USING ENGLISH SUBTITLE MOVIES TO ENRICH STUDENTS' VOCABULARY MASTERY AT THE TWELFTH-GRADE OF MAN PALOPO

A Thesis

Submitted as partial fulfillment for the attainment of S.Pd. Degree in the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo

IAIN PALOPO

Written by:

ARBI RAHMAN GIFARI
18 0202 0128

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023

THESIS APPROVAL

This thesis, entitled "Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo", which was written by Arbi Rahman Gifari, Reg. Number 18 0202 0128, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Friday, March 10th 2023, coincided with Sya'ban, 18th 1444 H, it is authorized and acceptable as a partial fulfillment requirement for S.Pd. degree in English Language Education Study Program.

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Wassalamu'alaikum Wr. Wb

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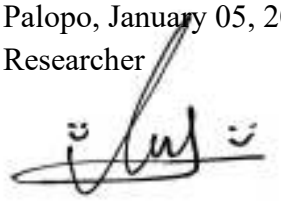
Palopo, January 05, 2023
Researcher



Arbi Rahman Gifari
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TABLE OF CONTENTS

ACKNOWLEDGMENT ..... **viii**

TABLE OF CONTENTS ..... **xi**

LISTS OF TABLES ..... **xiii**

LISTS OF CHARTS ..... **xiv**

APPENDICES ..... **xv**

ABSTRACT ..... **xvi**

CHAPTER I: INTRODUCTION **1**

A. Background 1

B. Research Question 5

C. Research Objective 5

D. Research Significances 5

E. Research Scope 5

F. Definition of Terms 6

CHAPTER II: REVIEW OF LITERATURE **7**

A. Previous Study 7

B. Theoretical Review 9

1. The Concept of Vocabulary 9

2. The Concept of Teaching Media 11

3. The Concept of Movie 15

4. The Concept of Subtitle 17

5. The Relationship Between Movie Subtitles and Vocabularies 23

C. Conceptual Framework 25

D. Hypothesis 26

CHAPTER III: METHOD OF THE RESEARCH 27

A. Research Design 27

B. Time and Location of the Research 28

C. Research Variable 28

D. Population and Sample 28

E. Instrument of the Research 29

F. Procedure of Data Collection 29

G. Technique of Data Analysis 31

CHAPTER IV: FINDINGS AND DISCUSSION 33

A. Findings 33

B. Discussion 41

CHAPTER V: CONCLUSION AND SUGGESTIONS 45

A. Conclusion 45

B. Suggestion 45

BIBLIOGRAPHY 47

LIST OF TABLES

Table 3.1 The design of Pre-Experimental 27

Table 3.2 Score classification 32

Table 3.3 The Students' Pre-Test Score 33

Table 3.4 Students' Frequency and Percentage in Pre-Test 35

Table 3.5 The Students' Post-Test Score 36

Table 3.6 Students' Frequency and Percentage in Post-Test 38

Table 3.7 The Paired Sample Statistic Test of Pre-test and Post-test 39

Table 3.8 The Paired Sample Correlation of Pre-Test and Post-Test 39

Table 3.9 The Paired Sample Test of Pre-Test and Post-Test 40

LISTS OF CHARTS

Chart 2.1 Conceptual Framework 25

APPENDICES

Appendix I: Research Letter

Appendix II: The Worksheet of Pre-Test Vocabulary Mastery

Appendix III: The Worksheet of Post-Test Vocabulary Mastery

Appendix IV: Key-Answer Pre-Test and Post-Test

Appendix V: Lesson Plan for Each Treatment

Appendix VI: QR Code of Movies for Treatment

Appendix VII: Validation Sheet of Test

Appendix VIII: Certificate Validation Instruments of Test

Appendix IX: Instrument Validation of Teaching Media

Appendix X: Certificate Validation Instruments of Teaching Media

Appendix XI: The Result of the Pre-Test

Appendix XII: The Result of the Post-Test

Appendix XIII: Documentation

ABSTRACT

Arbi Rahman Gifari, 2022. *"Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo"* A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by (1) Wisran, S.S., M.Pd and (2) St. Hartina, S.Pd., M.Pd.

This research aims to determine whether the use of English Subtitles movies is effective to enrich Students' Vocabulary Mastery at the Twelfth Grade of MAN Palopo. This research adopted the pre-experimental method. Thirty-one students participated in this research which was taken purposively. The Subtitle Movie was the medium used to enrich the students' vocabulary mastery, and the vocabulary test was the research instrument. The researcher collected the data through pre-test, treatment, and post-test. SPSS 22 edition was used to perform statistical analysis on the data and described quantitatively. Investigation revealed that the mean post-test score is higher than the pre-test score (57,29 < 93,93). Besides, the value of the t-count is higher than the value of the t-table. The result of the student's scores on the post-test became more elevated than opposed tests representing the treatment's effectiveness in helping the learners improve their vocabulary mastery. It could be summarized that using the Subtitle Movie significantly improves the students' vocabulary mastery, especially in Nouns, verbs, and adjectives. This research strongly emphasizes that others examine the use of Movies for different skills imaginatively.

Keywords: *Vocabulary Mastery, Subtitle Movie, Teaching Vocabulary*

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a collection of a language that is familiar to the person. In general, vocabulary is a list of words used to communicate with others to express their feelings. By having and mastering vocabulary, we will know the meaning of the word in its context. It can also help to avoid errors in understanding written or spoken text.

Vocabulary is one of the language elements and is all about words or a special set of words we are trying to learn. It can be classified as receptive (words we understand when others use them) and productive (words we use ourselves)[1]. According to Alqahtani, vocabulary is a set of words used for communication, and one can convey the information submitted, so it is very important to learn vocabulary[2]. Vocabulary learning is the heart of language learning and language use. It is what makes the essence of a language. Without vocabulary, the speaker cannot convey the meaning and communicate with each other in a particular language[3]. It should be learned because we can construct and organize our ideas in sentences and process information through vocabulary mastery. According to

[1] Graves, Michael F. *the vocabulary book: learning and instruction*. Teachers College Press, 2016.

[2] Alqahtani, Mofareh. "The importance of vocabulary in language learning and how to be taught." *International journal of teaching and education* 3, no. 3 (2015):21-34.

[3] Ferawati, Rini. "Using Fly Swatter Game To Improve The Students' Vocabulary At The Eighth Grade Of Smpn 8 Palopo." Thesis., State Islamic Institute, 2020.

Hammer, vocabulary is incidental to the main purpose of language teaching[4].

However, vocabulary mastery still becomes a problem in EFL classrooms. Low students' vocabulary mastery in English is generally influenced by various factors, including lack of knowledge of students about vocabulary, the use of English vocabulary learning media not being used interesting for students, and the right learning model not being implemented. Therefore, it becomes the great attention for the educator to find the teaching media and method that can enrich the students' vocabulary mastery.

Learning media is one component of learning that has an important role in learning. Therefore, media use should be a part that must receive attention in every learning activity. Therefore, teachers need to learn how to determine learning media to achieve learning objectives in the teaching and learning process effectively. Selecting the right learning media is necessary to optimize the teaching and learning process to achieve learning objectives. The selection of this learning media must pay attention to the condition of students, and local environmental and social conditions, so that the media used can be effective, targeted, and by the abilities of students.

According to observations made by researchers, students at MAN Palopo have several factories which is why students are lacking in learning English, especially in terms of vocabulary mastery which is still low. This can be seen from the low scores of students' daily test results in semester I of the 2021/2022

[4] Murphy, Susannah E., Lucy C. Wright, Michael Browning, Philip J. Cowen, and Catherine J. Harmer. "A ro;e for 5-HT4 receptors in human learning and memory." *Psychological Medicine* 50, no. 16 (2020): 2722-2730.

academic year and oral tests by teachers in the teaching and learning process in class and also lazy to read, lack of motivation to learn, and teachers teach monotonously. Judging from the average score -the average student assignment is 60-68.[5] Therefore, to overcome this, it is necessary to use an interesting, fun and not boring learning model so that teaching vocabulary can enrich their vocabulary. Subtitled Movie media can be used as an interesting alternative learning media to create fun and not boring learning and help enrich their vocabulary. Currently most teenagers like to watch movies with English subtitles, especially Hollywood action Movies because English subtitled Movie are not only easy to understand but also entertaining, because we can not only listen to but also see charming visual videos so that students don't get bored. and can also help students to enrich their vocabulary because most teenagers can also find vocabulary from activities they like such as watching movie subtitles, because movie subtitles can display visuals with the right expression so those who watch can know the meaning of the movie subtitles.

According to Bedareva, Litovchenko & Astapenko, subtitled films are increasingly used in foreign language classes. Movies help students understand and recognize context by observing the characters' behavior and conversations. Using subtitled films can attract students to learn English differently. By watching a film, they can see and hear directly at the screening.[6] Watching

[5] Interview with Bebet Rusmasari K., S.Pd, July 25, 2022 at MAN Palopo School.

[6] Bedareva, A. V., Litovchenko, V. I., & Astapenko, E. V. (2020). ForeignLanguage Media Texts as a Means of Forming the Media Competence of University Students. In International Scientific Conference “Digitalization of Education: History, Trends and Prospects”(DETP 2020) (pp. 17-21). Atlantis Press.

subtitled videos in English is probably one of the richest ways to present authentic input because it combines three media: aural, visual, and textual. Using movies is one way of teaching to attract students and add new vocabulary.[7]

Movies such as audio-visuals help students to improve their limited vocabulary. Regarding vocabulary learning, subtitled films are important in improving students with new vocabulary. Combining sound and pictures motivates students to achieve the learning process goals. In addition, watching subtitled movies can improve students learn the new vocabulary they have never heard before. By using films, it is hoped that students can enjoy watching and updating English vocabulary and motivate students to learn, as well as enrich the number of students learning English.

Using English movies can be very pleasing and interesting for students. The movie can be an excellent media to use because, from the writer's view, many students are interested in movies because they watch movies as entertainment. They can learn about language style, culture, and the native speaker's expression. So they can improve their English vocabulary more easily.

Based on the explanation above, the researcher is interested in conducting a research entitled "Using English subtitle movie to enrich students' vocabulary mastery at the Twelfth grade of MAN Palopo.

[7] Itagaki, S., Fukutani, R., Ando, A., & Horita, T. (2020). A Proposal of ELearning for Skills of Traditional Japanese Wood-Processing Including Evaluation of Condition of Cut Surface. In EdMedia+ Innovate Learning (pp. 1116-1124). Waynesville, NC: AACE.

B. Research Question

Based on the background above, the researcher formulates the research question as follows :

"Is using English Subtitle Movie effectively enriching Students' Vocabulary Mastery at the Twelfth Grade of MAN Palopo?"

C. Research Objective

Relevant to the problem statement, the objective of the research is to find out whether the use of English Subtitles and movies effectively enriches Students' Vocabulary Mastery at the Twelfth Grade of MAN Palopo.

D. Research Significances

The significances of this research were:

1. Theoretically

The result of the research is expected to support theories related to learning to enrich vocabulary using subtitled movie media.

2. Practically

a. For teachers, this study wants to provide information on how to teach using movie media.

b. Students can enrich students' vocabulary with the use of movie media.

c. For other researchers, it can be a reference for researchers to enrich students' vocabulary in the use of movie media.

E. Research Scope

The scope of the research is limited to enrich students' vocabulary by using movie subtitles for the Twelfth Grade of MAN Palopo. This research's content

emphasized verbs, nouns, and adjectives. The researcher assessed the students' vocabulary skills by applying several aspects: the ability to understand vocabulary in watching movies, pronounce vocabulary well, and write vocabulary correctly.

F. Definition of Terms

1. Vocabulary is a collection of words that people understand or are part of a particular language.
2. A movie is a live image, also often referred to as cinema.
3. A subtitle is a text translation of what is said in a video.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There is some previous research related to this research as follows:

Sari and Aminatun (2021), in their research "*Investigating Students' Perception on the use of English movies to improve vocabulary mastery*." The result of this study helps them improve their vocabulary acquisition, which they will use in their conversation or writing when they are using their English.[8] Their research used a Students' Perception which is different from this research. As for the research similarities, it uses vocabulary mastery presented using English movies.

Simamora and Oktaviani (2020), in their research "*what is your favorite movie a strategy of English education students to improve English vocabulary*." The result showed that by watching English movies, they could add some vocabulary to their memory through listening and watching the scene in the English movie. The more they watch English movies, and they can learn the language not only from listening activities but also from the scene and expressions of the actors/actresses in the movies, the same with this research.[9] Simamora's research used descriptive qualitative while this research used experimental research, and it focused on students in university while this research focused on senior high school.

[8] Sari, S. N., & Aminatun, D. (2021). STUDENTS'PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, *2*(1), 16-22.

[9] Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie?: a strategy of English Education students to improve english vocabulary. *Journal of English Language Teaching and Learning*, *1*(2), 44-49.

