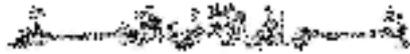


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IAIN PALOPO

TABLE OF CONTENT

TITLE PAGE	i
PRONOUNCEMENT	ii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENT	v
ABSTRACT	vii
CHAPTER I: INTRODUCTION	I
A. Background	1
B. Problem Statment	3
C. Objective of the Research	3
D. Significance of the Research	3
E. Scope of the Research	3
F. Definition of Term	4
CHAPTER II : REVIEW OF LILATED OF LITERATURE	5
A. Previous Study	5
B. Vocabulary	6
C. Teaching Vocabulary	20
D. The Concept of Watching Movie	23
E. The Definition of Media	28

CHAPTER III : RESEARCH METHOD	30
A. Research type	30
B. Setting of the Research	30
C. Participants of the Research	30
D. Technique of Collecting Data	31
E. Data Analysis	31
F. Procedures of the Research	32
CHAPTER IV : FINDINGS AND DISCUSSIONS	36
A. Findings	36
B. Discussions	56
CHAPTER V : CONCLUSIONS AND SUGGESTION	59
A. Conclusions	59
B. Suggestion	60
BIBLIOGRAFY	
APPENDIX	



ABSTRACT

Zakiah yusuf, 2014. " *Teaching Vocabulary Trough Movie Larva at The Seventh Year Students of SMPN 8 Palopo.*" Thesis, English Study Program Education Department in The State Collage for Islamic Studies (STAIN) Palopo. Consulant: Dr. Jumharia Djamereng, M.Hum., and Wahibah, S.Ag., M.Hum.

Key Words : Teaching Vocabulary, Larva.

This thesis is about teaching vocabulary through movie larva at the seventh year students of SMPN 8 Palopo. The problem statement what was the appropriate way of using movie larva in teaching vocabulary?. The objective of the research to find out the appropriate way of using movie larva in teaching vocabulary in SMPN 8 Palopo.

This thesis used Classroom Action Research. The target population of this research are all of the seventh grade students of SMPN 8 Palopo. The sample was taken from population by using Purposive Sampling technique. This case the research took 25 students of class VII.8 as a sample. The procedure of the research used two cycles namely cycle 1, and cycle 2, to find out the ability of the students vocabulary. Then the researcher analyzes their score by using simple percentage to know the mean score of the students and explained clearly in discussion.

The result of analysis can be explained that larva movie can be used in teaching vocabulary at the elevent year students of SMPN 8 Palopo. In this thesis the researcher application movie larva in teaching vocabulary, because by using larva movie the students are easier to memorize the vocabulary. The result of the students was increased by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 44,8 and cycle 2 the score develop to be 77,8. It means that the student's vocabulary was developed.

CHAPTER I

INTRODUCTION

A. Background

In learning a language, vocabulary is a significant thing because it carries message to convey ideas or information. Learning a foreign language requires the student to learn its vocabulary. Without adequate knowledge of English vocabulary, student are not able to communicate well in English. He/she cannot deliver or receive messages effectively. Vocabulary has important role in learning a foreign language, as it one of the language component in communicative competence.

Vocabulary is very important element in language learning ; since it supports the four Language skills (reading, speaking, listening, and writing).¹ Concerning the statement above, it means that the students have to mastery of vocabulary; it is the base element in learning language. The vocabulary has a big influence language especially in language skill. In teaching language, a teacher is not only feel responsible for his/her own use of language. she also feel compelled to focus on vocabulary study so that our students are exposed to emrich, expressive language .

However most teachers have goals larger than having their students do well in test. Theacher want to involve their student in productive vocabulary instruction because they know the value of well chosen words. Vocabulary instruction is one of those educational arenas in which research. Whenever we think of language and language learning we usually think of mastering the vocabulary of learning the

¹ [www://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/6223.21-june at 0.23 am](http://www://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/6223.21-june%20at%200.23%20am))).

“words”. Mastering vocabulary is not difficult, it depends on our will, yet other aspect of language should be considered such as sound and grammar. As one of language elements, vocabulary is supposed to be practiced so that we can speak the language well. A good vocabulary goes hand in hand with our ability to think logically and to learn easily and quickly.

Some of students are lazy to memorize vocabulary.as they are difficult to learn In SMPN 8 Palopo most of students want to study English but they are lack of vocabulary. The teacher always gives the students vocabulary list to memorize by writing the vocabulary on the whiteboard. The students feel bored by this way so that they are lazy to study English. By considering this phenomom the researcher is interested to conduct research in using audio visual, such students of SMPN 8 Palopo's by larva because most of the students like to watching movie.

So, in the movie larva effective methods that encourage students to take a part actively in the class. Method that can be used by the teacher to improve the student's English vocabulary by watching movie and the movie larva as to audio visual and can give alteration in the learner English. The researcher will conducts the research which is in titled: ***“Teaching Vocabulary by watching .”Larva at the seventh year students of SMPN 8 Palopo.***

Larva is more effective to improve vocabulary especially verb, because that way is very good for students, be sides they are happy, also more interest for learning vocabulary them.

B. Problem Statement

Based on the background above the researcher formulates the research question as follow:

“What is the appropriate way of using larva in teaching vocabulary at the seventh year students of SMPN 8 Palopo?”

C. Objective of the Research

Based on the problem statement above, the objective of the research is:
To find out the appropriate way of using larva in teaching vocabulary.

D. Significant of the Research

The result of the research expected to be useful information to the learners of English as foreign language in general and which should improve their ability especially in vocabulary. The result of this research can be usefull:

1. Students: it is expected to motivate students in improving their vocabulary.
2. Teachers: it is expected to be useful information for the English teacher in teaching their students to improve the students' vocabulary.
3. Next researchers: It is expected to be useful as a references to next researcher in doing the similar topic of the research.

E. Scope of the Research

The scope of the research is restricted to teaching vocabulary by watching Movies “Larva” at the seventh year students class 8 of SMPN 8 Palopo

F. Oprational Definition

1. Vocabulary is of words, list of words, word in list of words².
2. Watching movie is of watching a filem by the students to practice their audio and visual senses in other that their vocabulary improved
3. Larva is the movie tels about two larvas, they are red larva and yellow larva, they are often fight,but some time their also very dear.



² John M. Echlos and Hassan Sadily, *Kamus-Inggris Indonesia, Jakarta: PT . Gramedia pustaka Utama, 1976*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some relevant previous study relate to this research.

