TEACHING STUDENTS' ENGLISH VOCABULARY THROUGH MOVIE VIEWING AT JUNIOR HIGH SCHOOL

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor of English Language Education

WALISONGO

By:
Novi Kurniati
Student Number: 1803046014

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2022

THESIS STATEMENT

I am student with the follwoing identity:

Name   : Novi Kurniati

Student Number   : 1803046014

Department   : English Education

Certify that this thesis :

Teaching Students' English Vocabulary through Movie Viewing at Junior High School

Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions on finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 16 November 2022

Researcher

Novi Kurniati

RATIFICATION

Thesis with the following identity:

Title	:	Teaching Student English Vocabulary through Movie Viewing at Junior High School
Name	:	Novi Kurniati
Student Number	:	1803046014
Department	:	English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 13 November 2022

THE BOARD OF EXAMINERS

Chairperson,

Dr. Nuna Mustikawati Dewi, M.Pd
NIP: 19650614 1999203 2 001

Secretary,

Nadiah Ma'mun, M.Pd
NIP: 19781103 200701 2 016

Examiner I,

Dr. Siti Tarwiyah, M.Hum
NIP: 19721108 199903 2 001

Examiner II,

Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010

Advisor,

Dra. Ma'rifatul Fadhilah, M.Ed
NIP: 19620803 198903 2 003

iii

ADVISOR NOTE

Semarang, 16 November 2022

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.
I inform you that I have given guidance, briefing, and correction
to whatever extent necessary for the following thesis:

Title : **Teaching Students' English Vocabulary**
through Movie Viewing at Junior High
School
Name of Student : Novi Kurniati
Student Number : 1803046014
Department : English Education

I state that the thesis is ready to be submitted to the Islamic
Education and Teacher Training Faculty of Walisongo State
Islamic University to be examined at the Munaqasyah session.

Wassalamu'alaikum wr. wb.

Advisor

Dra.Ma'rifatul Fadhilah, M.Ed
NIP. 19620803 198903 2 003

ABSTRACT

Name : Novi Kurniati
Student Number : 1803046014
Title : Teaching Students' English Vocabulary through Movie Viewing at Junior High School

This research aims to explain the process and the response of students on teaching English vocabulary through Movie Viewing at Junior High School. This type of research method is qualitative research and the data were collected through observation and interview. The results showed that teaching English vocabulary through movie Viewing have positive response from students. Movie is one of the learning media that has been proven to be used in improving students' English vocabulary. Using English movie as a learning media can help the students about the correct pronunciation of English vocabulary and feel the vibes from the native speakers. The students also get another advantages like the students enjoy and comfortable to follow the lesson.

Keywords: *English Movie, English Movie as learning Media, English Vocabulary*

DEDICATION

I sincerely dedicate this thesis to my beloved parents Bapak and
Mamah, also my beloved young brother and sister and to all those
whom I love and love me who have supported and motivated me.
Especially to myself who have struggled hard in completing this
thesis and my study from beginning till now by the blessed of
Allah SWT.

MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ بَصِيرٌ

"He is with you wherever you are. And Allah, of what you do, is seeing".

(Al-Hadid verse 4)[1]

"Love for all, hatred for none"

(Mirza Nasir Ahmad)[2]

---

[1] https://quran.com/al-hadid

[2] Quotable Quote' https://www.goodreads.com/quotes/345000-love-for-all-hatred-for-none (Accessed 4 November 2022)

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and Most Merciful. All praises and thanks be to Allah SWT, Lord of the worlds, for His mercy and grace so that this thesis can be completed. Sholawat and greetings are always poured out to the Prophet Muhammad SAW, who has guided and introduced Islam to the right path. The researcher realizes that this thesis could not be completed without the support, cooperation, assistance, and love from many parties. Therefore, he would like to sincerely express his gratitude and deepest appreciation to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum. the Dean of Education and Teacher Training Faculty.

2. Sayyidatul Fadlilah, M.Pd. the Head of English Education Department.

3. Dra. Nuna Mustikawati Dewi, M.Pd. the Secretary of English Education Department.

4. Dra. Hj. Ma'rifatul Fadhilah, M.Pd as the Advisor who was patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation for this research from beginning until the end.

5. The deepest gratitude to all lecturers and staff of the English Education Department at Walisongo State Islamic University Semarang.

6. Usep Kurnia and Nuryati as my soulmates, the true advisor of my life who always besides me and wish the best for me.
7. Farhad and Hibatunnur as encouragement and a place to share happiness
8. Mr. F as someone special deepest thanks to always support me from beginning till now.
9. Milenni Ispri Hartati, Putri Ulandari, Nabilla Fadenna as beloved friends who always provide motivation and transmit their positive spirit and energy.
10. My dearest friends at English Education Department PBI A 2018. May we always be in His protection and given the opportunity to always spread kindness, being a part of you is the fun thing in my life.
11. All students of class VII A of SMP 16 Semarang have helped in completing this research.

The researcher realizes that this research is still far from perfection so constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted. The author hopes that this thesis can be useful and May Allah always provides the best way for us. Amen.

Semarang, 16 November 2022

Researcher

Novi Kurhiati

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

This chapter provides the background of the research which describes the researcher's reasons for conducting this research. Then the statement of the research problem is formulated as well as the objectives of the research. It is followed by the significance of the research which informs the benefit of this research.

A. Background of the Research

English is one of the most important languages in the world because it is used not only for communication but also for sharing ideas, thought, desire and feeling and English has been playing the main part in several sectors including medicine, engineering and education, etc.[3] Rajathurai state that English is the greatest common language spoken universally with the help of emerging technology; one components of language is vocabulary.

Vocabulary is one of the important parts of learning a language. Behind the communicative and good conversation, absolutely both have been to an understanding about

---

[3] Widia Rahmi Fauzi, Setia Muljanto, Lusiana Lestari, *"College Students' Perceptions On Using Movies For Vocabulary Learning"*, English Education and Applied Linguistics (EEAL) Journal. Vol.4, No.1 (2021), 41.

vocabulary. Vocabulary is alike as the bone of our body, without bone our body will not be able to be as perfect as possible. It means that vocabulary is supposed as the bone of language, without vocabulary the language cannot be developed. So vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. According to Schmitt & McCarthy no matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in second language just cannot happen in any meaningful ways.[4]

One of the ways that is usually used by teachers in Indonesia to teach English vocabulary is simply by giving a list of words and then students are instructed to memorize it. This is not only boring but also less effective in helping students to retain the vocabulary because it does not provide context on how the vocabulary can be used. Mathew & Alidmat states that teaching-learning becomes monotonous when the language teachers are compelled to reply that the text

---

[4] Darin Nshiwi, *"The Effect of Different Approaches to Learning Strategy Instruction on Vocabulary Development"*, Indonesian Research Journal in Education. Vol.4 No.1 (June 2020), 205.

books are the only source of the language input.[5] People who have experience in learning a foreign language know that vocabulary is always one of the major problems in language learning no matter one is at the beginning or the end of language learning. Because many learners can pronounce a lot of words sufficiently correctly and know at least some of the basic structures of the language, it is more difficult for them to possess a range of vocabulary that is wide enough to satisfy their needs in communication.

As we know that movie is one of the parts of audiovisual. Audiovisual aids are important in the education system. Audiovisual aids are those devices which are used in classrooms to encourage the teaching-learning process and make it easier and more interesting. Audio-visual aids are the best tool for making teaching effective and the best dissemination of knowledge. So there is no doubt that technical devices have a greater impact and dynamic informative systems.

Movies expose students to language in real life being used in an authentic setting and cultural context in which the foreign language is spoken. According to Kusumarasdyati and

---

[5] Nalliveettil George Mathew, Ali Odeh Hammoud Alidmat, *"A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction"*, International Journal of Higher Education. Vol.2 No.2 (April 2013), 87.

Luo that movies also catch the learners' interest and can increase their motivation to learn.[6] Further elaborate that movies can motivate EFL/ESL teaching-learning processes because movies provide a story that needs to be told rather than a lesson that needs to be taught. In this research, the researcher will try to use Watching Movies as another alternative for students to improve their vocabulary skills. Some people may argue that watching movies is not a medium for learning but as entertainment, this is true but the researcher will change this statement with the results of this research. Watching movies makes students more interested because they see pictures, storylines, colors, characters, etc., so that students will feel more comfortable and make it easier for students to improve their English vocabulary.

Based on the problems above, the researcher tries to provide a solution which will further investigate in this research with the title is **"Teaching Students' English Vocabulary through movie viewing at Junior High School"**

B. Question of the Research

Based on the problems stated in the background above, the research questions are formulated as follows:

---

[6] Kusumarasdyati , Luo, *"The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom"*, Journal of Education and Practice. Vol.4, No.13 (2013), 62.

1. How is the process of Teaching Students' English Vocabulary through Movie Viewing at Junior High School?
2. What do Students' response about Teaching English Vocabulary through Movie Viewing at Junior High School?

