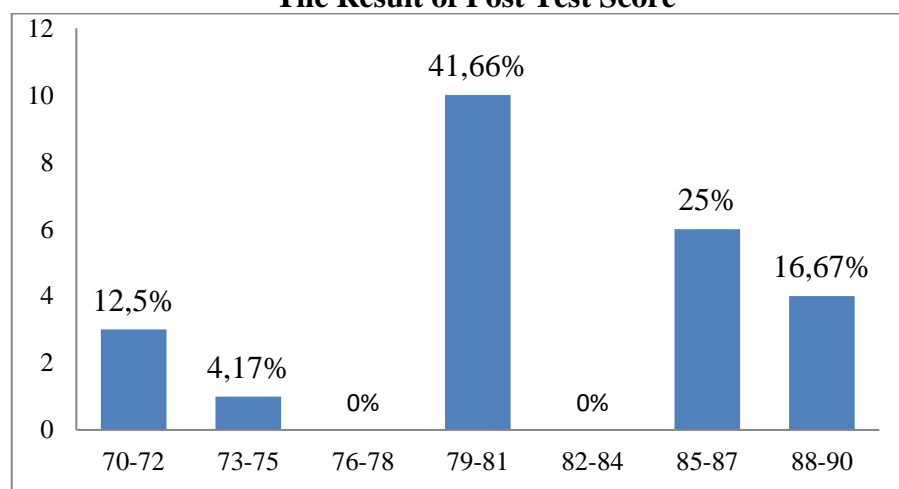
Moreover, the researcher gave the post-test was done to know the students' vocabulary mastery after treatment. The test was followed by 24 students. They highest score was 90 and the lowest score was 70 with total score 1955. The total of interval class of this result post-test is 5. It can be seen on the table of below:

Table. 4.2
The Result of Post-Test Score (Experimental Class)

No.	Interval Class	Fi	Percentage	Mean	Median	Mode
1.	88-90	4	16,67%	81.62	82.2	80
2.	85-87	6	25%			
3.	82-84	0	0%			
4.	79-81	10	41,66%			
5.	76-78	0	0%			
6.	73-75	1	4,17%			
7.	70-72	3	12,5%			

If the data was put into graphic, it can be seen as follow:

Figure 4.2
The Result of Post Test Score



Based on the table and graphic above, it can be concluded that 24 students as the researcher sample can be divided, first, the number of the students that got score 70-72 was 3 students or 12,5%. Then, the number of the students that got score 73-75 was 1 student or 4,17%%. Next, the number of the students that got score 76-78 was 0 student or 0%. Therefore, the number of the students that got score 79-81 was 10 students or 41,66%%. The number of the students that got score 82-84 was 0 students or 0%. Moreover, the number of the students got score 85-87 was 6 students or 25%. And the last, the number of the students that got score 88-90 was 4 students or 16,67%. Furthermore, the mean of post-test experimental was 64.95, the median was 82.2 and the mode was 80.

Based on the result of the post-test score of the students of the first semester of English Education Department at IAIN Metro above, it can be concluded that using movie can help students on vocabulary mastery. As a result, most of students got high score in vocabulary mastery by using movie.

c. The Result of Pre-Test Score (Control Class)

The pre-test was administered in the first meeting, and the researcher administered a pre-test to determine the previous students' vocabulary mastery. The test was followed by 24 students. The highest score was 75 and the lowest score was 25 with the total score 1275. The

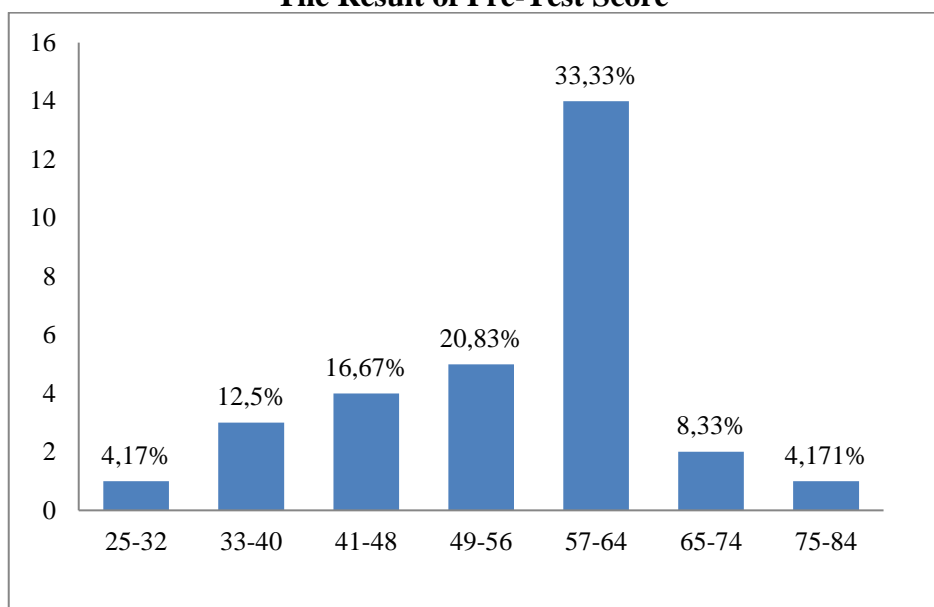
total of interval class of this result pre-test was 8. It can be seen on the table bellow:

Table. 4.3
The Result of Pre-Test Score (Control Class)

No.	Interval Class	Fi	Percentage	Mean	Median	Mode
1.	73-80	1	4,17%	53.16	54.9	61.8
2.	65-72	2	8,33%			
3.	57-64	8	33,33%			
4.	49-56	5	20,83%			
5.	41-48	4	16,67%			
6.	33-40	3	12,5%			
7.	25-32	1	4,17%			

Based on the table above, can be seen that most of students got score <75. So, it means that the most students of the first semester of English Education Department at IAIN Metro got low score in pre-test. If the data was put into graphic, it can be seen as follow:

Figure 4.3
The Result of Pre-Test Score



Furthermore, based on the and graphic above, it can be concluded that 24 students as the researcher sample can be divided. First, the number of the students that got score 25-32 was 1 student or 4,17%. Then, the number of the students that got score 33-40 was 3 student or 12,5%. And then, the number of the students that got score 41-48 was 4 students or 16,67%. Next, the number of the students that got score 49-56 was 5 students or 20,83%. The number of the students that got score 57-64 was 8 students or 33,33%. Then, the number of the students that got score 65-72 was 2 students or 8,33%. And then the number of the students that got score 73-80 was 1 students or 4,17%. Moreover, the mean of pre-test control class was 53.16, the median was 54.9 and the mode was 61.8.

d. The Result of Post-Test (Control Class)

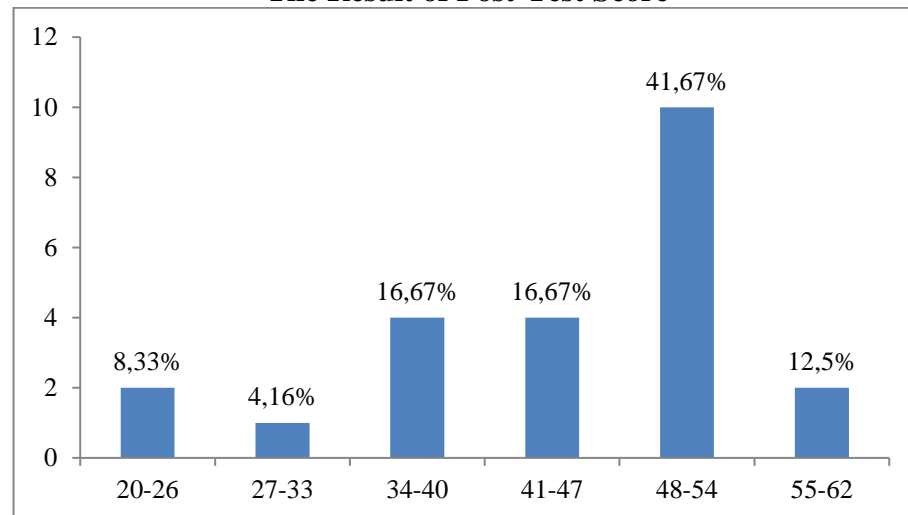
The test was followed by 24 students. The highest score was 60 and the lowest score was 20 with the total score 1085. The total of interval class of this result of post-test was 7. It can be seen on the table below:

Table. 4.4
The Result of Post-Test Score (Control Class)

No.	Interval Class	Fi	Percentage	Mean	Median	Mode
1.	55-61	3	12,5%	45.16	53.8	51.26
2.	48-54	10	41,67%			
3.	41-47	4	16,67%			
4.	34-40	4	16,67%			
5.	27-33	1	4,16%			
6.	20-26	2	8,33%			

If the data was put into graphic, it can be seen as follow:

Figure. 4.4
The Result of Post-Test Score



Furthermore, based on the table and graphic above, it can be concluded that 24 students as the researcher sample can be divided. First, the number of the students that got score 20-26 was 2 students or 8,33%. Then, the number of the students that got score 27-33 was 1 student or 74,16%. And then, the number of the students that got score 34-40 was 4 student or 16,67%. Next, the number of the students that got score 41-47 was 4 students or 16,67%. The number of the students that got score 48-54 was 10 students or 41,67%. Then, the number of the students that got score 55-61 was 3 students or 12,5%. Moreover, the mean of post-test control class was 45.16, the median was 53.8 and the mode was 51.26.