1. Siti wahyuni,” improving student’s vocabulary through chaining word at Eight students’ of SMP PMDS Putri Palopo.” The result of the study shows that students’ vocabulary mastery improved through chaining word because chaining word in improving English vocabulary are in good category and include in high level.¹

2. Rafika Purnama mulia in her thesis by the title “developing speaking skill by dicussing a film to the eleventh year students SMAN 1 Walenrang, the researcher concludes that discussing a film can develop students’ activeness to speak in the classroom.

in the research Relationship with statement siti wahyuni and rafika purnama concerning the research is which one in the statement siti wahyuni she said improving vocabulary but through chining word and in the statement Rafika purnama mulia about a film but improve speaking skill.have to connection about teaching

¹Sitti Wahyuni, *Improving Student’s Vocabulary through Chining Word at Eight Grade Students’ OF SMP PMDS Putri Palopo (STAIN Palopo)*, p .59

vocabulary through larva with the statement siti wahyuni about vocabulary and Rafika purnama mulia about the film.

B. Vocabulary

1. Concept of Vocabulary

Vocabulary is one of the important factors in English language. Besides, vocabulary is the important factor for practicing language as a means of communication. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify simplified and unsimplified materials and to process different kinds of oral and written text, as well as the kinds of strategies learners use in understanding. Using, and remembering words². There are 3000 to 5000 words suggested for learners continuing to tertiary education studies.³

²Jack C Richards and Willi A. Renandyan *'Methodology in language Teaching'*, (cet. I: United States of America; Cambridge University Press, 2002). P . 255

³Wahyuni, *Improving Student's Vocabulary through Chaining Word at Eight Grade Students' OF SMP PMDS Putri Palopo (STAIN Palopo)*, P. 256

2. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses, list of words with their meanings especially in a book for learning a foreign language.⁴ Vocabulary can define roughly, as the words we teach in the foreign language.⁵

Vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.⁶

The writer can make conclusion from explanation above that no one can mastery a new language without vocabularies, even though they know the pattern or other about the foreign language well.

3. Types of vocabulary

In learning vocabulary we know the content words or familiar with class word there are noun, verb, adjective and adverb.

a) Noun

Noun is a word used to name person, place, animal or things.

1) Abstract Noun is the word not real

Kindness = kebaikan

⁴Martin Mansher, *Oxford Learners ' Pocket Dictionary*, New Edition: 2000, P . 482

⁵[http://www. Teaching_english. Org. Uk/think/vocabulary/context-developing-shtml](http://www.Teaching_english.Org_Uk/think/vocabulary/context-developing-shtml). Accessed on 11 November 2010

⁶<http://en.wikipedia.org/wiki/vocabulary/>. Diakses tanggal 9 mei 2012

Freedom = kebebasan

Health = kesehatan

Beauty = kecantikan

2) Concrete Noun is concrete word

Chair = kursi

Bread = roti

People = orang

Car = mobil

3) Proper Noun

Proper noun is name People, name, town, country, school, etc, proper noun always use capital letter. For example:

Pengki : name of person

Makasar : name of town

Indonesia : name of country

Bengawan Solo : name of river

Australia : name of content

4) Common Noun

Common Noun is noun that show kinds, class from things, place etc, for example:

Book : buku

Invention : penemuan

City : kota

Soldier : prajurit

5) Collective Noun

Collective Noun is community name or group for example:

A team : tim

A committee : panitia

A people : orang- orang

A club : kelompok

6) Material Noun is noun that natural no one make it example :

Silver : perak

paper : kertas

sugar : gula

7) Inflection of Nouns

There are three kinds of inflection nouns, namely:

a. Gender

Gender English can be divided into four kinds they are:

Masculine, feminine, common, and neuter gender. The followings are the example of each gender

Masculine ; Feminine

Father = ayah

mother = ibu

Brother = saudara

sister = saudara

Uncle	= paman	aunt	= bibi
Son	= anak laki- laki	daughter	= putri
Nephew	= kemenakan	niece	= kemenakan
Grandfather	= kakek	grandmother	= nenek
Husband	= suami	grand- daughter	= cucu
Father in law	= ayah mertua	fiancée	= tunangan
Fiancé	= tunangan	wife	= istri
Brother in law	= ipar	sister- in – law	= ipar etc.

Common Gender

Friend	= teman	Neuter gender	
Student	= siswa	book	= buku
Farmer	= petani	bag	= tas
Children	= anak – anak	mirror	= kaca
Baby	= bayi	car	= mobil
Parents	= orang tua	school	= sekolaht
		mountain	= gunung

b. **Number** is noun that show total and it can be divided two kinds

There are singular and plural noun.

Singular

A book

A pen

A cat

Plural

two book

three pens

many cats

c. **Case** is show relation noun with some words in a sentence, there are three kinds case

1. Nominative case is noun that can be main in a sentence and put it before first verb.

Karim takes an umbrella

Our flag is called sang saka merah putih

Some students did not come here yesterday

2. Possessive case is noun possessive, using apostrof 's' in the end of noun.

Ahmad's book

Karim's shop

The cat's tail

3. Objective case is noun to be object in sentence.

Direct object:

Example :

She is wrote a *letter*.

Indirect object:

Example :

She asked *me* a question.

8) Countable Noun

Countable Noun is the name of a thing that can be counted or divided into singular or plural, for example:

- Student - camera
- Book - writer
- Table -woman

b) Verb

According to Hariyanto and Hariyono, in English grammar verb can be divided into four kinds, they are:⁷

1) Infinitive Verb:

Infinitive verb divided into two kinds, they are:

4. Invinitive with to

Example:

To start	To want
To wish	To refuse
To Propuse	to go

5. Infinitive without to

Example:

Eat	drink
Buy	go

⁷Hariyanto and Hariyono, p. 97-144

Bring

write

2) Regular and Irregular Verb

Regular verb is the change of verb that follows the normal form, by adding it with “d” or “ed” to be past tense and past participle.

Example:

Infinitive	Past tense	Past Participle
Discuss	discussed	discussed
Help	helped	helped
Paint	painted	painted
Pull	pulled	pulled
Dance	danced	danced
Phone	phoned	phoned

Irregular verb is the change of verb, which does not follow the normal form, but it must be memorized.

Example:

Infinitive	Past Tense	Past Participle
Bear	Bore	Born
Go	Went	Gone
Feed	Fed	Fed
Grow	Grew	Grown
Do	Did	Done

3) Transitive and Intransitive Verb

Transitive verb is the word that needs object to complete the meaning or it cannot stand without noun pronoun as object

Example:

She *buys* a car

I will *come* to your house

They *give* me money

Intransitive verb is the verb that does not need an object because it has complete meaning and its verb always-active verb.

Example:

Bark

Fall

Go

Became

Cry

etc

4) Full verb, Auxiliary Verb, and linking Verb

Full verb is the verb that is used to state an activity or action. I can stand by itself and has complete meaning without *to*.

Example:

Sing

laugh

Yell

See

Say

Drink

Auxiliary verb is the verb, which help other to for complete structure. It cannot stand by itself but it needs other verb especially full verb.

