# THE INFLUENCES OF WATCHING CARTOON MOVIE CLIPS IN LEARNING ENGLISH VOCABULARY ON THE EIGHTH GRADE OF MTS. MA'ARIF NU KETEGAN TANGGULANGIN 

## THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English


By:
FARIDA HANUM NIM D05207049

## ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH STATE INSTITUTE OF ISLAMIC STUDIES <br> SUNAN AMPEL SURABAYA <br> 2012

# THE INFLUENCES OF WATCHING CARTOON MOVIE CLIPS IN LEARNING ENGLISH VOCABULARY ON THE EIGHTH GRADE OF MTS. MA'ARIF NU KETEGAN TANGGULANGIN 

## THESIS



Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English


By:
FARIDA HANUM NIM D05207049

## ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH STATE INSTITUTE OF ISLAMIC STUDIES <br> SUNAN AMPEL <br> SURABAYA <br> 2012

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:
Nama : Farida Hanum
NIM : D05207049
Jurusan : Pendidikan Bahasa Inggris
Fakultas :Tarbiyah
Judul Skripsi : The Influence of Watching Cartoon Movie Clips in Learning English Vocabulary on the Eighth Grade of MTs. Ma'arif NU Ketegan Tanggulangin.

Menyatakan dengan sebenarnya, bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil-alihan tulisan atas pemikiran orang lain yang saya akui sebagai hasil tulisan atau pemikiran saya sendiri.

Farida Hanum NIM D05207049

## ADVISOR APPROVAL SHEET

Thesis by:

| Name | : FARIDA HANUM |
| :--- | :--- |
| NIM | : D05207049 |
| Title | : THE INFLUENCES OF WATCHING CARTOON |
|  | MOVIE CLIPS IN LEARNING ENGLISH |
|  | VOCABULARY ON THE EIGHTH GRADE OF HTs. |
|  | MA'ARIF NU KETEGAN TANGGULANGIN |

Has been corrected and approved to fulfill the requirements for the attainment of English Education Degree.

First Thesis Advisor
1


Masdar Filmy, MA., Ph.D NIP. 197103021996031002

Surabaya, $31^{\text {st }}$ of January 2012
Second Thesis Advisor


Fitriah, MA.
NIP. 197610042009122001

## APPROVAL SHEET

This thesis by Farida Hanum entitled The Influence of Watching Cartoon Movie Clips in Learning English vocabulary on The Eighth Grade of MTs. Ma'arif NU Ketegan Tanggulangin has been examined on $8^{\text {th }}$ February 2012 and approved by the board of examiners.


The board of examiner
Chair, ${ }_{n}$
Maresy
Masdar Hilmy, MA., Ph.D
NIP. 197103021996031002
Secretary,


Fitriah, MA
NIP. 197610042009122001
Examiner I,

M. Syaifuddin, M.Ed (TSL)

NIP. 197310131997031002
Examiner II


Dra. Ifma Soraya, M.Pd
NIP. 196709301993032004


#### Abstract

Hanum, Farida. 2012. The influences of watching cartoon movie clips in learning English vocabulary on the eighth grade of MTs.MA'ARIF Ketegan Tanggulangin. A Thesis. English Surabaya. Advisor, Masdar Hilmy, MA.,Ph.D.


## Key Words : Vocabulary, Cartoon Movie Clips.

Nowadays, English is an important skill that must be had by everyone. Learning English from young age is better especially for students. It has a lot of benefits but mostly students feel so bored with the teaching-learning method in their school. They not have big curiosity they feel that they do not need English, and not serious in learning English.

Based on the phenomena above, The influences of watching cartoon movie clips in learning English vocabulary on the eighth grade of MTs.MA'ARIF Ketegan Tanggulangin is chosen by the researcher to do her thesis. She will give new method on that school to make the students easier and increase their curiosity in learning English. The researcher have two statements of problems, there are: How far does cartoon movie clips influence students' ability in learning vocabulary? And how is the improvement of students' vocabulary ability after getting the treatment?

This research is expected to be useful for the teachers in applying some teaching methods and to know the influence and improvement of the students after applying the methods. This research is quantitative pre-experimental approach with pre-test and post test one group design. In this research learning English vocabulary through watching cartoon movie clips as independent variable and students' vocabulary ability as dependent variable. This is happen because the design does not have control variable and sample does not choose randomly

In collecting the data the researcher uses test as instrument and hold pre-test to know the students' ability, applying the new method (treatment) and post test to know the influents and improvement after applying the treatment. After that, the researcher analyzes to answer statement of the problems using t-test and correlation product moment. The researchers hold the treatment four times. The first is for pre-test, twice treatment and the last for post-test.

The result of this study leads to the conclusion that The influences of watching cartoon movie clips in learning English vocabulary on the eighth grade of MTs.MA'ARIF Ketegan Tanggulangin watching cartoon movie clips may influence students' ability in learning English vocabularies and may improve students’
vocabulary ability. It is shown from t-test result is higher than t-table by using level of significance: 0,05 and correlation product moment result also higher than the table. It is conclude that the treatment was successful and there is correlation between hypothesis and research result.


## CONTENT

Cover ..... i
Advisor Approval Sheet ..... ii
Approval Sheet ..... iii
Motto ..... iv
Dedication Sheet ..... v
Abstract ..... vi
Acknowledgement ..... viii
Contents ..... ix
List of Tables ..... xi
Chapter I Introduction
A. Background of the study ..... 1
B. Research problem(statement of the study) ..... 11
C. Objective of the study ..... 11
D. Significance of the study ..... 11
E. Scope and limitation ..... 12
F. Definition of key terms ..... 12
Chapter II Review of Related Literature
A. Definition of vocabulary ..... 14

1. The important of vocabulary ..... 15
2. Vocabulary acquisition ..... 16
3. How to remember vocabulary ..... 17
4. Kinds of mistakes do learners make ..... 20
5. How to help learners with vocabulary. ..... 24
B. Cartoon movie clips as a Media for Teaching ..... 25
6. Characteristics of educational media. ..... 27
7. Function of educational media ..... 28
C. Theoretical Background ..... 29
D. Review of Related Study ..... 30
E. Hypothesis ..... 32
Chapter III Research Method
A. Research design ..... 33
B. Research subject and location ..... 34
C. Research procedures ..... 35
8. Preparation ..... 35
9. Research implementation ..... 35
10. Closing step ..... 36
D. Research Instrument ..... 38
E. Data collection technique ..... 41
F. Data analysis technique ..... 42
Chapter IV Data Analysis and Discussion
A. Research schedule ..... 44
B. Research description ..... 44
11. First research result ..... 44
12. Second research result ..... 48
13. Third research result ..... 49
14. Fourth research result ..... 51
C. Data analysis ..... 53
D. Discussion ..... 56
Chapter V Conclusion and Suggestion
A. Conclusion ..... 62
15. The influence of cartoon movie clips for students' ability in learning English vocabulary ..... 62
16. The improvement of student's vocabulary ability ..... 62
B. Suggestion ..... 63
Bibliography
Appendices

## LIST OF TABLES

2.1 Communication message table............................. page 27
4.1 Pre-test result table............................................. page 41
4.2 Post-test result table ...................................... page 46
4.3 Analysis the result of pre-test and post test.......... page 47


## CHAPTER I

## INTRODUCTION

## A. Background of study

Vocabulary is one of language components that should be mastered for every language learners. As Elfrieda H. Hilbert and Michael L. Kamil said in their book, "Vocabulary is not developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a life time." Vocabulary is knowledge of word that people need to learn when people study new language. It is impossible for us when we are learning new language without knowing any word of that new language. It will make us difficult to catch the lesson of new language.

As John J. Pikulski and Shane Templeton said in their journal, it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools to study vocabulary successfully are by providing large. Rich vocabulary and use those words or vocabulary in conversation or sentence. Our ability to function in today's complex social and economic world is mightily affected by our language skills and word knowledge. In addition the important of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading

[^0]achievement. The Report of the National Reading Panel, for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge". ${ }^{2}$

For example a baby, when they learn a language firstly, it is from the word that they heard from his/her parents. Parents will teach their children a new word or vocabulary. This is because a baby was born without any language. It means they don't know any single word. They will use gesture or stuffs to say something to the babies. It is the way how parents teach their children new vocabularies or words. As the time goes, a baby finally recognizes the vocabularies to help them structure the language or encourage them to understand more about language.

That analogy automatically helps us to understand that people must learn vocabulary first before learn the language. As Linguist David Wilkins summed up, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. ${ }^{3}$ It shows us how vocabulary determines on how people learn language. I think language is a city, than vocabulary is its gate. In other word, even without good grammar, people may able to speak and understand a language if they know a lot of vocabulary.