3. Hypothesis Testing

After applying the documentation and test the strategy, the researcher analyzed the data by using t-test in order to prove whether there was any effective of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro, as follow: .

(Ho) is rejected, if there is no any effective of Using Movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

(Ha) is accepted, if there is any effective of Using Movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

a. The Result of Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is chi-square. These are hypotheses as following:

Ho: data comes from does not a normally population.

Ha: data comes from a normally distributed population

Based on the test of normality with chi-square, in the experimental class $\chi^2_{hitung} = -246,173$ and $\chi^2_{tabel} = 13,2$. Then, in the control class $\chi^2_{hitung} = -79,985$ and $\chi^2_{tabel} = 11,3$.

Ha is rejected if $\chi^2_{hitung} \geq \chi^2_{tabel}$

Ha is accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Finally, the data confirm that $\chi^2_{hitung} < \chi^2_{tabel}$ in sig $\alpha = 0,01$ with the significant $-246,173 < 13,2$ and $-79,985 < 11,3$. So, the data is normal.

b. The Result of Homogeneity Test

The Homogeneity Test is the test performed to determine two or more of the data samples that come from the population have variants the same (homogeny). The researcher tested the homogeneity test after got the score of students in the control class and experimental class. The researcher use Fisher.

Ho: data homogenous

Ha: data does not homogenous

Based on the test of homogeneity with fisher, $F_{hitung} = 0,622$ and $F_{tabel} = 1,1615$.

Ho is rejected if $F_{hitung} \geq F_{tabel}$

Ho is accepted if $F_{hitung} < F_{tabel}$

Finally, the data confirm that $F_{hitung} < F_{tabel}$ with the significant $0,622 < 1,1615$. So, the data is homogenous.

c. Putting The Data Into The Formula of t-test

In order to prove whether there is any difference between the experimental class and control class of the first semester of English Education at IAIN Metro the researcher use t-test formula. Furthermore, the researcher counted by using t-test formula as follows:

$$M_1 = 81,45 \quad SS_1 = 823,96$$

$$M_2 = 45,12 \quad SS_2 = 2204,63$$

$$N_1 = 24 \quad N_2 = 24$$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{81,4 - 45,12}{\sqrt{\frac{823,9 + 2204,63}{24 + 24 - 2} \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$t = \frac{36,28}{\sqrt{\frac{3128,53}{46} (0,08)}}$$

$$t = \frac{36,28}{\sqrt{5,44}} = 15,57$$

Therefore, $t_{\text{observation}}$ is 15,57 as the result of the counting by using t-test formula above to know the critical value of t-test (t_{table}) the researcher firstly counted df . Df is degree of freedom.

Therefore formulation of $df = N_X + N_Y$

$$df = N_X + N_Y - 2$$

$$df = 24 + 24 - 2$$

$$df = 46$$

After considering the t-test table by using df 46 in the table.

Table . 4.5
Critical Value of t_{table}

df	5%	1%
46	1,678%	2,410%

To df 46 with df 5% is 1,678 and 1% is 2,410. Then, the data confirmed that to $15,57 > t_{\text{table}} 1,678$. Because $t_{\text{observation}}$ is bigger than t_{table} both df 5% = 1,678 and 1% = 2,410.

After the statement above were formulated the researcher consulted $t_{\text{observation}}$ to t_{table} as follows:

If $t_{\text{observation}} > t_{\text{table}}$, H_0 is rejected H_a is accepted.

If $t_{\text{observation}} < t_{\text{table}}$, H_0 is accepted and H_a is rejected.

Finally, the data confirm that $t_{\text{observation}}$ is $> t_{\text{table}}$ in 5% and 1% with the significant $1,678 < 15,57 > 2,410$. Therefore it can be inferred that H_a is accepted and H_0 is rejected. It means that there is any positive and significant effect of using movie on the students` vocabulary mastery of the first semester of English Education Department at IAIN Metro.

B. Discussion

1. Interpretation $t_{\text{observation}}$

The researcher has formulate the alternative hypothesis (H_a) and null hypothesis (H_0) as follows:

- a. There is any positive and significant effect of using movie on the students` vocabulary mastery of the first semester of English Education Department at IAIN Metro.
- b. There is not any positive and significant effect of using movie on the students` vocabulary mastery of the first semester of English Education Department at IAIN Metro.

After H_a and H_o above were formulate the researcher consulted $T_{\text{observation}}$ to T_{table} as follow:

- a. If $t_{\text{observation}} > t_{\text{table}}$, H_o is rejected and H_a is accepted.
- b. If $t_{\text{observation}} < t_{\text{table}}$, H_o is accepted and H_a is rejected.

Finally the data confirmed that $t_{\text{observation}} = 15,57$ is higher than $t_{\text{table}} = 2,410$. Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is any positive and significant effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

In addition, after the researcher doing the research the mean score or average they got in the test was so different. The student in experimental class got 81,62 and control class got 45,16. It shows that the experimental class was higher than control class. The experimental class is better than control class. It means that the using movie has positive affected in the learning process of students' vocabulary mastery.

During the research, the researcher observed that the student are interesting learning vocabulary through using movie. They were enthusiastic the learning process. They were also active in the class during on vocabulary mastery by using movie.

Moreover, the researcher assumed that teaching and learning by using movie can influence students' vocabulary mastery. Through using movie, the students learn vocabulary easier way because the students can know new vocabulary to increase their vocabulary easily and effectively.

So it has proven that using movie can influence the students' vocabulary mastery than the other strategy especially for students of the first semester of English Education Department at IAIN Metro.

Furthermore, the result of this research confirmed about the effectiveness of using movie on the students' vocabulary mastery. This research also clarified that the theory of the effect of using movie on the students' vocabulary mastery of the first semester of English Education Department at IAIN Metro.

C. Limitation

This research was conducted at the first semester of English Education Department at IAIN Metro class B as experimental class and class C as control class. About the effect of using movie on the students' vocabulary mastery. So, the result of this research was limited only to this class and this research cannot be generalized. If this research was doing different place, subject, time, and academic year possibility the result the research will be different also.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research to know whether any positive and significant effect of using movie on students' vocabulary mastery of the first semester of English Education at IAIN Metro. This research is quantitative research conducted at the first semester of English Education at IAIN Metro that involves of 48 students as the samples. This research was using two types of variable, variable independent and dependent. Variable independent is using movie as media and dependent variable is the students' vocabulary mastery. The technique sampling used cluster random sampling technique.

The research instrument used in this study were multiple choice test, to determine the effect of using movie. Researcher used pre-test and post-test questions to conduct research. The pre-test questions were given before the treatment and the post-test questions were given after doing the treatment.

Based on the result of the research, the researcher can conclude that using movie had a positive and significant effect. It can be used as media in learning vocabulary mastery and it can help the students' to develop and increase their vocabulary in vocabulary mastery. It can be seen from the result of critical value " $t_{\text{observation}}$ " was 15,57 and " t_{table} " 5% (1,678) and 1% (2,410). The data confirmed that " $t_{\text{observation}}$ " was higher than " t_{table} ". In addition, the mean score between experimental and control class is different. The

experimental class got 64,95 and then control class got 45,16. The experimental class is higher than control class. It means that the experimental class is better than control class.

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For Student

In order for the students to be active in learning process. Then, in order they can develop and increase their vocabulary for vocabulary mastery.

2. For The Teacher

In order to teacher to use movie as a media in teaching and learning to help students in vocabulary mastery.

3. For Further Researcher

Other researchers should focus on other aspects of English teaching and learning process. Further researchers can estimate the implementation of using movie and other variables with learning materials.

