THE IMPLEMENTATION OF WATCHING ENGLISH MOVIE CLIPS ON LEARNING ENGLISH VOCABULARY AT THE SEVENTH GRADE OF SMP MADINATUL ULUM JENGGAWAH IN ACADEMIC YEAR 2022/2023

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2023

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APPROVAL

THE IMPLEMENTATION OF WATCHING ENGLISH MOVIE CLIPS ON LEARNING ENGLISH VOCABULARY AT THE SEVENTH GRADE OF SMP MADINATUL ULUM JENGGAWAH IN ACADEMIC YEAR 2022/2023

THESIS

Presented as partial fulfilment of requirements
For the degree of Bachelor Education (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Program

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THESIS

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Fullfilment of the Requirements of Bachelor Degree of Education (S.Pd.)
Faculty of Tarbiyah and Teacher Training
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MOTTO

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ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝

</div>

"1. Read! In the Name of Your Lord, who has created (all that exists),2. has created man from a clot (a piece of thick coagulated blood), 3. Read! and Your Lord is the Most Generous, 4. who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)]",[1](Q.S Al-Alaq:1-4)

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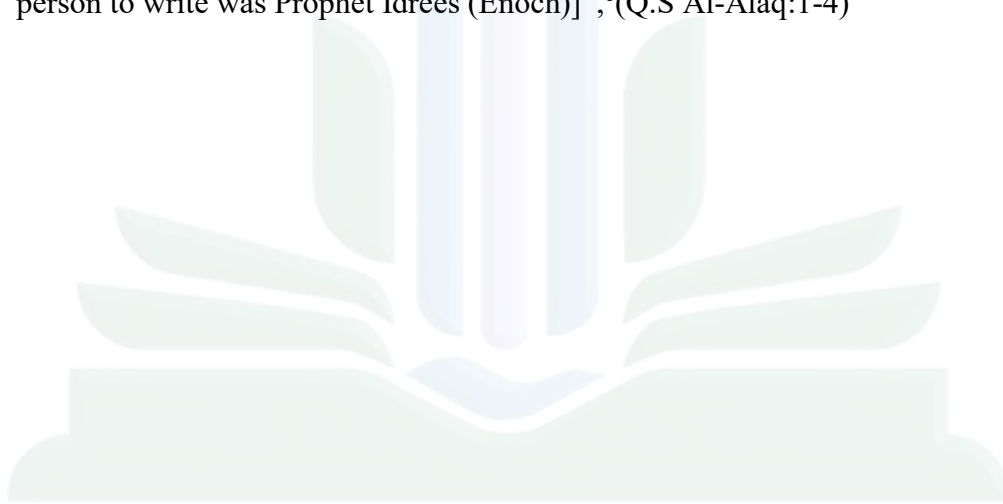
[1] Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an, terj* (Medina Dar-us Salam Publication, 1996), 842.

DEDICATION

This thesis is dedicated for everyone who cares and love me. I proudly dedicate this thesis to:

1. My beloved Father and Mother

   A big thanks to Mr. Murawi as my beloved father, and Mrs. Liinsyah as my beloved mother, for their support, love and every prayer for me to finish my thesis.

2. My beloved brothers and Sisters have always supported me.

3. All of my families have always supported me.

4. A Big thanks to Hiariej Masykur Anis Mother, who always helped me.

5. My beloved friends, the big family of Universe Class.

6. My big family of Pramuka UIN KHAS Jember.

ACKNOWLEDGEMENT

Alhamdulillahi Robbil 'Alamin. Thanks to Allah SWT who has always given me his blessing, mercy, opportunity, and guidence. So, I could accomplish this undergraduate thesis. Sholawat and salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This researcher realized that undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion the researcher would like to express her special gratitude to:

1. Prof. Dr. H. Babun Soeharto, S.E., MM., as Rector of UIN KHAS Jember.

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of the Faculty of Tarbiyah and Tutor Training of UIN KHAS Jember.

3. Dr. Rif'an Humaidi, M.Pd.I., as the Head of Islamic Studies and Language Education Program who has motivated during English learning process

4. As'ari, M.Pd.I., as the Head of English Education Department, who has motivated me to study English. As my advisor who helped, guided and supported me during the writing of the thesis.

5. The lecturers in the English Department who have given me knowledge.

6. The head of library of UIN KHAS Jember, who has given opportunity for me to borrow some books in this library.

7. The Principal of SMP Madinatul Ulum Jenggawah, M. Sofyan Nasir S.Pd., and the staffs for giving me a permission and helping me during my research in SMP Madinatul Ulum Jenggawah.

8. The English teacher, Iqbal Azizi, S.Pd., as a collaborator who gave me support and help in conducting my research in SMP Madinatul Ulum Jenggawah, and the students of the seventh grade who gave their time to participate in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 19th June 2023

Ahmad Zainul Farid
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ABSTRACT

Ahmad Zainul Farid, SRN. T20166067. 2023. *The Implementation of Watching English Movie Clips on Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023*. Thesis. English Education Department. Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies Jember. Advisor: As'ari, M.Pd.I. Academic Year 2022/2023.

Learning and teaching process needs the interesting method so that it can stimulate the student's interest in English such as using media. Media used by the teacher is English movie clips. English movie clips is famous for young learners. It tottaly entertains the children. Also, it can teach children in a fun and interactive way. Trough watching English movie clips, the students can get a lot of vocabularies. Therefore, the researcher raises the title The Implementation of Watching English Movie Clips on Learning English Vocabulary at Seventh Grade of SMP Madinatul Ulum.

This research was guided through the following major questions. They are; (1) how is the planning of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum Jenggawah, (2) how is the implementation of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum Jenggawah, and (3) how is the evaluation of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum Jenggawah.

In this research, the researcher used descriptive qualitative research. So, the researcher described how the implementation of watching English movie clips in learning english vocabulary. The researcher determinated of research subjects using purposive sampling. This sampling was based on gender, where three male students and three female students are taken. Then, the data collection techniques used observation, interviews and documentation. Furthermore, this research used data analysis proposed by Miles, Hubberman and Saldana which consisted of several stages, namely: collecting data, data condentation, data display, drawing conclusions/verification. Meanwhile, the validity of the data used triangulation of sources and techniques.
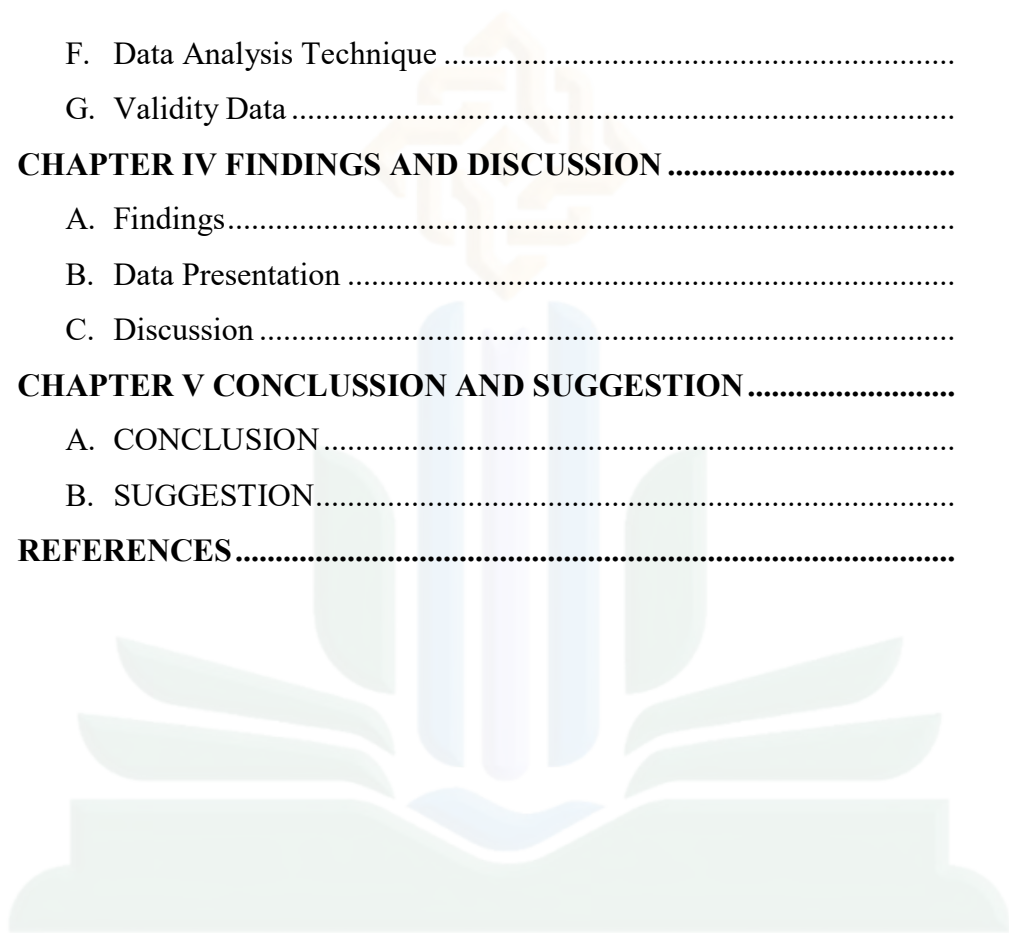
The research findings showed that 1) the planning was conducted by determining the English movie clips that confron of the material to be taught and minimizing the obstacles that occurred before the implementation., the implementation of watching English movie in learning English vocabulary described about several points, including how the process or method of implementation of watching English movie clips as a media for English learning and process, what the obstacles are, also how to solve obstacles that occur during the implementation of watching English movie clips itself. Third, the evaluation watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum Jenggawah explained the responses from the students after implementing the research.

Keywords: *Implementation, English Movie Clips, Vocabulary, Qualitative Research*

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CHAPTER I
INTRODUCTION

A. Research Context

Education is an effort deliberately from parents who are always interpreted to be able to cause moral responsibility of all his actions.[1] Also, education is a human effort to grow and develop the innate potential, both physically and spiritually accordingly with the values that exist in society and culture.[2] In concept of education, it appears that education is an activity or effort that someone does in order to achieve a maximum positive development in humans. As an activity, education certainly includes a variety of efforts and activities that support the personal achievement of self- development. The intended this efforts or activities may take the form of teaching, habituation, giving examples of attitude, gifts, and praise, as well as developing of knowledge, skills and experience. Thus, individuals who have reached adulthood still need education to improve their personality.

Language plays the important role in human's life. Allah said in surah Al-Baqarah (2:31)[3]

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾

"And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful."

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[1] Muhibbin Syah, *Psikologi pendidikan dengan pendekatan baru*, (Bandung: PT. remaja rosdakarya, 2007), 11

[2] M. Djumransjah, *Filasafat Pendidikan,* (Malang: Bayumedia Publishing, 2004), 22

[3] Departemen Agama RI, *Al-Qur'an dan Terjemahnya* (Jakarta: Sygma. 2005), 2

In surah above, Allah explicitly ordered Adam to name objects (not counting objects). And Adam's ability to give name objects a social event that distinguishes humans from other creatures. It is undeniable that language then becomes a very clear differentiator between humans and other creatures (non-human beings).

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intellegibly with one another. Language is systematic and it is a set of arbitrary symbols. The symbols are primarily vocal, but also be visual. The symbols have conventionalized meanings to which they refer. Language is used for communication and operates in a speech community or culture.[4] Then, language is a tool to communicate each other. It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. An understanding of language and ability to use it effectively gives students access to knowledge, enables them to play and active part in the society and contributes to their personal growth. Language is most possession of human being. It means for human beings to communicate their ideas and information.

As an international language, English has very important function for the human life since the world globalization era. It is accepted as an international language of technology and trade. In Indonesia, English is still as a foreign language. As the proof, English is decided as a main subject at the

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[4] H.D, Brown, *Principles of Language Learning and Teaching 4th Edition* (New York: Longman, 2000), 2

junior and senior high school levels, even it is tested in national examinations. Also, the collague students need it because the majority of graduate schools require the TOEFL (Test of English as Foreign Language). The large companies also requires it. In addition, being able to speak English both passively and actively are needed by professional person. It means a language that is learning by the society which is not used in the country for daily communication.

