

**THE EFFECTIVENESS OF USING SHORT MOVIES TO
IMPROVE ENGLISH VOCABULARY OF GRADE X.A
STUDENTS AT MA DARUS SHOLAH JEMBER**

THESIS



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NIM 202101060028

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

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
2024**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq
Jember in Partial Fulfillment of The Requirements
For A Bachelor's Degree (S.Pd)
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Has been approved by advisor

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THESIS

It has been examined and approved
To fulfill the requirement of Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Education and Teacher Training

Day and Date: Friday, 06th of December 2024

The Board of Examiners

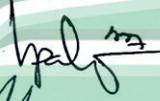
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ

Meaning: “Allah does not require of any soul more than what it can afford.”

(QS. Al-Baqarah :286)¹



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¹ "Quran Chapter Al-Baqarah Verse 286," Quran.com. accessed November 20, 2024, <https://quran.com/en/al-baqarah/286>.

DEDICATION

I so proudly dedicated this thesis to:

1. Myself, who has survived until this point, even though there were many obstacles and challenges, with effort, endeavor and prayer I was able to complete this thesis with a sense of pride.
2. Almarhumah my beloved mother, Rafiah Harim, thank you for your endless love, prayers, and endless support since I started this journey. May you rest in peace by His side and always smile as you watch your child achieve his dreams.
3. My beloved Father, Ahmad Harim, the greatest superhero figure who always reminds us to always pray and recite shalawat wherever and whenever. And he is also very patient and actively fighting for the success of his only daughter.
4. My older brothers M. Rifqil Anam HR, Abdussyukur Sholeh HR, Ahmad Munirul Ikhwan HR. who always give me encouragement and have always been my walking ATM all this time.
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6. The extended family of Grandpa Anwar Johar and Grandma Raenah, along with uncles, aunts, cousins and nephews. Who have given encouragement.
7. The extended family of Almarhum grandfather Rafi'I and Almarhum Grandmother Ruqiyah along with uncles, aunts, cousins and nephews. Who have given encouragement.
8. To all friends and supporters who always care in joy and sorrow.

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Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M. As the Rector of Islamic State University of Kiai Haji Achmad Siddiq Jember.
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4. Dewi Nurul Qomariyah, S.S, M.Pd. as the coordinator of the English Education Departement.
5. Aminulloh, S.Pd., M.Pd. as my thesis advisor, who has always patiently given me guidance, advice and support in completing this thesis.
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7. Farida Muktiana, S.Pd as English teachers at MA Darus Sholah Jember.

8. Abdul Majid, S.Pd as English teachers at MA Darus Sholah Jember.
9. M. Hanif Lutfi, M.H.I. the principal of MA Darus Sholah Jember who had given me permission to conduct this study.
10. The Tenth graders of MA Darus Sholah Jember Who has helped the researcher in conducting the research.
11. All the staff of main library in UIN KHAS Jember who have helped the research to find references related to this research.

The researcher Acknowledge that this thesis may have shortcomings, and I welcome constructive criticism and suggestions. I hope this thesis contributes to the development of knowledge, particularly in the field of education. Lastly, I pray that all the good deeds extended to me by everyone who have helped and contributed in this thesis are rewarded by Allah SWT.

Jember, 22nd November 2024



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ABSTRACT

Hurmatul Bariroh HR, 2024: The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade X.A Students at MA Darus Sholah Jember.

Keywords: *Short Movies, Vocabulary*

Vocabulary is important in improving language skills by stating, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilskin,1972)." With sufficient vocabulary, students are expected to speak, write, read, and comprehend effectively. For communication purposes, vocabulary is more important than grammar. However, learning English in schools often faces challenges in improving students' vocabulary. These challenges are caused by various factors, such as time constraints, unengaging teaching methods, and a lack of effective motivational activities. As a result, students' mastery of English vocabulary remains minimal.

This study focuses on the questions "How can the use of short movies in learning improve the English vocabulary of Grade X.A students at MA Darus Sholah Jember?" and "What type of vocabulary which improves the most after being taught through short Movies in grade X.A at MA Darus Sholah Jember?" with the aim of determining the effectiveness of using short films to improve students' vocabulary.

This study was conducted using quantitative research with the one group pre-test post-test design method. The sample of this study was class X.A MA Darus Sholah Jember, totaling 22 students consisting of 12 male and 10 female. The research instrument in this study was in the form of pre-test and post-test questions, each multiple choice consisting of 20 questions. The steps of this study were to give a pre-test first, then given treatment with "Nobar" short films and finally given a post-test.

The results of this study indicate that the pre-test and post-test scores in class X.A increased from 1,180 to 1,905 with average scores of 53.63 and 86.59. The significance value <0.001 is smaller than 0.05, which indicates that the use of short films has a significant effect on students' vocabulary mastery. The highest score in the pre-test was 80 and the lowest was 20 while in the post-test the highest score was 100 and the lowest was 70. Based on the data analysis that has been mentioned previously, it can be concluded that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected, meaning that there is a significant influence of the use of short movies to improve the vocabulary of class X.A students of MA Darus Sholah Jember.

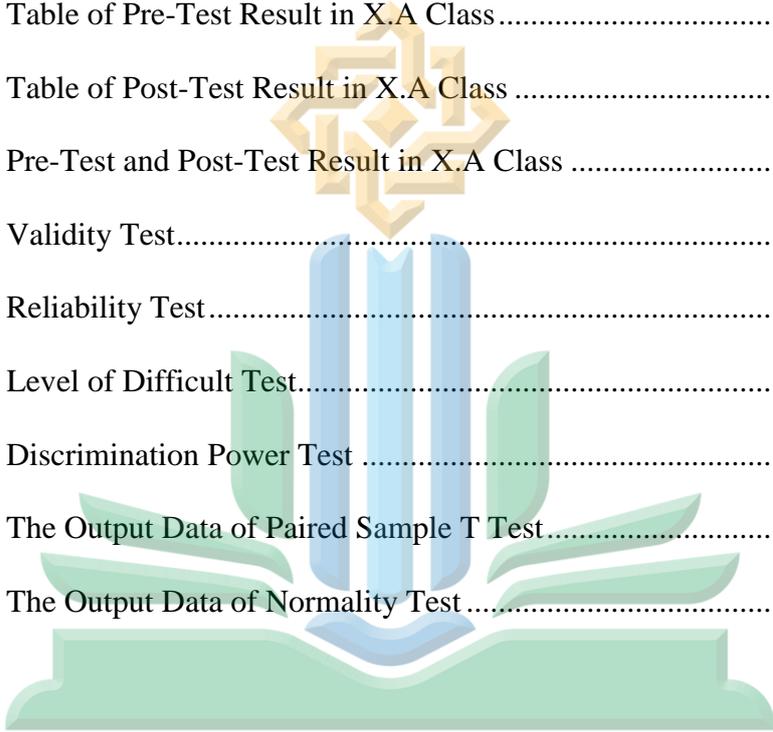
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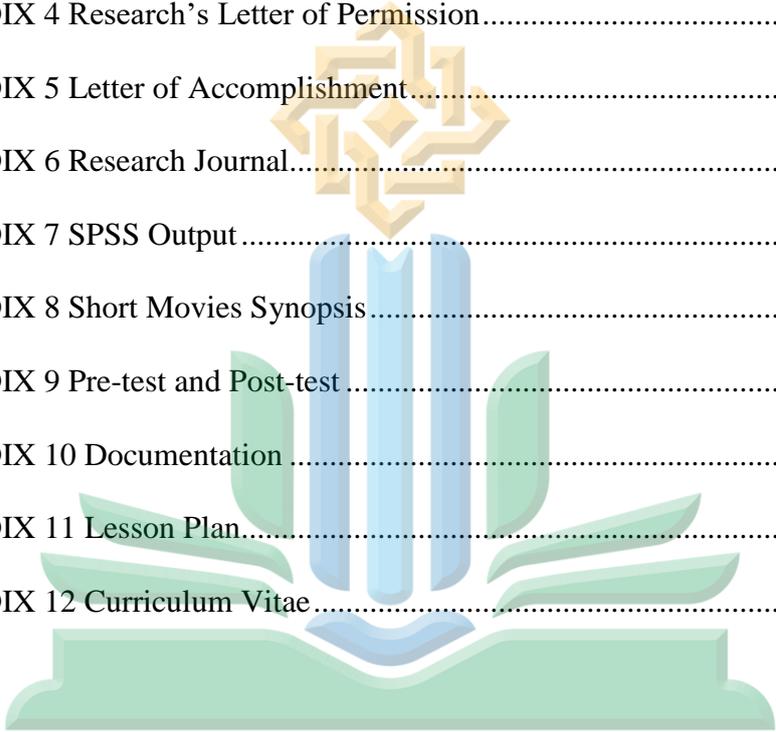
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CHAPTER I INTRODUCTION

This chapter covers six important points: the first point is research background. the second point is the research questions. the third point is research objective. the fourth point is research significance. The fifth point is research scope and the last one is definition of key term.

A. Research Background

English is one of the important and global foreign languages. The ability to speak, listen, read, and write in English holds very high value in today's era of globalization. These four skills must be mastered in the learning process, with one important component being vocabulary proficiency, which includes understanding and using words in the English language. Wilkins, a linguist, concluded the importance of vocabulary in enhancing language skills, stating "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." With sufficient vocabulary, learners are expected to be proficient in speaking, writing, reading, and understanding.² Additionally, according to other scholars, vocabulary is crucial in English language teaching and learning because it is one of the most important linguistic skills when learning English. To encourage the growth of these four skills in English, students build vocabulary, which is a collection of English terms they learn as part of the teaching and learning process.³ From this statement, it can be

² Jecklainten Y. Mananohas, "Peningkatan Kosakata Bahasa Inggris Dengan Menggunakan Metode TPR (Total Physical Response) Di SD GMIM 7 Manado."15

³ Faris Akmaludin, Entika Fani Prastikawati, and Maria Yosephin, "BOOSTING VOCABULARY MASTERY THROUGH ENGLISH SHORT MOVIES," 2023

inferred that for communication purposes, vocabulary is more important than grammar. Meanwhile, English language learning in schools often faces challenges in enhancing students' vocabulary. These challenges may be caused by various factors such as time constraints, unengaging teaching methods, and a lack of activities that effectively motivate students, resulting in the minimal English vocabulary possessed by students.

Vocabulary learning strategies are part of language learning strategies, which are further part of overall learning strategies. Students should be familiar with and accustomed to vocabulary learning strategies that will assist them in the vocabulary learning process.⁴ Vocabulary learning should be done effectively, namely contextual vocabulary learning, learning that aligns with communication goals, meaningful learning in everyday life, and carried out actively, creatively, and enjoyably. A good learning process should be felt as something enjoyable, therefore teachers should seek the best ways to make students feel comfortable and friendly when conducting teaching and learning activities. Teachers should use methods or applications that provide more opportunities for students to be more active and expressive. For example, using audiovisual media such as short movies.

In recent years, innovative approaches have become increasingly popular in teaching English, and short movies are one of the interesting tools in language education. Short movies offer an engaging learning experience by combining visual, audio, and storytelling elements. Short movies also

⁴ Dwi Hana Nurfauziah et al., "The use of English Subtitle on Films to Help-Study in Mastering Vocabulary," *Jurnal Keilmuan dan Keislaman*, 2023.

demonstrate the use of language in real-life contexts, including various accents and dialects, as well as everyday expressions. Therefore, the use of short movies in English language teaching becomes an interesting alternative worth exploring. Short movies can help students to be more actively engaged in their learning process, inspire imagination, and provide a deep understanding and usage of English vocabulary. And research studies have shown that the majority of students believe that watching movies in English not only improves vocabulary but also teaches culture, critical thinking, and other language aspects.⁵

Watching short movies in this research is certainly carried out through a group viewing activity, commonly known as watching together or in Indonesian term is called Nonton bareng (Nobar). The term Nobar comes from modern slang and refers to the activity of gathering with family, friends, or other acquaintances in one place to watch something together, such as a shortmovies. The medium used for Nobar is typically an LCD Projector. According to Supyanto and Rosad, Hamalik argues that using media in the learning process can increase curiosity and interest, stimulate motivation and understanding, present material in an engaging way, facilitate data interpretation, and condense information.⁶

One school that has attracted researchers' attention regarding the aspect of English vocabulary proficiency, which is still considered lacking, is MA Darus Sholah Jember School. Based on interviews and observations with

⁵ Ibid.

⁶ Mushoffa, M. N, "Efektivitas Nobar Film Arabiy Untuk Meningkatkan Maharah Kalam Santri Pondok Pesantren ALBERR".

English language teachers at MA Darus Sholah Jember, namely Mr. Abdul Majid and Mrs. Farida Muktiana, it is true that there is a problem regarding the lack of English vocabulary proficiency among MA Darus Sholah students, especially students in class X.A. This is because most of the class X students come from villages and even remote areas, which makes them only proficient in the local or Indonesian language. Mr. Majid also mentioned that even though they are junior high school graduates, many students still lack vocabulary. From observations and interview results, it was found that the teaching method often used by teachers is lecture-based teaching, and during teaching and learning activities, students only listen to vocabulary explained by the teacher, and they don't really understand what the teacher explains when discussing the material. This makes students struggle when completing tasks assigned by teachers for assessment. When given tasks, students will just do them perfunctorily and then forget about them. Students do not have good English vocabulary; they only understand basic vocabulary, which even elementary school students understand. However, a teacher plays a crucial role in the teaching and learning process as a leader, facilitator, and mediator in the classroom. For successful learning, both teachers and students must be able to communicate effectively.⁷

English is very difficult for school students because English is known as a foreign language in Indonesia. Students must be able to master vocabulary and have the confidence and courage to use it. On the other hand,

⁷ Akmaludin, Fani Prastikawati, and Yosephin, op.cit.

the lack of vocabulary mastery, coupled with a lack of confidence, can hinder effective communication. Confidence plays a crucial factor in foreign language learning achievements. Perhaps the lack of confidence has made the classroom learning process predominantly passive. Students only ask questions about topics they find interesting, but for less interesting topics, they just listen, resulting in them not understanding and remembering them well, as evidenced by the many students who have not reached the minimum passing criteria (KKM) which is 70, so teachers have to provide remedies after each daily test. This problem is caused by the minimal English vocabulary of students, making it difficult for them to digest the material.

Based on the observation results, the researcher concludes that students actually have a fairly high level of interest in learning English, but their curiosity is relatively low because students do not want to seek or learn vocabulary that they do not understand. As a result, students are more passive and less enthusiastic in learning activities, because teachers are more dominant in teaching or, in other words, teacher-centered. Students only listen to and accept what the teacher conveys without understanding the purpose of the learning.

Based on the above description, the researcher is interested in conducting research on the English vocabulary proficiency of students using a new method, which is expected to make students more active in the learning process. Therefore, the researcher has chosen the title of the study "The

Effectiveness of Using Short Movies to Improve English Vocabulary of Class X.A Students at MA Darus Sholah Jember School."