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APPENDICES

Appendix 1

The Result of Pre-Test (Experimental Class)

No.	Initial Name (Class B)	Score
1.	ADW	65
2.	ARN	60
3.	AR	20
4.	DWA	70
5.	DPD	60
6.	F	40
7.	FA	45
8.	IF	60
9.	MA	50
10.	MA	15
11.	ML	45
12.	NK	60
13.	NF	15
14.	ND	30
15.	PA	65
16.	RCS	60
17.	RU	45
18.	SO	65
19.	SDS	50
20.	SUB	25
21.	SM	40
22.	SHA	60
23.	TRP	50
24.	YA	55
Total Score		1150
Average		47,91
Highest Score		70
Lowest Score		15

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 70 - 15 = 55$$

K = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 \times 1,38$$

$$= 1 + 4,55 = 5, 55$$

$$= 6$$

$$I = \frac{R}{K}$$

$$= \frac{55}{6}$$

$$= 9,16$$

$$= 9$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

Appendix 2

The Post-Test Result (Experimental Class)

No.	Initial Name (Class B)	Score
1.	ADW	85
2.	ARN	80
3.	AR	85
4.	DWA	90
5.	DPD	85
6.	F	80
7.	FA	90
8.	IF	70
9.	MA	70
10.	MA	80
11.	MA	85
12.	NK	80
13.	NF	70
14.	ND	80
15.	PA	80
16.	RCS	85
17.	RU	90
18.	SO	80
19.	SDS	75
20.	SUB	80
21.	SM	85
22.	SHA	80
23.	TRP	80
24.	YA	90
Total Score		1955
Average		81,45
Highest Score		90
Lowest Score		70

Based on the data, the researcher measured the interval class:

$R =$ the highest score – the lowest score

$$= 90 - 70 = 20$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 \times 1,38$$

$$= 1 + 4,55 = 5, 55$$

$$= 6$$

$$I = \frac{R}{K}$$

$$= \frac{20}{6}$$

$$= 33,33$$

$$= 3$$

Note:

K : The number of interval class

R : A distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

Appendix 3

The Result of Pre-Test (Control Class)

No.	Initial Name (Class C)	Score
1.	ADF	75
2.	AN	60
3.	BRD	60
4.	DT	60
5.	DUH	45
6.	DM	35
7.	DW	55
8.	DD	45
9.	DSCL	60
10.	DAP	45
11.	ENS	65
12.	FS	55
13.	HA	25
14.	HZ	45
15.	INP	60
16.	IPA	40
17.	LM	55
18.	MDS	60
19.	NF	70
20.	PMS	55
21.	PNS	60
22.	RW	50
23.	S	60
24.	SIS	35
Total Score		1275
Average		53,12
Highest Score		75
Lowest Score		25

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 75 - 25 = 50$$

K = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 \times 1,38$$

$$= 1 + 4,55 = 5, 55$$

$$= 6$$

$$I = \frac{R}{K}$$

$$= \frac{50}{6}$$

$$= 8,33$$

$$= 8$$

Note:

K : The number of interval class

R : A distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

Appendix 4

The Result of Post-Test (Control Class)

No.	Initial Name (Class C)	Score
1.	ADF	50
2.	AN	50
3.	BRD	50
4.	DT	30
5.	DUH	40
6.	DM	20
7.	DW	45
8.	DD	45
9.	DSCL	50
10.	DAP	40
11.	ENS	50
12.	FS	50
13.	HA	25
14.	HZ	50
15.	INP	45
16.	IPA	40
17.	LM	55
18.	MDS	40
19.	NS	50
20.	PMS	50
21.	PNS	55
22.	RW	50
23.	S	60
24.	SIS	45
Total Score		1085
Average		45,20
Highest Score		60
Lowest Score		20

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 60 - 20 = 40$$

K = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 \times 1,38$$

$$= 1 + 4,55 = 5,55$$

$$= 6$$

$$I = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,66$$

$$= 7$$

Note:

K : The number of interval class

R : A distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

Appendix 5

Normality Test

Ho = data comes from does not a normally population.

Ha = data comes from a normally distribution population

$$\chi^2 = \frac{\sum(O_i - E_i)^2}{E_i}$$

χ^2 = Chi Square

O_i = Frequency observation

E_i = Frequency expectation

Post-test Experimental

Interval	x _i	f _i	f _i x _i	x _i ²	f _i x _i ²
88-90	89	4	356	7921	31684
85-87	86	6	516	7396	44376
82-84	83	0	0	6889	0
79-81	40	10	400	1600	16000
76-78	77	0	0	5929	0
73-75	74	1	74	5476	5476
70-72	71	3	213	5041	15123
Total		24	1559		112659

$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1559}{24} \\ &= 64,95 \end{aligned} \quad \begin{aligned} SD &= \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n}\right)^2} \\ &= \sqrt{\frac{112659}{24} - \left(\frac{1559}{24}\right)^2} \\ &= \sqrt{4694 - (64,95)^2} = 21,80 \end{aligned}$$

Interval	O _i	BK	Z	Luas tiap interval	E _i	$\frac{(O_i - E_i)^2}{E_i}$
88-90	4	87,5-90,5	1,03 & 1,18	-0,0325	-0,78	-29,292
85-87	6	84,5-87,5	0,89 & 1,03	-0,0352	-0,8448	-55,458
82-84	0	81,5-84,5	0,75 & 0,89	-0,0399	-0,9576	-0,955
79-81	10	78,5-81,5	0,64 & 0,75	-0,0345	-0,828	-141,600
76-78	0	77,5-78,5	0,57 & 0,62	-0,0236	-0,5664	-0,564
73-75	1	72,5-75,5	0,34 & 0,48	-0,0513	-1,2312	-4,043
70-72	3	69,5-72,5	0,20 & 0,34	-0,0538	-1,2912	-14,261
Total	24					-246,173

Derajat Kebebasan (dk)

dk = banyak kelas – 3

$$= 7-3 = 4$$

Taraf sig $\alpha = 0,01 / \alpha = 0,05$. Jika kita ambil $\alpha = 0,01$, maka:

$$\chi^2_{\text{tabel}} = \chi^2 (1 - \alpha) (\text{dk})$$

$$= \chi^2 (1 - 0,01) (4)$$

$$= \chi^2 (0,99) (4)$$

Tabel χ^2 untuk $\chi^2_{(0,99)(4)} = 13,2$

Ha rejected if $\chi^2_{\text{hitung}} \geq \chi^2_{\text{tabel}}$

Ha accepted if $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$

$$\chi^2_{\text{hitung}} = -246,173 \quad \chi^2_{\text{tabel}} = 13,2$$

$$\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}} = -246,173 < 13,2$$

Ha is **Accepted** and the data is **normal**.

Post-test Control Class

Ho = data comes from does not a normally population.

Ha = data comes from a normally distribution population

$$\chi^2 = \frac{\sum(O_i - E_i)^2}{E_i}$$

χ^2 = Chi Square

O_i = Frequency observation

E_i = Frequency expectation

Interval	x _i	f _i	f _i x _i	x _i ²	f _i x _i ²
55-61	58	3	174	3364	10092
48-54	51	10	510	2601	26010
41-47	44	4	176	1936	7744
34-40	37	4	148	1369	5476
27-33	30	1	30	900	900
20-26	23	2	46	529	1058
Total		24	1084		51280

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

$$= \frac{1084}{24}$$

$$= 45,16$$

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n}\right)^2}$$

$$= \sqrt{\frac{51280}{24} - \left(\frac{1084}{24}\right)^2}$$

$$= \sqrt{2136,66 - 2039,96} = 9,83$$

Interval	O _i	BK	Z	Luas tiap interval	E _i	$\frac{(O_i - E_i)^2}{E_i}$
55-61	3	54,5-61,5	0,95 & 1,66	-0,1226	-2,9424	-12,001
48-54	10	49,5-54,5	0,44 & 0,95	-0,1589	-3,8136	-3,622
41-47	4	40,5-47,5	-0,47 & 0,23	-0,0898	-2,1552	-2,855
34-40	4	33,5-40,5	-1,18 & -0,47	-0,2002	-4,8048	-16,037
27-33	1	26,5-33,5	-1,89 & -1,22	-0,0818	-1,9632	-18,112
20-26	2	19,5-26,5	-2,61 & -1,89	-0,9661	-23,1864	-27,358
Total	24					-79,985

Derajat Kebebasan (dk)

dk = banyak kelas – 3

$$= 6-3 = 3$$

Taraf sig $\alpha = 0,01 / \alpha = 0,05$. Jika kita ambil $\alpha = 0,01$, maka:

$$\chi^2_{\text{tabel}} = \chi^2 (1 - \alpha) (\text{dk})$$

$$= \chi^2 (1 - 0,01) (3)$$

$$= \chi^2 (0,99) (3)$$

Tabel χ^2 untuk $\chi^2_{(0,99)(3)} = 11,3$

Ha rejected if $\chi^2_{\text{hitung}} \geq \chi^2_{\text{tabel}}$

Ha accepted if $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$

$$\chi^2_{\text{hitung}} = -79,985 \quad \chi^2_{\text{tabel}} = 11,3$$

$$\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}} = -79,985 < 11,3$$

Ha is **Accepted** and the data is **normal**.