Example:

To be (am, is, be, being, been)

Do, does, did

Have, has, had

Modal auxiliary (may, might, have to, had, need to, would, shall, should, ought to, dare).

5) Non progressive Verbs

Some verbs are not used in progressive tenses.⁸ The word include non progressive verbs:

Believe, own, need, like, forge, hear, be, think, have, want, love, remember, see, exist, understand, possess, prefer, hate, know, belong. Sometimes *think* and *have* are used in progressive tenses.

Compare:

I *think* that grammar is easy —> when *think* means *believe*. It is non progressive.

I *am thinking* about grammar right now —> when *think* expresses thoughts that are going through a person's mind, it can be progressive.

Tom *has* a car —> when *have* expresses possession; it is not used in the present progressive.

I'm *having* a good time —> i certain idiomatic expression (e. g., *have a good time*), *have* can be used in the present progressive.

⁸Azar, *Fundamental of English grammar*, (2nd Ed.; Prentice Hall, 1992), p. 9.

Another example:

I *hear* a bird. It is singing

I am hungry. I *want* a sandwich

This book *belongs* to Tom

c) Adverb

Adverb is the word that is used to explain the meaning of verb, adjective, and another adverb.⁹ Another word, the word explains parts of speech except noun and pronoun¹⁰

Example:

Wee work *too* hard

She came here *yesterday*

I walk *quickly*

Hi is *clever*

1) Adverb of Manner

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Adverb of manner is information that show the way or how something done, like *happily, slwly, fast, well, quickly, hard, late, easily, actively, etc.*

Example:

She sings *happily*

They write *slowly*

The car run *fast*

⁹Hariyono, *op.cit.*, p. 126

¹⁰Muchlish, *Bahasa inggris*, (Surabaya:SIC Surabaya, 1998), p. 10.

My aunt types *well*

She studies *hard* every day

The shoulder fought *bravely*

2) Adverb of Place

Adverb of place is information to show place of event or ect, like *in texas,at home, out, here, there, in, somewhere, above, etc.*

Example:

We live *there*

Tom is *at home*

Timothy is *out*

Come in, please!

They come *here* last night



3) Adverb of Time

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Adverb of time is the word is used to inform the time of something happen, like *now, yesterday, at six, in 1983, a few days ago, tomorrow, tonight, last week, in jannuary, in the evening, last year, etc.*

Example:

I was in America last month

He is sleeping in the bad *now*

Last night she went to the movie with me

May I come *at six*?

He was born *in 1983*

They met her *yesterday*

d) Adjectives

Adjective is the word that is used to give characteristic of thing and it is put before noun. There are eight kinds of adjective, they are:

1) Descriptive adjective

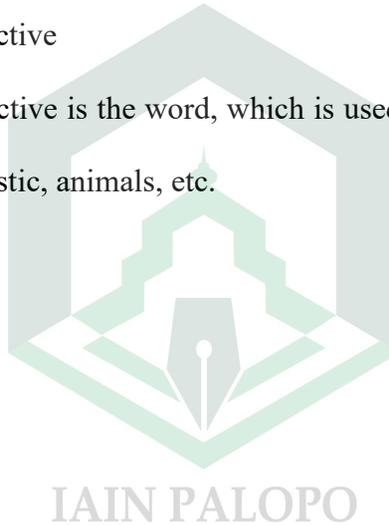
Descriptive adjective is the word, which is used to know someone's condition or someone's characteristic, animals, etc.

Example:

Wild stupid

Hungry Sleepy

lazy big



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2) Numeral adjective

Numeral adjective is adjective that indicate or show the quantity of something, it is divided into three, they are cardinal number, ordinal number, and fractional number.

3) Quantitative adjective

Quantitative adjective is objective which indicate the number of something, or adjective which indicate how much/many things that we mean. They are many, much, a lot, lots of, a great many, a great deal of, few, little, a little, etc.

4) Demonstrative adjective

Demonstrative adjective is adjective used to show something animals or people that we mean. There are two kind of demonstrative adjective, they are definite demonstrative adjective and indefinite demonstrative adjective.

5) Proper adjective

Proper adjective is adjective which is used to indicate proper noun; generally, it is begun by capital letter, for example the name of country.

6) Interrogative adjective

Interrogative adjective is adjective which is used as question. It used to ask noun.

Example:

Whose car is this?

Which pen is yours?



7) Possessive adjective

Possessive adjective is adjective used indicate possession to something for example: my, our, your, their, his, etc.

8) Distribute adjective

Distribute adjective is an adjective which shows that the noun which we means is many kinds, example: each, every, either, etc.

verb is word that show a working, activities, or things does

Example : See (melihat), hear (mendengar), laugh (tertawa), run (berlari), speak (berbicara), walk (berjalan).¹¹

C. Teaching Vocabulary

Vocabulary is the knowledge of words and word meanings. As Steven Stahl puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.¹²

Teaching is a complex process which can be conceptualized in a number of different ways.¹³ Teaching vocabulary process has meaning so that adding new words in repertory our experience. Developing vocabulary is placed new concepts in place good or in a series and arranged vocabulary.

¹¹Rudi Hariyono, *Complete English Grammar :Tata Bahasa Inggris Lengkap*, (Special Edition : Gitamedia Press 2002) P.13

¹²<http://www.readingrockets.org/article/9943/>. Accesed on January, 4 20

¹³Jack C.Richards and Charles lockhart,*Reflective Teaching in Second Language Classroom*,(Cambridge UniversitybPress, 2011), p. 29.

Teaching vocabulary is crucial process in learning of language and it must be managed properly. In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermeddle the teacher or instructor should choose what vocabulary the students need.¹⁴

The Principles of teaching vocabulary the writer has assumption to fit explanation on some principles of teaching vocabulary, there are

1. The teaching of vocabulary should be based on the students' ability.
2. The teaching of vocabulary should be suitable with student's capability.
3. The words are taught from easiest to the difficult.

One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom.¹⁵

Harmer states that there three activities which are designed to teach and practice words they are:

1. Presentation

¹⁴Sulistiani, *op.cit.*,p.16-20.

¹⁵<http://duniabaca.com/skripsi-bahasa-inggris-teaching-vocabulary-through-games-to-elementary-students.html>. Accessed 12/05/2012.

There are many accations when some from of presentation and explanation is the best way to bring new words into the classroom. Such as:

- a) Realia; the teachers holds up the object (or points to it), say the word and then gets students to repeat it.
- b) Picture; picture can be used to explain the meaning of vocabulary items:teacher can draw thinks on the boards or bring in the picture.
- c) Mime, action and gesture; action, and particular, are probably better explained by mime.
- d) Contrast; we may present these concepts which picture or mime, and by drawing attention to the contrast in meaning we ensure our students understanding.
- e) Enumeration; we can use this present meaning.
- f) Explanition; if we are explaining the meaning of' mate ' (friend) we have to point out that it is colluquial word used for males then for famales.
- g) Translation; translation is quick and easy way to present the meaning of words but it is not wethout problems.

2. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of word.

3. Practice

Using new vocabulary, which is known in real communication. So, it won't be forget easily.¹⁶

Based on the explanation above there are three kinds of some technique of teaching vocabulary, so in the case, I will try to combine a lot of the technique. When teaching vocabulary, the teacher normally starts by doing one of two things, teacher either give of the students the word or asks the meaning. She/he explains the meaning or concept, and asks the word. Finally she/he checks that students weather they have understand. The table bellow keep this order and are followed by some suggestions for lamguage your students may need.

D. The Concept of Watching movie

1. Definition of Movie

Using suitable larva (less than minutes in lenght) one a week in class is one way in learning listening comprehension. Movie are always interisting, and the provid a natural context in which to learn to listen effeciency. Again, the students are given question to answer while wacthing the movie they can see it twice.

We have to be careful to choose movies without subtitle so that we care forced to try to comprehension every thing in learning in english. We hope r our teacher hopes hat this practice encourages us try to catch everything from the sound

¹⁶Ibid, p. 161.

track and not to rely on subtitle when they see American and british movie at the local theater.¹⁷

The television has been placed in virtual instantaneous contact with the entire world. To day, through these means of communication, numerous opportunities for entertainment culture and information are available to you. But because of the great variation in a quality, you should choose your programs wisely to get full enjoyment.¹⁸

The text to be presented as they actually occur, in the particular medium which is appropriate to their message. Television text (for example, news broadcasts, magazine and chat shows report). Should appear on the television screen. Using classroom video: a radio magazine program from in the students on audiotape news of English teaching to enable the language learner to understand communication in all its modes as a way of his own utterance, it is no longer sufficient only to produce written texts in a course book.

We have to bring in audio-visual means of communication so that all the learners' interpretative and expressive abilities can be developed then oriented language teaching ideally can only take place in the framework of a multimedia package, bringing a wide range of texts into classroom as they actually appear.

Movies present the dynamics of communication between people using language which can be seen and heard it make a link to the learners' visual and auditory experience and conveys stories, social, events, facts and opinions with the

¹⁷Jan Demming Montasir, Forum Volume XV No.3 (1991)

¹⁸Jhon Brewton. *Using Good english, A Division of doubleday and company,use: inc*

aid of picture language is portrayed in this social context and situation learner can see who the speakers are, what their particular moods suggest, and especially how their behavior and gestures support, what they are saying through this teaching media, become directly aware of the time and space of communicating in a context the movie does not replace the teacher it offers the opportunity of authentic language in context with in the classroom¹⁹

2. Larva

Larva is a movie that so famous in the world. It is from Korea Animation that directed by Maeng Ju-Gong, Dong A Ilbo, Kang Min Seong and story Team Leader Ahn Byeong Wook. They are participating in a project since the beginning of season I in 2009 that talking about Both Red and Yellow larva will have trouble, be happy and sometimes even get into arguments to take from one another. Also unexpected events arise from mosquitoes and flies which are no less of a fear to humans. Their place above the ceiling of steel bars, where people live their everyday lives, something constantly falls into the sewer; chewed up bubble gum, thrown away melted ice cream, coins, rings, and whatnot. Both Red and Yellow will have trouble, be happy and sometimes even get into arguments to take from one another. Also unexpected events arise from mosquitoes and flies which are no less of a fear to humans.

¹⁹Cristhoper R. Candim The communication Teaching of English, (1stED.; Singapore: Presented by Britain, 1983). Page 53.

The Korean animation Larva, whose Season 2 began airing on state-run Korea Broadcasting System, is gaining popularity overseas as well. The format of the show, which proceeds without dialogue in a short time of 90 seconds, has dismantled language barriers. Due to word-of-mouth advertisement based in YouTube, the series has brought about licensing contracts with companies in more than 20 countries, including the U.S. and European and Asian nations. The series is projected to rake in 10 billion won (8.9 million U.S. dollars) in sales this year.

Director Maeng cited the philosophy Absolutely funny as the key factor for Larvas immense success. Two larva living underground effectively display the culmination of slapstick as they exchange joyful bodily gestures and facial expressions. Because they have no limbs and the face accounts for most of their body, comical facial expressions are the bread and butter of this animation. As we study facial expressions by frowning, we sometimes feel pain on facial muscles. But we are not afraid of getting freakish, Maeng said.

Artist Kang was hired because he was so funny at his job interview. Because staff enjoy free working environment, there is no specific time for meetings to discuss storylines. If an idea occurs as we playfully talk to each other, we convene a meeting right away. For instance, when we talk about `sweat in armpit, we reflected it in a Season 2 episode. It features the story of larva that shows hilarious bodily comedy, as they seek to dodge sweat projected like water gun from the armpit from a dung beetle.

Larva was produced with a plan to export to foreign markets from the very beginning. Yellow and Red live at 52nd avenue in New York, and they play ping pong and eat spaghetti. They don't play glass ball game or game of slap match, because people overseas don't know these well and only Koreans enjoy them. Ahn said, Web comments are posted even in Arabic language on the YouTube channel. This illustrates that people from all different countries sympathize with and enjoy this animation.

The production team is currently working to produce a 100-minute animation for release through movie theaters with the aim of premiering next year. As some critics said Without having dialogue, the show will hardly fill such long running time, they almost changed the format once to one, in which Yellow and Red talk to each other. But the team shifted the direction of the format to merely include a girl character that speaks. Maeng said, If larva talk, concept of the show that has been followed thus far will have to be dumped. As people from all walks of life have enjoyed the show, we will create an animation movie that family members can enjoy together.²⁰

²⁰<http://www.hancinema.net/larva-animation-producers-talk-about-success-secret-55314.html>

E. The Definition of Media

Media will help to establish the conditions for the learners to identify or describe someone or something. There are some experts who give their opinions dealing with media:

1. Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes.²¹
2. Media are used to motivate students in learning.²²
3. Media are the tools or the physical things used by a teacher to facilitate the instruction.²³

From the explanation above, the writer concludes that media are means for transmitting or delivering messages to motivate students in learning. According to Kimtafsirah (1998: 4), instrument media or teaching language can be classified into:

1. Games and simulation.
2. Visual media are the aids which can be seen. Some of the examples are OHP (Overhead Projector), a blackboard, wath, and picture.movie
3. Audio media. What is meant by audio here is media that are useful because of its sound. The example are radios which are turning on and then producing sound and recording in cassettes which is being play.

