# THE LION KING MOVIE USED TO IMPROVE VOCABULARY OF THE EIGHT GRADE STUDENTS OF SMP N 10 SEMARANG

A Final Project

Submitted in partial fulfillment of the requirements for the degree of
*SarjanaPendidikan* in English

by

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# ENGLISH EDUCATION STUDY PROGRAM
# FACULTY OF LANGUAGE AND ARTS EDUCATION
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# DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions or findings included in the final project are quoted or citied in accordance with ethical standards.
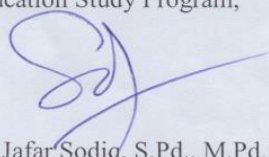
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# RATIFICATION

This Final Project entitled "The Lion King Movie Used to Improve Vocabulary of the Eight Grade Students of SMP N 10 Semarang" written by Alip Ponco Nugroho (18420144) has been ratified by the team of examiners of the Faculty of Language and Arts Education of University of PGRI Semarang:
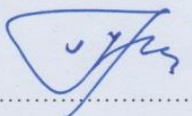
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## DEDICATIONS

This final project is fully dedicated to

1. My parents (Slamet Hartoto and Helfiah Meirani Pudjiwati)

2. Everyone who encourage me

3. My girlfriend

4. Thank you for International office (KUI)

# MOTTO

"To be successful you don't need beautiful face and heroic body, what you need is

skillful and mind and ability to perform"


(Rowan Atkinson)

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# ABSTRACT

**Nugroho, Alip Ponco.2022.** The Lion King Used To Improve Vocabulary of The Eight Grade Students of SMP N 10 Semarang. Final project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang, Advisor I: Dr. AB. Prabowo K.A., S.Pd, M.Hum. Advisor II: Sri Wahyuni,S.Pd.,M.Pd.

This research focused on analyze The Lion King Movie Used to Improve Vocabulary of the Eight Grade Students of SMP N 10 Semarang. The main objectives of this study were (1) to find out the vocabulary skills of students taught using the movie The Lion King. (2) To find out the vocabulary skills of students taught withoutusing the movie The Lion King. And (3) To find out if there is a significant difference in vocabulary skills between students who are taught using movie The Lion King and taught without using The Lion King. In this research, quantitative research was applied to analyze data, includes a control class, experimental class, and try-out class in eight grade students of SMP N 10 Semarang 2022. In this study, the researcher attended three classes: one experimental class taught using the movie The Lion King, control class taught withoutusing media and the other was a try-out class taught using media and without media. In this research using statistics for analyze data statistical formulas, specifically SPSS 24. The result showed that (1) the vocabulary skills of students taught using the movie The Lion King showed that mean score of pre-test was 83.62 (Good Level) and post-test was 91.72 (Excellent Level) and then (2) the vocabulary skills of students taught withoutusing the movieThe Lion King showed that was means score of pre-test was 67.78 (Inadequate Level) and mean score of post-test was 72.81 (Adequate Level) and (3) Difference of Vocabulary Mastery between the students Taught Using The Lion King Movie" and Those Taught without Using The Lion King Movie. The result show score 1215.00 > 676.00 based on the score, the researcher concluded that the test is acceptable. There was a significant difference in vocabulary mastery between the eighth grade students of SMP N 10 Semarang who were taught using the movie and who were not taught using the movie The Lion King.

**Keywords:**The Lion King, Movie, Vocabulary Mastery

# Table of Contents

# CHAPTER I

# INTRODUCTION

This is the first chapter of the research which will tell the reader why this research was conducted. This chapter is divided into six-part namely background of the research, reasons for choosing the topic, statement of the problem, objectives of the research, significance of the research, and definition of key terms.

## A. Background of the Study

One of the most important aspects of learning English is expanding your vocabulary. Someone can use this element to communicate their thoughts, emotions, feelings, and desires. It is difficult for people to explain themselves to others in English without using words. Bouville, M. (2008, p. 311-322). Furthermore, Wegerif (2015, p. 427-439) points out that thinking without words is impossible. This means that words are a tool for communication, learning and thinking. Words are part of vocabulary. Words allow us to speak, hear and read anything. Therefore, acquiring vocabulary is a crucial requirement for anyone who wants to master English.

English is the international language used by many people around the world for verbal and non-verbal communication between countries. Therefore, English is taught in many parts of the world. The function of

English teaching in junior high schools is to enable students to achieve a functional level, that is, to be able to solve problems in daily life through oral and written communication, thereby stimulating their enthusiasm and preparing them for higher levels of learning and confidence. The material consists of listening, vocabulary, writing and reading, an easy way to acquire language skills.

Vocabulary is one of the most important elements a student must possess when learning English, which guarantees success in language learning. It is difficult to find information without vocabulary, and we find it difficult to communicate and express our feelings both orally and in writing. We can not use language correctly.

Learning vocabulary is not easy for students, especially junior high school students. In the 2013 curriculum, students had little time to learn English inschool. As a result, they are not familiar with the English language and find it difficult to acquire vocabulary and remember meanings. Therefore, a teacher has to choose among various technologies the one that best suits his students. According to Mulyadi (2015, p. 1-8), using English movies as a medium for teaching and learning can make the learning and teaching process more interesting and enjoyable for both teachers and students, thus improving students' language skills. This shows that watching movies can significantly improve students' ability to learn more words and phrases.

Based on the above principles, the author tries to put forward his own English teaching ideas. Later he hoped it would be useful for teachers. The authors wanted to conduct an experiment using a movie called The Lion King as an alternative technique to improve students' vocabulary skills. Middle school students get something new and different from what they usually get in the classroom. Through this research, the author hopes to find new teaching methods to improve the quality of English teaching in middle schools. Because of this, the writer has adopted the teaching method using film to teach English, using a film called "The Lion King Movie for Improving Vocabulary of 8th Grade Students in SMP N 10 Semarang".

## B. Statements of the Problem

Based on the background above, the writer formulates the problems in this study as follows:

1. To what extent is thestudents' vocabulary improvement who are taught by using The Lion King Movie for the Eight Grade Students of SMP N 10 Semarang?

2. To what extent is the students' vocabulary improvement who are taught without using The Lion King Movie for the Eight Grade Students of SMP N 10 Semarang?

3.  What is the difference in students' vocabulary improvement between the students who are taugh by using Movie and without using Movie for the Eight Grade Students of SMP N 10 Semarang?

## C.  Objectives of the Study

Based on the statements of the problem above, the writer gets the aims of the study as follow:

1.  To find out the vocabulary skills of students taught using the movie The Lion King.

2.  To find out the vocabulary skills of students taught withoutusing the movie The Lion King.

3.  To find out if there is a significant difference in vocabulary skills between students who are taught using movie The Lion King and taught without using The Lion King.

## D.  Significances of the Study

The significance of the study would give a useful contribution to:

1.  The students

The subject of this study were 8th grade in junior high school. The author expects students to show an interest in teaching English and a desire to learn English after graduation. After improving your vocabulary, it helps your learn other aspects of the language such as reading, listening and writing.

2. The teachers

There are many methods used by the teacher for supporting their taught, and this study can be a reference to teaching vocabulary. The teachers can apply this method in the class. It will make the students attractive and interest in learning English, teacher must be creative in applying this method, movie must be inserted.

3. The readers

The writer hopes this study would useful for readers and can give information about to improve vocabulary using a movie. In addition, this study could be a references to readers to write a thesis.

4. The researchers

This study is far away from perfection, but the writer expected to develop knowledge and teaching vocabulary with this method.

E. **Definition of Key Terms**

In this study, the writer would like to explain about the concept of the topic as following:

1. Vocabulary

Anyone learning English or any particular language should know the words. According to Satuna (2015, p. 1-10), learning vocabulary enables us to speak when communicating with people, and to write and translate the meaning of words when speaking English.