For several decades, today learning foreign language has been engaged in daily activity and becomes interesting for all circle. Teacher must be carefully schooled in an integrated understanding of these many aspects in English material. Besides, becoming bilingual is a way of life. Everyone is affected in some way to reach beyond the confines of the first language into a new language, a new culture, a new way thinking, feeling, and acting. Total commitment and being interest in learning are necessary to successfully send and receive messages in a second language. Therefore, students easily understand learning well also requires good vocabulary to increase student interest in learning.

Vocabulary is the most essential language component to master. The students need a lot of vocabularies to achieve the language skill. Also, it is a basic part in foreign language learning as the meanings of new words are very often emphasized, whether in books, environment or in classrooms. When the learners want to change their mother language become foreign language with a lot of vocabulary they have, it would be easy to do. They would

communicate fluently and their vocabulary helps them. That is why vocabulary is central to language teaching and is of paramount importance to a language learner.

However, they sometimes have difficulties in learning vocabulary, such as: how to spell, how to pronounce, grammar, meaning, etc. These difficulties often make learners feel that English (as a new language) as a scary thing. Learning new word means that people should learn new kind of vocabulary. Often the difficulties of young learners in Indonesia, where the people seems to use Indonesian accent, it is very difficult for people to learn new language especially English. Those problems above make Indonesian especially teenager does not like learning English so much. Besides, the methodology use in Indonesia still less effective for teenager to learn. Some teenagers sometimes feel so bored when they are learning in the formal class. In brief, they still feel difficult to get the new vocabulary in English learning.

Based on the preliminary study, it seemed the several problems appreared deal with their vocabulary. First, the students had difficulty writing in English. Second, of course they still had difficulty reciting in English vocabulary. Even, when the teachers asked them to introduce themselves writtenly or orally, they are still confused or asked to their friends who know more about English, such as the meaning of the words or how to say something in English. Sometimes, they also asked the teacher some difficult words that they do not know. It shows that the students are still lack in vocabulary.

The other problem that the researcher had found is the students especially the seventh grade of SMP Madinatul Ulum Jenggawah felt unxious when they learn or speak English spontaneously. When the teacher ask to them to mention what things around them, they were still confused, most of them only to keep in silent although there are a few students can mention it. Even, when the teacher asked them to come forward, they just came in front of class without saying anything. Also, they were still stuck with their words that said. Thus, it happened because they did not have a lot of vocabulary in their environment to support their learning process. It is the problems happen with them when they learn English.

Based on the preliminary studies with the English teacher, the researcher asked about the reason of the low vocabulary. The teacher said that the Seventh grade is the second period when the children have just graduated from elementary school. The standart acceptable in this school is not based on value or students achievment from the previous school, but it takes from the distance between the school and the house. SMP Madinatul Ulum Jenggawah is one of several schools that highly regarded in Jember with their quantity or quality. But, today all the schools are same because the goverment policy. The students still need a lot of guidance to improve their vocabulary. They still mastered a little vocabulary and they are afraid to make mistakes in front of their friends. It means their vocabularies they have are still less.

Therefore, beside the several factors above, the teacher also explained about the students' preferences in learning English such as using media.

Media is a blend of materials and tools or a combination of software and hardware. Media learning can be understood as a medium used in the process and learning objective. Also learning media has an important role as a mean to channel learning message.[5] The teacher said when the teacher used visual media in learning activity, they did not feel sleepy. They felt interest. Even, they felt enjoy when learning English with watching movie, video clips with the music or something similar with them. In brief, the students have their preferences learning in English and it is still related to watch movie clips.

In addition, the researcher asked about the kinds of method or strategies in learning vocabulary. In teaching and learning activities, the teacher rarely used the spesific method or strategy. He used the media in his classroom. Sometimes, he gives the English movie clips that support the material. It is appropriate with the lesson plan. The students felt enjoy with the material. Also, they were amuse with the movie. It happens because the teacher used the suporting media in English learning process.

English movies are films that contain some pictures drawn and arranged in a row, so that when projections to the media would create a life image and creates a story or movie that is made by drawing each frame, it is a picture of a different position, so if it is chewed it would cause motion.[6] English movie clips is famous for young learners. It tottaly entertains the children. Also, it can teach children in a fun and interactive way. Thus, it makes a fun learning activity. The children argue that English is interesting

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[5] Sadiman dkk, *Media Pendidikan*, (Jakarta; Raja Grapindo Persada; 2010), 6

[6] Onong Uchjana Effendy, *Ilmu, Teori dan Falsafah Komunikasi* (Bandung: Citra Aditya Bhakti, 2000), 215

and often makes them laugh due to the characters. Laughing can diminish stress and build the good confidence. It also makes the children have the positive feelings. That is why English movie clips still become the trending topic in young learners environment.

Using the media is necessary to stimulate young learners interest in English. It can attract their attention in learning English easily. Also, the materials presented visually might be easier to learn. The use of visual media makes the lesson seem real, alive and attract the students' attention to the lesson. Bringing students to front of television to watch movie, specially English movie clips would educate and entertain them. It makes the students understand the lesson easily and they would always remember the lesson presented visually. The combination of sound and vision is dynamic, immediate, and accessible. It means that communication can be shown in a context and viewers and language learners can perceive some factors in communication easily.

From the explanation above, it can be found that it is very important using English movie clips in the learning process especially in vocabulary. When the students enter the classroom and sit in school with their friends, they must have good motivation so that learning is easily received. They have learning interest in vocabulary. Through watching English movie clips, students' interest learning would be better, the expectations of learning outcomes are also maximal. Good encouragement and a high wouldingness

in their vocabulary can also help teachers give the learning objectives both implicitly and explicitly.

However, based on the results of preliminary studies made that related to students' vocabulary in learning English among Junior high school students, their vocabulary is not much enough in learning English because they claimed this learning is difficult to understand. English movie clips is famous for young learners. It tottaly entertains the children. Also, it can teach children in a fun and interactive way. Through watching English movie clips, the students can get a lot of vocabularies. In accordance with the explanation before, the researcher believes that English movie clips may be applied in the teaching English, especially in vocabulary. Therefore, the researcher raises the title THE IMPLEMENTATION OF WATCHING ENGLISH MOVIE CLIPS ON LEARNING ENGLISH VOCABULARY AT SEVENTH GRADE OF SMP MADINATUL ULUM that it hope would help students' vocabulary to learn English through watching movie clips.

B. Research Question

This research is guided through the following major questions. They are:

1. How is the planning of watching English movie clips in learning English vocabulary at seventh grade of SMP Madinatul Ulum?

2. How is the implementation of watching English movie clips in learning English vocabulary at seventh grade of SMP Madinatul Ulum?

3. How is the evaluation of watching English movie clips in learning English vocabulary at seventh grade of SMP Madinatul Ulum?

C. Research Objective

The objectives of the research are:

1. To describe the planning of watching English movie clips in learning English vocabulary at seventh grade of SMP Madinatul Ulum.

2. To describe the implementation of watching English movie clips in learning English vocabulary at seventh grade of SMP Madinatul Ulum.

3. To describe the evaluation of watching English movie clips in learning English vocabulary at seventh grade of SMP Madinatul Ulum.

D. Research Significance

Significance of the research contains of what that would be given after conducting the research. The significant consist of theoritical benefit and practical benefit.[7] The significant of the research may be able to give contribution for the teacher, researcher and the students. There are:

1. Theoritical Benefit

   a. The result of this research can be a refrence for further research

2. Practical Benefits

   a. The result of this research may be able to give contribution for the teacher to make the students enjoy in learning vocabulary with watching English movie clips.

   b. The result of this research may help finding the the implementation of watching English movie clips in learning English vocabulary, especially.

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[7] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah,* (IAIN Jember Press, 2019), 38

E. Definition of Key Terms

1. Implementation

   Implementation is the application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something.[8] Thus, Implementation is the carrying out of planned, intentional activities that aim to turn evidence and ideas into policies and practices that work for people in the real world. It is about putting a plan into action; the 'how' as well as the 'what'.

2. English Movie Clips

   English movie clips is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.[9] So, English movie clips is an exaggerated amusing illustration caricaturing in short moving diagram way of critizing a person and using English as the language.

3. Vocabulary

   Vocabulary is one of the language components that are very essential, because vocabulary as a tool for the language learning for speaking, listening, reading and writing. [10] Thus, Vocabulary means a large collection of items. Learning vocabulary is important because it enriches someone's knowledge of words.

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[8] Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 14

[9] Poulson.English Film. Available at www.cwrl.utexas.edu/poulson accessed in February, 2020,p.12

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

4. Qualitative research

   Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.[11] So, it is the research that used for understanding about what accur with that research.

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[11] Titik N. Hidayati, "*Students Motivation in Learning English by Using Games*" (A final Project; UIN Walisongo, 2016), 37

CHAPTER II
LITERATURE OF RELATED REVIEW

A. Previous of Research

This session would show some similarities and differences researches with the other researchers topic which are done by them. There are three previous studies that relevant with this research. They are form Farida Hanum (2012), Harun Al Rosid (2013), and Fathul Munir (2016). Then, the researcher would describe the some previous in next paragraph.

The first previous study is from Farida Hanum (2012) with entittled The Influencess of watching English movie clips in learning English vocabulary on the Seventh grade of MTs. MA'ARIF Ketegan Tanggulangin. The silimarities with this research, she used the English movie clips as a media, measured the learning English vocabulary, and used the Junior High School students as the research subject. Also, it has the differences studies. She used the quantitative research and her research was focus on the vocabulary achievement as dependent variable.

The second is from Harun Al Rosid (2013) with entittled The Effect of Using English Video of the Eight Grade Students on Vocabulary Achievement at SMP Plus Abdul Aziz Balung Jember in the Academic Year 2012/2013. It is almost similiar with Farida's research. He used the quantitative research as the mothodology and Focus on the vocabulary achievement as dependent variable. It is different with researcher's reseach. The researcher used the video as a media, measured the learning English vocabulary and used the

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Junior High School students as the research subject. Harun focused at the Seventh grade, than the reseacher focus at the seventh grade of Junior High School.

The third previous study comes from Fathul Munir (2016) with the tittle The Effectiveness of Teaching Vocabulary by Using English Film toward Vocabulary Mastery of EFL Students. Fathul's research has some similarities with this research, such as using the video as a media and measure the learning English vocabulary. Also, it has some differencess that appears, sush as, using the quantitative research and the location of research is Elementary School.

From the all previous studies have the some similarities known. All of them used the quantitative research as the method and measure how deep the vocabulary got after conducting the research. Uniquely, this research uses the qualitative research as the method. The researcher was sure that qualitative approchess can solve the reseach problem deeply. For the more deep explanation, the researcher had put the previous of research that shown in table 2.1

Table 2.1
Previous of Research

No.	Name	Similarities	Difference
1.	The influences of watching English movie clips in learning English vocabulary on the Seventh grade of MTs. MA'ARIF Ketegan Tanggulangin by Farida Hanum, 2012.	- Using the English movie clips as a media - Measure the learning English vocabulary - Using the Junior High School students as the research subject	- Using the quantitative research - Focus on the vocabulary achievement as dependent variable
2.	The Effect of Using English Video of the Eight Grade Studens on Vocabulary Achievement at SMP Plus Abdul Aziz Balung Jember in the Academic Year 2012/2013 by Harun Al Rosid, 2013.	- Using the video as a media - Measure the learning English vocabulary - Using the Junior High School students as the research subject	- Using the quantitative research - Focus on the vocabulary achievement as dependent variable - Focus subject at eight grade
3.	The Effectiveness of Teaching Vocabulary by Using English Film toward Vocabulary Mastery of EFL Students by Fathul Munir, 2016.	- Using the video as a media - Measure the learning English vocabulary	- Using the quantitative research - The location of research is Elementary School

B. Theoretical Framework

1. English Teaching and Learning Process

Today, education is perhaps the most important function of state and local goverments. John and Robert tell about Compulsory school attendance laws and the great expeditures for education both demostrate our recognition of the importance of education to our democratic society. It is required in the performance to our most basic public responsibilities, even service in the armed forces. It is very foundation of good citizenship. Today it is a principle instrument instrument in awekening the child to cultural values, in preparing him for later profssional training, and in

helping him to adjust normally to his environment.[12] In these day, it is doubtful that any child may not to success in life or they are denied the oppportunity of an education. Such an education oppportunity, where the state has undertaken to provide it, it is a right which must be made available to all on their capability.