²¹Gerlach Ely. 1980 : 241

²²Hamalik,Oemar, 1989 : 18

²³Brown ; J.W, Richard B. L, Fred F.H 1960: 2-3

4. Audio visual media. Audio visual media are useful because their sound and picture. The example is TV which is being turn on, then producing sound and pictures as well.

In this study, the writer chose visual media because she used the watch larva as media in teaching and learning process.

4. Characters in Larva

- a) Red, smaller reddish colored worm, he is violent and impetuous. He screams like bruce lee and throwus flying kicks even though he does not any limbs. Constantly be hard on yellow but somehow always ends up suffering.
- b) Yellow, A bigger yellowish, warm is slow and gluttonous. He likes red even though red is always hard on him. Usually listen to red but he loses his consciousness once he sees any food.
- c) Violet, A mysterious giant worm always hides his huge body underneath the dirt and observe what red and yellow are up to with only exposing his small head. When he is threatened, he exposes his huge body as well as scary teeth
- d) Black, A long horned beetle, a school bully style. Very strong and has powerful fists. Does not pick on others deliberately.
- e) Rainbow, A snail, occasionally appears into the sewer. Does not seem to look threatening but spits out deadly liquid which instantly make everything slow.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research applied Classroom Action Research method by using four stages, such as; Planning, Implementation of Action, Observation, and Reflection.

This research conducted in two cycles. They were first and second cycle. Each cycle is the series of activities which have close relation. Where, the realization of the second cycle were continued and improved from the first cycle.

B. Setting of the Research

The writer did this research SMPN 8 Palopo, which located on Jalan Agatis Balandai Palopo. The subject of this study took 7th grade students in 2013/2014 academic years.

C. Participant of the Research

The participant of research is:

a. English teacher

English teacher is a researcher in this research, where the teacher applied Larva in teaching vocabulary in the class.

b. Students

The position of students in this research as subject of the research, and the researcher expected after researching, the students could improve their vocabularies.

c. Collaborator

The position of collaborator in this research as observer, the collaborator helps the researcher to observe the students. So the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.¹

D. Technique of Collecting Data

The techniques of collecting data in this classroom action were:

- a. Test: To find out the students' score.
- b. Observation: To find out the students participation during the using larva in teaching vocabulary
- c. Discussion : Among the researcher as teachers with the collaborators, As a way to make reflection in each cycle.

E. Data Analysis

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

The data which collected in every observation each cycle was analyzed descriptively through percentage technique and by considering the tendency, happened, during the learning process.

¹Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; Rajagrafindo Persada, 2008). P. 279

a. Vocabulary test result: students' score of vocabulary test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total test Items}} \times 100$$

Calculating the mean score of students' vocabulary test by using the following formula:

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

Were:

X= the mean score

$\sum x$ = the total raw score

N= the number of students'²

b. Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification

F. Procedures of the Research

Cycle I

1. Planning

Before doing the action research, the researcher needs a preparation like :

a) Analyzing the curriculum especially the basic competence after doing the need analysis of the students.

²Suharsimi Arikunto, *Dasar-dasar Evaluasi pendidikan*,(cet.11,Jakarta: Bumi Aksara 2010), p. 264

b) Make a lesson plan about the used of finding verb through Larva in learning vocabulary.

c) Prepare the test.

d) Prepare the instruments which used in cycle of classroom action research.

e) Make the observation checklist for observing the condition of learning

2. Acting

a) The researcher prepared all of the instruments in the class before starting pre activity, whilst activity and post activity in teaching.

b) The researcher introduced the about the use of movie in learning vocabulary.

c) The researcher introduced of materials of the lesson included verbs.

d) The researcher asked the students to find verb from the movie

e) The researcher showed the movie then asked the students to find some vocabularies that the students watched.

f) The students were asked to identify the English vocabulary

g) The researcher discussed the English movie with the students, then explain it.

h) Closed the class

3. Observation

In this step, a researcher observes all events or activities during the research. During the learning process going on, the researcher will observe about the situation of learning and teaching process, and also the students' participation and evaluation

4. Reflecting

This step conducted to know how far the students understand the materials which had been given. What the strength and the weakness of this cycle. This classroom action research was success if some of the following requirement is fulfilled:

- a) Most of the students have a good participation during the acting (70%).
- b) Most of the students have a good score in evaluation (75%).

Cycle II

Like at the first cycle, in this second cycle also consist of planning, acting, observation, and reflection.

1. Planning

In this cycle, the researcher was continued activities that have been done in cycle I. Repairs the weaknesses in cycle I and make planning again based on the result of refection in the first cycle.

2. Acting

In this stage, action did to upgrade the result based on the reflection in pre-activities, whilst activites and post activities cycle 1. The stages were the same with the previous cycle to encourage the students to learn vocabulary through English movie. And the researcher gave the students games that relation with the lesson to make the students interested.

3. Observation

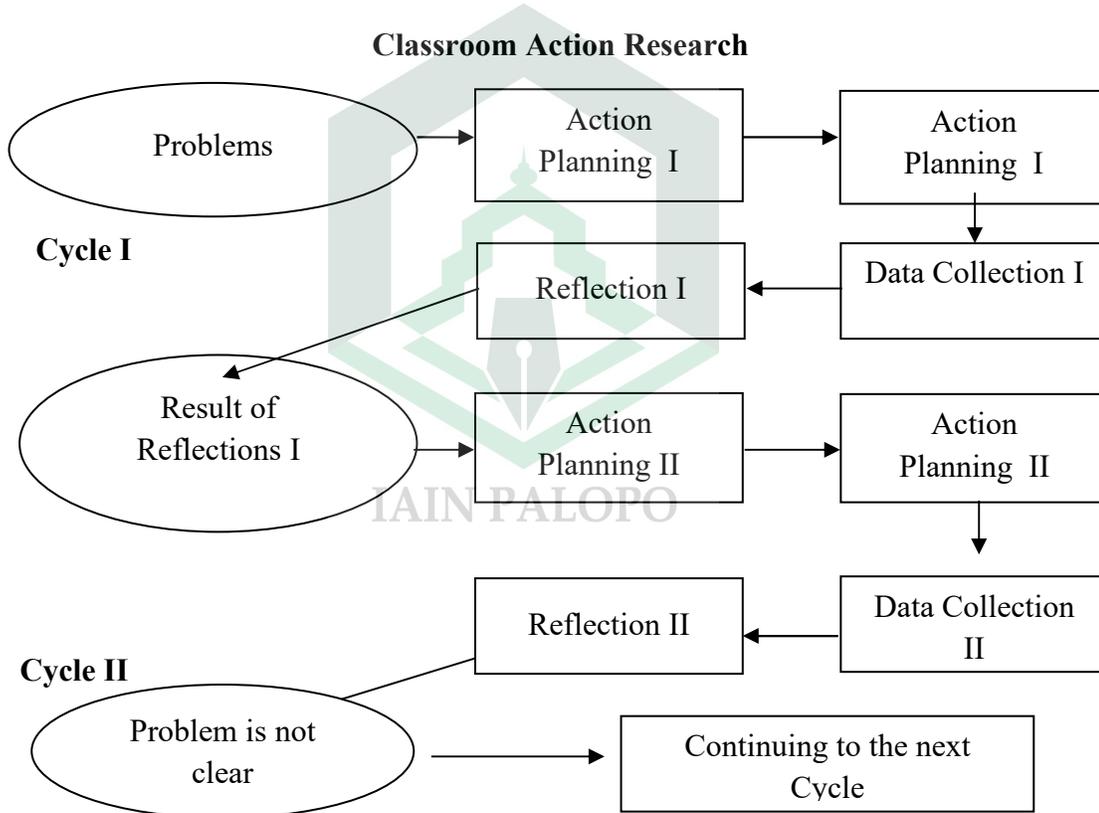
The observation in this cycle was same in the first cycle.