2.  Animated movie

    Movie is one of the media to improve vocabulary easily. Musical movie is the illusion of motion created by the consecutive display of images of static elements. In the film and video production, production, this refers to techniques by which each frame of a film or movie is produced individually. These frames may be generated by computer or by photographing a drawn or painted image, or by repeatedly making a special animation camera. When the frames are strung together and the resulting film is viewed, illusion of continuous movement due to phenomenon known as persistence of vision.

3.  SMP N 10 Semarang

    SMP N 10 Semarang is the Junior High School located at MenteriSupeno Semarang, Central Java. It has three degrees and they are VII, VIII, and IX. In this school, studies are conducted mainly in the $8^{th}$ grade.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature. There are two sub chapters presented in this chapter. They are previous studies and review of related theories. The review of related theories discusses.

## A. Previous Studies

This study is related to several previous studies with have different methods. The study draws on references from books as well as other sources such as papers and international journal. They are:

First, JurnalPemikiranPenilitianPendidikandanSains, written by Dinar VincyYunitakaBahrudin in 2015, entitled "Implementing a Flashcard Game for Vocabulary Acquisition". Learning vocabulary is especially difficult for some students. There are several factors that make vocabulary learning difficult. The first was from the students is point of view, arguing that many different vocabularies need to be learned in a short period of time, but often forget them. The second is from the teacher is point of view that "techniques (traditional memorization) and media (powerpoint) in vocabulary education have hardly changed for a long time. "Therefore, this study aims to examine the effectiveness of vocabulary teaching with flashcard games in vocabulary acquisition.

Second, International Journal of Teaching and Education by MofarehAlqahtani in 2015 with the title "The Importance of Vocabulary in Language Learning and How to Be Taught". The researcher discussed vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or classrooms. It is also central to language teaching and is of paramount importance to a language learner.

Third, International Journal of The Use of English subtitle in Movie to Improve Students' Vocabulary: An Experimental study in grade IX of SMPN 1 Gunungsari academic year 2015/2016 By Rosmia Citra Lestari. This study aimed to know whether using subtitle in watching in effective or not in increasing students.

Fourth, Improving English Vocabulary Mastery by Using Crossword Puzzle of SD NegeriPakurejo. This research is conducted to improve students' abilities. Vocabulary mastery in SD NegeriPakurejo is still low, about 75% students get the bad mark (under six). This problem can be seen from their low scores in vocabulary and students got difficulties in four aspects of vocabulary, such as spelling, meaning, pronunciation and using word.

Fifth, a thesis conducted by NurHasanah in 2019 the title "Using Flashcard to Improve Vocabulary mastery: A Case of the Tenth Grade Students of SMK NgestiWhidiHusada". The researcher explains about the aim of the study are to see how the teaches vocabulary by using Flashcard,

to identify the problem faced by the teacher and the students in learning vocabulary by using flashcard, and to create some possible solutions from the problems faced by the teacher and the students in learning vocabulary by using flashcard.

## B. Related Literature

### 1. Definition of Vocabulary

Vocabulary is the central of language and a component that must be mastered in learning English. It means they cannot communicate effectively or express their ideas.

Vocabulary is the central of language and very important for the typical language learner. Without it, one cannot communicate effectively or express effectively or express their ideas in their ideas either in spoken or written form. If they do not know how to enrich their vocabulary, for example, they often gradually lose interest in earning. Vocabulary is the basis for communication. If the acquirer do not recognize the meaning of the keyword used by the words used by the people who advertise them, they will not be able to participate in the conversation.

Vocabulary is a collection of words that have meaning when heard and seen, even if they were not created by the individual. It is used to communicate with others. Barnlund (2017pp. 47-57). Vocabulary is one of the language elements which is considered to play a control

role.Schmitt, N., & Schmitt, D. (2020) state that vocabulary is a total number of words which (With rules combining them) make up language: (range of) words known to, or used by, a person, in a trade, profession, etc. While Webster's New World dictionary(2005)defines that Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined: lexicon and also defined as a sum or stock of words employed by a language group, individual, or in a field of knowledge.

2. **The Importance of Vocabulary**

Vocabulary has an important role for success in learning English. The more vocabulary we master, the easier it is to understand. Also, it will be easier to communicate orally or in writing. On the other hand, with a little vocabulary that we have, we will find it difficult to understand and communicate loudly in conversation or writing to others.

Vocabulary is one of the important aspects of mastering English. The mastery of vocabulary becomes essential in supporting other language skills. The researcher still found that the students have low motivation in learning vocabulary, it is very important for the teacher to be more creative to select the vocabulary. English cartoon films are one good teaching device for vocabulary. It can enrich the students' vocabulary and enjoy it.

Everybody who learns English or a certain language should know the words. According to Satuna (2015, p. 1-10) states that mastery vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. Watching English movie is a popular and powerful tool for the learners to learn English as foreign language. Englishmovies have been used in teaching English foreign language classroom for a long time and it is not at a new concept or media. Vocabulary has various aspects, including which can be used as a means to develop knowledge, convey messages and greatly affect one is language skills.

According to Alqatani (2015, p. 22) stated the importance of vocabulary is demonstrated daily in and out of the school. In the classroom, achieving students possess the most sufficient vocabulary.

There are three variables: input, process, output is briefly classified as follows: the words in the English cartoon film are referred to as input. Process relates to the use of English cartoon films to teach and acquire language. The students' vocabulary proficiency after being taught through English cartoon films is referred to as output.

3. **Vocabulary Learning**

Vocabulary skills are often considered as an important aspect of foreign language learners because limited vocabulary in a second language, hinders successfulcommunication.

According to toNation, I. S. P. (2001)"Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome".When language learners have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept.The importance of vocabulary instruction in language instruction cannot be overstated. Because many words will not be relevant to the pupils, the English teacher should know which terms are vital to learn. The terms that students commonly employ in everyday English are referred to as useful words. The term "essential vocabulary" refers to language that can be used by pupils and that can be used to think and communicate with one another. Aside from that, the teacher should be aware of the student's requirements.

## 4. Teaching Vocabulary

Alqahtani (2015 p. 21-34) states that vocabulary teaching is an important aspect in language learning because language is based on words. It is almost impossible to learn a language without words; even communication between humans is based on words.Vocabulary means the words which have meaning, and function of language are learned so that they become a part of students' understanding when read or writing something. Every person has three types of vocabulary as active      vocabulary,      reserve      vocabulary,      and      passive

vocabulary.Teachers should pay attention that vocabulary teaching is something new and different from the students' mother tongue. They should also consider that teaching English to young learners is different from that of adults. The teacher must prepare and know the right technique, which will be applied to students. A good teacher must prepare himself with various techniques and up to date. Teachers must be creative and able to master the material so that it can be understood by students, and make them interested. Teachers must know the characteristics of their students. They need to prepare good techniques and appropriate materials to achieve the target language teaching.Teachers also considers a phenomenon in society. Almost everyone or student loves to watch films whether it is on TV or video. The student like to write new vocabulary from the film they had just watched, an English cartoon film for example. It might be shown in the classroom or laboratory, eliminating the need for students to go to the movies; instead, they could sit in their classroom or laboratory and enjoy it.

The encyclopedia of education goes into greater detail about vocabulary division, dividing it into four categories as follows:

a. Vocabulary is made up of words that are frequently employed in speech the words that flow easily from one is mouth during a conversation.

b. The words that come easily to one is finger vocabulary are referred to as writing vocabulary. It is possible that a student who is more editorially inclined than visually inclined has a speaking vocabulary that is greater than his or her written vocabulary.

c. Listening vocabulary is a collection of words to which one responds by comprehending the meaning of others' speech.

d. Reading vocabulary refers to the words to which one responds with meaning and comprehension of others' writing.

## 5. Vocabulary in Teaching and Learning

The importance of vocabulary instruction in language instruction cannot be overstated. Because many words will not be relevant to the pupils, the English teacher should know which terms are vital to learn. The terms that students commonly employ in everyday English are referred to as useful words. The term "essential vocabulary" refers to language that can be used by pupils and that can be used to think and communicate with one another. Aside from that, the teacher should be aware of the student's requirements. The role of the teacher here is very important where the teacher's conversation skills must be good in teaching and learning. That's where the teacher's is very important in everything.