In addition, to increase effective and efficient learning is necessary to pay attention in a learning system, which is a factor that can influence the occurrence of a good learning process. This was also in accordance with what the teacher has done.

As explained by Brown in his book that there are several aspects that must be discussed in the planning process, including;[13]

a. Goal(s)

b. Objectives

c. Materials and Equipment

d. Implementation

e. Evaluation

f. Extra-Class Work

The learning process was fun and effective if the teaching and learning activity can achieve the goals according to the lesson plan. Mulyono explained that learning was said to be effective when students can absorb the subject matter and this was efficient in accordance with what the teacher has done.[14]

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[12] John and Robert, *The American Legacy of Learning,* (USA; Lippincott Company, 1967), 438
[13] Nana Suryapermana, *"Manajemen Perencanaan Pembelajaran", UIN Sultan Maulana Hasanuddin Banten,* 3 (November, 2017), 185
[14] Mulyono, Strategi Pembelajaran, (Malang : UIN-Maliki Press, 2012), vii

Besides, the function of education needs to explaim to get the educational goals. Tirtarardja and Syla show that the function of the educational environment is to help the students in interacting with various surrounding environments (physical, social, cultural) primarily the various educational resources available, so that optimal educational goals can be achieved. Structuring the educational environment is primarily intended so that the educational process can develop efficiently and effectively.[15]

Also, Nashir explained the goal of education is a point there from education, with a note point there that there is already an overview of the objectives to be worked on. The point over there is called the destination, while the point here that is the same and that point there is called the base or foundation or reason for doing.[16] Therefore, conscious efforts are needed to manage and control the environment in such a way that optimal opportunities for achieving goals can be obtained.

English is the most famous language in the world. Brown in states that language is a system or arbitrary conventionalized vocal, written or gestural symbol that enable members of given community to communicate intelligibly with one other. It means that language is a set of systematic arbitrary symbols and the symbols can be the form of vocal or visual that conveys a meaning.[17]

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[15] Umar Tirtarahardja and Syla, *Pengantar Pendidikan,* (Jakarta; PT Rineka Cipta, 2000), 164

[16] Nashir Ali, *Dasar-dasar Ilmu Mendidik,* (Jakarta; Mutiara, 1979), 192

[17] Brown, H. Douglas in Nurul Munfaridah, *English Teaching Learning Process in Homeschooling*, (thesis: IAIN Surakarta, 2017), 23

Based on all the definitions above, English a system of arbitrary conventionalized signs, vocals, sounds or marks through gestural, oral or written symbols that enable people communicate intelligibly with one other. In the teaching this language includes four skills; reading, writing, listening, and speaking.

In the implementation of English learning. Each educational unit may some principles that must be considered in the English language teaching. There are:[18]

1) Cognitive principles

It consists principles. They are :

a) Automatically

The efficient of second language learning involves a timely movement the second control of the few language forms in the automatic processing on the relatively unlimited number of language, thinking to much about that its forms, and consciously lingering on rules of language all tend to impede the graduation to automaticity.

b) Meaningful learning

Meaningful learning would lead toward better long – term retention than rote learning.

c) The Anticipation of reward

Human beings are universally driven to act or behave by anticipation of some sort of reward that would ensues as result of the behavior.

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[18] Ibid, 30-31

d) Intrinsic motivation

The most powerful rewards are those that are intrinsically motivated within the learners

e) Strategic investment

Successfulmastery of second language would be due to a large extent to a learners own personal, investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

2) Affective Principles

a) Language Ego

Human being learn to use a second language. They also develop a new mode of thinking, feeling and acting. The new language ego; intertwined with second language , can easily create within the learner a sense of fragility a defensiveness a rising of inhabitation

b) Self Confidences

Learners" belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

c) Risk Taking

d) The language-culture connection

e) Linguistic principles

It consists of some principles, they are:

a. The native language effect

b. Inter Language.

c. Communicative competence

In principle, the implementation of English learning was closed of ideal learning outcomes, includes all psychological aspect that change as a result of student learning experiences and processes. To find out whether someone was successful or not in mastering science in a subject can be seen through their achievements. Students would be said to be successful if their performance was good and vice versa, they would not succeed if their achievement was low. At a very general level, learning outcomes can be classified into three, namely:

a. Effectiveness

b. Efficiency

c. Appeal.[19]

2. Vocabulary

a. Vocabulary Knowledge

Vocabulary is one of the language components that are very essential, because vocabulary as a tool for the language learning for speaking, listening, reading and writing. It is supported by Mofareh who argues that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a

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[19] Purwanto, Evaluasi Hasil Belajar, (Yogyakarta:Pustaka Belajar, 2010), 42

second language impedes successful communication.[20] Also, A major aim of most teaching programs is to help students to gain a lage vocabulary. The teachers have to introduce new words and practice them, making clear the meaning and the ways in which each can be used. That is way it is very important for the teacher to expand student's vocabulary.[21]

Without vocabulary, nothing can be conveyed.It means that without vocabulary there is not value meaning that can be transferred to the others in communication. It helps the learners to understand the message of the communication. That also vocabulary means a large collection of items. Learning vocabulary is important because it enriches someone's knowledge of words.[22] The conclusion is that vocabulary is a collection. Besides, vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that, vocabulary is one of the important components of language to communicate. In brief, based on some definitions above, we can take the point that vocabulary is collection of words that the students have in English vocabulary.[23]

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

[21] Harun Al Rosid, *The Effect of Using English Movie Video of the Eight Grade Students on Vocabulary Achievement at SMP Plus Abdul Aziz Balung Jember in the Academic Year 2012/2013 (Thesis: Muhammadiyah University of Jember, 2013), 14*

[22] Scott Thornbury, *How to Teach Vocabulary,* (Edinburgh: Pearson Education Limited, 2002), p.13

[23] Cheryl Brown and Evelyn Hatch*, Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), p, 1.

The terms productive and receptive vocabulary perhaps need the certainly essential for teaching purposes. As greater mastery of the language is achieved words pass more rapidly and easily from receptive use when the need arises, and in teaching English to native English-speakers no sharp distinction beetween receptive and productive use is normally made. The foreign learner, however wishes to reach general fluently as rapidly as possible and if they can do so within as limited vocabulary which is nevertheless satisfactory for all general purposes, time would be saved. Moreover, vocabulary is also good fondation for reading unsimplified English, learners would able to go on learning new words for themself, and the natural process of movement at need from receptive to productive use can be allowed to take place unforced and as far as the student is concerned almost unperceived.

Furthermore, there are two kinds of vocabulary[24]:

1) Active vocabulary

Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

2) Passive vocabulary

Passive vocabulary is deals with words the students would recognize understand in a context that helps them recall the word

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[24] Fathul Munir, *The Effectiveness of Teaching Vocabulary by Using English Film toward Vocabulary Mastery of EFL Students Vol 1*, (Article, IAIN Tulungagung, 2016), 17

meaning. The students usually apply passive vocabulary in listening and reading materials.

From the explanation above, the types of vocabulary can be classified into two these are active and passive vocabulary. Active vocabulary used in speaking and writing skills. Then passive vocabulary used in listening and reading skills.

b. How to Teach the Vocabulary

They are many ways to teach vocabulary. It can be got in formal or informal learning process. The teacher has to have the own strategy to do it, so that can improve the students' vocabulary. Language learning strategies is another important non-linguistic factor in second language acquisition. The question what successful students do as opposed to less successful learners is what is focused on in learning strategies. Different students have different methods when attempting to learn a second language, different techniques, different ways and different methods. There are many different strategies, learners can use in the process of learning a second language, and it has divided them into six groups. They are;[25]

1) Memory strategies help students to store information in long-term memory and bring it back when needing it. They include using imagery, sounds, or both to remember new words.

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[25] Ersa Akdogan, *Developing Vocabulary In Game Activities and Game Materials,* (Bangladesh; Presidency University, 2017), 8

2) Cognitive strategies usually involve identification, retention, storage, and revision of internal mental models. These include, for example, reasoning, analyzing, guessing, dictionary, and summarizing strategies.

3) Metacognitive strategies help students to manage their learning. These are strategies for dealing with the learning process and allow students to control their own cognition. The students plan, organize, and later evaluate their own learning process, for example, self-initiation.

4) Compensation strategies are used to overcome lack of knowledge of the target language. If a learner, does not know a word for example, the students can use circumlocution, find other ways of saying it, or just pretend knowing it. If the students for example laughs at a joke she does not understand, that is a compensation strategy.

5) Affective strategies are used to try to control emotions and attitudes related to language learning. For example high anxiety is, shown to have a negative effect on language learning, so techniques to reducing anxiety might be an effective strategy.

6) Social strategies are strategies to facilitate interaction with others. These are strategies to cooperating with others, asking questions, and involving in other cultures.

c. The difficulty of vocabulary teaching

In the vocabulary learning process, there are some difficulties experienced by the teacher or students. Bellows are the difficulties that can occur during the vocabulary learning process, they are;[26]

1) One vocabulary has more than one meaning

For instance, they understand this to mean trapped as if in a box or would they connect it with boxing? Box is not an isolated example nor a particularly complicated one. Similar problems arise with all common words. Indeed one reason why they are common is because they are used in a wide variety of contexts. It is clear that it is not always possible to identify the meaning of a word outside some kind of context.

2) Lack of experience

of the appropriate context may make understanding the meaning of the words used in it extremely difficult. There are sone words that students don't know the meaning. It is even more dangerous traps when the overseas context that appears to corre-spond to the native speaker's context in fact differs.

3) Cross-cultural difficulties

Cross-cultural difficulties are as much a problem as lack of background knowledge. Where language is the whole of the relevant situation, as it is when one is reading or livening to the

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[26] Longman, *Teaching English as a Second Language,* (Singapore; Longman Group LTD, 1982), 15-18

radio. The foreign student needs to learn to respond to many of the different collocational possibilities of words he has already met. Put very crudely, he needs to learn a great many, new meanings for words already in his vocabulary. He also needs to learn to avoid accidental' unusual collocations.

3. Media

Media is considered as one important learning instrument in English teaching process. Then Fleming said that media was mediator. Characteristics and the function of media were to manage effective correlation between two main things in the students learning process and the composition of the lesson.[27] The students in the trial class improved in their comprehension skills as well as their vocabulary after reading newspapers, magazines, journals, articles and other printed materials provided by the teacher. Students enthusiastically responded to the transistor carried by the teacher and the occasional trips to the TV room. It was hartening to note that all of them irrespective of their medium of instruction showed tremendous interest in listening and watching programes. It was observed that those students who had oppportunity to listen to the news on radio and TV showed an increased awareness of mother tongue influence (MTI) in their spoken English. It was also noticed that there was a deep sense of joy and fulfillment among the students because they got an opportunity to enjoy learning English

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[27] Oxford learner's pocket dictionary(Oxford University Press 1991)

language without being conscious of grammar rules. All the students would enjoy while learning and quite happily narrated how they use media in order to learn English.[28]

Television can do is to situate language visually. By seeing something said it is easier to understand what is said and in what situation. The best thing to do is to follow the programme, take in the situation, and, where language points are projected on the screen note them quickly for future reference. The English you absorb would stand you in good stead when you come to more intensive study. Using English by Television or visual media in the classroom would support books and cassettes, full details are given as to how to get the most out of them. However, the students have had a lot of experience in using isolated TV films with groups of students without the aid of backup materials. Here the following step in using visual media television in the classroom[29]:

1) Preparation.

This is important steps. Viewers need to be told what they are going to see, how long it would take, and some landmarks so that they can pace their concentration and, if they lose the thread, have a point to pick up on.

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[28] Bolla Mallikharjuna Rao, Article; *Use Media as an Instructional tool in English Language Teaching (ELT) at undergraduate level*, (P.V.K.N Goverment Collage, Chitoor; India, 2014), 2
[29] The british council, *The Use of the Media in English Language Teaching*, (The British Council Printing and Publishing Department, London, 1979), 24-26

2) Reconstruction.

Before people can work on what they've seen they need basically to comprehend what went on. I usually get people to work in groups on reconstructing the steps the programme went through and then reporting to the whole class.

3) Interpretation and discussion

As a further stage in the discussion I would then ask why things were done and ask opinions not in the sense of "Do you think?' but 'What would you do in this situation?', 'Do people do that here?' etc. Language work: At the end of the comprehension stage I would revise and pick up on the language points taught in the film and get students to work on that in writing dialogues, preparing role plays etc.