B. Research Questions

1. How can the use of short movies in learning improve the English vocabulary of Grade X.A students at MA Darus Sholah Jember?
2. What type of vocabulary which improves the most after being taught through short Movies in grade X.A at MA Darus Sholah Jember?

C. Research Objective

1. To assess how the use of short movies in learning can improve the English vocabulary of class X.A students at MA Darus Sholah Jember.
2. To determine the type of vocabulary that shows the most improvement after being taught through short movies of grade X.A at MA Darus Sholah Jember.

D. Research Significance

1. Theoretical Significance

The importance of this research is to assess the effectiveness of using short movies in improving English vocabulary of Grade X.A students, and it is expected that this research can benefit students, educators, and the surrounding community.

2. Practical Significance

a. For Teachers

The results of this research are expected to help in developing new, more innovative and interactive teaching models in teaching vocabulary using short movies methods

b. For Students

The results of this research are expected to increase English vocabulary of students using short movies, making them more confident in communicating in English, and this can open doors to broader educational and career opportunities for them in the future.

c. For Researchers

The results of this research are expected to test the effectiveness of using short movies to enrich students' English vocabulary and can be beneficial for future research by the author.

d. For Other Readers

The results of this research are expected to serve as a source of knowledge and enrich research references, especially in the field of English Language Education.

E. Research Scope

1. Independent Variable

The independent variable is the variable that influences the dependent variable as a factor in the experiment conducted. In this case, the

researcher uses short movies as a tool to improve the English vocabulary of students.

2. Dependent Variable

The dependent variable is the variable that is measured or observed to see the impact of the independent variable. In this study, the dependent variable is vocabulary usage. This research assesses how effective the use of short movies is in improving English vocabulary.

F. Definition of Key Term

There are some terms involved in this research, thus to avoid misunderstanding towards the terms used in this research, the following terms are inevitably defined as follow:

1. Short movie

Short movie are used as one of the engaging and effective methods because by using short movie, students can learn while watching. The term "short movie" here refers to a movie with a duration of no more than 30 minutes with the aim of not wasting much time but still being able to add some vocabulary for students from the short movie played, and the movie played must be in English with Indonesian subtitles.

2. English vocabulary

The vocabulary of the English language refers to a collection of words and phrases commonly used in English. In this research, the focus is on Nouns, Verbs, Adjectives, and Adverbs. Building a strong English

vocabulary is crucial for effective communication and understanding, both in written and spoken contexts.



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CHAPTER II LITERATURE REVIEW

This Chapter presents a review of related literature which consists of previous research and theoretical framework.

A. Previous Research

To ensure the originality of the ideas in this research, the researcher presents those are relevant to the kind of research that researcher conducted, such as:

1. A Thesis written by Ayu Hardiyanti Rukmana (2021)⁸ Entitled The Effect of Using Movie Subtitle as Media on The Students Vocabulary Mastery Of The Tenth Grade Of Senior High School 1 Punggur. The aim of this research is to know whether there is any positive and significant effect movie subtitle with vocabulary mastery in senior high school 1 punggur academic. This research employs quantitative research.

The similarity of these studies lies in their shared focus on improving students' English vocabulary mastery. Both utilize movie as a medium, employ quantitative methods, and are conducted at the same educational level, namely high school (SMA and MA).

The difference lies in the type of movie used and the location of the school.

⁸ Ayu Hardiyanti Rukmana, "The effect of using movie subtitle as media on the students vocabulary mastery of the tenth grade of senior high school 1 punggur,"2021

2. A journal written by Nur Azizul Fikri, Ani Fiani, Citra Raflesia (2022)⁹ entitled *Upgrading Students' Vocabulary Through English Movie in Indonesian Context*. This journal discusses the challenges in enhancing students' vocabulary using English-language movie, this the aim of this research is to determine the effectiveness of English movie in upgrading vocabulary. The method used is library reserch.

The similarity of this research lies in the use of the same medium, which is movie, having the same focus of enhancing students' English vocabulary.

The difference lies in the duration of the movie used, the research method, and the research subjects.

3. A Thesis Written by Alip Ponco Nugroho (2022)¹⁰ Entitled *The Lion King Movie Used to Improve Vocabulary of The Eight Grade Students Of Smp N 10 Semarang*. The aim of this research is to find out the vocabulary skills of students taught using the movie the lion king, and to find out the vocabulary skills of students taught without using the movie the lion king. And to find out if there is a significant difference in vocabulary skills between student who are taught using movie the lion king and taught without using the lion king. this the aim of this research was applied to analyze data, includes a control class, experimental class, and try-out class in eight grade students of SMP N 10 Semarang 2022.

⁹ Nur Azizul Fikri, Ani Fiani, and Citra Raflesia, "Upgrading Students' Vocabulary through English Movie in Indonesian Context," *EDULIA: English Education, Linguistic and Art Journal* 3, no. 1 (December 31, 2022): 19–30, <https://doi.org/10.31539/edulia.v3i1.5238>.

¹⁰ Alip Ponconugroho, "The Lion King Movie Used to Improve Vocabulary of the Eight Grade Students of Smp n 10 Semarang," 2022.

The similarity of these studies lies in their shared focus on improving students' English vocabulary mastery, both using movie as a medium, and both titles employing quantitative methods.

The difference lies in the type of movie used and the level of the school.

4. A Journal written by Dwi Hana Nurfauziah, Noor Aida Aflahah, Aulia Riskina, Gista Rahma Dayanti, Yansyah, Dani Kurniawan, Rakhma Widya Dharojah (2023)¹¹ entitled *The Use of English Subtitle on Films to Help Self-Study in Mastering Vocabulary*. The aim of this research is to see how the use of subtitle in movie is beneficial for mastering students' mastery of English vocabulary. The research method used is qualitative descriptive research.

The similarity of this research lies in the use of the same medium, which is movie, having the same focus of enhancing students' English vocabulary.

The difference lies in the duration of the movie used, the research method, and the research subjects.

5. A Journal written by Faris Akmaludin, Entika Fani Prastikawati, Maria Yosephin WL. (2023)¹² entitled *Boosting Vocabulary Mastery Through English Short Movies*. This research focuses on the implementation of short English-language movie in the teaching-learning process to enhance students' vocabulary mastery. This research uses a quantitative method.

¹¹ Nurfauziah et al., op.cit.

¹² Akmaludin, Fani Prastikawati, and Yosephin, op.cit.

The similarity of these studies lies in the use of the same medium, which is short movie, and both have the same focus, namely to improve students' English vocabulary. This study uses a quantitative method.

The difference lies in the research subjects.

6. A Journal written by Lailatussholichah, Ria Kamilah Agustina (2023)¹³ entitled *The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim*. The aim of this research is to determine whether the implementation of short movie media is effective in improving students' vocabulary mastery. This research method is quantitative.

The similarity of this research lies in the utilization of the same medium, which is short movies, for enhancing students' English vocabulary. This research employs a quantitative method.

The difference lies in the research subjects.

Based on the explanations provided by previous studies, it has been proven that there are similarities and differences between this study and previous research. Specifically, this study shares similarities with prior research as it investigates the topic of teaching vocabulary through the method of short movie. However, this study differs from earlier research in terms of the specific short movie used, the participant level, and the data collection instruments employed. It is important to note that this study is distinct in its focus on using the term Nobar. This is because watching short movies is done

¹³ Ria Kamilah Agustina, "The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim," vol. 01, 2023.

collectively, leading the researcher to choose the term Nobar as the gap/novelty in this research. This study explores the use of Nobar media in short movies to improve students' vocabulary and aims to determine which types of vocabulary show the greatest improvement at the end of the study.

Table 2.1
The similarities and Differences Between the Previous Research

NO	Research Tittle	Similarities	Differences
1.	“The Effect of Using Movie Subtitle as Media on the Students Vocabulary Mastery of The Tenth Grade of Senior High School 1 Punggur” by Ayu Hardiyanti Rukmana (2021).	<p>a. Both of these studies use movies as a learning medium.</p> <p>b. Both of these studies have the same focus, which is to improve students' English vocabulary mastery.</p> <p>c. Both of these studies use quantitative methods.</p> <p>d. Both of these studies were conducted at the same school level.</p>	<p>a. The previous study used movie subtitles, while this study uses short movies. The difference also lies in the duration of the movie to be shown.</p> <p>b. The previous study was conducted at Senior High School 1 Punggur, whereas this study was conducted at X.A MA Darus Sholah Jember.</p>
2.	“Upgrading Students' Vocabulary Through English Movie in Indonesian Context” by Nur Azizul Fikri, Ani Fiani, Citra Raflesia (2022).	<p>a. Both of these studies use the same medium, which is movie.</p> <p>b. Both of these studies have the same focus, which is to improve students' English vocabulary.</p>	<p>a. The previous study used movie with varying durations, while this study uses short movie.</p> <p>b. The previous study employed a library research method, whereas this study uses a quantitative research method.</p> <p>c. The previous study was aimed at the general public, while this study was conducted for X.A grade students</p>

			at MA Darus Sholah Jember.
3.	“The Lion King Movie Used to Improve Vocabulary of The Eight Grade Students of Smp N 10 Semarang” by Alip Ponco Nugroho (2022).	<p>a.Both of these studies use movie as a learning medium.</p> <p>b.Both of these studies have the same focus, which is to improve students' English vocabulary mastery.</p> <p>c.Both of these studies use quantitative methods.</p> <p>d.Both of these studies were conducted at the same school level.</p>	<p>a. The previous study used the movie The Lion King, while this study uses a short movie with an open theme.</p> <p>b. The previous study was conducted at SMPN 10 Semarang, whereas this study was conducted at X.A MA Darus Sholah Jember.</p>
4.	“ <i>The Use of English Subtitle on Films to Help Self-Study in Mastering Vocabulary</i> ” by Dwi Hana Nurfauziah, Noor Aida Aflahah, Aulia Riskina, Gista Rahma Dayanti, Yansyah, Dani Kurniawan, Rakhma Widya Dharojah (2023).	<p>a.Both of these studies use the same medium, which is movie.</p> <p>b.Both of these studies have the same focus, which is to improve students' English vocabulary.</p>	<p>a. The previous study used movie with varying durations, while this study uses short movie.</p> <p>b. The previous study employed a descriptive qualitative research method, whereas this study uses a quantitative research method.</p> <p>c. The previous study was aimed at the general public, while this study was conducted for X.A grade students at MA Darus Sholah Jember.</p>
5.	“ <i>Boosting Vocabulary Mastery Through English Short Movies</i> ” by Faris Akmaludin,	<p>a.Both of these studies use short movie as a learning medium.</p> <p>b.Both of these</p>	<p>a. The previous study was aimed at public schools or the general public, while this study</p>

	<i>Entika Fani Prastikawati, Maria Yosephin WL. (2023).</i>	studies have the same focus, which is to improve students' English vocabulary mastery. c. Both of these studies use quantitative methods.	was conducted for X.A grade students at MA Darus Sholah Jember.
6.	<i>"The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim" by Lailatussholichah, Ria Kamilah Agustina (2023).</i>	a. Both of these studies use short movie as a learning medium. b. Both of these studies have the same focus, which is to improve students' English vocabulary mastery. c. Both of these studies use quantitative methods.	a. The previous study was conducted at SMP A. Wahid Hasyim, whereas this study was conducted at X.A MA Darus Sholah Jember.

B. THEORITICAL FRAMEWORK

1. Movie

a. Definition of Movie

Short movie are audio-visual media that contain moving images and allow us to hear the speaker's voice, which can be replayed multiple times. According to Bhavard (as cited in Gusparia et al., 2014), using animated videos can enhance students' English language skills. He suggests that technology may offer many options that can be used not only to make teaching engaging but also to be more effective and productive in terms of student improvement. This means that short movie can enhance students' English vocabulary skills. Therefore, short

movie are suitable media for developing students' vocabulary skills and can be used in the learning process.

¹⁴According to Damayanti, short movie can enhance the learning environment and can be replayed quickly. Short movie are a useful form of media because they can improve students' English vocabulary and maintain their motivation and interest. Short movie can help teachers create an enjoyable classroom environment and inspire students to learn writing. Short movie are audiovisual works that include moving images, the speaker's voice, and the ability to watch them multiple times. Therefore, researchers suggest using short movies as learning media because students can see and hear situations directly, making it easier for them to master English vocabulary. The Academy of Motion Picture Arts and Sciences defines a short movie as "an original motion picture that has a running time of 40 minutes or less, including all credits."

b. Advantages and Disadvantages of Using English Movie

1) Advantages of Using English movie

According to Sari and Sugandi (2015)¹⁵ English movie with English subtitles can help students see how words are written. By watching English movie, students hear many new words and phrases, especially idioms and everyday expressions. Students watch English

¹⁴ Reres Nur Fitriana et al., "The Effect of Using Short Movie Media for Teaching Writing with Narrative Text: The Case of Grades 11 of SMA Islam Sultan Agung 1 Semarang" 3, no. 1 (2023): 1-14

¹⁵ Sari, A., & Sugandi, B. (2015).

movie with English subtitles, they can learn several new words and phrases used in the movie, which also helps them acquire vocabulary.

2) Disadvantages of Using English movie

According to Sari and Sugandi (2015)¹⁶, the disadvantages of English movie in enhancing vocabulary are:

- a) Watching long movie can make students bored.
- b) movie can lead students to imitate bad scenes from actors.
- c) Fictional movie can make students think about and imagine unrealistic things.

c. Some Solutions to Address the Disadvantages of Using English movie

According to Sari and Sugandi (2015)¹⁷, there are several solutions to overcome the disadvantages of movie:

- 1) Use short English movie.
- 2) Students should be reminded of the main instructional objectives before watching the movie.
- 3) Students should maintain concentration by providing answer sheets.
- 4) Pause the movie when students start to lose focus.
- 5) Think, imagine, and emote: students should realize that the movie they watch are not real and should not try to replicate scenes at home.

¹⁶ Ibid.

¹⁷ Ibid.

- 6) Choose good educational English movie: teachers should select movies with good moral values for students, so they need to watch the movie beforehand before showing it to the students.

2. Vocabulary

a. Vocabulary Definition

Vocabulary is the core of language and a component that must be mastered in learning English. By using vocabulary, people can communicate with each other to ask questions or convey information. This is why vocabulary plays an important role in language use. Having a broad vocabulary helps students speak the language more effectively because they will try to use it to express themselves and communicate (Wahyudin et al., 2021).

Vocabulary is one of the important aspects that students must master in learning a foreign language, especially English. Study by Machfudi & Afidah (2022) showed that students also experienced difficulties in understanding the meaning of words, pronunciation, misspelling, and remembering or memorizing English vocabulary¹⁸.

According to Endardo and Subekti (2020), vocabulary is one of the most basic and important pillars in mastering English. The more vocabulary a person masters, the more proficient he or she is in using English. Another definition of vocabulary, as stated by Cahyono (2011:153), is that "Vocabulary is a component of language proficiency

¹⁸ Machfudi, M. I., & Afidah, A. (2022). Students' Difficulties in Vocabulary Mastery. *Critical Review of English-Arabic World Journal*, 1(1), 01 - 12.

and provides a lot of foundation for how well learners listen, speak, read, and write."