## 6. Problems in Learning Vocabulary

According to Thornbury (2002, p. 27) in NurHasanah (2019), the factor that makes some words more difficult than others are.

a.  Grammar

Also problematic is the grammar associated with the word.

b.  Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners – such as regular and lorry for Japanese speakers. Many learners find that words with a cluster of consonants, such as strength or chips or breakfast, are also problematic.

c.  Spelling

Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bores, honest, cupboard, muscle, etc.

7.  **Vocabulary Teaching Media**

English learning in Indonesia o lot of using conventional teaching method. This method, the student' attention should focus on the teacher explanation. That is often used in conventional learning such as: question-answer, discussion, and assignment. There are many techniques of the direct methods:

a.  Fill-in-the-blank-Exercise

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks.

b. Watch a Movie

This application is related to filling in the blank column questions, because before starting the teacher gives a film to listen to the vocabulary that will be discussed, and will be simultaneously in the test where eliminating the text and students will fill in the missing vocabulary.

c. Listening

The class includes an example of a technique used to give students a listening comprehension exercise. The students were given input on how to listen well. Then the teacher gives directions to the students.

## 8. The Contribution of TheLion King Movie in Teaching Vocabulary in Junior High School

Teaching media is needed in the teaching and learning process to improve vocabulary mastery. The Lion King film in the teaching and learning process has a positive effect in increasing students' vocabulary and making it easier to understand lessons. In addition, students' vocabulary mastery increases, so The Lion King movie

affects students' vocabulary mastery. Media can help students interested in the material and motivate students in the teaching and learning process. Film is one of the effective communication instruments between teachers and students so that students do not get bored with the lesson.

As we know that vocabulary is one of the components that must be mastered and learn new language income, especially the language of students in junior high school.

# CHAPTER III

# METHODOLOGY OF THE RESEARCH

## A. Research Design

The research used quantitative research in which experimental research design. In this research, the researcher used quasi experimental research.In conducting the research, the researcher gave pre-test and post-test to two groups was called experimental and control class or group, in order to know to what extent the students' writing ability in narrative text. Comparing the results of pre-test and post-test, then analysing the data to know the significant difference using t-test.

## B. Subjects of the Study

1. Population

The population is the group of individuals having one characteristic that distinguishes them from other groups Creswell (2012, p. 281). The population of this research was the second year students at SMP Negeri 10 Semarang in the academic year 2022/2023. There were seven classes there, namely VIII A until VIII G have 254 students.

2. Sample and Sampling

Creswell (2012, p. 381) stated that the sample is the group of participants in a study selected from the target population from which the

writer generalizes to the target population. It means that sample is the smaller part of the population.

In this research, the writer took two classes as the sample. The two classes were VIII E and VIII F. VIII F as the control group whereas VIII Eas the experimental group. The total sample of this research was about 60 students consist of two classes and every class consisted of 32 students.

## C. Instrument of the Study

The instrument that the researcher used were pre-test and post-test. The type of the test used in this research was on objective test. The result of test had aim to measured and compared student' achievement of the material that was taught before and after treatment. The test given is multiple choice question. The students decided whether they used an adjective or a noun in the multiple choice question test about describing picture that has been provided by the researcher. The reason for multiple choice question tests is because these test are easy for students to understand, and easy to made by the researcher.

1. Pre-test

   Pre-test was a test given to the students to measure their improving in vocabulary. The test was used by the researcher to answer the research problem. In this study, a pre-test was used to determine the students' English vocabulary skills in the text. It was conducted for all eight classes selecting the same or similar average of students' English

vocabulary ability in each class. Based on the selection of the test or pre-test, class VIII E and VIII F were selected as the research sample.

2. Post-test

   Post-test was given to students to measure their ability to learn vocabulary after they teach by using the test. If the post-test score is higher than the pre-test score, it means that the test method used is effective for teaching vocabulary.

3. Try-out

   Tryouts was given to students to measure the level of vocabulary questions. If the try-out score qualifies, it means that the question are effective for teaching vocabulary.

D. **Method of Data Collection**

Collecting data it means to identify and to select the individuals for a study, obtaining their permissions to study them and gathering information by asking people question or observing their behaviors Creswell (2012, p. 9). In this research, the researcher use test to collecting the data. The steps of collecting data such as follows:

1. The researcher prepared for the instrument

2. The researcher asks the permission for the headmaster of SMPNegeri 10 Semarang to conduct a researched there.

3. Before making the researcher, the researcher made a sample test of the questions to prove the questions was valid or not.

4. The researcher took two classes as a sample. There was VIII F class as controlled group and VIII E class as experimental group.

5. The researcher asks the permission to the class and explained to the students about the objective of the researched.

6. The next step, the researcher gave post-test to both classes experimental group and controlled group.

7. The last, the researcher calculates the result of pre-test and post-test, then analyzes it.

E. **Method of Data Analysis**

After collecting the data the researcher analyzed the result of the test. The steps in analyzing the data as follows:

1. Scoring the students' test result in pre-test and post-test

   The pre-test and post-test was given before and after being taught teaching vocabulary. The researcher took the score of the students' from their test. The score is gained multiple by:

   Score: 50x2 = 100

2. Categorizing the students' score

   According to Brown (2004:173), the table of scoring in vocabulary test is as below:

*Table 3.1*

Table of Achievement

| Score | Level of Achievement | Category |
|---|---|---|
| 100 | A | Excellent |
| 80-89 | B | Good |
| 70-79 | C | Adequate |
| 60-69 | D | Inadequate |
| Below 60 | E | Fail/Unacceptable |

(Brown, 2004: 288 and 294)

3. Finding out the mean of the pre-test and post-test

In finding out the mean of the pre-test and post-test, the researcher used the formula as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$$\sum x = \text{The total score of the students}$$

N = The number of the students

4. Analyzing the students significant score of pre-test and post-test

To analyzedthe students significant score of pre-test and post-test, the researcher used the formula as follows:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n - 1}}$$

Where:

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$d^2$: Deviation for each subject, the difference between pretest and post test∑: symbol for summ

**N**: the number of the students

5. Analyzing t test

To analyzed t test, the researcher used the formula as follows:

$$t = \frac{X_1 - X_2}{SD}$$

Where:

$$t = t \text{ test}$$

$$X_1 = \text{score of pre test}$$

$$X_2 = \text{score ofpost test}$$

SD = standard deviation

6. Analyzing t table

To analyzed t table, the researcher used the formula as follows:

$$df = (N - 1)$$

Where:

$$df : \text{degree of freedom}$$

$$N : \text{number of students}$$

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

This is the fourth chapter of the research which consist of research finding and discussion. The research have been taken from the given pre-test and post-test of three classes for experimental class, control class and try-out class. They showed the students score increased from the pre-test and post-test of the sample to find to improve vocabulary of the eight grade students of SMP N 10 Semarang.

## A. Research Findings

It has been mentioned previously, the writers want to know and there is a different result between the eighth grade students who are taught with "The Lion King Movie" method and the students who are taught without "The Lion King Movie" method.

The researcher was conducted in August 2022. The researcher gave a pre-test to the students, before researcher gave question to students the researcher conducted a try-out test of questions to different classes. The pre-test is 20 numbers and it is multiple choice and matchmaking. These questions are used to determine students' understanding of English vocabulary with predetermined topics.

In the study, the class should be given the pre-test to determine the degree of ability of each class, because it is sample population. After calculating the result of the student' pre-test andpost-test experimental group which

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are played carefully for many times, the researcher can find the result of the tests. The result of the test presented as follows.