As Biemiller said in his journal, it is sometimes argued that the number of words children need to learn is so great. This can only happen incidentally through

[^1]wide reading (Anderson; Nagy and Herman; Sternberg). This argument is quite reminiscent of the argument that the spelling-to-sound structure of English is so difficult. But it cannot be taught through learning experience. In both cases, the complexity of what needs to be learned has been somewhat exaggerated. Many years ago, Lorge and Chall argued that traditional dictionary sampling methods for assessing vocabulary had greatly overestimated the volume of vocabulary needed by children. As Lorge and Chall, Beck and McKeown, and others have noted, we need to focus on root word growth rather than the acquisition of all inflected and derived forms of words. Jeremy Anglin's monograph suggests that children acquire about 1,200 root words a year during the elementary years. However, they may only acquire half of them (He also argues that perhaps twice of those words need to be learned, particularly including idiomatic forms.) Author's research (Biemiller and Slonim, in press) suggests that the average number of root word meanings acquired per year may be somewhat smaller, more like 600 root word meanings a year from infancy to the end of elementary school. This conclusion, based on root word meanings sampled from Dale and O'Rourke's Living Word Vocabulary, is partly based on the observation that many similar meanings are acquired at about the same age and probably do not require separate instruction. ${ }^{4}$

From argumentation above, we can conclude that human acquired more words (vocabulary) when they were on the child age. No matter how they got their

[^2]vocabulary acquisition (through reading, listening, or other experiences), they got many words or vocabularies while they were child. So, children on elementary age are the best age for human to learn and acquire vocabularies.

As Khalifah Ali ibn Abi Thalib statement, learning as a child like carving on the stone; learning as an adult like carving on the water. From the statement above, in the process of language acquisition, it is stated that the brain development of children help them to learn the language faster. Children will be easier to learn a language, particularly remembering the words than elder people. This is because the brain developmental of children is very good and fast.

Just like a journal reviewed by the researcher from John J. Pikulski and Shane Templeton's journal, it states that for the first five years, children are involved in the process of acquiring a meaning or oral vocabulary-words that they understand when they hear them, and that they can use in their speech. During this period, children have essentially no literate vocabularies (it means that children understanding of vocabularies are not from written form but it can be understood by oral or listening). Most children acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or trans code print into speech allows children to use what they know about
meaning/oral vocabulary for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies. ${ }^{5}$

Furthermore, learning language at the young age seems to have more benefits. Teenager has very brilliant brain. It grows very fast in the very young age year after year. In the process of language acquisition, the brain development in this age will help teenagers in learning language fast. Aitchison said from birth to around two years, many brain cells interconnect, and brain weight increases rapidly to nearly 1000 grams. This fact, however, gives us idea that the best time to learn especially language learning whether it is first or second language is in the young age. ${ }^{6}$

However, they sometimes have difficulties in learning vocabulary, such as: how to spell, how to pronounce, grammar, meaning, etc. These difficulties often make learner feel that English (as a new language) as a scary thing. Learning new word means that people should learn new kind of vocabulary. There are many difficulties in learning vocabulary. Thornburry mentions some difficulties in learning vocabulary, namely:

1. Pronunciation: research shows words that are difficult to pronounce are more difficult to learn.

[^3]2. Spelling: this is one of difficulty that faced by the learners how to spell right words.
3. Length and complexity: learner often meet long and complex words, then they may get difficulty in learning new language.
4. Grammar: the differences grammar between the first and second language makes the learner feel that grammar is very difficult. It can be solve with more practice.
5. Meaning: when learners understand the meaning of a word it may be able to make them learning fluently. In contrast, if learners do not understand the meaning it makes a word difficult to learn.
6. Range, connotation and idiomatic: some words have a lot of and similar meaning; it will make the learners confuse. ${ }^{7}$

Often, those problems appear many times as people learn vocabulary, and sometimes it may decrease learners' spirit to learn vocabulary.

Often the difficulties of young learners in Indonesia, where the people seems to use Indonesian accent, it's very difficult for people to learn new language especially English. Those problems above make Indonesian especially teenager doesn't like learning English so much. Besides, the methodology use in Indonesia

[^4]still less effective for teenager to learn. Some teenagers sometimes feel so bored when they are learning in the formal class. Many teachers do not effectively use technology (LCD, video, movie, etc) as media in teaching learning English activity. That's why, in this case the researcher will improve them using cartoon movie clips.

The need for planned introduction and explanation of vocabulary plus various tools to help children become more independent in dealing with new vocabulary. Author has suggested the hypothesis above that 80 percent or more of the root words learned by grade 6 are learned as a result of direct explanation by parents, peers, teachers, and texts. Those who learn more words almost undoubtedly encounter more words and receive more explanations of word meanings.

This suggests that we could do considerably more than we now do to ensure the development of adequate vocabulary through systematic exposure to two to three new words a day combined with adequate explanation of these words and opportunities to use them. (I am referring to new meanings not simply words that are unfamiliar in print.) Present school practices fall far short of this objective in the primary grades. (Schools may do better in the upper elementary grades.) Other types of vocabulary instruction (e.g., using affixes, word family approaches, and direct instruction in inferencing) will also be useful, especially in grades 3 and above.

This particular objective raises the possibility of returning to a more basal approach, at least as one component of classroom language and reading instruction. If vocabulary acquisition is largely sequential in nature, it would appear possible to identify that sequence and to ensure that children at a given vocabulary level have an opportunity to encounter words they are likely to be learning next, within a context that uses the majority of the words that they have already learned. Some researchers are already beginning to work on this objective e.g., David Francis and Barbara Foorman in Texas, Jan Hulstijn in the Netherlands, Margaret McKeown and Isabel Beck in Pittsburgh, William Nagy in Seattle, and John Morgan. Many problems need to be solved. Existing lists of words e.g., Living Word Vocabulary do not correspond closely enough to observed sequences of word acquisition to be great guides although they are better than nothing. Word frequency in print data as Carroll, Davies, and Richmond state, bears relatively little relationship to observed word knowledge. In her studies, Carroll's SFI index accounted for 7 percent of observed root word knowledge. In contrast, Living Word Vocabulary levels accounted for more than 50 percent of our data. William Nagy (personal communication) has proposed combining Dale and O'Rourke's data with expert ratings--a very plausible suggestion.

Given the establishment of plausible vocabulary lists, teachers could relate these lists to vocabulary being introduced in books (short stories, novels, texts) being studied, be aware of words to introduce or explain (or to query children about if they
do not ask!), and be aware of some important words that are not going to be covered in the established curriculum. These words could be taught directly, or other materials (e.g., stories to be read to class) could be introduced in vocabulary teaching. ${ }^{8}$

Today, many teenagers like watching cartoon movie. In Indonesia, mostly cartoon movies come along not originally use foreign language. These cartoon movies usually translated first before showed on TV. Actually, if the cartoon movies use their original foreign language especially English, the teenagers will learn and habituate themselves with English. It helps them to unless understand English in pronunciation and habituate their ears with English. In contrast, if the cartoon movies translated in Indonesia, than teenagers will only waste their time watch cartoon movies without get any educational lesson from those movies.

Many foreign cartoon movies are teenager's favorite TV show make researcher chooses cartoon movies as media in this research. Usually, people will learn better if they like what they learn about. Hopefully this media will help the researcher to improve student's vocabulary skill.

Cartoon movie clips also chosen by the researcher because learning activity not only use spoken or written form, but it also can learn audio-visual through cartoon movie clips. The students not only can know the real language by hearing the sound, but also they can learn the vocabulary from everything they see. Like the

[^5]name of the character, settings, culture, instruction, or expression that said by the characters in the cartoon movie clips, etc. It can make student easier to remember than they learn vocabulary by memorize the words, It is risky forgotten.

That is why the researcher chooses MTs. MA'ARIF KETEGAN because teaching-learning in that school still using conventional method. So the students look bored with the teacher's method. And the students have no excitement in studying English. So the teacher can't measure students' ability. In this purpose, then the researcher will help the teacher to measure student's ability and give them new method in learning English vocabulary. The researcher focuses on vocabulary because the most student of MTs. MA'ARIF is lack of vocabulary. So, the researcher tries to improve students' vocabulary ability using cartoon movie clips.

The researcher hopes using cartoon movie clips method can increase students' motivation and stimulate them to learn vocabulary. Teaching-learning activity using media has a lot of advantages; it can make the lesson more interesting and easier to learn and understand. So, the students will have big attention to the lesson. Hopefully after learning and giving treatment, students will get a lot of experiences in the lesson they have learnt and make the students feel learning English is fun with teaching-learning process which given by the researcher.

## B. Research problem (statement of the study)

In this research, researcher tries to solve some problems that appear in the classroom. These research questions may help to answer classroom problem, they are:

1. How far does cartoon movie clips influence students' ability in learning vocabulary?
2. How is the improvement of students' vocabulary ability after getting the treatment?

## C. Objective of the study

This research may give contribution for language learners and teacher who wants to teach vocabulary. The objectives of the study are:

1. To know how far does cartoon movie clips influence students' ability in learning vocabulary.
2. To know how is the improvement of students' vocabulary ability after getting the treatment.

## D. Significance of the study

The result of the research may be able to give contribution for the teacher, researcher and the students. There are:

1. The result of this research may be able to give contribution for the teacher to measure students' vocabulary ability.
2. The result of this research may help finding the influence of cartoon movie clips on English teaching-learning, especially learning vocabulary for the eight grade's students.
3. The result of this research may be able to help the students to learn vocabulary well and enjoyable.

## E. The scope and limitation

The scope and limitation of this research are:

1. This research will be implemented to the eight grade's students of MTs. Ma'arif.
2. The researcher only and emphasizes on learning vocabulary than the other English component.
3. The researcher wants to know the influence of cartoon movie clips as media to improve students' vocabulary.

