



**THE INFLUENCE OF “CRUELLA” MOVIE TO IMPROVE STUDENTS’  
VOCABULARY : A CASE STUDY OF XI GRADE STUDENTS’ MAN 1  
BREBES IN THE ACADEMIC YEAR 2022/2023**

**Final Project**

submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

by

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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 cited in accordance with ethical standards.

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## **DEDICATION**

This final project is dedication to:

1. Allah who always gives his full of rohmah and blessing.
2. My beloved parents, my mother Khikmawati and my father Drs. Sarofi for their endless love, prayers, support, advice and hard work, thoughts and energy in paying attention to my education so far. You are my inspiration in achieving my success.
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4. My dear friends, thank you for the support and motivation that you gave to me, it means a lot and has big effect on my movement, always with me from now on until the future.

## **MOTTO**

“GROWING UP THE LOWEST IS NOT SOMETHING THAT NEEDS TO BE  
MADE AN OBJECT OF COMPARISON AND SELF-BLAME. NO MATTER  
HOW SLOW YOUR MOVEMENT, IT’S STILL A MOVEMENT, INCLUDING  
HOW YOU GROW. EVERYONE HAS THEIR OWN WAY OF GROWING AND  
YOU ARE GREAT IN YOUR OWN WAY. TRUST THE PROCESS, ALWAYS  
LOVE YOURSELF”

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## ABSTRACT

Annisa, Salmawati. 2022. *The Influence of "Cruella" Movie to Improve Students' Vocabulary, A Case Study of XI Grade Students' MAN 1 Brebes in the Academic Year 2022/2023*. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang.

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This study was based on the fact that there are still many students who have not mastered the vocabulary correctly, and only a few students have mastered the vocabulary. The goal of this research is to explore the extent of the "Cruella" movie in improving students' vocabulary and also to find out the result of students' responses to the "Cruella" movie in improving their vocabulary mastery. The research method of this study was a quantitative design. This type of research is called "experimental research." with participated by 26 students. The design was a pre-experimental design with a One-Group Pretest-Posttest type, and the data in this study was collected through pre-test and post-test. The t-test statistic was utilized with a significance level of 0.05 for the outcome. As a result of the processing, the  $t_{score} > t_{table}$  is  $20,23 > 1,70$ , indicating that  $H_1$  was accepted. Based on the findings, the researcher concluded that the "Cruella" movie improved the vocabulary of students MAN 1 Brebes in learning. Furthermore, the student response to the questionnaire on the usage of the media "Cruella" movie was very positive, and they appeared excited, calm, and comfortable when learning and during the learning process. Also some recommendation for English teacher, to make the learning process more exciting, teachers should employ any media or method that catches their students' interest. The "Cruella" movie can be one of the most effective tool for teaching vocabulary.

## TABLE OF CONTENTS

APPROVAL .....	ii
DECLARATION .....	iii
RATIFICATION .....	iv
DEDICATION.....	v
MOTTO.....	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLES .....	xiv
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background of the Study .....	1
B. Reseason for Choosing the Topic .....	3
C. Statements of the Problem .....	4
D. Objectives of the Study .....	4
E. Significances of the Study .....	5
F. Definition of Key Terms .....	6
G. Outlines of the Report .....	7

CHAPTER II.....	9
REVIEW OF RELATED LITERATURE .....	9
A. Review of Related Theories.....	9
1. Definitions and Types of Vocabulary .....	9
2. The Problem in Learning Vocabulary .....	14
3. Using Media in Learning Vocabulary .....	16
4. The Understanding of Movie .....	18
5. Teaching Vocabulary by Using “Cruella” Movie .....	20
6. The Advantages of Movie on Language Learning .....	22
B. Previous Study .....	25
C. Research Hypothesis .....	26
CHAPTER III.....	28
METHODOLOGY OF THE RESEARCH.....	28
A. Design of the Research.....	28
B. Subjects of the Study.....	30
1. Population .....	30
2. Sample.....	32
3. Variable Operational Definition .....	33
C. Instrument of the Research .....	33
1. Test.....	34
2. Questionnaire.....	34
D. Method of Data Collection .....	34
1. Test.....	35

2. Questionnaire.....	35
E. Method of Data Analysis.....	35
1. Pre-Test .....	36
2. Treatment .....	36
3. Post-Test.....	36
F. Technique of Data Analysis.....	36
1. Test.....	36
2. Questionnaire.....	40
CHAPTER IV.....	42
RESEARCH FINDINGS AND DISCUSSION .....	42
A. Description of Research Location.....	42
B. Description of Research Implementation .....	42
1. First meeting (Saturday, 20 August 2022) .....	43
2. Second Meeting (Tuesday, 23 August 2022) .....	44
3. Third Meeting (Saturday, 27 August 2022) .....	44
4. Last Meeting (Tuesday, 30 August 2022).....	45
C. Analysis Results of the Study .....	45
1. The Data Analysis.....	47
2. The Result of Pre-test and Post-test.....	48
3. Target of Vocabulary Description .....	52
4. Pre-Test and Post-Test Score by Using Manual.....	52
D. Discussion.....	71
CHAPTER V.....	77

CONCLUSION AND SUGGESTION .....	77
A. Conclusion.....	77
B. Suggestions .....	78
BIBLIOGRAPHY .....	80

## LIST OF TABLES

Table 3. 1 Research Design.....	29
Table 3. 2 List of Students' Population at MAN 1 Brebes .....	30
Table 3. 3 Sample Class XI AGAMA 2 at MAN 1 Brebes .....	32
Table 3. 4 Criteria of Gain Score.....	39
Table 4. 1 Research Schedule.....	42
Table 4. 2 Target and Point of Vocabulary .....	46
Table 4. 3 the Score of Pre-Test and Post-Test .....	47
Table 4. 4 the Score of Pre-Test .....	48
Table 4. 5 the Score of Post-Test.....	50
Table 4. 6 Target of Vocabulary.....	52
Table 4. 7 Table Frequency for the Pre-Test.....	54
Table 4. 8 Table Frequency for the Post-Test .....	56
Table 4. 9 Normality Test of Pre-Test Value .....	58
Table 4. 10 Normality of Post-Test Value .....	61
Table 4. 11 <i>N-Gain</i> Results .....	67
Table 4. 12 Students' Responses .....	68
Table 4. 13 Bar Chart Students Pre-Test Scores .....	72
Table 4. 14 Bar Chart Students Post-Test Scores.....	73
Table 4. 15 Bar Chart Students' Pre-Test and Post-Test Scores .....	73
Table 4. 16 The Result of Score .....	74

## **LIST OF FIGURES**

Figure 4. 1 Students Pre-Test Scores .....	72
Figure 4. 2 Students Post-Test Scores.....	73
Figure 4. 3 Students Pre-Test and Post-Test Scores .....	73

## **LIST OF APPENDICES**

Appendices 1 Surat Penelitian.....	84
Appendices 2 Pre-Test .....	85
Appendices 3 Treatment 1.....	87
Appendices 4 Treatment 2.....	88
Appendices 5 Post-Test.....	89
Appendices 6 Questionnaire.....	91
Appendices 7 Surat Penelitian Telah Usai .....	93
Appendices 8 RPP Pertemuan 1 – 4 .....	95
Appendices 9 Berita Acara.....	103
Appendices 10 Kartu Bimbingan.....	104



# **CHAPTER I**

## **INTRODUCTION**

This chapter begins with an introduction consists of background of the study, reasons for choosing the topic, statements of the problem, research hypothesis, objectives of the study, significances of the study, definition of key terms, and outline of the study.

### **A. Background of the Study**

English has already been regarded as one of the most important languages to understand from generation to generation. In today's modern world, learning English is becoming increasingly important. This is because globalization is accelerating and posing significant challenges for the country's future generations. English is taught in almost every country on earth, including Indonesia. As a foreign language, English is given at schools (EFL) in Indonesia from grade school to college. To master the subject of English, students must learn all English abilities like listening, speaking, reading, and writing. According to Allen (1983) said that in order to master a language, students must learn thousands of words it means that students' vocabularies should be diverse in order to support their ability to master English.

Vocabulary refers to all of the words that comprise a language. As a first step, students should learn about vocabulary before studying English skills and also can support them in mastering other language components. According to McCarthy (1990), there can't be meaningful communication to convey a variety of meanings is impossible without words, regardless of how will students learn sentence structure or the way they will imitate sounds in the language. A teacher is supposed in developing various teaching strategies and use correct teaching methods to make vocabulary learning more exciting and motivating for students. Students are bored by the teaching and learning system, which is often tedious, lacks variation, and less interesting, causing them to lose interest in studying. Students are frequently simply taught the theories, rules, and laws of language in class, rather than how to apply these rules and laws in real-life situations, thus they are unaware of the benefits of learning English.

A good teaching strategy is essential for running a learning process smoothly and making the classroom environment more conducive. Essentially, media usage can help students become more engaged in learning. The importance of teaching media in the learning process cannot be overstated. When learning English, students will have an active learning response and will understand many words if they use media. English teachers should use exciting technology in the classroom because technology is a great way to reinforce and make boring lessons more exciting and motivating.

Using technology in the EFL classroom can be done with websites, songs, games, cards, magazines, etc.

Concerning the problem discussed above, English teachers should have different techniques of inspiring students to enhance their vocabulary abilities, such as specific media, instructional methods, or something to help them build their mood while studying English. The researcher attempted to use the film “Cruella” as a medium for increasing students' vocabulary skills. The researcher anticipate that by using a movie, students will be more excited, fun, and interactive when they learn English, which will make the process more effortless in the long run, as well.

This research aims to discover the influence of “Cruella” films on improving student’s vocabulary of XI Grade Students’ MAN 1 Brebes in the Academic Year 2022/2023.

## **B. Reason for Choosing the Topic**

The researcher chooses the study's topic for the following reasons:

1. One of the most critical components of a language speaker’s communication ability is an excellent vocabulary. Anyone would struggle to use the four language abilities like listening, speaking, reading, and writing if they lack sufficient vocabulary.
2. Apart from the fact that the plot of “Cruella” is not dull, the film may also be used as a teaching aid to assist students in developing their

vocabularies knowledge. Students will get more fun, be more interested, and learn more effectively in the long term if they use a movie as a medium for their English study, which will also boost their spirits while studying the language.

### **C. Statements of the Problem**

Because of the explanation in the introduction above, the researcher decided on the following statements below:

1. To what extent does using the “Cruella” movie as a medium to improve students' vocabulary mastery?
2. How are students' responses to the “Cruella” film to upgrade their vocabulary mastery?

### **D. Objectives of the Study**

In light of background research and problem statements, the author wants to explain the influence of the film “Cruella” on the vocabulary of XI grade students' MAN 1 Brebes as follows:

1. To explore the extent of “Cruella” movie in improving students' vocabulary mastery of XI grade students' MAN 1 Brebes.
2. To find out the result of students' responses towards “Cruella” movie in improving their vocabulary mastery.

## **E. Significances of the Study**

The researcher expect that this study will be beneficial to the process of learning and teaching English, particularly for the XI grade students' MAN 1 Brebes in using the “Cruella de Vill” movie to improve their vocabulary mastery. The advantages are as follows:

### **1. Theoretically**

The findings of this study provide important information about how students' vocabulary can be improved by watching movies. With the hope of teaching by using movie media, learners will be more enthusiastic, fun, and interactive in their English learning, which will make the learning process easier in the long run. Moreover, this research can be used as a scientific source by other researchers who conduct similar research, particularly on improving students' vocabulary through watching movie.

### **2. Practically**

#### **a. The Teacher**

English teachers can widen their insight by showing practice and media in conveying material, particularly by using films to enrich learners' understanding of vocabulary.

#### **b. The Students**

It will be an effort to enhance students' MAN 1 Brebes vocabulary comprehension in the XI grade.

**c. Researcher**

This research is expected to be a life-changing experience for the researcher when becomes a teacher.

**d. Other Researcher**

This study should be able to help the other researcher.

**F. Definition of Key Terms**

Defining key terms is required to ensure that the content of this final project is well understood and to avoid errors in term interpretation. The researcher must define the following key terms:

**1. Vocabulary**

A person's vocabulary consists of the collection of words for which they know and understand the meanings. Vocabulary is the collection of words a speaker knows or is likely to employ in creating new sentences. (Bulak & Ii, 2011).