1. **Result of the Try out test**

   This is the fourth chapter of the research which consists of research findings and discussion. The research findings section is answeringsix problem statements about the validity, reliability, descriptive, normality test, Wilcoxon text, and Mann Whitney test.The discussion part will contain a discussion of all of the findings.

   a. **Validity**

   Validity is useful todetermine the validity or suitability of the questionnaire used by researchers in measuring and obtaining research data from respondent data. Validity test is very necessary if researchers use instruments in carrying out research. According to Heale and Twycross (2015),the amount to which a notion is accurately measured in a quantitative investigation is referred to as validity. The item validity test is performed on the compliance and parenting scales by correlating the scores of each item with the total score. Researchers employ Pearson's Product Moment Correlation approach.

   Hypothesis :

   If Sig.Value< 0,05 = valid

   If Sig.Value> 0,05 = not valid

The following table presents the interpretation of the data from the SPSS results to make it easier to read the data to find out how much data is valid and the level of validity.

*Tabel 4.1 Validity Test SPSS*

| No | Pearson Correlation | Sig.Value | Interpretation |
| --- | --- | --- | --- |
| 1 | 0.444 | 0.011 | VALID |
| 2 | 0.535 | 0.002 | VALID |
| 3 | 0.358 | 0.044 | VALID |
| 4 | 0.378 | 0.033 | VALID |
| 5 | 0.507 | 0.003 | VALID |
| 6 | 0.756 | 0.000 | VALID |
| 7 | 0.433 | 0.013 | VALID |
| 8 | 0.674 | 0.000 | VALID |
| 9 | 0.371 | 0.037 | VALID |
| 10 | 0.554 | 0.001 | VALID |
| 11 | 0.378 | 0.033 | VALID |
| 12 | 0.367 | 0.039 | VALID |
| 13 | 0.487 | 0.005 | VALID |
| 14 | 0.345 | 0.032 | VALID |
| 15 | 0.714 | 0.000 | VALID |
| 16 | 0.674 | 0.000 | VALID |
| 17 | 0.578 | 0.042 | VALID |
| 18 | 0.582 | 0.000 | VALID |
| 19 | 0.475 | 0.035 | VALID |
| 20 | 0.663 | 0.000 | VALID |

From the table above, it can be concluded that after testing the validity of SPSS, it can be seen that 20 questions are valid, this table was taken before taken before starting the research.

## b. Reliability

Reliability testing was conducted on 32 students with a significance level of 5%.The term reliability test is derived from the word reliability, which indicates the amount to which the results of trustworthy measurement are reliable. A measurement result can be believed if, after implementing measures on groups of subjects multiple times, the same measurement results are obtained that are relatively the same, as long as the aspects being measured inside the subject have not changed (Motandang 2009).

*Table 4.2 Reliability SPSS*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| 0.775 | 20 |

From the results of the reliability test above using SPSS, it can be concluded that r11 or the reliability value is 0.775, which means that it is greater than 0.700, meaning that the questions that the researcher made is reliable.

2. **Vocabulary Mastery of the students' vocabulary improvement who are taught by using The Lion King Movie.**

   a. **Result Pre-Test of Experimental Group**

   The students' vocabulary improvement who are taught by using The Lion King Movie is reflected in the test score they got through the pretest or post-test. The result of the pre-test can be seen in the table below.

*Table 4.3*

The List of Pre-Test Score of Experimental Group

| NO | Students' code | Pre-test | Category |
|---|---|---|---|
| 1 | E-1 | 80 | Good |
| 2 | E-2 | 85 | Good |

| | | | |
|---|---|---|---|
| 3 | E-3 | 80 | Good |
| 4 | E-4 | 85 | Good |
| 5 | E-5 | 75 | Adequate |
| 6 | E-6 | 80 | Good |
| 7 | E-7 | 80 | Good |
| 8 | E-8 | 95 | Excellent |
| 9 | E-9 | 70 | Adequate |
| 10 | E-10 | 80 | Good |
| 11 | E-11 | 85 | Good |
| 12 | E-12 | 85 | Good |
| 13 | E-13 | 90 | Excellent |
| 14 | E-14 | 75 | Adequate |
| 15 | E-15 | 95 | Excellent |
| 16 | E-16 | 85 | Good |
| 17 | E-17 | 80 | Good |
| 18 | E-18 | 75 | Adequate |
| 19 | E-19 | 75 | Adequate |
| 20 | E-20 | 75 | Adequate |
| 21 | E-21 | 70 | Adequate |
| 22 | E-22 | 90 | Excellent |
| 23 | E-23 | 80 | Good |
| 24 | E-24 | 80 | Good |
| 25 | E-25 | 80 | Good |
| 26 | E-26 | 85 | Good |
| 27 | E-27 | 70 | Adequate |
| 28 | E-28 | 75 | Adequate |
| 29 | E-29 | 80 | Good |

$$\sum y1 = 2425$$

After getting the result of pre-test of experimental group, it can be conclude that the pre-test worked. The result is as follows:

$$\gamma_{1=\frac{\sum y1}{Ny}}$$

$$= \frac{2425}{29}$$

$$= 83.62$$

The data shows that the mean of the pre-test of experimental group is 83.62. It can be stated that students are in good level. The data was compared to the post test score prove that the two means were significantly difference.

*Table 4.4*

Table of Achievement

| Score | Level of Achievement | Category |
|-------|---------------------|----------|
| 100 | A | Excellent |
| 80-89 | B | Good |
| 70-79 | C | Adequate |
| 60-69 | D | Inadequate |
| Below 60 | E | Fail/Unacceptable |

(Brown, 2004: 288 and 294)

## b. Result Post-Test of Experimental Group

The students' vocabulary improvement who are taught by using The Lion King Movie is reflected in the test score, they got through the pretest or post-test. The next step was giving post-test to the students after the treatment had been done. The result of the post-test can be seen on the table below:

*Table 4.5*

The List of Post-Test Score of Experimental Group

| NO | Students' code | Pre-test | Category |
|----|----------------|----------|-----------|
| 1 | E-1 | 85 | Good |
| 2 | E-2 | 90 | Excellent |
| 3 | E-3 | 90 | Excellent |
| 4 | E-4 | 95 | Excellent |
| 5 | E-5 | 95 | Excellent |
| 6 | E-6 | 90 | Excellent |
| 7 | E-7 | 90 | Excellent |
| 8 | E-8 | 95 | Excellent |
| 9 | E-9 | 85 | Good |
| 10 | E-10 | 85 | Good |
| 11 | E-11 | 85 | Good |
| 12 | E-12 | 85 | Good |
| 13 | E-13 | 90 | Excellent |
| 14 | E-14 | 90 | Excellent |
| 15 | E-15 | 95 | Excellent |

| | | | |
|---|---|---|---|
| 16 | E-16 | 85 | Good |
| 17 | E-17 | 90 | Excellent |
| 18 | E-18 | 95 | Excellent |
| 19 | E-19 | 90 | Excellent |
| 20 | E-20 | 85 | Good |
| 21 | E-21 | 85 | Good |
| 22 | E-22 | 90 | Excellent |
| 23 | E-23 | 95 | Excellent |
| 24 | E-24 | 90 | Excellent |
| 25 | E-25 | 95 | Excellent |
| 26 | E-26 | 85 | Good |
| 27 | E-27 | 90 | Excellent |
| 28 | E-28 | 85 | Good |
| 29 | E-29 | 85 | Good |
| | | $\sum y1 = 2660$ | |

After getting the result of post-test of experimental group, it can be conclude that the post-test worked. The result is as follows:

$$\gamma_{1=\frac{\sum y1}{Ny}}$$

$$= \frac{2660}{29}$$

$$= 91.72$$

*Table 4.6*

Table of Achievement

| Score | Level of Achievement | Category |
|-------|---------------------|----------|
| 100 | A | Excellent |
| 80-89 | B | Good |
| 70-79 | C | Adequate |
| 60-69 | D | Inadequate |
| Below 60 | E | Fail/Unacceptable |

(Brown, 2004: 288 and 294)

Based on the data above, the average post-test score for the experimental group is 91.72, so it can be said that students are excellent level.