4. Reflecting

This classroom action research was success if some of the following requirement is fulfilled:

- a) Most of the students have a good participation during the acting (70%).
- b. Most of the students have a good score in evaluation (75%).

For more details, see the class action research flowchart below:



7. Instrument of the Research

The researcher will use vocabulary test.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of she explained the cycle of the learning and teaching process of this current research in this case, there where two cycles that can be seen in general through the following chart.

1. Cycle 1

The first classroom based research consist of planning acting, observation and reflecting. The first cycle in this research consist of planning, acting, observation, and reflecting.

a) Planning

Before doing the action research, she needs a preparation like :

- 1) Analyzed the curriculum especially the basic competence after doing the needed analysis of the students.
- 2) Made a lesson plan about the used of finding verb through Movies in learning vocabulary.
- 3) Prepared the instruments which used in cycle of classroom action research.
- 4) Made the observation checklist for observing the condition of learning.
- 5) Prepared the test.

b) Acting

Before doing the activity, the students looked not really focus on subject, like, playing, disturbing friends and there was also cry, Before introduced self, she gave the students a suggestion and motivation for students. After that, she explained about noun, adjective and verb. However the focus of research in this learning process only in verb. Then she explained the verb especially the verb related to abstract and concrete, the verb abstract is talked about condition for doing something such : *sad, miss, love, sick, happy, etc*, and verb concrete talked about activity such : *run, cry, laugh, dance, walk, etc*. When the students understood about the difference between abstract and concrete verbs, she asked the students to find another example abstract and concrete . However some students did not still were not memorize about verb abstract and verb concrete. She showed the Movies through laptop, because there was not laboratorie facilities in this school, so that she only used laptop instead of LCD. She had been find 25 the words, and showed the Movies once more. She asked the students to find the verbs as many as possible. She showed the Movie at three times. After that, they wrote the words they found as the Movies activities such as : *run, laugh, cry, jump, fall, play, eat, dance, fight, sleep, tired, smile, shoot, lick, sink, pour, tread, hit, etc*. into the paper. Finally, while the students finished write the activities in the Movies, she asked the students to memorize them vocabularies they found. After that she asked question about verb find in the movie larva to students .

c) Observation

In this stage, she and observer observed all events or activities during the research. During the learning process was going on, the students were not focus to the

material that was given by her, the class was still noisy because the students still busy with their activity. Some of the students did not focus and concentrate when they watching Movies because she just used the laptop without using LCD. Besides, some of the students were still confused to distinguish the verb and noun when they were watching. Evaluation the student's writing ability showed that students master in writing were mostly in low scores. The mean was scores only 44,8%.

Figure 1. The condition of the Class in cycle 1

Picture 1 in cycle 1



(first the students watched Movies very attantion and antusiasn,they are very fun,and happy but after she order them finded (verb) one by one,they more play with friends)

Picture 2 in cycle 1



(but after the researcher order to the students to find vocabulary (verb) in the Movies,they are difficult.

Table 4.1
The Result of students score in cycle I

No	Student Number	Score
1	1	64
2	2	42
3	3	64
4	4	35
5	5	14
6	6	25
7	7	25
8	8	67

9	9	35
10	10	75
11	11	67
12	12	46
13	13	60
14	14	42
15	15	53
16	16	50
17	17	60
18	18	57
19	19	46
20	20	25
21	21	25
22	22	25
23	23	17
24	24	78
25	25	25
Mean Score		44,8

Calculating the mean score of the students' vocabulary test in cycle 1

$$\begin{aligned} Md &= \frac{\sum x}{N} \\ &= \frac{1122}{25} \\ &= 44,8 \end{aligned}$$

Table 4.2

The students' assessment in cycle 1

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	-		25	
Very good	75-78	2	25	8%
Good	60-67	6	25	24%
Fairly good	42-57	7	25	28%
Fairly	25-35	8	25	32%
Fairly poor	14-17	2	25	8%
Poor	-	-	25	

The table above showed that were 2 students (8 %) only obtained very good, there were 6 students (24 %) obtained good,there were 7 students obtained fairly good (28%) and also 8 students obtained fairly (32%),and 2 students obtained fairly

poor. It means that most of the students were not focused and enjoyable to the application of teaching vocabulary by watching movies.

Table 4.3

Result of Students' Participation

No	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				

15.	015				
16.	016				
17.	017				
18.	018				
19.	019				
20.	020				
21.	021				
22.	022				
23.	023				
24.	024				
25.	025				
	Total	8	11	6	

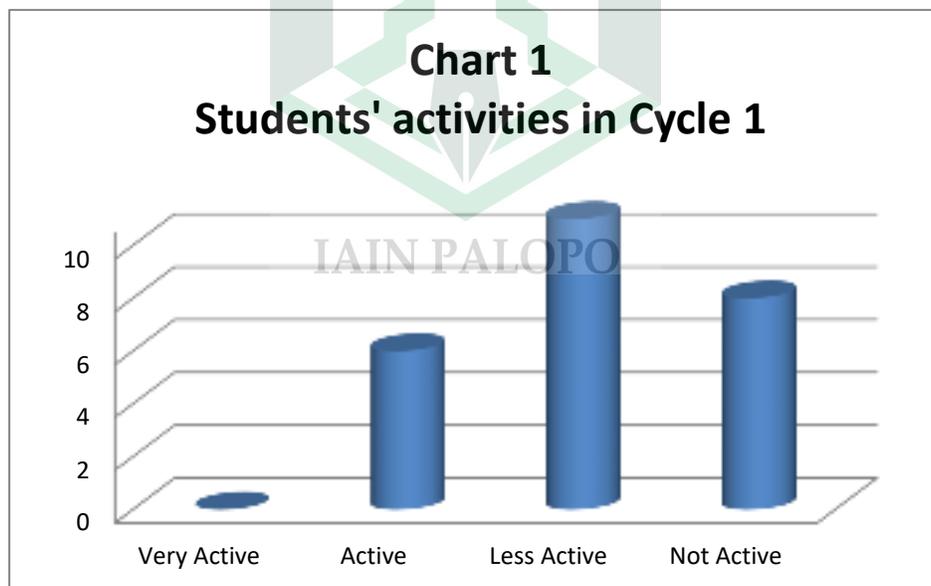
Note:

