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Increasing Students' Vocabulary Mastery Through English Movie At Senior High School In Gowa

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Abstract
The objective was to determine the influence of English movie to improve students' vocabulary mastery. This used a quantitative research with experimental method. This study used two classes, namely experimental class with English movie and control class without English movie. The samples were grade X IPA 2 with 30 students for the experiment class and grade X IPA 3 with 30 students for the control class.Data collection techniques were pre-test and post-test. The results indicated the pre-test result mean value in the experimental class was 38.50 and the pre-test in the control class was 34.17 indicating that the students ability in the pre-test was still very low while the experimental class mean value in post-test was.83.17 and the post test results in the control class were 63.17 showing that the students' vocabulary mastery was in a good category and began to increase. The data were analyzed by using and independent sample of normality that 0.053 >0.05 so that normality is distributed, homogeneity values are met,t-test,indicating that Sig.(2-tailed) is 0.000 lower than 0.05 so that the influence is found. The research proves there is an increase in the students' vocabulary mastery trough English movie.It can be concluded that English movie can improve the vocabulary mastery of grade X IPA 2 students at SMAN 10 GOWA.

Keywords *:* Vocabulary Mastery, Movie

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INTRODUCTION

Indonesia has become aware of the significance of English as an international medium of communication . Communication with language was carried out through two basic human activities (Ibrahim et al., 2023), namely communicating and listening. In communicating, we put our ideas into words so that others can understand or understand our ideas and hope that people give us feedback Ibrahim and Mursyid (2018). This was evident in the government's efforts in integrate English in the educational curriculum as a school subject taught at junior high school and

senior high school levels (Imran et al., 2023). According to Mumary Songbatumis, (2017) the goal of teaching English in schools was based on the Minister of Education and Culture's Constitution on the System of National Education, which state that the ultimate goal of the English subject in schools is to enable students to be proficient in English in the globalization era.

Furthemore, teaching English becomes important when it was taught as a foreign language. English have four main skills that should be mastery by anyone who learns English. Acording to Taufik Qurohman (2018), language skills that must be mastery in English language learning were listening, speaking, reading, and writing. Vocabulary was realized as the main aspect in learning language because vocabulary impacts the language being meaningful in its application. A person can used a language well she/he has more provision of vocabulary Fatimah and Santiana (2017). Vocabulary was a main point of language component because vocabulary make the speakers convey the idea both in oral and written form efficiently. Vocabulary was realized as an important part of learning English because it can support the learners' capability in developing and increasing their language skills either in listening, speaking, reading and writing. Vocabulary supports the students to convey their thought to the listeners and it helps the students in understanding the teachers' guidance that relate to the topic are being study.

Based on initial observations made at SMA 10 GOWA, the researcher found several problems faced by students in learning vocabulary, namely students could not understand the meaning of how to write words, because students were less enthusiastic about memorizing the meaning of words, students only was look at words in the dictionary without memorizing the meaning and did not pay attention to the form their writing, students also cannot pronounce words properly, because students only read words based on their writing, they do not pay attention to how to pronounce words, and the teacher used a monotonous method in teaching vocabulary to students, in this case the teacher only gives a list of vocabulary to students and asking them to memorize the vocabulary, thus making students disinterested and bored in the learning process.

Based on the problems experienced by these students, the researcher assumes that teaching vocabulary must really increase in a number of practical and easy ways. The teacher must choose the right method for teaching vocabulary, because it was not easy to teach English especially vocabulary without used the appropriate method. Teaching vocabulary like teaching other social sciences requires the right techniques or methods for successful learning. One good technique or method was through movie. The method used by the teacher can influence the level of success and failure of the teacher in the process of learning English

Animation movie can transfer ideas. This means that by watching animation movie, students can interpret the story directly. The used of animation movie can help students make sentences gradually (Astuti & Mustadi, 2014). Movies have a very significant role in motivating students to learn to speak and make the learning process more interesting. Students can find out how to convey their feelings with several expressions, including by imitating the movie being was play. Students was

also make visualizations of the movie they watch. Students was learn their own character based on the movie give (Nuansari & Sriyanto, 2021).

Based on the problems above, the researcher was interested in examining the problems faced by students, so the researcher offers a way to increase the vocabulary mastery of SMAN 10 GOWA students through movie.

METHOD

Research Design

This research was conducted using a quantitative approach. According to Sugiyono (2018) quantitative data was a research method that was based on positivism (concrete data), research data was in the form of numbers that was be measure used statistics as a counting test tool, connecting with the problem under study to producere a conclusion,to find out there is an improvement in students' vocabulary mastery after being implement by used movie. The design in this research was one group pretest-posttest design.. In this research the researcher determine the sample used random sampling technique generally carried out random.