Appendix 6

Homogeneity Test

Hypothesis:

$$H_0 = \sigma_1^2 = \sigma_2^2$$

$$H_a = \sigma_1^2 \neq \sigma_2^2$$

Menentukan Taraf nyata (α) & F_{tabel}

$$\alpha = 5\% = 0,05$$

$$\text{Derajat pembilang} = (n-1) = 24-1 = 23$$

$$\text{Derajat penyebut} = (n-1) = 24-1 = 23$$

$$F_{\text{tabel}} = F_{\alpha} (n_1-1, n_2-1)$$

$$= 0,05 (23,23)$$

$$= 1,1615$$

F_{hitung}

$$F = \frac{S_1^2}{S_2^2}$$

X_2	Y_2	X^2	Y^2
85	50	7225	2500
80	50	6400	2500
85	50	7225	2500
90	30	8100	900
85	40	7225	1600
80	20	6400	400
90	45	8100	2025
70	45	4900	2025
70	50	4900	2500
80	40	6400	1600
85	50	7225	2500
80	50	6400	2500
70	25	4900	625
80	50	6400	2500
80	45	6400	2025
85	40	7225	1600
90	55	8100	3025
80	40	6400	1600
75	50	5625	2500
80	50	6400	2500
85	55	7225	3025
80	50	6400	2500
80	60	6400	3600
90	45	8100	2025
$\Sigma 1955$	$\Sigma 1083$	$\Sigma 160105$	$\Sigma 51075$

$$\begin{aligned}
 S_x^2 &= \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} \\
 &= \sqrt{\frac{24 \cdot 160105 - (1955)^2}{24(24-1)}} \\
 &= \sqrt{\frac{3842520 - 3822025}{552}} \\
 &= \sqrt{\frac{20495}{552}} \\
 &= 6,093
 \end{aligned}$$

$$\begin{aligned}
 S_y^2 &= \sqrt{\frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)}} \\
 &= \sqrt{\frac{24 \cdot 51075 - (1083)^2}{24(24-1)}} \\
 &= \sqrt{\frac{1225800 - (1172889)^2}{552}} \\
 &= \sqrt{\frac{52911}{552}} \\
 &= 9,789
 \end{aligned}$$

F_{hitung}

$$F = \frac{S_1^2}{S_2^2} = \frac{6,093}{9,789} = 0,622$$

Kriteria Pengujian:

Ho rejected if $F_{hitung} \geq F_{tabel}$

Ho accepted if $F_{hitung} \leq F_{tabel}$

$$F_{hitung} = 0,622$$

$$F_{tabel} = 1,1615$$

$$F_{hitung} \leq F_{tabel} = 0,622 \leq 1,1615$$

Ho is accepted = data is homogenous

Appendix 7

T-test

Experimental			Control	
No.	X ₁	X ₁ ²	X ₂	X ₂ ²
1.	85	7225	50	2500
2.	80	6400	50	2500
3.	85	7225	50	2500
4.	90	8100	30	900
5.	85	7225	40	1600
6.	80	6400	20	400
7.	90	8100	45	2025
8.	70	4900	45	2025
9.	70	4900	50	2500
10.	80	6400	40	1600
11.	85	7225	50	2500
12.	80	6400	50	2500
13.	70	4900	25	625
14.	80	6400	50	2500
15.	80	6400	45	2025
16.	85	7225	40	1600
17.	90	8100	55	3025
18.	80	6400	40	1600
19.	75	5625	50	2500
20.	80	6400	50	2500
21.	85	7225	55	3025
22.	80	6400	50	2500
23.	80	6400	60	3600
24.	90	8100	45	2025
Σ1955		Σ160075	Σ1083	Σ51075

$$M_1 = \frac{\sum X_1}{n_1}$$

$$= \frac{1955}{24} = 81,45$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$= 160075 - \frac{(1955)^2}{24}$$

$$= 160075 - 159251,04$$

$$= 823,96$$

$$M_2 = \frac{\sum X_2}{n_2}$$

$$= \frac{1083}{24} = 45,12$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$= 51075 - \frac{(1083)^2}{24}$$

$$= 51075 - 48870,37$$

$$= 2204,63$$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{81,4 - 45,12}{\sqrt{\frac{823,9 + 2204,63}{24 + 24 - 2} \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$t = \frac{36,28}{\sqrt{\frac{3128,53}{46} (0,08)}}$$

$$t = \frac{36,28}{\sqrt{5,44}} = 15,57$$

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN

Program Studi : Pendidikan Bahasa Inggris

Mata Kuliah : Bahasa Inggris

Semester : 1 (satu)

Pertemuan ke : 2

Hard Skill : a. Mampu menggunakan tata bahasa (grammar) dengan baik dan benar dalam kalimat bahasa Inggris.
b. Mampu memperbaiki frasa dan kalimat yang salah sesuai dengan tata bahasa (grammar) yang benar.

Soft skill : a. Mampu belajar secara mandiri dan berkelanjutan.
b. Mampu menganalisis kata, frasa dan kalimat bahasa Inggris sesuai dengan tata bahasa dasar (grammar) yang baik dan benar.

No	Tahap	Kegiatan Pembelajaran	Metode	Media	Sumber Belajar	Alokasi Waktu
1.	Pendahuluan	1. Menyampaikan materi yang akan dibahas pada pertemuan ke dua. 2. Menyampaikan relevansi kompetensi dasar terhadap capaian standar kompetensi mata kuliah Bahasa Inggris	Ceramah			15 Menit
2	Penyajian	3. Menjelaskan pengertian affixes 4. Menjelaskan pengertian Inflection dan Derivation, Suffix dan Prefix beserta contohnya.	Ceramah dan tanya jawab	Power Point dan Film	Thornbury, Scott. 2002. <i>How to teach vocabulary.</i>	80 Menit
3	Penutup	5. Menyimpulkan materi pembelajaran yang telah disampaikan 6. Memberi tugas mahasiswa untuk belajar mandiri 7. Menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.	Ceramah			5 menit

RENCANA PELAKSANAAN PEMBELAJARAN

Program Studi : Pendidikan Bahasa Inggris

Mata Kuliah : Bahasa Inggris

Semester : 1 (satu)

Pertemuan ke : 3

Hard Skill : a. Mampu menggunakan tata bahasa (grammar) dengan baik dan benar dalam kalimat bahasa Inggris.
b. Mampu memperbaiki frasa dan kalimat yang salah sesuai dengan tata bahasa (grammar) yang benar.

Soft skill : a. Mampu belajar secara mandiri dan berkelanjutan.
b. Mampu menganalisis kata, frasa dan kalimat bahasa Inggris sesuai dengan tata bahasa dasar (grammar) yang baik dan benar.

No	Tahap	Kegiatan Pembelajaran	Metode	Media	Sumber Belajar	Alokasi Waktu
1.	Pendahuluan	1. Memberi pertanyaan kepada mahasiswa tentang materi pada tatap muka sebelumnya 2. Menyampaikan cakupan materi tatap muka ke tiga.	Ceramah dan tanya jawab			15 Menit
2	Penyajian	3. Menjelaskan tentang antonym dan synonym. 4. Memberikan contoh – contoh dari masing-masing antonym dan synonym.. 5. Memberikan kesempatan mahasiswa untuk bertanya	Ceramah dan tanya jawab	Power point dan film	Madkur, Ahmad. 2017. <i>Basic English Grammar</i> . Irwansyah Dedi. 2019. <i>English Grammar</i> .	80 menit
3	Penutup	6. Menyimpulkan materi pembelajaran yang telah disampaikan 7. Memberi tugas mahasiswa untuk belajar mandiri 8. Menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.	Ceramah			5 menit

RENCANA PELAKSANAAN PEMBELAJARAN

Program Studi : Pendidikan Bahasa Inggris

Mata Kuliah : Bahasa Inggris

Semester : 1 (satu)

Pertemuan ke : 4

Hard Skill : a. Mampu menggunakan tata bahasa (grammar) dengan baik dan benar dalam kalimat bahasa Inggris.
b. Mampu memperbaiki frasa dan kalimat yang salah sesuai dengan tata bahasa (grammar) yang benar.

Soft skill : a. Mampu belajar secara mandiri dan berkelanjutan.
b. Mampu menganalisis kata, frasa dan kalimat bahasa Inggris sesuai dengan tata bahasa dasar (grammar) yang baik dan benar.

No	Tahap	Kegiatan Pembelajaran	Metode	Media	Sumber Belajar	Alokasi Waktu
1.	Pendahuluan	1. Memberi pertanyaan kepada mahasiswa tentang materi pada tatap muka sebelumnya 2. Menyampaikan cakupan materi tatap muka ke empat	Ceramah dan tanya jawab			15 menit
2	Penyajian	3. Menjelaskan pengertian part of speech 4. Menjelaskan dan member contoh jenis-jenis part of speech 5. Memberikan kesempatan mahasiswa untuk bertanya	Ceramah dan tanya jawab	Power point dan film	Thornbury, Scott. 2002. <i>How to teach vocabulary</i> . Madkur, Ahmad. 2017. <i>Basic English Grammar</i>	80 menit
3	Penutup	6. Menyimpulkan materi pembelajaran yang telah disampaikan 7. Memberi tugas mahasiswa untuk belajar mandiri 8. Menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.	Ceramah			5 menit.

Appendix 9

Pre Test

Directions:

1. Write your identity on the answer sheet!
2. Check and read the question before answering!
3. Choose the correct answer a, b, c or d on your answer sheet!