4. English Movie Clips

English movie is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.[30] Also, English movie is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes. English movie is an exaggerated amusing illustration caricaturing in moving diagram way of critizing a person or event with some toughts. A English movie is a

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[30] Poulson.English Film. Available at www.cwrl.utexas.edu/poulson accessed in February, 2020,p.12

special form of art to present amusing apperance with the help of colorful moving diagram exaggerated.[31]

English movie are made in different kinds and different purposes. Kinds of English movie are broken down into:

a. Animated Film

They generally consist of drawing and paintings by artist called English.

b. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in Technology, and illustrate various aspects of life in nature.

c. Experimental and Avant- Garde Films

Experimental films are made for many reasons. The film maker may wish to express personal experiences or view points in ways that would seem eccentric in Mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.[32]

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[31] Uswatun Hasanah and Akhmad Ali Mirza, *The Effectiveness Of English English Movie Towards Vocabulary Score,* (Paper: IAIN Palangkaraya, 2016), 105-106

[32] David Dalton F, *Some Techniques for Teaching Pronunciation: The Internet TESL Journal ,Vol. III ,No .I* available at www.aitech.ac.jp,1997.p.95.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Qualitative research is the research which does not use statistic data. It is associated by hypothesis generaling and developing an understanding. Also, the qualitative research is the research that used for understanding about what accur with that research. Also, it is used for understanding what happen with subject of research, for instance behavior, perception, motivation, action, etc according to holistic and with describing words and languange in a special contect that take adventage the various natural method.[33] Besides, the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers. Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.[34]

In this research, the researcher used descriptive qualitative research. So, the researcher described how the implementation of watching English video clips in learning English vocabulary according to the field as the research location on SMP Madinatul Ulum.

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[33] Lexy J.Moleong "Metodologi Penelitian Kualitatif" cetakan ke-36 (Bandung; PT Remaja Rosdakarya, 2017), 6

[34] Titik N. Hidayati, "*Students Motivation in Learning English by Using Games*" (A final Project; UIN Walisongo, 2016), 37

B. Research Location

The researcher was implemented at seventh grade of SMP Madinatul Ulum which is placed in Cangkring-Jenggawah, Jember as location to do the research. This school has been chosen with several reasons. First, watching English movie clips was seldom applied by the teacher. Second, SMP Madinatul Ulum is one of the favorite schools in Jember, but some of the students still have difficulty in English vocabulary. Third, the headmaster and the English teacher had given permission to conduct this research. And the last, it would give benefits to the students and the English teacher because the result of this research was intended in English learning vocabulary.

C. Research Subject

The subjects of this research were the English teacher namely M Iqbal Azizi, S.Pd and the students. The first subject was the English teacher; it was to get data about how the implementation of watching English Movie clips in learning English vocabulary. This school has Eighteen classes. Each grade has six classes. The subject of the research was seventh grade students and the VII-B was chosen as the population. It was because the teacher said that most of the students on that class were lack of vocabulary. It could be known from the preliminary studies before implementing watching English movie with the teacher which showed unsatisfactory result. Population was a generalization area consisting of objects/subjects that had certain qualities and characteristics that were determined by the researcher to study and then drew conclusions.[35]

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[35] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2006), 118

In this research, the researcher used purposive sampling technique. Purposive sampling was a sampling technique for data sources by considering specific objectives. The population in this research was class VII B of SMP Madinatul Ulum Jenggawah. By using purposive sampling technique, the researcher determined the research subjects which consist of three male students and three female students from class VII B. So, there were six students as the subjects. Taking the research subjects were based on the recommendation from the English teacher of class VII by considering the scores obtained during tests and assignments obtained during learning from the beginning of the academic year 2022/2023. The subjects were three male students and three female students who were randomly selected. The researcher took these subject based on their understanding during learning which was inclined same, so that the teacher suggested taking it randomly.

D. Research Instrument

There must be an instrument in a research. It influences the data which are obtained. Instrument means the equipments for collecting the data using a method.[36] Based on the statement, instrument plays important role in conducting a research that is to gather the data accurately. The instruments in this research are interviewing questions, lesson plan, and the English movie clips itself.

In this research, the researcher used google form for the interviewing guidelines. It used because it helped the researcher and the students.

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[36] Suharsimi in Titik N. Hidayati, "*Students Motivation in Learning English by Using Games*" (A final Project; UIN Walisongo, 2016), 40

Moreover, the benefit for the researcher was collecting data becoming easy and coherence. Besides, the benefit for the students were they could answer the question whenever and wherever without pressured by being supervised by the teacher or the researcher. Also, the researcher used English Movie Clips for learners. As for the type of English movie clips selected by the researcher was animated Film. It generally consisted of drawing and paintings by artist called English.

E. **Data Collection Technique**

There are many techniques which could be used to collect data either primary or supporting data. There are five methods in data collection; interview, observation, test, questionnaire, and documentation.[37] However, in this research the researcher used three kinds of them namely observation, interview, and documentation. Which are explained as follow:

1. Observation

In this research, the researcher used classroom observation. It is non observatory observation. In non observatory observation, the researcher did not participate in the activity in the research project.[38] By observing teaching-learning process, the researcher got the data from natural situation. This observation is the way to investigate the first data before conducting the research, such as the sequence of activities in the teaching learning process, the method that the teacher often used, the school environment that support the English learning, and also the

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[37] Ibid, 41
[38] Suharsimi in Titik N. Hidayati, *Students Motivation in Learning English by Using Games*, 43

implementation of watching English movie in learning English. The researcher also recorded the process of English teaching-learning in the classroom. It used to know the sequence of activity. The result of this recording used to support the data of the research which is arranged by the researcher.

2. Interview

In this part would collect the data from Interviewing or give the some questions about the research to the subject after conducting the research. Maxwell tells that the question depends not only on the research questions, but on the actual research situation and what would the research most effectively in that situation to give the data need. The interview questions would generally be far more focused, contextspecific, and different with general research questions that you seek to understand in conducting the research.[39] Thus, the researcher would conduct the interview with one English teacher, three male students, and three female students.

3. Documentation

Documents review consist of public and private records that qualitative researches obtain about a site or participant in a study, and they can include a newspaper, minutes of meetings, personal journal, and letters. These sources provide valuable information in helping researches understand central phenomena in qualitative research.[40]

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[39] Maxwell, *Qualitative Reseach Design An Interactive approach*, (Article; George Mason University, 2012), 236

[40] Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2009), 334

The researcher used the documentation to get the data. It was aimed to collect the data, such as the data of school profile which was include the background of school, vission and mission, the number of teacher, students, and lesson plan.

F. Data Analysis Technique

In this case, the reseacher used the decriptive qualitative research. Data analysis technique is the process of collecting data systematically to make researcher easier to reach conclusions. Data analysis according to Bogdan in Sugiyono is the process of systematically research and compiling data obtained from interviews, field notes, and other materials that can be easily understood and support the data.[41] Qualitative data analysis is inductive, that is based on analysis data obtained.

According to Miles & Huberman analysis consists of three activities that happens simultaneously: data reduction, data display, drawing conclusions/verification.[42] The tehnique of data analysis that the researcher used are as follow:

1. Data Reduction

Data reduction was part of the data analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data so that the final conclusions can be drawn and verified. In data reduction, the data can be simplified and transformed in various

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[41] Ibid, 335

[42] Milles dan Huberman, *Analisis Data Kualitatif*, (Jakarta: Universitas Indonesia Press, 1992), 16

ways, namely: through rigorous selection, summary or brief description, classifying data in a broader pattern, and so on.

In this research, the researcher selected the rigorous data from the observation and interview. Then, the researcher made summary or brief description, and classifying the data based on the theory.

2. Data Display

Data display was the preparation of a set of information that gives the possibility of drawing conclusions and actions. In qualitative research, the display of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, etc. In this research, technically the data would be presented in the form of narrative texts, tables, and pictures.

3. Drawing conclussion/verification

The third step in data analysis according to Miles and Huberman was drawing conclusions/verification. The conclusion in qualitative research was a new finding that has never before existed. In this research, the researcher answered the research question that was showed from the beginning after cunducting the research in the field. Technically the process of drawing conclusions in this research carried out by discussing the data on the findings in the field with the theories included in the literature review chapter.

G. Validity Data

The quality of a research was related to generalizability of the result and thereby to the testing and increasing the validity or trustworthiness of the research. The generalizability was as one of the criteria for quality case studies depending on the case selected and studied. In this sense the validity, triangulation methods were used in qualitative research. Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings.[43] Also, Denzil in Brink argues that triangulation refers to the use of two or more data sources, methods, investigators, theoretical perspectives and approaches to analysis in the study of a single phenomenon and then validating the congruence among them. The major goal of triangulation is to circum vent the personal biases of investigators and overcome the deficiencies intrinsic to single-investigator, single-theory, or single-method study thus increasing the validity of the study.[44]

In this research, the researcher used triangulation of sources and triangulation of technique. Triangulation of sources was triangulation to test the credibility of data which could be done by checking the data that had been obtained through several sources. Triangulation of Sources at this stage could be done by comparing the sources. They are the English teacher, three male students and three female students. From all three data sources it cannot be averaged but it was described, categorized, which views are the same, which

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[43] Nahil Gholafsani, *Understanding Reliability and Validity in Qualitative Research*, (The Qualitative Report; University of Toronto, 2003), 603

[44] H.I.L Brink, *Alidity and Reliability in Qualitative Research Vol 16 No.2* (Paper delivered at SA Society o f Nurse Researchers' Workshop-RAU; l993), 37

are different and which were specific from these three sources. Then, the data that has been analyzed by researcher was produced a conclusion through member check with data sources.

Different with triangulation of technique, it is used to examine the the truthworriness data with checking to the same sources with different technique.[45] To examine the truthworriness data with triangulation technique in this research, the researcher compared the result obtained from the reseach using the interview, then he compared with the result obtained with using the other method such as observation, and comparing again with the other method such as documentation. It did continously until the researcher got all the data needed.

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[45] Sugiono, *Metode Penelitian Kualitatif,* 273

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter covered research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is the implementation of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum in academic year 2023/2021. The finding and discussion are explained as follows:

A. Findings

In this chapter, the researcher presented the brief description of the object and data presentation. It based on the result of observation and interview to the subject of the research. The data were also taken from document review. The researcher presents the findings of the research are:

1. School Identity

Name of School : SMP MADINATUL ULUM

Register National Number : 20554190

Education : SMP

Status Sekolah : Swasta

Alamat Sekolah : Jl. Tempurejo No 20 - 24 Cangkring

RT/RW : 2 / 14 Dosun : Jatirejo Desa

Kelurahan Cangkring, Kecamatan

Jenggawah, Kabupaten Jember

2. **School Information**

Curriculum   : Kurikulum 2013

Head Master   : Khoirun Soleh

Operator   : Moh. Iqbal Firdaus, S.Pd

Telephone   : 0331758234

Fax   : 0331

Email   : smpt_madinatululum@yahoo.co.id

                 smptmadinatululum08@gmail.com

Website   : http://www.smpt_madinatululum.com

3. **Vision and Mission of SMP Madinatul Ulum**

a. Vision

The vision of SMP Madinatul Ulum is the realization of students who are pious, ingenious, and have ahlus sunnah wal jamaah insight.

b. Mission

1) Forming a generation that is smart, insightful, creative, innovative, and have good character.

2) Increase madrasah religious activities with making effective dhuhur prayers in congregation and reciting Quran.

3) Making madrasah as centres for the transformation of IMTAQ, science and technology.

4) Develop a positive competency strategy in madrasah environment either students or staff educative democratically

5) Developing creativity in reading interest and development learners themselves

6) Implementing Learning process and Guidance Effectively

7) Creating an Islamic environment that healthy, clean and comfortable[46]

B. Data Presentation

This research used observation, interview and document review as tools for getting the relevant data and supports in this research. The following showed the data related to the focus of the research as presented below:

1. The Planning of Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

The first was the planning how to determine the English movie clips that conform of the material to be taught. This part presented the how the teacher determined the English movie clips that accordance with the material taught, so the students understood easily. Determining the English movie clips in the material of learning was very important because if the teacher was wrong to determine the English movie clips, the students were difficult to understand the material what would be taught because of the mismatch in the learning process. The teacher explained that

"The method usually determine what material would be taught, then look for the appropriate video or I choose the movie from some of

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[46] Documentation, SMP Madinatul Ulum, 10th of May 2023

the Englishs that I have watched, I choose what material that suitable with the movie."[47]

The teacher's method was arranging the material that would be given, then adjusting the material with English movie clips by selecting some videos that had watched before. Also, it was according to the material to be given.