From the definitions above, researchers conclude that vocabulary is basic knowledge and useful material in the form of words that are always used by learners when learning a particular language. In the context of learning a foreign language, vocabulary is part of the components of language, including content words such as nouns, verbs, adjectives, and adverbs. If learners have mastered a lot of vocabulary and can use it effectively, it is believed that it will be easier for them to engage in effective communication with others.

b. Content Words

Content words are a useful one in analyzing Vocabulary. Based on words classification by Fries (1974:45)¹⁹, content words represent the name of subject or things, that is called noun (book, chair and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The followings are the further explanation of kinds of content words:

1) Noun

Nouns have sometimes been defined in terms of the grammatical categories to which they are subject. Such definitions

¹⁹ Fries. (1974). Teaching and Learning English as Language Learning

tend to be language- specific, since nouns do not have the same categories in all languages. In line with this statement, Macfadyen (2007)²⁰ says that a noun is a word used to name a person, animal, place, thing, and abstract idea.

However this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be identified by using our five senses. For example: there are tables, chairs and books in that room. For further explanation, Macfadyen (2007)²¹ says that noun can be classified into six types:

- a) Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (book) such as in There is a book on the table
- b) Abstract noun is usually the name of quality, state, or action.

(1) Quality, for example: goodness, kindness, darkness and brightness, honesty, wisdom and bravery. As in: “The brightness of the sunshine made me squint after an afternoon spent in a darkened Movie theater.”

(2) State, such as: childhood, boyhood, youth, health, sickness, death and life. As in: “With age and experience comes wisdom.”

²⁰ H, M. (2007), Vocabulary and Reading Comprehension.

²¹ Ibid.

(3) Action, for example: laughter, movement, judgment, struggle, fight, flight and treatment. As in: “Your judgement of the situation is not a very good one.”

c) Proper noun is a name applied to specific persons, places or things. Proper nouns begin with capital letters, such as: Mr. Brown and Jakarta. As in:

(1) “Mr. Brown is an English lecturer in my college”

(2) “Jakarta is the capital city of Indonesia”.

d) Countable noun (count noun) is a noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: chair and book. As in:

(1) “There are two chairs in this room”

(2) “I have a table in my bedroom.”

e) Non-countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in a sentence.

The examples of non-countable nouns are sugar and sand, as in:

(1) “I need some sugar for a cup of my coffee”

(2) “He makes a sand palace on the beach.”

f) Collective noun is the name of a group of people, things, or animals taken together and spoken of as one whole. The examples of collective nouns are committee and class. As in:

(1) “The school committee held a meeting today”

(2) “That class is very noisy.”

2) Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. According to Macfadyen (2007)²², verbs have a role to express actions or activities that the subject of a sentence has.

Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: “Ana goes to school.” Further, The followings are the several types of verbs based on Ginger(2016):

a) Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something.

As in: “Andra kicks the ball.”

b) Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb.

As in: “Johariaz writes a letter for his wife.”

c) Intransitive verbs are action verbs that always express doable activities. These verbs always have no direct objects, meaning someone or something receives the action of the verb.

²² Ibid.

As in: “The train arrives at 3 p.m”

d) Irregular verbs are those that do not take the regular spelling patterns of past simple and past participle verbs.

As in: “Anna ate a piece of cake yesterday.”

e) Regular verbs are those that take the regular spelling patterns of past simple and past participle verbs.

As in: “Annandhi cooked a plate of fried rice yesterday.”

3) Adjective

Adjective is a “describing word”, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. For example: “The book in there is big and heavy”. Harmer (2004:37)²³ defines that an adjective is a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred to by a noun. According to Khamying (2007) there are eleven types of adjectives:

a) Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features.

For example:

(1) “The rich man lives in the big house”.

(2) “You look so worried. Is everything alright?”.

²³ Harmer, & Jeremy. (2004)

b) Proper adjectives are used to modify nouns in terms of the nationality, this type originates from proper nouns.

For example:

(1) “He employs a Chinese book”.

(2) “The Turkish empire is very strong”.

c) Quantitative adjectives are used to modify nouns for particular details in quantifying.

For example:

(1) “He ate a lot of rice at school yesterday”.

(2) “Tom cried all day long”.

d) Numeral adjectives are used to modify nouns for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).

(1) Cardinal number, as in: “My hand has five fingers”.

(2) Ordinal number, as in: “I am the seventh son of my family”.

(3) Multiplicative number, as in: “some roses are double”.

e) Demonstrative adjectives are used to point out or indicate a particular noun or pronoun using the adjectives, such as this, that, these, and those.

For examples:

(1) “That book belongs to Dini”

(2) “I really like those shoes.”

f) Interrogative adjectives are used to ask questions about nouns or in relation to nouns such as who, which, what, whose, and where.

For examples:

(1) “Whose book is this?”

(2) “What is your favorite color?”

g) Possessive adjectives are used to show who owns or possesses something such as my, your, our, his, her, your, and their.

For examples:

(1) “That is my bag”,

(2) “That is your pen”.

h) Distributive adjectives are used to modify nouns by dividing or separating into different parts.

For example:

(1) “Every soldier is punctually in his place.”.

(2) “The two teachers had each a red hat”.

i) Emphasizing adjectives are used to modify nouns by highlighting or emphasizing the texts.

For example:

(1) “Ani is my own girl-friend”.

(2) “She is such an incredible singer”.

j) Exclamatory adjectives are used to modify nouns by using interjection words.

For example:

(1) “What a man he is!”.

(2) “What a beautiful house this is!”.

k) Relative adjectives are used to modify nouns and combine sentences which are related between the first and first sentences.

For example:

(1) “Give me what money you have”.

(2) “Choose whatever color you like best”.

4) Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: “I went to market yesterday.” Macfadyen (2007)²⁴ summarizes the category of adverbs into five, they are:

a) Adverbs of manner

These adverbs tell us the manner or way in which something happens. They answer the question “how?” such as easily, happily, loudly and quickly.

For example:

²⁴ H, M. co.pit.

(1) “She speaks loudly”

(2) “They solved the problem easily.”

b) Adverbs of place

These adverbs tell us the place where something happens. They answer the question “where?” such as by, near, here and there.

For example:

(1) “The school near my house”

(2) “They will come here.”

c) Adverbs of time

These adverbs tell us something about the time that something happens such as now, later, soon, and tomorrow.

For example:

(1) “He will come back soon”

(2) “She will go to Jakarta tomorrow.”

d) Adverbs of frequency

These adverbs tell us how often something is done or happens such as often, once, twice and always.

For example:

(1) “John never smokes”

(2) “They always come in time”

e) Adverbs of degree

These adverbs tell us the level or extent that something is done or happens such as fairly, rather, too and very.

For example:

(1) “She was almost finished”

(2) “These cakes are absolutely wonderful.”



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J E M B E R

CHAPTER III RESEARCH METHODS

This chapter provides an overview of the research methodology used in this study, including research design, population and sample, research variables, research instruments, research procedures, data collection techniques, validity and reliability, data analysis, normality test, and hypothesis testing.

A. Research design

Research design plays an important role in research because the quality of research greatly depends on the design. In this research the researcher implemented quantitative research, to find out there is an improvement in students' vocabulary mastery after being implemented by using movies. The research design that the researcher will use in this study is a single group pre-test post-test design. Single group means that this study uses only in one class based on the design, the students are given pre-test to measure students' vocabulary mastery before the researcher giving treatments and post-test. The formula can be seen as follow:

$$G = T_1 \times T_2 \quad \text{(Setiyadi,2006)}^{25}$$

Notes:

G = Refers to the group (one class)

T₁ = Pre-test for students' vocabulary before treatment is given

T₂ = Post-test for students' vocabulary after treatment is given

X = Teaching Vocabulary through Movie

²⁵ Setiyadi, A. (2006). Metode penelitian untuk pengajaran bahasa asing pendekatan kualitatif dan kuantitatif. Yogyakarta.

B. Population and Sample

The population of this study consists of grade X.A students at MA Darus Sholah Jember. There are two classes for the first grade at this school, classified into Class A and Class B, with each class comprising 22 students. The population of this study is Class X.A at MA Darus Sholah Jember in the 2024/2025 academic year, as the English teacher mentioned that grade X.A students still lack sufficient vocabulary mastery. This class consists of 22 students, both female and male. In selecting the sample, the researcher used purposive sampling.

C. Variable

1. The dependent variable is vocabulary usage, represented by the letter (Y). Vocabulary mastery can be measured by examining whether there is an influence from the independent variable or not.
2. The independent variable is the use of short movie, represented by the letter (X). The use of short movie is a variable that can affect the dependent variable and have an impact on students.

D. Research Instruments

The instrument in this study is a vocabulary test used to collect data. The vocabulary test is used to find answers to the research questions. The test consists of 20 questions. These questions include content words in the form of nouns, verbs, adverbs, and adjectives presented in multiple-choice format. Both the pre-test and post-test are essentially the same. Students are given 30 minutes to answer the questions in both tests.

E. Research Procedure

The research procedure is as follows:

1. Conducting pre-research with interviews and observations

The resource person for this interview is an English teacher at MA Darus Sholah Jember

2. Selecting and determining the population and sample

The population is the first-year students at MA Darus Sholah Jember. There are two classes, but the researcher only selected one class as the representative, namely Class X.A.

3. Finding and selecting materials

In this stage, short movie were taken from YouTube. Additionally, a vocabulary test was chosen as the material for this study, aligning with the independent curriculum and the school's Learning Objectives Flow (ATP).

4. Confirmed the research permission

The researcher asked permission from the principal to conduct research at MA Darus Sholah Jember by bringing a research letter.

5. Conducting a Pre-test

The pre-test was administered for approximately 30 minutes before the treatment, aiming to assess the students' vocabulary mastery.

6. Providing Treatment

The treatment was given using short movie as a medium for teaching and learning vocabulary. The treatment was administered twice during two

sessions. In these sessions, students were guided to understand individual words in the form of content words (nouns, verbs, adverbs, and adjectives).

7. Conducting a Post-test

To evaluate the improvement in students' vocabulary mastery, the post-test was administered in class after the treatment was given. The test was almost identical to the pre-test.

8. Asked a letter of research finishing

The researcher requested a research completion letter with the aim that the researcher had completed the research at MA Darus Sholah Jember

9. Analyzing data

In quantitative data analysis, after scoring the pre-test and post-test, the data was analyzed using SPSS software version 27. This was used to determine the mean scores of the pre-test and post-test and to assess the significance of the improvement.

The reason researchers use SPSS version 27 is because it has advantages over previous versions, such as an improved user interface, enhanced data preparation processes, more advanced statistical procedures, integration with Python, and improved visualization tools. All of these features are designed to make the software more user-friendly and more powerful in data analysis.

Table 3.1
Research Schedule

No	Activity	September 2023		September 2024			November 2024		
		III	IV	III	IV	V	I	II	III
1.	conducting pre- research with interviews and observations								
2.	Selecting and determining the population and sample								
3.	Finding and selecting materials								
4.	confirmed the research permission								
5.	Conducting a pre-test								
6.	Providing treatment								
7.	Conducting a post-test								
8.	asked a letter of research finishing								
9.	Analyzing Data								

F. Data Collection Technique

In this study, the researcher used quantitative data collection techniques. The data collection method used was a vocabulary test from the pre-test and post-test. This vocabulary test was used to find the significance of students' vocabulary mastery and to identify the types of nouns, verbs, Adverbs, Adjectives during the learning process using short movie. The techniques are explained in detail as follows:

1. Pre-test

The pre-test was administered before the treatment. It was used to determine the students' baseline vocabulary mastery, focusing on content words in the form of (nouns, verbs, adverbs, and adjectives) before being taught using short movie. The test consisted of 20 multiple-choice

questions with four options (A, B, C, and D) and was conducted for 30 minutes. The post-test was administered once.

2. Post-test

The post-test was conducted after the treatment. It was used to identify significant differences in students' vocabulary mastery in the form of content words (nouns, verbs, adverbs, and adjectives) after being taught using short movie. The test consisted of 20 multiple-choice questions with four options (A, B, C, and D) and was conducted for 30 minutes. The post-test was administered once.

G. Validity and Reliability

1. Validity

A good test is one that possesses validity. Heaton (1991)²⁶ states that the validity of a test must be determined in accordance with the purpose of the test. To assess whether a test has good validity, the researcher examines both the content validity and construct validity of the test.

a. Content Validity of Vocabulary Test

Content validity refers to the extent to which a test measures a representative sample of the subject matter. The focus of content validity is on the adequacy of the sample and the presentation of the material. This means the material must be based on the Learning Objectives (TP) in the Learning Objective Pathway (ATP) for Grade X

²⁶ Heaton. J. B. (1991) Writing English Language Test.

at the Islamic Senior High School (MA). The researcher uses the Learning Objectives (TP) in capturing the meaning of oral and written narrative texts in the form of simple short stories or short movie. The researcher designs the test and lesson plans based on the Learning Objectives (TP).

b. Construct Validity of Vocabulary Test

In construct validity, the instrument is measured based on several indicators. This type of validity relates to whether the test truly aligns with the theory of language competence being measured. In a vocabulary test, researchers create several vocabulary items that can be used to assess students' vocabulary mastery based on specific criteria.

The product-moment correlation coefficient is a correlation technique used to determine relationships and test hypotheses about the relationship between two variables, provided the data from the two variables are of the same type.

The product-moment correlation formula is as follows:

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

X = The Score obtained by the subject from all items

Y = The total Score in the subject from the items

$\sum X$ = The sum of scores in the X distribution

$\sum Y$ = The sum of scores in the Y distribution

$\sum X^2$ = The sum of squared scores in the X distribution

$\sum Y^2$ = The sum of squared scores in the X distribution

N = The number of respondents

Interpretation of validity values:

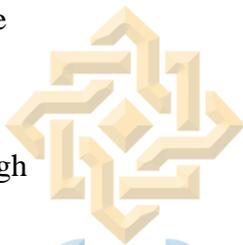
0.000-0.199 = Very low

0.200-0.399 = Low

0.400-0.599 = Average

0.600-0.799 = High

0.800-1.000 = Very high



(Sugiyono,2019)²⁷

2. Reliability

Reliability refers to the extent to which a test is consistent in its assessment and provides an indication of how accurate the test scores are (Sugiyono, 2019)²⁸. Reliability implies that an instrument is sufficiently trustworthy to be used as a data collection tool because the instrument is well-designed. In this study, reliability testing is conducted using the Alpha Cronbach's test.

The formula for Alpha Cronbach's is as follows;

$$r_i = \frac{k}{k-1} \left(\frac{\sum s_i^2}{st^2} \right)$$

r_i = Cronbach's Alpha reliability coefficient

k = number of questions

$\sum s_i^2$ = total variance of each item's score

St^2 = total variance

²⁷. Sugiyono, Metode Penelitian Kualitatif, Kuantitatif dan R & D

²⁸ Ibid.

