

**THE EFFECT OF USING MOVIE “BRAVE” TOWARD  
STUDENTS’ VOCABULARY AT THE EIGHTH  
GRADE OF SMP N 8 BATANGHARI ACADEMIC  
YEAR 2018/2019**

**THESIS**

**Submitted as Partial Fulfillment of the Requirement for the  
Degree of Sarjana Pendidikan (S.Pd) in English Education**



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## **STATEMENTS OF WORK'S ORIGINALTY**

**I honestly declare that the thesis with entitled “THE EFFECT OF USING MOVIE “BRAVE” TOWARD STUDENTS’ VOCABULARY AT THE EIGHTH GRADE OF SMP N 8 BATANGHARI ACADEMIC YEAR 2018/2019“. This thesis my own wrote and does not contain work or part work of other people, expect those theory cited in bibliographies or journal as a scientific this thesis.**

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## **MOTTO**

**“Dream as if you’ll live forever, live as if you’ll die tomorrow”**

**“The success of the running of the failure without losing enthusiasm”**

**“Success is not a final, only an achievement”**

## **DEDICATION**

**This thesis are dedicated with love and gratitude to:**

**My dearest father and mother (Mugi Haryono, S.Pd and Sri Mulyati), who teach me to Allah SWT and knowledge, gratitude for my sacrifices.**

**My beloved sister (Fiantri Ajeng Sari, S.TP) gratitude for your motivation, kindness, and love.**

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Jambi, April 2019

The Researcher

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## ABSTRACT

Aryani, Neta. 2019. *“The Effect of Using Movie “Brave” Toward Student’s Vocabulary at the Eighth Grade of SMP N Batanghari Academic year 2018/2019”*. A Thesis, English Educational Study Program Faculty of Teacher Training and Educational University of Batanghari. The first advisor, Dra. Hj. Wennyta, M.Pd. the second advisor, Efa Silvia, M.Pd.

Keywords : Vocabulary, Movie “Brave”

The purpose is to find out whether there is a significant effect of movie “Brave” toward student’s vocabulary for grade VIII students at SMP N 8 Batanghari academic year 2018/2019. This research used quantitative research. The sample of this research are students of VIII A and VIII B at SMP N 8 Batanghari. The data used hypothesis test. In experimental class got the result, pre-test got the average 80,25 and post-test got the average 91,75. In control class got the result, pre-test got average 80,25 and post-test got average 90,25. While  $t_{test} 1$  got 14,038 $t_{count}$ ,  $t_{test} 2$  got 12,329 $t_{count}$ ,  $t_{test} 3$  got 2,349 $t_{count}$  and compared with  $t_{table} 2,101$ , this mean that there is effect in the student’s vocabulary. The findings in this research about the effect of vocabulary by movie “Brave” has shown good result. The conclusion that there is significant effect of using movie “Brave” toward student’s vocabulary at SMP N 8 Batanghari and the treatment in experimental class given good influence more than control class.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Vocabulary is the important element that must be learned by students in learning a foreign language, including English. The mastering of vocabulary is the important part in communication. Without a proportional amount of vocabulary we will get trouble in speaking, reading, listening, and writing. Understanding vocabulary is a good start to learn a language especially English. Without knowing the vocabulary, the learners will be find difficulties in understanding the language. Vocabulary is one of the English components which has to be mastered and acquired by students in learning new language (Allen, 1983). It gives one reason for the emphasis on vocabulary in English learning.

Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and soon, knows and uses the technical term for vocabulary is lexis. Vocabulary can make the student convey their idea both in oral and written form effectively. Language teacher should possess considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. Therefore, hopefully the student can improve their interest in vocabulary learning. Usually teaching vocabulary only write in the whiteboard, and then they asked the student to read it after them, the teacher thought that the student memorized it, the students asked to copy it to their note book.



The teacher assumes that it was successful, but in fact most of the students forgot it. It is the problems which the researcher found, that must have increasing vocabulary mastery in English. Allen (1983) says experienced teachers of English as a Second Language know very well how important vocabulary is. Based on observation the instructional process at the eighth grade students of SMP N 8 Batanghari, it can be identified that several problems occurred during the teaching- learning activity. They are: (1) The media applied by the teacher is not appropriate enough related to the topic or material, situation and condition, (2) The teacher only focuses on the writing and speaking skill. The students are asked to remember letter of words, write the words mentioned by the teacher, and (3) the students have no chance to mastering the meaning or less challenge in finding the meaning of words. The English teacher is teaching language as same as with in teaching Indonesian language. The teacher thought that the students has known the meaning. In other hand, students has difficulties to accept the material.

From the pre-research did at that school, the researcher found many aspect causing the students difficult in study English especially vocabulary mastery, the indicators are: (1) they have limited number of vocabularies, (2) students has difficulties in memorizing the meaning of words, and (3) their score of English test are low.

By considering the problems as mentioned above, the researcher conducted more observation to the students in the class to get more information. By doing so, the researcher found some factors causing those problems. They are: (1) the teacher's way of teaching the material is conventional. Students are just asked to

read, repeat and write all the times. It can also be said that teacher's media is less varied, (2) the students assume that English is a difficult subject. It makes their motivation be low, and (3) they are bored with monotonous class' atmosphere.

In this study, movie is chosen as a media for teaching vocabulary. Movie is one of the audio-visual aid. Movie, also called a movie, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Using English movie can be very pleasing and interesting for the students. Movie can be an excellent media to use because from the writer view that there are many students interested in movies because they watch movies as an entertainment. They can learn about language style, culture, and also the native speaker's expression. So they can improve their English vocabulary more easily.

Media such as a movie has a very significant roles to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English movie they will become more active as participant and more confident in express their feeling.

This movie is a good teaching media on teaching vocabulary for students. This movie is very famous in the world. Students must know alot about this movie. This movie is very interesting and easy to understand.

Brave is one of the Disney movies in the world, and one of the Disney movies that aired in Indonesia and loved by all ages. Brave is a movie that can be

categorized for all ages, this movie tells the story of the courage of a girl who is against the rules in the kingdom. Also tells about a girl's love for her mother.

The researcher chose this movie because Brave movie fits or teaches vocabulary, the movie also includes animated movies that can bring out a sense of imagination and knowledge of the images displayed. For middle school students who still have strong memory and making, this movie can hone their thinking skills. Brave is not a movie that is difficult to interpret, but a movie that can make it easier for students to understand. Besides love, Brave is also an action category movie. Therefore it can provoke student enthusiasm. The vocabulary of dialogue is not difficult.

Based on the problem above, the researcher is interested to do the research entitled The Effect of Using Movie "Brave" Toward Students' Vocabulary at the Eighth Grade of SMP N 8 Batanghari Academic year 2018/2019.

## **1.2 Identification of the Problem**

Based on the explanation in the background, it can be concluded that the problem is learning vocabulary still difficult for students. They difficult in learning and remembering new words. Sometimes they bored when learning vocabulary.

## **1.3 Formulation of the Problem**

In this research, the researcher describes the students ability in teaching vocabulary through using movie. So, the problem in this research is formulated as

follows. “Is there any significant effect of using movie “Brave” in teaching vocabulary of students’ at eighth grade of SMP N 8 Batanghari academic year 2018/2019?”

#### **1.4 Limitation of the Problem**

The researcher limits this research by the following limitation:

1. The sample of researcher in this research is the eighth grade students’ at SMP N 8 Batanghari academic year 2018/2019.
2. The implementation of english movie technique to improve the students’ vocabulary.

#### **1.5 Objective of the Research**

The objective of the research is to find out whether there is significant effect of using movie “Brave” in teaching vocabulary to the eighth grade students at SMP N 8 Batanghari academic 2018/2019.

#### **1.6 Significance of the Research**

The result of this study can contribute some benefits to students, teachers and the researcher. Here are the benefits:

1. Students

It may motivate students to improve their interest in learning English since they will find out that learning English is not always

difficult to learn. Their improvement of interest in learning English will help them master English well.

## 2. English Teachers

It would give them a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they would not be stuck only in some particular teaching strategies. The use of media, in this context “Movie” could be a good alternative or variation in teaching vocabulary, where it would make the students enjoyed following the lesson.

## 3. The researcher

This research will help to find out the best method for teaching vocabulary.

### **1.7 Definition of Key Terms**

In order to clarify what variables are involves in the study some definition are put forwards:

#### 1. Movie

A series of moving pictures with sound that you can watch at the cinema or at home.

#### 2. Vocabulary

Vocabulary is all the words known and used by a particular person and all the words which exist in a particular language or subject.

## **1.8 Basic Assumptions of the Research**

1. The movie will be used to stimulate the students' vocabulary.
2. This simple technique is applicable for teaching at the Junior High School.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Review of Related Theory**

##### **2.1.1 Definition of Vocabulary**

Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking (Lehr, Osborn, & Hiebert, 2004). In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.

Finnochiaro (2010) vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act. Based on definition above, it can be concluded that vocabulary is a group of words which have been mastered and used in communications by the people. So, teaching vocabulary is so important to improve their language ability. Ur (2012) also said that learning vocabulary of a language is important because vocabulary means how a word carries meanings. In teaching-learning process, teacher should understand what would be taught in the class, because “Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities them”.

From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). Vocabulary is a word that a person know in a particular language and one of componets of language that has a meaning and definition.

### **2.1.2 Kinds of Vocabulary**

Thornbury (2002) divided content word into four types, there are concrete nouns, verbs, adjectives, and adverbs.

#### **1. Noun**

Noun is part of speech that is used to name or identify a person, place, things, quality, or action. Noun is a word used to name people, place, plant, object, animal, quality and abstract concepts. It means that noun is related with name of something like place, plant, people and others. For examples: Jhon, student, house, chair, rose, dog, honesty. There are several different types of noun, as follows:



a. Common Noun

A common noun is a noun that refers to people or things in general. Examples: Boy, country, bridge, city, birth, day, happiness.

b. Proper Noun

A proper noun is a name that identifies a particular person, place, or thing. Examples: Steven, Africa, London, Monday. In written English, proper nouns begin with capital letters.

c. Concrete Noun

A concrete noun is a noun which refers to people and to things that exist physical and can be seen, touched, smelled, heard, or tasted. Examples: Dog, coffee, tree, rain, beach, tune.

d. Abstract Noun

An abstract noun is a noun which refers to ideas, qualities, and conditions – things that cannot be seen or touched and things which have no physical reality. Examples: Truth, danger, happiness, time, friendship, humour.

e. Collective Noun

Collective nouns refer to groups of people or things. Examples: audience, family, government, team, jury. In American English, most collective nouns are treated as singular, with a singular verb: The whole family *was* at the table. In British English, the preceding sentence would be

correct, but it would also be correct to treat the collective noun as a plural, with a plural verb: The whole family *were* at the table.

f. Count and Mass Nouns

Nouns can be either countable or uncountable. Countable nouns (count nouns) are those that refer to something that can be counted. Uncountable nouns (mass nouns) do not typically refer to things that can be counted and so they do not regularly have a plural form.

2. Verb

Verb is a word to indicate the action of the subject, showing the events or circumstances. Verb is the most complex part of speech. It's varying arrangements with nouns determine the different kinds of sentences statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.