Instrument

To obtain data, the researcher started a test which consists of a pre-test and post test. The purpose of this pretest was to find out how far the students' vocabulary mastery were before used English movie. The purpose of the post test was to find out the increase in students' vocabulary mastery after used English movie. In this research, the researcher used an instrument test to find out the students' vocabulary mastery in class X IPA SMA 10 Gowa.

Documentation was intended to obtain data directly from research sites include: relevant books, regulations, activity reports, photographs, documentaries of research relevant data.

Data Analysis

In collecting data, researchers conducted research on tenth grade students Gowar 10 Public High School. The main procedure of this research is the instrument used consisting of pre-test, post-test, treatment, and documentation. First, researchers give an initial test. Next, the researcher was given treatment after being given ainitial test at the first meeting. Treatment was given six meetings. The aim of this treatment is to apply films to improve students' vocabulary skills. In the last activity, students did a post-test. In this test, Students have done a post-test which contains movie questions that have been given by the researcher. The test material is the same as the previous test, namely using multiples The option contains 20 questions. Then,The researcher took the results of students' answers to calculate the correct answers. Documentation is to obtain student achievement data, namely a collection of image data from student pre-test, post-test and treatment results. Data analysis technique It is used to answer problem formulation or test existing hypotheses has been formulated, because the data is quantitative, the data analysis technique uses statistical methods. Descriptive analysis and inferential analysis using SPSS 22 windows programs. The type of data in the form of students' reading comprehension is The next classification is quantitatively based on classification techniques, namely:

Table : 1.1

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

RESULTS AND DISCUSSION

Descriptive Statistical Analysis Researchers used a pre-test to determine the effect of students before using Movie on increasing the vocabulary of tenth grade students at SMAN10 Gowa. The description of the students' pre-test results can be seen in the table below

Table: 1.2 The Frequency of Pre-Test in Experimental Class and Control Class

Interval of Score	Classifications	Experimental class		Control class	
		F	%	F	%
90- 100	Very good	0	0%	0	**0%**
70 - 89	Good	0	0%	0	**0%**
50 - 69	Fair	9	30%	2	**7%**
30 - 49	Poor	15	50%	19	**64%**
10 - 29	Very Poor	6	20%	9	**30%**
		30	**100%**	**30**	**100%**

Table 1.2 in the experimental pre-test class showed that 0 students (0%) do not have a Very Good category in the score interval (90-100), there were 0 students (0%) did not have a good category in the score interval (70-89), there were 9 students (30%) have an fair category in the score interval (50-69), there were 15 students (50%) have a poor category in the score interval (30-49), there were 6 students (20%) have a very poor category in the interval score(10-29). And in the control pre-test class it showed that 0 students (0%) did not have a Very Good category in the score interval (90-100), there were 0 students (0%) did not have a good category in the score interval (70-89), there were 2 students (7%) have an fair category in the score interval (50-69), there were 19 students (64%) have a poor category in the score interval (30-49), there were 9 students (30%) have a very poor category in the score interval (10-29). Then there were no students who passed the KKM (70) and did not have a very good and good category from the 70-100 score interval in the pretest experimental class and the control class.

Table 1.3 The Mean Score

Statistics	Experimental class	Control class
N	30	**30**
Mean	38.50	**34.17**
Std. Deviation	**13.140**	**9.833**

Table 1.3 It can be seen that the experimental class data consisted of 30 students, the total amount of data divided by the amount of data determined the average value of the experimental class was 38.50 and Std. deviation score was 13.140. Then table 3.7 also shows that the experimental class data consisted of 30 students, the total amount of data divided by the amount of data determined as the average score of the control class was 34.17 and Std. deviation score was 9.833. Student achievement was known after the post-test experimental class and control class.

Classification Score Post-Test for Both Experimental Class and Control Class

The students' achievement before being given Treatment both Experimental and Control Class. The Classification Score Post-Test both Experimental and Control Class can be seen. In Table 1.4 below

Table 1.4 The Frequency of Post-Test in Experimental Class and Control Class.

