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THE USE OF MOVIE CLIPS TO IMPROVE VOCABULARY MASTERY OF NINTH GRADE STUDENTS AT MTS MUHAMMADIYAH AL-HAQ PALU

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ABSTRACT
This research aims to examine the effect of using movie clips in improving vocabulary mastery of ninth grade students at MTs Muhammadiyah Al-Haq Palu. The study applied a quasi-experimental design with two groups, namely an experimental group and a control group. The sample consisted of 30 ninth-grade students selected through purposive sampling. The instruments used were matching-word and fill-in-the-blank tests. The findings revealed that the average score of the experimental class significantly increased from 63.83 to 96.16, while the control class increased from 58.83 to 79.83. The t-counted value was higher than the t-table value (1.703 > 1.693), indicating that the research hypothesis was accepted. Thus, the use of movie clips is effective in enhancing students' vocabulary mastery.

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1. INTRODUCTION

English is widely recognized as an international language that plays a crucial role in global communication. Its importance spans across various fields, including education, technology, and socio-cultural interaction. For students, mastering English is not only necessary for understanding external information but also serves as essential preparation to face global competition. Therefore, English learning in schools should not merely be a formality but rather directed towards effectively enhancing students' language skills.

One fundamental element in learning English is vocabulary. Without sufficient vocabulary, students will struggle to express ideas or comprehend messages delivered by others. Vocabulary serves as the foundation for mastering the four language skills: listening, speaking, reading, and writing. In other words, students' success in learning English largely depends on how well they can enrich their vocabulary.

In reality, many students still face difficulties in vocabulary mastery. Based on initial observations at MTs Muhammadiyah Al-Haq Palu, most ninth-grade students encountered challenges in understanding English words. One contributing factor is low learning motivation, along with the limited use of varied learning media. Teachers tend to rely on conventional methods, which often make students feel bored quickly.

Considering these conditions, more engaging, interactive, and student-centered learning media are required. Attractive media can foster interest, enhance motivation, and make the learning process more enjoyable. In this context, the use of audiovisual media such as films or movie clips is believed to provide students with a more authentic learning experience.

Movie clips offer various advantages. Through these clips, students can observe how words are used in real conversations, accompanied by facial expressions, intonation, and situational context. This facilitates better understanding and retention of vocabulary. Compared to rote memorization, movie clips stimulate curiosity and encourage continuous practice.

Based on this rationale, this research focuses on the use of movie clips as a teaching medium to improve vocabulary mastery of ninth grade students at MTs Muhammadiyah Al-Haq Palu. The findings are expected to provide positive contributions, both as a reference for teachers in selecting learning media and as an alternative strategy for making English learning more effective and enjoyable.

2. RESEARCH METHOD

This research employed a quasi-experimental design with two groups: the experimental group and the control group. Class IX B was assigned as the experimental group, while Class IX A served as the control group. The research instruments were matching-word and fill-in-the-blank tests administered before (pre-test) and after (post-test) the treatment. The experimental group was taught using movie clips, while the control group was taught using conventional methods. Data were analyzed using the t-test to determine significant differences between the two groups.

The sampling technique used was purposive sampling, where participants were selected based on specific characteristics. Based on the teacher's recommendation, Class IX B was chosen as the experimental group and Class IX A as the control group.

Tabe l population distribution

No	Class	Number of Students
1.	IX A	16
2.	IX B	15
3.	IX C	17
Total	48	

Data collection involved pre-tests and post-tests. The pre-test assessed students' vocabulary knowledge before the intervention, while the post-test measured their skills after the intervention. The comparison of results provided insights into the effectiveness of using movie clips.

3. RESULT AND DISCUSSION

Result

This study used a quasi-experimental design with two groups: an experimental group and a control group. Class IX B was designated as the experimental group, while class IX A was designated as the control group. The research instruments were word matching and fill-in-the-blank tests administered before (pre-test) and after (post-test) the treatment. The experimental group was given treatment in the form of learning using movie clips, while the control group used conventional methods. Data were analyzed using a t-test to determine significant differences between the two groups.