The similarities between both of these research are focus on vocabulary.

Napikul and Roongrattanakool (2018), in their research" *The effects of film subtitles on English listening comprehension and vocabulary*." This study showed that Thai subtitles affect twelfth-grade students' listening comprehension more than English subtitles and not having any subtitles at all. The average scores for content and vocabulary showed that Thai subtitles affect students' listening comprehension of content and vocabulary more than English subtitles and having no subtitles whatsoever.[10] Their research used quantitative while this research used experimental research, and they focused on English listening comprehension and vocabulary while this research only focused on vocabulary. This research has similarities in using subtitles in English.

Kusumawati and Hasan (2019), in their research "*Implicit Instruction, Subtitles, Vocabulary and Listening Comprehension,* " The results of this study are that many students believe that movies of a foreign language can make some compensation through audio and visual channel. Moreover, they can develop their vocabulary comprehension through listening activities.[11] Both used experimental methods; the difference is questionnaires and paper-based quizzes, while this research used vocabulary tests.

The studies above identified similarities in the use of vocabulary mastery presented using English movies, focusing on vocabulary, and using English

[10] Napikul, S., Cedar, P., & Roongrattanakool, D. (2018). The effects of film subtitles on English listening comprehension and vocabulary. *International Journal of Applied Linguistics and English Literature*, *7*(6), 104-111.

[11] Kusumawati, E., & Hasan, H. (2019). Implicit instruction, subtitles, vocabulary and listening comprehension. *Alphabet*, *1*(2), 129-135.

subtitles. The differences in this study are research methods, use of research instruments, and research subjects.

B. Theoretical Review

1. The Concept of Vocabulary

a. Definition of vocabulary

Vocabulary plays a role in successful particular subject learning since it gives the basic terms and concepts of particular subjects in the learning process.[12] Schmitt, N., & Schmitt, D. (2020) states that vocabulary is the Total number of words that (With rules combining them) make up language: (range of) words known to, or used by, a person, in a trade profession, etc.[13] It is a basic competency that students must achieve to gain other competencies such as reading, writing, listening, and speaking. It is difficult to master other competencies without mastering and understanding vocabulary.[14]

In learning English, Vocabulary is one of the language components that play an important role because, by mastering vocabulary, the students can produce many sentences easily in spoken or written form.[15] According to Al Qahtani, vocabulary knowledge is a critical tool for second-language learners because a limited vocabulary in a second language impedes successful communication.[16] Therefore,

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[12] Santosa, M. H., Pratama, I. P. S., & Putra, I. N. A. J. (2020). Developing android-based English vocabulary learning materials for primary school students. *JEELS (Journal of English Education and Linguistics Studies)*, *7*(1), 161-185.

[13] Schmitt, N., & Schmitt, D. (2020). Vocabulary in language teaching. Cambridge university press.

[14] Apdy, A. P. R., & Asrifan, A. (2019). The Chinese mime game in teaching vocabulary on EFL classroom. In *Proceedings of the 65th TEFLIN International Conference* (Vol. 65, No. 01).

[15] Sheila Wijayanti,"students' *vocabulary achievement in grade VII A at SMPN 7 Jember by Using Visual Media*",2018,hal 328.

[16] Rizky Ayu Wulandari ,Rodhiana Eka Lestari,Siti Laras Utami,"*The Effectiveness of Webtoon for EFL Students in Mastering Vocabulary*,2019.

vocabulary is one English component that is very important for learners to support their effort to master English. Penny said vocabulary could be roughly defined as the word we teach in a foreign language.[17]

b. Types of vocabulary

According to Celca-Murcia (2000:76), there are two kinds of vocabulary, as follows[18]:

1) Function words

Function words are defined as items classified into closed Productive versus Receptive Vocabulary. Productive vocabulary is the lexical term students can remember and use appropriately in speaking and writing. Productive vocabulary is used in speaking and writing, and the students need to be able to use and understand the words. On the other hand, receptive vocabulary is only presented until the students know the meaning to understand the context of reading and listening.

2) Content words versus function words content words

Content words Are vocabulary items that represent most of the vocabulary items which belong to open-word classes. For example, nouns, verbs, adjectives, and some adverb words vocabulary, prepositions, determiners, and many adverbs. Function words should be taught as a part of grammar, and content words as a part of the vocabulary. The teachers must know the appropriate vocabulary the students must master. However, both kinds of vocabulary are needed in foreign language

[17] Amraj, A. K. (2022). TEACHING ENGLISH VOCABULARY THROUGH BRAINSTORMING TECHNIQUE; IN THE SDIT AL–HASANAH. *Lexeme: Journal of Linguistics and Applied Linguistics*, *4*(1), 80-85.

[18] Efrizal, D., & dan Tadris, T. P. F. T. THE USE OF ENGLISH MOVIE TO IMPROVE STUDENTS'VOCABULARY MASTERY. *AL–LUGHAH*, 25.

learning[19].

2. The Concept of Teaching Media

a. Definition of Media

From an educational perspective, media is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its dynamics for students. Learning media comes from the Latin "medius," which means "middle," intermediary, or introduction. In Arabic, the media intermediary or delivery of messages from the sender to the recipient.

According to Briggs (in Solihatun, 2007: 23), learning media is a physical means to convey learning content/materials such as books, films, videos, and so on. The National Education Association also revealed that learning media is a means of communication in print and visual form, including hardware technology. So, it can be concluded that learning media are everything that is used in the teaching and learning process, which is to convey messages from the source of the message (teachers/other sources) to the recipients of the message (students/students).[20]

Learning media is one of the learning resources that can channel messages to help overcome learning styles, interests, intelligence, sensory limitations, body defects, power barriers, geographical distance, time, and so on (Sadiman, 2012).[21]

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[19] Rosmia Citra Lestari, "The Use of English Subtitle in Movie to Improve Students ' Vocabulary: An Exprimental Study in Grade IX of SMPN 1 Gunungsari Academic Year 2015/2016," *Academic Journal of Educational Sciences* 1, no. 1 (2018): 19–23.

[20] Solihatin, E dan Raharjo. 2007. *Cooperative Learning*. Yogyakarta: Bumi Aksara.

[21] Sadiman, A. S. (2012). Media Pendidikan. Jakarta: Rajagrafindo Persada.

In addition, learning media can also be understood as anything that can convey and distribute messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process effectively and efficiently (Munadhi, 2014).[22]

Many experts and organizations define the definition of media. For example, some of them stated that the media are as follows:

1) Message carrier technology that can be used for learning purposes. So the media is an extension of the teacher (Schram, 1982).[23]
2) The National Education Association (NEA) provides a limitation that the media is a means of communication in print and audio-visual form, including hardware technology.
3) Briggs argues that the media is a tool to provide incentives for students so that the learning process occurs.
4) The Association of Education Communication Technology (AECT) provides a limitation that the media are all forms and channels used for the message distribution process.[24]
5) Gagne argues that different types of components in a student's environment can stimulate students to learn.

[22] Munadhi, Y. (2013). Media Pembelajaran. Jakarta: Referensi

[23] Schramm, Wilbut, 1978," Draf sampler of Distance Education". Hawaii: East-West Communication Institute

[24] AECT. "The Definition of Educational Tecnology," 1977. Edisi Indonesia Diterbitkan CV Rajawali dengan judul Defenisi Teknologi Pendidikan. Seri sPustaka Teknologi Pendidikan No.7)

6) Everything can be used to channel messages that stimulate students' thoughts, feelings, attention, and ability to learn (Miarso, 1989).[25]
7) According to Heinich (1993), media is a communication channel. Heinrich exemplifies media such as films, television, diagrams, printed materials, computers, and instructors.[26]

In other words, the medium is a component of learning resources or physical tools that contain instructional materials in the learner's environment that can stimulate students to learn. Thus, learning media can channel messages (learning materials) to stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve certain learning goals.[27]

b. The benefits of teaching media

Kemp & Dayton (1985;3-4) suggest several research results that show the positive impact of using media as an integral part of learning in the classroom or as the main way of direct learning as follows: [28]

1) The delivery of lessons becomes more standardized.

Every student who sees or hears a presentation through the media receives the same message. Although teachers interpret lesson content differently, with the use of media, the variety of interpretation results can be reduced so that the same

[25] Yusuf hadi Miarso, Media Instruksional.Pusat TKPK, Departemen Pendidikan dan Kebudayaan

[26] Heinich R, et all, 1996, Instructional Media and Technologies for Learning, 5th editions, New York: Macmillan Publishing Company

[27] Jennah, R. (2009). Media pembelajaran. Palangka Raya. ANTASARI PRESS

[28] Kemp, Jerrold E. 1985 Planning and Producing Audio Visual Material. NewYork : Mac Graw Hill Book Company lnc

information can be conveyed to students as a basis for further study, practice, and application.

2) Learning can be more interesting

Media can be associated with attracting attention, keeping students awake, and paying attention. In addition, the clarity and coherence of the message, the attractiveness of the changing image, and the use of special effects can cause curiosity to cause students to laugh and think, all of which show that the media has a motivational aspect and increases interest.

3) Learning becomes more interactive

With the application of learning theory and accepted psychological principles in terms of student participation, feedback, and reinforcement.

4) The length of teaching time required can be shortened

Most media only require a short time to deliver messages and lesson content in sufficient quantities and are likely to be absorbed by students.

5) The quality of learning outcomes can be improved

Integrating words and images as learning media can communicate elements of knowledge in a well-organized, specific, and clear way.

6) Learning can be given when and where it is desired or needed

Especially if the learning media is designed for individual use.

7) Students' positive attitudes toward what they learn and the learning process can be improved.

8) Learner's role Can change in a more positive direction, the learner's burden for repeated explanations of the content of the lesson can be reduced or even

eliminated so that he can focus on other important aspects of the teaching and learning process, such as consultants or student advisors.

3. The Concept of Movie

a. Definition of Movie

A movie is one of the visual aids that can be used in a class, and it makes lessons more fun. But movies or films can also teach people about history, science, human behavior, and other subjects. Some films combine entertainment with instruction, making the learning process more enjoyable. In all its forms, cinema is an art and a business, and those who make motion pictures take great pride in their creation.[29] Azhar defined a movie as a picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures on the screen look alive.[30] Jesse stated that a movie is a photographic record of an artistic performance but not an art form in its own right.[31]

According to Ismail, movies are an enjoyable source of entertainment and language acquisition. Movies or films also called motion pictures one of the most popular forms of entertainment. [32] The movie can combine audio, visual, movement color, and three-dimensional effect in a single presentation. Literary techniques predetermine the film; conversely, a literary practice develops particular

[29] Apriani. Mery. (2011). Developing Students Writing Skill by Movies. Bogor: Universitas Ibn Kholdun

[30] Arsyad, Azhar. (2011). Media Pembelajaran. Jakarta: Rajawali Pers.

[31] Jesse, J.P. 2007. When Film Is Art.Search: what is film. www,google.co.id. Kozma, R. B. (1991). Learning with media. Review of Educational Research, 61(2):179- 211.

[32] Hastatriningtyas, L., Hidayat, N., & Ambarini, R. (2021, March). THE STUDY OF MORAL VALUES IN "MALEFICENT" MOVIE AND ITS CONTRIBUTION TO DRAMA TEACHING. In *Proceeding of English Teaching, Literature and Linguistics (ETERNAL) Student Conference* (Vol. 1, No. 1, pp. 803-814).

features under the film's impact.[33] According to Arsyad, a film or live image is an image in a frame where frame by frame is projected through the projector lens mechanically so that the screen looks lively.[34] Media movie shows moving images accompanied by sound or audio music. Ratu Husmiati, in her research, describes film media as a learning medium in the history department with many historical themes, whether it is drama, docudrama, or documentary.[35] Susilana explained that film media is a medium that presents audio-visual and motion messages.[36] Another opinion, as stated by Trianto film media is a connecting tool in the form of films and mass media communication tools such as radio, television, newspapers, and magazines that provide information to many people and influence their minds.[37]

b. Advantages and Disadvantages of Movie

There are advantages of the movie as the following:

1) Films can complement the basic experiences of students gained through reading, discussion, and practice. This means that films can enhance the thoughts and experiences of students.
2) Films can display an event repeatedly whenever needed.
3) Films can grow the affective side in students. For example, a film about the war for independence will evoke a sense of nationalism and love for the homeland in students.

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[33] Klarer, Mario. 2004. An Introduction to Literary Studies, second edition. London and New York: Routledge.

[34] Arsyad, S. (2010):Konservasi Tanah dan Air, Edisi kedua, IPB Press Bogor.

[35] Husmiati, R. (2010). Kelebihan dan kelemahan media film sebagai media pembelajaran sejarah. *Jurnal Sejarah Lontar*, *7*(2), 61-72.

[36] Susilana, R. dan Riyana, C. (2009). Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan, dan Penilaian. Bandung: Wacana Prima.

[37] Trianton. T. (2013). Film sebagai media belajar. Yogyakarta: Graha Ilmu.