Interval of Score	Classifications	Experimental class		Control class	
		F	%	F	%
90- 100	Very Good	10	34%	0	**0%**
70 - 89	Good	20	66%	11	**37%**
50 – 69	Fair	0	0%	18	**60%**
30 – 49	Poor	0	0%	1	**3%**
10 – 29	Very Poor	0	0%	0	**0%**
		30	**100%**	**30**	**100%**

Table 1.4 in the post test experimental class showed 10 students (34%) have a Very Good category in the score interval (90-100), there were 20 students (66%) have a good category in the score interval class (70-89), there were 0 students (0%) did not have an fair category in the score interval (50-69), there were 0 students (0%) did not have a poor category in the score interval (30-49).), there were 0 students (0%) did not have a very poor category on the interval score (10-29). And in the control class the post test showed 0 students (0%) did not have a very good category in the score interval (90-100), there were 11 students (37%) had a good category in the score interval class (70-89), there were 18 students (60%) had an fair category in the score interval (50-69), there was 1 student (3%) had a poor category in the score interval (30-49).), there were 0 students (0%) did not have a very poor category on the score interval (10-29). Then in the experimental class post test there were 30 students who passed the KKM, there were 10 students who entered the very good category and 20 students entered the good category while in the control class post test there were 11 students who passed the KKM entered the good category.

Table 1.5 Statistics Post-Test Experimental Cass and Control Class

Statistics	Experimental class	Control class
N	30	**30**
Mean	83.17	**63.17**
Std. Deviation	**7.711**	**10.945**

Table 1.5 Showed that the data of the experimental class consisted of 30 students, the total of all data which was divided with the number of data determine as mean score from the experimental class was 83.17 and Std. deviation score was 7.711. Then table 3.9 also showed that the data of the experimental class consisted of 30 students, the total of all data which was divided with the number of data determine as mean score from the control class was 63.17 and Std. deviation score was 10.945. In the post-test of the experimental class students have an average value of 83.17 so students pass the KKM (70), enter the good category, whereas in the post-test control class with students have an average value of 63.17 so students do not pass the KKM (70), enter in category.

Table 1.6 The Result Experiment Class and Control Class

Class	**Pre-Test**		**Post-Test**	
	Mean	**Std. Deviation**	**Mean**	**Std. Deviation**
Experimental Class	38.50	13.140	83.17	**7.711**
Control Class	**34.17**	**9.833**	**63.17**	**10.945**

Table 1.6 Showed that the data of the control class and experimental class consisted of 30 students, the total of all data which was divided with the number of data determined as the mean pre-test score from the experiment class was 38.50 and Std. deviation score was 13.140. and from the control class was 34.17 and Std. deviation score was 9.833. Then the total of all data which was divided with the number of data determine as mean post-test score from the experimental class was 83.17 and Std. deviation score was 7.711 and from the control class was 63.17 and Std. deviation score was 10.945.

Table 1.7 Descriptive Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	30	20	65	38.50	13.140
Post-test Eksperimen	30	70	95	83.17	7.711
Pre-test Kontrol	30	20	55	34.17	9.833
Post-test Kontrol	30	45	85	63.17	10.945
Valid N (listwise)	30				

Based on Table 1.7 above, it can be seen that N = Valid 30 and 0 students are missing from the class. The mean of the pre-test of control class was 34.17 and the post-test of control clas was 63.17 while in experiment class the mean score of pre-test was 38.50 and the post-test was 83.17. The minimum of the pre-test of control

class was 20 and the post-test of control clas was 45 while in experiment class the mean score of pre-test was 20 and the post-test was 70 Based on the data we can know that there was an improvement between students pre-test and post-test.

Table 1.8 Data Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-test Eksperimen (Movie)	.141	30	.131	.942	30	.103
	Post-test Eksperimen (Movie)	.159	30	.050	.931	30	.053
	Pre-test Kontrol (No Movie)	.134	30	.180	.942	30	.100
	Post-test Kontrol (No Movie)	.152	30	.074	.942	30	.105

Researcher used the concept of The Kolmogorov-Smirnov. This theory finds for < 50 samples. The data was said to be normally distributed if the significance value was more than 0.05 (sig > 0.05). then the data in the Table 4.0 was normally distributed because the sign on the Table 4.0 was more than 0.05.

Table 1.9 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.592	3	116	.056
	Based on Median	3.036	3	116	.032
	Based on Median and with adjusted df	3.036	3	101.626	.033
	Based on trimmed mean	3.085	3	116	.030

Ased on the output above, it was known that the significance value (sig) based on the mean was 0.056> 0.05 so it was concluded that the post-test experimental class and control class data variants were the same or homogeneity.