Pre-Test

Table 2 Students Individual Score of the Experimental Group on the Pre-test

No	Initials	Matching Word	Fill in the Blank	Obtained Score	Max. Score	Standard Score
1	AP	10	14	24	40	60
2	BP	11	11	22	40	55
3	DNP	11	10	21	40	52.5
4	KS	20	14	34	40	85
5	M	12	10	22	40	55
6	MA	20	14	34	40	85
7	MAA	18	16	34	40	85
8	MAF	15	12	27	40	67.5
9	MAR	10	10	20	40	50
10	MF	10	11	21	40	52.5
11	MR	16	17	33	40	82.5
12	MRA	10	11	21	40	52.5
13	SAA	15	10	25	40	62.5
14	SFR	12	11	23	40	57.5
15	ZM	11	11	22	40	55
			TOTAL			**957.5**
			MEAN			**63.83**

Based on the pre-test result above, the total score of the students is 957.5. Some students got high and low scores. The highest score is 85, the lowest score is 52.5, and the value that frequently appeared is 55. After getting the students total score, the researcher computed the mean score of the pre-test using a formula by Arikunto (2013). The mean computation as follows:

$$M_x = \frac{\Sigma_x}{N}$$

$$M_x = \frac{957.5}{15}$$

$$M_x = 63.83$$

Based on the result above, the pre-test mean score of experimental group is 63.83.

After that, the researcher also conducts pre-test in control group. The result of pre-test in control group is presented in the following table:

Table 3 Students Individual Score of the Control Group on the Pre-test

No	Initials	Matching Word	Fill in the Blank	Obtained Score	Max. Score	Standard Score
1	ANA	10	14	24	40	60
2	ARA	13	12	25	40	62.5
3	AT	13	12	25	40	62.5
4	DF	11	12	23	40	57.5
5	M	15	12	27	40	67.5
6	MA	10	13	23	40	57.5
7	MAG	10	11	21	40	52.5
8	MK	10	10	20	40	50
9	MN	10	13	23	40	57.5
10	MR	11	12	23	40	57.5
11	NA	10	13	23	40	57.5
12	NAR	10	13	23	40	57.5
13	NH	11	13	24	40	60
14	RMAF	13	11	24	40	60
15	SNF	13	12	25	40	62.5
			TOTAL			**882.5**
			MEAN			**58.83**

Based on the table above, the total score of the students is 882.5, which is the highest score is 67.5, and the lowest score is 50. The value that frequently appeared is 57.5. The researcher counted the result of

the mean score of the pre-test in using a formula by Arikunto (2013). The mean computation control group as follows:

$My = \frac{\sum y}{N}$

$My = \frac{882.5}{15}$

My= 58.83

Based on the result above, it can be seen that the pre-test mean score of the control group is 58.83, It means that the students' individual score of the experimental group is higher than the control group.

Post-Test

The researcher gave post-test for the Experimental and Control group. The post-test aimed to find out students improvement after the treatment. The researcher collected the score of the post-test from both groups. The result of post-test in experimental group can be seen in the following table:

Table 4. Students Individual Score of the Experimental Group on the Post-test

No	Initials	MatchingWord	Fill in the Blank	Obtained Score	Max. Score	Standard Score
1	AP	20	20	40	40	100
2	BP	20	20	40	40	100
3	DNP	20	20	40	40	100
4	KS	20	18	38	40	95
5	M	20	20	40	40	100
6	MA	18	14	32	40	80
7	MAA	20	13	33	40	82.5
8	MAF	20	20	40	40	100
9	MAR	20	20	40	40	100
10	MF	20	20	40	40	100
11	MR	20	20	40	40	100
12	MRA	20	20	40	40	100
13	SAA	20	18	38	40	95
14	SFR	20	20	40	40	100
15	ZM	20	16	36	40	90
			TOTAL			**1442.5**
			MEAN			**96.16**

The total score of the students is 1442.5 which is the highest score is 100, the lowest score is 82.5, and the value that frequently appeared is 100.

The mean score of the students is computed by using the formula as follows:

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

$Mx = \frac{1442.5}{15}$

Mx= 96.16

Based on the result above, it can be seen that the post-test mean score of the experimental group is 96.16.

Moreover, the post-test was also conducted in control group but without treatment. Post- test in control group aimed to find out the difference between using the treatment and not using the treatment in improving students listening comprehension. The result of post – test in control group can be seen in the following table

Table 5 Students Individual Score of the Control Group on the Post-test

No	Initials	Matching Word	Fill in the Blank	Obtained Score	Max. Score	Standard Score
1	ANA	20	18	38	40	95
2	ARA	20	16	36	40	90
3	AT	18	18	36	40	90
4	DF	16	14	30	40	75
5	M	18	15	33	40	82.5
6	MA	10	10	20	40	50
7	MAG	20	18	38	40	95
8	MK	11	12	23	40	57.5
9	MN	20	18	38	40	95
10	MR	20	17	37	40	92.5
11	NA	20	18	38	40	95
12	NAR	20	18	38	40	95
13	NH	10	10	20	40	50
14	RMAF	18	15	33	40	82.5
15	SNF	11	10	21	40	52.5
			TOTAL			**1197.5**
			MEAN			**79.83**