**2. "Cruella"**

"Cruella" is a comedy film to be released in the United States in 2021 inspired by Cruella de Vil's character from Dodie Smith's 1956 novel *The Hundred and One Dalmatians*. Dana Fox and Tony McNamara wrote the screenplay for a tale by Aline Brosh McKenna, Kelly Marcel, and Steve Zissis. Craig Gillespie directed the film.

### **3. Film**

The film is a collection of numerous images in the frame that are mechanically seen via the lens of the projector, so the image appears to come alive on the screen. The movie moves rapidly and alternately, giving it distinct appeal. (Arsyad, 2003: 45).

### **4. Teaching**

Teaching is giving lessons to someone (students) by training and giving instructions so that they gain some experience. (Maswan & Khoirul Muslimin, 2011: 219).

### **5. Learning Media**

Learning media can define as anything that can transmit or spread messages from various sources in a planned manner, resulting in a conducive learning environment where the recipient can efficiently complete the learning process. (Rayanda Asyar, 2012: 8).

## **G. Outlines of the Report**

This study consists of five chapters. They are (1) introduction, (2) review of related literature, (3) methodology of the research, (4) research findings and discussion, (5) conclusion and suggestions.

Chapter I is the introduction. This chapter consists background of the study, reasons for choosing the topic, statements of the problem, research

hypothesis, objectives of the study, significances of the study, definition of key terms and the last is outlines of the report.

Chapter II is the review of related literature. In this chapter contains previous studies and relevant theories. The previous studies explain some previous related studies that were conducted. The review of related theories discusses.

Chapter III is the methodology of the research. In this chapter consists of design of the research, subject of the study, instrument of the research method of data collection, method of data analysis and technique of data analysis.

Chapter IV is research findings and discussion. This chapter contains description of research location, description of research implementation, analysis result of the study and discussion.

Chapter V presents the study's conclusion and suggestions based on the study's findings.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides an overview of previous research and relevant theories to it. The previous studies explain some previous related studies that were conducted. The relevant theories discuss the definition and types of vocabulary, the problem in learning vocabulary, using media in learning vocabulary, the understanding of movies, teaching vocabulary by using “Cruella” movies, and the advantages of the movie on language learning.

#### **A. Review of Related Theories**

##### **1. Definitions and Types of Vocabulary**

Vocabulary refers to all of the words that comprise a language. As a first step, someone should learn about vocabulary before studying English skills. Nation (2001) defines the relationship between vocabulary knowledge and linguistic practice as complementary: The ability to employ vocabulary allows for the use of language and vice versa. The use of language leads to a greater understanding of vocabulary.

A vocabulary list is a collection of terms and meanings in a specific language (Joklova, 2009). Vocabulary learning is essential because learners must acquire many words to use the vocabulary in a variety of situations, particularly academic situations (Komachali and Khodareza,

2012). Teachers can use vocabulary learning in classroom activities by considering the students' level of language proficiency to achieve successful and effective vocabulary learning.

The term vocabulary refers to a collection of words with meaning or significance. Vocabulary is closely connected to the four language skills of reading, writing, listening, and speaking (Hornby, 1984: 959). Furthermore, (Charles D. Fries, 1945: 959) stated that vocabulary is essential for learning a foreign language. Students are required to master word for word so that the student's vocabulary can grow.

Every educator employs and believes they comprehend the term "mastery." However, when asked to define what it means to master a concept, skill, or subject, everyone has a different definition (Thomas R. Guskey and Eric M. Anderman). Vocabulary is essential for the learner to master the understand of language. Vocabulary mastery is required to express our ideas and comprehend what others say. As cited in Alqahtani (2015), Hornby (1995) defined vocabulary mastery as "complete knowledge or complete skill." According to that definition, mastery is complete knowledge or great skill that qualifies someone as a master in a specific subject. Vocabulary mastery refers to a high level of proficiency in processing words in a language (Susanto & Fazlinda, 2016). It is a personal achievement and possession (Alqahtani, 2015). As a result, the individual bears the greatest responsibility for expanding his or her

knowledge. To be successful in broadening their vocabulary mastery, they must be motivated and interested in the words of a language. To summarize, vocabulary mastery refers to an individual's extraordinary ability to employ words from a language constructed based on their interest, requirements, and motivation. Vocabulary mastery is an important component of the four language skills, and everyone must remember that vocabulary mastery is one of the required components of language (Susanto & Fazlinda, 2016).

Besides that, it is necessary to understand the vocabulary types. There are numerous ways to categorize vocabulary.

**a. Speaking vocabulary**

Speaking vocabulary is the words we use to express ourselves. Our spoken language is relatively limited; the average adults use only 5,000 to 10,000 words in everyday talks and directions. Due to its ease of use, this number is substantially lower than our listening vocabulary.

**b. Reading vocabulary**

When we read text, we understand what we are reading. Many words that aren't part of our everyday lexicon can be read and understood. If you are a reader, this is the second most extensive vocabulary. You cannot grow your speech if you do not read.

**c. Writing vocabulary**

When we write, we have a limited number of words. We usually find it easier to talk about ourselves, using facial expressions and intonations to help us get our points across than it is to come up with the right words to write down to say what we want to. The words we can spell have a significant impact on our writing vocabulary.

**d. Listening vocabulary**

The words we hear and comprehend. As early as 16 weeks, fetuses can detect sounds in the womb. Furthermore, babies listen throughout their entire waking hours, and we continue to acquire new words in this environment throughout our lives. By the time we reach adulthood, most of us will be able to recognize and understand almost 50,000 terms. According to Stahl (1999) and Tompkins (2005), deaf children are not exposed to a listening vocabulary. Instead, they will be exposed to a "visual" listening vocabulary if they have signing models at home or school. The number of words modeled is significantly less than a hearing child's incidental listening vocabulary.

Milton (2009) divides vocabulary into operative words and made-up words. Operative terms include articles, prepositions, conjunctions, and interjections. Nouns, pronouns, adjectives, numbers, verbs, and adverbs are examples of made-up words. Active and passive vocabularies are the two types of vocabulary that linguists distinguish. According to Harmer (1991), active vocabulary is a language that students have been taught or mastered and are expected to be able to use. On the other hand, passive vocabulary refers to words that students recognize but are unlikely to be able to produce.

According to (Celca-Murcia, 2000: 76), there are two kinds of Vocabulary: Productive versus Receptive Vocabulary and Content Words versus Function Words. Productive Vocabulary refers to lexical terms that students can recall and apply appropriately in Vocabulary and writing. Receptive Vocabulary refers to lexical items that students are familiar with and understand when they encounter them in reading and listening materials. Productive Vocabulary is used in Vocabulary and writing, and the stage of teaching and learning must end with vocabulary practice, in which students try to use the Vocabulary in context. In contrast to productive Vocabulary, receptive Vocabulary is only presented until students understand the meaning in the context of reading or listening. Content and function words help analyze Vocabulary. Content words are

vocabulary items that it must include in the large and open word classes. Content words are words that accept new words quickly and do not use old ones that are no longer useful. Nouns, verbs, adjectives, and some adverbs are examples. Word functions are vocabulary items that must be closed in word classes. The functions of the words that are the words do not allow for the acquisition of new items or the loss of old ones. Examples are pronouns, auxiliary verbs, prepositions, determiners, and many adverbs. Grammar should include function words, and vocabulary should consist of content words.

## **2. The Problem in Learning Vocabulary**

It identifies the issues that students' issues are the first step in adequately teaching language. Gower, Philips, and Walter (1995: 143) discuss the elements that determine the ease or difficulty of a vocabulary item. Several factors, including the following, govern the ease or difficulty of a vocabulary item:

### **a. Similarity to L1**

The difficulty level of a vocabulary item is typically decided by its formal and semantic similarity to the student's native language. Similar-sounding words in the first and second languages can be deceiving rather than beneficial.

**b. Similarity to English words already known**

When students have a basic understanding of English, words connected to words they already know are easier to remember than those not. If students have already encountered the word *friendly*, they should be able to deduce what the term *unfriendly* means.

**c. Connotation**

The word's connotation is another difficult concept for children to grasp. Either *skinny* or *slim* could describe someone *thin* – but their connotations are very different, and picking one over the other express a distinct mindset.

**d. Spelling and Pronunciation**

Many English words' spelling can be difficult for students who speak languages with a very regular spelling system. When it comes to pronunciation, specific spelling patterns can also be confusing. For example, it is easy to understand why many students confuse these words' meaning, spelling and pronunciation: *accept*, *except*, *affect*, *effect*, *tree*, *three*.

**e. Multi-word items**

A lexical item can be made up of more than one word, such as a compound noun like *tennis shoes* or a phrasal verb like *to put*

*someone up*. Because they are made up of simple words, phrasal verbs are tricky complex for English learners (often prepositions or adverbs).

#### **f. Collocation**

How a lexical item collocates (or "goes with" other items) can also be problematic. People are *injured* or *wounded*, but things are *damaged*, and we can say a *strong wind* and a *strong coffee* – but it is a *light wind*, not a *weak wind*, and a *weak coffee*, not a *light coffee*.

#### **g. Appropriate use**

It's also challenging to know when to use vocabulary correctly. We can only use some words and expressions. For example, pushing can mean almost *He is pushing fifty*. However, pushing is only used in this context with older people, and we don't say *he's pushing there!*. It is also critical that students understand whether the word or phrase has a distinct *style* – informal or formal.

### **3. Using Media in Learning Vocabulary**

Several research studies have been undertaken in the previous decade. Demonstrates that various forms of digital media or multimedia may provide an environment that promotes the learning of foreign language.



The definition of multimedia learning is divided into two parts: before the 1980s and after the 1980s. Barker and Tucker (1990) said before the 1980s or the 1960s, multimedia was thought about as a group of different media equipment used for presentations. In this sense, multimedia is a variety of media used for subject matter presentation, such as wall charts or graphs made on paperboard and affixed to the wall. According to (Tan Seng Chee & Angela F. L. Wong, 2003: 217), multimedia traditionally refers to multiple media, whereas multimedia in today's age refers to the combined use of various media in the presentation of learning via computers.

The most common function of multimedia during the teaching process is to assist or support the teacher. Appropriately designed instructional media can not only aid in teaching but also promote learning (Hu, 2001). According to Neo (2001), multimedia is the integration of various digital media types such as text, images, sound, and video into a multi-sensory interactive application or presentation to convey a message or information to an audience.

(Wood, 2001: 15) stated that multimedia learning has the potential to enhance vocabulary acquisition. Instructional games, hyperlinks, hypertext, and animation all can be used to deliver multimedia learning. The game's format can provide external stimulation and display a variety of graphics. The use of hyperlinks allows students to learn new words in a

variety of contexts by providing quick access to text and graphics that they desire. Students can use hypertext forms to hear the pronunciation of words and gain a better understanding of the new words they are learning by clicking on them. Meanwhile, when combined with informative and interesting narratives, animation can improve vocabulary learning.

The researcher concludes that multimedia refers to numerous digital media such as a text, graphics, sound and video to support teachers in the educational process based on the expert viewpoints given above.

#### **4. The Understanding of Movie**

Definition of a movie is an audio-visual medium that can pique the global community's interest to enjoy entertainment, touch emotions, arouse sensitivities, and demonstrate cultural richness. As a result, it is not incorrect for many experts to state that film is the best medium used by various developed countries. (Student, 2017).

According to Effendi (1986), a movie is both a cultural product and a way for artists to show their work. Many things go into making a film, like photography and sound recording; the arts, both fine and theatrical; literature and architecture; music; and many other things. A movie is a moving picture. Furthermore, Michael Rabiger (2009) defines a movie as a video medium that begins or is produced with a real idea and must contain elements of entertainment and meaning. This element of

entertainment and meaning is found in the conditions of filmmaking, which can take the form of comedy or history at times.

Movies show students how language is used in real life in real places and in authentic cultures where the foreign language is spoken. Besides picking learners' interests, movies can also make them want to learn more. According to what Kusumarasdyati (2004) and Luo (2004) say. Ward and Lepeintre (1996) stated that movies can help people learn English and French because they give people a story to tell instead of a lesson to learn. The researcher suggested that a movie can be used as an alternative method of teaching vocabulary because the student will have an experience in class that is quite different from their daily experience. The teacher can use a movie as an alternative method of teaching that is appropriate for their classroom situation.

It should be noted that at least three types of movies or films exist, which are as follows:

**a. Story film**

A story film is a type of film that is thought to contain a story and is usually shown in theaters with or without the participation of famous movie stars. It is also distributed as merchandise (object of profit). The stories told in this type of film can be fictional or based on true stories that have been modified so that there are interesting

elements, both from the storyline and from the perspective of the audience (viewers) who saw this film.