## F. Definition of key terms

The researcher describes definitions of key terms to understand this thesis easier. Taking from oxford dictionary, the researcher found some definition. They are:

1. Cartoon is a series of drawings made by photography.
2. Clip is act of clipping, sharp blow.
3. Film is cinema picture; movie; roll of thin flexible material used in photography.
4. Influence is power to produce an effect; person, fact, etc that has this power; ability to obtain favorable treatment from somebody.
5. Learning is knowledge gained by study.
6. Media is means by which something is expressed or communicated, substances or surroundings in which something exists.
7. Movie is cinema film.
8. Vocabulary is total number of words in a language, list of words with their meanings.
9. Movie clips is short sequences from movie, single scene or single short ${ }^{9}$. Movie clips, the researcher use are animal and legend cartoon movie clips. The researcher put Franklin (the school play and wants a pet) as animal cartoon movie clips and the first well as legend cartoon movie clips.

[^6]
## CHAPTER II

## REVIEW OF RELATED LITERATURE

## A. Definition of vocabulary

There are various definitions of vocabulary. A linguist, Dupois defines vocabulary as words or phrases, which label the part of material to be learned which are necessary for students to use in talking and writing. ${ }^{10}$ Vocabulary is a total number of words in a language, list of words with their meanings. ${ }^{11}$ From these definitions, the writer concludes that vocabulary is number of word or phrases which has meaning that are used in spoken or written language.

From a journal written by John J. Pikulski and Shane Templeton said that, in everyday conversation we speak vocabulary word in the singular not vocabularies; we speak of a person"s vocabulary. This is actually an oversimplification. The American Heritage Dictionary defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." In this paper we are concerned with extending the sum of words that are used by and understood by students. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term expressive

[^7]vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies. ${ }^{12}$

## 1. The important of vocabulary

Vocabulary is the most important basic ability to learn English as second language. If we have a lot of vocabulary, we will be easier to speak or learn English. We know that learning vocabulary is very important, whether it is spoken or written. In contrast, if we are lack of vocabulary we will get difficulties. Moreover, it makes meaning disorder. So, the researcher does not want it happens.

John J. Pikulski and Shane Templeton said that there is no question that people who have large speaking vocabularies generally tend to have large listening, reading, and writing vocabularies; likewise people who are limited in one of these aspects are likely limited in other aspects as well. We have seen that this close relationship does not exist in preliterate children. Also, some children who develop large reading vocabularies may not use that vocabulary in their writing without teacher help and guidance. However, in the years during children develop as readers and writers, there is an increasingly high relationship among all four aspects of

[^8]vocabulary—listening, speaking, reading, and writing. Fostering improvement in one aspect has the potential for fostering improvement in another. Therefore, one responsibility of teachers is to help children transfer vocabulary skills from one form to another. ${ }^{13}$

## 2. Vocabulary acquisition

There are many ways to improve our vocabulary; we can get the vocabulary from formal and informal study. Some children get new vocabulary from formal study, such as when they study at school, they take course, etc. It is commonly called learning. Meanwhile, they get new vocabulary from informal situation when they socialize with others at school or daily environment. Achieving new words from their experiences is called acquisition.

Biemiller and Slonim explain the sequential nature of vocabulary acquisition. They stated that much evidence clearly indicates that vocabulary is acquired in largely the same order by most children. The existence of empirical vocabulary norms (as in the Peabody and Living Word Vocabulary) indicate that some words are acquired later than others. Slonim and author have found very high correlations (mostly over 90) between mean scores for words obtained from different grades.

[^9]Authors found that when data is ordered by children's vocabulary levels rather than their grade level, they can clearly identify a range of words (above 75 percent), words being acquired ( 74 percent- 25 percent) and the words that they know. Furthermore, these ranges are sequential. At any given point in vocabulary acquisition, a preliminary conclusion from this work is that there are about 2,000 3,000 root words that a child is likely to be learned. This makes the construction of a "vocabulary curriculum" plausible. ${ }^{14}$

Children seem to be easier to learn or remember new vocabulary from their experiences than when they study vocabulary in the formal situation.

## 3. How to remember vocabulary

In remembering new vocabularies, practicing the word in communication seems to be a good way because language is habitually learned.

As Thornburry said in his book, Researchers into the workings of memory customarily distinguish between the following systems:
a. The Short-Term Store (STS): is the brain"s capacity to hold a limited number of items of information for periods of time up to a few second.
b. Working Memory: focusing on words long enough to perform operations on them. Limited capacity and no permanent content.

[^10]c. Long Term Memory: can be taught of as a kind of filling system which has an enormous capacity, and its content is durable length of a lesson. ${ }^{15}$

Some researcher finding summary that relevant to the subject of word learning:

1) Repetition: to make the word easier to remember and memorizing with repetition. It can be done with read the word at least seven times or more. It may help learners easier to remember the new words.
2) Retrieval: this means that the act of retrieving a word from memory. It makes learner able to recall it again later. For example: using that word in the sentences.
3) Spacing: it is known as distributed practice; it is applies in both short and long term. It means that teaching a new set of words in first two or three items then goes back and tests these than present some more then back track again. It is better to learn each word.
4) Pacing: in this case the teacher should allow time during vocabulary learning for learners to do „memory work" such as organizing or reviewing their vocabulary silently and individually.
5) Use: put the words to use in some interesting ways. It is the best way to ensure they are added to long term memory.

[^11]6) Cognitive depth: this decision in this way is learners able to make a word, and the more cognitively demanding these decisions; the better the word is remembered.
7) Personal organizing: subject who had read a sentence aloud containing new words showed better recall than subject who had simply silently rehearsed the words, but subjects who had made up their own sentences containing the words and read them aloud did better still.
8) Imaging: one of the good and easily way to learn word is visualized words are memorable than words that do not immediately evoke a picture.
9) Mnemonics: this is a trick to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable, even native speaker.
10) Motivation: learning new words is no guarantee that words will be remembered. The only difference is a strong motivation makes the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But, even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.
11) Attention/arousal: contrary to popular belief, the learners cannot improve their vocabulary in their sleep, simply b listening to a tape. Some degree of conscious attention is required. A very high degree of attention/arousal
seems to correlate with improved recall. Words that trigger a strong emotional response.
12) Affective depth: related to the preceding point, affective (emotional) information is stored along with cognitive (intellectual) data, and may play an equally important role on how words are stored and recalled. Just as it is important for learners to make cognitive judgments" about words, it may also be important to make affective judgment. ${ }^{16}$

## 4. Kind of mistakes do the learners make

## a. Form-Related

Form related errors include miss selection, misinformation and spelling.

1. Miss selection is when an existing word form is selected from similar sound or spelling to the correct form. For example: hungry and angry.
2. Misinformation often result from misapplying word formation rules, sometimes these misinformation will show a clear influence from the learners" mother tongue.
3. Spelling mistakes result from the wrong choice of letter like shell for shall, the omission of letters like studing for studying, or the wrong order of letters (little for little). Pronunciation errors may result from the wrong choice of sound (leave for live), addition of sounds (eschool for school),

[^12]omission of sounds (produk for product) or misplaced word stress (comfortabel for comfortable).
b. Meaning related errors typically occur when words that have similar or related meanings are confusing and the wrong choice is made. Meaning related wrong choice errors may derive from the learner"s first language, where the meaning of the first language word may not exactly match with its second language equivalent. ${ }^{17}$

Another important part is what kind of words we must teach to the students. Some categories of words must be taught by teacher depends on the level of the students as stated by John J. Pikulski and Shane Templeton:

In deciding which words to teach we have found that level is helpful the students classify to the students ability "levels" of vocabulary, which is similar to what Beck et al. (2002) refer to as "tiers" of vocabulary.

Level I Words These are words that are used over and over in everyday speech. Since they are so frequently used in a variety of contexts, virtually all children learn them. Some examples of these words would be house, girl, cat, up, umbrella, etc. Level I words are sometimes referred to as "conversational speech." Children who are learning English as a second language will sometimes make progress with this level of

[^13]vocabulary but have difficulty in making progress with words at levels beyond this one.

Level II Words These are words that are likely to be learned only through reading or through instruction. They refer to the vocabulary of educated people, as "academic vocabulary," and as "instructional vocabulary." They are words that are necessary for general success in school. Words such as perspective, generate, initiate, intermediate, calculation, etc. are possible examples.

Level III Words These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field. Examples of Level III words from the field of reading instruction include the terms digraph, diphthong, schwa, metacomprehension, etc. As one might expect, some words such as calculation might be classified as either a Level II or Level III word or both.

Level IV Words These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments, and they are not associated with a field of study or profession. Examples are words that no longer are used: majuscule (a capital letter), xanthodont (one who has yellow teeth like a rodent), noctuary (an account of what happens in a night). Notice, however, that some Level IV words are useful for teaching morphological clues such as
noct meaning "night" and dont or dent referring to teeth. Level IV words are also helpful for creating an interesting words and language. ${ }^{18}$

Considering those levels of word and descriptions above, researcher chooses first level of words to teach to the students. The condition of students in this country who are English as a foreign language learner made researcher picks this level.

Another book by Jill Hadfield and Charles Hadfield in learning vocabulary, learners" need to know:
a) Spelling and pronunciation.

Spelling and pronunciation are not easy because there is no consistent one- to one relationship between sounds and how it is spelt.
b) Meaning.

It is important to teach word in context, because many words have different meanings when it is used in different situation.
c) Parts of speech.

Every word belongs to a category or part of speech, for example: verb, noun, adverb etc. each category has grammar rules associated with it.
d) Collocation.