There are many types of verbs. In fact, there are different types of verbs that are grouped together by function.

a. Action Verbs

Action verbs express specific actions and are used any time you want to show action or discuss someone doing something. It's important to remember that the action does not have to be physical. Examples: Run, dance, jump, think, do, go, smile.

b. Transitive Verbs

Transitive verbs are action verbs that always express doable activities that relate or affect someone or something else. These other things are generally direct objects, nouns or pronouns that are affected by the verb, though some verbs can also take an indirect object, such as show, take, and make. In a sentence with a transitive verb, someone or something receives the action of the verb. Examples: Love, respect, tolerate, believe, maintain.

c. Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. They are different from transitive verbs because there is no direct object following an intransitive verb. Examples: Walk, laugh, cough, play, run.

d. Auxiliary Verbs

Auxiliary verbs are also known as helping verbs and are used together with a main verbs to show the verb's tense or to form a question or negative. Examples: Would, should, do, can, did, could.

e. Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and

measurements. The best way to think about stative verbs is that they are verbs that describe things that are not actions. The stative verbs are all expressing a state: A state of doubting, a state of believing, a state of wanting. These states of being are often temporary.

f. Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations. Examples: Can, must, may, should, would.

g. Phrasal Verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verb. There are many examples of phrasal verbs, some of which have colloquial meanings, such as make up, hand in, bring up, point out, look forward to.

h. Irregular Verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs. Examples: Eat, think, bring, buy, feel.

i. Regular Verbs

Regular verb is a regular verb that changes from verb 1 to verb 2 and verb 3. Examples: Call – called, talk – talked, jump – jumped.

3. Adjective

Adjective is modifiers that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well. It means that adjective is a word that describes a noun. For example: Beautiful, good, small and others. Kinds of adjectives:

a. Descriptive Adjective

Descriptive adjectives are used to describe nouns and pronouns. Examples: Beautiful, cute, silly, tall, annoying.

b. Quantitative Adjective

Quantitative adjectives describe the quantity of something. The adjective which shows the quantity of a noun or pronoun is called the adjective of quantity. Examples: I didn't have *enough* clothes to last a week. There's still *some* wine in the bottle. I have got hardly *any* money.

c. Numeral Adjective

Adjective which expresses the number of persons or things is called the adjective of number or numeral adjective.

Examples: Students must enter in *twos or threes*. She's having a party on her *twenty-first*.

d. Demonstrative Adjective

This adjective straight away points out the person or thing concerned. The four words this, that, these and those are called demonstratives. Examples: I think you'll find *these* more comfortable than those. How long have you been living in *this* country? Is *that* your bag?

e. Interrogative Adjective

Interrogative adjective are used with nouns to ask questions. Examples: *Which* of the applicants has got the job? It's the house *whose* door is painted red. *What* is your name?

f. Possessive Adjective

This adjective expresses the state of possession of nouns is known as a possessive adjective. Possessive adjectives show possession or ownership: My, her, his, its, our, their, your.

g. Distributive Adjective

This adjective expresses the distributive state of nouns. Or distributive adjectives describe spesific members out of a group. These adjectives are used to single out one or more individual items or people. Examples: Each, every, either, neither, any.

#### h. Proper Adjective

An adjective that is formed from a proper noun is called proper adjective. Examples: I want to talk about *American* culture and tourists. He is an *Australian* citizen. I like *Pakistani* dishes.

#### i. Indefinite Adjective

An adjective which is not definite is known as the indefinite adjective. Examples: *Some* of the players were tired after the match. *A few* people wanted to get the tickets. *Many* people feel that the law should be changed.

#### j. Article

Although articles are their own part of speech, they're technically also adjectives. Examples: A, an, and the.

### 4. Adverb

Adverb is a word that explain about how, where and when a thing happen. It means that adverb related with the how the process, time and the thing happen. Examples: Now, tommorrow, certainly, maybe and others. There are different kinds of adverbs expressing different meaning. The following are some of the common ones.

#### a. Adverb of Time

An adverb of time tells when something is done or happens. Examples: He collapsed and died *yesterday*. *Last week*, we were stuck in the lift for an hour.

b. Adverb of Place

An adverb of place tells where something is done or happens. Adverb of place include words such as above, below, here, outside, overthere, there. Examples: We can stop *here* for lunch. They rushed for their lives when fire broke out in the floor *below*.

c. Adverb of Manner

An adverb of manner tells how something is done or happens. Examples: The brothers were *badly* injured in the fight. At the advanced age of 88, she still sang very *well*.

d. Adverb of Degree

An adverb of degree tells the level or extent that something is done or happens. Examples: It was *too* dark for us to find our way out of the cave. Her daughter is *quite* fat for her age. The accident victim *nearly* died from his injuries.

e. Adverb of Frequency

An adverb of frequency tells how often something is done or happens. Words used as adverbs of frequency include again, almost, always, ever, never. Examples: They were *almost* fifty when they got married. He hardly *ever* says something nice to his wife.

It can be conclusion of statements above, that vocabulary is listing all words that need to be known and learnt and the types of vocabulary are adverb,



adjective, noun and verb. All the types of vocabulary need to be known and learnt for the successful of mastering vocabulary.

### **2.1.3 Teaching Vocabulary**

Broadly speaking, Finnochiaro (2010), says that there are several premises and comments related to the teaching of vocabulary. Those are:

1. Should be given in one lesson, while words about food in another.
2. If possible, the vocabulary items should be centered about one topic.
3. If a familiar word is met in a new context, it should be taught again and practiced. A review or mention of the vocabulary should be taught in normal speech utterances.
4. New vocabulary items should be introduced in known structures. Words about part of body know meaning of the word should be made so that the students will understand the contrast. Whenever possible, only one context should be taught at one time.
5. Vocabulary item should be taught in the same way that the teacher teaches everything else. She or he gives the students an understanding of the meaning in many ways. She or he dramatizes, illustrates using her or him the students, shows pictures, and uses any appropriate media and methods.
6. Vocabulary items should be reintroduced many times with all the structures and all the situations in which they can logically be used.

7. The students should be encouraged to learn and use nouns, verbs, adjectives and adverbs that contain the same root.

Students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading (Armbruster, Lehr, & Osborn, 2001). Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies (Armbruster, et al., 2001).

According to Graves (2006), there are four essential components of vocabulary instruction listed below:

1. Providing rich and varied language experiences.
2. Teaching individual words explicitly
3. Teaching word-learning strategies
4. Fostering word consciousness

Beside the principles above, it can be said that the teaching vocabulary should relate to the topic discussed according to the curriculum of SMP N 8 Batanghari.

## **2.2 General Concept of Movie**

Depictions in the media come to serve as learning guides through which social norms are internalized (Nakkula & Toshalis, 2006). Therefore, it is critically important for parents, teachers and other adults working closely with young people to understand that youth do not passively experience media.

Media establish the conditions for the learners to identify or describe something. There are some experts who give their opinion dealing with media. Media are any person, material or events, those establish conditions which enable the learners to acquire knowledge, skill, and attitudes.

There are a lot of media in teaching learning process. According Gerlach and Elly (1980) in Yunita Widyawati, classify media into five types:

1. Still Picture

They form as photograph of any object or events which can be presented in text book, illustration, bulletin board materials, slides, moviestrips, frames, or overhead transparencies.

2. Audio Recorder

Recording are made of magnetic tape on disc or on motion picture soundtracks. These are the actual events or sound effects reproductions.

3. Motion Picture/Video Tape Recorder

They are moving images produced in color black or white from live action or graphic representation. Objects or events can be in normal, slow, time lapse or stop motion.

4. Real Things

They include people, events, objects and demonstration. Real things are actual objects or events. Simulation is a copy of real situation designed to be as similar as possible to the actual events.

A movie is one of the visual aids that can be used in a class, it makes lessons more fun.

Movies or movie can also teach people about history, science, human behavior and any other subjects. Some movies combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation (Mery, 2011).

From the definition above, it can be said that media are the means of transmitting or delivering messages to motivate students in learning process. In this study, use movie as media of teaching English vocabulary. A movie is one of the visual aids that can be used in a class, it makes lessons more fun.

### **2.2.1 Definition of Movie**

Movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways, Developed by The F.I.L.M. Project (p. 4).

Azhar (2011) defines movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. Jesse (2007) states that movie is a photographic record of an artistic performance, but not an artform in it's own right. They have the power to reach

massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways.

This heavy media intake for a typical Indonesian people may sound alarming, particularly when themes of sex and violence can be so common in media. However, quality media programs, particularly, quality movies, have the opportunity to provide youth with positive learning experiences. While countless movies incorporate positive themes, youth need guidance in selecting what to watch and making sense of the messages being conveyed. This guide will do that as well as provide an understanding of how youth can learn positive values, behavior and decision-making abilities from movies, whether they are in classroom or informal settings such as after-school programs or at home.

Based on the definition of movie it can be can conclude that movie is a photographic record of history, science, and human behaviour that projected through the projector lens and shown in the cinema or television.

### **2.2.2 Brave Movie**

Brave is a 2012 American computer-animated fantasy drama adventure movie produced by Pixar Animation Studios and released by Walt Disney Pictures. The movie tells the story of a princess named Merida who defies an age-old custom, causing chaos in the kingdom by expressing the desire not to be betrothed.

Chapman drew inspiration for the movie's story from her relationship with her own daughter. Co-directing with Mark Andrews, Chapman became Pixar's first female director of a feature-length movie. To create the most complex visuals possible, Pixar completely rewrote their animation system for the first time in 25 years. Brave is the first movie to use the Dolby Atmos sound format.

Brave premiered on June 10, 2012, at the Seattle International Movie Festival, and was released in North America on June 22, 2012, to both positive reviews and box office success.

In Medieval Scotland, Princess Merida of the clan Dunbroch is given a bow and arrow by her father, King Fergus, for her sixth birthday to the dismay of her mother, Queen Elinor. While venturing into the woods to fetch a stray arrow, Merida encounters a will-o'-the-wisp. Soon afterward, Mor'du, a huge demon bear, attacks the family. Merida flees on horseback with Elinor, while Fergus and his men fend off Mor'du, though the fight costs him one of his legs.

Ten years later, Merida discovers that to her dismay, she is to be betrothed to the son of one of her father's allies. Reminding Merida of a legend of a prince whose pride and refusal to follow his father's wishes destroyed his kingdom, Elinor explains that failure to consent to the betrothal could harm Dunbroch.

The allied clan chieftains and their first-born sons arrive to compete in the Highland games for Merida's hand in marriage. Merida twists the rules, announcing that as her own clan's firstborn she is eligible to compete for her own hand. She easily bests her suitors in an archery contest, shaming the other clans.

Later, she and Elinor argue and Merida leaves. After following the wisps to the hut of an elderly witch, Merida bargains with her for a spell to change her fate.

The researcher is interested in this movie and chose it as a medium to teach vocabulary for junior high school students because this movie provides many words or vocabulary that can be easily learned by students. Besides, this movie is very well known by teenagers, the movie is not boring and much awaited by people. So if the researcher show this movie to teach vocabulary it will be very easy to make students feel interest and happy. Brave movie will not give a bad impression to junior high school students.

### **2.2.3 Learning Through Movie**

Beyond controlling the remote or putting limits on movies according to their ratings, adults can help youth make sense of what they are seeing, and at what age they should see it. Valuable educational lessons and developmental topics can be derived from movies. Many media researchers have pointed to dialogue and social interactions as important components of making sense of messages in the media. Buckingham (1996) explains that identity “is not something that is simply fixed or given: on the contrary, it is largely constructed through dialogue” (p. 58). Therefore, dialogue provides an opportunity for youth and adults to engage in constructive analysis of media images and messages.

To help students study through English movie, message content, format, and technical presentation, in planning an educational program, seriously considered. In addition, the teacher factor in the media also plays a very important role,

because it is very influential in communicating with children and success or failure of the program depends entirely on the person who brought the show (Darwanto, 2007).

Some examples of using movies as teaching tools are as follows:

1. Can lead their children in discussions and activities after viewing a movie together.
2. Can select a movie based on a piece of literature, using segments of the movie to engage their youth.