#### **b. Documentary film**

A documentary film tells the story of a complete journey from beginning to end. There is no fictitious or imaginary story in this documentary. This type of film has a distinct identity with a lengthy timeline. According to Bordwell and Thompson (1997) there are two type of documentary movies, they are;

1. Compilation films are made by putting together images from many source files.
2. Direct cinema is defined as filming an ongoing event “as it happen” with minimal intervention from the filmmaker.

#### **c. Cartoon Films**

Cartoon films, such as “Doraemon”, “Naruto”, and “Shinchan”, are a type of film that is played by animated images. This animated film is not performed by humans, but rather by technological media such as computers and graphic design.

### **5. Teaching Vocabulary by Using “Cruella” Movie**

In this study, the researchers employed English movies to teach vocabulary knowledge. Children enjoy Walt Disney movies in the United

States and worldwide because they always end "happily ever after." Cruella de Vil is one such film.

“Cruella” is a 2021 American crime comedy film inspired by Cruella de Vil's character from Dodie Smith's 1956 novel *The Hundred and One Dalmatians*. Dana Fox and Tony McNamara wrote the screenplay, which was based on a tale by Aline Brosh McKenna, Kelly Marcel, and Steve Zissis. Craig Gillespie directed the film. Set in 1970s London during the punk rock revolution, this film is a must-see. Disney's *Cruella* invites fans to follow the story of Estella, a bright and creative young woman with big dreams in the fashion world. There are many important things we can learn from Estella's story. One of them is that being different isn't a problem, but being unique is always being yourself. Cruella de Vil is an iconic figure known for using various hair colors, ranging from black to white. One of which lessons we can take from Cruella's story is not to be afraid to be different and show who you are. Differentiation is not a problem, but it is a uniqueness that can bind us together and make us stand out in the eyes of others. Cruella de Vil demonstrated this by being a phenomenal figure in the fashion industry at the time.

Suppose an English movie is used in the classroom to help students learn new vocabulary. It will make lessons more enjoyable and more accessible vocabulary for them to master the new language. (Hornby,

2006: 950) defines a movie as a series of moving pictures recorded with sound that tells a story and shown at a cinema.

Based on the preceding statement, author can conclude that movies are an effective way to teach vocabulary to children because they can stimulate students' interest in learning English. The author, in specific, uses the movie "Cruella" as media teaching because it has good value and a story for the students.

## **6. The Advantages of Movie on Language Learning**

There are numerous benefits to using English movies in the EFL classroom. First, movies can keep students interested in English learning. According to Mirvan (2013, p.62), using English movies in the EFL classroom was a new thing and enjoyable experience for the students. The students received the assigned activities well at school, and students were more motivated to see and hear about real-life situations than to complete activities from a textbook. They gave the impression that movies also provided a relaxing environment.

Second, movies can help students improve their listening skills. In this case, English teachers should watch English films with English subtitles. According to Rokni and Azzam (2014, p.721), movies with English subtitles had a significantly positive effect on students' listening skills compared to films without subtitles. Students can hear English being used

in a very natural setting. Some actors and actresses may speak too quickly to understand what they are saying, but it will be an excellent opportunity for students to listen to native speakers. Students can also hear informal English and slang words and phrases that they would not usually find in books or dictionaries.

Third, watching a movie can help students improve their public speaking skills. Listening to native speakers in English films can also help students improve their speaking skills, particularly fluency. Students can watch English movies with their friends and then discuss them. They can also look up movie scripts online and imitate what the actors say in the film. Then they can watch the movie again to see if their pronunciation was correct. According to Kalkan (2013, p.155), using English movies as media in the EFL classroom to teach students how to speak well by imitating the actors and actresses in the movie is an excellent way to teach students how to communicate well by imitating the actors and actresses in the movie. Students can listen to how to connect their words.

Fourth, movies can help students improve their pronunciation. We all know that English pronunciation is challenging, and when students read words, they find it extremely difficult to say the words. Listening to native English speakers converse can help students understand how words are pronounced. Students can learn how to use intonation on specific terms and sentences. Students can distinguish and compare British and

American accents when the actors in the movies speak. Pratiwi (2010, p.140) discovered that English movies had a significant impact on students' understanding of pronunciation. Before watching English movies, students struggled with English stress patterns. They were very good at English stress patterns after watching English movies. Furthermore, after watching English movies, they better understood producing unfamiliar sounds. Thus, English movies can reduce students' pronunciation difficulties in mastering vowels, diphthongs, stress, and intonation by watching English movies.

Fifth, watching a movie can help students improve their vocabulary. Students can benefit from watching English movies with English subtitles to see how the words are written. Students learn many new words and phrases, especially idioms and colloquial expressions, by watching English movies. Students should carry a note book with them and write down any new words or phrases they hear. They can look up the definition or ask their English teachers later. According to Putra (2012, p.2), when students watch English movies with English subtitles, they can learn some new words and phrases used in the movies, as well as help them acquire new vocabulary and idioms.



## **B. Previous Study**

Some research has been done on teaching vocabulary by using a movie.

According to (Efrizal, 2018), most students were generally interested in learning new words and phrases through movies in English. They had a lot of self-confidence when they talked about their ideas in class, and most of them were able to get over their fears and inflexibility so they could practice their English skills. The number and percentage of students who could use the words correctly rose a lot in each cycle. In addition, a movie in English could make students more active and help them learn vocabulary in the classroom while they are being taught and learning.

Lail (2018) also stated that there was a significant difference in the students' progress between the experimental and control groups based on the data collected during her study. The post-test results confirmed the differences in scores between the experimental and control groups, and the average post-test score shows a significant difference between the two groups. According to the data analysis, the result of the U-test formula calculation was 3.25, and it was clear that the Z count (3.13) was more significant than the Z table (1.99). The writer concludes that the null hypothesis (Ho) was rejected because the alternative hypothesis (Ha) with a 5% significance level failed to be rejected.

Fatimah (2018) conducted another study in which she explained that using the movie "UP" as a teaching medium is effective in improving students' vocabulary. It is demonstrated by the results of the pre-test and post-test. According to the pre-test results, the average score of the experimental group was 50,1, and that of the control group was 50,3. The experimental group's average score increased to 79,7 after using the movie "UP" as the media in their treatments. In contrast, the control group's average score increased to 65,8 after using the conventional method. Furthermore, there was a significant improvement in the students' vocabulary achievement after receiving the treatments using the film "UP." It is demonstrated in the calculation by using the t-test. The result showed that the sig. (2 tailed) value of 0.000 was less than 0.05. It was demonstrated using SPSS, where the t-value was 6.734, and the t-table was 1.999. It demonstrated that  $t\text{-value} > t\text{-table}$ .

### **C. Research Hypothesis**

A supposition or hypothesis answers the study questions that needs to test before being proven true. According to Sugiyono (2012), understanding the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation is given as a question phrase. In this research, hypothesis consists:

**1. Null Hypothesis (H<sub>0</sub>)**

There are no significant improvements in student accomplishment after treatment, both before and after.

**2. Alternative Hypothesis**

There are any significant improvements in students accomplishment after treatment, both before and after.

In accordance with this basic assumptions, the author will formulate the following hypothesis:

“Students’ who are taught by using “Cruella” movie as a medium of teaching can be predict that their vocabulary skills will increasing.”

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This chapter discusses the research design, which includes design of the research, subject of the study, instrument of the research, method of data collection, method of data analysis, and technique of data analysis,

#### **A. Design of the Research**

The research method of this study is a quantitative design. Sugiyono (2009: 14) defines quantitative research as a research method based on the philosophy of positivism that is used to examine a specific population or sample. Meanwhile, (Emzir, 2009: 28) defines quantitative research as a research approach that primarily employs the post-positivist paradigm in developing knowledge, such as thinking about cause and effect, reducing variables, hypotheses, and specific questions through measurement and observation, and also theory testing.

This type of research is called "experimental research," It uses the research method to find out how specific treatments work on other people in carefully controlled circumstances (Sugiyono, 2006: 72). On the other hand, Gray says that an experimental study is the only way to test hypotheses about a casual relationship in research (in Emzir, 2007: 63).

The research design was pre-experimental design with a One-Group Pretest-Posttest type. The results of the treatment can be determined more precisely in this study since it compares the situations before and after treatment implementation. The following is the research design:

Table 3. 1 Research Design

<b><math>O_1</math> X <math>O_2</math></b>
--

Source: Emzir, 2014

Description:

- $O_1$  : pre-test
- $O_2$  : post-test
- X : treatment with use “Cruella” movie as a teaching media

This experimental model consists of three phases which are as follows:

1. Provide a pre-test to assess the amount to which students’ language mastery abilities are used before treatment.
2. Use the “Cruella” film as a learning medium to provide treatment.
3. Provide a post-test to assess students’ vocabulary mastery abilities after the treatment is implemented.

## B. Subjects of the Study

The subjects of this study were taken from MAN 1 Brebes student's whose population and the sample were describe below:

### 1. Population

Table 3. 2 List of Students' Population at MAN 1 Brebes

No	Class	Major	Number of Students
1.	X	IPA 1	36
		IPA 2	36
		IPA 3	36
		IPA 4	36
		IPA 5	36
		IPA 6	33
		IPS 1	33
		IPS 2	36
		IPS 3	36
		IPS 4	36
		IPS 5	35
		Agama 1	39
2.	XI	IPA 1	33
		IPA 2	30
		IPA 3	32
		IPA 4	31
		IPA 5	30

		IPS 1	28		
		IPS 2	29		
		IPS 3	25		
		IPS 4	28		
		IPS 5	26		
		Agama 1	26		
		Agama 2	26		
3.	XII	IPA 1	35		
		IPA 2	36		
		IPA 3	37		
		IPA 4	36		
		IPA 5	37		
		IPS 1	33		
		IPS 2	35		
		IPS 3	37		
		IPS 4	37		
		Agama 1	27		
		Agama 2	34		
		Total			1,156

Population is the whole (Universum) of research objects in the form of humans, animals, plants, air, symptoms, values, events, attitudes to life, and so on so that these objects can be a source of research data (Bugin, 2000: 40). While according to (Sugiyono,

2016: 135), population is the whole area where of subjects has specific characteristics, which researchers determine to study and draw conclusions.

The population in this study were students of class XI MAN 1 Brebes in the academic year 2022/2023.

## 2. Sample

Table 3. 3 Sample Class XI AGAMA 2 at MAN 1 Brebes

No	Class	Major	Number of Students
1.	XI	AGAMA 2	26

According to Arikunto (2006: 131), the sample is part or a representative of the population to be studied. If the research is carried out by part of the population, it can say that the study is a sample study. A sample is used to describe the characteristics of a larger group. Samples were chosen to represent the population under investigation. The goal of sampling is to generalize the study's findings to the general population. If the population has homogeneous characteristics, this conclusion is applicable. If the population under consideration is not homogeneous, the decision does not apply to the entire population.



The sampling technique used in this study is a purposive sampling technique, which is a sample determination with consideration (Sugiyono, 2019: 124). This technique is ideal for this study because the study sample is limited to students from class XI Agama at MAN 1 Brebes in the academic year 2022/2023. The sample used is class XI Agama 2 students' as many as 26 students'.

### **3. Variable Operational Definition**

The variables contained in this study are operationally defined as follows:

- a. Variable X Use of "Cruella" Film as Learning Media
- b. Variable Y Toward Students' Vocabulary Improvement

In this study, the intent is the initial value gained by students on the pre-test and the value obtained by students at the time of the post-test.

### **C. Instrument of the Research**

Suharsimi (Arikunto, 2000: 134) defines data collection instruments as "tools selected and employed by researchers in their gathering operations for these activities to become systematic and aided by them."

The instrument, which comprises of a test and a questionnaire, is the primary source of data in this study. Below are lists of the instrument used in the test and non-test questions.

### **1. Test**

The test used are about the level of vocabulary mastery of the students. The test is used in concert with the types of pre-test and post-test. The Cruella movie will be employed as a learning medium for the pre-test, and the post-test will be used after the students' had received the treatment.

### **2. Questionnaire**

A questionnaire is a series of questions administrated to a group of people in order to collect research data. In this study, the questionnaire sheet will be used to measure student responsiveness to the usage of the Cruella movie as learning medium to promote vocabulary knowledge.

## **D. Method of Data Collection**

The researcher employed a number of approaches to collect data, as mentioned in the previous chapter. They must have finished the pre-experimental teaching, pre-test, post-test, and questioner distribution.