Interpretation of reliability values:

0,00 – 0,20 = Not reliabel

0,21 – 0,40 = Slightly reliabel

0,41 – 0,60 = Moderately reliabel

0,61 – 0,80 = Reliabel

0,81 – 1,00 = Highly reliabel

3. Level of Difficulty

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should not be easy for the students to see the difficulty of the test items; this research uses this following formula:

$$P = \frac{B}{JS}$$

P = Level of difficulty

B= Number of students who answered the test item correctly

JS = Total number of test participants

The criteria are:

0,00 - 0.15 = Very Difficult

0.16 - 0.30 = Difficult

0,31 - 0.70 = Medium

0,71 – 0,85 = Easy

0,86 – 1,00 = Very easy

(Heaton 1975:182)²⁹

²⁹ Heaton.J.B (1975) Writing English Language Tests

4. Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. To know the discrimination power of the test, the researcher uses the following formula:

$$DP = PA - PB = \frac{BA}{JA} - \frac{BB}{JB}$$

Note:

DP = Discrimination Power

PA = Proportion of upper group participants who answered correctly

PB = Proportion of lower group participants who answered correctly

BA = The number of participants in the upper group who answered the question correctly

BB = the number of participants in the lower group who answered the question correctly

JA = Number of upper group participants

JB = Number of lower group participants

The criteria are:

1. $DP = 0,00 - 0,19 =$ Poor

2. $DP = 0,20 - 0,39 =$ Fair

3. $DP = 0,40 - 0,69 =$ Good

4. $DP = 0,70 - 1,00 =$ Very Good

(Arikunto,2013)³⁰

³⁰ Arikunto, 2013. Prosedur Penelitian suatu Pendekatan Praktik.

H. Data Analysis

Data analysis is the process of organizing the data to gain the reality of the pattern and form of the research. Data analysis is done to create understanding for the data after following certain procedures, final of the result of the students can be presented by the researcher to the readers (Setiyadi, 2006).³¹ After conducting the test, the researcher analyzes the data.

The data are analyzed to find out whether there is an increase in students' Vocabulary achievement after being taught by using the short movie or not. The researcher used SPSS Version 27 to analyze the data. The hypothesis for the normality test is as follows:

H₀ = The data is not distributed normally

H_a = The data is distributed normally

In this research, H₀ is accepted if $p > \alpha$ (p = the significant score of students, α = the significant level), and the researcher used a level of significance of 0.05. The data are correlated by using Pearson product-moment correlation (SPSS) to investigate whether there is any correlation or not.

I. Normality Test

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov- Smirnov and Shapiro- Wilk formula.

³¹ Setiyadi, A. co.pit

Table 3.2
Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest-vocabulary	.179	22	.065	.894	22	.023
Posttest-vocabulary	.196	22	.027	.892	22	.020

a. Lilliefors Significance Correction

The result shows that the result of the normality test for pre-test is 0,023 and for post-test is 0,020. It can be concluded that both test is distributed normally.

J. Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether the use of movies could increase the grade X.A students' vocabulary mastery related to the research. Hypothesis testing is intended to see whether the hypothesis that is proposed in this research is accepted or not, to test the hypothesis, Repeated Measures T-test is conducted at the significant level of 0.05($P < 0.05$).

The hypotheses were as follows:

H_0 = There is no significant improvement of students' Vocabulary mastery after being taught by using the movie of the grade X.A student at MA Darus Sholah Jember.

H_a = There is a significant improvement of students' vocabulary mastery after being taught by using the movie of the grade X.A student at MA Darus Sholah Jember.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter covers six important points: the first point is Data description, the second point is Data analysis, the third point is Normality test, the fourth point is Hypothesis testing, the fifth point is Discussion.

A. The Description of Data

In this section, the researcher discusses the data obtained from a study aimed at determining the effectiveness of using short movies to improve the English vocabulary of students in Class X.A at MA Darus Sholah Jember. This research employed a quantitative approach using an experimental method, based on a pre-experimental research design model called the one-group pre-test post-test design.

The study used one class, Class X.A, which consists of 22 students: 12 Male and 10 Female. Before collecting data, the researcher prepared research instruments related to the curriculum and the learning objectives of English vocabulary. The curriculum used in the teaching and learning process at MA Darus Sholah Jember is the "Merdeka" curriculum. English classes are held twice a week with a time allocation of 70 minutes per session.

The first procedure involved the researcher conducting observations and interviews with the English teacher as part of the pre-research activities. The researcher then requested permission from the headmaster of MA Darus Sholah Jember to conduct the research at the school. The study took place on Saturday, November 2, 2024, from 08:10 to 09:20 WIB. During this time, which was originally scheduled for Ustad Fadholi's Qur'an and Hadith class

but was free due to a lack of assignments, I was able to conduct the research. The session began with an introduction and a pre-test taken by the students. on Monday, November 4, 2024, from 09:40 to 10:50 WIB, the researcher held a treatment session by watching a movies together with the students. The short movies was titled The Fisherman and His Wife and had a duration of 11 minutes and 11 seconds. On Tuesday, November 5, 2024, from 10:50 to 12:00 WIB, the researcher administered a post-test for the students.

This study used a pre-test and post-test with the same rubric, but with slightly different questions. In both the pre-test and post-test, there were 20 multiple-choice questions, including 5 on nouns, 5 on verbs, 5 on adjectives, and 5 on adverbs. The research technique was as follows:

Multiple-Choice Questions Scoring Formula

$$S = R \times 20$$

Where:

S = Score

R = Number of Correct Answers

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1. Students' English Vocabulary Mastery Based on Pre-test Results.

The pre-test data was collected before the treatment session of Nobar the short movies was conducted. The researcher selected Class X.A, consisting of 22 students. Below are the pre-test results data:

Table 4.1
Table of Pre-test Result in X.A Class

NO.	Pre-test	Score
1.	AQA	70
2.	AJS	35
3.	AUA	20
4.	AFS	35
5.	ASA	65
6.	ATNR	25
7.	DAS	75
8.	FBR	35
9.	FMM	65
10.	KHQ	65
11.	MNDBS	80
12.	MDQ	35
13.	MAG	55
14.	MFA	40
15.	MLN	60
16.	MNAK	30
17.	NFA	25
18.	SFII	80
19.	SSH	80
20.	SSIP	75
21.	ZDA	55
22.	ZT	75

The pre-test consisted of 20 multiple-choice questions with a score range of 0–100. The table above shows that the pre-test scores for Class X.A were generally low, although some scores exceeded the minimum passing grade (KKM) of 70. The data provided indicates that the lowest score was 20, and the highest score was 80.

2. Students' English Vocabulary Mastery Based on Post-test Results.

The post-test data was collected after the treatment session of Nobar the short movies. The researcher selected Class X.A, consisting of 22 students. Below are the post-test results data:

Table 4.2
Table of Post-test Result in X.A Class

NO	Post-test	Score
1.	AQA	100
2.	AJS	75
3.	AUA	70
4.	AFS	80
5.	ASA	80
6.	ATNR	75
7.	DAS	100
8.	FBR	75
9.	FMM	85
10.	KHQ	85
11.	MNDBS	100
12.	MDQ	80
13.	MAG	95
14.	MFA	90
15.	MLN	95
16.	MNAK	80
17.	NFA	75
18.	SFII	90
19.	SSH	100
20.	SSIP	100
21.	ZDA	80
22.	ZT	95

The post-test consisted of 20 multiple-choice questions with a score range of 0–100. The table above shows an improvement in scores compared to the pre-test results. All students scored above the minimum passing grade (KKM) of 70. The lowest score in this class was 70, while the highest score was 100.

B. Data Analysis

In this section, the researcher analyzes and compares the data collected from the pre-test and post-test results. This analysis is conducted to find and conclude the research findings, focusing on the effectiveness of using short movies to improve English vocabulary for students in Class X.A at MA Darus

Sholah Jember. The subjects of this study were students from Class X.A. Below is a comparison of the pre-test and post-test scores completed by the research subjects:

Table 4.3
Pre-test and post-test result in X.A Class

NO	Siswa	Pre-Test	Post-Test
1.	AQA	70	100
2.	AJS	35	75
3.	AUA	20	70
4.	AFS	35	80
5.	ASA	65	80
6.	ATNR	25	75
7.	DAS	75	100
8.	FBR	35	75
9.	FMM	65	85
10.	KHQ	65	85
11.	MNDBS	80	100
12.	MDQ	35	80
13.	MAG	55	95
14.	MFA	40	90
15.	MLN	60	95
16.	MNAK	30	80
17.	NFA	25	75
18.	SFII	80	90
19.	SSH	80	100
20.	SSIP	75	100
21.	ZDA	55	80
22.	ZT	75	95
	Total	1.180	1.905
	Rata-Rata	53,63	86,59
	Min	20	70
	Max	80	100

The data represents the pre-test and post-test results from Class X.A, collected by the researcher during the research period at MA Darus Sholah Jember. The researcher analyzed the data using SPSS version 27, with the following results:

1. Validity and Reliability

a. Validity

The researcher analyzed the results of the pre-test assessment with the aim of conducting a validity test. Based on the validity test conducted using SPSS version 27, the following are the results:

Table 4.4
Validity test

No	Pearson correlation	Significant value	Conclusion	Interpretation
1.	0,444	0,039	Valid	Average
2.	0,476	0,025	Valid	Average
3.	0,436	0,043	Valid	Average
4.	0,294	0,184	Invalid	Low
5.	0,452	0,035	Valid	Average
6.	0,350	0,110	Invalid	Low
7.	0,432	0,045	Valid	Average
8.	0,457	0,032	Valid	Average
9.	0,504	0,017	Valid	Average
10.	0,482	0,023	Valid	Average
11.	0,503	0,017	Valid	Average
12.	0,452	0,035	Valid	Average
13.	0,527	0,012	Valid	Average
14.	0,447	0,037	Valid	Average
15.	0,453	0,034	Valid	Average
16.	0,498	0,018	Valid	Average
17.	0,372	0,088	Invalid	Low
18.	0,452	0,035	Valid	Average
19.	0,429	0,046	Valid	Average
20.	0,498	0,018	Valid	Average

Based on the validity test table above, it can be seen that all items in the pre-test show that three questions are invalid. This is because the significance values are above 0.05, with an interpretation level categorized as low. Meanwhile, 17 questions

are valid because the significance values are below 0.05, with an interpretation level categorized as average.

b. Reliability

In this section, the researcher presents the reliability test conducted based on the data obtained from the pre-test results, with the following outcomes:

Table 4.5
Reliability Test

Reliability Test	
Cronbach's Alpha	N of Items
0,785	20

Based on the reliability test table above, the pre-test results are proven to be reliable. This can be seen from the Cronbach's alpha value of 0.785, which falls into the high category. Nunnally (1994)³²

2. Level of Difficult

In this section, the researcher presents the reliability test conducted based on the data obtained from the pre-test results, with the following outcomes:

Table 4.6
Level of Difficult Test

No.	Mean (Output SPSS)	Decision Making Criteria	Level of Difficult
1.	0,86		Very Easy
2.	0,86		Very Easy
3.	0,32		Medium
4.	0,55		Medium

³² Nunnally, J.C. and Bernstein, I. H (1994) The Assessment of Reliability.

5.	0,41	Consult the difficulty level index table.	Medium
6.	0,50		Medium
7.	0,45		Medium
8.	0,64		Medium
9.	0,50		Medium
10.	0,50		Medium
11.	0,64		Medium
12.	0,41		Medium
13.	0,77		Easy
14.	0,27		Difficult
15.	0,36		Medium
16.	0,45		Medium
17.	0,50		Medium
18.	0,41		Medium
19.	0,41		Medium
20.	0,82		Very Easy

Based on the difficulty level test table above, it can be seen that all items show one question with a difficult level, one question with an easy level, three questions with a very easy level, and fifteen questions with a medium level. This is because the mean values differ from each other and are assessed according to the difficulty index.

3. Discrimination Power

In this section, the researcher presents the Discrimination Power test conducted based on the obtained data, with the following results:

Table 4.7
Discrimination Power Test

No.	R Count (Output SPSS)	Decision Making Criteria	Discrimination Power
1.	0,444		Good
2.	0,476		Good
3.	0,436		Good
4.	0,294		Fair
5.	0,452		Good
6.	0,350		Fair

7.	0,432	Consult the Power Difference Index table	Good
8.	0,457		Good
9.	0,504		Good
10.	0,482		Good
11.	0,503		Good
12.	0,452		Good
13.	0,527		Good
14.	0,447		Good
15.	0,453		Good
16.	0,498		Good
17.	0,372		Fair
18.	0,452		Good
19.	0,429		Good
20.	0,498		Good

Based on the Discrimination Power test table above, it can be seen that all items show three questions with fair discrimination power and seventeen questions with good discrimination power. This is because the calculated R Count differ from each other and are evaluated according to the discrimination power index.

4. Paired Sample T Test

In this section, the researcher conducts a paired sample T-test.

The aim of this test is to determine whether there is a significant difference between the pre-test and post-test results of students in Class X.A. The following are the results:

Table 4.8

The output data of paired sample t test

Paired sample t test			
			Pair 1 Pre-test vocabulary post- test vocabulary
Paired Differences	Mean		-32.955
	Std. Deviation		13.422
	Std. Error		2.862
	95% confidence	Lower	-38.905

	interval of the difference	Upper	-27.004
T			-11.517
Df			21
Sig. (2-tailed)			<0,001

The data above shows a significance value of <0.001 , which is smaller than 0.05, and the calculated t value is greater than the t table value ($11.517 > 2.080$), meaning that H_0 is rejected and H_a is accepted.³³ Therefore, it can be concluded that there is a difference or effect of using short movies to improve the English vocabulary of students in Class X.A at MA Darus Sholah Jember.

C. Normality Test

The researcher conducted a normality test to determine whether the data obtained from the research sample follow a normal distribution. In determining the normality test, the researcher chose the Shapiro-Wilk significance value because the sample size is small, specifically fewer than 50 students. Below are the results of the normality test for the pre-test and post-test:

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Table 4.9
The Output Data of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test vocabulary	0.179	22	0.065	0.894	22	0.023
Post-test Vocabulary	0.196	22	0.027	0.892	22	0.020

³³ Siregar Syofian. Metode Penelitian kuantitatif dilengkapi dengan perbandingna perhitungan manual & SPSS. (Jakarta: Kencana 2013)

The normality test in this study focused on the Shapiro-Wilk significance value. Based on the table above, it can be seen that the data are normally distributed because the significance value for each data set is greater than 0.05, or can be interpreted as $\text{sig.} > 0.05$. (Shapiro and Wilk (1965)³⁴

D. Hypothesis Testing

There are two statistical hypotheses in this study:

Alternative Hypothesis (Ha): There is a significant effect on students' vocabulary mastery after being taught using short movies in Class X.A at MA Darus Sholah Jember.

Null Hypothesis (H0): There is no significant effect on students' vocabulary mastery after being taught using short movies in Class X.A at MA Darus Sholah Jember.