According to the advantages of using movie above, it can be said that the use of movie in teaching learning process is good effect to activate understanding and make learners easy to memorize the material.

### **2.3 Previous Study**

There are few previous studies conducted to observe the teaching and learning vocabulary. The researcher can make the comparison among the teaching vocabulary used and the result of each method for the students in the different schools.

Thesis by Yunita Widyawati, The Student of English Department Of Education Faculty State Islamic Studies Institute (STAIN) Salatiga 2010. The title is "*The Use Of Dora The Explorer Cartoon Movie To Improve Students' Vocabulary Mastery (A Classroom Action Research of Fourth Year Students of SD Negeri I Selodoko in Academic Year of 2009/2010)*". This study is focused on the method of teaching vocabulary by using of Dora the Explorer Cartoon Movie



to improve student's vocabulary mastery. The method of research used in this study is action research. From this study, the researcher could take the conclusion that there was a significant difference between pre test and post test, the mean of post test is greater than the mean of pre test both in cycle I and cycle II. The role of media is very important to increasing achievement vocabulary mastery. Therefore, to help the students to remember vocabulary and practice in learning language, So, they will study vocabulary more easy and not bored in learning language. So, they understand and memorize the lesson. It is one of solution to be used as appropriate method in teaching learning proses.

Thesis by Fitri Kurniaty, The Student of English Department, The Faculty of Teacher Training and Education, Bung Hatta University. The title is "*Teaching Vocabulary By Using Cartoon Movies For Junior High School Students*". This paper aims to discuss vocabulary and cartoon movies, and how to teach vocabulary by using cartoon movies. Vocabulary is a list of words express a wide range of meaning. Cartoons are designed not only to entertain children, but cartoons can be also used to teach and educate children. In order to find the relationship between cartoon and education, the writer writes a paper which the title is "Teaching Vocabulary By Using Cartoon Movies For Junior High School Students". It has a purpose to help children in learning English, more specifically it aims to improve English vocabulary for children whose age are between seven years old to fourteen years old. This paper discusses the usage of cartoon movies in learning English vocabulary for children. The main purpose this paper investigates teaching method of using audiovisual material as cartoon movies and

this paper is a survey to get results of the effect of using cartoon movies to develop English vocabulary of first year students in junior high school.

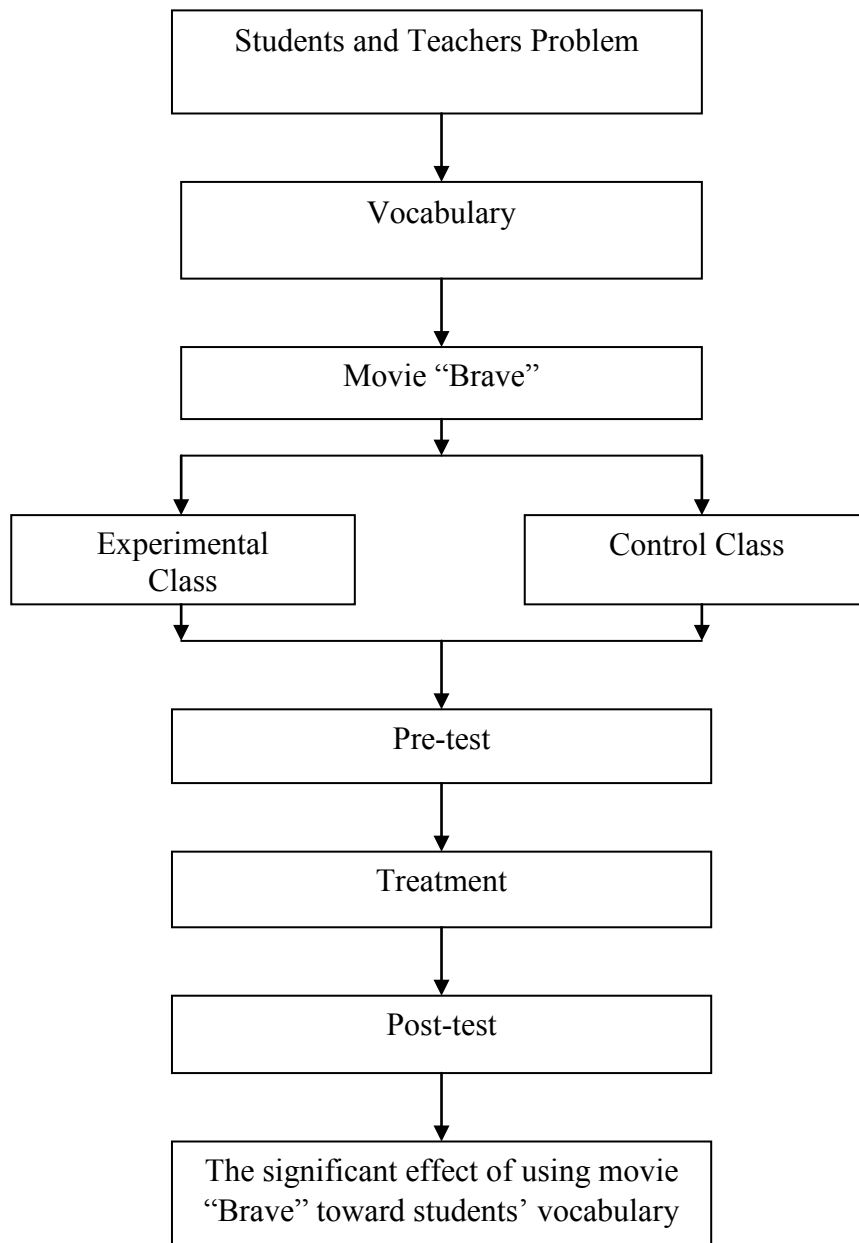
Thesis by Mohammad Javad Rezai at the title THE EFFECT OF PROVERBS ON LEARNING VOCABULARY THROUGH VISUAL ORGANIZERS Assistant Professor, TEFL Department of English, Yazd University, Yazd, Iran Vol.2, No.4, pp. 16-32, December 2014 Published by European Centre for Research Training and Development UK.([www.eajournals.org](http://www.eajournals.org)). The acquisition of vocabulary items constitutes a major bulk of second language learning. The studies investigating the most appropriate method of presenting and teaching vocabulary have proliferated in recent years. However, the effect of proverbs on the acquisition of lexical items has not been explored yet. This investigation attempted to explore the influence of learning vocabulary through proverbs and to find out whether proverbs can be used to improve vocabulary learning through time. In addition, the study explored to what extent the visual organizers and picture cues can facilitate the learning of lexical items and their retention. To this end, 90 pre intermediate EFL learners were assigned to two experimental and one control groups. The first experimental group was instructed through proverb whereas the second experimental group was instructed via proverbs accompanied by pictures in five different sessions. Results indicated that the proverb plus picture and the proverb group outperformed the control group in the immediate perception and production tasks. Additionally, the proverb plus picture had the highest gain of word and retention in the delayed tasks. The study reveals the effectiveness and higher rate of retention of learning

lexical items through proverbs especially via pictures compared to the traditional method.

There are similarities and differences between the previous study and this research. The similarities in first previous study and this research are first, focus on vocabulary ability. Second, use same technique. However, this research has difference with Yunita's research. Yunita's research in SD Negeri I Selodoko academic year 2009/2010 and this research in SMP N 8 Batanghari academic year 2018/2019. There similarities in second previous study and this research. First, same in technique. Second, use experimental method. However, this research has difference. Fitri's use qualitatif research. The last previous study, there is difference with this research. In Mohammad's research use visual organizers and picture to improve vocabulary. The similarities with this research, same use experimental method. So, researcher can continue the research.

## 2.4 Conceptual Framework

In this research the researcher just focus on discussion about *“The Effect of Using Movie “Brave” Toward Students’ Vocabulary at the Eighth Grade Students of SMP N 8 Batanghari Academic year 2018/2019”*.



The research with title “*The Effect of Using Movie “Brave” Toward Students’ Vocabulary at the Eighth Grade of SMP N 8 Batanghari Academic year 2018/2019*”. There are some plan will do in this research: firstly, preliminary of the research by preparing all equipment research. Secondly, do an observation to know the details total population in SMP N 8 Batanghari especially the students’ in the eighth class and choosing the sample of the research from that population. The researcher use random sampling. The samples of this research are two classes (A and B). The first class is the experimental class and control class. Experimental class is use movie “Brave” and control class treated by other technique.

*Thirdly*, do a pre-test before doing a treatment. Pre-test is given to students before the researcher used method in teaching learning process. The type of the pre-test is 20 multiple choice question based on the text.

*Fourthly*, do a treatment using movie “Brave” in the experimental class. The treatment in this research is teaching vocabulary using movie “Brave”. While in the control class, the researcher taught by using text book and asking the students to about the material.

*Fifthly*, do a post-test is given to the students in order to know the progress of the student’s vocabulary by using movie “Brave” after treatments. The type of test in post-test same format test with the students in pre-test.

*Finally*, findings the results, after gave the pre-test, treatment using Brave movie and post-test. After getting the average score of pre-test and post-test, the research using t-test formula to know the significant differences between pre-test and post-test.

## **2.5 Hypothesis**

The researcher formulated two hypothesis in forms of the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ). The hypothesis for this case:

$H_0$ : There is no significant effect of using movie “Brave” toward students’ vocabulary at the Eighth Grade of SMP N 8 Batanghari Academic year 2018/2019.

$H_a$ : There is significant effect of using movie “Brave” toward students’ vocabulary at the Eighth Grade of SMP N 8 Batanghari Academic year 2018/2019.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Design of Research**

Research design in this study is to seek and to answer the question of the study “is the use of English movie can improve students’ vocabulary mastery?” In doing so, the researcher intend to use quantitative research to complete this study.

The design of this research is experimental method. Lawrence (2014) states in quantitative studies, measurement is a distinct step in the research process that occurs prior to data collection. Quantitative measurement has a special terminology and set of techniques because the goal is to precisely capture details of the empirical social world and express what we find in numbers. Experimental method is the appropriate method for collecting data and analyzing data to explore the strength of relationships between variable.

Ary (2010) argues researchers study variables, which are characteristics that take on different values across people or things. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.

In this research, the researcher use two groups as sample, namely; experimental class and control class. For experimental class, the students are treat

with particular teaching on what problems of research the writer have. Meanwhile, control class is only give a pre-test and post-test without particular treatment as give to the experimental class. Both experimental and control class are treat with the same test.

### 3.2 Population and Sample

#### 3.2.1 Population

In this case, the population is the entire of the eighth grade students at SMP N 8 Batanghari academic year 2018/2019. The population of this research is eighth grade students of SMP N 8 Batanghari which into 4 classes. So the total population is 81 students.

**Table 3.2.1**

Table 1. Population of the Research

No.	Class	Population
1	Class A	20
2	Class B	20
3	Class C	21
4	Class D	20
Total		81

*Source : Teacher of SMP N 8 Batanghari*



### 3.2.2 Sample

After determining the population, the researcher obtain a sample, which is obviously important step in conducting a research. Sugiyono (2010) says the sample is part of the number and characteristics of the population. It is said to be simple because the collection of sample members from the population is done randomly regardless of the starta in the population.

**Table 3.2.2**

Table 2. Sample of the Research

No.	Class	Group	Total of Students
1	A	Control Class	20
2	B	Experimental Class	20
Total			40

*Source : Teacher of SMP N 8 Batanghari*

### 3.3 Research Variable

#### 3.3.1 Kinds of Variable

There are two variables in this research. They are:

1. Dependent Variable : Vocabulary

Dependent variable is often referred to as the dependent variable.

Dependent variable is a variable that is influenced or which becomes a result, because there is an independent variable (Sugiyono, 2013).