Words are used together, in partnership. This relationship between words is called collocation

[^14]e) Lexical sets and word fields.

Vocabulary (lexis) is often taught in lexical sets or word fields. These are groups of words related by topic. A lexical set is a group of the same category of words. But, word fields are wider than lexical set and contain words and phrases loosely connected to a topic.
f) Register and appropriacy.

Different words and phrases are used by different people, according to the situation and the relationship between the speakers. The term register is used to describe these differences in formality, and we talk about register as going from high (formal language) to low (informal). Appropriacy knowing words which register to use in a situation is having awareness ${ }^{19}$.

## 5. How to help learners with vocabulary

a. Introducing and explaining vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words.
b. Helping learners record new words Learners need to develop study skills such as: recording new words and organizing new words in lexical sets or words fields.

[^15]c. Helping learners remember new words

Repetition and personalization is effective but it can be boring. But we can help to make it fun by turning it into a game, etc.
d. Helping learners use new words

Once learners have had time to absorb the new vocabulary they can begin to use it communicatively.
e. Recycling vocabulary

Remembering words are a long process, even if learners can remember and use new words by the end of the lesson, they may have forgotten them a week later. Learners will need to revise and recycle the new vocabulary to make sure they retain it. ${ }^{20}$

## B. Cartoon movie clips as a media for teaching

From the dictionary, media means a tool to express or communicate information to the publics. ${ }^{21}$ Media literary means "medius". It means „median, mediator, intermediary". Then Fleming said that media is mediator. Characteristics and the function of media is to manage effective correlation between two main things

[^16]in the students learning process and the composition of the lesson. ${ }^{22}$ It can be said that media is tools which express or accompany teaching-learning massages.

Often, in teaching learning process, media can be categorized as audio-visual tool, instructional material, audio-visual communication, visual education, educational technology and explaining media ${ }^{23}$. So, the researcher conclude that media is a kind of tool or methods which can be used in the teaching-learning process to make the lesson easier and more interesting. In this case the researcher chooses cartoon movie clips as a media because the subject of the research is the students of junior high school who like cartoon film. The researcher also wants to make the students know the real language from the film, because in Indonesia cartoon film mostly has been dubbed into Indonesian. So, a lot of people do not know the real language in the cartoon film.

Next reason why cartoon film was chosen is because through movie clips students can learn words spoken by the cartoon movie clips ce player correctly. Not only the words, but also how the words pronounced correctly. Through watching movie clips, students can learn the action shown from the clips pragmatically. So students not only learn new words but also how the words pronounced and acted correctly.

Research has shown that the most meaningful learning happens when students are engaged in authentic activities that ask them to think and behave like

[^17]chemists, computer programmers, mathematicians, engineers or archeologists. These activities might include the use of virtual environments and simulations, developing models of scientific phenomena, and using collaborative tools like email, video conferencing, and classroom wikis. These types of activities can present new challenges for struggling students and students with disabilities.

## 1. Characteristics of educational media

Educational Media has some characteristics; Arsyad describes those characteristics, namely;
a. Fixative property: The uses of media are to record, save, reconstruct events and object. So, media can explain or show an event which only happened once in a time easier.
b. Manipulative property: transformation an event or object. An event that happen can be rewind fast forwardly, slow it down or cut to the other important parts which can be used to explain that event. For example: butterfly"s life cycle.
c. Distributive property: a distributive characteristic of media make an object or event possibly transported through space, and at the same time that event preserved to the majority of students with experience stimulus relatively same about that event. ${ }^{24}$

[^18]
## 2. Function of Education media

In the teaching learning processes there are two important elements, they are: teaching method and teaching media. Both of them are related things that cannot be separated. In choosing teaching method can influencing the proper teaching media, although there is another aspect which has to be concerned in choosing media Such as: teaching purposes, kinds of assignment and students response after they have been taught and teaching context including studentse characteristics. Thus, it can be said that the main function of teaching media is a helping tool that influencing situation, condition and environment which created by the teacher. ${ }^{25}$

Levie and Lentz stated that teaching media has four function, they are:
a. Attention function: it means that visual media is a center, it is interest and directing students" attention to concentrate to their lesson.
b. Affective function: visual media can be seen from students" level enjoyable when they learn or read drawing text.
c. Cognitive function: visual media can be seen from research finding that visual sign or picture can make teaching purposes deliver fluently and remember information and message in the picture.
d. Compensatoris function: teaching media seen from research finding that visual media which give context to understanding the text. To help the

[^19]lower students in read and organize information in the text and remember it again. ${ }^{26}$

## C. Theoretical background

Based on Brunner, there are three main levels on learning modus.

1. Real/ direct experience (enactive).
2. Pictorial experience/ picture (iconic).
3. Abstract experience (abstract). ${ }^{27}$

The theory above is how to get experience, the teacher as message source delivering the message into special symbols, it"s called encoding. And students as message receiver analyze the symbols until they understand the symbols as message, it"s called decoding.

Communication messages from teacher to the student can be seen below:

| Message production | Message receive and interpretation |
| :---: | :---: |
| 1. Speaking, singing, playing music, etc. | Listening |
| 2. Visualize through film, picture, cartoon, model, statue, graphics, cartoon, non-verbal gesture. | Observation |
| 3. Writing or brainstorming. | Reading ${ }^{28}$ |

[^20]
## D. Review of Related Study

In this session there are some similar researches with researcheres topic which are done by other researchers.

The first previous study is a thesis done by Rintha Sugiarti Yuniasari with title "Films as media in teaching narrative writing in the eleventh grade of high school". On her research she concludes that through films as media students could get positive changes in doing narrative writing even though some of them still got difficulty to present it. The students can improve their ideas in developing their narrative writing. Some of them have begun to be able to identify and apply the generic structure in each event of the story. ${ }^{29}$

The second research is as thesis done by Pratiwi Wijanarti "The use of „movie clips" as the media in teaching interpersonal and transactional dialogues in speaking". She concludes that the implementation of language teaching video to teach vocabulary for the third graders of SDN 129 Greges is based on that fact. She collected some data from the first observation in that school, then she plans some teaching media to solve that problem, and one of them is movie clips. The movie clips is shown during the active time as the first model for the students to face the situation which given later by the teacher. After watching the movie clips, students" ability in speaking especially interpersonal and transactional dialogue has increased. In the first cycle, there were $17 \%$ of student reached score $\geq 80$. For the second cycle,

[^21]student who reached that mastery score was increase into $37 \%$. In the third was cycle was surprising too since that class has $51 \%$ student who got score $\leq 80$. Finally the last cycle prove that using movie clips, help students to develop their skill. It showed with the increase of improvement around $83 \%$ of students. It was the greatest achievement for that class. ${ }^{30}$

The third research is a thesis done by Abdurrahman „the correlation between students"e achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya" he found out that the mean of the score of the vocabulary test is 71,56. It means scores of the vocabulary test is good. The mean of the scores of the studentes achievement in reading comprehension is 73,44 which means that the mean of the scores of reading comprehension test is good, and the result of applying the rxy distribution showed that the coefficient correlation is 0,46 . It means that there was a significant correlation between students" achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya. ${ }^{31}$

The fourth research is by Nafisatul Mutmainnah ,the effectiveness of using film in teaching descriptive writing at SMP Negeri 1 BUNGAH GRESIK". On her research, she used experimental method. She takes 60 samples from 150 students. She used random sampling. She used experiment research by pre-test and post-test. In experimental research, the experimental group divided into experimental and control

[^22]group. The data from her study was statically computed using person formula. The obtained of $t$-value was 4,37 while the critical value of $t$-table with $a=5 \%$ and $d f$ was 2000. Because $t$-value higher than the critical value, the hypothesis said that teaching descriptive writing using films is more effective than without using film. ${ }^{32}$

## E. Hypothesis

After reviewing some researches done by others, researcher takes a conclusion that the influences of watching cartoon movie clips in learning English vocabulary are significant. That is why researcher takes this title to do this research. Hopefully, after doing this research, the researcher will get benefits as described above.

[^23]
## CHAPTER III

## RESEARCH METHODHOLOGY

## A. Research Design

In this research, the researcher will use quantitative method, and preexperimental approach with "pre-test and post-test one group design". Experimental method is chosen when the researcher is primarily interested in determining cause and effect. ${ }^{32}$ Pre-experimental with pre-test and post-test group design is used to measure students' vocabulary ability before applying the treatment. By using this method the result of the treatment can be known more accurate because it is easier to compare the condition before treatment. A group is measured on a variable of interests. The group receives the experimental treatment. Then the measure is taken again. Then the researcher compares the pretest with the posttest to see if the hopedfor change has occurred. ${ }^{33}$

The weakness of this design is the result influenced by independent variable (in this research learning English vocabulary through watching cartoon movie clips as independent variable and students' vocabulary ability as dependent variable). This is happen because the design does not have control variable and sample does not choose randomly. ${ }^{34}$ Meanwhile, the strength of this design is researcher easier to organize

[^24]subject of the research without choosing randomly and result of the treatment or experiment more accurate.

The design of pre-test and post-test group can be describe below: ${ }^{35}$


1. $\mathrm{O}_{1=\text { pre-test score (before given treatment), it means pre-test is held by }}$ the researcher in order to measure students' vocabulary ability before giving cartoon movie clips.
2. $X=$ treatment, it means the researcher will give treatment to the research's subject using cartoon movie clips.
3. $\mathrm{O}_{2}=$ post-test (after given treatment), it means the researcher will give post-test to the students in order to know the influences of giving treatment and measure score after giving cartoon movie clips as a treatment.