The second was the planning how to invite students interest to follow this learning process. Based on the interviews conducted, all students were required to take part in the existing learning. It was clear that during learning they must be present in class except for them who do not attend school for some reason. The way to encourage their enthusiasm for learning was choosing attractive English movie clips that were popular among teenagers today.

And the last was how is the obstacles that occurred before the implementation of Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum. This part explained about the obstacles that occurred before the implementation. There must be obstacles that occur in every planning, including this implementation. There were several obstacles that occur before the implementation of this method, such as adjusting the English movie clips that must match with the material and the source of the search the movie was based on the internet only. The second was preparation of supporting

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[47] Moh Iqbal Azizi, S.Pd Interview, 15th of March 2023

tools such as laptops, projectors and viewers. It must be properly prepared. Also, the other problem was about the school's tools. It was limited. So it was necessary to ask permission to the curriculum in order to minimize the use it together with other teachers. Then, the teaching and learning process could run well. Besides the teacher explained that as bellow

"The video refrences are based on the internet only. Also, before pandemic situation, the preparation such as laptop, projector and viewer must be prepared well to minimize the obstacle. We have to ask permission to the curriculum before conducting the media, so that the tools don't be used by the other tearcher."[48]

2. The Implementation of Watching English Movie Clips in Learning English Vocabulary at Seventh Grade of SMP Madinatul Ulum

After the planning was conducted, there was an implementation to conduct the planning that had been made to match what was expected before. The implementation was not just an activity but an activity that was planned and conducted seriously based on the planning before to achieve learning objectives. There were several points of discussion during this implementation process, including how was the process or method of implementation of watching English movie clips as a media for English learning and process, what the obstacles were, also how to

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[48] Moh Iqbal Azizi, S.Pd Interview, 15th of March 2023

solve obstacles that occured during the implementation of watching English movie clips itself.

There were several ways that teacher did with this method. Also, the method used was adjusted to the situation and condition of the students in the classroom. The implementation of the teacher when teaching and learning process was telling the students to sit neatly and watching a English movie clips until the middle, then the teacher explained about the material.

The next interview was about how the obstacles were when implementation of watching English movies in learning and teaching process. Because the process was using online media, the implementation given by the teacher must be clearer. The teacher did not just give one video, but two videos. And what was given should be shorter because their data of internet was small. The students were difficult to get a signal to download or they have to go to their friend's house to ask for the material or video because their hand phone or their signal doesn't support it. The solution was to give video directly or send it via Bluetooth.

"Today, the learning and teaching process in the school was online, English movie clips were also distributed to students via online. The duration of the film cannot be too long. What a pity their data is. As economical as possible because they still have to spend their data for the

other subjects. For them who have a Wi-Fi network was not a problem, but for them who don't have a Wi-Fi network was a pity for them"[49]

On the other hand, when the researcher did the observation on Saturday the fifth of March 2023, the researcher found several results. The students had a good response when receiving the English movie clips. The response appeared in the expression shown. In addition, the students were also able to do the tasks given by the researcher as an observant. However, there were some students who did not show happy expressions when the researcher made observations by giving the English movie clips itself. This saw in the indifferent expressions shown by two male students, namely Ahmad Khilman Alwi and Reza Rizky S. This happened because the genre of English given were less attractive for the male student category. These results were obtained after the researcher conducts the interview listed on the interview results of the second and third male subject.[50]

3. The Evaluation Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

The last interview was about the evaluation watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum. The teacher explained that she got the pleased responds from her students.

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[49] Moh Iqbal Azizi, S.Pd Interview, 15th of March 2023
[50] Observation, 1st of March 2023

"The response from the students was good. The students were happy and excited to follow in this learning. They have a good enthusiasm to take English lessons. Even it can help them to get a lot of vocabulary. Because they would be curious about the other films because they feel provoked. Unfortunately, this was a pandemic period so sending a video with a size that was large enough also would make a pity of the students. If this pandemic end, also teaching and learning process can be as usual. Of course this method would be more fun."[51]

Thus, the student's response after watching a movie was enthusiasm because the method used was very easy. Also, they could get a lot of vocab. They were curious about other films because they feel provoked. They had a good enthusiasm. Today, many children used gadget on their hand. Instead of using it for games, it was better to improve their skills such as learning English.

The researcher gave the interview questions to the six students as a subject of the research. They were three male students and three female students. The researcher used the Google form link to have an interview with the students. It was conducted on Seventh of March 2023. Then, the researcher got some results of interview with the all of the subjects in implementation of watching English movie clips in learning English vocabulary. This is in line with opinion of Maxwell tells that the interview questions would generally be far more focused,

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[51] Moh Iqbal Azizi, S.Pd Interview, 15th of March 2023

contextspecific, and different with general research questions that you seek to understand in conducting the research.[52]

According to the results of the interview via Google form on Seventheenth of March 2023, the first male subject explained that the English learning process becomes more exciting. Besides, this learning method made more inspiring and fun. Also, this learning was considered to be able to increase his intelligence. Unfortunately, the weakness of this implementation was the words used were quite difficult to understand. He also hoped that through this learning, the students could study diligently and had good enthusiasm.

Then, the second male subject explained that the application of this method have a positive response and makes more enthusiastic. Also, after implementing this method, he become more enthusiastic and happy so he was interested to follow this learning continuously. Unfortunately, there was a weakness of this implementation. It was about the word meaning. There were some words that he didn't understand. Furthermore, the effectiveness of vocabulary improvement with implementation the method was still not optimal, so that the results obtained were not optimal too. He also hoped that the teacher could use more interesting English movie clips.

The third result was from the third male subject. He explained that he felt happy because the learning process was not boring and he could

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[52] Maxwell, *Qualitative Reseach Design An Interactive approach*, (Article; George Mason University, 2012), 236

know how to speak English. Additionally, this learning method made more inspiring dan fun. Also, this learning was considered to be able to increase his intelligence. Unfortunately, there was a weakness from this implementation. The conversations were used too fast, so it was difficult to understand. But he still had English vocabulary after watching the English movie clips and he knew how to pronounce it well. He also hoped that using English movie clips would be more fun.

The fourth result was from the first female subject. According to the results of the interview via Google form that she filled on seventeenth of March 2023, the first female subject explained that the English learning process was not boring because there were characters from the story in the English. Besides, after watching the English movie clips that given by the teacher, she found new English vocabulary easier, more fun and not boring. Also, she understood the correct English vocabulary well. Unfortunately, she explained the weakness of this implementation. It consumed a lot of data of internet or quota to download the English movie clips itself because online learning required the students to download videos that given by the teacher. Then, she hoped that the teacher can use English characters that were liked by students based on many English characters which existed in this era.

The next result was from the second female subject. According to the results of interviews via Google form that she filled on fifteenth of March 2023, the second female subject explained that the English

learning process became more enthusiastic when watching English movie clips. Besides, by watching English movie clips in English subtitles as a media in learning, it improved student learning. Also, she felt happy. When she watched an English movie more than once, it could help her recognize a lot of vocabulary. Unfortunately, the weakness of this implementation was the fast conversation, so it needed more concentration.

The last result was from the third female subject. Then, According to the results of the interview via Google form that she filled on seventeenth of March 2023, the third female subject explained that she was happier in watching that English movie clips. Besides, by watching English movie clips in English subtitles as a media in learning process, it improved student learning. Also, watching English films more than once could help students recognize a lot of vocabulary. Unfortunately, she also said that the weakness of this implementation was fast conversation, so it required more concentration. For the rest, she was very enthusiastic in watching English movie clips.

Then, the researcher conducted the observation through giving the assignment to the students. The researcher found some result based on the subject. The result were as bellow:[53]

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[53] Observation, 5th of March 2023

Image 4.2 Student' Assignment of the First Male Subject
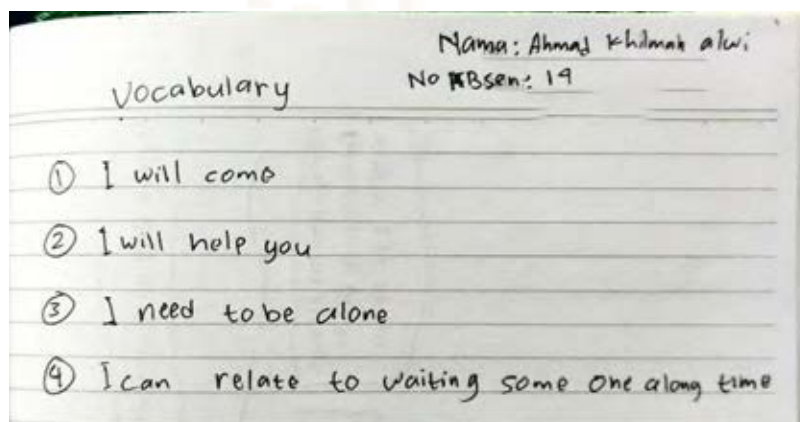
The first result was from Ahmad Khilman Alwi as the first male subject. The results of the assignment given by the researcher during observation, this student showed that he was able to get new vocabulary related to the material being taught. The vocabulary that he was sufficient. However, the writing of group's material was less orderly. There was one sentence that contains a grammatical error, namely in the last sentence. This showed that the student can know the vocabulary he has received but still lacks understanding of grammatical or rules in English.

Besides, when researcher did the observations on student learning outcomes through improving speaking skills, this student was able to speak in English. However, there were still some miss- pronunciations. This showed that he had good vocabulary knowledge but needs more pronunciation improvement.

Then, when the researcher conducts the observation through the second male subject namely Reza Rizky S, the results of the assignment

given by the researcher during observation, this student showed that he was able to get new vocabulary related to the material being taught. The writing was neat and structured. However, He was only received three sentences where was one sentence on each material. In these three sentences, there was one writing error, namely in the last sentence. This showed that this student is able to get the contents of the conversation, but it does not depend on rules or grammatical.

Image 4.4 Student Assignment of the Second Male Subject
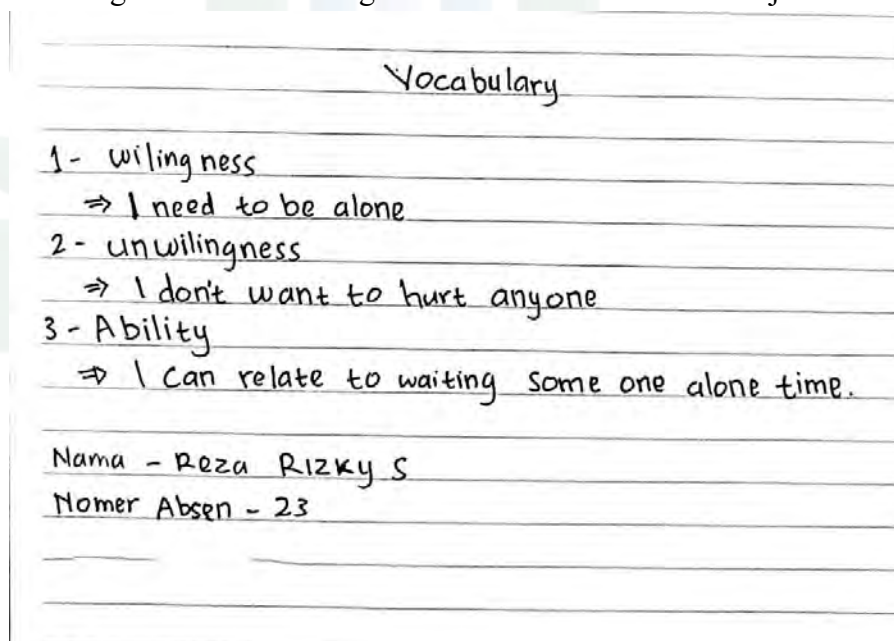
On the other hand, when the researcher made the observations on student learning outcomes through improving speaking skills, this student was only able to speak in English. But the pronunciation was still stammer and he still needs pronunciation improvement more.

Then, the result of the observation through the third male subject. He was Nadhif Rahmadani. This subject gave the different result. This

student showed that he was able to get new vocabulary related to the material being taught. The vocabulary was good even though the vocabulary that he was only a little. In writing sentences, there were no grammatical errors contained. This student could also abbreviate the quick conversation that listed in the second sentence.