4) Films like the Palembang War can display images or scary stories when viewed directly.
5) The film can shorten the time it takes to show something. For example, the Palembang War (Menteng), which lasted for two years, can be seen in films with shorter durations, such as 60 minutes.

While the disadvantages of film as a learning medium are as follows:

1) Filmmaking is expensive and time-consuming.
2) Not all films are to the needs and desired learning objectives unless the film is designed and made according to the needs and learning objectives.[38]

Some of the advantages and disadvantages have been described, and it can be seen that film media has many advantages compared to its disadvantages. Therefore, the advantages of this film media must be utilized well as possible by the teacher to improve students' abilities.

4. The Concept of Subtitle

a. Definition of Subtitle

Watching subtitled films and series implicitly helps to learn a foreign language. English is the world's most widely learned foreign language; hence the potential of learning through watching subtitle media can have great economic and social impact. Nevertheless, this widespread claim in society lacks conclusive scientific evidence. Education experts and the public media have mixed opinions

[38] Arsyad, A. (2005). Belajar dan pembelajaran. *Jakarta: PT. Rinneka Cipta.*

about the feasibility of learning languages through watching a film with subtitles. Nevertheless, subtitle audio-visual in English is becoming increasingly popular because access to audio-visual media in its original language with a subtitle is easy.

Subtitling may be defined as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that discursive elements that appear in the image (letters, inserts, graffiti, inscription, placards, and the like), and the information that is contained on the soundtrack (songs, voice off)[39].

Neves believes that captioning and subtitling have the same definition, although some make a distinction and believe that captioning is considered for both deaf and hard-of-hearing viewers while subtitling is special to hearers[40].

According to H. Gerzymisch-Arbogast, subtitles are the written translation of film dialogues produced on the screen. He adds that the process of subtitling involves three steps; 1) from one "language" to another, 2) from verbal speech to a written text, and 3) from a non-condensed (verbatim) to a condensed (non-verbatim)[41].

The National Captioning Institute defines captions as converting the audio portion of video production into text displayed on a television screen. The caption is typical, which upper-case letters against a black background. On the other hand, subtitles are permanently affixed onscreen text representing the program's

[39] Ünsal, Gülhanım. "Audio-Visual Translation: Subtitling." *Research on Communication. IASSR International Association of Social Science Research. ed. Christian Ruggiero-Hasan Arslan-Mehmet Ali Icbay. Bialystok: E-BWN* (2017): 103-111.

[40] Neves, Josélia. "10 fallacies about Subtitling for the d/Deaf and the hard of hearing." *The Journal of Specialised Translation* 10 (2008): 128-143.

[41] H. Gerzymisch Arbogast, "Introduction to Multidimensional Translation Research," *The Input Hypothesis. Issues and Implications*, no. May (2008): 1–32.

narration, dialogue, music, or sound effects. Subtitles are typically placed at the bottom center of the television screen (Mundomedia digital studios, online glossary)[42].

From the statements, it can be concluded that the subtitle is monologue text of the movie that appears along with the picture bottom of the screen. Therefore, through subtitles, we easily understand the storyline or information to be conveyed.

b. Types of Subtitle

there are two types of Subtitle, as follows:

1. Subtitling for the deaf and hard-of-hearing (SDH)

Subtitles for the deaf and hard of hearing also include paralinguistic or suprasegmental information that "contributes to plot development or creating an atmosphere" and to the overall meaning of the film (i.e. voice, intonation, accent, rhythm, emotion).[43]

Picture 1.1 example of Subtitling for the deaf and hard-of-hearing (SDH)

[42] Bahman Gorjian, "The Effect of Movie Subtitling on Incidental Vocabulary Learning among EFL Learners," *International Journal of Asian Social Science* 4, no. 9 (2014): 2226–5139.

[43] Layla Ferrández Melero, "The Issue of Accessibility : Linguistic Reduction and Simplification of Subtitles for Deaf Children," no. September (2013).

2. CC (Closed Caption).

closed caption (CC) is one of the technological features that include a text transcript of what the speaker is talking about in a show or video. Some of the benefits of having Closed Captions in videos are:

a) Watching in a Noisy Place? Does not matter

b) Improves the Watching Focus

c) Viewers will not miss the slightest information and also help friends with disabilities who need your information.[44]

Picture 1.2 example of CC (Closed Caption).

c. Running Text

Running Text or running writing is an electronic media that is informative. Many people choose Running Text as a means of advertising, besides its very attractive appearance, Running Text itself has an attraction for people who see it. The use of Running Text for information media and business needs is increasingly widespread in the wider community.

Running Text is an electronic technique that displays a moving or walking text

[44] Mohammad Faizal, "Closed Captions Youtube", Ratakan, 25 juli, 2020, https://ratakan.com/product/closed-captions-youtube-269.

consisting of an LED (Light Emitting Diode) arrangement, then connected in a matrix with a combination of LED between the rows and columns. Running Text is a form of conveying information to the public with the help of LED.

Running Text is an effective information and promotional medium because it is able to attract attention, can create a lot of content (writing content) and is simple. In contrast to the information and promotional media that use billboards, banners, posters that look static.[45]

Picture 1.3 Example of running text

d. The Advantages of Subtitle Movie

There are the advantages of subtitle movies as the following:

1) Watching videos in sound-sensitive environments

Subtitles or closed captions allow your audience to watch videos in sound-sensitive environments, like offices, libraries, or even public transport. Headphones might

[45] Helma Widya, Alam Hermansyah, and Jaya Wiguna, "Rancang Bangun Running Text Led Display Jadwal Waktu Sholat Berbasis Arduino Uno Sebagai Media Informasi," *Journal of Electrical Technology* 05, no. 02 (2020): 61–67.

seem the alternative solution, but we all know how annoying that tinny-sounding loud music sounds when riding the tube!

2) Providing clarity

Closed captioning or subtitles to your video can add clarity to content involving technical language, industry jargon, or companies/individual names. For listeners, abbreviations, jargon, or certain names may be harder to decipher, especially if the viewer isn't experienced within your industry. In addition, subtitles can help viewers retain information more easily by providing audio and visual stimuli.

3) Improving language skills

While captioning is great for enhancing comprehension of another language, well-written captions and subtitles have the added advantage of helping to improve native language skills for writing, including spelling, punctuation, and grammar. For this reason, onscreen captions are a recommendation for children watching television.

4) Maintaining concentration for longer periods

Another great benefit of adding closed captioning or subtitles to your program is that they allow viewers to maintain concentration for longer periods, providing a far better experience for viewers with poor concentration, attention disorders, or autism.

5) Following along

Using closed captions or subtitles on your programs, films, and videos helps your audience follow along with speech much easier, regardless of whether they are deaf or hard of hearing. In addition, onscreen text ensures viewers can fully appreciate

your videos regardless of any background noise which may be going on in the room.

6) Aiding comprehension

Closed captions and subtitles aid the comprehension of dialogue that is spoken very quickly or with an unfamiliar or foreign accent. In addition, the onscreen text is an alternative option to rewinding a video or turning up the volume to hear sections of speech that are mumbled or spoken over excessive background noise. Just think about how often you've had to rewind that infuriating, mumbling death scene at the end of a movie to hear what was said. Subtitles and closed captions are a great solution to this.

7) Helping to learn different languages

Watching a film or television show using subtitles or closed captions can vastly improve or accelerate a viewer's learning of that language, as they can listen and read simultaneously, consciously and subconsciously, picking up elements of language as they go.

8) The precursor to video translation

If your company requires dubbing or subtitles for translation purposes, having subtitles and closed captions already available in the source language will allow translators to work much faster and more efficiently, thus saving you money.

5. The Relationship Between Movie Subtitles and Vocabularies

The habit of students watching English-subtitled films may be one way to enrich their vocabulary. The learning process may not always be done in the classroom but everywhere. They also do not always have to face-to-face with the

teacher to learn vocabulary. As quoted in Zulfa (2018), phrases and expressions used in films are often based on real contexts, so students are provided with authentic material to help them distinguish between real-world and textbook contexts. For this reason, teachers can take advantage of students' interest in watching English-subtitled films to adapt to the classroom environment.

A movie is one of the audio-visual aids that contain pictures and voice so the students can see and hear directly. Webb (2010) states that students can enhance their vocabulary awareness by using films or movies in the classroom.[46] Therefore, both teachers and students can benefit from movies in the classroom. It can improve the student's pronunciation and intonation, send clear messages, values, and ideas, save the teachers' energy, increase learning motivation, and improve the quality of teaching and learning processes. Thus, by using movies, the students hoped to enjoy learning English vocabulary.

The habit of watching subtitled movies also plays a significant role. It makes the students want to learn the language, especially vocabulary. Therefore, students must have a definite schedule to make it a positive habit. By doing it regularly, students can gain input on new vocabulary, grammar, intonation, pronunciation, and how to use it in real context to help develop language skills. While watching movies, students may find problems with unfamiliar structures and vocabulary. Then, they can look up the meaning in the dictionary. Indirectly students can learn more about the meaning and how to use it, from the unknown to the known.

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[46] Webb, S. (2010). A Corpus Driven Study of the Potential for Vocabulary Learning through Watching Movies. *International Journal of Corpus Linguistics,* Vol. 15, 4, 497- 519

C. Conceptual Framework

This research targets the senior high school using Pre Experiment Design, especially One Group Pre-test, and Post-test. In this learning process, you will be directed to focus on the movie screen that will be displayed. Then the researcher will take a sample class at random and divide it into treatment classes. Afterward, the educator will direct the students to focus on watching the movie and remembering the words they don't understand.

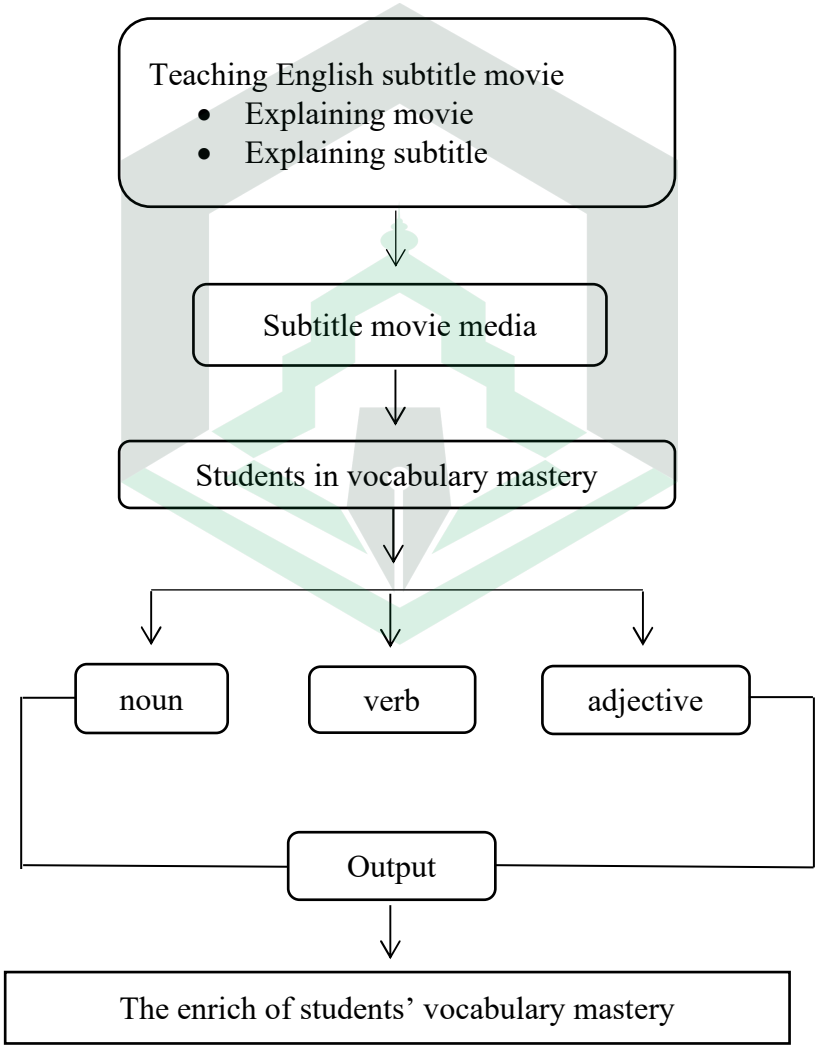

Chart 2.1 Conceptual Framework

D. Hypothesis

The hypothesis of this research was formulated as follows:

1. Null Hypothesis (Ho): Using English subtitles in the movie can not enrich student vocabulary mastery.
2. Alternative Hypothesis (H_1): Using English subtitles in the movie can enrich student vocabulary mastery.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a pre-experimental research method to use a pre-experimental which is specially set to raise some required data. In this study, the pre-experiment researcher gave pre-test and post-test on the student's comprehension. This design was as follows:

Table 3.1 the design of pre-experimental

Experimental Grup	Pre-test	Treatment	Post-test
	X	T	Y

Where:

X = Pre-test

T = Treatment

Y = Post-test

The observation was done before the pre-test (X1), and the second was after the post-test (X2)[47]. Therefore, the treatment is significant if the post-test result is better than the pre-test. On the other hand, if the post-test result is similar to the pre-test, the treatment is not significant.