*Table 4.7*
Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|------|---|----------------|-----------------|
| Pair 1 | Pre test | 80.69 | 29 | 6.645 | 1.234 |
| | Post test | 83.45 | 29 | 5.841 | 1.085 |

The T test above shows the average of the experimental class pre-test which is 80.69 and the experimental class post-test is 83.45.

The second output results indicate a correlation or relationship between the pre-test and post-test in the experimental class. We can see that the significance value is 0.002means less than 0.05 which can be concluded from the results of the decision making that there is a relationship or

correlation between the pre-test and post-test conducted in the experimental class.

*Table 4.8*
Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | Pre test - Post test | -2.759 | 5.914 | 1.098 | -5.008 | -.509 | -2.512 | 28 | .018 |

In the third output, it can be concluded that the significant value is 0.018, which means it is less than 0.05. Based on the basis of decision making, if the Sig. value is <0.05, there is a significant difference between the learning outcomes in the pre-test and post-test data. This means that the results of the 3rd output display significant data between the pre-test and post-test in the experimental class.

3. **Vocabulary Mastery of the students' vocabulary improvement who are taught without using The Lion King Movie.**

   a. **Result Pre-Test of Control Group**

   The students' vocabulary improvement who are taught without using The Lion King Movie. Is reflected in the test score they got through the pretest or post-test. The result of the pre-test can be seen in the table below.

*Table 4.9*

The List of Pre-Test Score of Control Group

| NO | Students' code | Pre-test | Category |
|----|----------------|----------|----------|
| 1 | F-1 | 65 | Inadequate |
| 2 | F-2 | 75 | Adequate |
| 3 | F-3 | 65 | Inadequate |
| 4 | F-4 | 65 | Inadequate |
| 5 | F-5 | 75 | Adequate |
| 6 | F-6 | 50 | Fail |
| 7 | F-7 | 65 | Inadequate |
| 8 | F-8 | 70 | Adequate |
| 9 | F-9 | 70 | Adequate |
| 10 | F-10 | 80 | Good |
| 11 | F-11 | 50 | Fail |
| 12 | F-12 | 85 | Good |
| 13 | F-13 | 55 | Fail |
| 14 | F-14 | 75 | Adequate |
| 15 | F-15 | 65 | Inadequate |
| 16 | F-16 | 85 | Good |
| 17 | F-17 | 60 | Fail |
| 18 | F-18 | 75 | Adequate |
| 19 | F-19 | 75 | Inadequate |
| 20 | F-20 | 75 | Inadequate |
| 21 | F-21 | 70 | Inadequate |
| 22 | F-22 | 50 | Fail |
| 23 | F-23 | 50 | Fail |

| 24 | F-24 | 60 | Inadequate |
|----|------|----|------------|
| 25 | F-25 | 50 | Fail |
| 26 | F-26 | 60 | Inadequate |
| 27 | F-27 | 70 | Adequate |
| 28 | F-28 | 75 | Adequate |
| 29 | F-29 | 65 | Inadequate |
| 30 | F-30 | 75 | Adequate |
| 31 | F-31 | 70 | Adequate |
| 32 | F-32 | 60 | Inadequate |
| | | $\sum y1=2170$ | |

After getting the result of pre-test of control group, it can be conclude that the pre-test worked. The result is as follows:

$$\gamma_{1=\frac{\sum y1}{Ny}}$$

$$= \frac{2170}{32}$$

$$= 67.78$$

From the result of the students' score, it can be seen the result of the pre-test is 2170. It means that the students' vocabulary mastery being taught without the use of The Lion King Movie of control group is lower than the students' vocabulary mastery taught using of The Lion King Movie.

*Table 4.10*

Table of Achievement

| Score | Level of Achievement | Category |
|---|---|---|
| 100 | A | Excellent |
| 80-89 | B | Good |
| 70-79 | C | Adequate |
| 60-69 | D | Inadequate |
| Below 60 | E | Fail/Unacceptable |

(Brown, 2004: 288 and 294)

The mean score of the control group pre-test was 67.78. The researcher provides conventional teaching or ordinary explanations without using film media to students. After giving and explanation as usual, the researcher gave a post-test to the students. Implemented in August 2022.

**b. The Result of ThePost-Test of The Control Group**

The students' vocabulary mastery who were being taught without the use of The Lion King Movie is reflected in the test score they got through the pretest or post-test. The result of the post-test can be seen in the table below.

*Table 4.11*

The List of Post-Test Score of Control Group

| NO | Students' code | Pre-test | Category |
|----|----------------|----------|----------|
| 1 | F-1 | 65 | Inadequate |
| 2 | F-2 | 75 | Adequate |
| 3 | F-3 | 65 | Inadequate |
| 4 | F-4 | 65 | Inadequate |
| 5 | F-5 | 75 | Adequate |
| 6 | F-6 | 80 | Good |
| 7 | F-7 | 65 | Inadequate |
| 8 | F-8 | 70 | Adequate |
| 9 | F-9 | 70 | Adequate |
| 10 | F-10 | 80 | Good |
| 11 | F-11 | 85 | Good |
| 12 | F-12 | 85 | Good |
| 13 | F-13 | 55 | Fail |
| 14 | F-14 | 75 | Adequate |
| 15 | F-15 | 65 | Inadequate |
| 16 | F-16 | 85 | Good |
| 17 | F-17 | 80 | Good |
| 18 | F-18 | 75 | Adequate |
| 19 | F-19 | 75 | Inadequate |
| 20 | F-20 | 75 | Inadequate |
| 21 | F-21 | 70 | Inadequate |
| 22 | F-22 | 90 | Excellent |
| 23 | F-23 | 50 | Fail |

| 24 | F-24 | 80 | Good |
| 25 | F-25 | 80 | Good |
| 26 | F-26 | 60 | Inadequate |
| 27 | F-27 | 70 | Adequate |
| 28 | F-28 | 75 | Adequate |
| 29 | F-29 | 65 | Inadequate |
| 30 | F-30 | 75 | Adequate |
| 31 | F-31 | 70 | Adequate |
| 32 | F-32 | 80 | Good |
| | | $\sum y1=2330$ | |

After getting the result of pre-test of control group, it can be conclude that the pre-test worked. The result is as follows:

$$\gamma_{1=}\frac{\sum y1}{Ny}$$

$$= \frac{2330}{32}$$

$$= 72.81$$

From the results of the student scores, the total score for the pretest was 2170, smaller than the total score for the posttest was 2330 when the experimental group was taught using "film". From the data above, there are no students who get low scores from the pre-test, as a strategy to improve the vocabulary mastery of the eighth grade students of SMP N 10 Semarang in the 2022/2023 academic year.

*Table 4.12*

Table of Achievement

| Score | Level of Achievement | Category |
|-------|---------------------|----------|
| 100 | A | Excellent |
| 80-89 | B | Good |
| 70-79 | C | Adequate |
| 60-69 | D | Inadequate |
| Below 60 | E | Fail/Unacceptable |

(Brown, 2004: 288 and 294)

*Table 4.13*

*Paired Samples Statistics*

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre test | 67.81 | 32 | 8.608 | 1.522 |
| | Post test | 72.81 | 32 | 8.975 | 1.587 |

This first output displays a comparison of the average value of the control class or class that does not get any treatment at all. This test compares the pre-test and post-test values of the control class, which we can conclude that the average pre-test score is 67.81 while the post-test is 72.82.

*Table 4.14*

*Paired Samples Correlations*

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Pre test& Post test | 32 | .521 | .002 |

The results of the second test are used to look for a relationship or correlation from the test given to students in the control class. We can see that a significance value of 0.002 means that it is less than 0.05, which means that in the pre-test and post-test conducted in the control class have a relationship with each other or correlated.