C. Objective of the Research
1. To explain the process of Teaching Students' English Vocabulary through Movie Viewing at Junior High School
2. To find out students' response about Teaching English Vocabulary through Movie Viewing at Junior High School

D. Significances of the Research

There are theoretical and practical benefits from this research as follows:
1. The theoretical benefit

The researcher hopes that the researcher's findings will give additional information to the readers. They will know more about teaching students' English vocabulary through movie viewing.

2. The practical benefit
   a) Teacher

The results of this study can be a source of information for English teacher about teaching English vocabulary through movie viewing at Junior

6

High School. The teacher can use movie as a learning media when in class or outside. Hopefully makes the students more interested in the teacher English study and easy to understand the material.

b) Students

This research can help students to be motivated in understanding and gain increased ability to understand new vocabulary from a Movie. Students as a subject of this research, the researcher hopes that students can enjoy because this research uses media that is easy to use. Also students can take advantages of this research as a science which in the future will be used in the learning process especially in teaching English vocabulary.

c) Researcher

This research can help and be valuable for the researcher to fix and finish her study as the one of requirements. From this study the researcher gets experience in analyzing a method through audiovisual that is movie. The researcher hopes that this can be a resourceful reference.

E. Limitation of the Research

This research needs the scope to limit the information as the researcher conducted. In this research, the researcher focused on the Teaching students English vocabulary through movie viewing to the students' in the eighth grade of SMP 16 Semarang.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses related literature that has contributed to this research and some previous research that are relevant to this research.

A. Literature Review

1. Teaching Vocabulary

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given by the teacher. Teaching is an art or science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals.

Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning.[7] John Brubacher state that teaching is arrangement and

---

[7] Isola Rajagopalan, *"Concept of Teaching",* Shanlax International Journal of Educations. Vol.7 No.2 (2019), 6

manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. B.O. Smith defined teaching as "Teaching is a system of actions intended to induce learning".

To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of theirs own learning, individually and collectively. Therefore, as a teacher, it is appropriate to provide an atmosphere that makes students more comfortable and enjoy learning. In tune with that, Bondi state that to create harmony in that role the student

teacher are expected to balance the relationship between the 'nature identity' and the 'teacher identity'.[8]

The International Encyclopedia of Teaching and Teacher Education) have classified the concept of teaching into three categories:

a. Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning

b. Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning.

c. Teaching as normative behavior denotes action undertaken with the intention of bringing about learning another. It designates a family of activities: training and instructing are primary members and indoctrination.

Vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking. In addition to the four

---

[8] Charlotte Meierdirk, *"The Changing Identity of the Student Teacher"*, International Journal of Education Teaching and Learning. Vol.1, No.1 (May 2016), 35.

skills, there are four supporting components in language, namely pronunciation, vocabulary, and grammar. Charles D. Fries said that vocabulary is an essential part in learning a foreign language, where students are required to master word for word so as to allow the increase in the student's vocabulary. Thus it can be said that students' mastery of intensive vocabulary will certainly make it easier for students to speak fluently, especially English.[9]

Lado reveals that there are three levels of difficulty in vocabulary, namely: easy vocabulary, normal vocabulary, and special (difficult) vocabulary. Things that affect students have difficulty in mastering foreign vocabulary, among others because of the influence of hearing the words, pronouncing the words, reading the words, practice from meaning to expression, and writing the words.

Recent research according Berne & Blachowicz indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. Teaching words is a crucial aspect in learning a

---

[9] Achril Zalmansyah, *"Meningkatkan Perbendaharaan Kata (Vocabulary) Siswa Dengan Menggunakan Komik Strip Sebagai Media Pembelajaran Bahasa Inggris"*, KANDAI, Vol.9, No.2, (November 2013), 264

language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language and the purpose of learning vocabulary is to communicate. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.[10]

2. **Kinds of Vocabulary**

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all

---

[10] Eva Sulistiana and friends, *"Intensive English Program (IEP) Meningkatkan Penguasaan Vocabulary"*, Jurnal Studi Guru dan Pembelajaran, Vol.2, No.3, (September-December 2019), 237.

together in language learning. There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary there are active vocabulary and passive vocabulary.[11] Active vocabulary refers to all words the students have learned and which can be used in communication. Passive vocabulary refers to all word which students will recognize them when they see them communication.

According to Elfrieda H. Hiebert and Michael L. Kamil, vocabulary is divided into:[12]

1) Oral Vocabulary, which is the set of words for which we know the meanings when we speak or read orally.

2) Print vocabulary, it consists of those words for which we meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasing larger role in literacy than those the oral vocabulary.

---

[11] Jeremy Harmer, *The Practice of English Language Teaching*. (London: Longman, 1993), Pg. 159.

[12] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary: Bringing Research to Practice.* (New Jersey: Lawrence Erlbaum Associates Publishers, 2005). Pg.3

3) Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar and used frequently.

4) Receptive or recognition vocabulary is the set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly. In general, recognition or receptive vocabulary is larger than production vocabulary.

In addition, according to Hatch and Brown Vocabulary is a set of words that are used to communicate in a language. Words can be classified based on their functional categories and it is called part of speech, it concludes noun, verb, adjectives, and

prepositions. The four types of vocabulary are as follows:[13]

a) Noun

Claim that all parts of speech have a semantic core that is language independent. The most core like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space. Second order nouns are observable entities that take place and time. So these would include nouns of states (e.g., sleep), process (e.g., weaving), and event (e.g., crash). Third order entities are prepositions that are truly abstract entities with no relation to time and space (e.g., democracy). The more cores like the nouns are, the easier it should be learned. In short, a noun is the name of a person, place, ide, or equality.

b) Verbs

Verbs are word that donate action, a verb is placed into four classes: activities, accomplishments, achievements, and states. For example, activities (run, walk, write, drive a car), accomplishments (paint a

---

[13] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995) https://doi.org/https://doi.org/10.3138/cmlr53.2.457.

picture, run a mile, build), achievements (hear, see, understand, find, recognize), and states (know, love, have, desire).

c) Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example: angry, brave, honest, happy, lazy, friendly and etc.

d) Prepositions

Prepositions are all those words that help locate items and actions in items and space. For example: about, above, after, before, during and etc.

3. The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.

Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. Huckin explain in the research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for second language readers to overcome. In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept.[14]

Mastering a huge number of vocabularies is very important for foreign language learners. Without mastering it, students of foreign language learners will get some difficulties in developing the four language skills. Vocabulary expresses opinions, ideas, and feelings. When someone has a lot of vocabulary, he or she could express their opinions, ideas, and feelings effectively. Vocabulary is a set of words known to a person or other entity, or the part of a specific language. Richards & Rendaya revealed that vocabulary is the core factor of language skill that affords

---

[14] Mofareh Alqahtani, *"The Importance Of Vocabulary In Language Learning And How To Be Taught"*, International Journal of Teaching and Education. Vol.3, No.3 (2015), 22.

much of the idea for the way learners speak, concentrate, study, and write.[15]

One indicator of mastery of English is Vocabulary as stated by Nunan that vocabulary is important in order to be able to use a second language. Vocabulary helps in studying the use of language structures and functions in communication. Tarigan states that the quality of a person's language depends on the quality of the vocabulary they have. A large number of vocabulary help language skills. So it cannot be denied that vocabulary is an important component in forming language.

In this research, the researcher uses English vocabulary as the main material in the research, because according to the researcher, English Vocabulary is an important part in learning a language, so the researchers hope that students will benefit from the main material that the researcher uses.

4. The Nature of English Movies

a. Definition of Movie

A film, also called movie is "the motion picture that tells a story, like in the television or cinema".[16] According

---

[15] Widia Rahmi Fauzi, Setia Muljanto, Lusiana Lestari, *"College Students' Perceptions On Using Movies For Vocabulary Learning"*, English Education and Applied Linguistics (EEAL) Journal. Vol.4, No.1 (2021), 42.

to Sukiman, film is a living picture. Definition literally film is Cinemathographie which comes from Cinematho = phytos (light) and graphie = graph (writing, picture, image). So the meaning is to paint motion with light.

Susilana said that films are also called motion pictures, which are a series of pictures and (still pictures) that slide quickly and are projected to give the impression of being alive and moving. Film is a medium that presents audiovisual messages and motion. Therefore, the film gives an impressive impression to the viewer.[17]

Based on the definitions of the film, it can be concluded that the film is a work that combines a story, scene, history, event, and also music, which is recorder on a film that is shown as a film in theaters, TV, etc. Even in the current era, movies can be accessed for free in various applications.

In this research, the researchers focused more on English movies. English movies are an alternative for students who study English. English Movies have a prominent impression as an entertainment that can be enjoyed by all people, especially those who understand

[16] Rosemary Sansome, *Oxford Illustrated Junior Dictionary* (Jakarta: Erlangga, 2002).
[17] Susilana dan Riyana. (2008). *Media Pembelajaran (Hakikat, Pengembangan, Pemafaatan, dan Penilaian).* Bandung: FIP UPI.