[47] Nasution, "Metode Research;Penelitian Ilmiah," (Jakarta : PT. Bumi Aksara. 2001), p.30

B. Time and Location of the Research

1. Research Time

The time used by researchers for this research was carried out every Saturday from the date of issuance of research permits (January 22-February 22, 2023) within one month, one month of data collection through pre-test, treatment, and post-test.

2. Research Place

The place for carrying out this research was at MAN Palopo, precisely on Poros Palopo-Masamba Street, Salobulo, Wara Utara District, Palopo City.

C. Research Variable

The variables of the research were the independent variable and dependent variable:

1. The independent variable of this research is English subtitles in movies. It was a very important process that allowed the students to share and develop ideas/opinions to improve their vocabulary.
2. The dependent variable of this research was the students' vocabulary mastery.

D. Population and Sample

1. Population

The population of this research was the third grade of MAN Palopo which consists of 92 students. The students are divided into three classes.

2. Sample

The researcher applied the purposive sampling technique in choosing the research sample. Purposive sampling is a technique in which the researcher

determines sampling by specifying specific characteristics that fit the purpose of the study. The research sample was the third grade XII MIPA 2 of MAN Palopo, consisting of thirty-one students.

E. Research Instrument

The research instrument consists of a vocabulary test. The researcher used a vocabulary test of 30 questions for pre-test and post-test to assess students' vocabulary mastery. The types of the test consist of Multiple Choice (10 numbers), Fill the blank (10 numbers) and Matching (10 numbers).

F. Procedure of Data Collection

The procedures for collecting data in this research were as follows:

1. Pre-test

In this pre-test, the researcher asked the students to fill in the paper that the researcher gave them, which contains the vocabulary. It took forty-five minutes with 30 questions.

2. Treatment

The treatment is used in the teaching and learning process. The treatment was carried out in four meetings. The procedures during the treatments will explain:

a. The First and Second Meetings

1) The researcher explained the material and practices of using film media in teaching.
2) The researcher divided the students into two groups.
3) The researcher invited students to watch the film (*Jumanji*) playing.

4) After watching, the researcher told the students to write down all the vocabulary they did not understand in the book.
5) Afterward, the researcher asked one representative from each group to write down all the vocabulary they did not understand on the blackboard.
6) The researcher invited each group to write down the meaning of the vocabulary that is known from the vocabulary written by the opposing group.
7) The researcher interprets the vocabulary that the students cannot answer.
8) The researcher re-evaluates the material that has been studied by asking students one by one to translate the vocabulary written on the white bord.
9) The researcher closed the class by giving motivation.

b. The Third and Fourth Meetings

1) The researcher divided the students into two groups.
2) The researcher invited students to pay attention to the movie (*Fast and Furious 9*) playing.
3) After watching, the researcher told the students to write down all the vocabulary they didn't understand in the book.
4) Afterward, the researcher asked one representative from each group to write down all the vocabulary they did not understand on the blackboard.
5) The researcher invited students to interpret the vocabulary written on the blackboard jointly.
6) The researcher randomly deleted the vocabulary in English or Indonesian from the blackboard.

7) The researcher invited each group to answer the vocabulary that had been deleted.
8) The researcher re-evaluates the material that has been studied by asking students one by one to translate the vocabulary written on the white bord.
9) The researcher closed the class by giving motivation.

3. Post Test

The post-test was distributed to the students after treatment. The researcher evaluated the students with the same test material in the pre-test. This text aimed to determine the student's vocabulary development after giving the treatment. The vocabulary test is 30 questions.

G. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Analyzing the raw data of the pre-test. Each student's correct answer got one, and the wrong answer got 0.
2. Raw scores were converted to a set of the core maximum of 100 using the following formula :

$$\frac{The\ total\ of\ the\ students' correct\ answer}{The\ total\ of\ item}\ X\ 100$$

3. Converting the score of the students into values.
4. Classifying the score of the students into the following score classification[48]:

[48] Suharsimi Arikunto, "Prosedur Penelitian : Suatu Pendekatan Praktis," (Jakarta: Rineke Cipta, 1998), p. 185.

Table 3.2 Score Classification

Classification	Correct Answer	Score
Excellent	25-30	96-100
Very Good	21-24	86-95
Good	17-20	76-85
Average	13-16	66-75
Fair	8-12	56-65
Poor	5-7	36-55
Very Poor	0-4	0-35

Calculating the mean score, standard deviation, frequency table, and t-test between vocabulary achievements of the experimental by using SPSS 20 for windows evaluation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous chapter, the researcher mentioned using the pre-test and post-test to conduct this research. This chapter will show the statistically analyzed and tabulated data, including the pre-test and post-test scores of students, the classification of pre-test and post-test scores, and the mean and standard deviation of pre-test and post-test scores. The purpose of the pre-test and post-test is to accumulate the learner's vocabulary mastery corresponding to the pre-experimental method. The researcher employed movies with English subtitles as a teaching tool when using this method. The following represents the research's findings:

1. The result of Students' Vocabulary Test in the Pre-Test

The researcher has done the pre-test before doing the treatment. The researcher implemented a movie in the treatment, and a pre-test was conducted. Before administering treatments using a Movie, the researcher analyzed the pre-test results of the students, which resulted in the data presented in the table below:

Table 3.3 The Students' Pre-Test Score

No	Student	Vocabulary				Pre-Test Score
		Adjectives	Verbs	Nouns	Total	
1	S1	6	7	6	19	63
2	S2	6	6	8	20	67
3	S3	6	6	6	18	60
4	S4	5	8	5	18	60
5	S5	5	5	6	16	53

No	Student	Vocabulary				Pre-Test Score
		Adjectives	Verbs	Nouns	Total	
6	S6	4	7	7	18	60
7	S7	6	5	7	16	53
8	S8	7	6	3	16	53
9	S9	4	6	5	15	50
10	S10	7	5	6	18	60
11	S11	7	7	7	21	70
12	S12	6	7	6	19	63
13	S13	5	7	8	20	67
14	S14	7	5	8	20	67
15	S15	5	4	6	15	50
16	S16	4	8	7	19	63
17	S17	7	6	6	19	63
18	S18	8	6	6	20	67
19	S19	7	6	3	16	53
20	S20	5	8	7	20	67
21	S21	6	5	6	17	57
22	S22	5	7	6	18	60
23	S23	7	5	6	18	60
24	S24	6	4	5	15	50
25	S25	4	4	4	12	40
26	S26	6	7	3	16	53
27	S27	6	6	4	16	53
28	S28	5	6	3	14	47
29	S29	4	5	5	14	47
30	S30	6	4	5	15	50

No	Student	Vocabulary				Pre-Test Score
		Adjectives	Verbs	Nouns	Total	
31	S31	4	5	5	14	47
Total		176	183	175	532	57.29
		Mean Score				

Based on table 4.1 above, the researcher concluded that the lowest and highest scores were from 31 students in the pre-experimental. In the pre-experimental, the lowest score on the pre-test was 40, and the highest score was 70. Based on the classification, it demonstrates the outcome of vocabulary mastery score before implementing the treatment using Movie with English subtitles as the media; the cumulative mean score for vocabulary mastery on the pre-test for all students is 57.29, classified as an "average" score.

Table 3.4 Students' Frequency and Percentage in Pre-Test

No	Classification	Score	Pre-Test	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	-	-
4	Average	66-75	6	20%
5	Fair	56-65	11	37%
6	Poor	36-55	14	47%
7	Very Poor	0-35	-	-
Total			30	100%

Table 4.2 shows the data of the pre-test in the pre-experimental class. There were six students (20%) classified as average, 11 students (37%) classified as fair, and 14 students (47%) classified as poor.

2. The result of Students' Vocabulary Test in the Post-Test

The findings in table 4.3 demonstrate that administering a post-test to the students increases their vocabularies. It is shown by the fact that the student's mean score on the post-test was 83.38 points, which is a score that is considered to be in the "good" range. It is proof that the students have progressed as a result of the treatment that they received.

Table 3.5 The Students' Post-Test Score

No	Student	Vocabulary				Post-Test Score
		Adjectives	Verbs	Nouns	Total	
1	S1	9	9	8	26	86
2	S2	8	9	9	26	86
3	S3	9	9	8	26	86
4	S4	9	9	8	26	86
5	S5	9	8	9	26	86
6	S6	8	9	9	26	86
7	S7	8	8	9	25	83
8	S8	9	8	9	26	86
9	S9	8	9	9	26	86
10	S10	9	9	8	26	86
11	S11	9	9	9	27	90

12	S12	9	8	9	26	86
13	S13	8	9	9	26	86
14	S14	8	8	9	25	83
15	S15	7	8	9	24	80
16	S16	9	9	8	26	86
17	S17	9	8	9	26	86
18	S18	9	8	9	26	86
19	S19	9	8	9	26	86
20	S20	9	9	8	26	86
21	S21	9	8	8	25	83
22	S22	9	9	9	26	86
23	S23	8	9	9	26	86
24	S24	9	8	7	24	80
25	S25	10	0	9	19	63
26	S26	9	9	8	26	86
27	S27	8	7	9	24	80
28	S28	7	9	8	24	80
29	S29	7	8	9	24	80
30	S30	7	9	7	23	76
31	S31	7	8	7	22	73
Total mean score		262	255	264	780	83.38
		mean score				

Table 4.3 displays the score of the post-test. The lowest score on the post-test was 63, and the highest score was 90. The findings presented in table 4.3 demonstrate that administering a post-test to the students develops their vocabulary mastery. It is shown by the fact that the students' mean score on the post-test was 83.38 points, which is a score that is considered to be in the "Very Good" range. It is proof that the students have progressed as a result of the treatment that they received.

Table 3.6 Students' Frequency and Percentage in Post-Test

No	Classification	Score	Post-Test	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	20	66%
3	Good	76-85	9	30%
4	Average	66-75	1	3,3%
5	Fair	56-65	1	3,3%
6	Poor	36-55	-	-
7	Very Poor	0-35	-	-
Total			30	100%

Table 4.4 shows the data post-test twenty students (66%) classified as very good, nine students (30%) classified as good, one student (3%) classified as average, then one student (3%) was classified as fair.

1. The Paired Sample T-Test of Pre-est and Post-Test

Table 3.7 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	57.29	31	7.686	1.380
	Posttest	83.38	31	5.194	.932

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 31, representing the total number of pupils. The pre-test standard deviation is 7.686 points, whereas the mean score on the exam is 57.29. In addition, the post-test standard deviation is 5.194, and the post-test mean score is 83.38.

2. The Paired Sample Correlations of the Pre-Test and Post-Test

Table 3.8 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.732	.000

Table 4.6 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.732, and the degree of significance is 0.000. These results reveal a correlation between students' writing abilities before and after treatment.

3. The Paired Sample Test of Pre-Test and Post-Test

Table 3.9 The Paired Sample Test of Pre-Test and Post-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 - Posttest	-26.096	5.255	.943	-28.024	24.168	-27.646	30	.000

The researcher discovered that in table 4.7, the paired sample test illustrates the value of t_o (t_{count}) is 27.646 with the df (degree of freedom) value 30 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on df = 30 is 2.045. It means the value of the t-count is higher than the value of the t-table.

27.646>2.045

The table above shows the significant (2-tailed) value = 0,000, which means smaller than 0,05 (the value for the standard of significant level). The weight in the table above proves that the research (alternative hypothesis) is accepted, and the Ho (null hypothesis) is rejected. The result confirms that Movies with English subtitles effectively enrich vocabulary mastery in the third grade of MAN Palopo.

B. Discussion

This research is pre-experimental. This study applies Movie media to enrich students' vocabulary mastery in learning English at MAN Palopo. The results of the research that has been done show that movies are effective in the vocabulary mastery of class MIPA 2 students. The success of this research is indicated by an increase in the learning outcomes of students who are the research subjects.

Before applying a movie based on the Pre-Test result, the researcher found that the student's vocabulary mastery was still low. In classifying students' vocabulary mastery, many students got average and fair. It proved that students' vocabulary mastery is not good enough. The students still lack vocabulary. This is due to the absence of supporting media in the process of increasing students' vocabulary. This is in line with Anita Anggraeni Sainuddin. In her research, students find it difficult to master vocabulary because they do not have media to develop their vocabulary. However, they should practice their vocabulary in their daily activities. The teacher should strongly attempt to show students what they still need to learn without being discouraged. Sometimes, vocabulary mastery cannot be reached optimally. It needs a long time and determination of students to be mastered[49].