## 2. Independent Variable : Movie “Brave”

Independent variables are variables which are called independent variables. This variable affects or is the cause of changes or the emergence of dependent variables (Sugiyono, 2013).

### 3.3.2 Definition of Variable

#### 1. Vocabulary

According to Krasen (1993), vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation.

#### 2. Movie “Brave”

A series of moving pictures with sound that you can watch at the cinema or at home.

McCathy (2012) says Brave is one of the Disney movies in the world, and one of the Disney movies that aired in Indonesia and loved by all ages. Brave is a movie that can be categorized for all ages, this movie tells the story of the courage of a girl who is against the rules in the kingdom. Also tells about a girl's love for her mother.

### 3.4 Instrument of Research

Instrumentation is the tool of measuring data. Through this tool, it can be collected data. In here the writer use test as instrument. The researcher uses

vocabulary test as instrument of the research. The researcher gives the students the pre-test and post-test used to test. Pre-test and post-test used the same questions but in post-test, the researcher was changed the number of questions randomly. The test included 20 question for multiple-choice forms.

Firstly, they were given the pre-test before the lesson is begun to know the student's vocabulary mastery. Secondly, they were learn vocabulary using Brave movie. the last step in the experiment is giving the post-test. post-test giving after the lesson is finished, to know the improvement of students after learning vocabulary by using movie "Brave".

### **3.5 Technique of Data Collection**

The technique use in this research is tests. This study is undertaken through two activities. At first is a pre-test, and second is the post-test which to measure students' achievement. To give a clear understanding, the three steps of the activities will be explain as follows:

1. Pre-test

Pre-test consists of 20 items in the form of multiple choices question based on the text.

**Table 3.5**

Table 3. Grid of Pre-test Questions

## A. Reading fill in the blank with suitable words (number 1-10)

No.	Indicators	Kind of Vocabulary	Answer
1.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>common noun</i> .	Common Noun	Kingdom
2.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>descriptive adjective</i> .	Descriptive Adjective	Brave
3.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>concrete noun</i> .	Concrete Noun	Gift
4.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>action verbs</i> .	Action Verbs	Learned
5.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>action verbs</i> .	Action Verbs	Heard
6.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>common noun</i> .	Common Noun	Prince
7.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>descriptive adjective</i> .	Descriptive Adjective	Angry
8.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>concrete noun</i> .	Concrete Noun	Horse
9.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>intransitive verbs</i> .	Intransitive Verbs	Met
10	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>concrete noun</i> .	Concrete Noun	Bear

B. Choose the correct answer from the option a, b, c, or d

No.	Indicators	Kind of Vocabulary	Answer
1.	Presented a question, students are able to answer correctly according to the choices given.	Descriptive Adjective	Happy
2.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Abstract Noun	Won
3.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Concrete Noun	Teeth
4.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Common Noun	Stove
5.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Descriptive Adjective	Sad
6.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Intransitive Verbs	Prepare
7.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Common Noun	Newspaper
8.	Presented an incomplete dialogue, students can complete correctly according to the choices given.	Numeral Adjective	I get up at 5.a.m
9.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Concrete Noun	Ears
10	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Abstract Noun	Pass

## 2. Treatment

Treatment here meant the teaching way in sample class. There was different treatment given to experimental class and control class. Do a treatment using movie “Brave” in the experimental class. The treatment in this research is teaching vocabulary using movie “Brave”. While in the control class, the researcher taught by using text book and asking the students to about the material.

## 3. Post-test

Post-Test is done after pre-test are conducted. The aim is to measure the students’ achievement and to compare the result between pre and post-test that would be processed into data. The test consist of 20 items same with pre test but the question take from movie.

**Table 3.6**

Table 4. Grid of Post-test Questions

## A. Reading fill in the blank with suitable words (number 1-10)

No.	Indicators	Kind of Vocabulary	Answer
1.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>common noun</i> .	Common Noun	Kingdom
2.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>descriptive adjective</i> .	Descriptive Adjective	Brave
3.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>concrete noun</i> .	Concrete Noun	Gift
4.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>action verbs</i> .	Action Verbs	Learned
5.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>action verbs</i> .	Action Verbs	Heard
6.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>common noun</i> .	Common Noun	Prince
7.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>descriptive adjective</i> .	Descriptive Adjective	Angry
8.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>concrete noun</i> .	Concrete Noun	Horse
9.	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>intransitive verbs</i> .	Intransitive Verbs	Met
10	Presented an incomplete narrative text from movie "Brave", students are able to answer according to the vocabulary choices of <i>concrete noun</i> .	Concrete Noun	Bear

B. Choose the correct answer from the option a, b, c, or d

No.	Indicators	Kind of Vocabulary	Answer
1.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Abstract Noun	Won
2.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Common Noun	Stove
3.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Descriptive Adjective	Sad
4.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Intransitive Verbs	Prepare
5.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Common Noun	Newspaper
6.	Presented an incomplete dialogue, students can complete correctly according to the choices given.	Numeral Adjective	I get up at 5 a.m
7.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Abstract Noun	Pass
8.	Presented a question, students are able to answer correctly according to the choices given.	Descriptive Adjective	Happy
9.	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Concrete Noun	Teeth
10	Presented an incomplete sentence, students are able to answer correctly according to the choices given.	Concrete Noun	Ears



## **3.6 Procedure of Experimental Research**

### **3.6.1 Pre-Test**

Researcher give pre-test before presenting the treatments to know how far the students' understand about english lesson in class. The type of the pre-test is multiple choice about vocabulary. It use to measure the students' vocabulary ability before they were taught by using movie "Brave".

### **3.6.2 Treatment**

After the pre-test was given to the students, the researcher gave treatment to the students. Treatment here meant the teaching way in sample class. There was different treatment given to experimental class and control class. In to experimental class, the researcher taught by using movie "Brave". The students' activities during the treatment or during the teaching and learning process use movie "Brave". The treatment will be conducted in each meeting after pre-test. Teacher gave explanation to the students about vocabulary, and teach them by using movie "Brave".

While in the control class, the researcher taught by using text book and asking the students to about the material.

### **3.6.3 Post-Test**

Post-test to the students in order to know the progress of the students in learning using movie "Brave" after treatment. The result of post-test compare with

the pre-test to get the influence of this movie and to know students' vocabulary ability after learning by using movie "Brave".

### 3.7 Data Analysis

The data analysis is use to draw the conclusion of the research data. This study consists of three activities in which it use a method of quantitative to process the data. Then the researcher would compare them, in order to know the result of this study, whether or not, the increase in the students' results happen in this study. Below is the formula to get valid result, the researcher use to process the data gained:

In analyzing the data the researcher count the correct answer from the test. So that researcher know the result from improvement of vocabulary mastery of SMP N 8 Batanghari before and after using movie in learning vocabulary. The researcher takes the data scores based on pre-test and post-test.

#### 1. Test of Normality Data

From the pre-test and post-test, the researcher calculate the number of scores from the students, answer. From the experimental class there is 20 students and the control class there is 20 students.

The analysis of normality test for variable distribution score with the test before treatment and post-test after treatment. Analysis the pre-test and post-test data used statistical of normality test with *Liliefors*. The standard significant as to reject or accept the normal result or not with  $\alpha = 0,05$ . The compare  $L_o$  and  $L_{table}$  with the criteria: if  $L_o$  is more greater than

$L_{table}$  ( $L_o > L_{table}$ ) so the distribution populasi is not normal, while if  $L_o$  is more smaller than  $L_{table}$  ( $L_o < L_{table}$ ) so the distribution populasi is normal.

## 2. Homogeneity Test

After testing of normality data and knowing whether the data is normal or not, then the researcher conducted a homogeneity test to find out whether the data is homogeneous or not.

Analysis of homogeneity test used score from pre-test and post-test data with the standard significant 0,05 which use for know the data is homogeneous or not. If  $F_{count} < F_{table}$  so thr variants is homogeneity and if  $F_{count} > F_{table}$  so the variants is not homogeneous.

## 3. Hypothesis Test

In order to find out whether there is significant effect of using by movie “Brave” toward students’ vocabulary ability, the data were analyzed statistically. To analyze the data, the writer used score of post-test of the experimental and control groups. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test.

The t-table employed to see whether or not there is significant difference between the mean score in both experimental and control groups. Statistically hypothesis:

$$H_0 = t_0 < t_{table}$$

$$H_a = t_0 > t_{table}$$

Criteria of hypothesis:

1.  $H_0$  is accepted if  $t_0 < t_{table}$  or it can be said that there is no a significant effect of using movie “Brave” on students’ vocabulary ability.
2.  $H_a$  is accepted if  $t_0 > t_{table}$  or there is significant effect of using movie “Brave” on students’ vocabulary ability.

For the formulation the researcher take as bellow:

1. The score system for pre-test in the same as the scoring system for post-test. The formula that used as follows:

$$\text{Student's score} = \frac{\text{The correct answer}}{\text{The total number of question}} \times 100\%$$

2. The formulation for mean as bellow:

To get the mean of students’ vocabulary score uses the formula

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

Md = Mean

X = Individual score

N = Number of students

3. The formulation for percentage:

To get the class percentage which passes the minimum mastery

Criteria (KKM) 75 (seventy five), the researcher uses the formula

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total percentage score

N = Number of students

4. The formulation for t-test will be use as bellow:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}$$

t = The value of t-test

X1 = The mean score of the experimental group

X2 = The mean score of the control group

N1 = The number of the students experimental group

N2 = The number of the students control group

SD1 = Standard deviation of second experimental group

SD2 = Standard deviation of second control group

SS1 = Sum of square of experimental in the second group

SS2 = Sum of square of control group

## BAB IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

##### 4.1.1 Description of Findings

Based on the researcher that has been done, this chapter provides the analysis of the data which got from this research. The result in this research was described appropriate with the aim an hypothesis. The description from the control group and experimental group can be explain throught the table below.

This research was conducted toward the eighth grade of SMP N 8 Batanghari in semester two. There were 40 students participated in this test. Twenty students participated in experimental class and also twenty students in control class. The pre-test was conducted on 31 January 2019. Then, treatment was given for six times. Finaly, the researcher gave post-test on 7 February 2019.

##### 4.1.2 Preliminary Data and Final Data

**Table 4.1**

Table 5. Table of Preliminary Data and Final Data

Test	N	Mean	Sd	Max	Min
Pre-test Experimental Class	20	80,25	5,73	90	70
Post-test Experimental Class	20	91,75	6,93	100	75
Pre-test Control Class	20	80,25	5,95	90	70
Post-tes Control Class	20	90,25	8,03	100	75

This research there were 20 students in experimental class and 20 students for control class. In this research there were 20 students' score taken from the pre-test and post-test data in experiment class. The first test in this research is students' answer of multiple choices question without treatment. This test to know students' ability vocabulary before given treatment. In pre-test experimental class the researcher got 20 samples' score with mean 80,25, standard deviation 5,73, maximum score 90, and minimum score 70. In the post-test score after treatment the researcher got 20 samples' score with mean 91,75, standard deviation 6,93, maximum score 100, and minimum score 75.

**Table 4.2**

Table 6. Table of Experimental Class

No.	Name	Pre-test	Post-test
1.	ARH	70	85
2.	AY	70	85
3.	AO	75	75
4.	AP	75	85
5.	AFH	75	85
6.	BWN	75	85
7.	CK	80	90
8.	DR	80	90
9.	ER	80	90
10.	FA	80	90
11.	FDU	80	95
12.	IH	80	95
13.	LS	80	95
14.	LPM	85	95
15.	MAY	85	95
16.	MF	85	100
17.	MHR	85	100
18.	NS	85	100
19.	SF	90	100
20.	SN	90	100

Based on dissemination data above, the first data for control class, there were 20 students' score taken from the pre-test and post-test. In pre-test students answer of multiple choices question without treatment. The pre-test score in control class the researcher got 20 samples' score with mean 80,25, standard deviation 5,95, maximum score 90, and minimum score 70. In the post-test after treatment the researcher got 20 samples' score with mean 90,25, standard deviation 8,03, maximum score 100, and minimum score 75.