English. But in this study, the researcher has another view that English Movies can be a learning media for students to learn English Vocabulary. Of course on the other hand this will give a new color in learning activities for students, as stated by Rather that audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc. called instructional aids.[18]

b. Basic types of movies

Some of the most basic types of the movies line up as distinct alternatives. According to Thompson, there are some basic types of movies as follows:[19]

a) Documentary

The documentary is the branch of movies production which goes to the actual, and photographs it and edits it and shapes it. It attempts to give form and pattern to the complex of direct

[18] Rather,A.R., *Essentials Instructional Technology,* (Darya gaj New Delhi, 2004).
[19] James W Brown, *AV Instruction: Technology, Media, and Methods* (New York: McGraw-Hill Book Company, 1977).

observation.[20] The goal of a documentary film is to offer accurate information about the world outside of the movie. The documentary tries to portray fundamentally genuine stories about people's real life situations. For example, the true story of John F. Kennedy and Hubbert Humphrey who fought for the Democratic presidential nomination in 1960, Rise of Empires: Ottoman, Miss Americana, and other related movies.

b) Fiction

A fiction movie depicts fictional characters, places, or events. A fiction movies status does not imply that it is wholly disconnected from reality. Differently, fictional movies are linked to reality.[21] A fictional movie can directly or implicitly express ideas about the world outside the movies through the topic, subject, characterization, and other methods, and they frequently remark on the actual world through theme, subject, characterization, and other means. For example: Jumanji, Harry Potter, Spiderman, Star Wars, and other related movies.

---

[20] Roberta Sapino, *'What Is a Documentary Film : Discussion of the Genre.'*, 2011.
[21] James W Brown

c) Animated

The term "animated film" meant not just cartoons but any motion picture film.[22] Animated films are distinguished from live action ones by the unusual kinds of work that are done at the production stage.[23] Instead of continuously filming an ongoing action in real time, animators create a series of images by shooting one frame at a time. For example: Coco, Frozen, Zootopia, Moana, Raya and the Last Dragon, Turning Red, ad etc.

d) Experimental

There are varieties of reasons why experimental movies are created. The film maker may want to communicate personal experiences or points of view in ways that would be considered unusual in a mainstreams setting.[24] For example, Megalodon, Inland Empire, Enter the Void and other related movies.

---

[22] Paul Ward, *'Defining "Animation": The Animated Film and the Emergence of the Film Bill'*, 1993.
[23] James W Brown
[24] James W Brown

c. Movies as Learning Media

Media can be defined as mediator or conductor which delivers the information from the transmitter to the receiver. In the teaching and learning process media are defined as all the objects that mediate the learning process. According to Van Els media are all aids which may be used by teachers and learners to attain certain educational objectives. Heinich also states that media are considered as instructional media when they carry messages with an instructional purpose, to facilitate communication. However, it must be remembered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use the media effectively and efficiently.

Generally, there are three kinds of teaching media. They are audio, visual, and audio-visual media. Audio media are media that can be listened to, while visual media are media that can be seen. According to Kasbolah the teaching media that involve the senses of sight and hearing are named as audio-visual media. Furthermore, Sukiman states that media consists of four kinds, the first is audio media such as; recording, tape recording, multitrack recording, digital,

recording, and radio. The second is visual media such as; picture, photo, sketch, chart, graphic, board, flannel board, bulletin board, poster, cartoon, map, globe, OHP, and module. The third is Audio-Visual media such as; video, film, and television. And the last is computer such as; power-point, internet.[25]

Learning media that can be used for various types of learning, the technology and also multimedia are growing to help the learning process to get better. Movie and video are examples of learning media based multimedia that can be used to deliver material. Harmer says that the use of video or movie in class just listening with picture, but there are many reasons why video can add a special extra dimension to learning experience. Seeing language in used, cross cultural awareness, the power of creation and motivation. The use of movie as one of media which is using video it has been used in a common feature in language teaching for many years. The use of movie as a learning media is one of the appropriate ways for learning vocabulary for students. Harmer also state

[25] Tubagus Zam Zam Al Arif, *"The Influences of Audio Visual Media and Vocabulary Mastery towards English Learning Achievement of EFL University Students",* J-SHMIC : Journal of English for Academic. Vol.7, No.1, (February 2020), 58-59.

that movie can be used as a visual aid in the teaching and learning process.

But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Karakas and Saricoban show that by watching films especially with English subtitles it can be easier to get meaning from foreign. Media is a tool for teaching and learning processes and movies is one of the interesting media for students presenting audio, visual and motion messages, it can stimulate the students' thoughts and feelings.

Use of audio-visual resources requires more caring out because it provides opportunities for effective communication between teachers and students in EFL classroom. Dawes rightly points out that new technologies have the potential to support education across the curriculum. EFL teachers should have deeper understanding in the selection and use of these resources. It is the responsibility of the teachers to check the quality and authenticity of these resources. On the positive side, the effective use of these aids saves time in learning and students can develop a keen observation and interest in classroom sessions. Relying too much on these audio-visual aids

and resources during teaching sessions can lead to monotony and boredom. Considering that each teaching and learning situation varies, a teacher needs to have an understanding of the advantages of each aid and of combination of aids.[26]

But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Karakas and Saricoban show that by watching films especially with English subtitles it can be easier to get meaning from foreign. Media is a tool for teaching and learning processes and movies is one of the interesting media for students presenting audio, visual and motion messages, it can stimulate the students' thoughts and feelings.

Movies can be a powerful tool for illustrating course content, promoting a visualization of concepts and theory, increasing student involvement, and promoting critical thinking and analytical skills. A significant benefit of movies is that they offer both affective and cognitive experiences. According to Salomon research found that individuals learn new,

---

[26] Nalliveettil George Mathew & Ali Odeh Hammoud Alidma, *"A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction"*, International Journal of Higher Education. Vol.2, No.2, (April 2013),91.

novel, and abstract concepts more easily when presented in both verbal and visual form. It is also found that visual media make concepts more accessible to individuals than text media and help with later recall.

The effectiveness of teaching with movies has been reported. For example, Kirsh found that the animated film assignment appears to improve students' understanding of course material. Students also report that assignments involving watching movies are particularly rewarding. A meta-analysis found that visual media using in nursing education had significant effects on attitude change and retention. In addition, numerous reports indicate that movies help providing role models, identifying and reinforcing strengths, facilitating communication, and building hope. Research in the training area by Allen et all has also found that movie-based training had positive effects in reducing anxiety, and increasing learning social skills.

In sum, literature has shown that movies are an excellent tool for developing a variety of positive characteristics and behaviors. Thus, based on research to date on effects of teaching with movies, it was

hypothesized that positive characteristics and behaviors can be enhanced in university students through a systematic movie-based teaching course, that is positive characteristics and behaviors would significantly increase for participants in the teaching with-movie course but not for participants in the control group.[27]

B. Previous Research

The research about using movies to improve English vocabulary is not a new research. Before compiling the following research, the researcher needs the same research source. The researcher took some previous researches that will discuss in research below.

1. The first previous research is a journal from Khaled Ali. M. Alikurtehe, Dr. Mohan Rathakrishnan, Dr. Hariharan A/L N. Krishnasamy (European Academic Research) entitled Improve Vocabulary through watching videos.[28]

---

[27] Chuchai Smithikra, *"Effectiveness of Teaching with Movies to Promote Positive Characteristics and Behaviors"*, Procedia - Social and Behavioral Sciences. (2016), 524-525.

[28] Khaled Ali. M. Alikurtehe, Dr. Mohan Rathakrishnan, Dr. Hariharan A/L N. Krishnasamy, *"Improve Vocabulary through Watching Videos"*, European Academic Research. Vol.7, Issue 5 (August 2019).

This study investigates the vocabulary learning throughout movies. The focus of this research is how movie impact on listening and speaking fluently. The previous researcher regarded 50 students from a public school and university in Libya. This research used primary and secondary data, also analysis data through questionaries' among 50 respondents. To obtain an accurate indication of their vocabulary, participants completed levels 1000 and 2000 of the bilingual versions (English and Libyan) of the vocabulary test (VLT) available on the website of the Polish Nation. Participants achieved low scores in the first and second level of VLT. The correct answer to VLT is 33.3 words, so the participants in this study are aware of approximately 430 of the 2000 most frequent words, indicating that they were at the beginner level in the domain of English.

The result from this research showed that for A, the experimental groups showed a significant gain of 6.53% (52 words) for speech recognition and there is no significant gain / regression in the formal sense of meaning and recognition of the order of the tribal test to the Immediate test In addition, for video B, the experimental groups showed a significant gain of 10.97% (76 words) to identify the combination of pre-test.

However, they did show significant gain in the identification of the operational form and connection aspects that mean the vocabulary of this video. This research can improve the vocabulary for new learners also can improve the learning method. From these results, we can conclude that students have the ability to learn spoken forms of word elements and spoken forms of quotations when listening to videos.

This research is very relevant to the research that the researcher is doing. This research shows that when teachers use English movies as an alternative for students to learn English vocabulary, it can also indirectly make students master the second language. So that students and teachers can use English movies as a source of input for the second language in the classroom and outside the classroom. Of course, this is one of the relatively effective things to learn English vocabulary. The similarity of both the research is learning media used audio-visual in improving English vocabulary. The difference is previous research focuses on listening and speaking fluently, while this research focuses on improving English vocabulary.