Table 1.10 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								Lower Upper

Hasil	Equal variances assumed	8.407	.005	-16.058	58	.000	-44.667	2.782	-50.235	-39.099
	Equal variances not assumed			-16.058	46.854	.000	-44.667	2.782	-50.263	-39.070

Based on the table above, the sig 2-tailed value (0.000) < 0.05, so that there was an influence received on the writing ability scores of students who used movies and do not used movies and there were a significant difference. Based on the output value of sig (2 tailed), namely 0.000 <0.05, it was concluded that (Ha) was accepted because there was an influence on the vocabulary mastery scores of students who used the movie and did not used the movies and there was a significant difference difference.

In this research, four meetings were held in conducting treatment using audio-visual media, namely movie. Before carrying out the treatment the teacher gave pre-tests to students to find out how far the students' abilities were in vocabulary, the pre-test results showed that in the experimental class there was a score the average score was 38.50 and in the control class there was an average score of 34.17. From the results of the pre-test it showed that students who did not pass the KKM (70) were included in the poor category due to lack of student learning motivation and less attractive teaching. Therefore the teacher gives treatment to students through learning to watch movies, movie given with the titles The Lion king, Frozen, Zootopia, Up. Researcher was given movie to make students enjoy learning, so that slowly through the movie given students were able to distinguish verbs and nouns and in the learning process through movie students begin to be active and can monitor the practice questions given by the teacher, and the teacher can assess the development of students' vocabulary comprehension every teaching and learning process. The movie given also involve several examples of everyday conversations to make it easier to understand the lesson.

In the vocabulary there were 5 criteria for assessing vocabulary namely researchers used, namely used of vocabulary to master English vocabulary,Sometimes used to master English vocabulary although its not fluent, Frequently the wrong words in the discussion somewhat limited vocabulary, Misuse of words and very limited vocabulary make comprehension quite difficult,Vocabulary limitations were so extreme as to make discussion virtually impossible. The purpose of applying vocabulary was to find out the types of ability criteria possessed by students in vocabulary science Juita (2011).

The results showed that there were positive results from students' vocabulary mastery after used movie, based on the results of the calculation process the researcher obtained post-test results in the experimental class an average value of 83.17. the post-test in the control class has an average value of 63.17 which was included in the fair category. Based on the findings of this research, it can be concluded that teaching vocabulary mastery through movie was successful. After conducting research and calculating the data, it can be said that using English movie was effective in teaching vocabulary. Vocabulary mastery Students have

different scores when used movie to help them improve their vocabulary mastery. students who did not receive treatment scored lower than students who received treatment. After receiving the treatment in the experimental class, it was easier for students to remember vocabulary, explain material and be motivated because their vocabulary mastery increased and memorized more vocabulary because they studied anywhere. This had an influence on the used of English language movie. English-language movie were not only entertainment shows that were able to provide information but also increase mastery of learning English, especially in terms of vocabulary so that involving movies, especially in learning vocabulary, students can distinguish and give examples of verbs and nouns.

Furthermore, the increase in the used of English movie in teaching increase in vocabulary seen through hypothesis testing, namely by 54 statistical analysis which states that the Sig value sig was 0.000 < 0.05 and the t *count* of Sig < was 0.000 < 0.05 Thus, *H*a accepted and *H*o was refused. From the results of data analysis it can be concluded that there was increase in students' vocabulary after being taught to us english movie. It can be said that the hypothesis was accepted, namely that used English movie has increased in teaching the vocabulary of SMAN 10 GOWA students.

Audiovisuals such as in the movie were one of the interesting methods that we can used in the learning and teaching process. The audio-visual method aims to make the students understand the target language, used the right pronunciation and grammatically correct, and be able to understand the material learning. Giawa et al, (2021) stated that, movie was very good at describing a process. through the movie, every student was either smart or less intelligent, can learn something through the story. Thus there was a significant increase in increasing students' vocabulary mastery after being taught using English movie for class X IPA SMAN 10 Gowa.

CONCLUSION AND RECOMMENDATION

Based on result, the researcher concluded that the used of Movies in teaching vocabulary of class X IPA2 and X IPA3 at SMAN 10 Gowa was effective in increasing students' vocabulary mastery. It can be seen from the experimental class got an average score of 38.50 and the pre-test in the control class got an average score of 34.17. However, in the pre-test, the students who did not pass the KKM (70) or in the poor category. This was due to a lack of student learning motivation and poor teaching. After the researcher gave treatment by providing animated English movies for 4 meetings, the students began to active and increased in learning vocabulary and could answer the questions. The post-test in the experimental class got an average score of 83.17 which means the students passes the KKM (70) or in the good category while the post-test in the control class has an average score of 63.17 or in the fair category. It means that there was an influence on students' vocabulary mastery through movie.

As recommendation for further researchers to conduct the other research by using larger samples and different location.

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