1. If **sig (2-tailed) < 0.05 (alpha level derived from level of significance)**, H0 is rejected and Ha is accepted. This means there is an effect on students' vocabulary mastery after being taught using short movies in Class X.A at MA Darus Sholah Jember.
2. If **sig (2-tailed) > 0.05 (alpha level derived from level of significance)**, H0 is accepted and Ha is rejected. This means there is no effect on students' vocabulary mastery after being taught using short movies in Class X.A at MA Darus Sholah Jember.

Based on the data presented above, the obtained **sig (2-tailed)** value is < 0.05 , specifically $0.001 < 0.05$, which means there is an effect on students'

³⁴ Shapiro, S.S. and Wilk, M.B. (1965) an analysis of variance test for normality

vocabulary mastery after being taught using short movies in Class X.A at MA Darus Sholah Jember.

E. Discussion

In the study, the researcher used a single group pre-test and post-test design. So that only 1 class was used, namely class X.A MA Darus Sholah Jember. This study used independent and dependent variables. Before the study, the researcher gave a pre-test to assess students' vocabulary mastery before the treatment was carried out. The pre-test results showed that the highest score was 80, the lowest score was 20, with an average of 53.63. After that, the researcher carried out the nobar treatment and after the treatment, the researcher gave a post-test. The post-test results showed that the highest score was 100, the lowest score was 70, with an average of 86.59.

This study used two variables, namely the independent variable and the dependent variable. The independent variable was a variable that affects the dependent variable as a factor in the experiment being conducted. In this case, the researcher used short films as a tool to improve students' English vocabulary. This variable was symbolized by the letter (X), while the dependent variable was a variable that was measured or observed to see the impact of the independent variable. In this study, the dependent variable was the use of vocabulary. This study assessed the extent to which the use of short films was effective in improving English vocabulary. This variable was symbolized by the letter (Y).

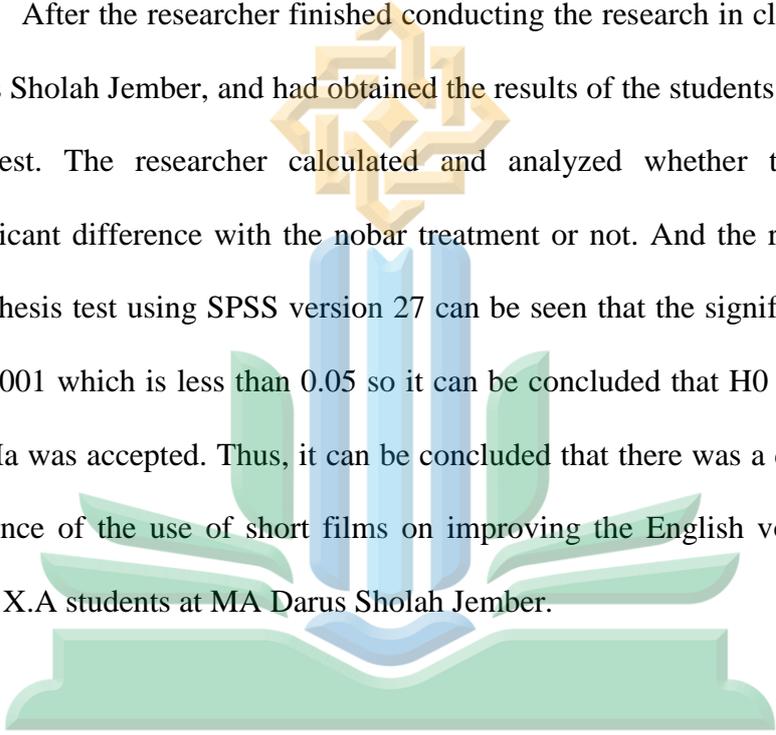
The pre-test was conducted on November 2nd, 2024 in class X.A with 22 students consisted of 12 male and 10 female. In this study, the number of pre-test questions given was 20 questions with a multiple-choice model. And the researcher only gave 30 minutes to work on this pre-test question. The purpose of this pre-test was to find out how much mastery of English vocabulary the students had and how much difference there was between before and after the treatment, whether it was significant or not. When students worked on the pre-test questions, many students asked about the vocabulary of the questions, some were even lazy to work on them because they did not understand the meaning of the pre-test questions. so that it can be seen from the results of the pre-test of class X.A students, an average score of 53.63 was obtained with the lowest score of 20 and the highest score of 70.

When the researcher conducted Nobar on November 4th, 2024, class X.A students were very excited and happy. They even asked for this short film to be played over and over again. So the researcher repeated this short film three times in one meeting. Researchers saw that besides watching, they also wrote down the vocabulary in the film. So indirectly they have new vocabulary taken from this short film.

Meanwhile, the post-test was conducted on November 5th, 2024 in class X.A with 22 students. The post-test questions consisted of 20 multiple-choice questions. These questions were not much different from the pre-test and short film questions given. Researchers used the post-test to determine the results of students' vocabulary mastery after being given treatment and

whether it was significant or not. This can be seen from the average student result of 86.59. With the lowest score of 70 and the highest score of 100. This proved that the results of watching short films can improve students' English vocabulary.

After the researcher finished conducting the research in class X.A MA Darus Sholah Jember, and had obtained the results of the students' pre-test and post-test. The researcher calculated and analyzed whether there was a significant difference with the nobar treatment or not. And the results of the hypothesis test using SPSS version 27 can be seen that the significance value is <0.001 which is less than 0.05 so it can be concluded that H_0 was rejected and H_a was accepted. Thus, it can be concluded that there was a difference or influence of the use of short films on improving the English vocabulary of Class X.A students at MA Darus Sholah Jember.



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CHAPTER V CONCLUSION AND SUGGESTIONS

This final chapter presents the research conclusions and recommendations based on the analysis of the findings from the previous chapters.

A. Conclusion

This study examines the effectiveness of using short movies to improve the English vocabulary of X.A grade students. The research was conducted at MA Darus Sholah Jember. Based on the data obtained from the pre-test and post-test scores in class X.A, it can be concluded that the use of short movies is effective in improving students' English vocabulary. This is evident from the data analysis explanation and hypothesis testing. The paired sample t-test showed results with a significance value of <0.001 , which is smaller than 0.05, and a calculated t-value greater than the t-table value ($11.517 > 2.080$), meaning H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a difference or effect of using short movies on improving the English vocabulary of X.A grade students at MA Darus Sholah Jember. (APPENDIX 7)

Regarding the aspect of vocabulary that improved the most, it was found that students experienced a higher increase in mastering nouns. The increase for this aspect was 0.4748. Additionally, the average test scores also improved. This occurred due to the actions performed by the characters in each scene, which influenced the students' understanding of the meaning of nouns in the movies.

B. Suggestions

At the end of the study entitled "The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade X.A Students at MA Darus Sholah Jember", the researcher would like to offer some suggestions to teachers, students, and future researchers as follows:

1. For English Teachers

The researcher suggests that teachers implement the use of short movies in the learning process because this technique has been proven effective in improving students' vocabulary. This technique also helps make the learning process more effective, as students receive explanations tailored to the learning material they find difficult to understand.

2. For Students

Students should be more open to asking about things they do not understand to improve their English vocabulary. Use short movies as an opportunity to express any confusion about the material being studied.

3. For Future Researchers

The researcher recommends that this study be used as a reference for future research to improve the field of English language education, especially in using short movies to enhance students' vocabulary comprehension.

This study's scope is limited because it focused on a small community, making it not generalizable to a wider population. Furthermore, this study was conducted during the COVID-19 pandemic, which may have impacted the data collection process, participant

availability, and overall findings due to the unique challenges and circumstances at the time.



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APPENDIX 1: Declaration of Authenticity**DECLARATION OF AUTHENTICITY**

Undersigned below:

Name : Hurmatul Bariroh HR
SRN : 202101060028
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled "The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade XA Students at MA Darus Sholah Jember" is truly my original work. It does not incorporate any material previously written by another person expect those indicated in quotation and references. Do the fact, I am the only person who is responsible for thesis if there is any objection or claim for other.

Jember, 22nd November 2023

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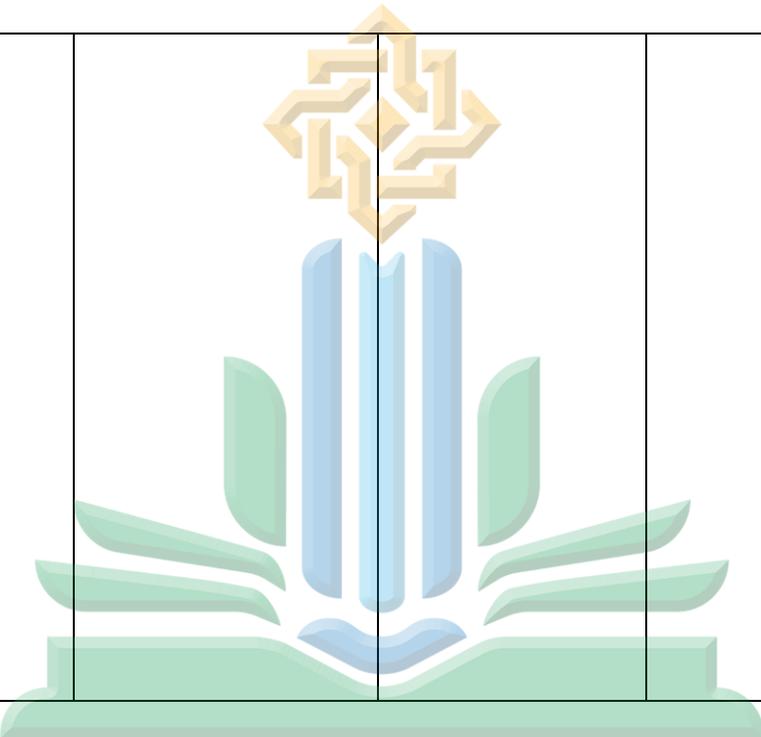


Hurmatul Bariroh HR
202101060028

APPENDIX 2: Research Matrix

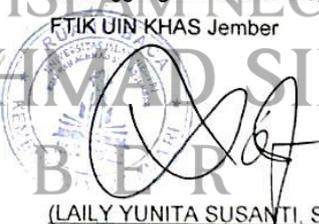
MATRIX PENELITIAN

Title	Research Questions	Variable	Indicator	Data Source	Research Methods
The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade X.A Students at MA Darus Sholah Jember	<ol style="list-style-type: none"> How can the use of short movies in learning improve the English vocabulary of Grade X.A students at MA Darus Sholah Jember? What type of vocabulary which improves the most after being taught through short Movie in Class X.A at MA Darus Sholah Jember? 	<ol style="list-style-type: none"> The independent variable in this research is the use of short movies the dependent variable in this research is vocabulary usage. The vocabulary used is: <ol style="list-style-type: none"> Noun Verb Adjective. Adverb 	<ol style="list-style-type: none"> The use of short movies to improve students' vocabulary. The type of new vocabulary most mastered by students after using short Movies. 	Grade X.A students of MA Darus Sholah Jember	<ol style="list-style-type: none"> Research type: Quantitative research, using SPSS version 27 to analyze the data. Data collection method: Using pre-test and post-test in the form of 20 multiple choice questions with a time of 30 minutes. validity: <ol style="list-style-type: none"> content validity. The focus of content validity is on the adequacy of the sample and the presentation of the material. This means the material must be based on the Learning Objectives. Construct Validity: the instrument is measured based on several indicators. This validity

				<p>is related to whether the test truly aligns with the theory of language proficiency being measured</p> <ol style="list-style-type: none"> 4. Reliability: refers to the extent to which a test is consistent in its scoring and provides an indication of how accurate the test scores are. to measure this reliability coefficient using the formula. 5. The novelty or gap in This study explores the use of Nobar media in short films to improve students' vocabulary.
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APPENDIX 3: Plagiarism Data

 <p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id Website: www.uinkhas.ac.id</p>										
<p>SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI</p>										
<p>Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh</p> <p>Nama : HURMATUL BARIROH HR NIM : 202101060028 Program Studi : Tadris Bahasa Inggris Judul Karya Ilmiah : The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade XA Students at MA Darus Sholah Jember</p>										
<p>telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 8,6%</p> <table border="0"> <tr> <td>BAB I</td> <td>:19 %</td> </tr> <tr> <td>BAB II</td> <td>:6%</td> </tr> <tr> <td>BAB III</td> <td>:9%</td> </tr> <tr> <td>BAB IV</td> <td>:9%</td> </tr> <tr> <td>BAB V</td> <td>:0%</td> </tr> </table>	BAB I	:19 %	BAB II	:6%	BAB III	:9%	BAB IV	:9%	BAB V	:0%
BAB I	:19 %									
BAB II	:6%									
BAB III	:9%									
BAB IV	:9%									
BAB V	:0%									
<p>Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.</p>										
<p>Jember, 28 November 2024 Penanggung Jawab Cek Plagiasi FTIK UIN KHAS Jember</p>  <p>(LAILY YUNITA SUSANTI, S.Pd., M.Si)</p>										
<p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>										
<p>NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan</p>										



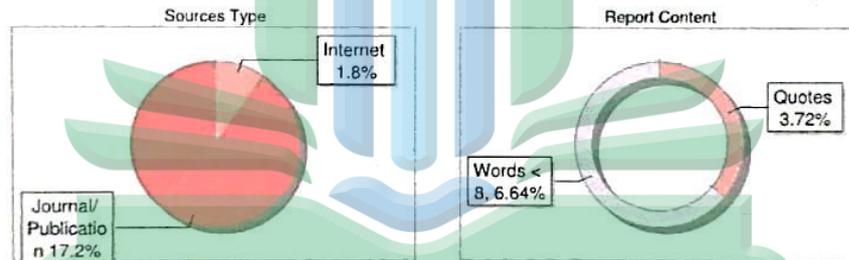
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Submission Information

Author Name: Student New
Title: Tes 4
Paper/Submission ID: 2607301
Submitted by: studentftiknew@gmail.com
Submission Date: 2024-11-28 09:53:53
Total Pages, Total Words: 7, 1776
Document type: Assignment

Result Information

Similarity **19 %**



Exclude Information

Database Selection

Quotes	Excluded	Language	English
References/Bibliography	Excluded	Student Papers	Yes
Source: Excluded < 8 Words	Excluded	Journals & publishers	Yes
Excluded Source	0 %	Internet or Web	Yes
Excluded Phrases	Not Excluded	Institution Repository	Yes

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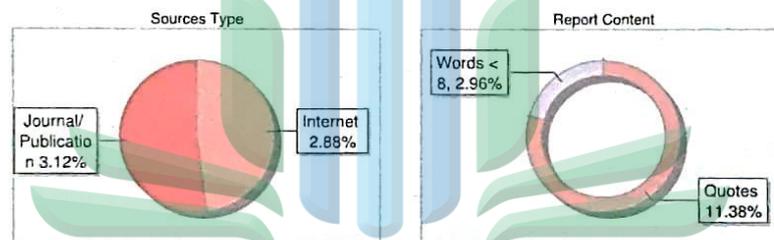
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Submission Information