2. The second previous research is from Widia Rahmi Fauzi, Setia Muljanto, Lusiana Lestari (Institute Pendidikan Indonesia) entitled College Students' Perceptions On Using Movies For Vocabulary Learning.[29]

    This research use qualitative method, the purpose of the research was to found out college students' perception on using movie as learning media for vocabulary learning. The participant of this research conducted of 5 four grade college students in Garut by using purposive sampling that is the participants of the research considered appropriate for the criteria needed by the researcher and has sufficient experience regarding to movie as learning media both use it in classroom activity or as an individual task and needs. The researcher give 10 questions divided into 2 categories, they are; the use of media as a learning media and the use of movies as a learning media.

    Students agreed that movies are useful to learn some new words by watching the movie and improve their vocabulary learning even though they used Indonesian subtitles (their mother tongue) they still had advantages. All participants said that when they are watching English movies, sometimes they use English

[29] Widia Rahmi Fauzi, Setia Muljanto, Lusiana Lestari.

subtitles, but what they use most often is Indonesian subtitles because they are not really fluent in English, they're believe that use of English subtitles will have the advantage of a new vocabulary with correct writing, but the drawback is that we may not know the meaning of the vocabulary; it is different if using Indonesian subtitles. The similarity of both the research is use movie as learning media in learning English vocabulary. The difference is previous research focuses to perception of students, while this research focuses on process and opinion of student's English vocabulary.

3. The third previous research is from Marta Widiawitasari Br Simamora and Lulud Oktaviani (Universitas Teknokrat Indonesia) entitled What Is Your Favorite Movie?: A Strategy Of English Education Students to Improve English Vocabulary.[30]

  This research use qualitative method, this research was done through questionnaires and interviews. The subjects were students from the English Education Study Program of Faculty of Arts and Education in

[30] Marta Widiawitasari Br Simamora, Lulud Oktaviani, *"What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary",* Journal of English Language Teaching and Learning (JELTL). Vol.1, No.2 (December 2020), 44-49.

Universitas Teknokrat Indonesia. In the questionnaire, researchers provided 5 questions to students that were distributed to the participants to collect their perspective data. After the researchers distributed the questionnaire, the researchers also continued with an interview. The questionnaire consisted of two types of questions. There were yes-no questions and scale questions. To strengthen the results, all students were interviewed about why watching English Movies can help them in learning English. From the interview, it was found out that most students said by watching English Movies they often heard new words that they did not hear before. The following data described their reasons why watching English Movies helped them in learning English.

The results of this research show the following two conclusions: (1) Students could enhance their vocabulary by watching English movies because they often found new vocabulary from the movie, and (2) Students could learn English by watching English movies. The more they watch English movie, the easier they learn English because when they watch a movie they could learn the language not only from listening activity but also from the scene and expression of the actors/actresses in the movies. The similarity of both the

research is use movie as learning media in learning English vocabulary. The difference is in the use of the subject, previous research use college students as a subject, while this research use student of junior high school.

4. The fourth previous research is from Caroline V. Katemba & Wei Ning (School of Education, Universitas Advent Indonesia) entitled Students` Responses in Enhancing New Vocabulary Through Subtitled English Movies.[31]

    This study used a surveying research design. According to Mcchester and Ihedigbo (2014), surveying research design represents one of the most common types of quantitative social science research. Researchers select a sample of respondents from the population and administers a standardized questionnaires to them. The researcher used this method to find out the students' responses in using subtitled English movies in enhancing vocabulary. This research is quantitative.

---

[31] Caroline V. Katemba, Wei Ning, *"Students` Responses in Enhancing New Vocabulary Through Subtitled English Movies"*, ACUITY: Journal Of English Language Pedagogy, Literature, And Culture. Vol.3, No.1 (February 2018).

In the questionnaire, the main instrument that was used for this study was a self-designed survey. In this study, the respondents read the questions, interpreted what is expected and then write down the answers. The Form of this study consisted of fifteen questions with five answers: Strongly Agree (SA), Agree (A), Uncertain (UC), Disagree (DA), and Strongly Disagree (SDA). Based on the Likert scales, each statement in the questionnaire consisted of a value from 1-5 which 5 is the most positive answer (Strongly Agree). In the survey, the researcher used a positive statement. Leung (2001) suggested if possible to avoid negative statements when designing a survey.

The result of the percentage of the questionnaire show that on the question number twenty-six we can see that 82% of the students agreed learning vocabulary from subtitled movies is an interesting way. 82% of the students agreed they can learn many new words from watching subtitled English movies. Based on the question number thirty-five we can see that 87% of the students agreed watching subtitled English movies has a beneficial effect on learning English. Similarly, we can see that 74% of the students' responded that the subtitled movie made vocabulary learning easy. Further, the result shows that

75% of the students agreed a movie review is more motivating for the students than a book review.

The results of this study indicate that, if the students learn new vocabulary through subtitled English movies, they have an interesting way to learn new vocabulary. They can learn many new words from watching subtitled English movies. On the other hand, a movie review is more motivating for the students than a book review. Likewise, The Subtitled movie makes vocabulary learning easy. Students can study well and can enjoy the learning direct. The subtitled English movie will help them to enhance their vocabulary. Similarly, it will help them to enhance another English skill. The similarity of both the research is use movie as learning media in learning English vocabulary. The difference is previous research focuses to students' responses, while this research focuses on process and opinion of student's English vocabulary.

C. Conceptual Framework

Table 2.1   Conceptual framework

```
        ┌─────────────────────┐
        │  Teaching English   │
        │     Vocabulary      │
        └──────────┬──────────┘
                   │
        ┌──────────┴──────────┐
        │    Movie Viewing    │
        └──────────┬──────────┘
            ┌──────┴──────┐
   ┌────────────┐    ┌────────────┐
   │ Understand │    │ Responses  │
   └──────┬─────┘    └──────┬─────┘
   ┌──────┴─────┐    ┌──────┴─────┐
   │ Motivation │    │ Experiences│
   └──────┬─────┘    └──────┬─────┘
   ┌──────────────────────────────┐
   │ The process and the opinions  │
   │    of students about teaching │
   │  English vocabulary through   │
   │ movie viewing at junior high  │
   │            school             │
   └──────────────────────────────┘
```
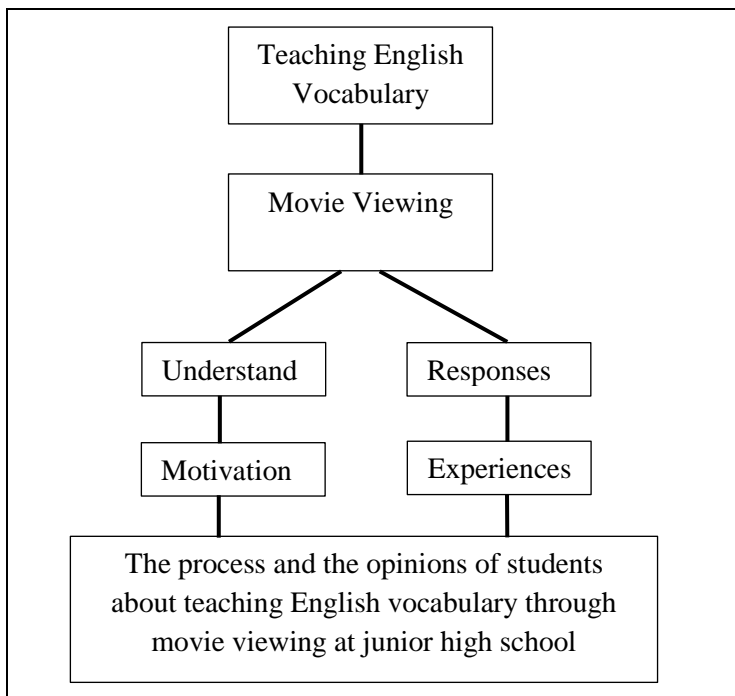
The conceptual framework above described the research that was conducted by the researcher. The research was qualitative descriptive, that explain teaching students English vocabulary through movie viewing at junior high school.

The process of teaching-learning English vocabulary the researcher used English movies as a learning media, then through movie viewing the researcher observed, then interviewed the students. Where students provide responses,

38

tell their experiences of learning vocabulary through watching English movies, with the explanation given by the researcher in the observation process students can understand how the process of learning English vocabulary through English movies. Based on the observation process, students make watching movies as motivation in learning English, especially in learning English vocabulary.

CHAPTER III
RESEARCH METHOD

This chapter consists of research design, research setting, participants, source of data, the data collection techniques and the instruments, data analysis techniques and validity test. Each of them is presented in the following discussion.