## **1. Test**

This study included two tests: a pre-test and a post-test. The students were given a pre-test to determine their starting points. During the pre-test, students were given a list of vocabulary words. They are instructed to write down the meanings of words they know while leaving the meanings of words they don't know blank. Then, the treatment will be carried out for 2 days, with students watching the “Cruella” film as a medium for learning. The students concentrated on watching the movie during the treatment. Following the treatment, the students were given a post-test. The test results were used as data in this study.

## **2. Questionnaire**

One of the techniques used in this study was a questionnaire. Its goal was to investigate students' reactions to improving their vocabulary mastery through the “Cruella” movie. Students will be asked a series of questions about their experiences with using “Cruella” movie as a learning medium during its implementation. In this research the researcher used four option likert scale “highly agree”, “agree”, “disagree”, and “highly disagree”.

## **E. Method of Data Analysis**

The researcher's data gathering technique are pre-test and post-test, and the data collection procedures are as follows:

### **1. Pre-Test**

The pre-test was given to the students before the treatment to assess their vocabulary proficiency before using the Cruella film treatment as a medium of learning.

### **2. Treatment**

The researcher used the treatment with using “Cruella” film as a learning medium in this activity.

### **3. Post-Test**

Afterwards, a post-test was given to see how much the “Cruella” film affected the students and how much their vocabulary had been learned.

## **F. Technique of Data Analysis**

### **1. Test**

After collecting data, t-statistical analysis was used to process the data. The steps of statistical analysis are as shown in this study:

#### **a. Normality Test**

The normality test is used to see if the data is spread out in a usual way or not. In this study, the researcher employed Chi-Square ( $\chi^2$ ) to test data normality. The following are the steps required in the normality test:

### 1) Makes a Frequency Distribution List with the Data

Sudjana said that the first step in making a list of frequency distributions with the same class length is to figure out:

a) The range (R) equals the sum of the largest and smallest data deductions

b) A Large Number of Interval Classes

$$(K) = 1 + (3,3) \log n$$

c) Intervals class length

$$(P) = \frac{R}{k}$$

d) Identify the first interval class's lower end.

The next step is to create a table that contains the frequencies, averages, and standard deviations. To determine the average score of students in each group, the following formula is used:

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

Classification:

$\bar{x}$  = average score of students

$f_i$  = frequency of data interval class

$x_i$  = middle value

Additionally, the standard deviation (s) of each group is calculated using the following formula:

$$S = \frac{\sqrt{n \sum f_i x_i^2 - (\sum f_i x_i)^2}}{n(n-1)}$$

Next, the normality test data is used to determine if the data is regularly distributed or not. The researcher applied Chi-Square ( $\chi^2$ ) statistics determine the data's normality in this study:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Classification:

$\chi^2$  = Chi-square statistics

$O_i$  = frequency of observation

$E_i$  = expected result

The following is the hypothesis in the data normality test:

$H_0$ : Data is not normally distributed

$H_1$ : Data is normally distributed

## 2) Testing with *Gain Score*

The existence of an improvement in students' vocabulary capacity between and after learning can be determined using the following formula (Hake, 1999):

$$N\text{ Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

Table 3. 4 Criteria of Gain Score

<b>N-Gain Score</b>	<b>Category</b>
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Source: Melzer (in Syahfitri, 2008: 33)

## 3) Hypothesis Testing

The hypothesis is tested once the students' pre-test and post-test results are known to be a normal distribution. The null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ) are written as follows:

*Hypothesis:*

$H_0: \mu_2 \neq \mu_1$  There are no significant improvements in student achievement between the pre-and post-treatment sessions.

$H_1: \mu_2 > \mu_1$  There are any significant improvements in student achievement between the pre-and post-treatment sessions.

To examine the above mentioned hypothesis, use the statistical formula for the t-test as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Classification:

t = T-test statistic

$\bar{x}_1$  = Average of pre-test value

$\bar{x}_2$  = Average of post-test values

$n_1$  = Lots of sample data

s = Standard deviation

## 2. Questionnaire

To collect students' responses, which are evaluated by calculating the overall average score using the Likert scale methodology. When grading the Likert category scale, the answers are weighted or equal to the quantitative values 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions.



To positive questions, the researcher awards a score of four highly agree, three agree, two disagree, and one highly disagree. For negative questions, the opposite number is 1 for highly agree, 2 for agree, 3 for disagree, and 4 for highly disagree. The following formula can be used to obtain the average score of student:

$$\text{Students average score} = \frac{\sum_{i=1}^4 (n_i \cdot f_i)}{N}$$

Classification:

$f_i$  = Many students' gave the response HA

(Highly Agree)

$n_i$  = Weight of choice score HA (Highly Agree)

$N$  = The number of all students of responded

$I$  = Score 1 – 4

The following are the average scoring requirements for students' responses:

- a.  $3 > \text{average score} \leq 4 = \text{Very Positive}$
- b.  $2 < \text{average score} \leq 3 = \text{Positive}$
- c.  $1 \leq \text{average score} \leq 2 = \text{Negative}$

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. This chapter discusses the description of the research location, description of research implementation, analysis result of the study and discussion.

#### A. Description of Research Location

MAN 1 Brebes is an islamic senior high school on Jl. Yos Sudarso, within the Brebes Islamic Center Complex. There are 1,156 students and 78 teachers at the institution.

#### B. Description of Research Implementation

The XI AGAMA 2 class has a total 26 students. This research was carried out during the academic year 2022/2023. The following table shows the schedule of activities:

Table 4. 1 Research Schedule

No	Day/Date	Activities	Time (Minute)
1	Saturday, 20 August 2022	Pre-test	2 x 40 (minute)
2	Tuesday, 23 August 2022	Teaching by using "Cruella" movie	2 x 40 (minute)
3	Saturday, 27 August 2022	Teaching by using "Cruella" movie	2 x 40 (minute)
4	Tuesday, 30 August 2022	Post-test	2 x 40 (minute)

The researcher conducted experimental teaching at MAN 1 Brebes to collect data for this study. The second-year students were focus of this study. The researcher chose XI Agama 2 as the experimental class in this study. There are 26 students in the class.

To collect data, the researcher prepared a list of vocabulary words on paper and filed out a table with nouns, verbs, and adjectives. The researcher then gave them a pre-test. Before delivering the pre-test, the teachers went over the primary vocabulary material.

The researcher conducted experimental teaching for four meetings in this study. Each meeting had an allocation time of 80 minutes. But, before teaching students in the class, the researcher met with the teaching staff or English teacher to learn about the situation and state of the school environment. The reasercher explained the puropose of this study to them. The following is a description of the experimental teaching:

#### **1. First meeting (Saturday, 20 August 2022)**

The researcher entered the classroom with the English teacher in the first meeting. The researcher then checked the students' attendance list by calling their names and giving a self-introduction. After a few minutes, the researcher reviewed the information and media the students would be learning and using during the teaching-learning process. The researcher next administered a pre-test to determine the students' vocabulary skills.

## **2. Second Meeting (Tuesday, 23 August 2022)**

Before studying, the researcher checked the students' attendance list by calling their names and reviewing the lessons from the previous meeting. Then, the researcher gave treatment one using the "Cruella" movie as a media and divided it into two groups. Because of the limited time, the first treatment was carried out for 60 minutes. Each group got a blank paper. The instruction was that they must write the vocabulary shown in the movie. Afterward, each group had to mention the vocabulary they found in the movie and translate it into Indonesia. The other group wrote down the vocabulary they had not found.

## **3. Third Meeting (Saturday, 27 August 2022)**

At this meeting, the researcher reviewed the previous lesson. Then, the researcher did the second treatment, and the students continued watching the movie "Cruella" for an extended duration of 60 minutes. Then after watching the movie, the students were divided into four groups to play the Guessing Word game using the vocabulary they had found when watching the movie. Each group must be able to guess the word that has been prepared according to a theme. For example, there is the word *Jungle*, and students must be able to guess the end of the words *Jungle*, *Egg*, *Giraffe*, and so on.

#### **4. Last Meeting (Tuesday, 30 August 2022)**

The researcher offered the students a post-test at the last meeting to measure their capacity to learn vocabulary following treatment. The researcher provided a list of Noun, Verb, and Adjective vocabulary terms as the pre-test, and the students worked on it for 50 minutes. The goal for each sort of vocabulary was 150, with 50 for nouns, 50 for verbs, and 50 for adjectives. After the students finished the post-test, the researcher offered them a questionnaire to find out their thoughts on using the movie “Cruella” to improve vocabulary.

#### **C. Analysis Results of the Study**

Based on the tests given to the students, the researcher obtained the result of the test according to the student’s abilities. The scores of the students were arranged in frequency distribution tables. It was necessary to find out the range of the data (R), interval (I), the number of interval class (k), calculation the averages scores of respondents by using the arithmetic mean ( $\bar{x}$ ), standard derivation ( $s$ ), and the last one was to compute the row score formula of obtained impact by using t-score.

In this research, the researcher analyzed data collection from 26 students in class Agama 2 the second year of MAN 1 Brebes in the academic year 2022/2023. The data consisted of pre-test, post-test, and questionnaire.

The pre-test and post-test data showed an improvement in the student's vocabulary achievement.

The researcher categorizes the score to the students as the table below:

Table 4. 2 Target and Point of Vocabulary

No.	Target of Vocabulary	Point of Vocabulary	Statement
1.	Noun $\geq 50$	30	Noun : $30/50 = 0,6$
2.	Adjective $\geq 50$	35	Adjective : $35/50 = 0,7$
3.	Verb $\geq 50$	35	Verb : $35/50 = 0,7$
<b>Total</b>	<b>150</b>	<b>100</b>	

*Source: Results of Data Processing*

Explanation:

- One point of Noun is 0,6
- One point of Verb and Adjective is 0,7

According to the table description above, students who received 50 for Nouns received 30 points, those who received 50 for Adjective received 35 points, and those who received 50 for Verb received 35 points. The researcher provided extra points for Adjective and Verbs because after observing the class, the researcher discovered that many students struggled with Adjective and Verb vocabulary. Furthermore, the students were assigned a total vocabulary target of 150.

## 1. The Data Analysis

The following table presents the test result of pre-test and post-test. The following table is the tabulation of the result of the second year students at MAN 1 Brebes.

Table 4. 3 the Score of Pre-Test and Post-Test

No	Code	<i>Pretest</i>	<i>Posttest</i>
1	A B	37	100
2	A N M	79	82
3	A P N	56	79
4	A R A	25	100
5	A A	26	85
6	A F M	56	95
7	E A T	39	55
8	H K	28	93
9	H P	33	83
10	I S	41	79
11	K	30	89
12	L F	61	93
13	M Z A	55	95
14	N M A	61	98

15	N K R	25	63
16	N A	61	83
17	N H K	52	74
18	N	58	94
19	R A M	61	100
20	R A P	51	99
21	R A	47	97
22	S A N	49	94
23	S N S	57	98
24	S N A	43	96
25	W F	35	77
26	Z T B	41	64

*Source: Results of Data Processing*

## 2. The Result of Pre-test and Post-test

Table 4. 4 the Score of Pre-Test

No	Code	Score						Last Score	Result
		Noun	Point	Verb	Point	Adjective	Point		
1	A B	27	16.2	10	7	18	12.6	55	37
2	A N M	28	16,8	43	30.1	47	32.9	118	79
3	A P N	27	16.2	28	19.6	29	20.3	84	56
4	A R A	15	9	12	8.4	11	7.7	38	25



5	AA	39	23.4	0	0	0	0	39	26
6	AFM	27	16.2	28	19.6	29	20.3	84	56
7	EAT	27	16.2	13	9.1	19	13.3	59	39
8	HK	20	14	11	7.7	11	7.7	42	28
9	HP	17	11.9	17	10.2	16	11.2	50	33
10	IS	32	19.2	9	6.3	21	14.7	62	41
11	K	27	16.2	8	5.6	28	19.6	63	30
12	LF	31	18.6	31	21.7	30	21	92	61
13	MZA	42	25.2	0	0	41	28.7	83	55
14	NMA	31	18.6	31	21.7	30	21	92	61
15	NKR	16	9.6	11	7.7	11	7.7	38	25
16	NA	31	18.6	31	21.7	30	21	92	61
17	NHK	25	15	26	18.2	27	18.9	78	52
18	N	48	28.8	39	27.3	0	0	87	58
19	RAM	31	18.6	31	21.7	30	21	92	61
20	RAP	29	17.4	22	15.4	25	17.5	76	51
21	RA	28	16.8	21	14.7	22	15.4	71	47
22	SAN	33	19.8	19	13.3	22	15.4	74	49
23	SNS	27	16.2	28	19.6	31	21.7	86	57
24	SNA	31	18.6	15	10.5	18	12.6	64	43
25	WF	31	18.6	7	4.9	15	10.5	53	35
26	ZTB	29	17.4	14	9.8	19	13.3	62	41
Total		749		505		580		1974	1207

*Source: Results of Data Processing*

There are 26 students in clas XI Agama 2. According to the chart above, the lowest total vocabulary score was 38, with a value of up to 25 points. And then the highest total vocabulary was 118, with as many as 79 points given.