**Table 4.3**

Table 7. Table of Control Class

No.	Name	Pre-test	Post-test
1.	AA	75	80
2.	AF	75	80
3.	APP	70	75
4.	APS	70	80
5.	AS	75	80
6.	APA	75	85
7.	DSM	75	85
8.	DD	80	90
9.	FF	80	90
10.	FY	80	95
11.	GR	80	95
12.	GU	80	90
13.	KFA	85	95
14.	MADP	85	95
15.	MBS	85	95
16.	MY	85	100
17.	NL	90	95
18.	RA	85	100
19.	USR	85	100
20.	VS	90	100



### 4.1.3 Result Score of Pre-test Experimental Class and Control Class

**Table 4.4**

Table 8. Result Score of Pre-test Experimental Class and Control Class

Test	N	Mean	Max	Min
Pre-test Experimental Class	20	80,25	90	70
Pre-test Control Class	20	80,25	90	70

Based on the table above the researcher got the result of pre-test experimental class and control class. In pre-test experimental class, there were 20 students with the maximum score 90, minimum score 70, and mean 80,25. The students' frequency with score, 2 students got 70, 4 students got 75, 7 students got 80, 5 students got 85, and 2 students got 90.

In the pre-test control class, there were 20 students with the maximum score 90, minimum score 70, and mean 85,25. The students' frequency with score, 2 students got 70, 5 students got 75, 5 student got 80, 6 students got 85, and 2 students got 90.

### 4.1.4 Result Score of Post-test Experimental Class and Control Class

**Table 4.5**

Table 9. Result Score of Post-test Experimental Class and Control Class

Test	N	Mean	Max	Min
Post-test Experimental Class	20	91,75	100	75
Post-test Control Class	20	90,25	100	75

Based on the table above the researcher got the result of post-test experimental class and control class. In post-test experimental class there were 20 students with the maximum score 100, minimum score 75, and mean 91,75. The students' frequency with score, 1 student got 75, 5 students student got 85, 4 students got 90, 5 student got 95, and 5 student got 100.

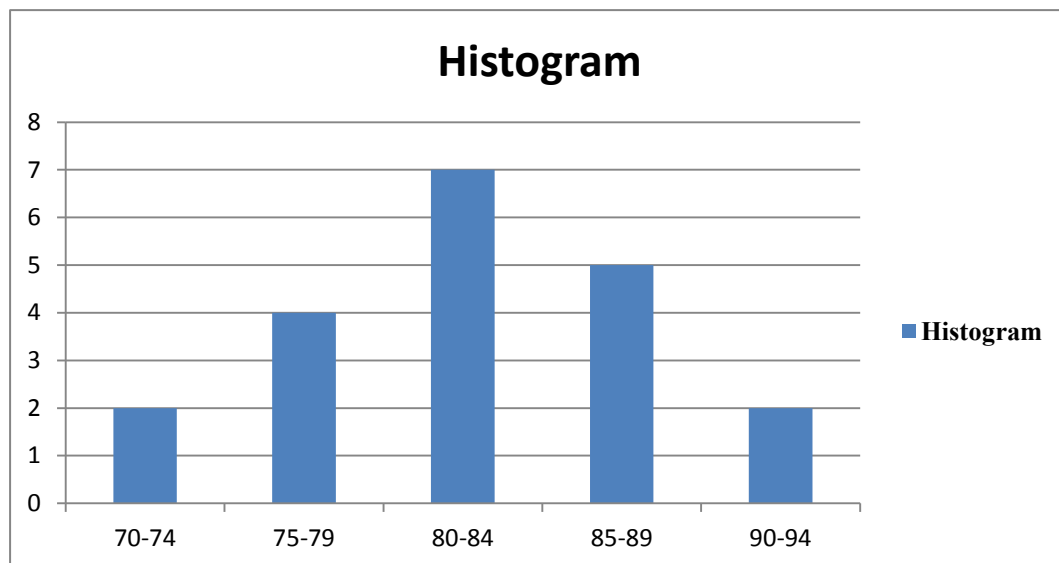
In post-test control class, there were 20 students with the maximum score 100, minimum score 75, and mean 90,25. The students' frequency with score, 1 student got 75, 4 students got 80, 2 students got 85, 3 students got 90, 6 students got 95, and 4 students got 100.

#### 4.1.5 Frequency Distribution of Experimental Class and Control Class

**Table 4.6**

Table 10. Frequency Distribution of Pre-test Experimental Class

No.	Interval	Absolute Frequency	Relative Frequency
1.	70-74	2	10%
2.	75-79	4	20%
3.	80-84	7	35%
4.	85-89	5	25%
5.	90-94	2	10%



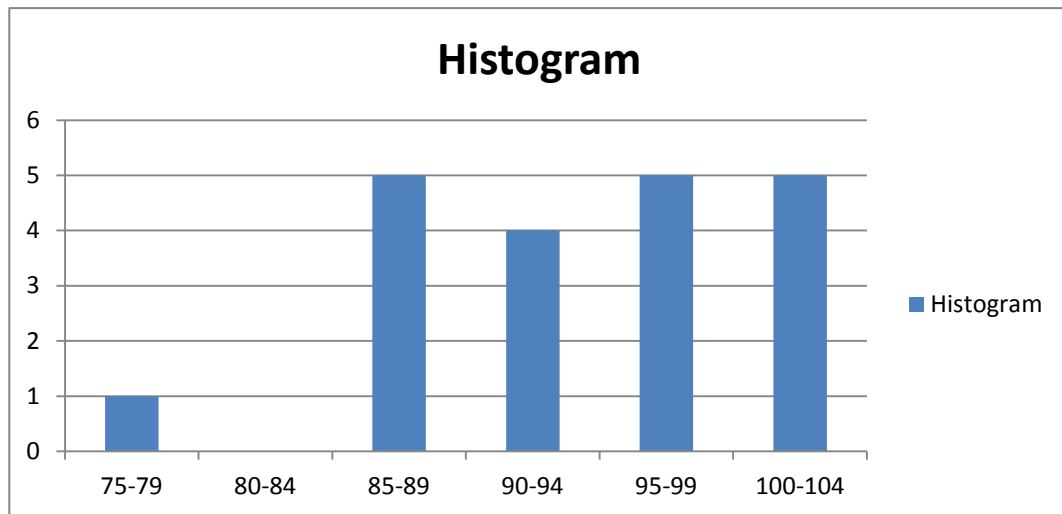
**Picture 4.1** Histogram of Pre-test Experimental Class

Based on the table about frequency distribution of pre-test experimental class and histogram above, there were 20 students sample, 2 students from 10% had score between 70-74. 4 students from 20% had score between 75-79. 7 students from 35% had score between 80-84. 5 students from 25% had score between 85-89. 5 student from 25% had score between 85-89. 2 students from 10% had score between 90-94.

**Table 4.7**

Table 11. Frequency Distribution of Post-test Experimental Class

No.	Interval	Absolute Frequency	Relative Frequency
1.	75-79	1	5%
2.	80-84	0	0%
3.	85-89	5	25%
4.	90-94	4	20%
5.	95-99	5	25%
6.	100-104	5	25%



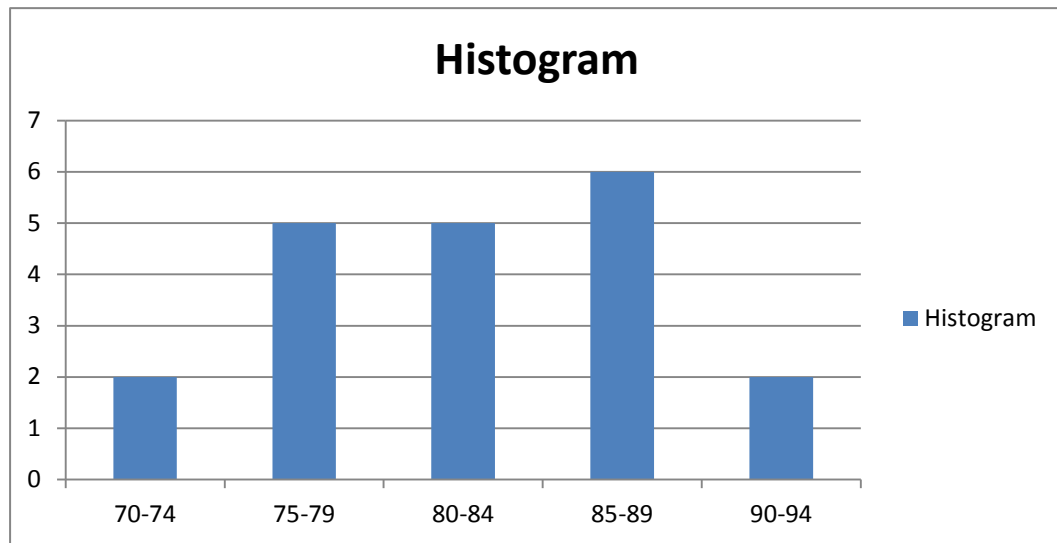
**Picture 4.2** *Histogram of Post-test Experimental Class*

Based on the table about frequency distribution of post-test experimental class and histogram above, there were 20 students sample, 1 student from 5% had score between 75-79. 0 student from 0% had score between 80-84. 5 students from 25% had score between 85-89. 4 students from 20% had score between 90-94. 5 students from 25% had score between 95-99. 5 students from 25% had score between 100-104.

**Table 4.8**

Table 12. Frequency Distribution of Pre-test Control Class

No.	Interval	Absolute Frequency	Relative Frequency
1.	70-74	2	10%
2.	75-79	5	25%
3.	80-84	5	25%
4.	85-89	6	30%
5.	90-94	2	10%



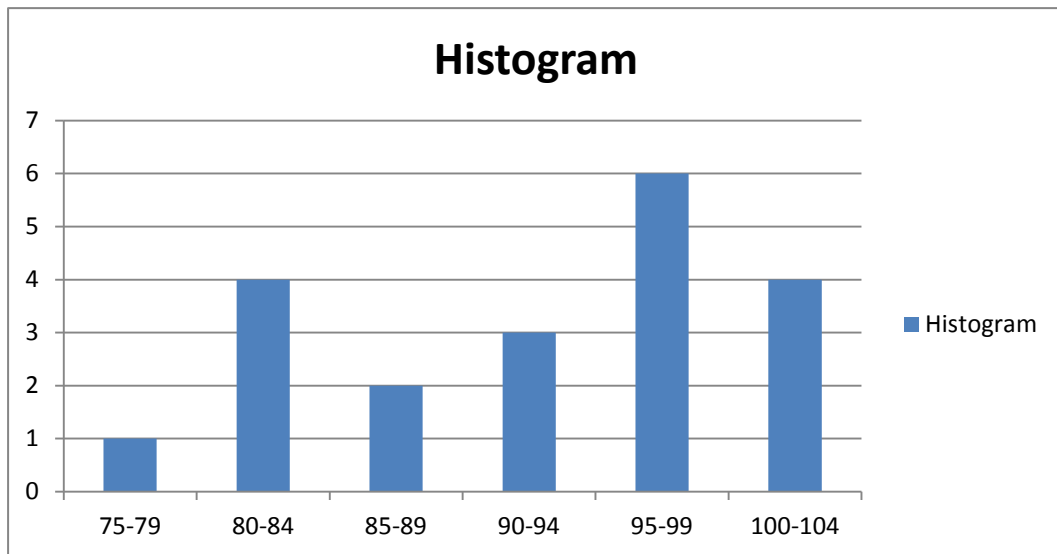
**Picture 4.3** *Histogram of Pre-test Control Class*

Based on the table about frequency distribution of pre-test control class and histogram above, there were 20 students sample, 2 students from 10% had score between 70-74. 5 students from 25% had score between 75-79. 5 students from 25% had score between 80-84. 6 students from 30% had score between 85-89. 2 students from 10% had score between 90-94.