A. Research Design

In the process of arranging and looking for the results of this research, the researcher would use case study technique to analyze and to describe the data. In this research, researcher used qualitative research that focused on teaching student English vocabulary through Movie Viewing at Junior High School. Qualitative case research served as the main methodology for this research. According to Walcott, qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories and finally making an interpretation or drawing conclusions about its meaning

personally and theoretically, stating the lessons learned and offering further questions to be asked.[32]

Dove stated that qualitative research cares about a process not a result or a product. This is different from common research especially quantitative research which cares about them.[33] The purpose of qualitative research varies greatly depending on the goal. Related to its purpose, qualitative research has several types, namely research made for the benefit of the research itself, for evaluation purposes, for completing a dissertation, or for personal interests. Because the objectives are different, the assessment criteria are also different.[34]

Data collection techniques for qualitative research include direct observation and face to face interviews. These are considered the essential source of qualitative research. The observation provides the research an ethnographic and case research type is wherein a qualitative researcher involves herself in the regular basis activities of the participants. Face to face add the detailed data to the researcher to instantly

---

[32] John W. Creswell, Research Design Qualitative, *Quantitaive and Mixed Methods Approaches (Second Edition),* (California: Sage Puble aications, Ine, 2003), p. 182.

[33] Mohammad Ali and Muhammad Asrori, *Metodologi & Aplikasi Riset Pendidikan,* (Jakarta: PT. BmiAksara, 2014), p. 123.

[34] Jozef Raco, *'Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya'*, 2018 https://doi.org/10.31219/osf.io/mfzuj.

acquire data from the participants in the exchange of conversation following the semi-structured questionnaire.[35]

It can be concluded that qualitative descriptive tries to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the current state of view. In simple terms, it is a fact-finding investigation. In descriptive research, definite conclusions are acceptable, but do not establish cause and effect relationships.

B. Research Setting

This research was conducted at SMPN 16 Semarang which is located on Jl. Prof. Dr. Hamka, Tambakaji, Ngaliyan, Kota Semarang, Central Java, 50181. The research had been conducted on 27th July - 11th August 2022 at the eighth graders in the 1st semester of the academic year of 2022/2023.

C. Research Participants

The participants of this research were 34 students from the 8A of SMPN 16 Semarang. Where 34 Students were taken in one class from 272 Students of all populations in the eighth graders of this school. Researcher looked at the result of filling out the questionnaire to strengthen teaching students English

---

[35] Moises C and Jr. Torrentira, *'Online Data Collection as Adaptation in Conducting Quantitative and Qualitative Research During the Covid-19 Pandemic'*, European Journal of Education Studies, 7.11 (2020), 78-87 https://doi.org/10.46827/ejes.v7i11.3336.

vocabulary by watching and understanding a movie at junior High school. Then 10 students were interviewed by researcher to find out the experienced by students when using English movie to learn English vocabulary and make it a reference for teaching and develop English vocabulary through Movie Viewing.

The type of data in this research is a descriptive analysis about teaching English vocabulary through Movie Viewing at Junior High School. The data source is the subject from which the data is obtained. The main data sources in this research are words or statements submitted by respondents, and the behavior directed by the object of research.[36]

a) Primary Data

Primary data is data obtained or collected by the person conducting the research or who is concerned and needs it. Primary data is also called original data. In this research, the researcher obtained primary data about student experiences of using English movie to learn English Vocabulary through interviews and questionnaires with 8A SMPN 16 Semarang.

---

[36] Lexy J. Moleong, *Metodologi Penelitian Kualitatif,* Edisi revisi (Bandung: PT Remaja Rosdakarya, 2018).

b) Secondary Data

      Secondary data is data obtained or collected from existing sources. This data is usually obtained from the library or from the reports of previous researcher. In this research, researcher obtained data through source books as reinforcement from data obtained from the first source or primary data. The primary data, such as books and journals related English movies to learn English vocabulary. In addition, documentation will be used as supporting data. Supporting data attach the results of activity documentation.

D. Research Focus

      The research was conducted in the 8A of SMPN 16 Semarang. The focus of this research is the Teaching student English vocabulary through Movie Viewing at Junior High School.

E. Technique of Collecting Data

      Data collection is one of the essential stages in scientific research. Data can be collected in a variety of ways. Data can be collected in natural circumstances when viewed from the settings. Data collecting can involve both primary and secondary sources, depending on the data source. Furthermore, when it comes to data gathering methods or procedures, surveys, observation, interviews, and a mix of the four are all

viable options.[37] In this research, the researcher used observation, interview as the method used to collect data.

1. Observation

Observation is one of the most frequently used methods in various fields of scientific research. Observation can be the main or complementary method to several other research methods. Based on the technique, there are various types of observation, namely direct participant observation in which the researcher took part or is involved in the participant or group being studied. Second, direct non-participant observation is an observation method in which the researcher did not join as a participant but only becomes an observer. Third, indirect observation, namely observations that allow researchers to obtain information about past or present situations in which researchers do not participate directly. Observations were made through sources such as written materials.

In this research, the researcher used direct non-participant with the aim to implementation teaching English vocabulary through Movie Viewing at Junior High School.

---

[37] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, EDISI, ed. (Bandung: Alfabeta., 2015).

2. Interview

An interview is a story about two people, usually strangers, sitting down and talking about a specific topic.[38] Interviewing is now the primary means by which contemporary social research engages with issues of relevance. An interview is one of the data collection techniques in qualitative research. An interview offers the possibility to gain insight into the interviewee's world and a deeper understanding of the nature or meaning of the interviewee's everyday experiences. Interview data is also known as verbal data, namely data obtained through conversation or question and answer.[39] There are three types of interview, namely structured interview, semi-structured interview, and unstructured interview.[40] Here the researcher is more flexible in conducting interview that using structured interview and researcher can ask new questions that are not in the interview list.

---

[38] Patrick T. Hester and Kevin Mac G. Adams, *Observation, Topics in safety, Risk, Reliability and Quality,* 2017, XXXIII https://doi.org/10.1007/978-3-319-54672-8_15.

[39] Tohirin, *Metode Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2012) hal. 63.

[40] Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif* (Bandung: Aalfabeta, 2017) hal. 135.

F. Technique of Analysis Data

The researcher needs to summarize the data, selecting the data that suitable for the research and focus on the data that relevant to this research. In this research would obtain the data from the interview directly as the main data and the observation also some previous researches as supporting data. So it would be easily understood by the researchers and the others. To analyze the data, the researcher used miles and Huberman's data analysis model in Sugiyono. There are three stages in data analysis, namely data reduction, data display, and conclusion drawing. The following are the details of the stages in analyzing the data:

1. Data Reduction

Data reduction means summarizing, selecting, and focusing on important data. When data has been obtained from observations and interviews, the data was identified and classified. After that, the data was analyzed to get important information from the teaching Students English vocabulary through Movie Viewing at Junior High School.

2. Data Display

After the required data was collected and identified, then the data was displayed in the form of a

description of the teaching Students English vocabulary through Movie Viewing at Junior High School.

3. Conclusion Drawing

The results of the analysis process produced a conclusion as research findings. In this research, the conclusion was a description of teaching students English vocabulary through Movie Viewing at Junior High School.

G. Data Validation

The validity of qualitative research is different from quantitative research. Validity does not have the same connotation as qualitative research, nor is it parallel to reliability (which means testing of stability and consistency of responses) or generalization (which means external validity or research results that can be applied to new settings, people, or samples). Validity in qualitative research is based on the certainty of whether the research results are accurate from the point of view of researchers, participants, or readers in general. The term validity in qualitative research can also be referred to as trustworthiness, authenticity, and credibility.[41]

According to Sugiyono, there are two kinds of research validity, namely, internal validity and external

---

[41] John W. Creswell

validity. Internal validity relates to the degree of accuracy of the study with the results achieved. Meanwhile, external validity is concerned with the degree of accuracy of whether the results of the study can be generalized or applied to the population from which the sample is taken.[42]

In this research to obtain a high level of trust or credibility in accordance with the facts in the field, the internal validation of the research data was carried out through a member check technique by respondents after the researcher wrote the interview results into a data tabulation. According to Sugiyono, member check is the process of checking data by researcher against data providers. The purpose of member check is to find out how far the data obtained corresponds to what is provided by the data giver. The member check technique is also used to test external validity and the transferability rate. If the reader gets a clear picture and understanding of the context of the research, then the data research is said to have a high standard of transferability. External validity indicates the degree of accuracy or application of the results of the research to the population from which the sample was taken.

---

[42] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016).

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion which include the explanation of teaching student English vocabulary through Movie Viewing at junior high school based on the fact in the field.

1. **The process of teaching student English vocabulary through movie viewing at junior high school**

   This research was conducted at SMP 16 Semarang, the subjects in this research were students in the eighth graders. The data of this research were obtained from observations and interviews regarding teaching students' English vocabulary through Movie Viewing at junior high school.

   First, the researcher made observations in class 8A, here the researcher acted as a teacher. This observation begins with praying according to their respective beliefs and after that the researcher greets or makes a short conversation about the condition of the students at that time. In addition, the researchers also gave positive affirmations to students that any activities and materials presented by the researchers to students today will provide benefits and good impacts for the addition of students' knowledge.