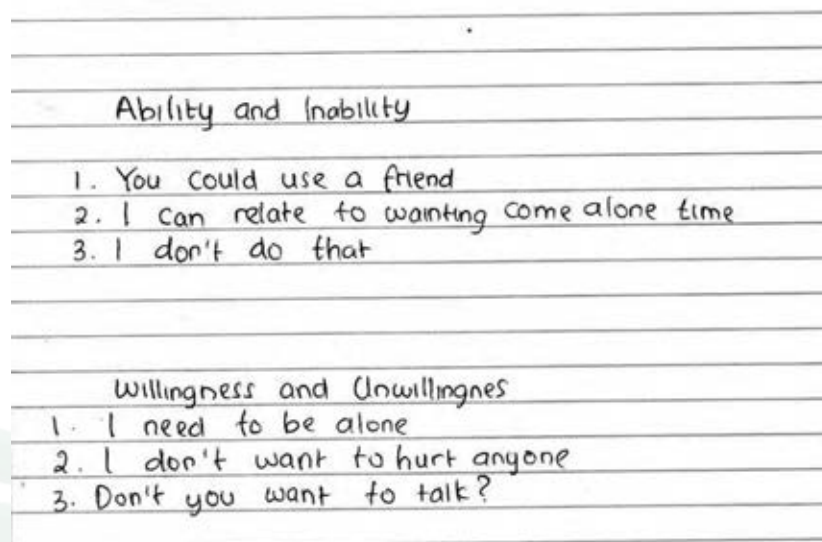Image 4.6 Student Assignment of the third Male Subject

Besides, when researchers made observations on student learning outcomes through improving speaking skills, this student was able to speak in English. The sentences were spoken slightly. He speaks for three sentences only. The pronouncement that was spoken was good even though there were very few pronunciation errors.

For the next observation result was conducted to the first female subject, namely Fani Febriana. The results of the assignment given by the researcher during the observation, this student shows that she was able to get new vocabulary related to the material being taught. The writing of the answer was more coherent and conceptual. This student was also able to get many sentences. However, there was one grammatical error

contained. There was in the second sentence about the ability. This was not only an error but a typo that cause a different meaning of the word.

Image 4.8 Student Assignment of the First Female Subject

Ability and Inability

1. You could use a friend
2. I can relate to wainting come alone time
3. I don't do that

Willingness and Unwillingnes
1. I need to be alone
2. I don't want to hurt anyone
3. Don't you want to talk?

Furthermore, when the researcher made the observations on student learning outcomes through improving speaking skills, this student was able to speak in English. The pronunciation used was good, even almost perfect. Also, the way of speaking was fast. This shows that she was able to get new vocabulary well and she was able to apply it in speaking skills.

The next results of the assignment given by the researcher during the observation was from the second female subject. She was Apriliana Putri. This student showed that she was able to get new vocabulary related to the material being taught. This student was able to get three sentences only, where each sentence has one writing error. This shows that she was able to understand and hear conversations well but she was still not familiar with writing words in English.
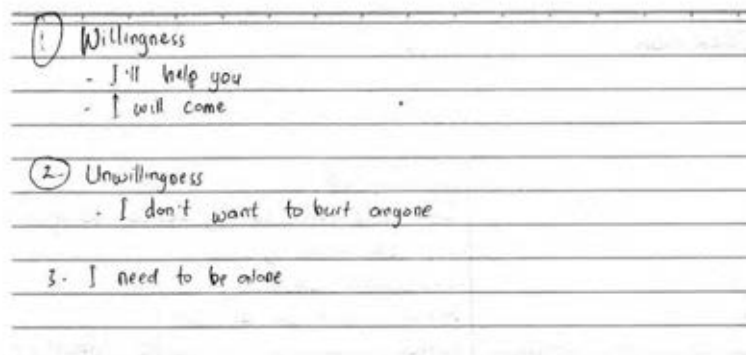
Image 4.10 Student Assignment of the Second Female Subject

On the other hand, when the researcher made the observations on student learning outcomes through improving speaking skills, Apriliana Putri was able to speak in English even though she was still stammer. The sentence that was spoken still contains several miss- pronunciations. This showed that she needs to practice speaking skills better.

The last results of the assignment given by the researcher during observation came from the third female subject namely Fatya Risti Handayani. She showed that she was able to get new vocabulary related to the material being taught. This student was able to get four sentences. Even though she got few sentences, there were no grammatical errors in the written sentences. Also, she was able to write with the abbreviated words. It was found in point one about the wouldingness.

Image 4.12 Student Assignment of the Third Female Subject

Besides, when the researcher made the observations on student learning outcomes through improving speaking skills, this student was able to speak in English. The sentences used were not stammer even in a soft tone. Also, the expressions used were pretty good. However, there was one miss-pronunciation error pronounced.

C. Discussion

Discussion was the explanation of data analysis based on the research problem of the research. Based on the research findings, the researcher found three subdivisions, these are; the planning, implementation and evaluation of Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

1. The Planning of Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

Planning was the process or the steps of activities compiled by the teacher before the teaching and learning process took place as an effort to achieve the teaching and learning process outcomes by utilizing all the

potential and available learning resources. The planning here was outlined by the teacher in the lesson plans as we know. Learning planning was an important step to achieve successful learning. If the lesson plan was well prepared, it made learning objectives can be achieved effectively and efficiently.

In this research, the teacher had planned carefully. This plan was also included in the lesson plan that has been made. The researcher conducted this research in Seventh grade, especially in VIII-F. The teacher conducted some steps in this planning. The first was the planning how to determine the English movie clips that conform of the material to be taught. This part presents the how the teacher determined the English movie clips that accordance with the material taught, so the students can understand easily. Determining the English movie clips in the material of learning was very important because if the teacher was wrong to determine the English movie clips, the students were difficult to understand the material what was taught because of the mismatch in the learning process.

This is in accordance with Suryapermana's theory which explained that learning planning must be aligned, appropriate, commensurate with, and match the realm and concepts of education and learning that reside in the embrace of the curriculum. Learning planning was also a reflection of a scientific discipline, so that the steps must be conducted effectively and efficiently. In addition, to increase effective and efficient learning was

necessary to pay attention in a learning system, which was a factor that can influence the occurrence of a good learning process. From the suryapermana explanation, this was also in accordance with what the teacher has done.

As explained by Brown in his book that there are several aspects that must be discussed in the planning process, including;[54]

g. Goal(s)

h. Objectives

i. Materials and Equipment

j. Implementation

k. Evaluation

l. Extra-Class Work

Some of the activities included in the implementation of watching English movie clips in learning English vocabulary have indeed fulfilled the planning process that Brown has explained as above.

2. The Implementation of Watching English Movie Clips in Learning English Vocabulary at Seventh Grade of SMP Madinatul Ulum

After the planning was conducted, there was an implementation to conduct the planning that has been made to match what was hoped before. This research was implementation of watching English movie in learning English Vocabulary at Seventh Grade of SMP Madinatul Ulum. English movie here as a media in this English teaching and learning

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[54] Nana Suryapermana, "*Manajemen Perencanaan Pembelajaran", UIN Sultan Maulana Hasanuddin Banten,* 3 (November, 2017), 185

process. The teacher may choose varied media to deliver their lessons and make students understood because different media can make different achievement to different students. This media was created to make students easier to receive the idea of lessons. Then Fleming said that media was mediator. Characteristics and the function of media were to manage effective correlation between two main things in the students learning process and the composition of the lesson.[55] It can be said that media is tools which express or accompany teaching-learning massages.

On the other hand, in teaching learning process, media can be categorized as audio-visual tool, instructional material, audio-visual communication, visual education, educational technology and explaining media.[56] In this case the researcher chose English movie clips as a media because the subject of the research was the students of junior high school who like English film. The researcher also wanted to make the students know the real language from the film, because in Indonesia English film mostly has been dubbed into Indonesian. So, they do not know the real language in the English film.

There were several ways that teacher did with this method. Also, the method used was adjusted to the situation and condition of the students in the classroom. Usually, the implementation of the teacher when teaching and learning process is telling the students to sit neatly and watching a English movie clips until the middle, then the teacher

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[55] Oxford learner's pocket dictionary(Oxford University Press 1991)
[56] Ashar Arsyad, *Media Pembelajaran*,(Jakarta: PT. Raja Grafindo Persada,2011), 6

explain about the material. Yet, because today is pandemic era and teaching and learning process is conducted via online. The teacher gives the English movie clips itself via Bluetooth and what was given should be shorter because their data of internet was small. Because the students were difficult to get a signal to download or they have to go to their friend's house to ask for the material or video because their hand phone or their signal doesn't support it. Then, she does not just give one video, but two videos.

The learning process was fun and effective if the teaching and learning activity can achieve the goals according to the lesson plan. Mulyono explained that learning was said to be effective when students can absorb the subject matter and this was efficient in accordance with what the teacher has done.[57] After implementing the watching English movie clips in learning English vocabulary, the students felt happy and interested in this method given. Also, the observation results in the form of assignments showed the good results, where the students can capture what conversations were in that carton movie clip. The results obtained indicate that it was conswastent with Mulyono's explanation about effective and fun learning.

3. The Evaluation Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

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[57] Mulyono, Strategi Pembelajaran, (Malang : UIN-Maliki Press, 2012), vii

After the researcher conducts the planning in various aspects of the assessment, both aspects of knowledge competency assessment and aspects of skills competency assessment which were then conducted, then the researcher measured the achievement of the results and evaluations obtained in the students by managing the results of the assessment and evaluating and conducting an analysis of the results of assessment and evaluation. The evaluation process was carried out by the researcher such as interviews with teachers and students, giving the assignment as observation, and taking some documentation related.

The researcher found some method about this evaluation. Implementation of watching English movie clips in learning English vocabulary has a positive response from the students and it made them more enthusiastic. Also, after implementing this method, they become happy and they were interested to follow this learning continuously. Unfortunately, there were some weakness of this implementation such as about the word meaning, determining the proper English movie clips with their emotional, and the big video size. Furthermore, they still can get the result from the English movie clips itself such as the sentences that related with the material. It looks from the assignment that they submit after watching that English movie clip. Also, they can practice or repeat the conversation that based on the movie. It looks when the researcher makes the observations on student learning outcomes through

improving speaking skills, the student was able to speak in English. Although, the pronunciation used was still have to be improved.

In principle, the implementation of English learning was closed of ideal learning outcomes, includes all psychological aspect that change as a result of student learning experiences and processes. To find out whether someone was successful or not in mastering science in a subject can be seen through their achievements. Students would be said to be successful if their performance was good and vice versa, they would not succeed if their achievement was low. At a very general level, learning outcomes can be classified into three, namely:

a.   Effectiveness

b.   Efficiency

c.   Appeal.[58]

Based on the results of the evaluation that has been obtained, this indicates that some of the activities included in evaluation about the implementation of watching English movie clips in learning English vocabulary has indeed fulfilled the evaluation process that Purwanto has explained above.

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[58] Purwanto, Evaluasi Hasil Belajar, (Yogyakarta:Pustaka Belajar, 2010), 42

CHAPTER V
CONCLUSSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analized and disscussed it has correlated with the tittle "The Implementation of watching English movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum in academic year 2022/2023".

A. CONCLUSION

From the result of the study that has been discussed in chapter IV, the researcher can conclude that:

1. The Planning of Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

   In the planning of making English material at SMP Madinatul Ulum uses the several stages which can be used as a reference for the English learning and process, namely: how to determine the English movie clips that conform of the material to be taught, how to invite students interest to follow this learning process, and how to minimize the obstacles occur.

2. The Implementation of Watching English Movie Clips in Learning English Vocabulary at Seventh Grade of SMP Madinatul Ulum

   The process that was carried out was to follow the lesson plan that has been made just, if there were some obstacles to the method being applied, it was also necessary to make adjustments with the conditions and situation of the students in the classroom. In addition, there was a need for collaboration between teachers and students so that the delivery of

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material can run smoothly and complete all the facilities needed to support English teaching and lerning process.

3. The Evaluation Watching English Movie Clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum

The result of the research shows that the students have a good response. They feel fun and have a good enthusiasm. However, there were some things that need to be completed in the teaching and learning process in this subject. The were the selection of appropriate videos, easy- to-use conversations and adequate facilities because with complete facilities and good collaboration between students and teachers would provide an understanding that would increase the enthusiasm for learning. students about the learning.