*Table 4.15*

*Paired Samples Test*

| | | | Paired Differences | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | |
| Pair 1 | Pre test - Post test | -5.000 | 8.614 | 1.523 | -8.106 | -1.894 | -3.284 | 31 | .003 |

In the third output, it can be concluded that the significant value is 0.03 which means it is smaller than 0.05. Based on the basis of decision making, if the Sig. value is <0.05, there is a significant difference between the learning outcomes in the pre-test and post-test data. This means that the results of the 3rd output display significant data

between the pre-test and post-test in the class that was not given any treatment at all (control class).

4. **Difference of Vocabulary Mastery between the students Taught Using "TheLion King Movie" and Those Taught without Using "The Lion King Movie".**

In this study, the researcher uses descriptive, normality test, Wilcoxon text, and Mann Whitney test formula to find out whether there is or not significant difference between those who was taught using "The Lion King Movie" and those taught without using "The Lion King Movie."

a. **Descriptive**

Descriptive statistical analysis is useful for presenting research data in the form of tables that include the amount of data, maximum value, minimum value and average value.

*Table Descriptive SPSS 4.16*

**Descriptive Statistics**

| N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|
| 29 | 70 | 95 | 83.62 | 6.645 |
| 29 | 85 | 95 | 91.72 | 5.841 |
| 32 | 50 | 85 | 67.78 | 8.608 |
| 32 | 50 | 90 | 72.81 | 8.975 |
| 29 | | | | |

The difference between the results of the pre-test and post-test can be seen from the average value. From the calculation above, the average score of the students' vocabulary test in the experimental group increased from 83.62 to 91.72. The enhancement point is 8.1. It can be said that using Movie TheLion King to teach vocabulary mastery is effective.

## b. Normality Test

Normality test is carried out to find out whether the data is normally distributed or not. Normality test was performed as a condition before using parametric statistical analysis. The normality test used is the Kolmogorov-Smirnov test and the Saphiro-Wilk test. Hypothesis:

Data distribute normally if Sig.Value> 0,05

Data is not distribute normally if Sig.Value< 0,05.

*Table Normality SPSS 4.12*

**Tests of Normality**

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | Df | Sig. |
| Students' Total Score | Pre-test Experimental | .197 | 29 | .006 | .930 | 29 | .055 |
| | Post-test Experimental | .205 | 29 | .003 | .927 | 29 | .047 |
| | Pre-test Control | .163 | 32 | .031 | .961 | 32 | .291 |
| | Post-test Control | .159 | 32 | .039 | .960 | 32 | .268 |

a. Lilliefors Significance Correction

Because the data shows that the value of sig <0.05, it can be said that the data is not normally distributed. Means after this must use the Wilcoxon test

c. **Wilcoxon Test**

Wilcoxon test is a non-parametric statistical test that is used if the data is not normally distributed. The Wilcoxon test aims to determinewhether there is a difference in the average of two paired samples.**Hypothesis:**

This test affect students when the researcher taughtthem using The Lion King movie in experimental class.

**Formula:**

Hypothesis accepted if Asymp.Sig< 0,05

Hypothesis rejected if Asymp.Sig> 0,05

**Notes:**

Negative Ranks: Negative discrepancy between pre-test and post-test learning outcomes (indicates the amount of score decreases from the pre-test to the post-test)

Positive Ranks: N shows the number of students who experienced a positive increase and the Mean rank is the average number of students who increase in grades.

**Ties :**The similarity of students' pretest and post-test scores

*Table Ranks 4.13*

**Ranks**

| | | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Post-test Experimental - Pre-test Experimental | Negative Ranks | 3[a] | 4.00 | 12.00 |
| | Positive Ranks | 10[b] | 7.90 | 79.00 |
| | Ties | 16[c] | | |
| | Total | 29 | | |
| Post-test Control – Pre-test Control | Negative Ranks | 3[d] | 10.17 | 30.50 |
| | Positive Ranks | 18[e] | 11.14 | 200.50 |
| | Ties | 11[f] | | |
| | Total | 32 | | |

a. Post-test Experimental < Pre-test Experimental

b. Post-test Experimental > Pre-test Experimental

c. Post-test Experimental = Pre-test Experimental

d. Post-test Control < Pre-test Control

e. Post-test Control > Pre-test Control

f. Post-test Control = Pre-test Control

From the Wilcoxon data above, we can conclude that in the experimental class, from 29 students there were 3 students who had a decrease in grades and 10 students had an increase in grades while 16 students did not have a change in grades from pre-test to post-test.

Meanwhile, for the control class, which returned 32 students, there were 3 students who had increased grades and 18 students had increased grades, while 11 students had the same post-test scores as their pre-test scores.

*Table Statistics 4.14*

**Test Statistics[a]**

| | Post-test Experimental - Pre-test Experimental | Post-test Control - Pre-test Control |
|---|---|---|
| Z | -2.390[b] | -2.998[b] |
| Asymp. Sig. (2-tailed) | .017 | .003 |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the Wilcoxon test above, it can be said that the Asym.Sig (2-tailed) value of 0.017 <0.05 means that the hypothesis is accepted. This means that there is an effect of using The Lion King Film on the Vocabulary Improvement of Class VIII Students of SMP N 10 Semarang. This is to answer the purpose of the last study.

d. **Mann Whitney**

Mann-Whitney test aims to find out whether there is a significant difference between the mean of two unpaired samples. Mann Whitney test is used because the number of samples is not the same, class 8E has 29 students and class 8F as many as 32 students. The Mann Whitney test is a non-parametric test, it means it does not require data that is normally distributed.

**Hypothesis:**There is a significant difference in the learning outcomes of the class that was given The Lion King movie and the class was taught without using movie The Lion King.

Hypothesis is accepted If Asymp.Sig. < 0,05

Hypothesis rejected If Asymp.Sig> 0,05

*Table Ranks SPSS 4.15*

**Ranks**

| | Class | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Students' Total Score | Experimental Class | 29 | 41.90 | 1215.00 |
| | Control Class | 32 | 21.13 | 676.00 |
| | Total | 61 | | |

From the table above, we can conclude that the experimental class or the class that received treatment had an average score of 41.90 while the class that was not given MEG treatment got an average score of 21.13.

*Table 4.16*

**Test Statistics$^a$**

| | Students' Total Score |
|---|---|
| Mann-Whitney U | 148.000 |
| Wilcoxon W | 676.000 |
| Z | -4.645 |
| Asymp. Sig. (2-tailed) | .000 |

a. Grouping Variable: Class

And from the Mann-Whitney test table above, it can be concluded that the value of Asymp.Sig (2 tailed) has value 0.00 < 0.05, meaning that the hypothesis accepted that there is a significant

different between class that was given the treatment of using Lion King Movie and the class that was not given treatment.

**(Independent sample T-test)**

The results of the independent sample T test are used to determine whether or not there is an influence of a learning method on student grades by comparing the two average values. The basis for decision making can be seen in the significance value column.

*Table 4.17*

*Group Statistics*

|  | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Value | ex | 29 | 83.45 | 5.841 | 1.085 |
|  | con | 32 | 72.81 | 8.975 | 1.587 |

The output results that have been carried out by the independent sample test use the post-test values of the experimental class and the control class. We can see that the experimental class has an average value of 83.45 while the control class has an average of 72.81.

Table 4.18

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Value | Equal variances assumed | 4.551 | .037 | 5.423 | 59 | .000 | 10.636 | 1.961 | 6.712 | 14.560 |
| | Equal variances not assumed | | | 5.534 | 53.749 | .000 | 10.636 | 1.922 | 6.782 | 14.489 |

Meanwhile, to prove that there is a significant change between classes given special methods and classes that do not use these methods, it can be seen in the second output above, a significance value of 0,000 according to the calculation basis, if Sig.value<0.05, then there is a significant difference between learning outcomes in the experimental class and control class. Because these differences tend to be positive and are higher in the experimental class or the class that has received treatment, it means that it can be concluded that the method used in the experimental class has a positive change in student scores.