The next step of observation, the researcher conveys the purpose of the researcher to make observations, with the aim that students can be cooperative during this observation. Next, the researcher asked the students who knew, what is English vocabulary? This is done with the aim of attracting students' attention to English vocabulary. After that, the researcher has prepared the material in the form of power point presentations (PPT) to be conveyed to students more deeply about the meaning, types and functions of English vocabulary. This is done so that students can understand more deeply English vocabulary through PPT which is designed as attractive and efficient as possible for students.

Furthermore, the researcher gave the opportunity to students who wanted to ask questions about the English vocabulary material with the aim that students could explore parts of the English vocabulary that they did not understand and they wanted to know in more detail. After that the researcher distributed the assignment sheet to each student, the sheet contained 30 random Vocabulary. Students were instructed to categorize vocabulary into a category column that had been prepared by the Researcher, this was done with the aim of training students' abilities before proceeding to the interview stage. You can see the assignment sheet of Appendix 1.

Second, the researcher conducted interviews with students. In this process the researcher start with the same flow with observations where students are invited to pray, the researcher greets or asks the condition of the students, the researcher gives positive affirmations to the students, and conveys the purpose of this interview. After that, the researchers prepared learning tools such as projectors, laptops, and blank paper. Then the researcher gave instructions to the students that during the learning process begins students must pay close attention. Before the movie was shown, the researcher distributed blank paper to each student to write down the vocabulary they got during the movie (any vocabulary in free types). Then the researchers played the movie, the title of the movie is ROBIN.

The students also watched the movie until it was finished, based on the observations of the researcher at that time the students were very enthusiastic about watching the movie, because the learning media that the researcher provided was audiovisual where students could see and listen at the same time. There are students who are very enthusiastic about writing the vocabulary they get during the movie and there are also students who write as much vocabulary as they can. However, the vocabulary they wrote at least was around 25-30 vocabularies, while the most vocabularies were written

around 116 vocabularies, and on average students wrote 50-60 vocabularies. You can see at Appendix 2.

The process of teaching student English vocabulary through movie viewing at junior high school above is of course based on the learning method chosen by the researchers in this research, namely the scientific based method. The scientific based method emphasizes students to be active rather than teachers, because the teacher is only a facilitator, while students are executing it. As explained in the learning process, that there are five aspect that are of concern in this approach, namely Observing, Asking, Trying, Associating, Communicating, where these five aspects have been practiced by researchers.

Furthermore, the researchers conducted interview, these interviews were conducted to 15 students. For reporting purposes, students' identities were not written in detailed names but using coding as shown in the table below:

Table 4.1   List of Students Participants

No	Name	Code
1.	MSN	S1
2.	DRPS	S2
3.	GFM	S3
4.	LDA	S4
5.	MC	S5
6.	MAAS	S6

7.	MNS	S7
8.	YIC	S8
9.	NC	S9
10.	VCW	S10
11.	MPY	S11
12.	HK	S12
13.	RW	S13
14.	TFR	S14
15.	NKA	S15

2. Students' response about Teaching English Vocabulary through Movie Viewing at Junior High School

After the researchers conducted interviews and analyzing the data regarding teaching students' English vocabulary through movie viewing at junior high school, Following are the responses from students which were then divided into 3 important points in teaching English vocabulary through movie viewing, namely: Movies as a learning media have two functions, Movies as a learning media have a positive response, Movies are effective to learn English vocabulary.

a. Movies as a learning media have two function

As the researcher explained in the background of the research that one of the reasons students are not enthusiastic in carrying out learning activities is that the media used tends to be boring and makes students not

54

enthusiastic. Of course this will have an impact resulting in students not being focused on understanding the material. In this study, the researcher presents learning media that has two functions, the first function is movies as a medium that can increase students' vocabulary. The movies referred to here are of course English movies that contain knowledge values for students. In addition, movies also present a wider language context, whether it is about daily life, certain professions, etc. according to the type of film that students watch. The second function is movies as entertainment media, it is no stranger that movies are one of the entertainments that are in great demand by all people, especially students. Movies are also fun audio visuals that display moving images and sound. Of course, this is one of the considerations of the researchers, where students can at least be more comfortable in undergoing learning, especially English vocabulary.

This finding is also supported by data obtained from student interviews:

"Yes, I feel happy because learning English is a difficult i think. If we are learns it through English movies, it is fun because there are animations or picture, so it is fun" (S3, August 5th 2022)

"When i learn English vocabulary through watching English movies, i can feel the expressions of the sentences or words that are said. And make me even more curious so i don't get bored watching it" (S6, August 5th 2022)

"I think it is good Miss, interesting because it can add a lot of new vocabulary, without having to memorize it" (S15, August 5th 2022)

a. Movies as a learning media have positive response

In learning activities, of course, a lot of media are used in this research the researchers chose movies as learning media. One of the reasons is because movie viewing can indirectly provide motivation and enthusiasm for learning to students. This motivation is obtained both due to the life values contained in the movie and the enthusiasm obtained because students can more easily get new vocabulary. This has a very positive response on students, if in every learning students feel happy and not burdened, the students' emotions will be maintained. In subsequent learning, students will be more enthusiastic in carrying out learning activities.

This finding is also supported by data obtained from student interviews:

"Yes Miss, if I watch English movies like this while i can add English vocabulary, sure I like learning it" (S2, August 5th 2022)

"This is one of the good ways to learn Miss, the way is easy to understand. So it is easier to learn" (S14, August 5th 2022)

"Yes Miss, I am getting more enthusiastic to learning English" (S11, August 5th 2022)

b. Movies are effective to learn English vocabulary

English vocabulary has an important role in learning English. Therefore, in this research the researchers chose media that were considered effective to increase students' vocabulary. Through watching movies, students not only get new vocabulary but also get the correct and good pronunciation of the dialogues in the movies. Of course this is very helpful for students in learning good and correct English vocabulary. Also with English movies, you can increase your English vocabulary.

This finding is also supported by data obtained from student interviews:

"Everyone has a different opinion Miss, if I think it is effective. Because by watching English movies, we can get new English vocabulary and at the same time listen to the correct pronunciation of the sentences or words." (S5, August 5th 2022)

"Yes Miss, I often watch English movies of the animated genre. Because of that, I know a little about English vocabulary which is often said in movies, like common, oh my God, chill out bro" (S1, August 5th 2022)

"I agree, because watching English movies we are can feel the voice directly, it feels like we are among people who speak English" (S7, August 5th 2022)

"Effective Miss, but if we are watch it only once, it seems like not enough. So it is better if watch it often so we are get used to it" (S12, August 5th 2022)

"Of course my English vocabulary is increasing, but slowly and needs to be processed" (S4, August 5th 2022)

A. Discussion

In this research, the researcher discusses the results of the research by focusing on the research objectives. The purpose of this research was to explain the process of teaching English vocabulary through movie viewing, and the response of the students. To explain it, researchers used observations and interviews. Based on the results of the observations and interviews, students were very enthusiastic about learning English vocabulary through English movies. These results show that most students "agree" that they are helped by English movies to deepen their English vocabulary.

The students' impressions of English movies in learning English vocabulary, the researcher found that students felt happy and enjoyed the English movies so that they are addicted to watching English movies more often to get used to it. It means that English movies are one of the effective way or effective learning media to learning English vocabulary. These results are also accompanied by data obtained from interviews that watching English movies can increase students' interest in learning English vocabulary.

The next aspect is about students' cognitive abilities in learning English vocabulary with English movies. Based on the results of the interviews got, students stated that English

movie can improve listening skills and can increase knowledge about the correct pronunciation of English vocabulary because students can know it from native speakers. Almost all participants stated "agree" that the subtitled of the movies students heard could make it easier for them to imitate English pronunciation of English vocabulary correctly and can be remembered longer.

In addition to the positive response of the results of this research, the researcher also found the weakness in teaching English vocabulary through watching English movies. Movie is one of the audio-visual that can attract the attention and interest and enthusiasm of students in learning English especially English vocabulary, but it is undeniable that English movie is only one of the learning media that can be used in the classroom which is not a material that can be continuously used in the classroom. One of the reasons is because the average length of a long movie is almost the same as the duration of teaching-learning, so it indicates that the use of English movies in class is only as an interlude or additional learning in class. Nevertheless, English movies as learning media have a flexible nature where students can practice it wherever they want, either at home or out of class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and suggestions for what has been discussed in previous chapter.

A. Conclusion

The objective of this research is to explain the process of teaching English vocabulary movie viewing, and the response of students'. After finishing this research in the eighth grade (8A) at SMPN 16 Semarang, researchers can conclude that:

Problem based learning that is commonly found in learning English, especially in learning English vocabulary, is one of the reasons the researchers took the topic and conducted this research. Based on the data collected and analyzed from the observations and interviews shows that the most of students are happy and very helpful with learning English vocabulary through movie viewing. It means that the researchers' expectations in this research were realized, where students were helped by this learning media and also had a positive response on increasing students' English vocabulary.

In the other words, it can be concluded that learning English vocabulary through movie viewing is proven to be a learning media that does not bored, even can motivate and

encourage students to learn English, Especially English vocabulary.