- a. **Very active** : the student response and participate fully in all activities in the learning teaching process.
- b. **Active** : the student response the material by writing and interact with the teacher and the others.
- c. **Less active** : the student pays attention and gives response once in a while.
- d. **Not active** : the student does not give respond to the material, s/he looks confused, bored and sometimes leaves the class.

Table 4.4

The percentage of student's active participant

Classification	Frequency	Percentage (%)
Very active	-	-
Active	6	24%
Less active	11	44%
Not active	8	32%



Based on research data in Cycle 1 which was shown by chart and table above that included 25 respondents, there was no student very active in writing. The active

students were 6 and the percentage reached 24 %. The less active students were 11 and the percentage reached 44% and there were 8 students that not active with the percentage reached 32% in researching process. To reach the requirement of success, most of students had to have a good participation which is determined 70 %, the two very active and active classifications were accumulated but only reached 24 % and the mean score only obtained 44,8. It was not the expected nominal percentage.

d) Reflecting

In this step, she got significant weakness in implementation of the Movies in teaching vocabulary. In cycle 1, some of the students were not really active in learning activities because the class was still noisy because the students still busy with their activity. Besides, the watching process did not use the LCD made the students were not focus in watching. The students were still confused about verb and noun. In consequence, she carried out some good way to finish this problem in the cycle 2 that was she gave support and another variations in learning process to make students became active than before that caused by boredom. Referred to the result of Cycle 1 activeness and inactiveness students were influenced by the condition of students, situation of class, the students' learning style, and the way she explained the material.

2. Cycle 2

She had little different plan of cycle 1. Before doing the action research she needs a preparation like:

a) Planning

- 1) Before starting learning process, the researcher encouraged the students by giving motivation,
- 2) She gave more explanation and intensive guidance about verb, so the problem in the cycle 1 could overcome.
- 3) Based on the result of cycle 1, she made a little difference as cycle 1, the researcher divided the students into three groups to make teaching process more effective.

b) Acting

Before watching the Movies the student looks very calm and did not disturbing, and did not play handphone. Before she explained more about noun, adjective and verb in the cycle 1 some of the students were still confused about verb and noun. After that, she explained about the verb especially related to abstract and concrete. Then, she gave the example to the students of the verb especially concrete verb example; *love, miss, sick, sad, ilution etc*, and abstract verb example; *cry, sleepy, angry, laugh, watch, etc*.

After the students understood the difference between verb abstract and concrete, she asked them to find another abstract and concrete verbs. Before watching Movies she had found 25 verb as the movies, then she divided the students into three groups, she as visual also while the students watched the movie.

After that she order to students guess race in the movies, so they feel fun although there was no LCD and watching laptop. Before they watching Movies, she asked to the each group to watch the movies respectively. She showed the Movies

many times to make them more understand. After that she asked them find verb in the Movies and wrote in the paper.

Like the cycle 1, she asked them to find verbs in as many as possible. In the cycle 2 she asked to them to find the verbs that were only appropriate to the movies. Then they wrote the words they found as the Movies into the paper. After the students found the verb in the Movies, she reviewed the words they found.

The last, she asked the students to memorize 25 vocabularies in front the class. Finally she asked questions about verb in the movie for example : *run, cry, walk, etc.*

c) Observation

In this stage, she and observer all events or activities during the research. During the learning process was going on, every group of the students were focus to movie she showed the condition of class was conducive by working in grouping. Evaluation the student's writing ability showed that students master in vocabulary were in good scores. The mean score was 77,4%.

1. The result of observation student's activities during the teaching and learning process. It can be seen in the table below

Table 4.5

The Result of students score in cycle 2

No	Student Number	Score
1	1	71
2	2	71

3	3	71
4	4	71
5	5	67
6	6	75
7	7	71
8	8	89
9	9	78
10	10	71
11	11	80
12	12	78
13	13	92
14	14	71
15	15	71
16	16	85
17	17	69
18	18	78
19	19	71
20	20	85
21	21	89
22	22	82

23	23	96
24	24	78
25	25	75
Mean Score		77,4

The result of the test students that can be seen the students in cycle improved because in cycle 1 the students were not improve, the students were low and just score 44,2 %,so can be seen between cycle 2 were improved and got score 77,4 %

$$\begin{aligned}
 Md &= \frac{\sum x}{N} \\
 &= \frac{1935}{25} \\
 &= 77,4 \%
 \end{aligned}$$



Table 4.6

The students' assessment in cycle 2

Classification	Score	Frequency	Cumulative Frequency	Percentage
Exellent	-		25	
Very good	80-96	8	25	32%
Good	71-78	15	25	6%

Fairly good	67-69	2	25	8%
Fairly	-		25	
Fairly poor	-		25	
Poor	-		25	

The table above showed that were 8 students (32 %) obtained very good, there were 15 (6 %) obtained good, and there were 2 students obtained fairly good (8 %) and no one students obtained fairly poor and poor score. It means that most of the students were happily and enjoyable to application of teaching vocabulary by using move Movies.

Figure 2. The condition of the Class in cycle 2

Picture 1 in cycle 2



(the picture condition class in cycle 2 before watched Movies she dissevered three groups to the students so that they can watched was not disturb friends another,

so the students looked enthusiasm follow the process learning and watched Movies,was not play,or disturb friends,and play handphon,eventhough just used lepton media,but the students still attantion the movie,)

Picture 2 in cycle 2



(after watched Movies she paly again the Movies,and she order to the students for finded again the verb in the Movies in the cycle 1 the students were not memorize vocabulary so the verb in the Movies just litle finded,but in the cycle 2,the students begun showed the skill memorize vocabulary to finded verb in the Movies an case she order to the students for memorize vocabulary verb in the every watched Movies .