**Table 4.9**

Table 13. Frequency Distribution of Post-test Control Class

No.	Interval	Absolute Frequency	Relative Frequency
1.	75-79	1	5%
2.	80-84	4	20%
3.	85-89	2	10%
4.	90-94	3	15%
5.	95-99	6	30%
6.	100-104	4	20%



**Picture 4.4** *Histogram of Post-test Control Class*

Based on the table about frequency distribution of post-test control class and histogram above, there were 20 students sample, 1 student from 5% had score between 75-79. 4 students from 20% had score between 80-84. 2 students from 20% had score between 85-89. 3 students from 15% had score between 90-94. 6 students from 30% had score between 95-99. 4 students from 20% had score between 100-104.

## 4.2 Data Analysis

Before calculate  $t_{\text{test}}$  for answer the all of hypothesis in this research, so need requirement for calculate  $t_{\text{test}}$ . The requirement as: test of normality data, test of homogeneity and the last test of hypothesis.

#### 4.2.1 Test of Normality Data

The analysis of normality test for variable distribution score with the test before treatment and post-test after treatment. Analysis the pre-test and post-test data used statistical of normality test with *Liliefors*. The standard significant as to reject or accept the normal result or not with  $\alpha = 0,05$ . The compare  $L_o$  and  $L_{table}$  with the criteria: if  $L_o$  is more greater than  $L_{table}$  ( $L_o > L_{table}$ ) so the distribution populasi is not normal, while if  $L_o$  is more smaller than  $L_{table}$  ( $L_o < L_{table}$ ) so the distribution populasi is normal.

**Table 4.10**

Table 14. Summary Table of Normality Test

The Result of Test	N	$L_o$	$L_{table}$	Statement
Pre-test Experiment Class	20	0,1674	0,19	Normal
Post-test Experiment Class	20	0,1348	0,19	Normal
Pre-test Control Class	20	0,1610	0,19	Normal
Post-test Control Class	20	0,1730	0,19	Normal

Based on the calculate  $L_o$  and  $L_{table}$ , the pre-test from experiment class got result  $L_o$  (0,1674)  $<$   $L_{table}$  (0,19). The post-test from experiment class got result  $L_o$  (0,1348)  $<$   $L_{table}$  (0,19). The pret-test from control class got result  $L_o$  (0,1610)  $<$   $L_{table}$  (0,19). The post-test from control class got result  $L_o$  (0,1730)  $<$   $L_{table}$  (0,19).

So, it can be explain that the fourth of data from the population which normal distribution.

#### 4.2.2 Homogeneity Test

Analysis of homogeneity test used score from pre-test and post-test data with the standard significant 0,05 which use for know the data is homogeneous or not. If  $F_{\text{count}} < F_{\text{table}}$  so thr variants is homogeneity and if  $F_{\text{count}} > F_{\text{table}}$  so the variants is not homogeneous.

**Table 4.11**

Table 15. Summary Table of Homogeneity Test

Data	N	$F_{\text{count}}$	$F_{\text{table}}$	Statement
Pre-test – Post-test Experiment Class	20	1,21	4,41	Homogeneous
Pre-test – Post-test Control Class	20	1,35	4,41	Homogeneous

Based on analysis of homogeneity variants test got that  $F_{\text{count}}$  from pre-test – post-test experiment class 1,21.  $F_{\text{count}}$  from pre-test – post-test control class 1,35. Compare with  $F_{\text{table}}$  in standard significant  $\alpha = 0,05$  with  $n_1 = k - 1$ ,  $n_2 = n - k = 18$ , so  $F_{\text{table}} = 4,41$ . So can be explain that the first data and last data from the homogeneous data.



### 4.2.3 Hypothesis Test

In this research there are three hypothesis and can be explain below :

#### 1. First Hypothesis Test

The first hypothesis in this research is “there is significant effect of using movie “Brave” toward students’ vocabulary at the eighth grade of SMP 8 Batanghari academic year 2018/2019”.

Based on standard significant 0,05 and liberty level (n-2), so got the result score  $t_{table}$  amount 2,101 and  $t_{count}$  14,038. Therefore,  $t_{count}$  is more greater than  $t_{table}$  ( $14,038 > 2,101$ ). It’s mean  $H_a$  is accepting and  $H_o$  is rejecting, the conclusion is there is significant effect of using movie “Brave” toward students’ vocabulary at the eighth grade of SMP 8 Batanghari.

#### 2. Second Hypothesis Test

The second hypothesis test is to know the influence between experiment class and control class.

Based on the standard significant 0,05 and liberty (n-2). So got the result score  $t_{table}$  amount 2,101 and  $t_{count}$  12,329. Therefore,  $t_{count}$  is more greater than  $t_{table}$  ( $12,329 > 2,101$ ). It’s mean that  $H_a$  is accepting and  $H_o$  is rejecting, there is influence in control class. The result from  $t_{count}$  experimental class ( $t_{count1}$ ) amount 14,038 and  $t_{count}$  from control class ( $t_{count2}$ ) 12,329. Therefore,  $t_{count1}$  is more greater than  $t_{count2}$  ( $14,038 > 12,329$ ). It’s mean that the experimental class is more significant than control class.

### 3. Third Hypothesis Test

The third hypothesis test is to know there is difference or not between experimental class and control class.

Based on the standard significant 0,05 and liberty level (n-2), so got the result score  $t_{table}$  amount 2,101 and  $t_{count}$  2,349. Therefore,  $t_{count}$  is more greater than  $t_{table}$  ( $2,349 > 2,101$ ). It's mean that  $H_a$  is accepting and  $H_o$  is rejecting. This is difference between experimental class and control class.

### 4.3 Discussion

Based on analysis data above for hypothesis, the summary table as follow :

**Table 4.12**

Table 16. Summary of  $t_{test}$

Hypothesis	N	$t_{count}$	$t_{table}$	Statemet
First	20	14,038	2,101	Ha is accepting and Ho is rejectinng
Second	20	12,329	2,101	Ha is accepting and Ho is rejectinng
Third	20	2,349	2,101	Ha is accepting and Ho is rejectinng

Based on the analysis data above with 20 sample for the first hypothesis test in experimental class got  $t_{count}$  14,038  $>$   $t_{table}$  2,101 it's mean that the first hypothesis is accepting. As know that in the test for know the effect test, it's need

students' ability score for analysis. This treatment given significant effect because movie "Brave" can help students to finished their test with the right answer.

Based on the second hypothesis test with 20 sample in control class, the researcher got  $t_{\text{count}} 12,329 > 2,101$ . It's mean that the second hypothesis is accepting. As know that the second hypothesis there is not special treatment as the first hypothesis. It's mean that experimental class is more significant than control class.

The third hypothesis test got  $t_{\text{count}} 2,349 > t_{\text{table}} 2,101$ . It's mean there is contradiction result between experimental class and control class in students' ability. The effect in experimental class is more greater than control class. This is show that with movie in learning vocabulary more good to improve students' ability.

Based on the explanation above, the researcher got conclusion that movie given good effect for students' vocabulary ability. Experimental class used movie "Brave" was more good than control class without movie "Brave".

## BAB V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the analysis data, so researcher get conclusion as below :

1. There is significant effect of using movie “Brave” toward students’ vocabulary at SMP N 8 Batanghari academic year 2018/2019. There is significant effect after students use movie “Brave”. It’s proved from  $t_{\text{test}}$  with  $t_{\text{count}} (14,038) > t_{\text{table}} (2,101)$ .
2. There is significant effect in control class. It’s proved from  $t_{\text{test}}$  with  $t_{\text{count}} (12,329) > t_{\text{table}} (2,101)$ . The significant effect in control class can see after treatment but in experimental class is more significant than control class.
3. There is difference between experimental class and control class. It’s proved from  $t_{\text{test}}$  with  $t_{\text{count}} (2,349) > t_{\text{table}} (2,101)$ .
4. The treatment in experimental class given good influence more than control class. It’s proved from  $t_{\text{test}}$  with  $t_{\text{count1}} (14,038) > t_{\text{count2}} (12,329)$ . Teaching vocabulary by using movie “Brave” in experimental class was more effective than control class. It can be conclude that there was an effect of movie “Brave” toward students’ vocabulary at SMP N 8 Batanghari academic year 2018/2019.

## **5.2 Suggestion**

Based on there above conclusion, the researcher gives several suggetions :

1. For the teacher

Teaching using movie needs long preparation, so teachers have to prepare it as well as possible.

The teaching of English should be started at the first grade in order that the students can learn more about English and it can help them to learn English in the next level.

2. For the students

Students should always be active in teaching learning process and should pay more attention to the teacher explanation during the vocabulary learning.

3. For the researcher

The next researcher can develop this research of using movie in vocabulary ability.

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## Appendix 1

### WORKSHEET PRE-TEST

Name :

Class :

#### A. Reading fill in the blanks with suitable words (number 1-10)

##### BRAVE

In a (1) ..... in Scotland, there was a girl named Princess Merida. She was a (2) ..... girl who has red hair. Merida lived with her parents, King Fergus and Queen Elinor, and three younger brothers. When she was a child, Merida was given a (3) ..... by her father a bow and arrow. Merida liked it, then (4) ..... to shoot until it could. Living Merida in the kingdom was very tormented, she was always ordered by her mother to be a soft girl, but Merida could not. Until one day she (5) ..... her father talked to her mother if she would be engaged to a (6) ..... from a neighboring kingdom, she was (7) ..... . Merida left the palace rode a (8) ..... and carried her bow, she arrived in the forest to (9) ..... a witch disguised as a carpenter. a witch that made her turn her mother into a(10) ..... . She had to find a way to get her mother back to normal before her mother became an evil bear. From that moment Merida's life became chaotic.