B. Suggestion

After summarizing all the discussions, this research can make a positive contribution to learning English, and here there are some good points to be suggestions from the researcher which are explained:

1. For English Teachers

    With this research, English teachers can use English movies as a learning media for students in order to make the learning environment more exciting. Teachers can also create creative learning activities, giving positive activities with English movies to motivate students in class.

2. For Students

    Students should often be able to watch English movies even outside of class to learn English especially increasing English vocabulary which is more relaxed and fun. Because that way, students will get used to listening to English pronunciations and can increase their high curiosity about English.

3. For Readers

This thesis is recommended to be used as a reference for various types of information seeking about learning English vocabulary through movie viewing.

REFERENCES

Alqahtani, Mofareh. 2015. "The Importance Of Vocabulary In Language Learning And How To Be Taught". *International Journal of Teaching and Education.* Vol.3 (3).

Al Arif, Tubagus Zam Zam. 2020. "The Influences of Audio Visual Media and Vocabulary Mastery towards English Learning Achievement of EFL University Students". *J-SHMIC : Journal of English for Academic.* Vol.7 (1).

Alikurtehe, Khaled Ali. M. and Mohan Rathakrishnan and Hariharan A/L N. Krishnasamy. 2019. *"Improve Vocabulary through Watching Videos". European Academic Research.* Vol.7 (5).

Ali, Mohammad and Muhammad Asrori. 2014. *Metodologi & Aplikasi Riset Pendidikan.* Jakarta: PT. BmiAksara.

Brown, James W. 1977. *AV Instruction: Technology, Media, and Methods.* New York: McGraw-Hill Book Company.

Caroline V. Katemba, Wei Ning, *"Students` Responses in Enhancing New Vocabulary Through Subtitled English Movies"*, ACUITY: Journal Of English Language Pedagogy, Literature, And Culture. Vol.3, No.1 (February 2018).

Creswell, John W. 2003. *Research Design Qualitative, Quantitaive and Mixed Methods Approaches (Second Edition).* California: Sage Puble aications, Ine.

C, Moises and Jr. Torrentira. 2020. 'Online Data Collection as Adaptation in Conducting Quantitative and Qualitative Research During the Covid-19 Pandemic'. *European Journal of Education Studies.*

Fauzi, Widia Rahmi and Setia Muljanto and Lusiana Lestari. 2021. "College Students' Perceptions On Using Movies For Vocabulary Learning". *English Education and Applied Linguistics (EEAL) Journal.* Vol.4 (1).

Harmer, Jeremy. 1993. *The Practice of English Language Teaching.* London: Longman.

Hatch, Evelyn and Cherly Brown. 1995. *Vocabulary, Semantics, and Language Education.* New York: Cambridge University Press.

Hester, Patrick T and Kevin Mac G. Adams. 2017. *Observation, Topics in safety, Risk, Reliability and Quality.*

Hiebert, Elfrieda H and Michael L. Kamil. 2005. *Teaching And Learning Vocabulary: Bringing Research to Practice.* New Jersey: Lawrence Erlbaum Associates Publishers.

Katemba, Caroline V and Wei Ning. 2018. "Students` Responses in Enhancing New Vocabulary Through Subtitled English Movies". *ACUITY: Journal Of English Language Pedagogy, Literature, And Culture.* Vol.3 (1).

Kusumarasdyati and Luo. 2013. "The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom". *Journal of Education and Practice.* Vol.4, (13).

Marta Widiawitasari Br Simamora, Lulud Oktaviani, *"What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary",* Journal of English Language Teaching and Learning (JELTL). Vol.1, No.2 (December 2020), 44-49.

Meierdirk, Charlotte. 2016. "The Changing Identity of the Student Teacher". *International Journal of Education Teaching and Learning.* Vol.1(1).

Moleong, Lexy J. 2018. *Metodologi Penelitian Kualitatif,* Edisi revisi. Bandung: PT Remaja Rosdakarya.

Methew, Nalliveettil George and Alidmat, Ali Odeh Hammoud. 2013. "A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction". *International Journal of Higher Education.* Vol.2 (2).

Nshiwi, Darin. 2020. "The Effect of Different Approaches to Learning Strategy Instruction on Vocabulary Development". *Indonesian Research Journal in Education.* Vol.4 (1).

Raco, Jozef. 2018. *'Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya'.*

Rather,A.R. 2004. *Essentials Instructional Technology.* Darya gaj New Delhi.

Rajagopalan, Isola. 2019. "Concept of Teaching". *Shanlax International Journal of Educations.* Vol.7 (2).

Sansome, Rosemary. 2002. *Oxford Illustrated Junior Dictionary.* Jakarta: Erlangga.

Satori, Djam'an and Aan Komariah. 2017. *Metode Penelitian Kualitatif .* Bandung: Aalfabeta.

Sapino, Roberta. 2011. *'What Is a Documentary Film : Discussion of the Genre.'*

Simamora, Marta Widiawitasari Br and Lulud Oktaviani. 2020. "What Is Your Favorite Movie?: A Strategy Of English

Education Students To Improve English Vocabulary". *Journal of English Language Teaching and Learning (JELTL).* Vol.1 (2).

Smithikra, Chuchai. 2016. "Effectiveness of Teaching with Movies to Promote Positive Characteristics and Behaviors". *Procedia - Social and Behavioral Sciences.*

Sulistiana, Eva et. all. 2019. "Intensive English Program (IEP) Meningkatkan Penguasaan Vocabulary". *Jurnal Studi Guru dan Pembelajaran.* Vol.2 (3).

Sugiono. 2016. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Susilana dan Riyana. 2008. *Media Pembelajaran (Hakikat, Pengembangan, Pemafaatan, dan Penilaian).* Bandung: FIP UPI.

Sugiyono. 2015. *Metode Penelitian Kombinasi (Mixed Methods)*, EDISI, ed. Bandung: Alfabeta.

Tohirin. 2012. *Metode Penelitian Kualitatif* . Jakarta: PT. Raja Grafindo Persada.

Ward, Paul. 1993. *'Defining "Animation": The Animated Film and the Emergence of the Film Bill'.*

Zalmansyah, Achril. 2013. "Meningkatkan Perbendaharaan Kata (Vocabulary) Siswa Dengan Menggunakan Komik Strip Sebagai Media Pembelajaran Bahasa Inggris". *KANDAI.* Vol.9 (2).

APPENDIX

APPENDIX 1

ASSIGNMENT SHEET

30 random Vocabulary

1.	And	9.	Savory	17	Explain	25	With
2.	Smart	10	At	18	It	26	Yummy!
3.	She	11	Garden	19	Hello!	27	They
4.	Library	12	To	20	After	28	Wow!
5.	Cheap	13	Gray	21	He	29	In
6.	Because	14	Oops!	22	Disturb	30	Before
7.	Wash	15	Responsible	23	Buffalo		
8.	Farmer	16	Bread	24	Apologize		

Please categorize the vocabulary above into the category column below!
Silahkan untuk mengkategorikan kosakata diatas kedalam kolom kategori dibawah ini!

Kata Benda (Noun)	Kata Kerja (Verb)	Kata Sifat (Adjective)	Kata Ganti (Pronoun)	Kata Sambung (Conjunction)	Kata Seru (Interjection)	Kata Depan (Preposition)

Aini Nur Istikhomah

VIII A / 2

1. Father	23. Stupid
2. mouse	24. door
3. Bread	25. perfect
4. and	26. Family
5. wait	27. eat
6. they	28. House
7. Cake	29. thank you
8. Cat	30. In
9. what	31. Oh my god
10. Star	32. Dream
11. like it	
12. Bird	
13. chair	
14. Sorry	
15. attention	
16. Fly	
17. Hello	
18. why	
19. sad	
20. Freak	
21. Friend	
22. right	

Khansa Maeva Tandiajeng Panguriseng   15   8A

1. House
2. Cute
3. Hai
4. He
5. She
6. Wait
7. Night
8. Cake
9. Steal
10. We
11. Sound
12. Come
13. Invite
14. And
15. Bread
16. Wet
17. Part
18. Done
19. Calm
20. Rule
21. Human
22. Back
23. Kitten
24. Good
25. Spoon
26. Sleep
27. Next
28. Time
29. Food
30. Wow
31. Face
32. No
33. Excuse me

34. Sorry
35. Cat
36. OMG
37. Fly
38. Wing
39. How
40. Inside
41. Outside
42. Safe
43. Very
44. Thanks
45. Them
46. Star
47. Tree
48. beautiful
49. morning
50. Silly
51. Happy
52. Can
53. Best
54. Hair
55. Bird
56. Lamp
57. Friend
58. One
59. more
60. humble
61. Oke
62. Nevermind
63. Do
64. Ear
65. Example
66. Right
67. Show me

68. doing
69. Rat
70. Wake
71. Attention
72. Carefull
73. Got
74. Can't
75. Are
76. The
77. Perfect
78. Hallo
79. Why
80. Who
81. Freak
82. See
83. For
84. Comb
85. Belly
86. Place
87. Terrible
88. Get
89. Did
90. Care
91. Not
92. I'm
93. Wonderfull
94. Better
95. Yes
96. Mouse
97. Work
98. Wish
99. Dream
100. It
101. Me
102. looking