Based on analysis of the student's evaluation at the pre-test, the highest score got by the student was 70 scores and the lowest score was 40. While in the post-test, the highest score got by the student was 90, and the lowest score was 63.

[49] Anita Anggraeni Sainuddin, "Improving Students' Vocabulary Mastery Through Vocabulary Self-Collection Strategy (VSS) at Dormitory of State Islamic Institute (IAIN) Parepare," Thesis, State Islamic Institute of Parepare, 2019

When the Movie media was first used, the students were not disciplined, the students felt confused about how to learn from the movie, the students did not master English vocabulary, the lack of time given for students to work on the activities in the movie, and some students were inconsiderate when learning will be started.

The pre-test and post-test questions were about nouns, adjectives, and verbs. The result of the student's work, most students was difficulty answering the question. For example, in the pre-test, S2 answered eight nouns, six adjectives, and six verbs. But after treatment, there was significant progress to the S2's Post-Test score, and He answered nine nouns, eight adjectives, and nine verbs.

After the subtitle movie media treatment, the researcher saw that most students wanted to learn new English words by watching movies. The first, they were confident enough in themselves to share their ideas during learning activities in the classroom. Most of them could overcome their fears and loosen up enough to add their vocabulary. In each meeting, the frequency of students who knew their vocabulary well went up. This is in line with Dedi Efrizal, who stated that most students could reduce their anxieties and rigidity by practicing their English language skills[50]. So, it made the students more active in the classroom.

The second is movie stimulates the student's thoughts and feelings by presenting audio, visual, and motion messages. Widia Rahmi Fauzi, Setia Muljanto, and Lusiana Lestari found that students conveying auditory, visual, and motion

[50] Dedi Efrizal, "Improving Students' Vocabulary Mastery Through English Movie for Second Year Students at MAN 01 Kota Bengkulu," *Al-Lughah: Jurnal Bahasa* 7, no. 1 (2018): 46, https://doi.org/10.29300/lughah.v7i1.1607.

messages may find films to be fascinating mediums. They were driven to learn English if they could speak as fluently as the movie actors. Thus using films as a learning tool can be effective and motivating[51]. Also, Alisa Sadiku argued that watching foreign-language films with subtitles is a crucial instructional component that has demonstrated a substantial contribution to facilitating the acquisition of many language features, particularly vocabulary. In such situations, learners spontaneously acquire vocabulary as they attempt to comprehend the substance of the material by accessing a spoken language with which they are unfamiliar. Specifically, films with subtitles can be useful for introducing students to real-world communication terminology[52]. Melinda Hesiana and Anita said that watching movies with English subtitles is easy to understand and fun because we can not only listen but also see the interesting visuals from the movie[53]. It was clear that movies could enrich students' vocabulary.

The third is that movies with subtitles stimulate learners to notice the unknown vocabulary and add students' new vocabulary because the words in Movie videos are encountered frequently in different forms. Alisa Sadiku stated that subtitled movies help students identify unfamiliar words, the first step in learning. New vocabulary is usually noticed when it's needed for text comprehension, but frequent and varied exposure to words helps them stick. Vocabulary acquisition

[51] Widia Rahmi Fauzi, Setia Muljanto, and Lusiana Lestari, "College Students' Perceptions on Using Movies for Vocabulary Learning," *English Education and Applied Linguistics (EEAL) Journal* 40, no. 1 (2021): 2021.

[52] Alisa Sadiku, "The Role of Subtitled Movies on Students' Vocabulary Development," *International Journal of Sciences: Basic and Applied Research (IJSBAR) International Journal of Sciences: Basic and Applied Research* 42, no. 1 (2018): 212–21.

[53] Melinda Hestiana, "The Role of Movie Subtitles To Improve Students' Vocabulary," *Journal of English Language Teaching and Learning (JELTL)* 3, no. 1 (2022): 46–53.

requires texts with 98% known and fewer unknown words repeated in different contexts[54].

A movie with English subtitles can help students enrich their vocabulary mastery. The researcher's findings show that the student's test scores developed after being treated with a Movie with English subtitles. In addition, the movie has a lot of positive effects on students; those are: the video energizes students' interest through the use of visual images and sound, the footage sharpens students' focus, the video heightens students' seriousness, and the video expands students' knowledge.

Based on the data analysis, the researcher concluded that movie was recommended enough as a media to develop students' vocabulary because teaching vocabulary using movie has great benefits that may serve various learning purposes. Through the movie, the students integrate new knowledge, learn some new words and learn how to pronounce the words well.

[54] Sadiku, "The Role of Subtitled Movies on Students' Vocabulary Development."

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

As a result, the students' post-test scores are higher than their pre-test scores, indicating that the use of English subtitle movies was successful in helping the students to enrich their vocabulary mastery. Furthermore, due to the efficiency of subtitle movies in enriching students' vocabulary mastery, their usage might be accepted as a suitable medium for enriching vocabulary mastery because English subtitle movies are not only simple to comprehend but also entertaining, as we can not only listen but also view the video's captivating visuals. This is in line with Dedi Efrizal, which the movie made the students more active in the classroom.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher

The teacher should be able to use an appropriate method, technique, or media to change the students' minds that learning English is boring. The teacher should be flexible and understand the student's needs so that the teaching-learning process can be fun, enjoyable, and interesting.

2. For students

The students should try contributing ideas and becoming active participants in the learning process in the class. Then, students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch

the material given by the teacher. The student should also have high motivation to learn English, especially vocabulary, because vocabulary is the basic and most important part of the language.

3. For another researcher

Hopefully, it will be a development for the next research. It is possible to optimize many sectors of teaching vocabulary. They can use this study as a reference to conduct other research in the same field.

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APPENDIXES

APPENDIX 1
RESEARCH LETTER

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telepon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 556/P/DPMPTSP/I/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 26 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2018 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama	: ARSI RAHMAN GIFARI
Jenis Kelamin	: Laki-Laki
Alamat	: Perum. Bukit Wara Permai
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 18 0202 0128

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING ENGLISH SUBTITLE MOVIE TO ENRICH STUDENTS VOCABULARY MASTERY AT THE TWELFTH GRADE OF MAN PALOPO

Lokasi Penelitian	: MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian	: 19 Januari 2023 s.d. 19 Februari 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud Izin yang diberikan.
4. Menyerahkan 1 (satu) eksemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang Izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal 20 Januari 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. PRAJA, S.Sos
Pembina Tingkat I
NIP : 19830414 200701 1 005

Tembusan :
1. Kepala Badan Kesbang Prov. Sulsel;
2. Walikota Palopo;
3. Dandim 1403 Greg;
4. Ybs;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian

APPENDIX II:
THE WORKSHEET FOR PRE-TEST VOCABULARY MASTERY

PRE-TEST

Name :
Class :

Choose the correct answer from the option a, b, c, or d.

1. Indah …… the match in National Olimpiade. She is very happy.
   A. jumped
   B. lost
   C. celebrated
   D. won

2. My sister went to the dentist two days ago because her ….. were in pain.
   A.teeth
   B.ears
   C.hands
   D. fingers

3. Bunga is celebrating her birthday.
   Now Bunga feels ……
   a. Happy
   b. Easy
   c. Angry
   d. Hungry

4. The students' duty is to … in the school.
   A. teach
   B. work
   C. play
   D. study

5. The baby is so hungry. So, I …… a meal for him.
   A. prepare
   B. wear

C. throw

D. kick

6. My sister is a nurse. She works in Anak Bunda Hospital. She ….. every patient there.

   a. Sees

   b. Thinks

   c. Ignores

   d. Helps

7. You can find …. in your kitchen.

   a. Pillow

   b. Stove

   c. television

   d. Sofa

8. John : French Fries and fried chicken are my favorite foods.

   Vira: Yes, I like them too. These French Fries and fried chicken are very … .

   a. Salty

   b. Sour

   c. Delicious

   d. Bitter

9. My mother is a tailor. She sews and makes … .

   a. Books

   b. Foods

   c. Chairs

   d. Clothes

10. The gardener that works at my school … the grass and plants a very beautiful flower every Friday.

    a. Throws

    b. Plants

    c. Cuts

    d. Goes

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
Run			Jalan
	Pisau	Wall	
Car			Suka
Beautiful		Read	
Marah		Lihat	

Match the word with their Indonesian equivalents and compare your work to your classmates.

1. Smart
2. Stupid
3. Soft
4. Short
5. Tall
6. People
7. Art
8. World
9. Add
10. Agree

lembut
tinggi
bodoh
seni
dunia
pendek
menyetujui
menambahkan
orang-orang
pintar

APPENDIX III:
THE WORKSHEET FOR POST-TEST VOCABULARY MASTERY

POST-TEST

Name :
Class :

Choose the correct answer from the option a, b, c, or d below:

1. Pop : It's not about being the **stronger** man, dom.
   What does the word stronger mean?
   a. Sehat
   b. Kuat
   c. Otot
   d. Lemah
2. It seems his **plane** crashed somewhere here.
   What does the word plane mean?
   a. rencana
   b. tumbuhan
   c. senjata
   d. pesawat
3. Mr. nobody's signal is close, but we've got to move **quickly**, guys.
   What does the word quickly mean?
   a. Lari
   b. Lengah
   c. Cepat
   d. Balap
4. We do not want to cross paths with the **military** here.
   What does the word military mean?
   a. Polisi
   b. Mata-mata
   c. Musuh
   d. militer
5. Well, I said it looked like a **bridge**.
   What does the word bridge mean?
   a. jembatan
   b. Seberang
   c. Sekitar
   d. Tangga
6. what is the cause of pop's death?
   a. Sick
   b. Accident

c. Fall
d. Drowning

7. what is the name of dom's son?
   a. Toretto
   b. Shawn
   c. Ciper
   d. Brian
8. What is the relationship between Jacob and dom?
   a. Cousin
   b. Friend
   c. sibling
   d. old friend
9. what is dom's dad's job?
   a. Farmer
   b. Pilot
   c. Wrestler
   d. Racer
10. Dom and his friends work as?
    a. Military
    b. Spy
    c. Police
    d. Criminal

Translate the words below :

Vocabulary	**Meaning**	**Vocabulary**	**Meaning**
Attack		Strength	
Anxious		Precious	
	Lompat		Pedang
Blood			Motong
Adventure		Catch	

Match the word with their Indonesian equivalents and compare your work to your classmates.

1. Racing	Motor Balap
2. Crash	Otot
3. Forest	Semak-semak
4. Racing Bike	Tabrakan
5. Destroy	Balapan
6. Muscle	Petunjuk
7. Bald	Hutan
8. Weaknees	Menghancurkan
9. Instruction	Kelemahan
10. Bush	Botak

APPENDIX IV:
KEY-ANSWER OF
PRE-TEST AND POST-TEST

PRE-TEST

Multiple choice

1. D
2. A
3. A
4. D
5. A
6. D
7. B
8. C
9. D
10. C

Fill the Blank

1. Lari
2. Knife
3. Mobil
4. Cantik
5. Angry
6. Walk
7. Dinding
8. Like
9. Baca
10. See

Matching

1. Smart: Pintar
2. Stupid: Bodoh
3. Soft: Lembut
4. Short: Pendek
5. Tall: Tinggi
6. People: Orang-Orang
7. Art: Seni
8. World: Dunia
9. Add: menambahkan
10. Agree: Menyetujui

POST-TEST

Multiple Choice

1. B
2. D
3. C
4. D
5. A
6. B
7. D
8. C
9. D

Fill the Blank

1. Menyerang
2. Cemas
3. Jump
4. Darah
5. Petualangan
6. Kekuatan
7. Berharga
8. Sword
9. Cut
10. Menangkap

Matching

1. Balapan
2. Tabrakan
3. Hutan
4. Motor balap
5. Menghancurkan
6. Otot
7. Botak
8. Kelemahan
9. Petunjuk
10. Semak_semak

APPENDIX V:
LESSON PLAN

LESSON PLAN (1st meeting)

School : MAN Palopo
Subjects : English (Vocabulary)
Class : 12th Grade Students
Time : 1 x 45 Minutes
Meeting : 1st meeting

Competency Standard
Knowing and understanding English vocabulary through movies with English subtitles.

Indicator
Students can understand the meaning of vocabulary in English related to movie scenes (*Jumanji*).