1. Our teacher never England

a. visiting	c. has visited
b. visit	d. visits
2. I'm sorry I don't know the answer, but I really wish I

a. had known	c. have known
b. know	d. knew
3. Tamara: I am afraid I can't finish my work.
Desti : I wish I could help you.
From the dialogue we can conclude that Desti Tamara

a. will help	c. is helping
b. can't help	d. won't help
4. Liam: When do you plan to join the English course?
Nail: After examination

a. finishing	c. I am finishing
b. I finish	d. I has finished
5. Nara: Anji is playing well now.
Reina: He before

a. must have practiced a lot	c. could practice
b. must practice a lot	d. is must practiced
6. The of his family makes him proud.

a. Popular	d. popularition
b. popularity	c. pupularness

7. They ... to speak English helped her to get the job as a secretary in that law firm.
- a. Able
 - b. Ability
 - c. disable
 - d. unable
8. The student decided to study Than before.
- a. Hard
 - b. harder
 - c. hardly
 - d. hardest
9. She designers have always looked toward Milan for their ...
- a. inspired
 - b. inspirational
 - c. inspiration
 - d. inspire
10. Applicants will not be considered if they do not meet the minimum ... for the position.
- a. Requirements
 - b. Requiring
 - c. require
 - d. requires
11. The disappointed man jumped out of the window and committed ...
- a. Sin
 - b. Suicide
 - c. crime
 - d. lose
12. I'm sorry for You all this trouble.
- a. disturbing
 - b. doing
 - c. causing
 - d. creating
13. The classroom looks very The student should clean it soon before the teacher comes.
- a. dirty
 - b. clean
 - c. rough
 - d. tidy
14. The clown is so he makes all kids laugh and happy.
- a. Funny
 - b. Quiet
 - c. noisy
 - d. disgusting
15. The gardener The grass every Monday and Thursday.
- a. Cuts
 - b. Plans
 - c. trains
 - d. comes

16. Dani never comes on time. The synonym of the underline word is?
- a. sees
 - b. does
 - c. goes
 - d. Arrives
17. My school became famous after winning music festival. The synonym of the underline word is?
- a. popular
 - b. trendy
 - c. good
 - d. Aesthetic
18. My class is near from laboratory. The antonym of the underline word is?
- a. beside
 - b. top
 - c. close
 - d. Far
19. English dictionary is very thick. The antonym of the underline word is?
- a. thin
 - b. small
 - c. short
 - d. Big
20. You need to take a recess for two weeks. The synonym of the underline word is?
- a. broke
 - b. rest
 - c. rent
 - d. pay

ANSWER SHEET

NAME :
NPM :
CLASS :

Please write your answer.

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

KEY ANSWER PRE-TEST

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. D | 12. B |
| 3. B | 13. A |
| 4. B | 14. A |
| 5. A | 15. A |
| 6. B | 16. D |
| 7. B | 17. A |
| 8. B | 18. D |
| 9. C | 19. A |
| 10. A | 20. B |

ANSWER SHEET

NAME : LINDA MELISA

NPM : 2101051020

CLASS : TBI C

Please write your answer.

1.B	11.D
2.B	12.D
3.A	13.A
4.D	14.A
5.A	15.A
6.B	16.C
7.A	17.A
8.A	18.D
9.C	19.A
10.A	20.B

$$S = 9$$

$$B = 11$$

A handwritten number '55' is enclosed within a hand-drawn circle in red ink.

ANSWER SHEET

NAME : ICHA NABELA
NPM : 2101051017
CLASS : TBI C

Please write your answer.

1.B	11.D
2.B	12.D
3.A	13.A
4.D	14.A
5.A	15.A
6.B	16.C
7.A	17.A
8.A	18.D
9.C	19.A
10.A	20.B

$$S = 8$$

$$B = 12$$

60

ANSWER SHEET

NAME : Husnatus zayyinah

NPM : 2101052010

CLASS : C

Please write your answer.

- | | | |
|----------------|---|------------------|
| 1. | C | 11. C |
| 2. | D | 12. C |
| 3. | A | 13. A |
| 4. | A | 14. A |
| 5. | C | 15. C |
| 6. | A | 16. D |
| 7. | C | 17. A |
| 8. | A | 18. D |
| 9. | A | 19. A |
| 10. | D | 20. B |

$$S = 11$$
$$B = 9$$



ANSWER SHEET

NAME : SINTA DEVI SISWANDARI

NPM : 2101050025

CLASS : TBI B

Please write your answer.

- | | |
|------------------|------------------|
| 1. B | 11. B |
| 2. B | 12. C |
| 3. A | 13. A |
| 4. D | 14. A |
| 5. B | 15. A |
| 6. B | 16. C |
| 7. A | 17. A |
| 8. B | 18. A |
| 9. C | 19. A |
| 10. B | 20. B |

$$S=10$$
$$B=10$$

50

ANSWER SHEET

NAME : SITI MAKSUMAH

NPM : 2101051040

CLASS : B

Please write your answer.

- | | |
|------------------|------------------|
| 1. D | 11. A |
| 2. B | 12. C |
| 3. B | 13. A |
| 4. A | 14. A |
| 5. A | 15. C |
| 6. C | 16. D |
| 7. B | 17. B |
| 8. C | 18. D |
| 9. B | 19. B |
| 10. D | 20. B |

$$S = 12$$

$$B = 6$$

30

ANSWER SHEET

NAME : TANDI RAHMANDA PUTRA
NPM : 2101052017
CLASS : B

Please write your answer.

- | | |
|------------------|------------------|
| 1. D | 11. B |
| 2. B | 12. C |
| 3. D | 13. B |
| 4. A | 14. A |
| 5. A | 15. C |
| 6. B | 16. D |
| 7. B | 17. A |
| 8. C | 18. B |
| 9. C | 19. A |
| 10. B | 20. B |

$$S = 10$$

$$B = 10$$

50

Appendix 10

Post Test

Directions:

1. Write your identity on the answer sheet!
2. Check and read the question before answering!
3. Choose the correct answer a, b, c or d on your answer sheet!

1. I..... this text several times but I still confused.

a. reading	c. was reading
b. read	d. have read
2. Dewey the guitar last night.

a. plays	c. playing
b. played	d. play
3. When I went the music festival, I saw my friend the bass beautifully.

a. had played	c. plays
b. is playing	d. are played
4. Mr.Ned: Can Lorry play the bass?
 Summer: May be, She the music course two years.

a. joined	c. has joined
b. will joining	d. have joined
5. Your sister always gets up late on Sundays,?

a. isn't she	c. doesn't it
b. Does it	d. will she
6. Mr. Ned sings a song

a. beautiful	c. beautifully
b. beauty	d. beautify
7. John drives a bus. He is a bus ...

a. Driver	c. drives
b. Driving	d. drive

8. There was an awful smell in the room. The room was very ...
- a. Smell
 - b. Smelly
 - c. smells
 - d. smelling
9. The ... driver caused the accident
- a. Careful
 - b. Careless
 - c. carefully
 - d. care
10. She gets To the party
- a. Invite
 - b. Invited
 - c. invitation
 - d. invitational
11. My friend's Are sick, so he can't play the piano.
- a. Nose
 - b. Hands
 - c. fingers
 - d. legs
12. Mr. Daniel is a He teaches music in our class. Every student loves him.
- a. Cruel teacher
 - b. Kind teacher
 - c. arrogant teacher
 - d. emotional teacher
13. Lawrance didn't prepare his music competition, so he didn't The competition.
- a. Win
 - b. Lose
 - c. move
 - d. stay
14. The carpet is I want to clean it.
- a. Dirty
 - b. Large
 - c. soft
 - d. shiny
15. Rina: I want to wear my dress to Amanda's birthday. What do you think?
Rey: I think the red dress is better.
Rina: OK. I will The red dress.
- a. Wrap
 - b. Wear
 - c. go
 - d. give
16. I have a big responsibility. The meaning of the underline word is ...
- a. Respon
 - b. Tanggung jawab
 - c. tanggapan
 - d. pekerjaan

17. You need to take a recess for a minute. The meaning of the underline word is ...
- a. Kunci
 - b. Bernapas
 - c. menunggu
 - d. istirahat
18. Why are you being so arrogant? The antonym of the underline word is ...
- a. Snooty
 - b. Stupid
 - c. humble
 - d. cunning
19. She is foolish. The antonym of the underline word is ...
- a. Dumb
 - b. wise
 - c. brainy
 - d. idiotic
20. This toy is inexpensive. The synonym of the underline word is
- a. cheap
 - b. overpriced
 - c. soft
 - d. expensive

KEY ANSWER POST TEST

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. A | 12. B |
| 3. A | 13. A |
| 4. C | 14. A |
| 5. A | 15. B |
| 6. C | 16. B |
| 7. A | 17. D |
| 8. B | 18. C |
| 9. B | 19. C |
| 10. C | 20. A |