Table 4. 5 the Score of Post-Test

No	Code	Score						Last Score	Result
		Noun	Point	Verb	Point	Adjective	Point		
1	A B	50	30	50	35	50	35	150	100
2	A N M	48	28.8	41	28.7	34	23.8	123	82
3	A P N	49	29.4	42	29.4	28	19,6	119	79
4	A R A	50	30	50	35	50	35	150	100
5	A A	49	29.4	49	34.3	27	18.9	127	85
6	A F M	50	30	43	30,1	50	35	143	95
7	E A T	28	16.8	28	19.6	27	18.9	83	55
8	H K	49	29.4	50	35	40	28	139	93
9	H P	47	28.2	48	33.6	29	20.3	124	83
10	I S	40	24	40	28	39	27.3	119	79
11	K	34	20.4	50	35	50	35	134	89
12	L F	50	30	50	35	40	28	140	93
13	M Z A	49	29.4	48	33.6	45	31.5	142	95
14	N M A	50	30	48	33.6	49	34.3	147	98

15	N K R	31	18.6	31	21.7	32	22.4	94	63
16	N A	44	26.4	42	29.4	39	27.3	125	83
17	N H K	40	24	49	34.3	23	16.1	112	74
18	N	46	27.6	47	32.9	48	33.6	141	94
19	R A M	50	30	50	35	50	35	150	100
20	R A P	50	30	49	34.3	50	35	149	99
21	R A	48	28.8	50	35	47	32.9	145	97
22	S A N	47	28.8	47	32.9	47	32.9	141	94
23	S N S	50	35	50	35	47	32.9	147	98
24	S N A	46	27.6	48	33.6	50	35	144	96
25	W F	38	22.8	44	30.8	34	23.8	116	77
26	Z T B	30	18	31	21.7	35	24.5	96	64
Total		1163		1175		1060		3400	2265

*Source: Results of Data Processing*

There are 26 students in class XI Agama 2. According to the data table above, the lowest total vocabulary score was 83, with a value of 55, and the highest total vocabulary score was 150, with a value of 100.

### 3. Target of Vocabulary Description

According to the information presented in the table that was shown earlier, the total number of students who can answer types of vocabulary with a score of 50 or higher is shown in the table that follows:

Table 4. 6 Target of Vocabulary

Type of Vocabulary	Pre-Test	Post-Test
Noun $\geq 50$	-	8
Verb $\geq 50$	-	8
Adjective $\geq 50$	-	7

*Source: Results of Data Processing*

The researcher set a vocabulary goal of 50 words divided into three categories: 50 nouns, 50 verbs, and 50 adjectives. According to the data above, no student met the vocabulary target in the pre-test. Meanwhile, in the post-test, eight students obtained the noun target, eight got the verb target, and seven got the adjective target.

### 4. Pre-Test and Post-Test Score by Using Manual

#### a. Tabulates Data into Frequency Distribution List

Tabulates data into frequency distribution list, to determine the average score or mean ( $\bar{x}$ ) and the variance ( $s^2$ ) and standard deviation ( $s$ ).

The range score calculation for the pre-test.

Range (R) = higher score – lowest score

$$R = 79 - 25$$

$$R = 54$$

So, range score calculation for the pre-test is 54

The calculation of interval class scores for the pre-test.

Interval class (k) =  $1 + 3,3 (\log n)$

$$k = 1 + 3,3 (\log 26)$$

$$k = 1 + 3,3 \times 1,41$$

$$k = 1 + 4,65$$

$$k = 5,65$$

$$k = 6$$

So, the interval scores for the pre-test is 6

The following formula was used to calculate the length of class score for the class pre-test by Sudjana (1989):

$$\text{Length of Class (P)} = \frac{\text{Range (R)}}{\text{Interval Class (k)}}$$

$$P = \frac{54}{6}$$

$$P = 9$$

So, the length of class for pre-test is 9

Table 4. 7 Table Frequency for the Pre-Test

Value	$f_i$	$x_i$	$x_i^2$	$f_i x_i$	$f_i x_i^2$
25 – 33	6	29	841	174	3027
34 – 42	5	38	1444	190	3610
43 – 51	4	47	2209	188	3534
52 – 60	6	56	3136	336	1128
61 – 69	4	65	4225	260	6760
70 – 79	1	75	5625	75	5625
	$\sum f_i = 26$			$\sum f_i x_i =$ 1223	$\sum f_i x_i^2 =$ 23684

Source: Results of Data Processing

The mean ( $\bar{x}$ ), variance ( $s^2$ ) and standard deviation ( $s$ )

from Table 4.7 are shown below:

The calculating of the mean score for the pre-test.

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1223}{26} = 47,04$$

The calculating of the standard deviation for the pre-test.

$$s_1^2 = \frac{\sqrt{n \sum f_i x_i^2 - (\sum f_i x_i)^2}}{n(n-1)}$$

$$s_1^2 = \frac{(26)(23684) - (1223)^2}{26(26-1)}$$

$$s_1^2 = \frac{615784 - 1495729}{650}$$

$$s_1^2 = 1354$$

$$s_1^2 = \sqrt{1354}$$

$$s_1^2 = 36,80$$

The results of the pre-test calculation are as follows:

$$\text{Mean}(\bar{x}) = 47,04$$

$$\text{Varians } (s_i^2) = 1354$$

$$\text{Standard deviation } (s_1) = 36,80$$

Whereas the post-test value's frequency distribution is as follows:

The calculation of range score for the post-test.

Range (R) = high score – lowest score

$$R = 100 - 55$$

$$R = 45$$

So, the range score for the post-test is 45

The calculation of the interval class score for the post-test of the experimental class.

Interval class (k) =  $1 + 3,3 (\log n)$

$$k = 1 + 3,3 (\log 26)$$

$$k = 1 + 3,3 \times 1,41$$

$$k = 1 + 4,65$$

$$k = 5,65$$

$$k = 6$$

So, the interval class for the post test is 6

The following formula was used to calculate the length of class score for the class pre-test by Sudjana (1989):

$$\text{Length of Class (P)} = \frac{\text{Range (R)}}{\text{Interval Class (k)}}$$

$$P = \frac{45}{6}$$

$$P = 7,5$$

$$P = 8$$

So, the length of class for pre-test is 8

Table 4. 8 Table Frequency for the Post-Test

Value	$f_i$	$x_i$	$x_i^2$	$f_i x_i$	$f_i x_i^2$
55 – 63	2	60	3600	120	14400
64 – 71	2	68	4624	136	18496
72 – 79	3	76	5776	228	51984
80 – 87	4	84	7056	336	112896
88 – 96	8	92	8464	736	541696
97 – 104	7	100	10000	700	490000
	$\sum f_i = 26$			$\sum f_i x_i =$ 2256	$\sum f_i x_i^2 =$ 1229472

Source: Results of Data Processing



The mean( $\bar{x}$ ), variances ( $s^2$ ) and standard deviation ( $s$ )

from Table 4.8 are shown below:

The calculating of the mean score for the pre-test.

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2256}{26} = 86,76$$

The calculating of the standard deviation for the post-test.

$$s_2^2 = \frac{\sqrt{n \sum f_i x_i^2 - (\sum f_i x_i)^2}}{n(n-1)}$$

$$s_2^2 = \frac{(26)(1229472) - (2256)^2}{26(26-1)}$$

$$s_2^2 = \frac{31966272 - 5089536}{650}$$

$$s_2^2 = 41.350$$

$$s_2 = \sqrt{41.350}$$

$$s_2 = 64,30$$

The results of the pre-test calculation are as follows:

$$\text{Mean}(\bar{x}) = 86,76$$

$$\text{Variances} (s_1^2) = 41.350$$

$$\text{Standard deviation} (s_1) = 64,30$$

#### **b. Test of Normality Post-Test Data Distribution**

The normality test is used to determine whether or not the class data in this study originate from a normally distributed population. Following the previous calculations, the pre-test

values was  $(x_1) = 47,04$  and standard deviation  $(s_1) = 36,80$ . The researcher must then identify the interval boundaries to compute the area under the standard curve for each interval class.

Table 4. 9 Normality Test of Pre-Test Value

Value	Class Boundaries ( $x_i$ )	$Z_{score}$	Area Wide	Frequency Expected ( $E_i$ )	Observation Frequency ( $O_i$ )
25 – 33	24,5 – 33,5	-0,61 & -0,36	0,0885	2,30	6
34 – 42	33,5 – 42,5	-0,36 & -0,12	0,0928	2,41	5
43 – 51	42,5 – 51,5	-0,12 & 0,12	0,0956	2,48	4
52 – 60	51,5 – 60,5	0,12 & 0,36	0,0928	2,41	6
61 – 69	60,5 – 69,5	0,36 & 0,61	0,0885	2,30	4
70 – 79	69,5 – 79,5	0,61 & 0,88	0,0815	2,11	1

*Source: Results of Data Processing*

Explanation:

1. Determined  $x_i$  is:

The first small test value: -0,5 (lower class)

The first largest test value +0,5 (upper class)

For example:

The lower class  $25 - 0,5 = 24,5$

The upper class  $33 + 0,5 = 33,5$

2. Calculating  $Z_{score}$ 

$$Z_{score} = \frac{x_i - \bar{x}_1}{S_1} \text{ with } \bar{x}_1 \text{ 47,04 and } s_1 \text{ 36,80}$$

## 3. Calculating the area boundary:

Table z is used for areas below the usual normal curve from 0 to z.

For example:

Find the area between -0,61 and -0,36. The broad attachment under the usual normal curvatur from 0 to z in relation to the list F.

## 4. The area wide is obtained by calculating the boundaries area.

The boundaries area can be found by adjusting the area gain on the  $Z_{score}$  in the standard  $Z_{table}$  from 0 to z.

For example:

$$0,2291 - 0,1406 = 0,0885$$

5. Frequency expected ( $E_i$ ) can be calculated by:

$$E_i = \text{Area of each Interval Class} \times \text{Quantity of Data}$$

$$E_i = 0,0885 \times 26$$

$$E_i = 2,30$$

6.  $O_i$  is the number of samples

Then, the value of Chi-Square score ( $\chi^2_{score}$ ) as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2 = \frac{(6 - 2,30)^2}{2,30} + \frac{(5 - 2,41)^2}{2,41} + \frac{(4 - 2,48)^2}{2,48} + \frac{(6 - 2,41)^2}{2,41} +$$

$$\frac{(4 - 2,30)^2}{2,30} + \frac{(1 - 2,11)^2}{2,11}$$

$$\chi^2 = \frac{(3,7)^2}{2,30} + \frac{(2,59)^2}{2,58} + \frac{(1,52)^2}{2,48} + \frac{(3,59)^2}{2,41} + \frac{(1,7)^2}{2,30} + \frac{(1,11)^2}{2,11}$$

$$\chi^2 = \frac{(1,36)^2}{2,30} + \frac{(6,70)^2}{2,58} + \frac{(2,31)^2}{2,48} + \frac{(1,28)^2}{2,41} + \frac{(2,89)^2}{2,30} + \frac{(1,23)^2}{2,11}$$

$$\chi^2 = 0,59 + 2,78 + 0,93 + 0,53 + 1,25 + 0,58$$

$$\chi^2 = 6,66$$

With a significant level of  $\alpha$  0,05 and many interval classes (k) 6, the degrees of freedom (dk) for Chi-Square distributions are as follow:

$$dk = k - 1$$

$$dk = 6 - 1$$

$$dk = 5$$

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

$$\chi^2_{(0,95)(5)}$$

$$\chi^2 = 11, 1$$

Based on significant level  $\alpha$  0.05, the data pre-test distribution follows the normal distribution if  $\chi^2_{score} < \chi^2_{table}$ . The

researcher's score table is  $6,66 < 11,1$  it can be concluded that the pre-test data are normally distributed.