A. Learning objectives
1. Students can interpret the vocabulary well
2. Student can pronounce vocabulary correctly

B. Character value
Discipline, hard work, and independent

C. Learning material
Vocabulary (Movie)

D. Learning media
Movie

E. Learning Activity

Activity 5 minutes	
1. Greeting 2. The teacher checks students' attendance 3. The teacher introduce himself	T-Ss T-Ss T-Ss
Core activity 25 minutes	
1. The teacher explains the material and practices the use of Movie media in teaching 2. The teacher divides the students into two groups 3. The teacher invites students to pay attention to the movie (*Jumanji*) that is playing	T-Ss T_Ss T-Ss

4. After watching, the teacher told the students to write down on the book all the vocabulary that they did not understand in the movie 5. After that the teacher asked one representative from each group to write down all the vocabulary they did not understand on the blackboard 6. The teacher invites each group to write down the meaning of the vocabulary that is known from the vocabulary written by the opposing group 7. The teacher interprets the vocabulary that the students cannot answer 8. The researcher re-evaluates the material that has been studied	T-Ss Ss Ss T-Ss
15-minute closing activity	
1. The teacher gives students the opportunity to ask questions 2. The teacher and students together conclude the learning material 3. The teacher closes the lesson	T-Ss T-Ss T-Ss

F. Learning Assessment

1. Attitude assessment (observation)

Observation during the learning process

2. Knowledge assessment (written test)

Students do the assignments given by the teacher

3. Skills assessment (practice test)

Students translate vocabulary correctly individually or in groups

Palopo,

Peneliti

Arbi Rahman Gifari

NIM. 18 0202 0128

LESSON PLAN (2nd meeting)

School : MAN Palopo
Subjects : English (Vocabulary)
Class : 12th Grade Students
Time : 1 x 45 Minutes
Meeting : 2nd meeting

Competency Standard
Knowing and understanding English vocabulary through movies with English subtitles.

Indicator
Students can understand the meaning of vocabulary in English related to movie scenes (*Jumanji*).

A. Learning objectives
1. Students can interpret the vocabulary well
2. Students can pronounce vocabulary correctly

B. Character value
Discipline, hard work, and independent

C. Learning material
Vocabulary (Movie)

D. Learning media
Movie

E. Learning Activity

Pre-activity 5 minutes	
1. Greeting 2. The teacher checks students' attendance 3. The teacher asks the previous lesson and relates it to the next material	T-Ss T-Ss T-Ss
Core activity 25 minutes	
1. The teacher explains the material and practices the use of Movie media in teaching 2. The teacher divides the students into two groups	T-Ss T_Ss

3. The teacher invites students to pay attention to the movie (*Jumanji*) that is playing	T-Ss
4. After watching, the teacher told the students to write down on the book all the vocabulary that they did not understand in the movie	T-Ss
5. After that the teacher asked 1 representative from each group to write down all the vocabulary they did not understand on the blackboard	Ss
6. The teacher invites each group to write down the meaning of the vocabulary that is known from the vocabulary written by the opposing group	Ss
7. The teacher interprets the vocabulary that the students cannot answer	Ss
8. The researcher re-evaluates the material that has been studied	T-Ss
15-minute closing activity	
1. The teacher gives students the opportunity to ask questions	T-Ss
2. The teacher and students together conclude the learning material	T-Ss
3. The teacher closes the lesson	T-Ss

F. Learning Assessment

1. **Attitude assessment (observation)**

   Observation during the learning process

2. **Knowledge assessment (written test)**

   Students do the assignments given by the teacher

3. **Skills assessment (practice test)**

   Students translate vocabulary correctly individually or in groups

Palopo,

Peneliti

Arbi Rahman Gifari

NIM. 18 0202 0128

LESSON PLAN (3rd meeting)

School : MAN Palopo
Subjects : English (Vocabulary)
Class : 12th Grade Students
Time : 1 x 45 Minutes
Meeting : 3rd meeting

Competency Standard
Knowing and understanding English vocabulary through movies with English subtitles.

Indicator
Students can understand the meaning of vocabulary in English related to movie scenes (*Fast and Furious 9*).

A. Learning objectives
1. Students can interpret the vocabulary well
2. Students can pronounce vocabulary correctly

B. Character value
Discipline, hard work, and independent

C. Learning material
Vocabulary (Movie)

D. Learning media
Movie

E. Learning Activity

Pre-activity 5 minutes	
1. Greeting 2. The teacher checks students' attendance 3. The teacher asks the previous lesson and relates it to the next material	T-Ss T-Ss T-Ss
Core activity 25 minutes	
1. The teacher explains the material and practices the use of film media in teaching 2. The teacher divides the students into two groups	T-Ss T_Ss

3. The teacher invites students to pay attention to the film (*fast and furious 9*) that is playing 4. After watching, the researcher told the students to write down on the book all the vocabulary they didn't understand in the movie 5. After that the researcher asked 1 representative from each group to write down all the vocabulary they did not understand on the blackboard 6. The researcher invites students to jointly interpret the vocabulary written on the blackboard 7. The researcher deletes the vocabulary in English or Indonesian at random from the blackboard 8. The researcher invites each group to answer the vocabulary that has been deleted 9. The researcher re-evaluates the material that has been studied	T-Ss T-Ss Ss Ss Ss T-Ss T-Ss
15-minute closing activity	
1. The teacher gives students the opportunity to ask questions 2. The teacher and students together conclude the learning material 3. The teacher closes the lesson	T-Ss T-Ss T-Ss

F. Learning Assessment

1. **Attitude assessment (observation)**

   Observation during the learning process

2. **Knowledge assessment (written test)**

   Students do the assignments given by the teacher

3. **Skills assessment (practice test)**

   Students translate vocabulary correctly individually or in groups

Palopo,

Peneliti

Arbi Rahman Gifari

NIM. 18 0202 0128

LESSON PLAN (4th meeting)

School : MAN Palopo
Subjects : English (Vocabulary)
Class : 12th Grade Students
Time : 1 x 45 Minutes
Meeting : 4th meeting

Competency Standard
Knowing and understanding English vocabulary through movies with English subtitles.

Indicator
Students can understand the meaning of vocabulary in English related to movie scenes (*Fast and Furious 9*).

A. Learning objectives
1. Students can interpret the vocabulary well
2. Students can pronounce vocabulary correctly

B. Character value
Discipline, hard work and independent

C. Learning material
Vocabulary (Movie)

D. Learning media
Movie

E. Learning Activity

Pre-activity 5 minutes	
1. Greeting 2. The teacher checks students' attendance 3. The teacher asks the previous lesson and relates it to the next material	T-Ss T-Ss T-Ss
Core activity 25 minutes	
1. The teacher explains the material and practices the use of film media in teaching 2. The teacher divides the students into two groups	T-Ss T-Ss

3. The teacher invites students to pay attention to the film (*fast and furious 9*) that is playing 4. After watching, the researcher told the students to write down on the book all the vocabulary they didn't understand in the movie 5. After that the researcher asked 1 representative from each group to write down all the vocabulary they did not understand on the blackboard 6. The researcher invites students to jointly interpret the vocabulary written on the blackboard 7. The researcher deletes the vocabulary in English or Indonesian at random from the blackboard 8. The researcher invites each group to answer the vocabulary that has been deleted 9. The researcher re-evaluates the material that has been studied	T_Ss T-Ss T-Ss Ss Ss Ss T-Ss
15-minute closing activity	
1. The teacher gives students the opportunity to ask questions 2. The teacher and students together conclude the learning material 3. The teacher closes the lesson	T-Ss T-Ss T-Ss

F. Learning Assessment

1. Attitude assessment (observation)

Observation during the learning process

2. Knowledge assessment (written test)

Students do the assignments given by the teacher

3. **Skills assessment (practice test)**

   Students translate vocabulary correctly individually or in groups

Palopo,

Peneliti

Arbi Rahman Gifari

NIM. 18 0202 0128

ASSESSMENT RUBRIC

NO	Aspects assessed	Indicator	Score
1	Interpret vocabulary	Students can understand English vocabulary well	40
		Students have not been able to interpret English vocabulary well	10
2	Pronounce vocabulary	Students can recite English vocabulary fluently	30
		Students have not been able to pronounce English vocabulary fluently	10
3	Writing vocabulary	Students can write English vocabulary well and quickly in a notebook	30
		Students have not been able to write English vocabulary well and quickly in notebook	10

APPENDIX VI:
QR CODE OF MOVIES FOR TREATMENT

QR CODE OF MOVIES FOR TREATMENT

MOVIES

APPENDIX VII:
VALIDATION SHEET OF TEST

LEMBAR VALIDASI INSTRUMEN PRE-TEST DAN POST-TEST

Judul: Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
   1 : tidak layak
   2 : kurang layak
   3 : cukup layak
   4 : layak
   5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	KOMPONEN PENILAIAN	SKALA PENILAIAN				
		1	2	3	4	5
1	Kejelasan setiap butir soal.			✓		
2	Kejelasan petunjuk pengisian soal.				✓	
3	Ketepatan soal dengan kompetensi dasar.			✓		
4	Butir soal berkaitan dengan materi.			✓		
5	Tingkat kebenaran butir.				✓	
6	Butir soal berisi satu gagasan yang lengkap.			✓		
7	Kata-kata yang digunakan tidak bermakna ganda.			✓		
8	Bahasa yang digunakan mudah dipahami.			✓		
9	Bahasa yang digunakan efektif.			✓		
10	Penulisan sesuai dengan EYD.			✓		

APPENDIX VIII:
CERTIFICATE VALIDATION INSTRUMENTS OF TEST

SURAT KETERANGAN VALIDASI INSTRUMENT PRE-TEST DAN POST TEST

Yang bertanda tangan dibawah ini :

Nama : Dr. Masruddin, S.S , M.Hum

Instansi : IAIN (Institut Agama Islam Negeri) Palopo

Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "**Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo**" oleh peneliti :

Nama : Arbi Rahman Gilsa

NIM : 18 0202 0138

Prodi : Pendidikan Bahasa Inggris

Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk soal pre-test dan pos-test tersebut adalah :

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.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, ...

Validator,

Dr. Masruddin, S.S., M.Hum.

NIP. 19800613 200501 1007

C. Komentar

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

Kesimpulan

Instrumen pre-test dan post-test ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....

.....

.....

.....

.....

Palopo, ...

Validator,

Dr. Masruddin, S.S., M.Hum.
NIP. 19800613 200501 1005

APPENDIX IX:
INSTRUMENT VALIDATION OF TEACHING MEDIA

LEMBAR VALIDASI INSTRUMEN VIDEO PENELITIAN

Judul Penelitian: Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo

Penggunaan media pembelajaran ini diharapkan dapat di gunakan sebagai alat untuk memperjelas pesan yang disampaikan oleh pendidik. Selain itu, dapat menimbulkan keinginan dan minat baru, serta membangkitkan motivasi dan rangsangan untuk belajar. Media yang digunakan dalam proses pembelajaran dapat meningkatkan proses belajar siswa dan dapat mempengaruhi hasil belajar yang ingin dicapai. Salah satu alternative solusi untuk meningkatkan kualitas pembelajaran adalah dengan menggunakan film Hollywood (Movie) sebagai media pembelajaran. Menurut Botirca (2007), ada beberapa kriteria dalam memilih video untuk digunakan di kelas. Sebagai permulaan, guru harus memilih film yang tepat untuk dibawakan ke siswa. Kedua, video hendaknya pantas bagi siswa sesuai tingkatannya. Ketiga, isi kelas dan video hendaknya pantas untuk usia siswa dan terhubung dengan topik yang mereka pelajari. Akhirnya, sebelum siswa menyaksikan video, guru hendaknya dengan cermat memeriksa rekaman untuk kata-kata dan audio yang perlu dibahas. Kriteria ini akan mendukung pemahaman siswa tentang informasi yang disampaikan di video.

Berdasarkan hal tersebut, di mohon penilaian dan validasi dari Bapak/Ibu sebagai ahli di bidang pendidikan matematika terhadap video pembelajaran tersebut. Penilaian Bapak/Ibu sangat penting di dalam pengembangan video pembelajaran untuk menghasilkan video pembelajaran yang baik dari segi kualitas dan sesuai dengan karakteristik pembelajaran yang dibawakan peneliti.

Penilaian menggunakan "Skala Penilaian" dengan rentang skor sebagai berikut:

- Skor 1 berarti sangat kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung
- Skor 2 berarti kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung
- Skor 3 berarti jelas/sesuai/memenuhi/menarik/dipahami/mendukung
- Skor 4 berarti sangat jelas/sesuai/memenuhi/menarik/dipahami/mendukung

Berilah tanda cek (√) pada kolom "Skala Penilaian" yang bersesuaian dengan item aspek yang akan dinilai dan divalidasi

Aspek Validasi	Skala Penilaian			
	1	2	3	4
ISI VIDEO				
Kejelasan tujuan pembelajaran				√
Video berisi rangsangan agar siswa merespon video (menyiapkan alat tulis, menyimak materi, menjawab pertanyaan).				√
Konten yang disajikan sesuai dengan pokok bahasan				√
Ketepatan ilustrasi yang disajikan dengan materi			√	
TAMPILAN VIDEO				
Tampilan video yang menarik			√	
Menumbuhkan minat siswa dalam belajar			√	
Ketepatan musik atau lagu pengiring video				√
Kualitas gambar pada video				√
Kualitas suara pada video				√

Berdasarkan penilaian atau validasi Bapak/Ibu di atas, maka berilah tanda cek (√) pada pilihan dibawah ini yang menunjukkan penilaian secara umum dari aspek kelayakan dan validitas video yang digunakan pada penilitian. Video ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....
.....
.....
.....
.....
.....
.....