B. SUGGESTION

The researcher gives some suggestions according to the result of the research as follow:

1. For the teacher and school

The teacher should be innovative and creative to create the lesson more interesting. Perhaps they can give games, movie, song, etc in delivering their message or lesson. From the result of the research above, students could get better receipt of the lesson through funny media, especially in watching English movie clips. The headmaster and staff should facilitate students' needs by providing tool, media or other facilities which may help students to improve their ability. The facility school may provide for example language laboratory, teaching media, library etc.

2. For the future researcher

For the next researcher, to conduct a more comprehensive research, of course, with a variety of more mature preparations in order to find something that has not been found in this research, and of course to be useful for English language teaching.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD
The Implementation Of Watching English Movie Clips In Learning English Vocabulary At The Seventh Grade Of SMP Madinatul Ulum In Academic Year 2020/2021	1. How was the planning of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum? 2. How was the implementation of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum? 3. How was the evaluation of watching English movie clips in learning English vocabulary at Seventh grade of SMP Madinatul Ulum?	Independent variable: English movie clips Dependent variable: Learning English vocabulary Sub variable: 1. Planning 2. Implementation 3. Evaluation	1. Planning of learning 2. Material of learning 3. Method of learning 4. Media of learning 5. Evaluation of learning The student are able to identify nouns The student are able to identify verbs The student are able to identify adjectives	Respondent : - The Seventh Grade Of SMP Madinatul Ulum In Academic Year 2022/2023 - The English teacher	1. Research Design Using qualitative research 2. Research Area SMP Madinatul Ulum Jenggawah 3. Research Subject The Seventh year students and the English teacher at SMP Madinatul Ulum Jenggawah 4. Collecting data, data condentation, data display, drawing conclusions/ verification. 5. The validity of the data used triangulation of sources and techniques

Appendix 2

LESSON PLAN

School   : SMP Madinatul Ulum Jenggawah

Subject/Material : English Capability and Wouldingness

Class/Semester   : VII / 1

Kind of text   : Interpersonal Interaction Text

Duration   : 90 minutes

A. CORE COMPETENCE (KOMPETENSI INTI)

KI 1 : Appreciate and inspire the religion that they believe.

KI 2 : Appreciate and inspire honest attitude, responsibility, telorance, good manners to
interact affectively in their social envinronment and culture.

KI 3 : knowing knowledge (factual, conceptual, and procedural) based on their
curiousness about knowladge, tecnology, culture about phenomenon and vwasible event.

KI 4 : Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what was learned in school and other sources in the same perspective /theory.

B. Main Competence and Indicator

Main Competence	Indicator
3.1 Applying stucture text and linguwastic elements to carry out social functions from oral and written transactional interactions that involve the act of giving and asking for information related to abilities and wouldingness, to take action, according to the context of its use..	3.1.1 Analyzing social functions from abilities and wouldingness according to the context of its use. 3.1.2 Analyzing the structure text of the expressions of abilities and wouldingness according to the context of its use. 3.1.3 Analyzing linguwastic elements from of abilities and wouldingness according to the context of its use. 3.1.4 mention the way how to express abilities and wouldingness according to the context of its use

C. Material of Learning

1. **Ability and Dwassability**

Expressing ability means that someone or yourself has the ability to do something.

You can you **Can/Could, Be able to** for expressing ability in English. Here are

some examples:

Asking Ability	Responding Ability	Responding Dwassability
- Can you…? - Can you go to...? - Are you good at…? - Was he able to…? - Are you able to…? - Are you capable of…? - Do you know how to…? - Do you think you can…? - Do you know anything about…? - Do you have the experience or ability to…?	- *I can…* - *I am able to…* - *I know how to…* - *I feel capable of…* - *I might be able to…* - *(Yes), no problem…* - *I would I am able to…* - *I know something about…* - *I have the experience of…* - *I am pretty good at the job…* - *I would say I am capable of…* - *(I think) I have the qualification or experience or ability to…*	- *I cannot…* - *I am hopeless…* - *I am not good at…* - *I have no idea how…* - *I have no experience of…* - *No, I don't know how to…* - *I don't know anything about…* - *I am not sure I can/ know how to…* - *(I am afraid) I cannot cope (with)…* - *I would not know where to begin or start…* - *I don't think I have qualification or experience or ability to…*

2. **Wouldingness and Unwouldingness**
   Would and won't are used most often in English to talk about
   the future. However,they also have other functions, one of
   which was to express wouldingness and unwouldingness.
   The past form of "would"
   was "would".
   The common words used:

a) S+Would + V_1.(akan)
b) S + Would + V_1.... (akan/past)
c) S + was + woulding to + V_1...(bersedia)
d) Are you woulding to + V_1...(bersediakah kamu?)
e) Would you + V_1..(maukah kamu?)

Here was table of expressing wouldingness and unwouldingness.

Expressing Wouldingness		Expressing Unwouldingness		Asking for Wouldingness	
Present	Past	Present	Past	Present	Past
Structure: S+Would + V_1	**Structure:** S+Would+ V_1	**Structure:** S+Would+ no t+ V_1	**Structure:** S+Would+not + V_1	**Structure:** Would + S + V_1...?	**Structure:** Would + S + V_1...?
Example:	**Example:**	**Example:**	**Example:**	**Example:**	**Example:**
I *would* go to the teather	I *would* be an artwast	I *would not* go to the teather	I *would not* be an artwast	*Would* you go to the teather?	*Would* you be an artwast?

D. Learning Activity

STEP OF LEARNING	LEARNING ACTIVITY	Time
Pre-Activity	1. Greet greetings kindly to students when entering the classroom (value instilled: polite, caring) 2. Checking the presence of students (the	5'

	value instilled: dwascipline, diligence) 3. Linking material / competencies to be learned with character 4. Deliver the learning objectives at the meeting that day	
Whilst-Activity		
Observing (Stimulation)	1. Students lwasten to various examples of ability and wouldingness given by the teacher. 2. Students learn to determine key ideas, detailed information and certain information about ability and wouldingness.	
Questioning (Problem Statement)	1. In the guidance and direction of the teacher, students question, among others, the differences in various sentences about ability and wouldingness that exwast in English with those in Indonesia Language.. 2. Students question function, generic structure, and linguwastic elements in the ability and wouldingness.	
Experimenting/Exploring (Data Collection)	1. Teacher gives the video based on the material 2. Students write sentences about ability and wouldingness simply by paying attention to social functions, structure and elements of language with coherence (based on video given)	
Post-Activity	1. Students and Teacher reflect on the activities that have been carried out. 2. Teacher gives the written test to the students 3. Delivering the lesson plan at the next meeting.	

E. ASSIGHMENT

Attached

F. ASSESSMENT

Rubrics :

REMARKS	SCORE
correct answer, correct grammar, correct spelling correct	5
answer, inappropriate grammar, correct spelling correct	4
answer, error grammar, correct spelling	3
correct answer, error grammar, error spelling	2
error answer, error grammar, error spelling no	1
answer	0

ASSIGHMENT

Choose the best answer.

1. Dina was a smart and diligent student. She can … her test easily and always gets one hundred.
   a. to do   b. Does   c. Do   d. Doing

2. Vino`s mother was very proud of him because he can … up early himself. She never wakes him up.
   a. Get   b. Stand   c. Give d. Go

3. Vera always speaks softly, but she can … very loudly.

   a. walk   b. Work   c. Dance   d. Sing

4. A dog … like a bird because … a dog doesn`t have wings.

   a. cannot run   b. can`t bark    c. cannot fly    d. can`t move

5. People can`t swim across the sea but they can … to across it.

   a. swim easily   b. make a ship c. across the sea   d. run quickly

6. Berta : … ?

   Beni: We can do some experiments there.

   a. What we can do in the laboratory

   b. What can we do in the laboratory

   c. Why we can do some experiments

   d. Why can we do some experiments

7. Which of these sentences was correct?
   a. The little child can the stairs go up himself
   b. The stairs can go up the little child himself
   c. The child can go up the stairs little himself
   d. The little child can go up the stairs himself

8. The girl was still two years old, but she ….

   a. can eat herself
   b. can cry loudly
   c. can`t walk fast
   d. can`t drink herself
9. Which of the sentences below was correct?

   a. Why you cannot fly like an eagle?

   b. Why can`t you fly like an eagle?

   c. Why you can fly like an eagle?

   d. Why an eagle cannot fly like you?

10. Ricky can play the guitar but ….

   a. He can play the violin
   b. He can play the drum, too
   c. He can`t play the angklung
   d. He cannot plays the gamelan

11. My classmate Angga was very kind. He would … me if I have difficulty in doing my homework.
   a. helps   b. help   c. helping   d. to help

12. Although my father has a lot of work to do, he ….

   a. won`t come to my birthday party

   b. would not attend the meeting

   c. would come to my school to attend the meeting

   d. would work from morning until evening

13. Weny : When would you vwasit your grandparents in Surabaya, Tika?
   Tika   : …. On that day I`m free.
   a. Last Sunday

   b. Yesterday

   c. Two day ago

   d. Next Saturday

14. Dika : Don`t go to my house tonight because I … I`ll go to Semarang with my family.
   Sita : Okay. I see.

   a. won`t be at home

   b. would not go anywhere

   c. would stay at home

   d. would go nowhere

15. Lita : …
   Dita : By train
   a. Who would come to you house?
   b. Where would you stay during the holiday?
   c. What would you do on Sunday?
   d. How would you go to Jakarta?

16. Rita : Our parents would … when we get good marks. Gita   : Of course.
    a. be happy

    b. be dwasappointed

    c. happy

    d. dwasappointed

17. Vita :What would your parents do when you get the first rank, Sherly?

Sherly   : They would ….

    a. giving a present

    b. to take me to Bali

    c. lets me go to Safari Park with them

    d. buy me a new hand-phone

18. My cousin, Lwasa, would come to my house with her younger swaster ….
    a. Yesterday afternoon

    b. Last Sunday

    c. Next holiday

    d. Last night

19. Tito :How long would you stay in aunt`s house, Ben? Beni   : ….
    a. Tomorrow morning

    b. About a week

    c. Three days ago

    d. No, I won`t

20. Teacher : … ?

    Students : Sure, Sir.

    a. Would your parents proud of you if you get the first rank?

    b. Would your parents be sad if you get the first rank?

    c. What would your parents do if you get the first rank?

    d. Would your parents be happy if you get the first rank

II. Arrange these jumbled words into good sentences. Start with the underlined word.
1) able – The – sing – boy – little – was – to – pop songs

2) your – brother – bicycle – younger – ride – a – himself – ? – Can

3) would – to – go – With – Bali – whom – you – ?

4) have – if – would – I – buy – bag – new – money – a –I

5) come – party – her – would – if – invites – she – you – ? – to

The English Movie Clips

The first conversation of English movie clips

The second conversation of English movie clips

The third conversation of English movie clips

I can't wait to meet Elsa. I bet she's the nicest, warmest, best person ever.

The fourth conversation of English movie clips

We're going to try and put an end to this crazy winter.

INTERVIEW GUIDELINE

The Implementation of Watching English Movie Clips On Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah

NAMA *

Zidan Alwi B.

KELAS *

✓ 7B

NOMOR ABSEN *

29

JENIS KELAMIN *

✓ LAKI-LAKI

☐ PEREMPUAN

Bagaimana respon siswa setelah menonton English Inggris? *

Setelah menonton movie Bahasa inggris, siswa lebih mudah menemukan kosakata

Apa sajakah kelebihan dari penerapan menonton English Movie Clips sebagai *
media pembelajaran Bahasa Inggris?

Menjadi tidak membosankan karena terdapat karakter-karakter dalam movie tersebut

---

Apa sajakah kekurangan dari penerapan menonton English Movie Clips *
sebagai media pembelajaran Bahasa Inggris?

Ngomongnya di Movie terlalu cepat jadi banyak yang tidak tahu

---

Seberapa efektif peningkatan vocabulary (kosakata bahasa inggris) siswa *
dengan penerapan menonton English Movie Clips sebagai media
pembelajaran Bahasa Inggris?

Cukup meningkat karena adanya video movie tersebut

Bagaimana hasil yang diperoleh siswa setelah mengikuti pembelajaran *
dengan penerapan English Movie Clips sebagai media pembelajaran bahasa
inggris?