According to the post-test calculation, the mean ( $\bar{x}_2$ ) for the post-test is 86,76 and the standard deviation ( $s_2$ ) is 64,30. To calculate the area under the normal curve for each interval class, the researcher must first identify the interval boundaries pos-tes.

Table 4. 10 Normality of Post-Test Value

Value	Class Boundaries ( $x_i$ )	$Z_{score}$	Area Wide	Frequency Expected ( $E_i$ )	Observation Frequency ( $O_i$ )
55 – 63	54,5 – 63,5	-0,50 & -0,36	0,0509	1,32	2
64 – 71	63,5 – 71,5	-0,36 & -0,23	0,0496	1,28	2
72 – 79	71,5 – 79,5	-0,23 & -0,11	0,0472	1,22	3
80 – 87	79,5 – 87,5	-0,11 & 0,11	0,0876	2,27	4
88 – 96	87,5 – 96,5	0,11 & 0,15	0,0158	0,41	8
97 – 104	96,5 – 104,5	0,15 & 0,27	0,0468	1,21	7

*Source: Results of Data Processing*

Explanation:

1. Determined  $x_2$  is:

The first small test value: -0,5 (lower class)

The first largest test value +0,5 (upper class)

For example:

The lower class  $55 - 0,5 = 54,5$

The upper class  $63 + 0,5 = 63,5$

2. Calculating  $Z_{score}$

$$Z_{score} = \frac{x_i - \bar{x}_2}{S_2} \text{ with } \bar{x}_2 \text{ 86,76 and } s_2 \text{ 64,30}$$

3. Calculating the area boundary:

Table z is used for areas below the usual normal curve from 0 to z.

For example:

Find the area between -0,50 and -0,36. The broad attachment under the usual normal curvatur from 0 to z in relation to the list F.

4. Frequency expected ( $E_i$ ) can be calculated by:

$$E_i = \text{Area of each Interval Class} \times \text{Quantity of Data}$$

$$E_i = 0,0509 \times 26$$

$$E_i = 1,32$$

5.  $O_i$  is the number of samples

Then, the value of Chi-Square score ( $\chi^2_{score}$ ) as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2 = \frac{(2 - 1,32)^2}{1,32} + \frac{(2 - 1,28)^2}{1,28} + \frac{(3 - 1,22)^2}{1,22} + \frac{(4 - 2,27)^2}{2,27} +$$

$$\frac{(8 - 0,41)^2}{0,41} + \frac{(7 - 1,21)^2}{1,21}$$

$$x^2 = \frac{(0,68)^2}{1,32} + \frac{(0,72)^2}{1,28} + \frac{(1,78)^2}{1,22} + \frac{(1,73)^2}{2,27} +$$

$$\frac{(7,59)^2}{0,41} + \frac{(5,79)^2}{1,21}$$

$$x^2 = \frac{(0,46)^2}{1,32} + \frac{(0,51)^2}{1,28} + \frac{(3,16)^2}{1,22} + \frac{(2,99)^2}{2,27} +$$

$$\frac{(5,76)^2}{0,41} + \frac{(3,35)^2}{1,21}$$

$$x^2 = 0,34 + 0,39 + 2,59 + 1,31 + 1,40 + 2,76$$

$$x^2 = 8,79$$

With a significant level of  $\alpha$  0,05 and many interval classes (k) 6, the degrees of freedom (dk) for Chi-Square distributions are as follow:

$$dk = k - 1$$

$$dk = 6 - 1$$

$$dk = 5$$

$$x^2_{(1 - ) (dk)}$$

$$x^2_{(0,95) (5)}$$

$$x^2 = 11, 1$$

Based on significant level  $\alpha$  0,05 the data pos-test distribution follows the normal distribution if  $x^2_{score} < x^2_{table}$ . The researcher's score table is  $8,79 < 11,1$  it can be concluded that the pre-test data are normally distributed.

### c. Hypothesis Test

The following is the hypothesis to be tested using the t-test formula:

$H_0: \mu_2 \neq \mu_1$  There are no significant improvements in student achievement between the pre-and post-treatment sessions.

$H_1: \mu_2 > \mu_1$  There are any significant improvements in student achievement between the pre-and post-treatment sessions.

The tes applied is a right-side test with  $\alpha = 0,05$  and  $dk = n-1$

The criteria used to evaluate hypotheses are then established by (Sudjiono, 2006):

$H_0$  accepted,  $H_1$  rejected if  $-t_{value} > -t_{table}$  or  $t_{value} < t_{table}$

$H_0$  rejected,  $H_1$  accepted if  $-t_{value} < -t_{table}$  or  $t_{value} > t_{table}$

Based on the findings of previous calculations:

$$\bar{x}_1 = 47,04 \quad s_1 = 36,80 \quad n = 26$$

$$\bar{x}_2 = 86,76 \quad s_1 = 64,30$$

So, the following is how the raw score value was determined:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n - \sum x^2)(\sum x)^2 (n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{(26)(141200) - (71015)(1989)}{\sqrt{((26)(5043) - (71015)^2)(26)(3956121) - (1989)^2}}$$



$$r_{xy} = \frac{3671200 - 41248}{\sqrt{(131118 - 5043) - (102859146 - 3956121)}}$$

$$r_{xy} = \frac{3529952}{\sqrt{(126075)(98903025)}}$$

$$r_{xy} = \frac{3,529952}{\sqrt{1246900}}$$

$$r_{xy} = \frac{3,529952}{1116,64}$$

$$r_{xy} = 3,16122654$$

Next, use the t-test to calculate the value of  $t_{score}$  which is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_1} 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_1}}\right)}}$$

$$t = \frac{47,04 - 86,76}{\sqrt{\frac{1354}{26} + \frac{41,350}{26} 2(3,16) \left(\frac{36,80}{\sqrt{26}}\right) \left(\frac{6,43}{\sqrt{26}}\right)}}$$

$$t = \frac{-39,72}{\sqrt{52,07 + 1,59 - 6,32 \left(\frac{36,80}{\sqrt{26}}\right) \left(\frac{6,43}{\sqrt{26}}\right)}}$$

$$t = \frac{-39,72}{\sqrt{53,66 - 6,32 (7,22)(1,26)}}$$

$$t = \frac{-39,72}{\sqrt{53,66 - 6,32 (9,1)}}$$

$$t = \frac{-39,72}{\sqrt{53,66 - 57,512}}$$

$$t = \frac{-39,72}{\sqrt{3,852}}$$

$$t = \frac{-39,72}{-1,9626}$$

$$t = 20,23$$

After obtaining the  $t_{score}$  the value of the  $t_{table}$  is calculated. To find the value of the  $t_{table}$ , first look for degrees of freedom (dk), as shown below:

$$dk = n_1 - 1$$

$$dk = 26 - 1$$

$$dk = 25$$

It is allowed to conclude from the value  $t_{table}$  with a significant level of  $\alpha = 0,05$  and 25 degrees of freedom. The  $t_{table}$  is 1,70 based on the list G for the obtained distribution t.

According to the hypotheses criteria is  $H_1$  accepted if  $t_{score} > t_{table}$  and  $H_0$  rejected if  $t$  have different prices. As a result, it was found in this study that  $H_1$  accepted because  $t_{score} > t_{table}$  with a value of  $20,23 > 1,70$ . It could be inferred that the students's vocabulary skill improved after the treatment was implemented by using "Cruella" movie compared to before the treatment was implemented.

d. Pre-Test and Post-Test processing by Using N-Gain

The formula G factor (normalized gain score) is used to calculate students' increased vocabulary skills between before and after learning.

$$N\text{ Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

Table 4. 11 *N-Gain* Results

No	Students' Code	<i>Pre-Test</i>	<i>Post-Test</i>	<i>N-Gain</i>	Effectiveness
1	A B	37	100	1	High
2	A N M	79	82	0,14	Low
3	A P N	56	79	0,52	Medium
4	A R A	25	100	1	High
5	A A	26	85	0,8	High
6	A F M	56	95	0,89	High
7	E A T	39	55	0,26	Low
8	H K	28	93	0,9	High
9	H P	33	83	0,75	High
10	I S	41	79	0,64	Medium
11	K	30	89	0,84	High
12	L F	61	93	0,82	High
13	M Z A	55	95	0,89	High
14	N M A	61	98	0,95	High
15	N K R	25	63	0,51	Medium
16	N A	61	83	0,56	Medium
17	N H K	52	74	0,46	Medium
18	N	58	94	0,86	High

19	R A M	61	100	1	High
20	R A P	51	99	0,98	High
21	R A	47	97	0,94	High
22	S A N	49	94	0,88	High
23	S N S	57	98	0,95	High
24	S N A	43	96	0,93	High
25	W F	35	77	0,65	Medium
26	Z T B	41	64	0,39	Medium

*Source: Results of Data Processing*

Table 4.11 above shows that during vocabulary learning using the “Cruella” movie, seventeen students received high N-Gain scores, seven received medium N-Gain scores, and two received low N-Gain levels. This conclusion indicates that the average score for using the “Cruella” movie to improve students’ vocabulary has a high N-Gain level.

Table 4. 12 Students’ Responses

No	Responden Aspect	Responden				Average	Students’ Responses
		HA	A	D	HD		
1	Learning are well-prepared	17	9	0	0	3,65	Very Positive
2	The material is presented in a way that can help	7	19	0	0	3,27	Very Positive

	me to learn vocabulary						
3	Learning vocabulary by using “Cruella” movie makes learning more interesting	12	14	0	0	3,46	Very Positive
4	Learning vocabulary by using “Cruella” makes learning more challenging	7	19	0	0	3,19	Very Positive
5	Learning vocabulary by using “Cruella” movie made me easy to master English	8	18	0	0	3,35	Very Positive
6	In my opinion, learning vocabulary by using “Cruella” movie is boring	17	9	0	0	3,58	Very Positive
7	Learning vocabulary by using “Cruella” movie made it hard for me to master English	5	20	1	0	3,15	Very Positive
8	Learning vocabulary by using “Cruella” movie made me confused	7	17	0	2	3,12	Very Positive
9	I don’t think watching	10	15	0	1	3,31	Very Positive

	“Cruella” movie can help me to learn vocabulary						
10	Learning vocabulary using “Cruella” movie can broaden my knowledge of many things	12	14	0	0	3,46	Very Positive
11	Using “Cruella” movie to learn vocabulary doesn’t seem beneficial to me	15	11	0	0	3,58	Very Positive
12	I feel that this lesson has helped me improve my vocabulary and learn about a lot of different things	15	11	0	0	3,58	Very Positive
13	The questions given are suited to my ability	12	14	0	0	3,46	Very Positive
14	I feel the challenge in these lessons suits my ability	11	15	0	0	3,42	Very Positive
15	The tasks assigned interest me in learning more	12	14	0	0	3,46	Very Positive
16	The tasks assigned helped me mastering the lessons	10	16	0	0	3,38	Very Positive
17	Tasks are given enough time to	11	15	0	0	3,42	Very Positive

	get done						
18	The material presented is interesting to discuss	13	13	0	0	3,50	Very Positive
19	I love learning vocabulary by using “Cruella” movie	16	10	0	0	3,58	Very Positive
20	I would recommended learning vocabulary by using “Cruella” movie to other students	11	15	0	0	3,42	Very Positive
	Total	68,34					
	Avarage Score	3,317					

*Source: Adapted from Nashriyah 2017*

Table 4.12 above indicates that each statement received a positive response form the students. The overall average score of 3,317 revealed that students responded very positively to learning vocabulary through the “Cruella” movie.

#### **D. Discussion**

This study looked into the effect of the “Cruella” movie on students’ vocabulary knowledge. The researcher collected data using pre-experimental instruction, a test and a questionnaire to answer the study questions and evaluate the hypothesis.

In this study, there were four meetings where the teaching and learning took place. The researcher conducted pre-test at the first meeting, and from the second through the third meetings, the students were taught with “Cruella” as a teaching tool. At the last meeting, the researcher conducted a post-test.

To make the study’s findings and explanations more evident and inteigible, the researcher displays the data of student’s scores in the form of a bar chart.