- |    |            |             |
|----|------------|-------------|
| 1. | a. Kingdom | c. Hospital |
|    | b. Home    | d. School   |
| 2. | a. Angry   | c. Brave    |
|    | b. Whiny   | d. Timid    |
| 3. | a. Gift    | c. Bow      |
|    | b. Book    | d. Arrow    |
| 4. | a. Played  | c. Watched  |
|    | b. Learned | d. Washed   |
| 5. | a. Met     | c. Saw      |
|    | b. Ran     | d. Heard    |

- |     |             |          |
|-----|-------------|----------|
| 6.  | a. Princess | c. King  |
|     | b. Prince   | d. Queen |
| 7.  | a. Sad      | c. Happy |
|     | b. Cry      | d. Angry |
| 8.  | a. Frog     | c. Horse |
|     | b. Rabbit   | d. Cow   |
| 9.  | a. Saw      | c. Slept |
|     | b. Met      | d. Heard |
| 10. | a. Rabbit   | c. Horse |
|     | b. Cow      | d. Bear  |

**B. Choose the correct answer from the option a, b, c, or d**

11. Merida's father is celebrating Merida's engagement..  
Now his feels .....
- |          |           |
|----------|-----------|
| a. Happy | c. Angry  |
| b. Easy  | d. Hungry |
12. Merida ..... the Highland competition. She looks very happy.
- |           |               |
|-----------|---------------|
| a. Jumped | c. Celebrated |
| b. Lost   | d. Won        |
13. Merida's younger brother went to dentist two days ago because his  
..... were in pain.
- |          |            |
|----------|------------|
| a. Teeth | c. Hands   |
| b. Ears  | d. Fingers |
14. Merida can find ..... in your kitchen.
- |           |               |
|-----------|---------------|
| a. Pillow | c. Television |
| b. Stove  | d. Sofa       |
15. King Fergus's arrow is broken. King Fergus is really ..... now.
- |          |             |
|----------|-------------|
| a. Charm | c. Sad      |
| b. Happy | d. Confused |
16. Queen Elinor children are very hungry, so Queen Elinor ..... lunch for  
them.
- |            |          |
|------------|----------|
| a. Prepare | c. Throw |
| b. Wear    | d. Kick  |
17. King Fergus always reads ..... every morning in living room.
- |              |               |
|--------------|---------------|
| a. Newspaper | c. Computer   |
| b. Radio     | d. Television |

18. Queen Elinor : When do you usually get up in the morning?  
Merida : .....
- a. I have breakfast
  - b. I get up at 5.a.m
  - c. I go to bed
  - d. I am sleepy
19. Witch's ..... are sick. So she cannot hear anything well.
- a. Cheeks
  - b. Nose
  - c. Eyes
  - d. Ears
20. A prince did not study hard, so he did not ..... the Highland competition.
- a. Study
  - b. Pass
  - c. Break
  - d. Go

## Appendix 2

### WORKSHEET POST-TEST

Name :

Class :

#### A. Reading fill in the blanks with suitable words (number 1-10)

##### BRAVE

In a (1) ..... in Scotland, there was a girl named Princess Merida. She was a (2) ..... girl who has red hair. Merida lived with her parents, King Fergus and Queen Elinor, and three younger brothers. When she was a child, Merida was given a (3) ..... by her father a bow and arrow. Merida liked it, then (4) ..... to shoot until it could. Living Merida in the kingdom was very tormented, she was always ordered by her mother to be a soft girl, but Merida could not. Until one day she (5) ..... her father talked to her mother if she would be engaged to a (6) ..... from a neighboring kingdom, she was (7) ..... . Merida left the palace rode a (8) ..... and carried her bow, she arrived in the forest to (9) ..... a witch disguised as a carpenter. a witch that made her turn her mother into a(10) ..... . She had to find a way to get her mother back to normal before her mother became an evil bear. From that moment Merida's life became chaotic.

- |    |            |             |
|----|------------|-------------|
| 1. | a. Kingdom | c. Hospital |
|    | b. Home    | d. School   |
| 2. | a. Angry   | c. Brave    |
|    | b. Whiny   | d. Timid    |
| 3. | a. Gift    | c. Bow      |
|    | b. Book    | d. Arrow    |
| 4. | a. Played  | c. Watched  |
|    | b. Learned | d. Washed   |
| 5. | a. Met     | c. Saw      |
|    | b. Ran     | d. Heard    |

6. a. Princess  
b. Prince  
c. King  
d. Queen
7. a. Sad  
b. Cry  
c. Happy  
d. Angry
8. a. Frog  
b. Rabbit  
c. Horse  
d. Cow
9. a. Saw  
b. Met  
c. Slept  
d. Heard
10. a. Rabbit  
b. Cow  
c. Horse  
d. Bear

**B. Choose the correct answer from the option a, b, c, or d**

11. Merida ..... the Highland competition. She looks very happy.  
a. Jumped  
b. Lost  
c. Celebrated  
d. Won
12. Merida can find ..... in your kitchen.  
a. Pillow  
b. Stove  
c. Television  
d. Sofa
13. King Fergus's arrow is broken. King Fergus is really ..... now.  
a. Charm  
b. Happy  
c. Sad  
d. Confused
14. Queen Elinor children are very hungry, so Queen Elinor ..... lunch for them.  
a. Prepare  
b. Wear  
c. Throw  
d. Kick
15. King Fergus always reads ..... every morning in living room.  
a. Newspaper  
b. Radio  
c. Computer  
d. Television
16. Queen Elinor : When do you usually get up in the morning?  
Merida : .....  
a. I have breakfast  
b. I get up at 5.a.m  
c. I go to bed  
d. I am sleepy
17. A prince did not study hard, so he did not ..... the Highland competition.  
a. Study  
b. Pass  
c. Break  
d. Go

18. Merida's father is celebrating Merida's engagement..  
Now his feels .....
- a. Happy
  - b. Easy
  - c. Angry
  - d. Hungry
19. Merida's younger brother went to dentist two days ago because his  
..... were in pain.
- a. Teeth
  - b. Ears
  - c. Hands
  - d. Fingers
20. Witch's ..... are sick. So she cannot hear anything well.
- a. Cheeks
  - b. Nose
  - c. Eyes
  - d. Ears

## Appendix 3

Lesson plan for experimental class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	<b>: SMP N 8 Batanghari</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VIII/II</b>
<b>Alokasi Waktu</b>	<b>: 6 x 40 menit (6x pertemuan)</b>
<b>Tema</b>	<b>: Vocabulary</b>

#### A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) dalam Ilmu pengetahuan, teknologi, seni budaya dan humaniora, dengan wawasan keagamaan, kebangsaan dan kenegaraan dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 : Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar (KD)

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang

dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

- 3.7.1 Menuliskan 4 jenis vocabulary beserta contohnya.
- 3.7.2 Mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
- 3.7.3 Menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
- 3.7.4 Mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
- 4.7.1 Menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
- 4.7.2 Mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.

### **D. Tujuan Pembelajaran**

Melalui proses pembelajaran :

1. Peserta didik mampu menuliskan 4 jenis vocabulary beserta contohnya.
2. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
3. Peserta didik mampu menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
4. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
5. Peserta didik mampu menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
6. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.



## **E. Materi Pembelajaran**

### **Materi Reguler**

- 1. Fungsi Sosial:** menyebutkan/menuliskan vocabulary dalam sebuah kalimat dari keadaan/peristiwa/kegiatan.
- 2. Struktur Teks:** menyebutkan bagian-bagian dari vocabulary secara lengkap.
- 3. Unsur Kebahasaan:**
  - Noun : Jhon, student, house, chair, rose, dog.
  - Verb : Swim, watched, drank, bought, cry.
  - Adjective : Beautiful, long, smart.
  - Adverb : Now, tomorrow, yesterday, maybe.
  - Ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan.

## **F. Model Pembelajaran:** Ceramah, tanya jawab, diskusi

## **G. Kegiatan Pembelajaran**

### **a. Kegiatan Pendahuluan**

- Salam dan tegur sapa
- Guru memeriksa kehadiran siswa, berdoa, menyiapkan buku pelajaran
- Ice breaker (Guru mengajukan beberapa pertanyaan kepada siswa yang berhubungan dengan materi pelajaran yang akan dipelajari).
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

### **b. Kegiatan Inti**

#### **- Pertemuan Pertama**

- Guru berusaha memancing rasa ingin tahu peserta didik dengan mengajukan beberapa pertanyaan terkait “vocabulary” yang akan dipelajari.
- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru menuliskan materi “vocabulary” di papan tulis kemudian menjelaskan.
- Siswa menuliskan kembali 4 jenis vocabulary beserta contohnya yang telah dituliskan oleh guru sebelumnya.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Kedua**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Ketiga**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary yang telah dijelaskan oleh guru.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Keempat**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Kelima**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Keenam**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.

- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa mengidentifikasi dan memahami vocabulary dari sebuah film Brave yang ditayangkan.
- Guru memberikan penguatan materi yang sedang dipelajari.

**c. Kegiatan Penutup**

- Guru bersama peserta didik melakukan refleksi tentang kegiatan pembelajaran yang baru diselesaikan dan menanyakan manfaat dari pembelajaran tersebut.
- Guru menanyakan kesulitan dalam melakukan aktivitas pembelajaran.
- Guru dan peserta didik menyimpulkan pelajaran.

**H. Sumber Belajar/Media**

- a. Buku bahasa inggris kelas VIII semester 2
- b. Media:
  - Gambar
  - Laptob
  - LCD
  - Speaker

## Appendix 4

Lesson plan for control class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	<b>: SMP N 8 Batanghari</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VIII/II</b>
<b>Alokasi Waktu</b>	<b>: 6 x 40 menit (6x pertemuan)</b>
<b>Tema</b>	<b>: Vocabulary</b>

#### A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) dalam Ilmu pengetahuan, teknologi, seni budaya dan humaniora, dengan wawasan keagamaan, kebangsaan dan kenegaraan dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 : Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar (KD)

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang

dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

- 3.7.1 Menuliskan 4 jenis vocabulary beserta contohnya.
- 3.7.2 Menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
- 3.7.3 Menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
- 3.7.4 Menggunakan 4 jenis vocabulary yang telah dijelaskan untuk membuat kalimat.
- 4.7.1 Menuliskan dan mencocokkan jenis vocabulary yang mana pada gambar yang telah diberikan.
- 4.7.2 Mengidentifikasi dan memahami vocabulary dari sebuah cerita naratif yang diberikan.

### **D. Tujuan Pembelajaran**

Melalui proses pembelajaran :

1. Peserta didik mampu menuliskan 4 jenis vocabulary beserta contohnya berupa kalimat.
2. Peserta didik mampu menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
3. Peserta didik mampu menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
4. Peserta didik mampu menggunakan 4 jenis vocabulary yang telah dijelaskan untuk membuat kalimat.
5. Peserta didik mampu menuliskan dan mencocokkan jenis vocabulary yang mana pada gambar yang telah diberikan.
6. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah cerita naratif yang diberikan.

## **E. Materi Pembelajaran**

### **Materi Reguler**

1. **Fungsi Sosial:** menyebutkan/menuliskan vocabulary dalam sebuah kalimat dari keadaan/peristiwa/kegiatan.
2. **Struktur Teks:** menyebutkan bagian-bagian dari vocabulary secara lengkap.
3. **Unsur Kebahasaan:**
  - Noun : Jhon, student, house, chair, rose, dog.
  - Verb : Swim, watched, drank, bought, cry.
  - Adjective : Beautiful, long, smart.
  - Adverb : Now, tomorrow, yesterday, maybe.
  - Ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan.

**F. Model Pembelajaran:** Ceramah, tanya jawab, diskusi

## **G. Kegiatan Pembelajaran**

### **a. Kegiatan Pendahuluan**

- Salam dan tegur sapa
- Guru memeriksa kehadiran siswa, berdoa, menyiapkan buku pelajaran
- Ice breaker (Guru mengajukan beberapa pertanyaan kepada siswa yang berhubungan dengan materi pelajaran yang akan dipelajari).
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

### **b. Kegiatan Inti**

#### **- Pertemuan Pertama**

- Guru berusaha memancing rasa ingin tahu peserta didik dengan mengajukan beberapa pertanyaan terkait “vocabulary” yang akan dipelajari.
- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru menuliskan materi “vocabulary” di papan tulis kemudian menjelaskan.
- Siswa menuliskan kembali 4 jenis vocabulary beserta contohnya yang telah dituliskan oleh guru sebelumnya.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Kedua**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Ketiga**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Keempat**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa membuat kalimat dalam kehidupan sehari-hari menggunakan 4 jenis vocabulary yang telah dijelaskan.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Kelima**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menuliskan dan mencocokkan jenis vocabulary yang mana pada gambar yang telah diberikan.
- Guru memberikan penguatan materi yang sedang dipelajari.

**- Pertemuan Keenam**

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.

- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa mengidentifikasi dan memahami vocabulary dari sebuah cerita naratif yang diberikan.
- Guru memberikan penguatan materi yang sedang dipelajari.