Author Name	Student New
Title	Tes 4
Paper-Submission ID	2607302
Submitted by	studentfiknew@gmail.com
Submission Date	2024-11-28 09:54:06
Total Pages, Total Words	19, 3990
Document type	Assignment

Result Information

Similarity 6 %



Exclude Information

Quotes	Excluded
References/Bibliography	Excluded
Source: Excluded < 8 Words	Excluded
Excluded Source	0 %
Excluded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

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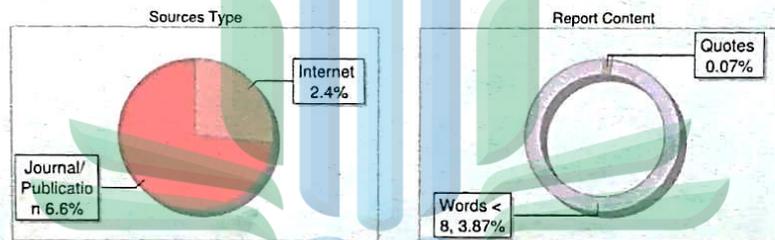
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Submission Information

Author Name Student New
 Title Tes 4
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 Submitted by studentfiknew@gmail.com
 Submission Date 2024-11-28 09:54:39
 Total Pages, Total Words 14, 2839
 Document type Assignment

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Similarity 9 %



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 References/Bibliography Excluded
 Source: Excluded < 8 Words Excluded
 Excluded Source 0 %
 Excluded Phrases Not Excluded

Database Selection

Language English
 Student Papers Yes
 Journals & publishers Yes
 Internet or Web Yes
 Institution Repository Yes

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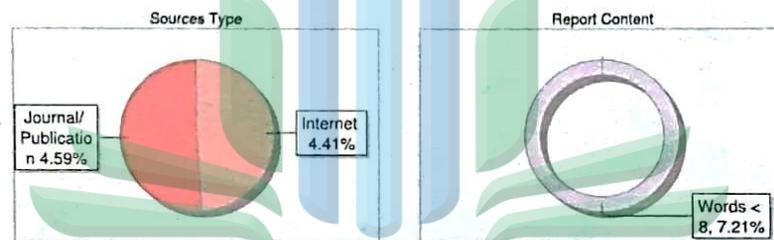
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Submission Information

Author Name Student New
 Title Tes 4
 Paper/Submission ID 2607305
 Submitted by studentfiknew@gmail.com
 Submission Date 2024-11-28 09:54:21
 Total Pages, Total Words 11, 2247
 Document type Assignment

Result Information

Similarity 9 %



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 References/Bibliography Excluded
 Source: Excluded < 8 Words Excluded
 Excluded Source 0 %
 Excluded Phrases Not Excluded

Database Selection

Language English
 Student Papers Yes
 Journals & publishers Yes
 Internet or Web Yes
 Institution Repository Yes

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Submission Information

Author Name	Student New
Title	Tes 4
Paper/Submission ID	2607316
Submitted by	studentfiknew@gmail.com
Submission Date	2024-11-28 09:54:50
Total Pages, Total Words	2, 387
Document type	Assignment

Result Information

Similarity 0 %

Exclude Information

Quotes	Excluded
References/Bibliography	Excluded
Source: Excluded < 8 Words	Excluded
Excluded Source	0 %
Excluded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

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APPENDIX 4: Research's Letter of Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH 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-8951/In.20/3.a/PP.009/11/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Aliyah Darus Sholah
 Jl. Moh. Yamin No.25, Tegal Besar

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

NIM : 202101060028
 Nama : HURMATUL BARIROH HR
 Semester : Semester sembilan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade XA Students at MA Darus Sholah Jember" selama 5 (lima) hari di lingkungan lembaga wewenang Bapak/Ibu M. Hanif Lutfi, M.H.I.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 November 2024

Dekan,

Wakil Dekan Bidang Akademik,



HOTIBUL UMAM

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APPENDIX 5: Letter of Accomplishment



YAYASAN PENDIDIKAN ISLAM DARUS SHOLAH "MADRASAH ALIYAH DARUS SHOLAH"

STATUS : TERAKREDITASI "A"

NSM : 131235090023 NPSN : 20580279

Jl. Moh. Yamin 25 Tegal Besar - Kaliwates - Jember 68132

Email : madarussholah1@gmail.com ☎ (0331) 4355589 - 085876267660

SURAT KETERANGAN

074/A/SU.Ket/MA.DS/XI/2024

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Darus Sholah Jember menerangkan dengan sesungguhnya bahwa:

Nama : HURMATUL BARIROH H R.

NIM : 202101060028

Kelas : TADRIS BAHASA INGGRIS

Adalah benar-benar telah **SELESAI** melaksanakan penelitian/riset tentang "*The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade XA*"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 07 November 2024

Mengetahui

Kepala Madrasah

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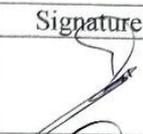
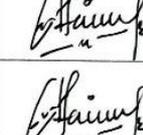
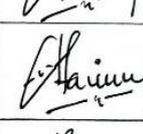
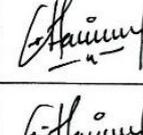
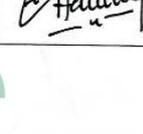
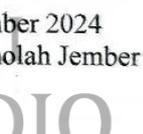


Moh. Hanif Lutfi, S.H.I, M.H

APPENDIX 6: Research Journal**Research Journal**

The Effectiveness of Using Short Movies to Improve English Vocabulary of Grade XA Students at MA Darus Sholah Jember

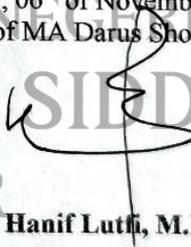
2024/2025 Academic Year

No.	Day/Date	Activity	Signature
1.	21 st of September 2023	The researcher conducted an observation as a pre – research activity.	
2.	21 st of September 2023	The researcher conducted interviews with English teachers as a pre-research activity.	
3.	01 st of November 2024	The researcher confirmed the research permission	
4.	02 nd of November 2024	researchers conducted a pre-test in class	
5.	04 th of November 2024	The researcher provide treatment with NOBAR short films in class	
6.	05 th of November 2024	The researcher conducted a post-test in class	
7.	06 th of November 2024	The Researcher asked a letter of research finishing	

UNIVERSITAS ISLAM NEGERI Jember, 06th of November 2024
 Researcher Principal of MA Darus Sholah Jember

KIAI HAJI ACHMAD SIDDIQ
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 Hurmatul Bariroh HR


 M. Hanif Lutfi, M.H.I.

.261	.039	.000	-.204	.463	.528	.089	1
.241	.865	1.000	.362	.030	.011	.695	
22	22	22	22	22	22	22	22
.069	.179	.189	.189	.375	.140	.184	.174
.760	.427	.400	.400	.085	.535	.411	.440
22	22	22	22	22	22	22	22
.450*	.311	-.183	.365	.121	.169	.277	.261
.036	.160	.416	.095	.592	.453	.212	.241
22	22	22	22	22	22	22	22
.183	.000	.091	-.091	.189	.832**	.325	.408
.416	1.000	.687	.687	.400	<.001	.139	.059
22	22	22	22	22	22	22	22
.540**	.052	.277	-.092	.245	.248	.010	.528*
.009	.817	.211	.682	.273	.266	.965	.011
22	22	22	22	22	22	22	22
.169	.052	.647**	.277	.052	.060	.010	.113
.453	.817	.001	.211	.817	.791	.965	.616
22	22	22	22	22	22	22	22
-.043	.379	.236	.236	.379	-.087	.026	.289
.849	.082	.291	.291	.082	.700	.910	.193
22	22	22	22	22	22	22	22
.432*	.457*	.504*	.482*	.503*	.452*	.527*	.447*
.045	.032	.017	.023	.017	.035	.012	.037
22	22	22	22	22	22	22	22

Validity Test Using SPSS Version 27.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

Cases	Valid	N	%
Excluded ^a	0	.0	
Total	22	100.0	

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.785	20

Reliability Test Using SPSS Version 27.

Frequencies

Statistics

		Skor Nomor 1	Skor Nomor 2	Skor Nomor 3	Skor Nomor 4	Skor Nomor 5	Skor Nomor 6
N	Valid	22	22	22	22	22	22
	Missing	0	0	0	0	0	0
Mean		.86	.86	.32	.55	.41	.50

Skor Nomor 7	Skor Nomor 8	Skor Nomor 9	Skor Nomor 10	Skor Nomor 11	Skor Nomor 12	Skor Nomor 13
22	22	22	22	22	22	22
0	0	0	0	0	0	0
.45	.64	.50	.50	.64	.41	.77

Skor Nomor 14	Skor Nomor 15	Skor Nomor 16	Skor Nomor 17	Skor Nomor 18	Skor Nomor 19	Skor Nomor 20
22	22	22	22	22	22	22
0	0	0	0	0	0	0
.27	.36	.45	.50	.41	.41	.82

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 Level of Difficult Test Using SPSS Version 27.
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.174	.261	.408	.528*	.113	.289	.447*
.440	.241	.059	.011	.616	.193	.037
22	22	22	22	22	22	22
1	.259	.000	.140	.140	.356	.453*
	.245	1.000	.535	.535	.104	.034
22	22	22	22	22	22	22
.259	1	.000	.354	-.203	.194	.498*
.245		1.000	.106	.366	.388	.018
22	22	22	22	22	22	22
.000	.000	1	.092	.092	-.236	.372
1.000	1.000		.682	.682	.291	.088
22	22	22	22	22	22	22
.140	.354	.092	1	.060	.392	.452*
.535	.106	.682		.791	.071	.035
22	22	22	22	22	22	22
.140	-.203	.092	.060	1	.153	.429*
.535	.366	.682	.791		.498	.046
22	22	22	22	22	22	22
.356	.194	-.236	.392	.153	1	.498*
.104	.388	.291	.071	.498		.018
22	22	22	22	22	22	22
.453*	.498*	.372	.452*	.429*	.498*	1
.034	.018	.088	.035	.046	.018	
22	22	22	22	22	22	22

Discrimination Power Test Using SPSS Version 27.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest-vocabulary	53.64	22	20.770	4.428
	Posttest-vocabulary	86.59	22	10.164	2.167

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest-vocabulary & Posttest-vocabulary	22	.840	<.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-vocabulary - Posttest-vocabulary	-32.955	13.422	2.862	-38.905	-27.004	-11.517	21	<.001

Paired Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pair 1	Pretest-vocabulary - Posttest-vocabulary	Cohen's d	13.422	-2.455	-1.600
		Hedges' correction	13.667	-2.411	-1.572

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest-vocabulary	22	100.0%	0	0.0%	22	100.0%
Posttest-vocabulary	22	100.0%	0	0.0%	22	100.0%

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Descriptives

		Statistic	Std. Error	
Pretest-vocabulary	Mean	53.64	4.428	
	95% Confidence Interval for Mean	Lower Bound	44.43	
		Upper Bound	62.85	
	5% Trimmed Mean	54.02		
	Median	57.50		
	Variance	431.385		
	Std. Deviation	20.770		
	Minimum	20		
	Maximum	80		
	Range	60		
	Interquartile Range	40		
	Skewness	-.195	.491	
	Kurtosis	-1.556	.953	
Posttest-vocabulary	Mean	86.59	2.167	
	95% Confidence Interval for Mean	Lower Bound	82.08	
		Upper Bound	91.10	
	5% Trimmed Mean	86.74		
	Median	85.00		
	Variance	103.301		
	Std. Deviation	10.164		
	Minimum	70		
	Maximum	100		
	Range	30		
	Interquartile Range	18		
	Skewness	.084	.491	
	Kurtosis	-1.495	.953	

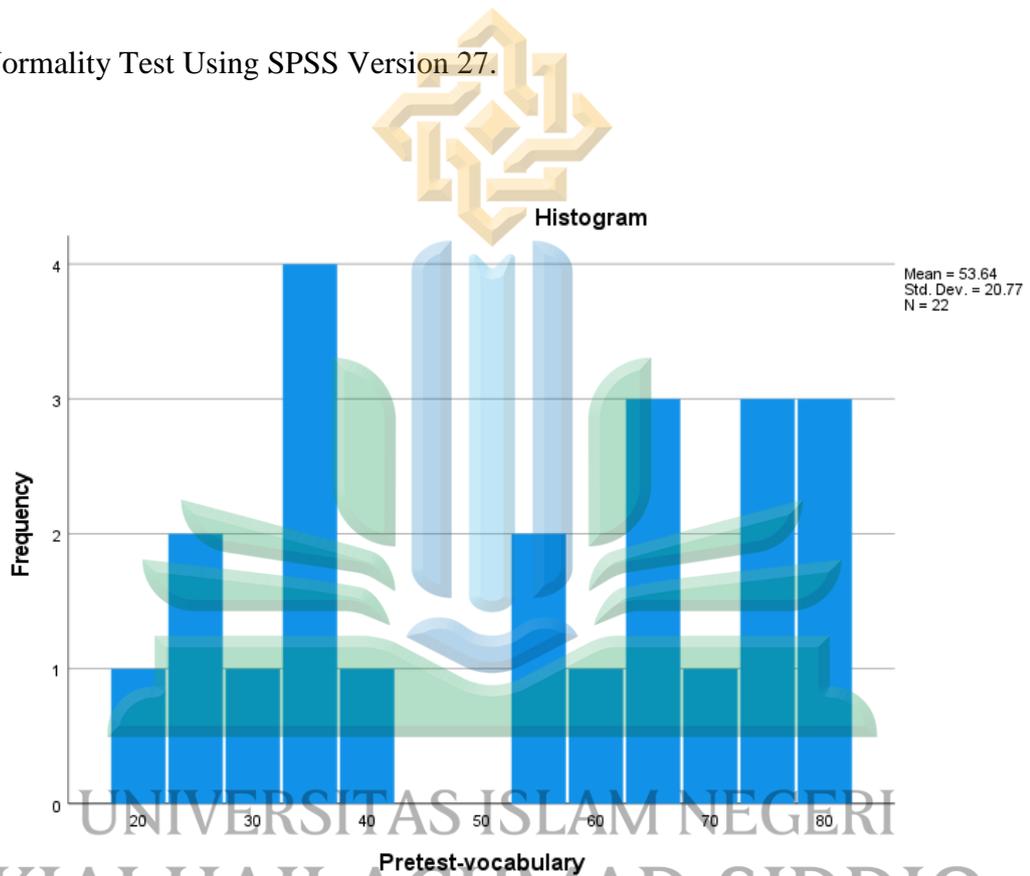
Paired Sample T Test Using SPSS Version 27.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest-vocabulary	.179	22	.065	.894	22	.023
Posttest-vocabulary	.196	22	.027	.892	22	.020