Table 4. 13 Bar Chart Students Pre-Test Scores

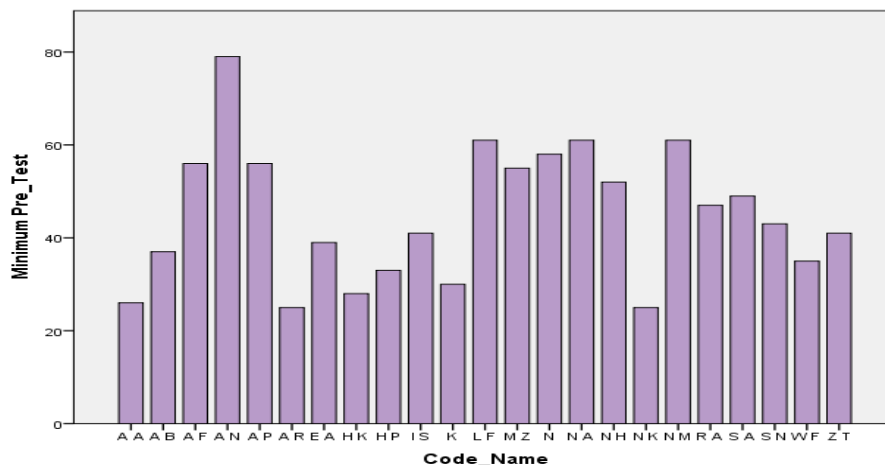


Figure 4. 1 Students Pre-Test Scores

The graph displayed the students’s pre-test scores. According to the graph, none of the students received 100 points. The researcher also produced a post-test bar chart.



Table 4. 14 Bar Chart Students Post-Test Scores

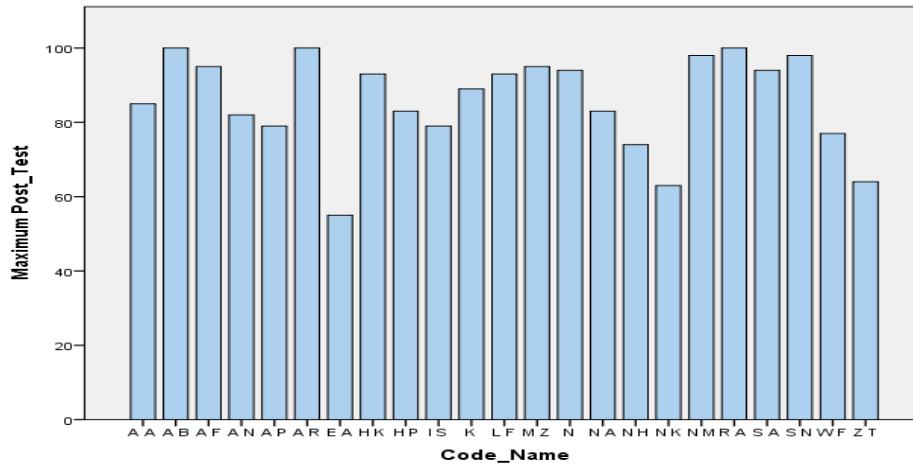


Figure 4. 2 Students Post-Test Scores

The graph displays the students’ post-test scores. The X-axis line represents students’ scores, and the Y-axis line represents students’ names. According to the data, the post-test is higher than the pre-test. The researcher then gives another figure that combines the pre-test and post-test results. It seeks to determine the more evident difference between the two tests.

Table 4. 15 Bar Chart Students’ Pre-Test and Post-Test Scores

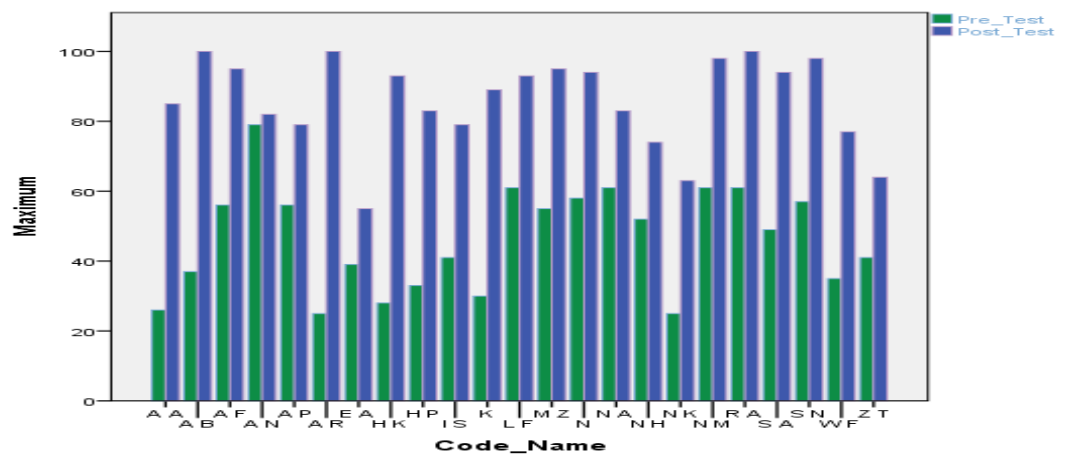


Figure 4. 3 Students Pre-Test and Post-Test Scores

There were two lines in the chart above, X and Y. The X-axis line represents students' scores, and the Y-axis line represents students' names. According to the findings, students' scores improved after being taught using the "Cruella" movie. Each students' score showed a substantial disparity. The graph also indicated that post-test results were more significant than the pre-test values.

Based on the analysis data gathered from study, the pre-test and post-test results can be conclude, as shown in the table below:

Table 4. 16 The Result of Score

Class	Mean Score		$t_{score}$
	Pre-Test	Post-Test	
XI Agama 2	47,04	86,76	20,23

*Source: Results of Data Processing*

In using the "Cruella" movie as media in teaching vocabulary and the degree of the vocabulary they had mastered, compared to the vocabulary mastery achieved by the EFL students in their second year at MAN 1 Brebes. The average score in the pre-test was 47,04 while the average post-test was 86,76. Even though there is a gap between the two means, the outcome demonstrates that pos-test was better than pre-tes. The result of teaching vocabulary using the "Cruella" movie was acceptable, according to the convention of the level of performance and the average score was 86,76.

The t-test formula was used to determine if the treatment had a significant effect. The result of the t-test was 20,23. Using the 5% (0,05) alpha level of significance and the 25 degrees of freedom, the critical value on the t-table was looked up. T-table found it to be 1,70. The difference was statistically significant because the t-value was higher than the critical value on the table ( $20,23 > 1,70$ ). The above data analysis shows that ( $20,23 > 1,70$ ), so  $H_0$  is rejected and  $H_1$  is accepted. The result rejects the null hypothesis. It can be conclude that there was a difference between the scores before and after the treatment.

Table 4.12 shows the students' replies to the questionnaire about learning vocabulary by watching the movie "Cruella." According to the data, the tudent responses to each statement were generally positive. The overall average score earned 3,317. As a result, students are enthusiastic about learning vocabulary through the "Cruella" movie.

After using the "Cruella" movie to teach vocabulary, it's possible to conclude that the students did an excellent job learning new vocabulary. The student's vocabulary skills improved greatly, so using the "Cruella" movie to teach vocabulary helped enhance the student's vocabulary skills. This findings is similiar to what (Purnama, 2018) found in improving students vocabulary mastery through animation movie.

There are several updates to this research from previous research. The first was the object of research, where the object in this study was MAN 1 Brebes. Then on the use of the latest movie which was still very fresh and not, many researchers use the "Cruella" movie as a learning medium. And also several previous studies used the Quasi-Experimental method more often than the Pre-Experimental One-Group pretest-posttest method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Research conclusions and suggestions are presented here. This chapter wraps up the research in two distinct ways. The conclusion is given in the first, and in the second, the suggestion is made. The following are some quick summaries of these conclusion and suggestions.

#### A. Conclusion

According to the last chapter, the researcher did a summary to reach the goal of this study. The summaries can be summed up in the following way:

1. The “Cruella” movie can be used to assess students’ knowledge of new vocabulary as well as to increase students’ vocabulary abilities at MAN 1 Brebes. This is demonstrated by the results of vocabulary ability test conducted before and after the implementation of “Cruella” movie. Before seeing “Cruella,” the average value of students’ vocabulary ability was 47,04, whereas after watching “Cruella,” the average student ability was 86,76. This is verified by the finding of  $t_{score} > t_{table}$  is  $20,23 > 1,70$  then accepted  $H_1$ . And it can be summarized that vocabulary students’ skills in learning with media “Cruella” movie are better than before learning with media “Cruella” movie.

2. The film “Cruella” is one of the effective media used in the teaching and learning process of vocabulary for beginner-level students. The student response was very positive in filling out the questionnaire on the use of the media “Cruella” movie. They look enthusiastic, calm, and relaxed when learning and during the learning process.

## **B. Suggestions**

The researcher would like to provide some recommendations for English teachers, students, and other researchers on this research. The researcher expects that these suggestions will prove to be a valuable contribution to everyone involved.

1. For English Teacher

To make the learning process more exciting, teachers should employ any media or method that catches their students’ interest. The “Cruella” film can be one of the most effective tool for teaching vocabulary.

2. For The Students

- a. Vocabulary is an important skill to develop. However, the majority of students struggle to learn it. As a result, students must take the learning process seriously and pay close attention to the teacher.

- b. Students should practice as much as they can, particularly memorization of vocabulary at school or home, to perfect their understanding of the vocabulary.

3. For Other Researchers

Since the focus of this study was vocabulary, I suggest that for the future research on the usage of the “Cruella” movie can develop English education in senior high school or junior high school, particularly in Brebes.

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## APPENDICES

### Appendices 1 Surat Penelitian

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UNIVERSITAS PGRI SEMARANG

### FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

Nomor : 67/IP/FPBS/VII/2022

Semarang, 14 Juli 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala MAN 1 Brebes  
di Brebes

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Annisa Salmawati

N P M : 18420052

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Influence Of "Cruella" Movie To Improve Students' Vocabulary, A Case Study Of XI Grade Students' MAN 1 Brebes In The Academic Year 2022/2023

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 terma kasih.



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

## Appendices 2 Pre-Test

### PRE - TEST

NAME : Ananda Putri Nabila

CLASS : XI Agama 2

33

#### A. Introduction

1. The purpose of this instrument is to collect data from students about the effect of employing "Cruella" movie as a medium on students' vocabulary mastery. As a result, respond to the best of your ability.
2. Your response does not affect your report card grade.

#### B. Instruction

1. Read the following questions carefully!
2. If the question is not clear, ask the supervisor directly.
3. Answer according to your opinion.

#### C. Questions

Please answer these questions by translating them into Indonesia.

##### I. Noun

No	English	Indonesia
1.	Statement	
2.	Necklace	
3.	Pattern	teman
4.	World	dunia
5.	Thief	
6.	Hat	topi
7.	Building	
8.	Fur	
9.	Place	



**Appendices 3 Treatment 1**



**Appendices 4 Tretment 2**





## Appendices 5 Post-Test

### POST – TEST

NAME : Ananda Putri Nabila  
CLASS : XI Agama 2

79

#### A. Introduction

1. The purpose of this instrument is to collect data from students about the effect of employing “Cruella” movie as a medium on students' vocabulary mastery. As a result, respond to the best of your ability.
2. Your response does not affect your report card grade.

#### B. Instruction

1. Read the following questions carefully!
2. If the question is not clear, ask the supervisor directly.
3. Answer according to your opinion.