## B. Research Subject and Location

The researcher chooses MTs. MA'ARIF which is placed in Ketegan, Tanggulangin Sidoarjo as location to do the research. This school has nine classes. Each grade has three classes. Because of the sample does not choose randomly. The subject of the research is eighth grade students, Especially B class. It is chosen

[^25]because the teacher said that most of the students on that class are lack of vocabulary. It can be known from the score of every final examination which shows unsatisfactory result.

## C. Research Procedures

## 1. Preparation Steps

Before doing the research, the researcher does some preparations. They are:
a. Making research proposal.
b. Defining subject and location of the research.

The researcher chooses the location to do the research and choose the class that will be applied the new ways in learning vocabularies.
c. Defining research instrument and research design.

The researcher defines test as instrument of the research to measure students' score vocabulary ability.
d. Getting research permission letter.

The researcher takes research permission letter in the academic faculty and the letter has been signed by the dean of faculty. Then the letter will be given to the headmaster of the research location.

## 2. Research Implementation (treatment) Steps

a. Pre-test.

The researcher will hold pre-test in the first meeting, the researcher will get score from this test in order to know students' vocabulary ability before giving treatment.

## b. Treatment.

The researcher will hold the treatment twice. In this case the researcher will give cartoon movie clips. Hopefully the treatment can influence the students in learning vocabulary.
c. Post-test.

After giving treatment the researcher will give post-test to the students in order to know the differences between before and after applying cartoon movie clips as the treatment. The researcher wants to know and measure the improvement of the students after they have given cartoon movie clips to learn vocabulary.
3. Closing Steps
a. Analyzing result of the research.

After doing the treatment and getting some data from the research, the researcher will analyze and calculate the data with the formula.
b. Writing report.

After doing research and analyzing data, the researcher will report what she has done. Then, the researcher will conclude the result of the research.

## D. Research Instrument

The researcher chooses test as instruments in collecting all the data. It means that the researcher will give the test to the students and will measure the test score before and after giving treatment. Researcher will give intelligence and achievement
test. On pre-test, the researcher will give intelligence and achievement test, on post test the researcher will give achievement test only to measure students' achievement.

Suharsimi in her book said intelligence test is a kind of test to find out estimation or calculation of someone intellectual grade through test to measure the intelligence. ${ }^{36}$ Achievement test is: test in order to measure someone achievement after learning something. ${ }^{37}$

To make good test it should have high validity and reliability. A test is said to be valid if it measures accurately what it is intended to measure. ${ }^{38}$ To make test more valid, the followings are recommended: First, write explicit specifications for the test. Second, use direct testing. Third, make sure that the scoring of responses relates directly to what is being tested. Fifth, do everything possible to make the test reliable. ${ }^{39}$

Reliability means an instrument which is believable enough to use as data collection technique because the instrument is good. ${ }^{40}$ Arthur said in his book, "Teaching for language teachers": To make test more reliable, there are some ways should be considered:

1. Take enough sample behavior. It means the test will be reliable if the items on the test are equal.

[^26]2. Exclude items which do not discriminate well between weaker and stronger students. It means that tester cannot include items which are too easy or too difficult for the candidates.
3. Do not allow to have testees much freedom, in some kinds of language test there is a tendency to offer candidates a choice of question and to allow them a great deal of freedom in the way that they answer the ones that they have chosen.
4. Write unambiguous items. It means the test items should not be presented unclear or there are other acceptable answers which are not anticipated by the tester. Writing unambiguous items can be started from drafting the content of test items including the topics covered, the range of vocabulary, the length, the range of grammar and the options or distracters to avoid misinterpretations.
5. Provide clear and explicit instructions whether oral and written forms. If the instructions are unclear, there is possibility the testees will misunderstand what they are asked to do.
6. Ensure that the layout of the test is constructed well and readable. On some occasion, the intuitional tests are badly typed (moreover in handwritten), small font and space, and are poorly reproduced.
7. Make candidates familiar with the format and testing techniques. It means that the testees are familiar with test constructions. So, every
effort should be made to ensure all testees have the opportunity to do the test well.
8. Provide uniform and non-distracting conditions of administration. To get same results of the testees, we should make the same process of teaching and the content of test.
9. Create an item that will make the tester easier in scoring objectively.
10. Make comparison of the test result among students as soon as possible.
11. Provide a detailed scoring key. It means that tester should specify acceptable answers or responses for each questions.
12. Train scorers. This is especially important to achieve objectivity in scoring.
13. Agree acceptable responses and appropriate scores at outset of scoring. A sample of script should be taken immediately after the administration of the test. Where there are compositions, archetypical representatives of different levels of ability should be selected.
14. Identify testees by number, not name. Scorers inevitably have expectations of candidate that they know. Except in purely objective testing, this will affect the way that they score. Studies have shown that even where the testees are unknown to the scorers, the name on a script (or a photograph) will make a significant difference to the scores given. The identification of testees only by number will reduce such effects.
15. Employ multiple and independent scoring. As a general rule, when the test is in the form of subjective test, the test should be scored by at least two independent scorers. Scored should be recorded on separate score sheets and the result from every scorer should be compared.

## E. Data Collection Technique

For collecting data, the researcher uses test, observation and documentation. In this case, observation means that the researcher observes the class situation and condition, student act, learning-teaching processes around the school, etc. According to Sutrisno Hadi observation is a complicated process that arranged from every biological and psychological process. ${ }^{41}$ For data collection technique process, there are two kinds of technique; there are participant observation and non participant observation. The researcher will use non-participant observation. It means that the researcher directly involve and observe in the research. The documentation is used to collect some data with picture.

## F. Data Analysis Technique

After collecting the data, the researcher will analyze the result of the research. The researcher uses statistical analysis. The data analysis technique used by the researcher is sign test. The reliability of the test will be calculated by using testretest method. It means that the researcher only has one series test, but the test will be applied twice and then the result of both tests will be counted the correlation. Commonly, the result of the second test (post-test) is better than the first test (pre-

[^27]test). It happens because there are practice effects and carry over effects which are influenced by the treatment. ${ }^{42}$

The researcher will use parametrical statistic, it use test associative hypothesis (correlation between variable). The researcher will use correlation product moment, this technique is used to find out the correlation and prove the hypothesis if the data is interval or ratio, and the source of data is from both or more variables is the same. ${ }^{43}$

The good test does not only measure the reliability, but also validity. Good test requires content and construct validity. For testing construct validity, after the instrument has been constructed, it will be consulted with the expert. Testing content validity is done by comparing between content instrument and treatment which is given by the researcher (cartoon movie clips).

Suharsimi in her book, analysis data includes three steps;

- Preparation
- Tabulation
- Implementation data which is suitable with research methodology. ${ }^{44}$

The researcher will analyze the result of the experiment in pre-test and posttest using t-test, and the formula is:

[^28]
## Md <br> $\mathrm{t}=\sqrt{\sum \mathrm{x}^{2} \mathrm{~d}}$ <br> N (N-1)



[^29]
## CHAPTER IV

## DATA ANALYSIS AND DISCUSSION

## A. Research Schedule

This research was done on the eighth grades students at MTS. MA'ARIF NU KETEGAN TANGGULANG by four meetings, each meeting had ninety minutes. It was undertaken through the following schedules:

17 July 2011 : The researcher was held pre-test.
21 July 2011: The researcher was held the first treatment.
26 July 2011: The researcher was held the second treatment.
28 July 2011 : The researcher was held pos-test.

## B. Research Description

## 1. The Research Result on 17 July 2011

The first research was held on 17 July 2011 in order to know the competence of eight grade students in mastering English vocabulary. On that meeting, the researcher invited the students to learn English vocabulary by giving pre-test. The researcher asked the students to do the test with the instructions, but the researcher or the teacher did not give explanation in order to know the real vocabulary ability of students by recognizing and giving cartoon movie clips.
a. Preparation

The researcher prepared pre-test about English vocabulary which was depended on the cartoon movie clips for eight grade students. The test consisted of thirty questions, and there were twenty six students. The researcher prepared and accounted the paper test.
b. Implementation

1) Opening

The researcher gave greetings to the students, and then the
researcher introduced herself and explained what she was gone to do.
2) Lead In

The researcher explained to the students about learning English vocabulary trough cartoon movie clips, the researcher gave instruction to the students to do the test, and then the researcher gave pre-test sheets to the students. After the students finished, the researcher asked the students to collect paper test in front of the class. 3) Closing

The researcher said thank you and closed the meeting.
c. Observation Result

When the researcher gave pre-test, the students did the test carefully. The researcher gave instruction that the students are not allowed to cheat their friends, and explained the purpose of the test. This helps to know and measure their real ability. Although some students
unfamiliar with the vocabulary given by the researcher, the test was done fluently and successfully.
d. Reflection

When the students did the test, they felt afraid if they did not do the test well and their score was bad, this is because they never know about the test.