Palopo, ...

Validator,

Dr. Masruddin, S.S., M. Hum
NIP. 19800613 200501 1003

APPENDIX X:
CERTIFICATE VALIDATION INSTRUMENTS FOR TEACHING MEDIA

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

Nama : Dr. Masruddin, S.S., M. Hum

Instansi : IAIN (Institut Agama Islam Negeri) Palopo

Jabatan : Dosen

Telah melihat instrumen penelitian berupa video yang akan digunakan dalam penelitian skripsi dengan judul **"Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo"** oleh peneliti :

Nama : Arbi rahman gifari

NIM : 18 0202 0128

Prodi : Pendidikan Bahasa Inggris

Setelah melihat instrumen yang telah dibuat, maka adapun saran dan masukan untuk video tersebut adalah :

.....

.....

.....

.....

.....

.....

.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, ...

Validator,

Dr. Masruddin, S.S., M. Hum
NIP. 19800613 200501 1005

APPENDIX XI:
THE RESULT OF THE PRE-TEST

63

PRE TEST

Name : Amanda sulia 1229
Class : XI MIPA 2

Choose the correct answer from the option a, b, c, or d.

1. Indah ..... the match in National Olimpiade. She is very happy.
   A. jumped
   B. lost
   C. celebrated
   D. won

2. My sister went to dentist two days ago because her ..... were in pain.
   A. teeth
   B. ears
   C. hands
   D. fingers

3. Bunga is celebrating her birthday.
   Now Bunga feels .....
   a. Happy
   b. Easy
   c. Angry
   d. Hungry

4. The students' duty is to ... in the school.
   A. teach
   B. work
   C. play
   D. study

5. The baby is so hungry. So, I ..... a meal for him.
   A. prepare
   B. wear

C. throw

D. kick

5. My sister is a nurse. She works in Anak Dunda Hospital. She ..... every patient there.

a. Sees

b. Thinks

c. Ignores

d. Helps

7. You can find .... in your kitchen.

a. Pillow

b. Stove

c. Television

d. Sofa

8. John : French Fries and fried chicken are my favorite foods.

Vina: Yes, I like them too. These French Fries and fried chicken are very .....

a. Salty

b. Sour

c. Delicious

d. Bitter

9. My mother is a tailor. She sews and makes ....

a. Books

b. Foods

c. Chairs

d. Clothes

10. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

a. Throws

b. Plants

c. Cuts

d. Gives

6

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
fan	kipas	walk	jalan
Sword	Pisau	Wall	
car	Mobil	like	suka
beautiful	Cantik	Read	Baca
small	kurang	Eat	See

Match the word with their indonesian equivalents compare your work to your classmates.

1. Smart	kaum
2. Stupid	orang
3. Soft	bodoh
4. Short	sen
5. Tall	dunia
6. People	pendek
7. Art	menyetujui
8. World	menambahkan
9. Add	orang-orang
10. Agree	pintar

PRE TEST

Name : Muhammad Ghabir Afa
Class : XII MIPA 2

Choose the correct answer from the options a, b, c, or d.

1. Indah ..... the match in National Olimpiade. She is very happy.
   A. jumped
   B. lost
   C. celebrated
   (D) won

2. My sister went to dentist two days ago because her ..... were in pain.
   A. teeth
   (B) ears
   C. hands
   D. fingers

3. Bunga is celebrating her birthday.
   Now Bunga feels .....
   a. Happy
   b. Easy
   (c) Angry
   d. Hungry

4. The students' duty is to ... in the school.
   A. teach
   B. work
   C. play
   (D) study

5. The baby is so hungry. So, I ..... a meal for him.
   (A) prepare
   B. wear

C. throw

D. kick

6. My sister is a nurse. She works in Anak Bunda Hospital. She ..... every patient there.

a. Sees

b. Thinks

c. Ignores

(d) Helps

7. You can find .... in your kitchen.

a. Pillow

(b) Stove

c. Television

d. Sofa

8. John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very ... .

a. Salty

(b) Sour

c. Delicious

d. Bitter

9. My mother is a tailor. She sews and makes .... .

a. Books

b. Foods

c. Chairs

(d) Clothes

10. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

a. Throws

(b) Plants

c. Cuts

d. Goes

6

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
run	lari	Wall	jalan
knife	Pisau	Wall	Jalan
car	mobil	like	suka
beautiful	cantik	Read	
marah	hungry	Lihat	

6

Match the word with their indonesian equivalents compare your work to your classmates.

1. Smart	lembut
2. Stupid	tinggi
3. Soft	bodoh
4. Short	seni
5. Tall	dunia
6. People	pendek
7. Art	menyetujui
8. World	menambahkan
9. Add	orang-orang
10. Agree	pintar

7

60

PRE TEST

Name : Intan.A
Class : VII Mipa 2

Choose the correct answer from the option a, b, c, or d.

1. Indah ..... the match in National Olimpiade. She is very happy.
   A. jumped
   B. lost
   C. celebrated
   (D) won

2. My sister went to dentist two days ago because her ..... were in pain.
   (A) teeth
   B. ears
   C. hands
   D. fingers

3. Bunga is celebrating her birthday.
   Now Bunga feels .....
   (a) Happy
   b. Easy
   c. Angry
   d. Hungry

4. The students' duty is to ... in the school.
   A. teach
   B. work
   C. play
   (D) study

5. The baby is so hungry. So, I ..... a meal for him.
   A. prepare
   (B) wear

C. throw

D. kick

6. My sister is a nurse. She works in Anak Bunda Hospital. She ..... every patient there.

a. Sees

b. Thinks

c. Ignores

d. Helps

7. You can find ... in your kitchen.

a. Pillow

b. Stove

c. Television

d. Sofa

8. John : French Fries and fried chicken are my favorite foods.

Vina: Yes, I like them too. These French Fries and fried chicken is a very ... .

a. Salty

b. Sour

c. Delicious

d. Bitter

9. My mother is a tailor. She sews and makes ... .

a. Books

b. Foods

c. Chairs

d. Clothes

10. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

a. Throws

b. Plants

c. Cuts

d. Goes

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
run	lari	Walj	jalan
Knife	Pisau	Wall	Jalan
car		like	suka
beautiful	Cantik	Read	baca
marah		Lihat	look/see

Match the word with their indonesian equivalents compare your work to your classmates.

1. Smart	lembut
2. Stupid	tinggi
3. Soft	bodoh
4. Short	seni
5. Tall	dunia
6. People	pendek
7. Art	menyetujui
8. World	menambahkan
9. Add	orang-orang
10. Agree	pintar

PRE TEST

53

Name : Zara Aulia
Class : XII MIPA 2

Choose the correct answer from the option a, b, c, or d.

1. Indah ..... the match in National Olimpiade. She is very happy.
   A. jumped
   B. lost
   C. celebrated
   D. won

2. My sister went to dentist two days ago because her ... were in pain.
   A. teeth
   B. ears
   C. hands
   D. fingers

3. Bunga is celebrating her birthday
   Now Bunga feels .....
   a. Happy
   b. Easy
   c. Angry
   d. Hungry

4. The students' duty is to ... in the school.
   A. teach
   B. work
   C. play
   D. study

5. The baby is so hungry. So, I ..... a meal for him.
   A. prepare
   B. wear

C. Oven

D. Kick

6. My sister is a nurse. She works in Anak Hunda Hospital. She ..... every patient there.

a. Sees

b. Thinks

c. Ignores

d. Helps

7. You can find .... in your kitchen.

a. Pillow

b. Stove

c. Television

d. Sofa

8. John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very ...

a. Salty

b. Sour

c. Delicious

d. Bitter

9. My mother is a tailor. She sews and mends ....

a. Books

b. Foods

c. Chairs

d. Clothes

10. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

a. Throws

b. Plants

c. Cuts

d. Uses

5

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
Dia	Lari	Mata	jalan
knife	Pisau	Wall	jalan
car	Mobil		saka
beautiful	cantik	Read	
marah	angry	Lihat	

Match the word with their indonesian equivalents compare your work to your classmates.

1. Smart	lembut
2. Stuped	tinggi
3. Soft	bodoh
4. Short	seni
5. Tall	dunia
6. People	pendek
7. Art	menyetujui
8. World	menambahkan
9. Add	orang-orang
10. Agree	pintar

50

PRE TEST

Name : [illegible]
Class : XII [illegible]

Choose the correct answer from the option a, b, c, or d.

1. Indah ..... the match in National Olimpiade. She is very happy.
   A. jumped
   B. lost
   C. celebrated
   D. won

2. My sister went to dentist two days ago because her ..... were in pain.
   A. teeth
   B. ears
   C. hands
   D. fingers

3. Bunga is celebrating her birthday.
   Now Bunga feels .....
   a. Happy
   b. Easy
   c. Angry
   d. Hungry

4. The students' duty is to ... in the school.
   A. teach
   B. work
   C. play
   D. study

5. The baby is so hungry. So, I ..... a meal for him.
   A. prepare
   B. wear

C. throw

D. kick

6. My sister is a nurse. She works in Anak Bunda Hospital. She ..... every patient there.

a. Sees

b. Thinks

c. Ignores

d. Helps

7. You can find ... in your kitchen.

a. Pillow

b. Stove

c. Television

d. Sofa

8. John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very ... .

a. Salty

b. Sour

c. Delicious

d. Bitter

9. My mother is a tailor. She sews and makes ... .

a. Books

b. Foods

c. Chairs

d. Clothes

10. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

a. Throws

b. Plants

c. Cuts

d. Grass

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
run	lari		jalan
bridge	pisau	wall	
car	mobil	like	suka
beautiful	cantik	read	
marah	hungry	lihat	Loot

6

Match the word with their indonesian equivalents compare your work to your classmates.

1. Smart
2. Stupid
3. Soft
4. Short
5. Tall
6. People
7. Art
8. World
9. Add
10. Agree

lembut
tinggi
bodoh
seni
dunia
pendek
menyetujui
menambahkan
orang-orang
pintar

5

APPENDIX XII:
THE RESULT OF POST-TEST

POST TEST

86

Name : Amanda aulia [illegible]

Class : XI MIPA 2

Choose the correct answer from the option a, b, c, or d below:

1. Pop : It's not about being the stronger man, dom.
   What does the word stronger mean?
   a. Sehat
   b. Kuat
   c. Otot
   d. Lemah

2. It seems his plane crashed somewhere here.
   What does the word plane mean?
   a. pemain
   b. lambang
   c. senjata
   d. pesawat

3. Mr. nobody's signal is close, but we've got to move quickly, guys.
   What does the word quickly mean?
   a. Lari
   b. [illegible]
   c. Cepat
   d. Balap

4. We do not want to cross paths with the military here.
   What does the word military mean?
   a. Polisi
   b. Militer
   c. Musuh
   d. militer

5. Well, I said it looked like a bridge.
   What does the word bridge mean?
   a. jembatan
   b. Seberang
   c. Sekitar
   d. Tangga

6. What is the cause of pop's death?
   a. Sick
   ✗ Accident
   c. Tall
   d. Drowning

7. What is the name of coon's son?
   a. Tonetto
   b. Shawn
   c. Ciper
   ✗ Brian

8. What is the relationship between jacob and dom?
   a. Cousin
   b. Friend
   ✗ sibling
   d. old friend

9. What is dom's dad's job?
   a. Farmer
   b. Pilot
   c. Wrestler
   ✗ Racer

10. Dom and his friends work as?
   a. Military
   ✗ Spy
   c. Police
   d. Criminal

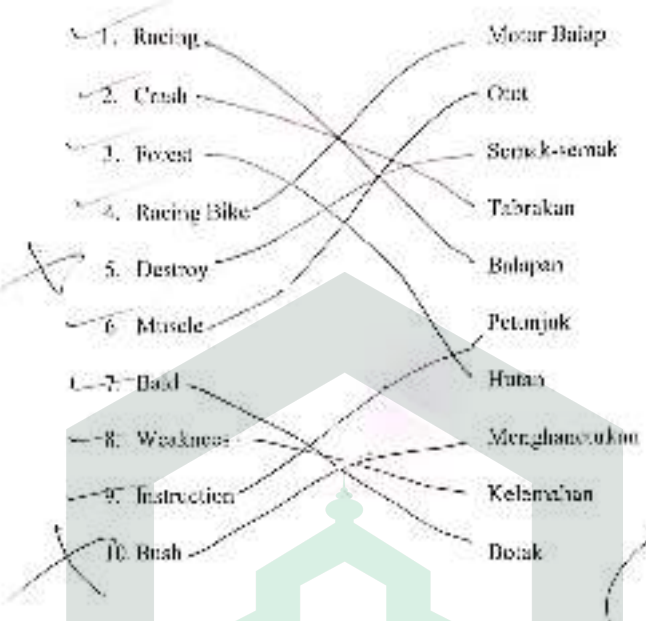
9

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
Attack	Menyerang	Strength	Kekuatan
Anxious	Cemas	Precious	
Jump	Lompat	Sword	Pedang
Blood	darah	Cut	Motong
Adventure	Petualangan	Catch	Menangkap