## B. Discussion

Researcher want to know whether or not there is a learning approach using movies for 8th grade students of SMP N 10 Semarang and to find out how far the students' skills have increased after being taught by using movies. This research was conducted by researcher with the aim of investigating whether the learning approach that uses movies is useful or not in developing students' vocabulary.

Based on the Wilcoxon test, it can be concluded that as many as 29 students experienced an increase in grades after being given treatment using movies. There are no students who experience a change in grades, and there are no students who experience a decrease in grades. Based on the descriptive test, it can also be concluded that the average value of the class that was given treatment increased by 8.1 points, from 83.62 before treatment to 91.72 after treatment using film. It is determined by comparing the initial value to the current value.

Researcher also conducted tests to determine the extent to which students' vocabulary skills were improved without being taught using movies, in other words, they received traditional treatment from an initial average score of 72.81 to a final average score of 67.78, the finding that shown from descriptive test showed that the average value of the class that was not given treatment decreased by 5.03 points.

Based on the Wilcoxon test, it can be concluded that there are 22 students who experience a decrease in score when tested using the same

questions and 10 children have the same score as the previous score in the class that did not receive treatment using Movie. The researcher also conducted an experiment using several tests to determine whether or not using movies were effective in improving vocabulary skills and to find out whether the method produced significant differences between the control group and the treatment group.

The finding that can be obtained by applying the Mann-Whitney test is the Asymp.Sig (2 tailed) value of 0.00. Because this value is smaller than 0.05, it shows that there is a significant difference between classes that use movies and classes that don't use movies.

The two classes taught by different methods have significant differences, the learning method using films to increase students' vocabulary is effective. We can also see the comparison of scores obtained by the experimental class with the control class which is quite good. Besides being effective in improving students' vocabulary, learning by using movies also creates a different learning atmosphere and is categorized as a fun learning method.

# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter contained the conclusion and suggestions of the research.

### A. Conclusions

As a result of the fact that English is typically the first foreign language introduced to students in educational contexts, students are expected to have a strong command of vocabulary in order to demonstrate effective writing skills. The learning approach of improving students' Vocabulary skill by Movie is a fun way that generates a relaxed atmosphere so that students can easily recall new writing skills.

Researchers also conducted a test to determine the extent to which students' vocabulary skill increased without being taught by Movie, in other words, they received the treatment from an initial average value of 72.81 to a final average value of 67.78 the findings that were displayed from the descriptive test indicated that the average value of the class that was not provided treatment decreased by 5.03 points.

The two classes taught using different methods have a significant difference, the learning method using Movie to increase students' vocabulary skill was effective enough. We can also see a fairly good comparison of the scores obtained by the experimental class compared to the control class. Besides being effective in increasing students'

vocabulary skill, learning by using movie also creates a different atmosphere in learning and is categorized as a fun learning method.

Therefore, it is possible to draw the conclusion that, there is significant difference, the utilization of movie in the process of enhancing students' vocabulary skill is efficient enough.

## B. Suggestion

1. The Teacher

These results inform the following recommendations for English teachers: first, they should emphasize the importance of writing by preparing engaging materials that meet their students' need without appearing stale or irrelevant; second, they should ensure that every meeting is conducted with the appropriate technique and strategy for the development on interest learning; third, the instructor may also prescribe extra work, such as learning to recite vocabulary in class.

2. The students

The importance of being able to express oneself clearly and fluently in written English is widely acknowledged; students should thus make it a priority to develop their own personal students' vocabulary in English. Attempt to speak English with assurance by beginning with simple tasks like viewing movies without subtitles. Things we see frequently should be easy to pick up, thus it makes sense that learning and practice would be deeply embedded in daily life. To help students get remember quickly and easily, the researcher offers the following

suggestions: first, that students be highly motivated to learn to remember; second, that students have confidence in their ideas or writing; and third, that students apply this strategy to know vocabulary text, especially the material text.

3. The Further Research

When conducting further study, it is advisable to go for a method that incorporates a greater degree of variation and is tailored to the relevant time of day. Because viewing movie strategies are prone to change, the subsequent researcher needs to ensure that they are up to date on the most recent developments in the field in order to maintain a level of ease and enjoyment while they are learning. Researchers have the ability to expand the number of different treatments that are used if they deem it essential to guarantee that students genuinely get the explanation.

4. The reader

For readers, the advice that can be made is that, in the event that the reader considers this research to be of high quality and value, it may be utilized or put into practice in real life; however, prior to doing so, the reader should offer suggestions and advice for researchers in order to assist researchers in avoiding making the same mistakes in their research.

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# APPENDICES

# USULAN TEMA DAN PEMBIMBING SKRIPSI

**Yth.** Ketua Program Studi    *)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa
   di Semarang

Dengan hormat,

Yang bertanda tangan dibawah ini,

N a m a     : ALIP PONCO NUGROHO

N-P M       : 18920144

bermaksud mengajukan tema skripsi dengan judul :

THE LION KIIUG MOVLE USED TO IMPROVE VOCABULARY
OF THE EIGHT GRADE STUDENTS OF SMP N 10
SEMARANG

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progdi., dengan keputusan pembimbing :

1. Dr. AB. Prabowo K.A., S.Pd, M.Hum.
2. Sri Wahyuni, S.Pd., M.Pd.

Menyetujui,

Ketua Program Studi,

Dr. Jafar Sodig, M.Pd
NIP./NPP. 95670 1117

Semarang, ........................ 20

Yang mengajukan,

ALIP PONCO NUGROHO

# KARTU BIMBINGAN FINAL PROJECT
# MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA                           : Alip Ponco Nugroho

NPM                            : 18420144

FAK/PROGDI                     : **FPBS/PEND. BAHASA INGGRIS**

DOSEN PEMBIMBING I             : Dr. AB. Prabowo KA, M.Hum.

DOSEN PEMBIMBING II            : Sri Wahyuni, S.Pd., M.Pd.

| NO | WAKTU BIMBINGAN | MATERI YANG DIKONSULTASIKAN | TANDA TANGAN PEMBIMBING I |
|----|-----------------|------------------------------|----------------------------|
| 1. | 24/11/2021 | Bimb Judul | |
| 2. | 30/3/2022 | Kerangka & Proposal | |
| 3. | 8/7/2022 | Revisi Proposal | |
| 4. | 2/8/2022 | Acc Proposal | |
| 5. | 9/8/2022 | Acc Instrumen | |
| 6. | 10/8/2022 | Chapter 1-3 | |
| 7. | 12/8/2022 | Revisi 1-3 | |
| 8. | 19/10/2022 | Chapter 4 | |
| 9. | 23/10/2022 | Revisi 4 | |
| 10. | 8/11/2022 | Chapter 5 | |
| 11 | 11/11/2022 | Revisi 5 | |
| 12 | 15/11/2022 | Acc 4-5 | |
| 13 | | | |
| 14 | | | |
| 15 | | | |

# KARTU BIMBINGAN FINAL PROJECT
# MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Alip Ponco Nugroho

NPM : 18420144

FAK/PROGDI : **FPBS/PEND. BAHASA INGGRIS**

DOSENPEMBIMBINGI : Dr. AB. Prabowo KA, M.Hum.