Mulai memahami kosakata yang benar dalam bahasa inggris

Apa saran dan solusi yang diberikan siswa guna memaksimalkan *
pembelajaran bahasa inggris dengan penerapan menonton English Movie
Clips kedepan?

Lebih menggunakan karakter yang disukai siswa

INTERVIEW GUIDELINE

The Implementation of Watching English Movie Clips On Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah

NAMA *

NADHIF RAHMADANI

KELAS *

☑ 7B

NOMOR ABSEN *

18

JENIS KELAMIN *

☑ LAKI-LAKI

☐ PEREMPUAN

Bagaimana respon siswa setelah menonton English Inggris? *

Menyerukan

Apa sajakah kelebihan dari penerapan menonton English Movie Clips sebagai *
media pembelajaran Bahasa Inggris?

Meninspirasikan dan menyenangkan

Apa sajakah kekurangan dari penerapan menonton English Movie Clips *
sebagai media pembelajaran Bahasa Inggris?

Kata-kata dan judul

Seberapa efektif peningkatan vocabulary (kosakata bahasa inggris) siswa *
dengan penerapan menonton English Movie Clips sebagai media
pembelajaran Bahasa Inggris?

Iya

Bagaimana hasil yang diperoleh siswa setelah mengikuti pembelajaran *
dengan penerapan English Movie Clips sebagai media pembelajaran bahasa
inggris?

Terasa meningkat kecerdasannya

Apa saran dan solusi yang diberikan siswa guna memaksimalkan *
pembelajaran bahasa inggris dengan penerapan menonton English Movie
Clips kedepan?

Belajar dengan Rajin dan Semangat

INTERVIEW GUIDELINE

The Implementation of Watching English Movie Clips On Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah

NAMA *

Reza Rizky S.

KELAS *

☑ 7B

NOMOR ABSEN *

23

JENIS KELAMIN *

☑ LAKI-LAKI

☐ PEREMPUAN

Bagaimana respon siswa setelah menonton English Inggris? *

Respon positif dan antusias

Apa sajakah kelebihan dari penerapan menonton English Movie Clips sebagai *
media pembelajaran Bahasa Inggris?

Lebih semangat dan senang sehingga tertarik

Apa sajakah kekurangan dari penerapan menonton English Movie Clips *
sebagai media pembelajaran Bahasa Inggris?

Kosakata yang tidak dimengerti

Seberapa efektif peningkatan vocabulary (kosakata bahasa inggris) siswa *
dengan penerapan menonton English Movie Clips sebagai media
pembelajaran Bahasa Inggris?

Masih belum maksimal

Bagaimana hasil yang diperoleh siswa setelah mengikuti pembelajaran *
dengan penerapan English Movie Clips sebagai media pembelajaran bahasa
inggris?

Hasil belum maksimal

Apa saran dan solusi yang diberikan siswa guna memaksimalkan *
pembelajaran bahasa inggris dengan penerapan menonton English Movie
Clips kedepan?

Movie Clipsnya harus lebih menarik

INTERVIEW GUIDELINE

The Implementation of Watching English Movie Clips On Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah

NAMA *

Fatya Risti Handayani

KELAS *

☑ 7B

NOMOR ABSEN *

10

JENIS KELAMIN *

☐ LAKI-LAKI

☑ PEREMPUAN

Bagaimana respon siswa setelah menonton English Inggris? *

Senang

Apa sajakah kelebihan dari penerapan menonton English Movie Clips sebagai *
media pembelajaran Bahasa Inggris?

Membuat pembelajaran semakin seru

Apa sajakah kekurangan dari penerapan menonton English Movie Clips *
sebagai media pembelajaran Bahasa Inggris?

Karena percakapan yang cepat jadi membutuhkan konsentrasi yang lebih

Seberapa efektif peningkatan vocabulary (kosakata bahasa inggris) siswa *
dengan penerapan menonton English Movie Clips sebagai media
pembelajaran Bahasa Inggris?

Menononton film bahasa inggris lebih dari satu kali dapat membantu siswa mengenali
banyak kosakata

Bagaimana hasil yang diperoleh siswa setelah mengikuti pembelajaran *
dengan penerapan English Movie Clips sebagai media pembelajaran bahasa
inggris?

Media pembelajaran dengan menonton film bahasa inggis saya semakin senang dan
tidak bosan

Apa saran dan solusi yang diberikan siswa guna memaksimalkan *
pembelajaran bahasa inggris dengan penerapan menonton English Movie
Clips kedepan?

Sanagat antusias dalam menonton film animasi

INTERVIEW GUIDELINE

The Implementation of Watching English Movie Clips On Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah

NAMA *

Apriliana Putri

KELAS *

☑ 7B

NOMOR ABSEN *

2

JENIS KELAMIN *

☐ LAKI-LAKI

☑ PEREMPUAN

Bagaimana respon siswa setelah menonton English Inggris? *

Senang karena belajar tidak jadi membosankan

Apa sajakah kelebihan dari penerapan menonton English Movie Clips sebagai *
media pembelajaran Bahasa Inggris?

Jadi tidak bosan karena tidak seperti pembelajaran sebelumnya

Apa sajakah kekurangan dari penerapan menonton English Movie Clips *
sebagai media pembelajaran Bahasa Inggris?

Ngomongnya terlalu cepat

Seberapa efektif peningkatan vocabulary (kosakata bahasa inggris) siswa *
dengan penerapan menonton English Movie Clips sebagai media
pembelajaran Bahasa Inggris?

Ada penambahan kosa kata bahasa inggris dan tau cara pengucapannya

Bagaimana hasil yang diperoleh siswa setelah mengikuti pembelajaran *
dengan penerapan English Movie Clips sebagai media pembelajaran bahasa
inggris?

Ada peningkatan kosa kata bahasa inggris

Apa saran dan solusi yang diberikan siswa guna memaksimalkan *
pembelajaran bahasa inggris dengan penerapan menonton English Movie
Clips kedepan?

Cari Movie yang lebih menarik lagi

INTERVIEW GUIDELINE

The Implementation of Watching English Movie Clips On Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah

NAMA *

Fani Febriana

KELAS *

☑ 7B

NOMOR ABSEN *

14

JENIS KELAMIN *

☐ LAKI-LAKI

☑ PEREMPUAN

Bagaimana respon siswa setelah menonton English Inggris? *

Senang

Apa sajakah kelebihan dari penerapan menonton English Movie Clips sebagai *
media pembelajaran Bahasa Inggris?

Karena percakapan yang cepat, jadi butuh konsentrasi yang lebih

Apa sajakah kekurangan dari penerapan menonton English Movie Clips *
sebagai media pembelajaran Bahasa Inggris?

Ketinggalan banyak kosakata

Seberapa efektif peningkatan vocabulary (kosakata bahasa inggris) siswa *
dengan penerapan menonton English Movie Clips sebagai media
pembelajaran Bahasa Inggris?

Bisa meningkatkan beberapa kosakata

Bagaimana hasil yang diperoleh siswa setelah mengikuti pembelajaran *
dengan penerapan English Movie Clips sebagai media pembelajaran bahasa
inggris?

Jadi tau pengucapan kosakatan bahasa inggris yang benar

Apa saran dan solusi yang diberikan siswa guna memaksimalkan *
pembelajaran bahasa inggris dengan penerapan menonton English Movie
Clips kedepan?

Mungkin videonya bisa diputar lagi tapi diperlambat

Appendix 3

DOCUMENTATION

Image 1. Conducting the Observation

Image 2. Teaching and learning process

Image 3. Giving the English movie clips to the students

Image 4. Capturing Photos together with the students

Appendix 4

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama   : Ahmad Zainul Farid

NIM   : T20166067

Prodi/Jurusan   : Tadris Bahasa Inggris/Pendidikan Bahasa

Fakultas   : Tarbiyah dan Ilmu Keguruan

Institusi   : Universitas Islam Negeri Kiai Haji Achmad Jember

Dengan ini menyatakan bahwa isi skripsi yang berjudul "The Implementation of Watching English Movie Clips On Learning English Vocabulary At The Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023" adalah hasil penelitian/karya saya sendiri, kecuali pada bagian - bagian yang dirujuk sumbernya.

Saya yang menyatakan,

Ahmad Zainul Farid
T20166067

Appendix 5

SURAT PERMOHONAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-2505/In.20/3.a/PP.009/05/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Madinatul Ulum Jenggawah

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20166067
Nama   : AHMAD ZAINUL FARID
Semester   : EMPAT BELAS
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Watching English Movie Clips on Learning English Vocabulary at The Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023" selama 6 (enam) hari di lingkungan lembaga wewenang Bapak Iqbal Azizi, S. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Mei 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 6

SURAT SELESAI PENELITIAN

YAYASAN PONDOK PESANTREN MADINATUL ULUM
SEKOLAH MENENGAH PERTAMA TERPADU
SMPT MADINATUL ULUM
STATUS : TERAKREDITASI A, NSS: 202052410267
Alamat : JL. KH. ACHMAD SAID NO.20-24 JATIREJO TELP 0331 757489 – 7794138
Email : smptmadinatululum08@gmail.com
Cangkring - Jenggawah - Jember – JawaTimur

SURAT KETERANGAN
Nomor :06/C.1/20554190/VI/2023

Yang bertandatangan dibawah ini Kepala Sekolah SMP Terpadu Madinatul Ulum Cangkring-Jenggawah-Jember, menerangkan bahwa :

Nama   : AHMAD ZAINUL FARID
NIM   : T20166067
Program Studi : TADRIS BAHASA INGGRIS

Telah selesai melakukan penelitian di SMP Terpadu Madinatul Ulum Cangkring Jenggawah Jember terhitung 9-14 Mei 2023

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.
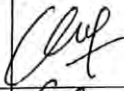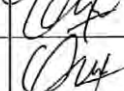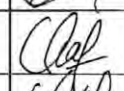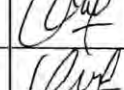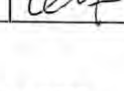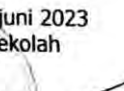
Jember, 1 juni 2023
Kepala Sekolah

M.SOFYAN NASIR,S.Pd

Appendix 7

RESEARCH JOURNAL ACTIVITY

Name   : Ahmad Zainul Farid

NIM   : T20166067

Tittle   : The Implementation of Watching English Movie Clips On
                   Learning English Vocabulary at The Seventh Grade of SMP
                   Madinatul Ulum Jenggawah in Academic Year 2022/2023

Location   : SMP Madinatul Ulum Jenggawah

No.	Day/Date	Activity	Initials
1.	Saturday, 6th May 2023	The researcher gives a "Surat Permohonan Penelitian to the school and interviewed with the English Teacher	
2.	Tuesday, 9th May 2023	The researcher discussed about lesson plan with the English Teacher	
3.	Wednesday, 10th May 2023	The researcher impelements the action (first meeting)	
4.	Thursday, 11th May 2023	The researcher impelements the action (second meeting)	
5.	Friday, 12th May 2023	The researcher impelements the action (third meeting)	
6.	Saturday, 13th May 2023	The researcher gives a writing test to the students	
7.	Sunday, 14th May 2023	The researcher asks for a letter of research finishing	

Jember, 1 juni 2023
Kepala Sekolah

M.SOFYAN NASIR,S.Pd

Appendix 8

RESEARCHER'S BIODATA

PERSONAL INFORMATION

Name   : Ahmad Zainul Farid

SRN   : T20166067

Gender   : Male

Place and Date Of Birth   : Jember, 9th August 1996

Address   : Dusun Krajan Selatan, RT04/RW05, Desa Kertonegoro, Kecamatan Jenggawah, Kabupaten Jember

Mobile Phone   : 0857 0481 1499

E-mail   : zainulfarid7@gmail.com

Nationality   : Indonesia

Major   : English Education Program

Institution   : UIN KHAS Jember

EDUCATIONAL BACKGROUND

NO.	SCHOOL/INSTITUTE	PERIOD	MAJOR
1.	TK Maftahul Huda Kertonegoro	2003-2004	-
2.	MI Maftahul Huda Kertonegoro	2004-2009	-
3.	MTs Maftahul Huda Kertonegoro	2009-2012	-
4.	MA Ma'arif Ambuu	2012-2015	Natural Sciences Major
5.	UIN KHAS Jember	2016-2023	English Education Program