The result of pre-test score can be seen the table below:
Pre-test Result on 19 July 2011

| No. | Name | Pre-Test Score | Rank |
| :---: | :--- | :---: | :---: |
| 1. | Ahmad Irfan <br> Fakhrudin | 7 | 11 |
| 2. | Basuki Rachmat | 14 | 3 |
| 3. | Bayu Budi M | 10 | 7 |
| 4. | Dyah Rukmanasari | 15 | 2 |
| 5. | Ika Aprilianti | 12 | 5 |
| 6. | Khoirul Abdillah | 10 | 7 |
| 7. | Lusiani | 14 | 3 |
| 8. | M. Arnes Diansyah | 11 | 6 |
| 9. | M. Fajar Dwi D | 10 | 7 |
| 10. | M. Rizal Arif Rahman | 2 | 13 |
| 11. | M. Syaifudin J | 16 | 1 |
| 12. | M. Shohirin | 10 | 7 |


| 13. | Miftahul Jannah | 14 | 3 |
| :---: | :--- | :---: | :---: |
| 14. | Moh. Rizki Julianto | 9 | 8 |
| 15. | Muhammad Rusdi J | 12 | 5 |
| 16. | Muhammad Windarto | 10 | 7 |
| 17. | Nanang Dwi P | 8 | 10 |
| 18. | Narumi | 15 | 2 |
| 19. | Okta Tri Wulandari | 16 | 1 |
| 20. | Puspita Sari | 12 | 5 |
| 21. | Ria Apriliani | 13 | 4 |
| 22. | Ricky Bastomi | 10 | 7 |
| 23. | Septian Dwi Cahyo | 13 | 4 |
| 24. | Siti Lailatun Ni'mah | 14 | 3 |
| 25. | Siti Nur Jannah | 5 | 12 |
| 26. | Sugiantara | 14 | 3 |

The table above showed that most of the students could answer the right answer less than fifteen questions. Only four students who got best score, they are: Okta Tri Wulandari, M. Syaifuddin J, Dyah Rukmana Sari and Narumi.

## 2. The Research Result on 21 July 2011

The second research was held on 21 July 2011, on the second meeting the researcher held the first treatment; the researcher did the treatment in the computer laboratory.
a. Preparation

The researcher prepared projector and computer laboratory to show some cartoon movie clips to the students in order to improve their vocabulary ability.
b. Implementation

1) Opening

The researcher said greeting to the students, after that the researcher informed to the students that the researcher would show cartoon movie clips.
2) Lead In

The researcher showed the cartoon movie clips to the students, the researcher gave explanation to the students about the cartoon movie clips and the researcher drilled the students the vocabulary to make sure students' understanding.
3) Closing

The researcher gave backwash to the students before closing the meeting, and then the researcher closed the meeting and
informed to the students that they would see the cartoon movie clips once again in the next meeting.
c. Observation Result

Students were very excited and enjoy when they were given cartoon movie clips, after playing the movie clips the researcher explained to the students about the movie clips and replayed the scene again to ensure that students have understanding on vocabularies in the movie clips. Then, the researcher drilled the students and they answered the question carefully.

## 3. The Research Result on 26 July 2011

The research on 26 July 2011 was the third research; the researcher gave the second treatment. The students watched the cartoon movie clips again in the computer laboratory.
a. Preparation

The researcher prepared projector and computer laboratory room to show cartoon movie clips in teaching vocabulary.
b. Implementation

1) Opening

The researcher said greetings to the students, the researcher asked questions to the students about the last lesson (based on cartoon movie clips) to warm them up.
2) Lead In

The researcher showed the cartoon movie clips again to the students, the researcher asked to the students to make list of difficult words and wrote down on the whiteboard, The researcher explained and asked to the students to guess difficult words and replayed the movie clips (especially in the part which has difficult words), the researcher drilled the students the vocabularies.
3) Closing

The researcher informed to the students that the treatment has finished, and the researcher reminded them to study for the next meeting, the researcher closed the meeting and asked the students' went back to the classroom.

## c. Observation Result

The students still enjoyed the lesson, it can be seen from students' attention to watch the movie clips, they look so happy and entertained, and they smile together with their friends if the movie was funny. And they seemed to be enthusiastic with the movie clips than if they studied manually in the classroom. They also asked some questions if they were not understand what the movie told them about. Moreover, when the movie clips and the time were finished the students ask to the researcher to replay again. There were four students who were absent in the second treatment. Even though the numbers of students are not complete, the treatment went fluently and the students watched the cartoon movie clips seriously.

## 4. The Research Result on 28 July 2011

The research on 28 July 2011 was the fourth research, the researcher gave post-test. On that time all students attended the class, no one who were absent. All of them seemed ready and had good preparation for doing the test. The post test went on fluently and successful.
a. Preparation

The researcher prepared paper test, the test was done in the classroom.
b. Implementation

1) Opening

The researcher said greetings to the students, the researcher gave some questions to the students as warmer to stimulate them about the cartoon movie clips.
2) Lead In

The researcher gave instruction to do the test; the researcher gave the paper test to the students and the researcher asked students to collect the test if they finished.
3) Closing

The researcher closed the meeting and informed that that day was the last day to do the research and the last researcher said many thanks and apology to the students.
c. Observation Result

When the students did the test, they did it seriously and carefully. It is shown when the students were working on the test more than once, they did not cheat each other and they rechecked several times before collecting their test. That is known from the researcher walked around during the test to check the students. Some of the students felt that the test was easy and they were familiar with the words, and the post-test score could be shown in the table below:

Post-test Result on 28 July 2011

| No. | Name | Post-Test Score | Rank |
| ---: | :---: | :---: | :---: |
| 1. | Ahmad Irfan Fakhrudin | 20 | 3 |
| 2. | Basuki Rachmat | 19 | 4 |
| 3. | Bayu Budi M | 21 | 2 |
| 4. | Dyah Rukmanasari | 18 | 5 |
| 5. | Ika Aprilianti | 18 | 5 |
| 6. | Khoirul Abdillah | 16 | 6 |
| 7. | Lusiani | 19 | 4 |
| 8. | M. Arnes Diansyah | 9 | 8 |
| 10. | M. Fajar Dwi D | 20 | 3 |
| 11. | M. Rizal Arif Rahman | 20 | 3 |
| 12. | M. Syaifudin J | 15 | 7 |
| 13. | M. Shohirin | 22 | 18 |
| 14. | Miftahul Jannah | 18 | 16 |


| 15. | Muhammad Rusdi J | 21 | 2 |
| ---: | :---: | :---: | :---: |
| 16. | Muhammad Windarto | 21 | 2 |
| 17. | Nanang Dwi P | 21 | 2 |
| 18. | Narumi | 19 | 4 |
| 19. | Okta Tri Wulandari | 18 | 5 |
| 20. | Puspita Sari | 20 | 3 |
| 21. | Ria Apriliani | 19 | 4 |
| 22. | Ricky Bastomi | 21 | 2 |
| 23. | Septian Dwi Cahyo | 19 | 4 |
| 24. | Siti Lailatun Ni'mah | 18 | 5 |
| 25. | Siti Nur Jannah | 18 | 5 |
| 26. | Sugiantara | 19 | 4 |

## C. Data Analysis

In this section, the researcher will analyze the result of pre-test and post-test by using t-test, and the result are:

| No. | Name | Pre-Test | Post-Test | Gain (d) | Xd | X $^{\mathbf{d}}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | Ahmad Irfan Fakhrudin | 7 | 20 | +13 | $+5,73$ | 32,83 |
| 2. | Basuki Rachmat | 14 | 19 | +5 | $-2,27$ | 5,15 |
| 3. | Bayu Budi M | 10 | 21 | +11 | $+3,73$ | 13,91 |
| 4. | Dyah Rukmanasari | 15 | 18 | +3 | $-4,29$ | 18,40 |
| 5. | Ika Aprilianti | 12 | 18 | +6 | $-1,27$ | 1,61 |


| 6. | Khoirul Abdillah | 10 | 16 | +6 | -1,27 | 1,61 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7. | Lusiani | 14 | 19 | +5 | -2,27 | 5,15 |
| 8. | M. Arnes Diansyah | 11 | 9 | -2 | -9,27 | 85,93 |
| 9. | M. Fajar Dwi D | 10 | 20 | +10 | +2,73 | 7,45 |
| 10. | M. Rizal Arif Rahman | 2 | 20 | +18 | +10,73 | 115,13 |
| 11. | M. Syaifudin J | 16 | 15 | -1 | -8,27 | 68,39 |
| 12. | M. Shohirin | 10 | 22 | +12 | +4,73 | 22,37 |
| 13. | Miftahul Jannah | 14 | 18 | +4 | -3,27 | 10,69 |
| 14. | Moh. Rizki Julianto | 9 | 16 | +7 | -0,27 | 0,07 |
| 15. | Muhammad Rusdi J | 12 | 21 | +9 | +1,73 | 2,99 |
| 16. | Muhammad Windarto | 10 | 21 | +11 | +3,73 | 13,91 |
| 17. | Nanang Dwi P | 8 | 21 | +13 | +5,73 | 32,83 |
| 18. | Narumi | 15 | 19 | +4 | -3,27 | 10,69 |
| 19. | Okta Tri Wulandari | 16 | 18 | +2 | -5,27 | 27,77 |
| 20. | Puspita Sari | 12 | 20 | +8 | +0,73 | 0,53 |
| 21. | Ria Apriliani | 13 | 19 | +6 | -1,27 | 1,61 |
| 22. | Ricky Bastomi | 10 | 21 | +11 | +3,73 | 13,91 |
| 23. | Septian Dwi Cahyo | 13 | 19 | +6 | -1,27 | 1,61 |
| 24. | Siti Lailatun Ni'mah | 14 | 18 | +4 | -3,27 | 10,69 |
| 25. | Siti Nur Jannah | 5 | 18 | +13 | +5,73 | 32,83 |
| 26. | Sugiantara | 14 | 19 | +5 | -2,27 | 5,15 |


|  | Mean | 11,38 | 18,65 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\Sigma$ |  |  | 189 |  | 543,21 |

$$
\begin{aligned}
& \mathbf{M d}=\frac{\sum \mathrm{d}}{\mathrm{~N}}=\frac{189}{26} \\
& =7,27 \\
& \mathbf{t}=\frac{\sqrt{\frac{M d}{\sum \mathrm{x}^{2} \mathrm{~d}}}}{\frac{\mathrm{~N}(\mathrm{~N}-1)}{}} \\
& =\frac{\frac{7,27}{\sqrt{543,21}}}{26 \cdot(25)} \\
& =\frac{7,27}{0,91} \\
& \mathbf{t}=7,89
\end{aligned}
$$

The table above shows the differences between pre-test and post-test score. Both tests consist of thirty numbers and all questions were multiple choices. Based on the table above, using level of significance $=0,05$ the researcher result was $t=7,89$ and $t$ table $=2,056$ it showed that the result of $t$-test was higher than $t$-table. It means that there was influence in learning English vocabulary using cartoon movie clips for the eighth grade students.