Score	Name	NPM	Class	1. I.... this text several tim	2. Dewy the guitar	3. When I went the music
80 / 100	Nurin diyannah	2101051029	B	D. have read	C. playing	B. is playing
45 / 100	Shakila Indar Salsabila	2101051034	FTIK TBI C	D. have read	A. plays	B. is playing
40 / 100	DESTIA UNTARI HARTONO	2101050006	TBI C	B. read	B. played	B. is playing
50 / 100	Husnatus zayyinah	2101052010	C	D. have read	A. plays	B. is playing
75 / 100	Sinta Devi Siswandari	2101050025	TBI B	C. was reading	A. plays	B. is playing
80 / 100	Tandi Rahmanda Putra	2101052017	B	D. have read	B. played	C. plays
70 / 100	Muhammad Abizard	2101051024	B	D. have read	B. played	D. are played
70 / 100	Imanulloh Faiz	2101050012	B	D. have read	D. play	D. are played
80 / 100	Amalia Rahma Noviani	2101051003	B	D. have read	A. plays	A. had played
90 / 100	afriani dwi wahyuni	2101052001	B	A. reading	A. plays	A. had played
90 / 100	Delyia Wulan andani	2101053001	B	D. have read	A. plays	A. had played
90 / 100	Fitri annisa	2101050010	B	C. was reading	A. plays	D. are played
85 / 100	ANNISA RAMADHANI	2101052004	B	D. have read	A. plays	A. had played
85 / 100	Mia lestari	2101051023	B	C. was reading	D. play	A. had played
90 / 100	RIZA UMAMI	2101050023	B	D. have read	A. plays	A. had played
90 / 100	Yeni agustin	2101052019	B	D. have read	A. plays	A. had played
85 / 100	Diah Pravita Damayanti	2101051009	B	C. was reading	D. play	A. had played
80 / 100	Fandela	2101051014	B	D. have read	A. plays	A. had played
80 / 100	Marchelia annisa	2101050017	B	D. have read	A. plays	A. had played
80 / 100	Novia khoirunnisa	2101051026	B	C. was reading	C. playing	A. had played
80 / 100	Nur fauziah	2101051028	B	D. have read	A. plays	A. had played
80 / 100	Puji astuti	2101052015	B	A. reading	A. plays	B. is playing
85 / 100	Reka cindy silvia	2101051031	B	D. have read	A. plays	A. had played
80 / 100	Sindi oselasari	2101051037	B	D. have read	C. playing	A. had played
80 / 100	Siska ulum baitulrohmi	2101051039	B	A. reading	A. plays	A. had played
85 / 100	Siti maksumah	2101051040	B	D. have read	A. plays	A. had played
80 / 100	Syfa hanina azka	2101051042	B	A. reading	A. plays	B. is playing
60 / 100	Ahadi dila ferdiansyah	2101051001	C	C. was reading	B. played	D. are played
50 / 100	Annisa nuriyani	2101051004	C	A. reading	A. plays	B. is playing

50 / 100	BELA RAHMA DANI	2101051005	C	A. reading	C. playing	C. plays
45 / 100	dewi wulandari	2101053002	C	D. have read	A. plays	B. is playing
45 / 100	Dhea Destiana	2101051008	C	D. have read	A. plays	A. had played
45 / 100	Diah sukma cahya larasati	2101051010	C	D. have read	A. plays	B. is playing
40 / 100	dwi ameta putri	2101051011	C	C. was reading	C. playing	D. are played
50 / 100	EVA NURUL SAKINAH	2101051013	C	D. have read	D. play	A. had played
50 / 100	Fitria Susanti	2101051015	C	C. was reading	A. plays	D. are played
25 / 100	Hilmy abdullah	2101051016	C	C. was reading	D. play	D. are played
45 / 100	Icha Nabela Putri	2101051017	C	A. reading	A. plays	A. had played
40 / 100	Isna Putri Azizah	2101051018	C	B. read	B. played	C. plays
50 / 100	Nafa safitri	2101053006	C	A. reading	C. playing	A. had played
60 / 100	Syahrina	2101050028	C	D. have read	A. plays	A. had played
50 / 100	Putri Mutiara Sukma	2101051030	C	A. reading	C. playing	A. had played
55 / 100	Putri Novita Sari	2101052016	C	D. have read	C. playing	B. is playing
50 / 100	Rahmah Wati	2101053007	C	D. have read	A. plays	A. had played
30 / 100	Dara triyantini	2101051006	C	A. reading	C. playing	B. is playing
20 / 100	Dewi masitoh	2101051007	C	C. was reading	B. played	B. is playing
55 / 100	Linda melisa	2101051020	C	D. have read	C. playing	D. are played
40 / 100	Mahmud dwi saputra	2101053005	C	C. was reading	B. played	D. are played

4. Mr. Ned : Can Lorry pla	5. Your sister always gets	6. Mr. Ned sings a song ...	7. John drives a bus. He is	8. There was an awful sme	9. The ... driver caused the
C. has joined	C. doesn't it	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	A. beautiful	D. drive	C. smells	D. care
B. will joining	B. Does it	A. beautiful	D. drive	A. Smell	A. Careful
C. has joined	B. Does it	A. beautiful	C. drives	C. smells	A. Careful
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	A. Careful
A. Joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	C. doesn't it	C. Beautifully	A. Driver	A. Smell	B. Careless
C. has joined	C. doesn't it	C. Beautifully	A. Driver	A. Smell	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
A. Joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	C. smells	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	A. beautiful	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	A. Smell	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	C. smells	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	A. beautiful	A. Driver	D. smelling	C. carefully
C. has joined	A. isn't she	C. Beautifully	A. Driver	A. Smell	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	C. doesn't it	C. Beautifully	A. Driver	C. smells	D. care
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	C. carefully
C. has joined	A. isn't she	A. beautiful	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	C. smells	B. Careless
D. have joined	B. Does it	C. Beautifully	A. Driver	B. Smelly	B. Careless
A. Joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	A. isn't she	C. Beautifully	A. Driver	B. Smelly	B. Careless
C. has joined	B. Does it	C. Beautifully	A. Driver	A. Smell	B. Careless
C. has joined	C. doesn't it	A. beautiful	A. Driver	A. Smell	C. carefully

B. will joining	C. doesn't it	C. Beautifully	A. Driver	C. smells	C. carefully
A. Joined	A. isn't she	A. beautiful	A. Driver	A. Smell	C. carefully
C. has joined	B. Does it	A. beautiful	C. drives	C. smells	C. carefully
B. will joining	D. will she	D. beautify	A. Driver	A. Smell	B. Careless
A. Joined	B. Does it	A. beautiful	A. Driver	B. Smelly	A. Careful
C. has joined	B. Does it	A. beautiful	D. drive	B. Smelly	D. care
C. has joined	B. Does it	A. beautiful	A. Driver	C. smells	B. Careless
D. have joined	C. doesn't it	A. beautiful	A. Driver	A. Smell	D. care
C. has joined	C. doesn't it	A. beautiful	D. drive	A. Smell	C. carefully
C. has joined	B. Does it	D. beautify	A. Driver	D. smelling	B. Careless
C. has joined	D. will she	C. Beautifully	A. Driver	D. smelling	D. care
C. has joined	B. Does it	A. beautiful	A. Driver	C. smells	A. Careful
A. Joined	C. doesn't it	D. beautify	A. Driver	B. Smelly	C. carefully
D. have joined	C. doesn't it	C. Beautifully	C. drives	A. Smell	B. Careless
A. Joined	B. Does it	A. beautiful	D. drive	B. Smelly	C. carefully
D. have joined	C. doesn't it	B. beauty	A. Driver	A. Smell	A. Careful
D. have joined	B. Does it	A. beautiful	A. Driver	A. Smell	C. carefully
A. Joined	A. isn't she	C. Beautifully	A. Driver	A. Smell	A. Careful
A. Joined	C. doesn't it	C. Beautifully	A. Driver	D. smelling	A. Careful

10. She gets To the par	11. My friend's Are sick	12. Mr. Daniel is a He	13. Lawrence didn't prepar	14. The carpet is I wa	15. Rina : I want to wear m
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	A. Cruel teacher	A. Win		D. give
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	A. Cruel teacher	A. Win	A. Dirty	A. Wrap
B. Invited	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
B. Invited	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	A. Wrap
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	A. Nose	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	A. Cruel teacher	A. Win	B. Large	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	D. legs	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
D. invitational	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
B. Invited	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	B. Lose	A. Dirty	B. Wear
C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear

C. invitation	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	B. Lose	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	B. Lose	A. Dirty	D. give
A. Invite	C. fingers	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	B. Lose	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	B. Large	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	B. Large	B. Wear
A. Invite	B. Hands	B. Kind teacher	B. Lose	B. Large	B. Wear
A. Invite	B. Hands	B. Kind teacher	A. Win	B. Large	B. Wear
A. Invite	B. Hands	B. Kind teacher	A. Win	B. Large	B. Wear
D. invitational	B. Hands	B. Kind teacher	A. Win	B. Large	C. go
A. Invite	C. fingers	B. Kind teacher	A. Win	B. Large	B. Wear
B. Invited	C. fingers	B. Kind teacher	A. Win	B. Large	B. Wear
C. invitation	B. Hands	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	B. Hands	B. Kind teacher	A. Win	A. Dirty	B. Wear
A. Invite	C. fingers	B. Kind teacher	B. Lose	D. Shiny	B. Wear
A. Invite	C. fingers	C. arrogant teacher	B. Lose	B. Large	B. Wear
A. Invite	C. fingers	B. Kind teacher	A. Win	B. Large	B. Wear
B. Invited	C. fingers	B. Kind teacher	A. Win	C. Soft	B. Wear

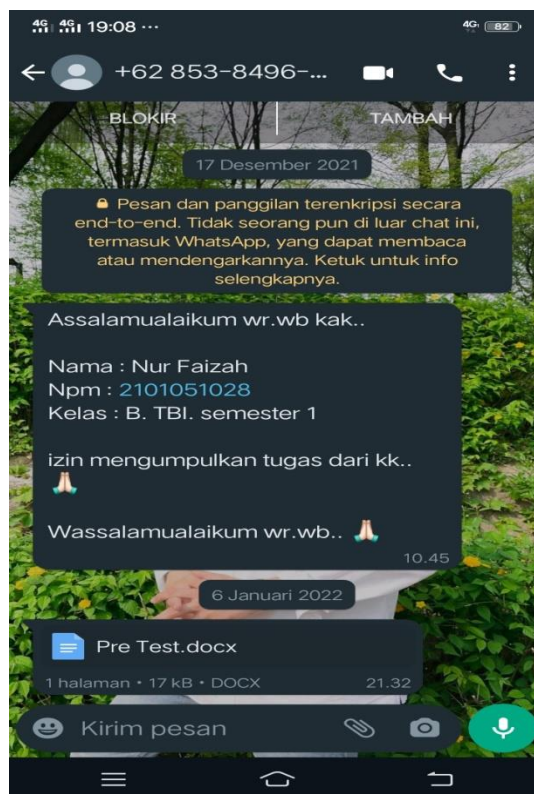
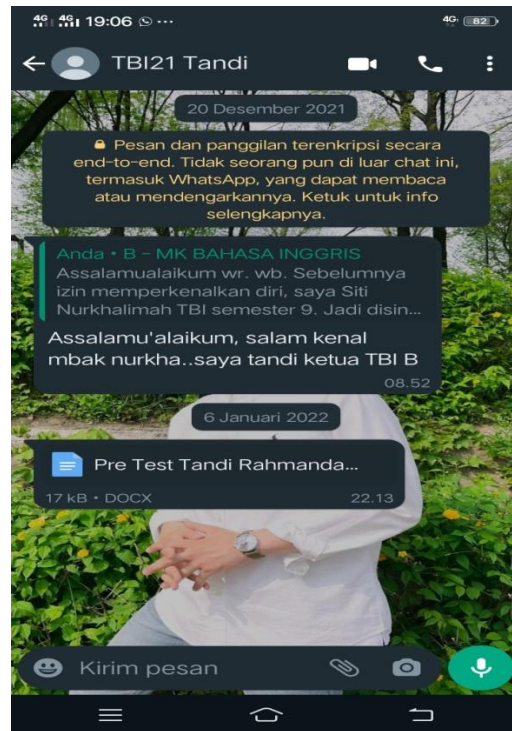
16. I have a big RESPONS	17. You need to take a RE	18. Why are you being so	19. She is FOOLISH. The	20. This toy is INEXPE
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	D. expensive
B. Tanggung jawab	A. Kunci	C. humble	D. idiotic	B. overpriced
B. Tanggung jawab	D. istirahat	A. Snooty	A. Dumb	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	A. Dumb	B. overpriced
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	D. expensive
B. Tanggung jawab	D. istirahat	C. humble	B. wise	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	B. wise	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	B. wise	A. cheap
B. Tanggung jawab	A. Kunci	C. humble	A. Dumb	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	B. overpriced
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	A. Kunci	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	B. overpriced
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	B. overpriced
B. Tanggung jawab	C. menunggu	C. humble	B. wise	A. cheap
B. Tanggung jawab	C. menunggu	C. humble	C. brainy	D. expensive
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	D. expensive
A. Respon	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	B. overpriced
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	D. expensive
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	C. brainy	B. overpriced
B. Tanggung jawab	D. istirahat	C. humble	A. Dumb	A. cheap
C. tanggapan	D. istirahat	C. humble	C. brainy	B. overpriced
C. tanggapan	C. menunggu	C. humble	D. idiotic	B. overpriced

A. Respon	C. menunggu	C. humble	A. Dumb	A. cheap
A. Respon	C. menunggu	C. humble	A. Dumb	D. expensive
A. Respon	C. menunggu	C. humble	A. Dumb	A. cheap
A. Respon	C. menunggu	B. Stupid	A. Dumb	
B. Tanggung jawab	C. menunggu	C. humble	A. Dumb	B. overpriced
B. Tanggung jawab	C. menunggu	B. Stupid	C. brainy	B. overpriced
B. Tanggung jawab	C. menunggu	A. Snooty	A. Dumb	A. cheap
B. Tanggung jawab	C. menunggu	C. humble	A. Dumb	B. overpriced
A. Respon	D. istirahat	C. humble	C. brainy	B. overpriced
C. tanggapan	C. menunggu	C. humble	A. Dumb	A. cheap
B. Tanggung jawab	C. menunggu	C. humble	C. brainy	A. cheap
B. Tanggung jawab	C. menunggu	C. humble	A. Dumb	A. cheap
B. Tanggung jawab	D. istirahat	C. humble	A. Dumb	B. overpriced
B. Tanggung jawab	C. menunggu	C. humble	C. brainy	D. expensive
B. Tanggung jawab	C. menunggu	C. humble	D. idiotic	D. expensive
A. Respon	B. Bernapas	A. Snooty	C. brainy	A. cheap
A. Respon	C. menunggu	A. Snooty	A. Dumb	A. cheap
B. Tanggung jawab	D. istirahat	A. Snooty	A. Dumb	A. cheap
B. Tanggung jawab	C. menunggu	C. humble	B. wise	B. overpriced

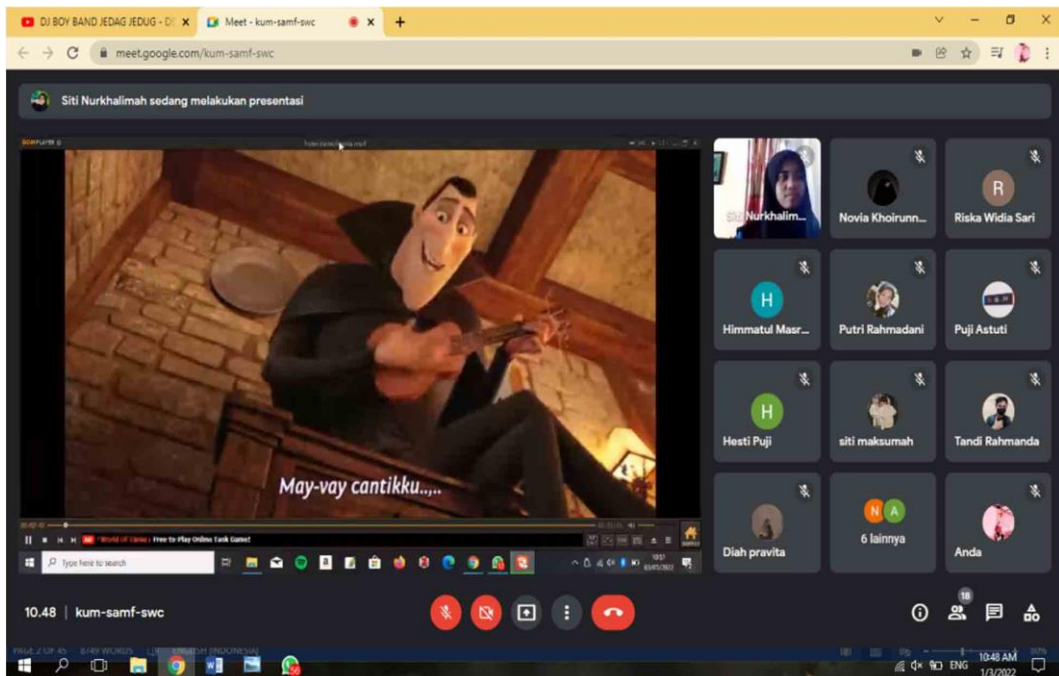
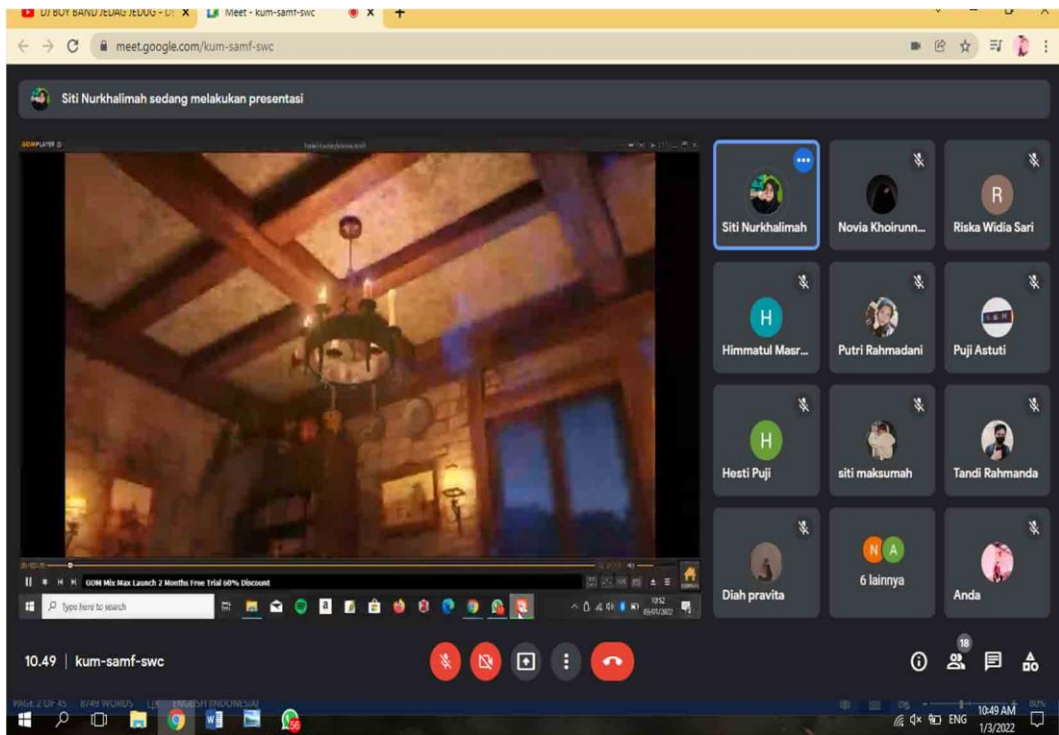
Appendix 11