**c. Kegiatan Penutup**

- Guru bersama peserta didik melakukan refleksi tentang kegiatan pembelajaran yang baru diselesaikan dan menanyakan manfaat dari pembelajaran tersebut.
- Guru menanyakan kesulitan dalam melakukan aktivitas pembelajaran.
- Guru dan peserta didik menyimpulkan pelajaran.

**H. Sumber Belajar/Media**

- a. Buku bahasa inggris kelas VIII semester 2
- b. Media:
  - Gambar



## Appendix 5

Table normality test of pre-test experimental class

No.	Pre-test Experimental Class	Zi	F(Zi)	S(Zi)	{F(Zi)-S(Zi)}
1.	70	-1,78894	0,036812	0,05	0,013188
2.	70	-1,78894	0,036812	0,1	0,063188
3.	75	-0,91629	0,179759	0,15	0,029759
4.	75	-0,91629	0,179759	0,2	0,020241
5.	75	-0,91629	0,179759	0,25	0,070241
6.	75	-0,91629	0,179759	0,3	0,120241
7.	80	-0,04363	0,482599	0,35	0,132599
8.	80	-0,04363	0,482599	0,4	0,082599
9.	80	-0,04363	0,482599	0,45	0,032599
10.	80	-0,04363	0,482599	0,5	0,017401
11.	80	-0,04363	0,482599	0,55	0,067401
12.	80	-0,04363	0,482599	0,6	0,117401
13.	80	-0,04363	0,482599	0,65	0,167401
14.	85	0,82902	0,796454	0,7	0,096454
15.	85	0,82902	0,796454	0,75	0,046454
16.	85	0,82902	0,796454	0,8	0,003546
17.	85	0,82902	0,796454	0,85	0,053546
18.	85	0,82902	0,796454	0,9	0,103546
19.	90	1,701673	0,955592	0,95	0,005592
20.	90	1,701673	0,955592	1	0,044408
$\Sigma$	1605	Ltable = 0,19		Lo = 0,1674	
Mean	80,25	Because $Lo < Ltable$ (0,1674) < (0,19) So, the data is normal			
Sd	5,73				

## Appendix 6

Table normality test of post-test experimental class

No.	Post-test Experimental Class	Zi	F(Zi)	S(Zi)	{F(Zi)-S(Zi)}
1.	75	-2,41534	0,00786	0,05	0,04214
2.	85	-0,97335	0,165191	0,1	0,065191
3.	85	-0,97335	0,165191	0,15	0,015191
4.	85	-0,97335	0,165191	0,2	0,034809
5.	85	-0,97335	0,165191	0,25	0,084809
6.	85	-0,97335	0,165191	0,3	0,134809
7.	90	-0,25235	0,400386	0,35	0,050386
8.	90	-0,25235	0,400386	0,4	0,000386
9.	90	-0,25235	0,400386	0,45	0,049614
10.	90	-0,25235	0,400386	0,5	0,099614
11.	95	0,468648	0,680339	0,55	0,130339
12.	95	0,468648	0,680339	0,6	0,080339
13.	95	0,468648	0,680339	0,65	0,030339
14.	95	0,468648	0,680339	0,7	0,019661
15.	95	0,468648	0,680339	0,75	0,069661
16.	100	1,189644	0,882907	0,8	0,082907
17.	100	1,189644	0,882907	0,85	0,032907
18.	100	1,189644	0,882907	0,9	0,017093
19.	100	1,189644	0,882907	0,95	0,067093
20.	100	1,189644	0,882907	1	0,117093
$\Sigma$	1835	Ltable = 0,19		Lo = 0,1348	
Mean	91,75	Because $Lo < Ltable$ (0,1348) < (0,19) So, the data is normal			
Sd	6,93				

## Appendix 7

Table normality test of pre-test control class

No.	Pre-test Control Class	Zi	F(Zi)	S(Zi)	{F(Zi)-S(Zi)}
1.	70	-1,72128	0,0426	0,05	0,0074
2.	70	-1,72128	0,0426	0,1	0,0574
3.	75	-0,88163	0,188988	0,15	0,038988
4.	75	-0,88163	0,188988	0,2	0,011012
5.	75	-0,88163	0,188988	0,25	0,061012
6.	75	-0,88163	0,188988	0,3	0,111012
7.	75	-0,88163	0,188988	0,35	0,161012
8.	80	-0,04198	0,483256	0,4	0,083256
9.	80	-0,04198	0,483256	0,45	0,033256
10.	80	-0,04198	0,483256	0,5	0,016744
11.	80	-0,04198	0,483256	0,55	0,066744
12.	80	-0,04198	0,483256	0,6	0,116744
13.	85	0,797666	0,787468	0,65	0,137468
14.	85	0,797666	0,787468	0,7	0,087468
15.	85	0,797666	0,787468	0,75	0,037468
16.	85	0,797666	0,787468	0,8	0,012532
17.	85	0,797666	0,787468	0,85	0,062532
18.	85	0,797666	0,787468	0,9	0,112532
19.	90	1,637314	0,949218	0,95	0,000782
20.	90	1,637314	0,949218	1	0,050782
$\Sigma$	1605	Ltable = 0,19		Lo = 0,1610	
Mean	80,25	Because $Lo < Ltable$ $(0,1610) < (0,19)$ So, the data is normal			
Sd	5,95				

## Appendix 8

Table normality test of post-test control class

No.	Post-test Control Class	Zi	F(Zi)	S(Zi)	{F(Zi)-S(Zi)}
1.	75	-1,9002	0,028703	0,05	0,021297
2.	80	-1,27719	0,100768	0,1	0,000768
3.	80	-1,27719	0,100768	0,15	0,049232
4.	80	-1,27719	0,100768	0,2	0,099232
5.	80	-1,27719	0,100768	0,25	0,149232
6.	85	-0,65417	0,256502	0,3	0,043498
7.	85	-0,65417	0,256502	0,35	0,093498
8.	90	-0,03115	0,487575	0,4	0,087575
9.	90	-0,03115	0,487575	0,45	0,037575
10.	90	-0,03115	0,487575	0,5	0,012425
11.	95	0,591867	0,72303	0,55	0,17303
12.	95	0,591867	0,72303	0,6	0,12303
13.	95	0,591867	0,72303	0,65	0,07303
14.	95	0,591867	0,72303	0,7	0,02303
15.	95	0,591867	0,72303	0,75	0,02697
16.	95	0,591867	0,72303	0,8	0,07697
17.	100	1,214885	0,887795	0,85	0,037795
18.	100	1,214885	0,887795	0,9	0,012205
19.	100	1,214885	0,887795	0,95	0,062205
20.	100	1,214885	0,887795	1	0,112205
$\Sigma$	1805	Ltable = 0,19		Lo = 0,1730	
Mean	90,25	Because $Lo < Ltable$ $(0,1730) < (0,19)$ So, the data is normal			
Sd	8,03				

## Appendix 9

Table Hypothesis Test 1 ( $t_{\text{test 1}}$ )

No.	X1 (pre-test)	X2 (post-test)	D	Xd(d-Md)	X2d(Xd2)
1.	70	85	15	3,5	12,25
2.	70	85	15	3,5	12,25
3.	75	75	0	-11,5	132,25
4.	75	85	10	-1,5	2,25
5.	75	85	10	-1,5	2,25
6.	75	85	10	-1,5	2,25
7.	80	90	10	-1,5	2,25
8.	80	90	10	-1,5	2,25
9.	80	90	10	-1,5	2,25
10.	80	90	10	-1,5	2,25
11.	80	95	15	3,5	12,25
12.	80	95	15	3,5	12,25
13.	80	95	15	3,5	12,25
14.	85	95	10	-1,5	2,25
15.	85	95	10	-1,5	2,25
16.	85	100	15	3,5	12,25
17.	85	100	15	3,5	12,25
18.	85	100	15	3,5	12,25
19.	90	100	10	-1,5	2,25
20.	90	100	10	-1,5	2,25
$\Sigma$	1605	1835	230	0	255
Mean	80,25	91,75	11,5		

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{n-(n-1)}}} = \frac{11,5}{\sqrt{\frac{255}{20 - (20 - 1)}}} = 14,038$$

So,  $t_{\text{count}} (14,038) > t_{\text{table}} (2,101)$

It's mean  $H_a$  is accepting and  $H_o$  is rejecting.

## Appendix 10

Table Hypothesis Test 2 ( $t_{\text{test } 2}$ )

No.	X1 (pre-test)	X2 (post-test)	D	Xd(d-Md)	X2d(Xd2)
1.	75	80	5	-5	25
2.	75	80	5	-5	25
3.	70	75	5	-5	25
4.	70	80	10	0	0
5.	75	80	5	-5	25
6.	75	85	10	0	0
7.	75	85	10	0	0
8.	80	90	10	0	0
9.	80	90	10	0	0
10.	80	95	15	5	25
11.	80	95	15	5	25
12.	80	90	10	0	0
13.	85	95	10	0	0
14.	85	95	10	0	0
15.	85	95	10	0	0
16.	85	100	15	5	25
17.	90	95	5	-5	25
18.	85	100	15	5	25
19.	85	100	15	5	25
20.	90	100	10	0	0
$\Sigma$	1605	1805		0	250
Mean	80,25	90,25	10		

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{n-(n-1)}}} = \frac{10}{\sqrt{\frac{250}{20 - (20 - 1)}}} = 12,329$$

So,  $t_{\text{count1}} (14,038) > t_{\text{count2}} (12,329)$

It's mean  $H_a$  is accepting and  $H_o$  is rejecting.

## Appendix 11

Table Hypothesis Test 3 ( $t_{\text{test } 3}$ )

No.	Post-test Experimental Class	Post-test Control Class	D	Xd(d-Md)	X2d(Xd2)
1.	85	80	5	3,5	12,25
2.	85	80	5	3,5	12,25
3.	75	75	0	-1,5	2,25
4.	85	80	5	3,5	12,25
5.	85	80	5	3,5	12,25
6.	85	85	0	-1,5	2,25
7.	90	85	5	3,5	12,25
8.	90	90	0	-1,5	2,25
9.	90	90	0	-1,5	2,25
10.	90	95	-5	-6,5	42,25
11.	95	95	0	-1,5	2,25
12.	95	90	5	3,5	12,25
13.	95	95	0	-1,5	2,25
14.	95	95	0	-1,5	2,25
15.	95	95	0	-1,5	2,25
16.	100	100	0	-1,5	2,25
17.	100	95	5	3,5	12,25
18.	100	100	0	-1,5	2,25
19.	100	100	0	-1,5	2,25
20.	100	100	0	-1,5	2,25
$\Sigma$	1835	1805		0	155
Mean	91,75	90,25	1,5		

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{n-(n-1)}}} = \frac{1,5}{\sqrt{\frac{155}{20 - (20 - 1)}}} = 2,349$$

So,  $t_{\text{count}} (2,349) > t_{\text{table}} (2,101)$

It's mean  $H_a$  is accepting and  $H_o$  is rejecting.

## Appendix 12

Table of normality test with *Lilliefors*

Ukuran Sampel (n)	Tingkat Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,349	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metode Statistika*, Bandung, Tarsito, 1989.



## Appendix 13

Table of Homogeneity Test

Titik Persentase Distribusi F untuk Probabilita = 0,05															
df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

## Appendix 14

Table of  $t_{table}$

### Titik Persentase Distribusi t (df = 1 – 40)

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
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30285	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.80409	7.17318
5		0.72869	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44891	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30800	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10082	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816

## Appendix 15

### Documentation



(Pre-test Experimental Class)



(Pre-test Control Class)



(Treatment Experimental Class)



(Treatment Control Class)



(Post-test Experimental Class)



(Post-test Control Class)

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