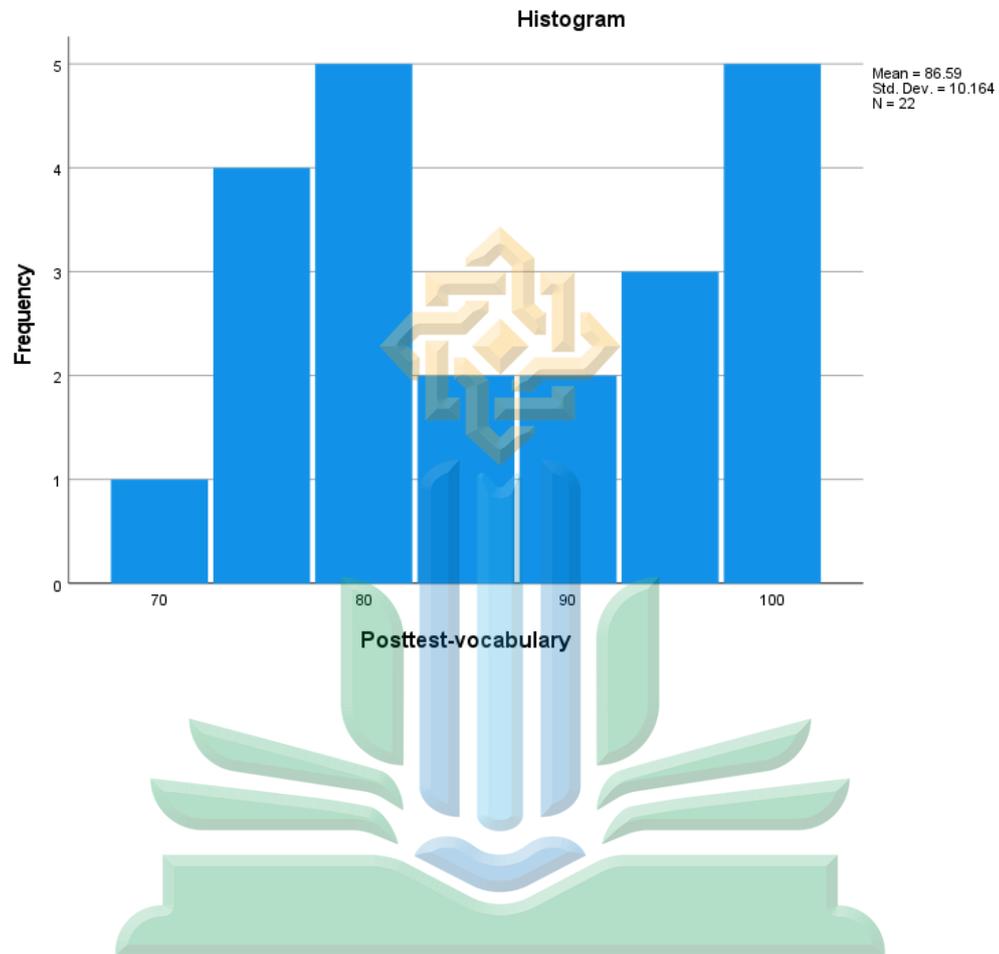
a. Lilliefors Significance Correction

Normality Test Using SPSS Version 27.



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Posttest-vocabulary



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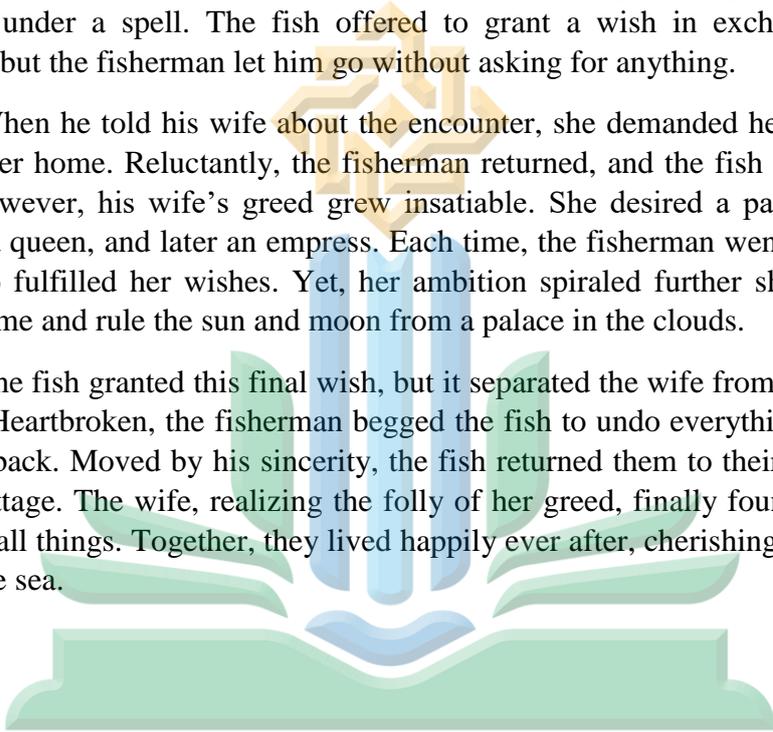
APPENDIX 8: Short Movies Synopsis

Title: The Fisherman and His Wife

Once upon a time, a fisherman and his wife lived humbly in a small cottage by the sea. While the fisherman was content with their simple life, his wife constantly craved more. One day, the fisherman caught a magical talking fish a prince under a spell. The fish offered to grant a wish in exchange for his freedom, but the fisherman let him go without asking for anything.

When he told his wife about the encounter, she demanded he ask the fish for a better home. Reluctantly, the fisherman returned, and the fish granted their wish. However, his wife's greed grew insatiable. She desired a palace, then to become a queen, and later an empress. Each time, the fisherman went back to the fish, who fulfilled her wishes. Yet, her ambition spiraled further she wanted to control time and rule the sun and moon from a palace in the clouds.

The fish granted this final wish, but it separated the wife from her husband forever. Heartbroken, the fisherman begged the fish to undo everything and bring his wife back. Moved by his sincerity, the fish returned them to their humble life in the cottage. The wife, realizing the folly of her greed, finally found happiness in the small things. Together, they lived happily ever after, cherishing their simple life by the sea.



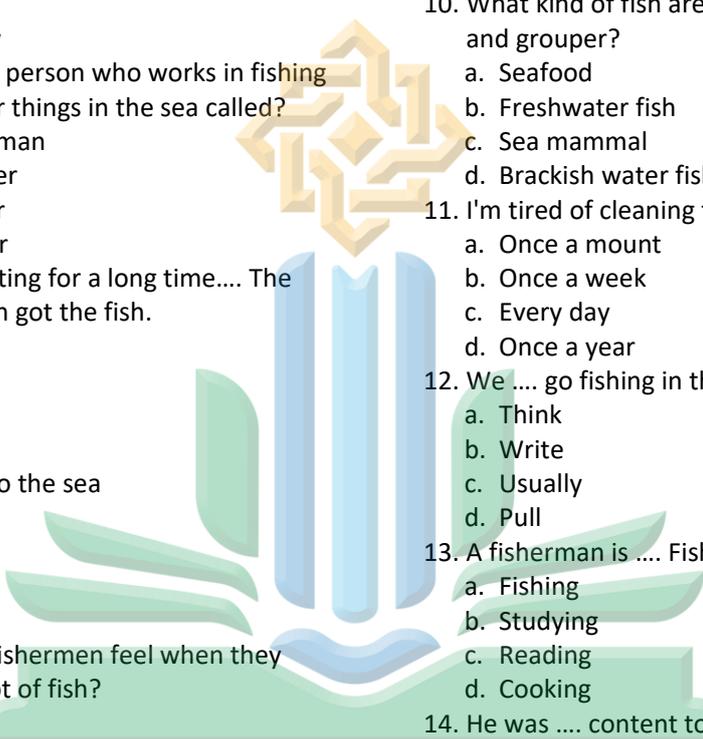
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APPENDIX 9: Pre-Test and Post-Test

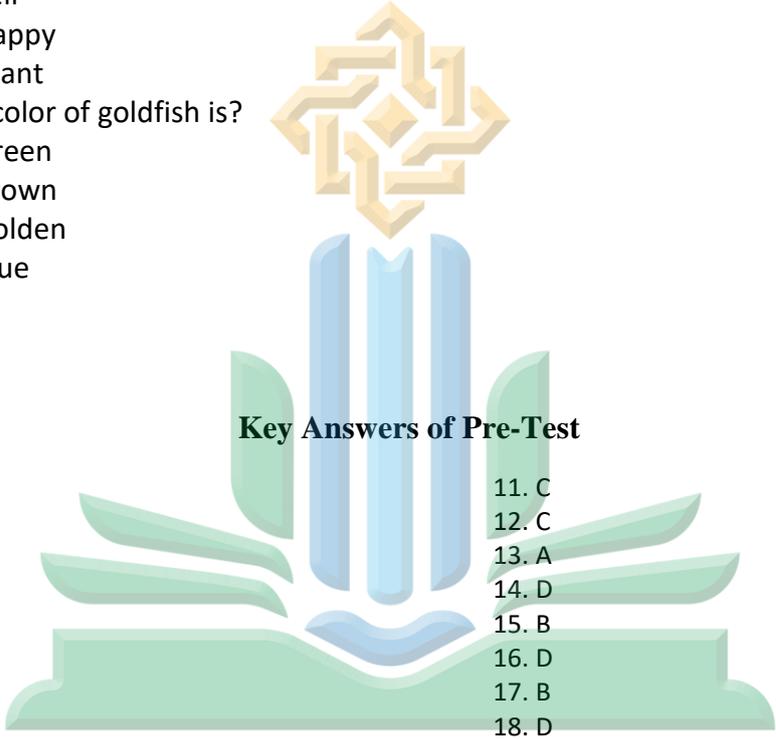
Name :

Class :

Pre-Test

- 
1. What color is seawater?
a. Black
b. Purple
c. Blue
d. Yellow
2. What is a person who works in fishing and other things in the sea called?
a. Fisherman
b. Teacher
c. Soldier
d. Farmer
3. After waiting for a long time.... The fishermen got the fish.
a. Very
b. Just
c. Even
d. Finally
4. I will to the sea
a. Went
b. Go
c. Were
d. Gone
5. How do fishermen feel when they catch a lot of fish?
a. Afraid
b. Sad
c. Happy
d. Angry
6. You Small fish
a. Got
b. Get
c. Gone
d. Gotten
7. He fishes using?
a. Fishing Rod
b. Spoon
c. Wood
d. Water
8. Where the fish swim?
a. Water
b. Land
c. Sand
d. Stone
9. upon a time on the shore of the deep blue sea
a. Make
b. Fish
c. Used
d. Once
10. What kind of fish are tuna, snapper and grouper?
a. Seafood
b. Freshwater fish
c. Sea mammal
d. Brackish water fish
11. I'm tired of cleaning the house
a. Once a month
b. Once a week
c. Every day
d. Once a year
12. We go fishing in the morning
a. Think
b. Write
c. Usually
d. Pull
13. A fisherman is Fish in the sea
a. Fishing
b. Studying
c. Reading
d. Cooking
14. He was content to live like this
a. Pick
b. Shine
c. Pull
d. Quite
15. He didn't the fish could talk
a. Like
b. Believe
c. Liked
d. Believes
16. The fish is ... big
a. Dead
b. Swim
c. Hide
d. Very
17. What does she This time?
a. Wanted
b. Want
c. True
d. False

18. The fisherman was Much in love
 a. Used
 b. Not
 c. Will
 d. Very
19. Go and That to the fish prince
 a. Afraid
 b. Tell
 c. Happy
 d. Want
20. The color of goldfish is?
 a. Green
 b. Brown
 c. Golden
 d. Blue



Key Answers of Pre-Test

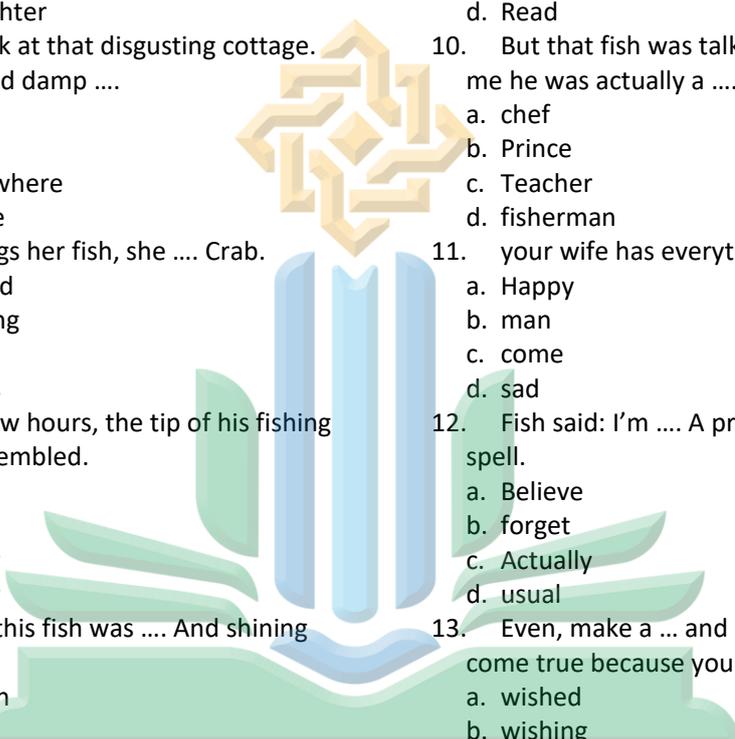
- | | |
|-------|-------|
| 1. C | 11. C |
| 2. A | 12. C |
| 3. D | 13. A |
| 4. B | 14. D |
| 5. C | 15. B |
| 6. B | 16. D |
| 7. A | 17. B |
| 8. A | 18. D |
| 9. D | 19. B |
| 10. A | 20. C |

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 J E M B E R

Name :

Class :

Post-Test

- 
1. The Used to go to the seaside every day.
a. Flight attendant
b. Fisherman
c. Engineer
d. Firefighter
2. Ooh! Look at that disgusting cottage. Moldy and damp
a. When
b. Every
c. Everywhere
d. Where
3. If he brings her fish, she Crab.
a. wanted
b. wanting
c. want
d. Wants
4. After a few hours, the tip of his fishing rod Trembled.
a. Fish
b. Wait
c. Finally
d. Happy
5. Because this fish was And shining brightly.
a. Golden
b. Green
c. Purple
d. Pink
6. Fish Said: You finally managed to Me.
a. Caught
b. Catches
c. Catching
d. Catch
7. in a wonderful house and everything is new and
a. Clean
b. Dirty
c. Tired
d. Damp
8. The fisherman could not His wife's request
a. Never
- b. Refuse
c. finally
d. great
9. Fisherman said: Haa? Did you Talk to me
a. Fish
b. Listen
c. Just
d. Read
10. But that fish was talking, He told me he was actually a
a. chef
b. Prince
c. Teacher
d. fisherman
11. your wife has everything to be
a. Happy
b. man
c. come
d. sad
12. Fish said: I'm A prince under a spell.
a. Believe
b. forget
c. Actually
d. usual
13. Even, make a ... and I'll make it come true because you saved me!
a. wished
b. wishing
c. will
d. Wish
14. This must be a Big fish
a. Stubborn
b. water
c. land
d. stone
15. My wife is not happy at all. Tired of living in a
a. sea
b. Cottage
c. hotel
d. apartment
16. why do you want such a
a. Quite
b. Thing
c. Moldy