Table 4.7

Result of Students' Participation

No	Respondents	Students Participation
----	-------------	------------------------

		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
16.	016				
17.	017				
18.	018				
19.	019				
20.	020				

21.	021				
22.	022				
23.	023				
24.	024				
25.	025				
	Total	0	5	15	5

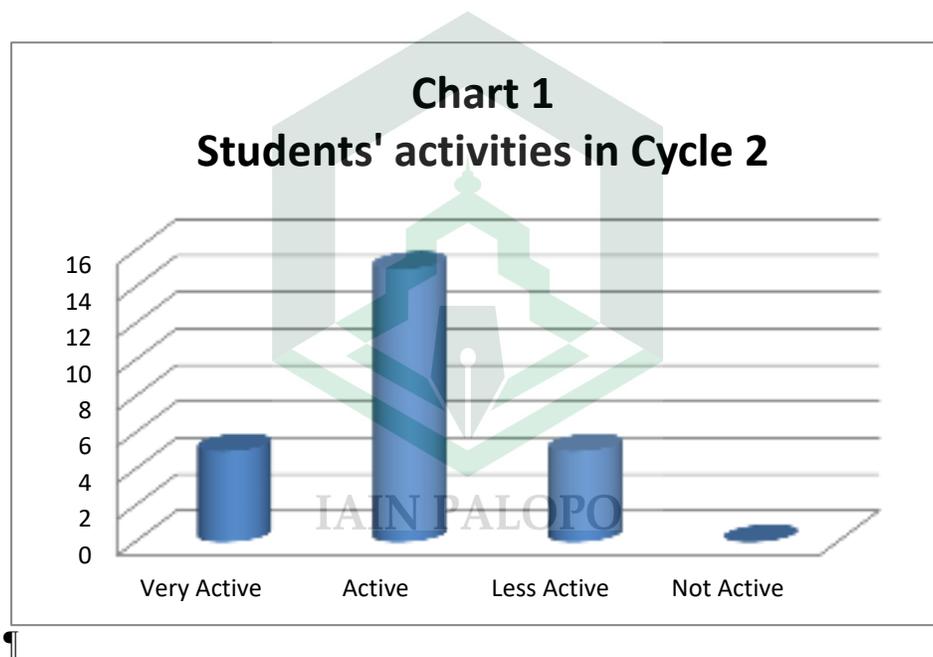
Note:

- e. **Very active** : the student response and participate fully in all activities in the learning teaching process.
- f. **Active** : the student response the material by writing and interact with the teacher and the others.
- g. **Less active** : the student pays attention and gives response once in a while.
- h. **Not active** : the student does not give respond to the material, s/he looks confused, bored and sometimes leaves the class.

Table 4.8**The percentage of student's active participant**

Classification	Frequency	Percentage (%)
Very active	5	20%
Active	15	60%

Less active	5	20%
Not active	-	-



Based on research data in Cycle 2 which was shown by chart and table above that included 25 respondents, there were 5 students very active in learning vocabulary and the percentage reached 20%. The active students were 15 and the percentage reached 60%. The less active students were 5 and the percentage reached 20% and there were none of students that were not active in researching process. To reach the requirement

of success, most of students had to have a good participation which is determined 70%, the two very active and active classifications were accumulated and reached 80%. So it was the expected nominal percentage. Based on the result of data analysis above, she found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2, the students sat by group. It made the students had opportunity for sharing each other.

The finding in this cycle indicates that she or the teacher had maximized students' opportunities to write the vocabulary that was on movie and memorized it. By using Movies movie, the students had been more fun and happier than before. Besides, it made the students more focus because they were made in group. So that, the movie that they watched were clear.

d) Reflecting

In this step, she got significant improvement in implementation the scaffolding technique than the cycle 1 that had some weakness. In cycle 2, most of the students were really active in learning activities because students had been enjoyable and she had given more explanation than before, so that, to find the verb was easier than before. Besides, she concludes that in increasing students' vocabulary in teaching vocabulary by Movies as follows:

1. She made the students in cycle 2 into groups. It made students easier to share each other about the Movies, so that, the difficulties that they found had been decreased. Besides, watching by groups made the students more focus in watching.

2. The researcher made the students watched in many times, so that the students could developed the passed words when they watched it and wrote it again

B. Discussion

To make this discussion clear, she would like to explain about teaching vocabulary by watcing Movies at the seventh year students SMPN 8 Palopo. The explanation as follows:

Based on the result that has dicribe abouve, proved that the students improve learning vocabulary by watching Movies at the seventh year students SMPN 8 palopo. Teaching vocabulary by watching Movies is one effective and interesting way to memorize a good vocabulary especially verb in the Movies in teaching learning process.

On the result the to the cycle 1 the students interest to watching Movies because the Movies is very amusing,

especially characterictic yellow and red, the students very antusiams for watching. But the fact when she ask to the students for finding the verb in the Movies, the students most play with friends, why like that because in the cycle 1 she did not more expalined about Movies to dettile, so the students for finding verb in the Movies was lack and just got score 44,5 %.

In the cycle 1 most to the students lack to attantion the teacher while explained about Movies an case students more attantion another lesson such play

handphon, speak with friends, any cry, and very noice, so she did not comfertable with used method, and she change the method in the cycle 2.

On the result to the cycle 2 the students still antusiams for watching Movies, but before the students begun watching, she more gave motivation and suggetion for students in order to students did not like to the cycle 1. In the cycle 2 the students looks more composed because in the cycle 2 she gave three groups for students, and otomaticly students more consentrate for watching movie without disturb as onather students.

In the cycle 2, she more attention about students activity and antusiams students for watching Movies and memorize students to vocabulary especially verb in the Movies, because did not use LSD, she gave three groups between 25 students, she ask to the students for watching by Movies each group used one leptop with way to replacement,many people said the way was not effective was not used LSD but while she done the research, she fare well good in the cycle 2 and acheive score 77,8 %.

In the cycle 2 she more calm, and more spirit for teaching learning in the class, because the studennts in the SMPN 8 palopo more students active, so she more to know situation and condition students.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After finishing the research, concludes that Movies is quite effective in teaching Vocabulary to the Seventh year students SMPN 8 Palopo. The effective way in teaching vocabulary through Movies could be described as follows:

Teaching vocabulary through Movies is the good way to make students more interactive and interesting in learning English. Through movies, the students' vocabulary is developed. The appropriate way in teaching vocabulary through movies. 1) make the students in groups. 2) let the students watch that movies in a few times to get words from the movies. 3) She asked the students to memorize 25 vocabularies in front the class. 4) She reviewed the memorize vocabularies them. 5) She asked questions about verb in the movies for example: *run, cry, walk, etc.*

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher purposes some suggestion as follows:

1. Teaching vocabulary through movies will make the students more interested in learning process
2. The teacher should make the students work in group to make students share with other to increase the ability in vocabulary
3. The teacher should use movie especially Movies to increase the verbs with easy way by watching
4. For the next researcher who wants to use movie in teaching, they should use a LCD to support their research.



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