9

Match the word with their indonesian equivalents compare your work to your classmates



POST TEST

86

Name : Muhammad Khabir Afu

Class : XII MIPA 2

Choose the correct answer from the option a, b, c, or d below:

1. Pop : It's not about being the **stronger** man, dom.
   What does the word stronger mean?
   a. Sehat
   b. Kuat
   c. Otot
   d. Lemah
2. It seems his **plane** crashed somewhere here.
   What does the word plane mean?
   a. rencana
   b. tumbuhan
   c. senjata
   d. pesawat
3. Mr. nobody's signal is close, but we've got to move **quickly**, guys.
   What does the word quickly mean?
   a. Lari
   b. Lengah
   c. Cepat
   d. Balap
4. We do not want to cross paths with the **military** here.
   What does the word military mean?
   a. Polisi
   b. Mata-mata
   c. Musuh
   d. militer
5. Well, I said it looked like a **bridge**.
   What does the word bridge mean?
   a. jembatan
   b. Seberang
   c. Sekitar
   d. Tangga

7. what is the cause of pop's death?
   a. Sick
   b. Accident
   c. Fall
   d. Drowning
8. what is the name of dom's son?
   a. Tereth
   b. Shawn
   c. Ciper
   d. Brian
9. What is the relationship between jacob and dom?
   a. Cousin
   b. Friend
   c. sibling
   d. old friend
10. what is dom's dad's job?
   a. Farmer
   b. Pilot
   c. Wrestler
   d. Racer
11. Dom and his friends work as?
   a. Military
   b. Spy
   c. Police
   d. Criminal

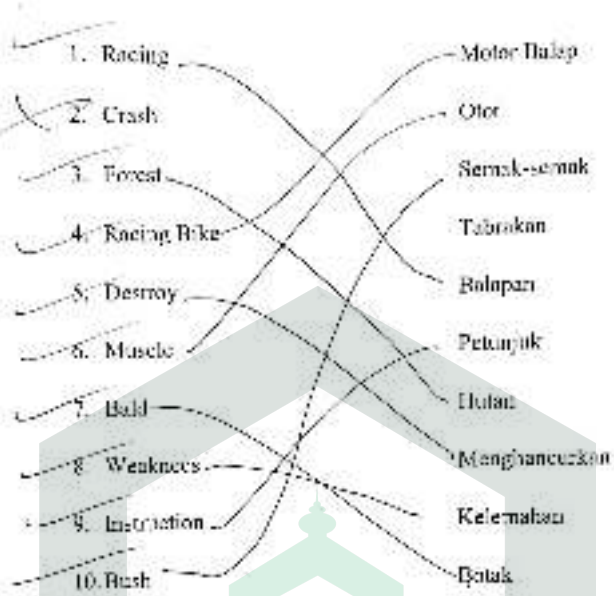
8

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
Attack	Menyerang	Strength	Kekuatan
Anxious		Precious	Berharga
Jump	Lompat	Sword	Pedang
Blood	darah	Cut	Memotong
Adventure	Petualangan	Grab	Menangkap

9

Match the word with their indonesian equivalents compare your work to your classmates.



9

POST TEST

Name : Intan A

Class : XII Mipa 2

Choose the correct answer from the option a, b, c, or d below:

1. Pop!: It's not about being the **stronger** man, dom.
   What does the word stronger mean?
   a. Sehat
   (b.) Kuat
   c. Otot
   d. Lemah

2. It seems his **plane** crashed somewhere here.
   What does the word plane mean?
   a. rencana
   b. tumbuhan
   c. senjata
   (d.) pesawat

3. Mr. nobody's signal is close, but we've got to move **quickly**, guys.
   What does the word quickly mean?
   a. Lari
   b. Lengah
   (c.) Cepat
   d. Relap

4. We do not want to cross paths with the **military** here.
   What does the word military mean?
   a. Polisi
   b. Mata-mata
   c. Musuh
   (d.) militer

5. Well, I said it looked like a **bridge**.
   What does the word bridge mean?
   (a.) jembatan
   b. Seberang
   c. Sekitar
   d. Tangga

6. what is the cause of pop's death?
   a. Sick
   (b) Accident
   c. Fall
   d. Drowning

7. what is the name of dom's son?
   a. Toretto
   (b) Shawn
   c. Ciper
   d. Brian

8. What is the relationship between jacob and dom?
   a. Cousin
   b. Friend
   (c) sibling
   d. old friend

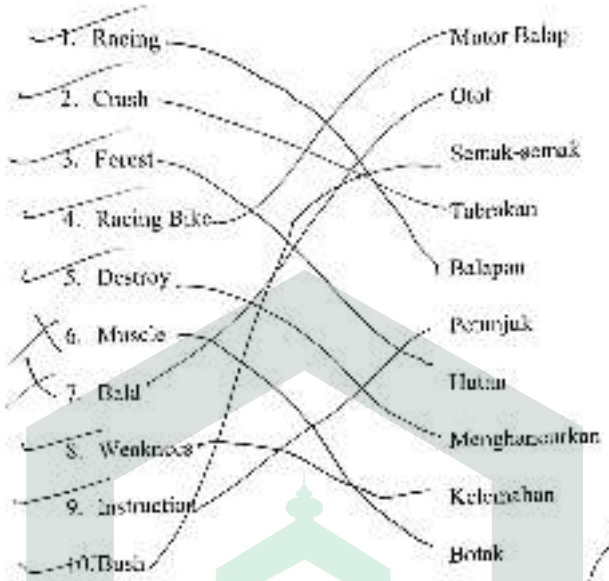
9. what is dom's dad's job?
   a. Farmer
   b. Pilot
   c. Wrestler
   (d) Racer

10. Dom and his friends work as?
   a. Military
   (b) Spy
   c. Police
   d. Criminal

Translate the words below !

Vocabulary	Meaning	Vocabulary	Meaning
Attack	Mengerang	Strength	Kekuatan
Anxious	cemas	Precious	
Jump	Lompat	Sword	Pedang
Blood	darah	Cut	Motong
Adventure	petualangan	Catch	menangkap

Match the word with their indonesian equivalents compare your work to your classmates.



8

86

POST TEST

Name : Zara Sulia

Class : XI MIPa 2

Choose the correct answer from the option a, b, c, or d below:

1. Pop : It's not about being the stronger man, dom.
   What does the word stronger mean?
   a. Sehat
   b. Kuat
   c. Otot
   d. Lemah
2. It seems his plane crashed somewhere here.
   What does the word plane mean?
   a. rencana
   b. tumbuhan
   c. senjata
   d. pesawat
3. Mr. nobody's signal is close, but we've got to move quickly, guys.
   What does the word quickly mean?
   a. Lari
   b. Lengah
   c. Cepat
   d. Balap
4. We do not want to cross paths with the military here.
   What does the word military mean?
   a. Polisi
   b. Mata-mata
   c. Musuh
   d. militer
5. Well, I said it looked like a bridge.
   What does the word bridge mean?
   a. jembatan
   b. Seberang
   c. Sekitar
   d. Tangga

6. What is the cause of pop's death?
   a. Sick
   b. Accident
   c. Fall
   d. Drowning
7. What is the name of dom's son?
   a. Turette
   b. Shawn
   c. Ciper
   d. Brian
8. What is the relationship between jacob and dom?
   a. Cousin
   b. Friend
   c. sibling
   d. old friend
9. what is dom's dad's job?
   a. Farmer
   b. Pilot
   c. Wrestler
   d. Racer
10. Dom and his friends work as?
   a. Military
   b. Spy
   c. Police
   d. Criminal

9

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
Attack	Menyerang	Strength	Kekuatan
Anxious		Precious	
Jump	Lompat	Sword	Pedang
Blood	darah	Cut	Motong
Adventure	Petualangan	Catch	Menangkap

8

Match the word with their indonesian equivalents compare your work to your classmates.

9

86

POST TEST

Name : nurul amanda

Class : XII Mipa 2.

Choose the correct answer from the option a, b, c, or d below

1. Pop : It's not about being the stronger man, dom.
   What does the word stronger mean?
   a. Sehat
   b. Kuat
   c. Otot
   d. Lemah
2. It seems his plane crashed somewhere here.
   What does the word plane mean?
   a. rencana
   b. tumbuhan
   c. senjata
   d. pesawat
3. Mr nobody's signal is close, but we've got to move quickly, guys.
   What does the word quickly mean?
   a. Lari
   b. Lengah
   c. Cepat
   d. Balap
4. We do not want to cross paths with the military here.
   What does the word military mean?
   a. Polisi
   b. Mata-mata
   c. Muvah
   d. militer
5. Well, I said it looked like a bridge.
   What does the word bridge mean?
   a. jembatan
   b. Sebarang
   c. Sekitar
   d. Tangga

6. What is the cause of pop's death?
   a. Sick
   b. Accident
   c. Fall
   d. Drowning
7. what is the name of dom's son?
   a. Toretto
   b. Shawn
   c. Ciper
   d. Brian
8. What is the relationship between jacob and dom?
   a. Cousin
   b. Friend
   c. sibling
   d. old friend
9. What is dom's dad's job?
   a. Farmer
   b. Pilot
   c. Wrestler
   d. Racer
10. Dom and his friends work as?
   a. Military
   b. Spy
   c. Police
   d. Criminal

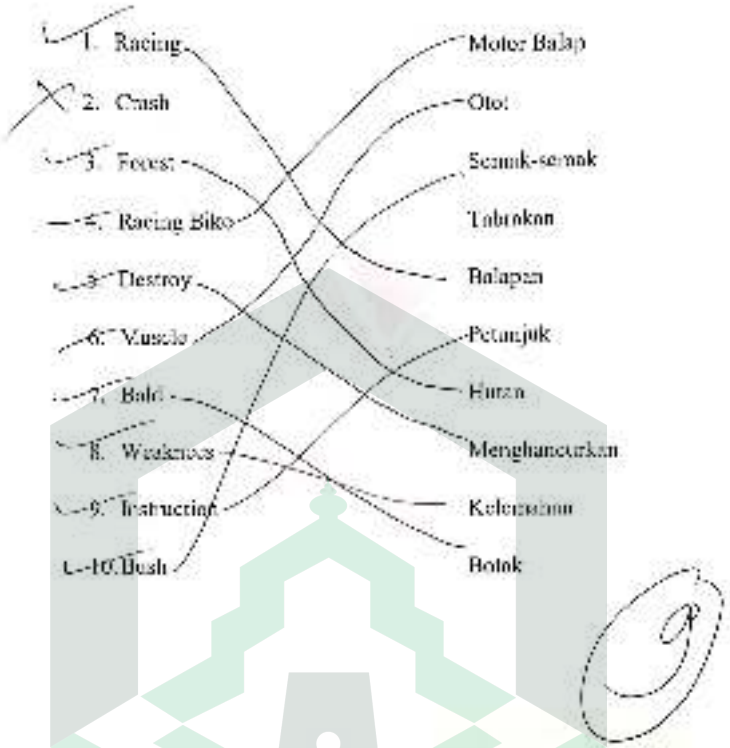
8

Translate the words below :

Vocabulary	Meaning	Vocabulary	Meaning
Attack	Menyerang	Strength	Kekuatan
Anxious		Precious	Berharga
Jump	Lompat	Sword	Pedang
Blood	darah	cut	Motong
Adventure	petualangan	Catch	Menangkap

9

Match the word with their indonesian equivalents compare your work to your classmates.



APPENDIX XIII: DOCUMENTATION

Figure 1. the researcher did post-test

Figure 2. The researcher did post-test

Figure 3. The researcher did treatment one

Figure 4. The researcher did treatment two

Figure 5. The researcher did treatment three

Figure 6. The researcher did treatment four

Figure 7. The researcher did post-test

Figure 8. The researcher did post-test

CURRICULUM VITAE

Arbi Rahman Gifari was born on September 28 1999 in Palopo. His father's name is Abdul Manneng, and his mother's name is Jumrah. He lives at Jl. Tupai 5 Balandai No. 7, Palopo City. He started his study in Elementary School (DDI 1 Palopo) in 2005, and she graduated in 2011. After that, He continued his study at MTS SATAP Datok Sulaiman in 2011 and graduated in 2014. Then, He continued his study at MAN Palopo, graduating in 2017. After that, in 2018, He continued his study at the State Islamic Institute (IAIN) of Palopo and took English Language Education Study Program. He finished his study in 2023. At the end of his study at the State Islamic Institute (IAIN) of Palopo, he wrote a thesis entitled "Using English Subtitle Movie to Enrich Students Vocabulary Mastery at the Twelfth Grade of MAN Palopo."