- a. Must
17. I've Seen a talking fish before.
- Hate
 - talk
 - Never
 - already
18. Of course I Free you, come on, go back to the seas
- willed
 - well
 - Would
 - Will
19. Why did you Back early?
- caught
 - came
 - catch
 - Come
20. Thus, they lived happily ever after in a clean house with Food every day.
- Delicious
 - salty
 - bad
 - sour



Key Answers of Post-Test

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. C | 12. C |
| 3. D | 13. D |
| 4. C | 14. A |
| 5. A | 15. B |
| 6. D | 16. B |
| 7. A | 17. C |
| 8. B | 18. D |
| 9. C | 19. D |
| 10. B | 20. A |

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APPENDIX 10: Documentation

Teacher giving pre-test in Class X.A

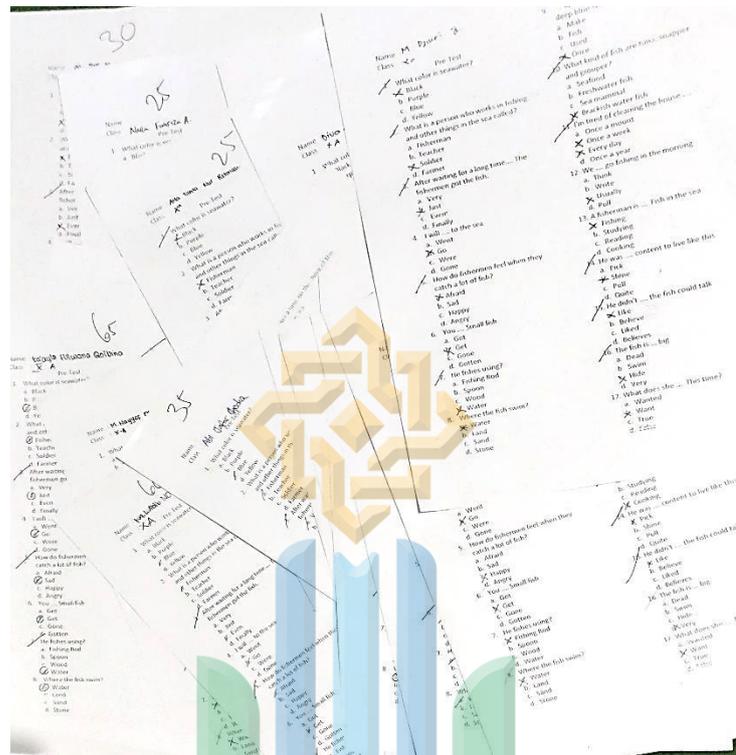


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Teacher giving nobar treatment in Class X.A
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

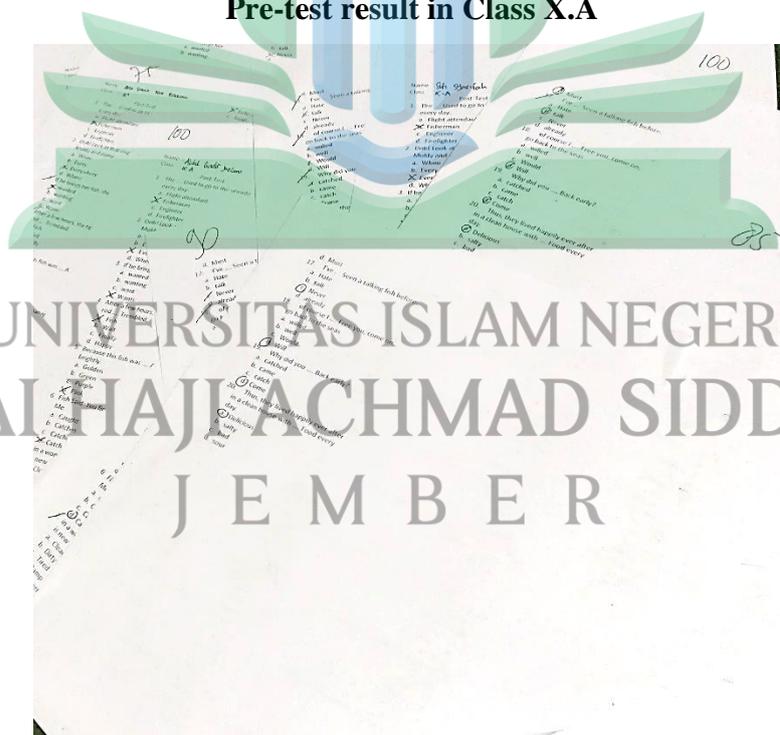


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Teacher giving Post-test in Class X.A



Pre-test result in Class X.A



Post-test result in Class X.A

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JEMBER

APPENDIX 11: Lesson Plan

ALUR TUJUAN PEMBELAJARAN SMA/MA

Mata Pelajaran : BAHASA INGGRIS
 Fase : E
 Kelas : XA

Tujuan Pembelajaran :

1. Peserta didik dapat memahami kosakata dalam Bahasa Inggris (Noun, Verb, Adverb, Adjective) dan menjawab pertanyaan.
2. Peserta didik dapat menggunakan pre-test sebagai strategi untuk memulai dan mempertahankan kosakata (Noun, Verb, Adverb, Adjective).
3. Peserta didik dapat melihat film pendek dan dapat memahami alur cerita.
4. Peserta didik dapat mempelajari arti kosakata (Noun, Verb, Adverb, Adjective) tertentu dalam alur cerita.
5. Peserta didik menggunakan post-test sebagai strategi untuk memahami kosakata (Noun, Verb, Adverb, Adjective).
6. Peserta didik dapat mengingat kosakata (Noun, Verb, Adverb, Adjective) dengan baik dan bisa menerapkan berbicara Bahasa Inggris sehari-hari.

Alur Tujuan Pembelajaran

Elemen:			
Memirsakan, Menulis			
Kemampuan memahami, menggunakan, dan merefleksikan teks visual sesuai tujuan dan kepentingannya.			
Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.			
Materi	Tujuan Pembelajaran	Modul Ajar	JP
	Peserta didik dapat memahami kosakata dalam Bahasa Inggris (Noun, Verb, Adverb, Adjective) dan menjawab pertanyaan.		
6	Peserta didik dapat menggunakan pre-test sebagai strategi untuk memulai dan mempertahankan kosakata (Noun, Verb, Adverb, Adjective).	6	1
TOTAL JAM PELAJARAN (JP)			1

Elemen:			
Menyimak - Menulis			
Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu			

memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Materi	Tujuan Pembelajaran	Modul Ajar	JP
6	Peserta didik dapat melihat film pendek dan dapat memahami alur cerita.	6	1
	Peserta didik dapat mempelajari arti kosakata (Noun, Verb, Adverb, Adjective) tertentu dalam alur cerita.		
	Peserta didik menggunakan post-test sebagai strategi untuk memahami kosakata (Noun, Verb, Adverb, Adjective).		
	Peserta didik dapat mengingat kosakata (Noun, Verb, Adverb, Adjective) dengan baik dan bisa menerapkan berbicara Bahasa Inggris sehari – hari.		
TOTAL JAM PELAJARAN (JP)			1

Guru Mata Pelajaran

Farida Mukhtiana, S.Pd.

Jember, 02 November 2024
Peneliti

Hurmatul Bariroh HR

Mengetahui,
Kepala Madrasah

M. Hanif Lutfi, M.H.I.

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MODUL AJAR
BAHASA INGGRIS SMA/MA FASE E

A. Informasi Umum

Kode Modul	Bahasa Inggris E.X. 6
Penyusun/Tahun	Hurmatul Bariroh HR/2024
Kelas/Fase Capaian	X/Fase E
Jumlah Siswa	22 Siswa
Materi Pokok	Vocabulary
Alokasi Waktu	140 menit (2 jam pelajaran)
Pertemuan Ke-	1-2
Profil Pelajar Pancasila	Self-reliant Creative Mutual Assistance
Sarana Prasarana	LCD, Proyektor, Papan Tulis, speaker
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik dapat memahami kosakata dalam Bahasa Inggris (Noun, Verb, Adverb, Adjective) dan menjawab pertanyaan.
2. Peserta didik dapat menggunakan pre-test sebagai strategi untuk memulai dan mempertahankan kosakata (Noun, Verb, Adverb, Adjective).

Materi Pembelajaran

Vocabulary (Noun, Verb, Adverb, Adjective).

Assesmen

Assesment Individu

- Tes Berupa soal tertulis:
 - Pre-test
 - Post-test

Pertanyaan Pemantik

1. Do you like speaking English?
2. How do you speak English?

Sumber Belajar
Buku, Kamus

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Kegiatan Pembelajaran

No	Tahap	Langkah Pembelajaran	Waktu
1.	Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka kegiatan pembelajaran dengan mengucapkan salam. Perwakilan peserta didik memimpin doa. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik. Guru memberikan pertanyaan pemantik. Guru memberi tahu tentang materi dan tujuan materi. 	10 Menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> Guru membagikan soal pre-test untuk menilai pemahaman awal siswa. Siswa mengumpulkan hasil pre-test yg sudah dikerjakan Guru memulai pelajaran dengan pertanyaan pemantik Guru Menjelaskan Kosakata (Noun, Verb, Adverb, Adjective). 	50
3.	Kegiatan Penutup	<ul style="list-style-type: none"> Guru dan siswa menyimpulkan tentang pembelajaran Guru menutup pelajaran dengan berdoa Bersama Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya Guru mengucapkan salam pamit 	10

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- ✓ *To make sure that you have understood the lesson, let's reflect your understanding by filling in the mind map.*

Refleksi Guru

- ✓ *Do the teaching and learning process run as planned?*
 ✓ *Do the students participate in class activities?*
 ✓ *Do students have any difficulties in understanding some parts of the materials?*

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Penilaian

a. Tugas tertulis (individu): Pretest dan Posttest

- Mengerjakan soal pilihan ganda
- Jumlah soal : 20 butir
- Jumlah Skor : Jika benar diberi nilai 5
- Total skor: (20 x 5 = 100)

Kriteria Penilaian

- Siswa dapat mengerjakan Pre-test dengan baik
- Siswa dapat memahami Kosakata (Noun, Verb, Adverb, Adjective).

Jember, 02 November 2024

Mengetahui,
Guru Mata Pelajaran



Farida Muktiana, S.Pd.

Peneliti



Hurmatul Bariroh HR



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MODUL AJAR
BAHASA INGGRIS SMA/MA FASE E

C. Informasi Umum

Kode Modul	Bahasa Inggris E.X. 6
Penyusun/Tahun	Hurmatul Bariroh HR/2024
Kelas/Fase Capaian	X/Fase E
Jumlah Siswa	22 Siswa
Materi Pokok	Vocabulary
Alokasi Waktu	140 menit (2 jam pelajaran)
Pertemuan Ke-	1-2
Profil Pelajar Pancasila	Self-reliant Creative Mutual Assistance
Sarana Prasarana	LCD, Proyektor, Papan Tulis, speaker
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

D. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik dapat melihat film pendek Bahasa Inggris dan dapat memahami alur cerita.
2. Peserta didik dapat mempelajari arti kosakata (Noun, Verb, Adverb, Adjective) tertentu dalam alur cerita.
3. Peserta didik menggunakan post-test sebagai strategi untuk memahami kosakata (Noun, Verb, Adverb, Adjective).
4. Peserta didik dapat mengingat kosakata (Noun, Verb, Adverb, Adjective) dengan baik dan bisa menerapkan berbicara Bahasa Inggris sehari-hari.

Materi Pembelajaran

Vocabulary (Noun, Verb, Adverb, Adjective).

Assesmen

Assesment Individu

- Tes Berupa soal tertulis:
 - Pre-test
 - Post-test

Pertanyaan Pemantik

5. Do you like English movies?
6. How do you watch English movies?

Sumber Belajar

Buku, Kamus, Youtube

Kegiatan Pembelajaran

No	Tahap	Langkah Pembelajaran	Waktu
1.	Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka kegiatan pembelajaran dengan mengucapkan salam. Perwakilan peserta didik memimpin doa. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik. Guru memberikan pertanyaan pemantik. Guru memberi tahu tentang materi dan tujuan materi. 	10 Menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> Guru memulai pelajaran dengan pertanyaan pemantik Guru memutar film pendek Bahasa Inggris. Guru membagikan soal post-test untuk menilai pemahaman siswa terhadap film pendek Bahasa Inggris tersebut. Siswa mengumpulkan hasil post-test yg sudah dikerjakan Guru Menjelaskan Kosakata (Noun, Verb, Adverb, Adjective) yang ada di dalam film pendek Bahasa Inggris tersebut. 	50
3.	Kegiatan Penutup	<ul style="list-style-type: none"> Guru dan siswa menyimpulkan tentang pembelajaran Guru menutup pelajaran dengan berdoa Bersama Guru mengucapkan salam pamit 	10

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- ✓ *To make sure that you have understood the lesson, let's reflect your understanding by filling in the mind map.*

Refleksi Guru

- ✓ *Do the teaching and learning process run as planned?*

- ✓ *Do the students participate in class activities?*

- ✓ *Do students have any difficulties in understanding some parts of the materials?*

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KIAI HAJI ACHMAD SIDDIQ

Penilaian

b. Tugas tertulis (individu): Pre-test dan Post-test

- Mengerjakan soal pilihan ganda
- Jumlah soal : 20 butir
- Jumlah Skor : Jika benar diberi nilai 5
- Total skor: (20 x 5 = 100)

Kriteria Penilaian

- Siswa dapat mengerjakan Post-test dengan baik
- Siswa dapat memahami Kosakata (Noun, Verb, Adverb, Adjective).

Jember, 02 November 2024

Mengetahui,
Guru Mata Pelajaran



Farida Muktiana, S.Pd.



Peneliti



Hurmatul Bariroh HR



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APPENDIX 12: Curriculum Vitae

CURRICULUM VITAE



1. Personal Information

- a. Name : Hurmatul Bariroh HR
- b. NIM : 202101060028
- c. Place/Date of Birth : Candikuning, May 30th 2022
- d. Gender : Female
- e. Address : Jalan Raya Denpasar – Singaraja KM.50,
Candikuning, Baturiti, Tabanan, Bali
- f. Faculty : Tarbiyah and Teacher Training
- g. Program : Tadris Bahasa Inggris
(English Education Department)
- h. Email : hurmatulbariroh@gmail.com

2. Education Background

- a. RA Al-Hidayah Candikuning (Graduated in 2008)
- b. MI Al-Hidayah Candikuning (Graduated in 2014)
- c. MTs Al-Hidayah Candikuning (Graduated in 2017)
- d. SMA Unggulan BPPT Darus Sholah Jember (Graduated in 2020)