#### C. Questions

- I. Please answer these questions below by matching the word to the correct one

##### a. Part 1

N :  $20 + 29 = 49$   
V :  $20 + 22 = 42$   
Adj :  $28 \frac{28}{119}$

1. Kalung (f)	a. Gown
2. Dunia (j)	b. Fur
3. Topi (h)	c. Places
4. Bulu	d. Compassion
5. Gaun (a)	e. Things
6. Anak-anak (i)	f. Necklace
7. Sesuatu (e)	g. Building
8. Bangunan	h. Hat
9. Tempat (c)	i. Children
10. Kasih sayang	j. World



## Appendices 6 Questionnaire

### QUESTIONNAIRE OF STUDENTS' RESPONSES THROUGH VOCABULARY MASTERY BY USING "CRUELLA" MOVIE AS THE MEDIA

NAME :

CLASS :

Put a (✓) in the column that corresponds to your answer

Description:

HA : Highly Agree

D : Disagree

A : Agree

HD : Highly Disagree

No.	Questions	HA	A	D	HD
1.	Learning are well-prepared to teach				
2.	The material is presented in a way that can help me to learn vocabulary				
3.	Learning vocabulary by using "Cruella" movie makes learning more interesting				
4.	Learning vocabulary by using "Cruella" movie makes learning more challenging				
5.	Learning vocabulary by using "Cruella" movie made me easy to master English				
6.	In my opinion, learning vocabulary by using "Cruella" movie is boring				
7.	Learning vocabulary by using "Cruella" movie made it hard for me to master English				

8.	Learning vocabulary by using “Cruella” movie made me confused				
8.	I don’t think watching “Cruella” movie can help me to learn vocabulary				
10.	Learning vocabulary using “Cruella” movies can broaden my knowledge of many things				
11.	Using “Cruella” movie to learn vocabulary does not seem beneficial to me				
12.	I feel that this lesson has helped me improve my vocabulary and learn about a lot of different things				
13.	The questions given are suited to my ability				
14.	I feel the challenge in these lessons suits my ability				
15.	The tasks assigned interest me in learning more				
16.	The tasks assigned helped me mastering the lessons				
17.	Tasks are given enough time to get done				
18.	The material presented is interesting to discuss				
19.	I love learning vocabulary by using “Cruella” movie				
20.	I would recommend learning vocabulary by using “Cruella” movie to other students				

**QUESTIONNAIRE OF STUDENTS' RESPONSES THROUGH VOCABULARY MASTERY BY USING "CRUELLA" MOVIE AS THE MEDIA**

NAME : ALFI NUR MAUYANA

CLASS : XI AGAMA 2

Put a (✓) in the column that corresponds to your answer

Description:

HA : Highly Agree

D : Disagree

A : Agree

HD : Highly Disagree

No.	Questions	HA	A	D	HD
3	1. Learning are well-prepared to teach		✓		
3	2. The material is presented in a way that can help me to learn vocabulary		✓		
4	3. Learning vocabulary by using "Cruella" movie makes learning more interesting	✓			
4	4. Learning vocabulary by using "Cruella" movie makes learning more challenging	✓			
4	5. Learning vocabulary by using "Cruella" movie made me easy to master English	✓			
3	6. In my opinion, learning vocabulary by using "Cruella" movie is boring			✓	
3	7. Learning vocabulary by using "Cruella" movie made it hard for me to master English			✓	
3	8. Learning vocabulary by using "Cruella" move made me confused			✓	
3	8. I don't think watching "Cruella" movie can help me to learn vocabulary			✓	
3	10. Learning vocabulary using "Cruella" movies can broaden my knowledge of many things		✓		

## Appendices 7 Surat Telah Selesai Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN BREBES  
MADRASAH ALIYAH NEGERI 1**

Jalan Yos sudarso No. 20 Brebes 52212  
Telepon (0283) 672243, Email: manbrebessatu@yahoo.co.id  
Website : www.man1brebes.sch.id

### SURAT KETERANGAN

Nomor: 211 /Ma.11.29.01/KP.01.2/08/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Brebes menerangkan bahwa :

Nama : Annisa Salmawati  
NPM : 18420052  
Semester : VIII  
Fakultas : Fakultas Pendidikan Bahasa Dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : ***The Influence Of "Cruella" Movie To Improve Student' Vocabulary, A Case Study Of XI Grade Students' MAN 1 Brebes In The Academic Year 2022/2023.***

Yang bersangkutan telah melaksanakan kegiatan penelitian tanggal 15 s.d 30 Agustus 2022 di MAN 1 Brebes.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Brebes, 30 Agustus 2022



## Appendices 8 RPP Pertemuan 1 – 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) MADRASAH ALIYAH NEGERI 1 BREBES TAHUN PELAJARAN 2022/2023

Mata Pelajaran	: Bahasa Inggris	Jumlah Pertemuan	: 4
Kelas/Semester	: XI/Ganjil	Program Studi	: Agama
Materi Pokok	: Vocabulary	Alokasi Waktu	: 2 x 40 menit

#### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda, kerja, dan sifat (noun, verb, and adjective)
- Menyebutkan nama-nama kata benda, kerja dan sifat (noun, verb, and adjective) dalam bahasa inggris dengan benar
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa inggris
- Mampu membedakan kelompok kelas kata benda, kerja dan sifat (noun, verb, and adjective)

#### B. Media Pembelajaran, Alat dan Sumber Belajar

<b>Media</b>	: Worksheet atau lembar kerja (siswa), Lembar Penilaian, Laptop, PPT
<b>Alat/Bahan</b>	: Spidol, papan tulis, proyektor
<b>Sumber Belajar</b>	: Internet, “Cruella” Movie

#### C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan ( 5 Menit )
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan

pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <b><i>Vocabulary</i></b>
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai serta metode belajar yang akan ditempuh
<b>Kegiatan Inti ( 70 Menit )</b>
Peserta didik diberi motivasi dan panduan untuk mengerjakan pre-test selama 50 menit
Guru memberikan sedikit penjelasan mengenai vocabulary dan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Vocabulary</i></b> .
Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b><i>Vocabulary</i></b> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>Kegiatan Penutup ( 5 Menit )</b>
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
Guru membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan

#### D. Penilaian

- Angket
- Lembar pre-test dan post-test

Mengetahui  
Kepala Madrasah

Dra. Hj. Nurhayati, M.Pd  
NIP. 196603181992032001

Brebes, 13 Agustus 2022  
Disusun oleh  
Guru Praktikan

Annisa Salmawati  
1840052



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**MADRASAH ALIYAH NEGERI 1 BREBES**  
**TAHUN PELAJARAN 2022/2023**

Mata Pelajaran : Bahasa Inggris Jumlah Pertemuan : 4  
Kelas/Semester : XI/Ganjil Program Studi : Agama  
Materi Pokok : Vocabulary Alokasi Waktu : 2 x 40 menit

**A. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda, kerja, dan sifat (noun, verb, and adjective)
- Menyebutkan nama-nama kata benda, kerja dan sifat (noun, verb, and adjective) dalam bahasa inggris dengan benar
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa inggris
- Mampu membedakan kelompok kelas kata benda, kerja dan sifat (noun, verb, and adjective)

**B. Media Pembelajaran, Alat dan Sumber Belajar**

**Media** : Worksheet atau lembar kerja (siswa), Lembar Penilaian, Laptop, PPT

**Alat/Bahan** : Spidol, papan tulis, proyektor

**Sumber Belajar** : Internet, “Cruella” Movie

**C. Langkah-Langkah Pembelajaran**

<b>Kegiatan Pendahuluan ( 5 Menit )</b>
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta

mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <b>Vocabulary</b>
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai serta metode belajar yang akan ditempuh
<b>Kegiatan Inti ( 70 Menit )</b>
Guru melakukan treatment pertama dalam peningkatan Vocabulary dengan menggunakan film “Cruella” dengan durasi 60 menit dikarenakan waktu yang terbatas
Peserta didik menonton film dan juga mencatat Vocabulary yang mereka temui selama menonton film “Cruella”
Guru menunjuk per-kelompok yang berjumlah 2 orang untuk menyebutkan Vocabulary yang peserta didik temukan didalam film, lalu membahasnya secara bersama
Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Vocabulary</b> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>Kegiatan Penutup ( 5 Menit )</b>
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
Guru membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan

#### D. Penilaian

- Angket
- Lembar pre-test dan post-test

Mengetahui  
Kepala Madrasah

Dra. Hj. Nurhayati, M.Pd  
NIP. 196603181992032001

Brebes, 13 Agustus 2022  
Disusun oleh  
Guru Praktikan

Annisa Salmawati  
1840052

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**MADRASAH ALIYAH NEGERI 1 BREBES**  
**TAHUN PELAJARAN 2022/2023**

Mata Pelajaran : Bahasa Inggris Jumlah Pertemuan : 4  
Kelas/Semester : XI/Ganjil Program Studi : Agama  
Materi Pokok : Vocabulary Alokasi Waktu : 2 x 40 menit

**A. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda, kerja, dan sifat (noun, verb, and adjective)
- Menyebutkan nama-nama kata benda, kerja dan sifat (noun, verb, and adjective) dalam bahasa inggris dengan benar
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa inggris
- Mampu membedakan kelompok kelas kata benda, kerja dan sifat (noun, verb, and adjective)

**B. Media Pembelajaran, Alat dan Sumber Belajar**

**Media** : Worksheet atau lembar kerja (siswa), Lembar Penilaian, Laptop, PPT

**Alat/Bahan** : Spidol, papan tulis, proyektor

**Sumber Belajar** : Internet, “Cruella” Movie

**C. Langkah-Langkah Pembelajaran**

<b>Kegiatan Pendahuluan ( 5 Menit )</b>
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <b>Vocabulary</b>
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai serta metode belajar yang akan ditempuh
<b>Kegiatan Inti ( 70 Menit )</b>
Guru melakukan treatment kedua peningkatan <b>Vocabulary</b> dengan menggunakan “Cruella” film dengan durasi sisa yaitu 60 menit
Peserta didik menulis <b>Vocabulary</b> yang mereka temukan pada saat menonton film secara berkelompok 4 orang
Peserta didik diarahkan untuk bermain <i>Guessing Word</i> dengan menggunakan kosakata yang ditemukan pada saat menonton film
Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Vocabulary</b> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>Kegiatan Penutup ( 5 Menit )</b>
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
Guru membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan

#### D. Penilaian

- Angket
- Lembar pre-test dan post-test

Mengetahui  
Kepala Madrasah

Dra. Hj. Nurhayati, M.Pd  
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Brebes, 13 Agustus 2022  
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Annisa Salmawati  
1840052

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**MADRASAH ALIYAH NEGERI 1 BREBES**  
**TAHUN PELAJARAN 2022/2023**

Mata Pelajaran : Bahasa Inggris Jumlah Pertemuan : 4  
Kelas/Semester : XI/Ganjil Program Studi : Agama  
Materi Pokok : Vocabulary Alokasi Waktu : 2 x 40 menit

**A. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkaya pembendaharaan kata benda, kerja, dan sifat (noun, verb, and adjective)
- Menyebutkan nama-nama kata benda, kerja dan sifat (noun, verb, and adjective) dalam bahasa inggris dengan benar
- Memilih kata yang tepat/diksi sebagai bagian yang penting dalam bahasa inggris
- Mampu membedakan kelompok kelas kata benda, kerja dan sifat (noun, verb, and adjective)

**B. Media Pembelajaran, Alat dan Sumber Belajar**

**Media** : Worksheet atau lembar kerja (siswa), Lembar Penilaian, Laptop, PPT

**Alat/Bahan** : Spidol, papan tulis, proyektor

**Sumber Belajar** : Internet, “Cruella” Movie

**C. Langkah-Langkah Pembelajaran**

<b>Kegiatan Pendahuluan ( 15 Menit )</b>
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi

selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>Vocabulary</i>
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai serta metode belajar yang akan ditempuh
<b>Kegiatan Inti ( 70 Menit )</b>
Guru mengulas materi pada pertemuan sebelumnya
Peserta didik diberi panduan untuk mengerjakan post-test dan angket selama 70 menit
<b>Kegiatan Penutup ( 5 Menit )</b>
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
Guru membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan

#### D. Penilaian

- Angket
- Lembar pre-test dan post-test

Mengetahui  
Kepala Madrasah

Dra. Hj. Nurhayati, M.Pd  
NIP. 196603181992032001

Brebes, 13 Agustus 2022  
Disusun oleh  
Guru Praktikan

Annisa Salmawati  
18420052



## Appendices 10 Kartu Bimbingan



### KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : ANNISA SALMAWATI  
 NPM : 18420052  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, M.Hum.  
 DOSEN PEMBIMBING II : Drs. M. Wahyu Widiyanto, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	18-11-21	Topik judul skripsi		
2.	22-11-21	Revisi judul skripsi		
3.	23-11-21	Konfirmasi judul skripsi		
4.	25-11-21	Panduan pembuatan Proposal		
5.	31-03-22	Revisi format proposal sesuai dengan arahan dosen pembimbing satu		
6.	19-04-22	Pengajuan kembali proposal final project kepada pembimbing satu		
7.	25-04-22	Acc proposal final project oleh pembimbing satu		
8.	25-04-22	Pengajuan proposal final project kepada pembimbing dua		





**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : ANNISA SALMAWATI  
NPM : 18420052  
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, M.Hum.  
DOSEN PEMBIMBING II : Drs. M. Wahyu Widiyanto, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
9.	11-05-22	Acc proposal final project oleh dosen pembimbing dua		
10.	04-07-22	Pengajuan instrument Penelitian		
11.	12-09-22	Pengajuan BAB 4 dan 5 kepada dosen pembimbing satu dan dua		
12.	12-09-22	Acc final project oleh pembimbing dua		
13.	15-09-22	Acc final project oleh pembimbing satu		