To find out the correlation and prove the hypothesis if the data is interval or ratio, and the source data from both or more variables is the same, the researcher used correlation Product moment. And the correlation result can be seen below:

## Correlation Product Moment:

$$
\mathrm{r}_{\mathrm{xy}}=\sum \underline{\mathrm{xy}}
$$



$$
=132.732,54
$$

$$
\sqrt{ } 17617925219
$$

$$
=132.732,54
$$

$$
41973,71
$$

$r=3,16$
$r$ table, level of significance $5 \%=0,388$
$r$ table, level of significance $1 \%=0,496$
The result above showed that the researcher value was higher than the table, it means that the research was success and there was correlation between hypothesis and research result. So, in this research the hypothesis was confirmed.

## D. Discussion

Vocabulary is a total number of words in a language, list of words with their meanings. ${ }^{46}$ From these definitions, the writer concludes that vocabulary is number of word or phrases which has meaning that are used in spoken or written language. From a journal written by John J. Pikulski and Shane Templeton said that, in everyday conversation we speak vocabulary word in the singular not vocabularies; we speak of a person's vocabulary. This is actually an oversimplification. The American

[^30]Heritage Dictionary defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." In this paper we are concerned with extending the sum of words that are used by and understood by students. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies. ${ }^{47}$

Vocabulary is the most important basic ability to learn English as second language. If we have a lot of vocabulary, we will be easier to speak or learn English. We know that learning vocabulary is very important, whether it is spoken or written. In contrast, if we are lack of vocabulary we will get difficulties. Moreover, it makes meaning disorder. So, the researcher does not want it happens.

After reviewing some researches done by others, researcher takes a conclusion that watching cartoon movie clips in learning English vocabulary is

[^31]improving students' vocabulary ability. About $50 \%$ students are improving their vocabulary ability by watching cartoon movie clips. And the hypotheses are:

Ho : less than $50 \%$ students are improving their vocabulary ability by watching cartoon movie clips.

Ha : about or more than $50 \%$ students are improving their vocabulary ability by watching cartoon movie clips.

Ho : acceptable if $\mu<50 \%$.
Ha : acceptable if $\mu \geq 50 \%$.


On the curve above shows that cartoon movie clips can improve students' vocabulary ability around $93 \%$. It means that Ha is acceptable and Ho is rejected, because $\mu$ is bigger than on hypothesis $50 \%$. It is the greatest achievement for the eighth grade students in MTs. Ma'arif NU Ketegan Tanggulangin.

Students in eight grade of junior high school of MTs Maarif NU Ketegan have many differences in learning vocabulary's ability. Some students have good
ability in learning vocabulary and some others have less ability in learning vocabulary. Those differences might happen because of their interest in learning vocabulary is different. This is because, the media of learning vocabulary in their school little bit uninterested them.

In this case, students sometimes need to have different methods in learning vocabulary. By this way hopefully it can change students' interest in learning vocabulary. Young learners usually are very interested in learning new vocabularies. They are curious about the story of the movie, the animation and the language of the cartoon movie clips. This curiosity can help teacher to deliver the lessons. Teacher can use many new brand media to deliver the lessons.

Teachers may choose varied media to deliver their lessons and make students understood because different media can make different achievement to different students. These media are created to make students easier to receive the idea of lessons. Then Fleming said that media is mediator. Characteristics and the function of media are to manage effective correlation between two main things in the students learning process and the composition of the lesson. ${ }^{48}$ It can be said that media is tools which express or accompany teaching-learning massages.

Often, in teaching learning process, media can be categorized as audio-visual tool, instructional material, audio-visual communication, visual education, educational technology and explaining media. ${ }^{49}$ So, the researcher conclude that

[^32]media is a kind of tool or methods which can be used in the teaching-learning process to make the lesson easier and more interesting. In this case the researcher chooses cartoon movie clips as a media because the subject of the research is the students of junior high school who like cartoon film. The researcher also wants to make the students know the real language from the film, because in Indonesia cartoon film mostly has been dubbed into Indonesian. So, a lot of people do not know the real language in the cartoon film.

Mistake in choosing media for learning can make students confused. If students get confused, the lesson will not be delivered well. We could use the curiosity of students to choose the media we would need. Some media may be appropriate for the need of certain students, while other media may work for others.

Considering this, teachers must concern to find media that suitable for their student's need. Do not let them find media that the students difficult to receive. The choice of media is very important in delivering lessons for their students.

That is why researcher tried to make different methodology to teach English vocabulary in the eighth grade students of MTs Maarif NU Ketegan. Researcher brought cartoon movie clips as media in learning vocabulary there. The reason is the researcher want to know there are differences or not between using cartoon movie clips as media in learning vocabulary. Another reason is the object of research here are young learner.

From this research, the researcher was asking 26 students and most of them still prefer watching cartoon movie. They like to watch cartoon movie because it has
funny pictures and stories. That can be said because there was $93 \%$ of students' vocabulary ability influenced by cartoon movie clips as shown in pre and post-test score table. These characteristics help researcher to deliver the message of learning vocabulary. But, the problem in Indonesia is many cartoon movies are showed using Indonesian language. So, the researcher will try to deliver vocabulary lesson through English language cartoon movie clips.

After having research for four meetings, researcher finally found that using cartoon movie clips could help students learn vocabulary better. It is shown from the table of pre-test and post-test above. The majority of the students can get better score in the post-test, although few of them have decreased score in post-test. That is showed that students in eight grade of junior high school of MTs Maarif NU Ketegan have many differences in learning vocabulary's ability.

# CHAPTER V <br> CONCLUSION AND SUGGESTION 

## A. Conclusion


#### Abstract

Based on the research result, the conclusions about the influence of watching cartoon movie clips in learning English Vocabulary in the eighth grade students of MTs. NU Ma'arif Ketegan Tanggulangin are:


## 1. The influence of cartoon movie clips to students' ability in learning English vocabulary

The results of the treatment seem to increase students' score and change the classroom atmosphere become more enjoyable. It is shown that the students often mention and say some new English words in the cartoon movie clips. The students never do this before. From the test resulted that students could improve their ability of vocabulary through watching cartoon movies. Thus, it can be concluded that watching cartoon movie clips may influence students’ ability in learning English vocabularies.

## 2. The improvement of student's vocabulary ability

In this research, cartoon movie clips are used to make the students easily understand English vocabularies. Based on the hypothesis, pre-test and post-test score shows that there are influences on vocabulary's skill on the eighth grade students. The difference score between before and after the treatment are very significant. The
differences are not only from their score which shows increase result but also their motivation in learning English vocabulary is better. The teacher said that the students get great improvement after getting the treatment. It is because students not only learn vocabulary but they also get entertainment. This reason made students learn vocabulary easily. Thus, it can be concluded that watching cartoon movie clips may improve students' vocabulary ability.

## B. Suggestion

Based on the research, there are three suggestions. Those are:

1. For the Teacher and the school.

The teacher should be innovative and creative to create the lesson more interesting. Perhaps they can give games, movie, song, etc in delivering their message or lesson. From the research above resulted that through funny media, students could get better receipt of the lesson.

The headmaster and staff should facilitate students' needs by providing tool, media or other facilities which may help students to improve their ability. The facility school may provide for example language laboratory, teaching media, library etc.
2. For the Students.

The students should have big motivation and spirit in learning English. If they have big motivation it can help them to understand the material easily either in the formal situation like school and course or informal situation. It may be easier to get a lot of new English words by
enjoyable ways such as: listening music, reading novel, playing scrabble, watching film or movie etc. Some of students think that English is not very important for them, so the parents should give them support to studying English harder.
3. For the other researcher.

Ideally, the researcher should have a lot of knowledge about research and statistic before they do their thesis. Research and statistics methodology is very important thing to be learnt in doing a research, analyzing and completing the data. The researcher expects that the next researchers will be better and give contribution for language education.