THE DOCUMENTATION OF RESEARCH

Pre-Test



Treatment



10:46 | kum-samf-swc

Siti Nurkhalimah sedang melakukan presentasi

An **antonym** is a word with the opposite meaning of another word.
 Some words have only one antonym
 Example: *black* and *white*
 Other words have many antonyms
 Example bored:
excited, thrilled, energized, and wound up

10:46 AM 1/3/2022

10:50 | kum-samf-swc

Siti Nurkhalimah sedang melakukan presentasi

Papa-ku, dia seorang Musikus

10:50 AM 1/3/2022

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Siti Nurkhalimah sedang melakukan presentasi

ADVERB

- A word that describes or modifies a verb, adjective or another adverb.

Adverbs that modify verbs answer:
 How? (slowly)
 Where? (outside)
 When? (later)OR
 To what extent? (thoroughly)

Click to add notes

10:44 | kum-samf-swc

10:44 AM 1/3/2022

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Siti Nurkhalimah sedang melakukan presentasi

NOUN

- A word that names a person, a place, a thing, or an idea.

Proper nouns name a particular person, place, thing or idea and begin with a capital letter. (United States, June, and Loves)

Common nouns do not name a particular person, place or thing and do not need capitalization. (country, month, and school).

Click to add notes

10:44 | kum-samf-swc

10:44 AM 1/3/2022

Appendix 12

Tabel Chi Square

dk	Tarf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.481	6.635
2	0.139	2.408	3.219	3.605	5.591	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.017	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.19	16.985	19.812	22.368	27.688
14	13.332	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.337	19.511	21.615	24.785	27.587	33.409
18	17.338	20.601	22.760	26.028	28.869	34.805
19	18.338	21.689	23.900	27.271	30.144	36.191
20	19.337	22.775	25.038	28.514	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.194	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.775	50.892

Appendix 14

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Appendix 15



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2928/In.28.1/J/TL.00/07/2021
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Andianto (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SITI NURKHALIMAH**
 NPM : 1701070144
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : **THE EFFECTIVENESS OF USING MOVIE ON STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF ENGLISH EDUCATION IN IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2021
 Ketua Jurusan
 Tadris Bahasa Inggris



Andianto, M.Pd
 NIP 19871102 201503 1 004

Appendix 16



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5335/In.28/D.1/TL.00/12/2021

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA PRODI TADRIS BAHASA
INGGRIS IAIN METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5336/In.28/D.1/TL.01/12/2021, tanggal 15 Desember 2021 atas nama saudara:

Nama : **SITI NURKHALIMAH**
NPM : 1701070144
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING MOVIE ON STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF ENGLISH EDUCATION IN IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Desember 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix 17



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-0253/In.28.1/J/TL.00/01/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
 NIP : 19871102 201503 1 004
 Jabatan : Ketua Jurusan
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Siti Nurkhalimah
 NPM : 1701070144
 Jurusan : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"The Effectiveness of Using Movie on Students' Vocabulary Mastery at The First Semester of English Education in IAIN Metro"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 31 Januari 2021
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 201503 1 004

Appendix 18



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@gmetrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor: P-890/In.28/S/U.1/OT.01/09/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Siti Nurkhalimah
NPM : 1701070144
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070144

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 06 September 2021
Kepala Perpustakaan

As'ad

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

Appendix 19



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : SITI NURKHALIMAH
 NPM : 1701070144
 Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 19 April 2022
 Ketua Jurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004

Appendix 20



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Nurkhalimah
NPM : 1701070144

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	22/21 4			mapa chapter II Bring a sample of speech	
	28/21 4			chapter III Chapter II add some source. Linguistic republic	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Nurkhalimah
NPM : 1701070144

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/21/16			Bea Semran 	

Mengetahui
Ketua Jurusan TBI



Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II



Andianto, M.Pd.
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metroun

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Nurkhalimah

Jurusan : TBI

NPM : 1701070144

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	4/8/2021			Completed Chapter I-3 Meto ntkk Voahby.	
2.	18/8/2021			Revisi all. prepar Tahmine	
3.	25/08/2021			Revisi preparment Make blue print.	
4.	2/9/21			Prepar Rqg/Molie	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd.

NIP/19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Nurkhalimah
NPM : 1701070144

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5	22/ 2021 10g 6/ 21 10			<p>Proses R.P. Medi. Step in leading .</p> <p>see APR Research !</p> <p><i>[Signature]</i></p>	

Mengetahui
Ketua Jurusan TBI

[Signature]
Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

[Signature]
Andianto, M.Pd.
NIP. 19871102 201503 1 004



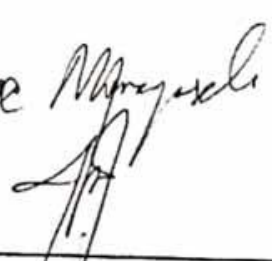
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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Nurkhalimah
NPM : 1701070144

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu, 09/2022 03		Revise Sampling Technique Revise the table pre-test and post-test. Revise the data on t-test formula.	
2	Kamis, 24/2022 03		- Revise Chapter IV, add table Mean, median. - Uji normality and Homogeneity.	
3	Rabu, 06/2022 04		Complete all of chapter Revise t-test	
4	Rabu, 13/2022 04		<i>See Myself</i> 	

Mengetahui
Ketua Jurusan TBI



Andianto, M.Pd
NIP/ 19871102 201503 1 004

Dosen Pembimbing



Andianto, M.Pd.
NIP. 19871102 201503 1 004

THE EFFECTIVENESS OF USING MOVIE ON STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF ENGLISH EDUCATION IN IAIN METRO

by Siti Nurkhalimah 1701070144

Submission date: 18-Apr-2022 10:36AM (UTC+0700)

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AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING MOVIE ON STUDENTS'
VOCABULARY MASTERY AT THE FIRST SEMESTER OF ENGLISH
EDUCATION IN IAIN METRO**

By:

Siti Nurkhalimah

Student Number: 1701070144



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE (IAIN) OF METRO
1443 H / 2022 M**

4

THE EFFECTIVENESS OF USING MOVIE ON STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF ENGLISH EDUCATION IN IAIN METRO

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CURRICULUM VITAE



The writer's name is Siti Nurkhalimah. She was born at Raman Endra, July 20th 1999. She comes from simple and happy family. She is daughter of Mr. Nasi'in and Mrs. Siti Ngaisah. She has a sister, her name is Bidayatul Amanah.

She was enrolled study in Elementary School at SDN 1 Raman Endra and graduated on 2011. She continued her study in Islamic High School at MTsN 2 Lampung Timur and graduated on 2014. After graduated from Islamic High School, she continued to Vocational High School at SMKN 1 Raman Utara and graduated on 2017. Then, on 2017 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).