103. Wrong
104. Okay
105. Door
106. Family
107. Are
108. being
109. Really
110. Dad
111. Brilliant
112. Predator
113. Garbage
114. Intresting
115. Song
116. Wishper

71

Najma Khalila Adhwa

24 / 8A

67. Dream
68. We
69. Crazy

1. Father
2. What
3. Wait
4. Run
5. Steal
6. And
7. Disappear
8. Nice
9. Sleep
10. mold
11. Crumb
12. Be patient
13. Excuse me
14. Sorry
15. No
16. Fly
17. Wait me
18. Home
19. Thank you
20. They
21. Beautiful
22. Goods
23. Chair
24. Amazing

25. Have
26. Take
27. Care
28. Come
29. Star
30. Do it
31. Why
32. Bird
33. You
34. I
35. Be carefull
36. I don't not
37. Good grief
38. Perfect
39. My family
40. Pathetic
41. See
42. For
43. pressure
44. mouse
45. Bad

46. Succed
47. Is that true
48. Don't
49. Old
50. Or
51. Yes
52. Want
53. Go
54. Stupid
55. great
56. Cat
57. Worried
58. Really
59. A
60. Action
61. Confusing
62. Hous
63. ~~music~~ song
64. Rule
65. Listen
66. morning

72

APPENDIX 3

INTERVIEW SHEETS

NO	QUESTION
1.	How do you think about learn English vocabulary through watching English movies?
2.	Do you think watching English movies makes it easier for you to learn English?
3.	Do you think that watching English movies motivates you to learn English?
4.	Do you agree that through watching English movies, you can find a lot of new vocabulary?
5.	What difficulties did you face when learn English vocabulary through watching English movies?
6.	Does watching English movies have a positive or negative impact on your English vocabulary? Please explain the impact!
7.	How is your English vocabulary after watching English movies?

APPENDIX 4
PROFILE OF SMPN 16 SEMARANG

SMPN 16 Semarang is one of the Junior High Schools located in Prof. Dr. Hamka street Ngaliyan, Semarang, Central Java, Indonesia. SMP 16 Semarang was officially established on December 15, 1983, with the Decree of the Minister of Education and Culture of the Republic Indonesia No. 0247/0/1983. The school consists of 24 classrooms, a laboratory, a library, and has enough media to use in the teaching-learning process. This school also has 45 teachers. There are 346 male students and 454 female students. Same as junior high schools in general in Indonesia, the school education period at SMPN 16 Semarang is taken within three school years, starting from Class VII to Class IX.

SMPN 16 Semarang has a predicate as a National Standard School (SSN) is also included in the category of schools that have experienced many developments, this can be seen in the statistics from 1987 to 1993, having been ranked in the top ten in a row at the level of SMP/MTs in Semarang.

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : SMPN 14 Semarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 8A/Gasal

Materi   : Vocabulary

Alokasi Waktu : 4 x 40 Menit (2x Pertemuan)

A.   Kompetensi Inti

1.   K1 : Menghargai dan menghayati ajaran agama yang dianutnya.

2.   K2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.

3.   K3 : Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4.   K4 : Mencoba, mengolah, dan menyaji 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 sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman

2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.1 Menerapakan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari Mengklasifikasikan kata kedalam kelas kata, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan dan tulis sederhana melalui menuliskan kata-kata yang tersedia dalam film yang telah disediakan dengan memperhatikan fungsi sosial,

struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi social dan struktur teks dengan benar.
2. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar
3. Siswa dapat memperkaya pembendaharaan kata serta dapat mengklasifikasikan kata sesuai dengan kelas-kelasnya.
4. Siswa dapat membiasakan diri mengenal kosa kata baru dari film bahasa inggris.
5. Siswa dapat meningkatkan pengusaan kosakata Bahasa Inggris.

D. Materi Pembelajaran

1. Perkenalan apa itu Vocabulary? Beserta pengertiannya
2. Mengapa belajar vocabulary itu penting?
3. Jenis-jenis vocabulary
4. Tips belajar vocabulary melalui menonton film

E. Metode Pembelajaran

Scientific Based Method

F. Media Pembelajaran

1. Power Point

2. English Movie

3. Laptop dan Proyektor

4. Worksheet

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan

1) Memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.

2) Mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.

3) Menyapa dan menanyakan kabar siswa, memberikan motivasi, dan affirmasi positif.

4) Menginformasikan tema yang akan dibahas yaitu tentang Vocabulary.

5) Menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengkomunikasikan dan menyimpulkan.

b. Kegiatan Inti

1) Mengamati

Siswa dengan seksama mengamati serta memperhatikan materi vocabulary yang disampaikan oleh Pengajar melalui media power point presentation.

2) Menanya

- Pengajar menayakan pemahaman mengenai materi vocabulary yang bru disampaikan kepada siswa.

- Siswa diberikan kesempatan untuk bertanya mengenai bagian-bagian dari materi yang belum dipahami atau menyampaikan pendapat mengenai materi yang telah disampaikan.

3) Mengeksplorasi

Pengajar meminta siswa untuk mengklasifikasikan 30 random vocabulary kedalam kolom-kolom yang telah disiapkan

dalam bentuk worksheet sesuai dengan materi yang telah disampakan oleh pengajar.

4) Mengkomunikasikan

Pengajar memberikan tanggapan dari hasil kerja dalam bentuk mendiskusikan hasil dari keseluruhan kerja siswa dan memberikan jawaban yang benar.

c. Penutup

1) Pengajar memberikan refleksi serta rangkuman dari materi yang telah disampaikan.

2) Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

3) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

4) Mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing untuk mengakhiri kegiatan pembelajaran.

2. Pertemuan Kedua

   a. Pendahuluan

      1) Memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.

      2) Mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.

      3) Menyapa dan menanyakan kabar siswa, memberikan motivasi, dan affirmasi positif.

      4) Menginformasikan kegiatan pembelajaran yang akan dilaksanakan kepada siswa.

      5) Menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan.

   b. Kegiatan Inti

      1) Mengamati

         Siswa dengan seksama mengamati serta memperhatikan materi vocabulary yang dikemas dalam bentuk film berbahasa inggris

sebagai learning media dengan judul film ROBBIN.

2) Menanya

- Pengajar menanyakan kepada siswa mengenai menonton film berbahasa inggris kepada siswa

- Siswa diberikan kesempatan untuk bertanya mengenai vocabulary ataupun nilai-nilai ynag terkandung dalam film berbahasa inggris.

3) Mengeksplorasi

Pengajar membagikan kertas kosong dengan tujuan siswa menuliskan kosakata yang mereka dapat selama kegiatan menonton film berbahasa inggris berlangsung.

4) Menyimpulkan

Pengajar memberikan kesimpulan dari materi yang telah disampaikan

c. Penutup

1) Pengajar memberikan refleksi terhadap kosakata yang telah siswa tulis selama pemutaran film berbhasa inggris.

2) Memberikan motivasi serta nilai-nilai kehidupan yang terkandung dalam film yang telah di putar.

3) Mengaja semua siswa berdo'a menurut agama dan keyakinan masing-masing untuk mengakhiri pembelajaran.

H. Penilaian

1. Penilaian Sikap

No	Nama Siswa	Perubahan Tingkah Laku					
		Percaya Diri			Disiplin		
		BT	MT	PD	BT	MT	D
1.							
2.							
3.							
Dst.							

Keterangan :

BT   : Belum Terlihat

MT   : Mulai Terlihat

PD   : Percaya Diri

D   : Disiplin

2. Penilaian Pengetahuan

Instrument penilaian tes tertulis lembar kerja mengklasifikasikan kosakata kedalam kolom-kolom yag telah tersedia.

3. Penilaian Keterampilan

No	Kriteria	Baik Sekali (SJ)	Baik (J)	Cukup (KJ)	Perlu Arahan (TJ)
1.	Listening Skill				
2.	Writing Skill				
3.	Reading Skill				

Keterangan :

SJ   : Sangat Jelas

J   : Jelas

KJ   : Kurang Jelas

TJ   : Tidak Jelas

Semarang, 14 November 2022

Mengetahui

84

Kepala Sekolah   Pengajar

Purnami Subadiyah S.Pd.   Novi Kurniati

DOCUMENTASION

CURRICULUME VITAE

A. Personal identity

1. Name   : Novi Kurniati
2. Student's Number   : 1803046014
3. Place, Date of Birth: Singkut, November 4th 1999
4. Phone Number   : 082265213586
5. Email   : kurniatinovi999@gmail.com
6. Address   : Desa Batu Putih, Kec. Pelawan,
   Kab. Sarolangun. Prov. Jambi

B. Formal Education

1. SDN 118 BATU PUTIH
2. SMPN 4 SAROLANGUN
3. SMA ARIF RAHMAN HAKIM
4. UIN WALISONGO SEMARANG

C. Non-Formal Education

1. KURSUS BAHASA INGGRIS, KAMPUNG INGGRIS PARE, JAWA TIMUR
2. ARH BOARDING CLASS