## BIBLIOGRAPHY

an eHow Contributing Writer, 2007, An Article: The Difficulties In Teaching Listening Skills,
Ary Donald, 2002,Introduction to Research in Education, Sixth Edition, USA: Wadsworth Thomson Learning

Elfrieda H. Hiebert and Michael L. Kamil, Teaching and Learning Vocabulary Bringing Research to Practice, (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005) p. 13

Scott Thornbury and Jeremy Harmer, How To Teach Vocabulary, (England: Longman, 2002) p. 13

Oxford learner's pocket dictionary(Oxford University Press 1991)
Dupois et al, Content reading and individualized approach, (New Jersey: Prentice Hall, 1982),p. 159

Scott Thornbury and Jeremy Harmer, How To Teach Vocabulary, (England: Longman, 2002) p. 13

Ashar Arsyad, Media Pembelajaran,(Jakarta: PT. Raja Grafindo Persada,2011)p. 3
Rintha Sugiarti Yuniasari. "Fiilms as media in teaching narrative writing in the eleventh grade of high school".( State University of Surabaya: unpublished bachelor thesis 2010)

Pratiwi Wijanarti "The use of 'movie clips' as the media in teaching interpersonal and transactional dialogues in speaking" ( State University of Surabaya: unpublished bachelor thesis)

Abdurrahman 'the correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya' (State Institute for Islamic Studies Sunan-Ampel Surabaya: unpublished bachelor thesis 2011)

Nafisatul Mutmainnah 'the effectiveness of using film in teaching descriptive writing at SMP Negeri 1 BUNGAH GRESIK’ (State Institute for Islamic Studies Sunan-Ampel Surabaya: unpublished bachelor thesis 2011)

Irwin P. Levin ' RELATING STATISTICS AND EXPERIMENTAL DESIGN An introduction' (California: Sage Publication, Inc. 1999) p5


Sugiyono "METODE PENELITIAN KUANTITATIF DAN R\&D" (Bandung: ALFABETA, 2008) P. 74

Suharsimi Arikunto, Prosedur Penelitian, (Jakarta: PT. Rineka Cipta, 1998) p 139
Arthur Hughes 'Testing for Language Teacher second edition' (United Kingdom: CAMBRIDGE UNIVERSITY PRESS. 2003) p26

Suharsimi Arikunto,DASAR-DASAR EVALUASI PENDIDIKAN(EDISI REVISI), (Jakarta: PT. Bumi Aksara, 2002) p 91-92

Sugiyono, STATISTIKA UNTUK PENELITIAN,(Bandung : alfabeta, 2010)
Jill hadfield \& Charles Hadfield, Introduction to teaching English(New York: Oxford University Press 2008) p.45-47


[^0]:    ${ }^{1}$ Elfrieda H. Hiebert - Michael L. Kamil, "Teaching and Learning Vocabulary Bringing Research to Practice" (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005) p. 13

[^1]:    ${ }^{2}$ http://www.eduplace.com/marketing/nc/pdf/author pages.pdf [accessed at Thursday 26 January 201208.53 a.m.]
    ${ }^{3}$ Scott Thornbury - Jeremy Harmer "How To Teach Vocabulary" (England: Longman, 2002) p. 13

[^2]:    ${ }^{4}$ www.wordsmartedu.com [accessed at Saturday 21 January 201223.55 p.m.]

[^3]:    ${ }^{5}$ http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf [accessed at Thursday 26 January 201208.53 a.m.]
    ${ }^{6}$ Jean Aitchison "The Articulate Mammal An introduction to psycholinguistics" (Loondon: Hutchinson, 1984) p. 80

[^4]:    ${ }^{7}$ Scott Thornbury "How To Teach Vocabulary" (England: Longman, 2002) p. 29

[^5]:    ${ }^{8}$ www.wordsmartedu.com [accessed at Saturday 21 January 201223.55 p.m.]

[^6]:    ${ }^{9}$ Oxford learner's pocket dictionary(oxford :University Press 1991)

[^7]:    ${ }^{10}$ Dupois et al, Content reading and individualized approach, (New Jersey: Prentice Hall, 1982),p. 159
    ${ }^{11}$ Oxford learner"s pocket dictionary(Oxford University Press 1991)

[^8]:    ${ }^{12} \mathrm{http}: / / \mathrm{www}$. eduplace.com/marketing/nc/pdf/author_pages.pdf [accessed at Thursday 26 January 201208.53 a.m.]

[^9]:    ${ }^{13}$ http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf [accessed at Thursday 26 January 201208.53 a.m.]

[^10]:    ${ }^{14}$ www.wordsmartedu.com [accessed at Saturday 21 January 201223.55 p.m.]

[^11]:    ${ }^{15}$ Thornbury and Jeremy Harmer, How To Teach Vocabulary, (England: Longman, 2002) p.23-25

[^12]:    ${ }^{16}$ Thornbury and Jeremy Harmer, How To Teach Vocabulary, (England: Longman, 2002) p.24-26

[^13]:    ${ }^{17}$ Thornbury and Jeremy Harmer, p. 29

[^14]:    ${ }^{18} \underline{\mathrm{http}: / / \mathrm{www} . e d u p l a c e . c o m / m a r k e t i n g / \mathrm{nc} / \mathrm{pdf} / \text { author_pages.pdf [accessed at Thursday } 26 \text { January }}$ 201208.53 a.m.]

[^15]:    ${ }^{19}$ Jill Hadfield \& Charles Hadfield, Introduction to teaching English(New York: Oxford University Press 2008) p.45-47

[^16]:    ${ }^{20}$ Jill Hadfield \& Charles Hadfield, Introduction to teaching English(New York: Oxford University Press 2008) p.47-48
    ${ }^{21}$ Oxford learner"s pocket dictionary(Oxford University Press 1991)

[^17]:    ${ }_{23}^{22}$ Ashar Arsyad, Media Pembelajaran,(Jakarta: PT. Raja Grafindo Persada,2011)p. 3
    ${ }^{23}$ Ashar Arsyad, ibid. p. 6

[^18]:    ${ }^{24}$ Ashar Arsyad., ibid. p.13-14

[^19]:    ${ }^{25}$ Ashar Arsyad, Media Pembelajaran,(Jakarta: PT. Raja Grafindo Persada,2011)p15

[^20]:    ${ }^{26}$ Ashar Arsyad, ibid. p17
    ${ }^{27}$ Ashar Arsyad., ibid. p. 7-8
    ${ }^{28}$ Ashar Arsyad., ibid. p. 8

[^21]:    ${ }^{29}$ Rintha Sugiarti Yuniasari. "Films as media in teaching narrative writing in the eleventh grade of high school". (State University of Surabaya: unpublished bachelor thesis 2010)

[^22]:    ${ }^{30}$ Pratiwi Wijanarti "The use of ,movie clips" as the media in teaching interpersonal and transactional dialogues in speaking" ( State University of Surabaya: unpublished bachelor thesis)
    ${ }^{31}$ Abdurrahman ,the correlation between students ${ }^{\text {ce }}$ achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya ${ }^{\text {ee }}$ (State Institute for Islamic Studies Sunan-Ampel Surabaya: unpublished bachelor thesis 2011)

[^23]:    ${ }^{32}$ Nafisatul Mutmainnah ,,the effectiveness of using film in teaching descriptive writing at SMP Negeri 1 BUNGAH GRESIK"e(State Institute for Islamic Studies Sunan-Ampel Surabaya: unpublished bachelor thesis 2011)

[^24]:    ${ }^{32}$ Irwin P. Levin 'Relating Statistics And Experimental Design An introduction' (California: Sage Publication, Inc. 1999) p5
    ${ }^{33}$ www.fammed.ouhsc.edu/tutor/pexpdes.htm [accesed at thursday 23 june 201110.11 a.m]
    ${ }^{34}$ Sugiyono "Metode Penelitian Kuantitatif Dan R\&D" (Bandung: ALFABETA, 2008) P. 74

[^25]:    ${ }^{35}$ Sugiyono, ibid, p. 75

[^26]:    ${ }^{36}$ Suharsimi Arikunto,Prosedur Penelitian, (Jakarta: PT. Rineka Cipta, 1998) p 139
    ${ }^{37}$ Suharsimi Arikunto, ibid . p 140
    ${ }^{38}$ Arthur Hughes 'Testing for Language Teacher second edition' (United Kingdom: Cambrigde University Press. 2003) p26
    ${ }^{39}$ Arthur Hughes, ibid. p35
    ${ }^{40}$ Suharsimi Arikunto, opcit . p 170

[^27]:    ${ }^{41}$ Sugiyono, opcit p. 145

[^28]:    ${ }^{42}$ Suharsimi Arikunto,Dasar-Dasar Evaluasi Pendidikan(Edisi revisi), (Jakarta: PT. Bumi Aksara, 2002) p 91-92
    ${ }^{43}$ Sugiyono, Statistika Untuk Penelitian,(Bandung : alfabeta, 2010) p228
    ${ }^{44}$ Suharsimi Arikunto, opcit p. 240

[^29]:    ${ }^{45}$ Suharsimi Arikunto, ibid p. 300

[^30]:    ${ }^{46}$ Oxford learner's pocket dictionary(Oxford University Press 1991)

[^31]:    ${ }^{47}$ http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf [accessed at Thursday 26 January 201208.53 a.m.]

[^32]:    ${ }^{48}$ Oxford learner's pocket dictionary(Oxford University Press 1991)
    ${ }^{49}$ Ashar Arsyad, ibid. p. 6