DOSENPEMBIMBINGII : Sri Wahyuni, S.Pd., M.Pd.

| NO | WAKTU BIMBINGAN | MATERI YANG DIKONSULTASIKAN | TANDA TANGAN PEMBIMBING II |
|---|---|---|---|
| 1. | 27/11/2021 | Bimb Judul | |
| 2. | 25/5/2022 | Kerangka & Proposal | |
| 3. | 8/7/2022 | Revisi Proposal | |
| 4. | 3/Agst 2022 | acc Proposal | |
| 5. | 10/Agst 2022 | acc instrument. | |
| 6. | 3/Nov 2022 | Chapter 1-3. | |
| 7. | 7/Nov 2022 | Revisi 1-3 | |
| 8. | 14/Nov 2022. | Chapter 4-5 | |
| 9. | 15/Nov 2022 | Revisi 4-5 | |
| 10. | | acc Ujian | |

## PENGAJUAN UJIAN SKRIPSI

Diajukan Oleh:

Nama : ALIP PONCO NUGROHO

NPM : 18420144

Jurusan : (1) Pend. Bahasa Inggris

2. Pend. Bahasa dan Sastra Indonesia

3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi :

THE LION KING MOVIE USED TO IMPROVE VOCABULARY OF THE EIGHT GRADE STUDENTS OF SMP N 10 SEMARANG

Untuk dilaksanakan pada :

Hari / Tanggal : Jumat, 18 NOVEMBER 2022

Waktu : 08.00 - 09.00

Ruang : A.208.1

Adapun sebagai penguji :

1. Penguji I : Dr. AB Prabowo K.A. S.Pd., M.Hum.

2. Penguji II : Sri Wahyuni, S.Pd., M.Pd.

3. Penguji III : Th. Cicik Sophia B., M.Pd.

Semarang,

Menyetujui,
Ketua Program Studi,

Yang mengajukan,

ALIP PONCO NUGROHO

Nomor     : 84/IP/FPBS/VIII/2022                 Semarang, 10 Agustus 2022

Lampiran  : 1 (satu) berkas

Perihal    : **Permohonan izin penelitian**

Yth. Kepala SMP N 10 Semarang

di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a          : Alip Ponco Nugroho

N P M           : 18420144

Fak. / Program Studi   : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

"The Lion King Movie Used To Improve Vocabulary Of The Eight Grade Students Of SMP N 10 Semarang

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

**Dr. Asropah, M.Pd.**
NPP 936601104

## BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat  18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama      : Dr. Asropah, M.Pd.
   Jabatan  : Ketua

2. Nama      : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan  : Sekretaris

3. Nama      : Dr. AB Prabowo KA, S.Pd, M.Hum
   Jabatan  : Anggota (Penguji I)

4. Nama      : Sri Wahyuni, S.Pd., M.Pd.
   Jabatan  : Anggota (Penguji II)

5. Nama      : Th. Cicik Sophia B, S.S., M.Pd.
   Jabatan  : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

| Nama | : Alip Ponco Nugroho | Fakultas | : FPBS |
|------|----------------------|----------|--------|
| N.P.M | : 18420144 | Program Studi | : Pendidikan Bahasa Inggris |
| | | Program Pendidikan | : Strata 1 |

Judul Skripsi  :
THE LION KING MOVIE USED TO IMPROVE VOCABULARY OF THE EIGHT GRADE STUDENTS OF SMP N 10 SEMARANG

Nilai              :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Dr. AB Prabowo KA, S.Pd, M.Hum

Penguji II,

Sri Wahyuni, S.Pd., M.Pd.

Penguji III,

Th. Cicik Sophia B, S.S., M.Pd.

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
NPP/NIP 936601104

STUDENTS' WORKSHEET OF

POST-TEST

SMP NEGERI 10 SEMARANG

| Name: | Date: |
|---|---|
| Class/Student Number: | Score: |

**A. Instructions :**

1. **Write your identities; name, number, and class in the available column!**

2. **Choose and answer correctly.**

3. **Don't open your dictionary.**

4. **Do it individually!**

**B. Choose and cross (x) the correct answer!**

1.



Elephant…..their bodies with water
a. Slap
b. Wash
c. Clean
d. Sweep

2. Please open the window
   What is the meaning of "open" in Indonesian?

   a. Buka
   b. Tutup
   c. Membut
   d. Memasak

3. Between, Behind, Under, Beside
   That are the word class of….

   a. Verb
   b. Noun
   c. Adjective
   d. Preposition

4. Lion, Elephant, Wild boar, Bird.
   There are the word class of….

   a. Verb
   b. Noun
   c. Adjective
   d. Preposition

5. R-H-N-Y-U-G
   The correct arrangement is….

   a. Hgrnuy
   b. Hngruy
   c. Hungyr
   d. Hungry

6. R-I-C-E-P-N
   The correct arrangement is….

   a. Prince
   b. Prinec
   c. Pirnce
   d. Pricen

7. What is the synonym of "**Beautiful**"

   a. Tall
   b. Ugly
   c. Pretty
   d. Handsome

8. What is the antonym of "Rises"

   a. Up
   b. Falls
   c. Down
   d. Increase

9.



Monyetmenggantung di bawah ranting pohon.
How do you say "Menggantung" in English?

a. Paint
b. Hang
c. Wash
d. Change

10.



The eraser is on the table.
What is the meaning of "on" in Bahasa Indonesia?

a. Di atas
b. Di bawah
c. Di samping
d. Di belakang

**C. Match the Words in the left side with the Meaning on the Right Side!**

| | | | |
|---|---|---|---|
| 11.Rise | (....) | a. | Raja |
| | | b. | Bijak |
| 12.King | (....) | c. | Bangkit |
| 13.Ceremony | (....) | d. | Upacara |
| | | e. | Lapar |
| 14.Respect | (....) | f. | Makanan |
| 15.Wise | (....) | g. | Ratu |
| | | h. | Pepohonan |
| 16. Grass | (....) | i. | Tersesat |
| 17. Shadow | (....) | j. | Bayangan |
| | | k. | Penyusup |
| 18.Intruders | (....) | l. | Rumput |
| | | m. | Menghargai |
| 19.Hungry | (....) | n. | Keagungan |
| 20.Majesty | (....) | o. | Penghargaan |

STUDENTS' WORKSHEET OF

PRE-TEST

SMP NEGERI 10 SEMARANG

| Name: | Date: |
|---|---|
| Class/Student Number: | Score: |

**A. Instructions :**

1. **Write your identities; name, number, and class in the available column!**
2. **Choose and answer correctly.**
3. **Don't open your dictionary.**
4. **Do it individually!**

**B. Choose and cross (x) the correct answer!**

1.



She is…..the floor

a. Making
b. Washing
c. Cooking
d. Sweeping

2. The computer is so expensive
What is the meaning of "expensive" in Bahasa Indonesia?

a. Kecil
b. Besar
c. Mahal
d. Murah

3. Please, open the window.
   What is the meaning of "open" in Indonesia?

   a. Buka
   b. Tutup
   c. Membuat
   d. Memasak

4. This activity is clean something usually with soap and water, it is called….

   a. Wash
   b. Cook
   c. Paint
   d. Make

5. Between, Behind, Under, Beside.
   There are the word class of….

   a. Verb
   b. Noun
   c. Adjective
   d. Preposition

6. The glass is…..of water

   a. Big
   b. Full
   c. High
   d. Small

7.



   What it is?

a. It is a pen
b. It is a book
c. It is a globe
d. It is a clock

8. Tisuitusangatlembut
   How do you say "lembut" in English?

   a. Quiet
   b. Loud
   c. Hard
   d. Soft

9. Which one belongs to the verb class below….

   a. Chair, Table, Bag, Chalk
   b. Open, Wash, Hang, Paint
   c. Behind, Beside, Between, Under
   d. Beautiful, little, Big, Expensive

10. Kami menggantunglukisan di atasdinding.
    How do you say "Menggantung" in English?

    a. Paint
    b. Wash
    c. Hang
    d. Change

**C. Match the Words in the left side with the Meaning on the Right Side!**

| | | |
|---|---|---|
| 11.Territory | (….) | a. Raja |
| | | b. Tergelincir |
| 12.Queen | (….) | c. Penyusup |
| | | d. Upacara |
| 13.Protect | (….) | e. Lapar |
| | | f. Makansiang |
| 14.Patrol | (….) | g. Ratu |
| | | h. Upacara |
| 15.Lunch | (….) | i. Tersesat |
| | | j. Wilayah |
| 16. Ceremony | (….) | k. Air terjun |
| | | l. Rumput |
| 17. Afraid | (….) | m. Menghargai |
| | | n. Patroli |
| 18.Intruders | (….) | o. Penghargaan |
| 19. Slipped | (….) | |
| 20.Falls | (….) | |

# Documentation