By looking at the table above, students' total score in the control group is 1197.5. The highest score is 95, the lowest score is 52.5, and the value that frequently appeared is 95. Then, the researcher counted the mean score of post-test from the control group in the post-test by Arikunto (2013). The mean computation as follows:

$My = \frac{\sum y}{N}$

$My = \frac{1197.5}{15}$

My = 79.83

Based on the result above, it can be seen that the post-test mean score of the control group is 79.83.

From the data above, it can be seen that the scores of both groups are different. The result of post-test in experimental group is 62.75 and control group is 42.47. It can be seen that score of the experimental group is higher than the control group. The researcher concludes that the treatment applied in the experimental group is effective.

Deviation and Square Deviation

The researcher continued to determine the deviation and the square deviation after obtaining the mean scores for both groups. The students deviation on the pre-test and post-test in experimental group is shown in the table below:

Table 6 Students' Deviation in Experimental Group

No	Initial	Pre-test	Post-test	Deviation	Square Deviation
1	AP	60	100	40	1600
2	BP	55	100	45	2025
3	DNP	52.5	100	47.5	2256.25
4	KS	85	95	10	100
5	M	55	100	45	2025
6	MA	85	80	-5	25
7	MAA	85	82.5	-2.5	6.25
8	MAF	67.5	100	32.5	1056.25
9	MAR	50	100	50	2500
10	MF	52.5	100	47.5	2256.25
11	MR	82.5	100	17.5	306.25
12	MRA	52.5	100	47.5	2256.25
13	SAA	62.5	95	32.5	1056.25
14	SFR	57.5	100	42.5	1806.25
15	ZM	55	90	35	1225
	TOTAL			485	20500

After presenting the individual score and the mean score of students, the researcher computed the deviation and sum of square deviation in

experimental group. Based on the calculation on the table above the total deviation of students is 485 and the total square deviation is 20500. Then, the researcher counted the mean deviation of the students using the formula:

$$Mx = \frac{\sum x}{N}$$
$$= \frac{485}{15}$$
$$= 32.33$$

Based on the result above, it can be seen that the mean deviation computation of the experimental group mean score is 32.33. After that, the researcher computed the sum of square deviation of experimental group, using the formula by Arikunto (2013) as follows:

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$
$$\Sigma x^2 = 20500 - \frac{(485)^2}{15}$$
$$\Sigma x^2 = 20500 - \frac{(235225)^2}{15}$$
$$\Sigma x^2 = 20500 - 15681.67$$
$$\Sigma x^2 = 4818.33$$

Based on the calculation above, the researcher gets the sum-squared deviation of the experimental group 4818.33. Then, the students deviation on the pre-test and post-test in control group is shown in the table below:

Table 7 The Students' Deviation in Control Group

No	Initial	Pre-test	Post-test	Deviation	Square Deviation
1	ANA	60	95	35	1225
2	ARA	62.5	90	27.5	756.25
3	AT	62.5	90	27.5	756.25
4	DF	57.5	75	17.5	306.25
5	M	67.5	82.5	15	225
6	MA	57.5	50	-7.5	56.25
7	MAG	52.5	95	42.5	1806.25
8	MK	50	57.5	7.5	56.25
9	MN	57.5	95	37.5	1406.25
10	MR	57.5	92.5	35	1225
11	NA	57.5	95	37.5	1406.25
12	NAR	57.5	95	37.5	1406.25
13	NH	60	50	-10	100
14	RMAF	60	82.5	22.5	506.25
15	SNF	62.5	52.5	-10	100
	TOTAL			315	11337.5

Based on the data above, the researcher calculated the deviation and sum of square deviation in control group. Based on the calculation it is found that the total deviation of students is 315 and the total square deviation is 11337.5 which is significantly different from experimental group. Then, the researcher calculated the mean deviation using the same formula as the experimental group as follows:

$$My = \frac{\sum y}{N}$$
$$= \frac{315}{15}$$
$$= 21$$

Based on the result above, it can be seen that the mean deviation score of the control group is 21.

After getting the mean deviation of control group, the researcher then calculated the sum of squared deviation using the formula purposed by Arikunto (2013):

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$
$$\Sigma y^2 = 11337.5 - \frac{(315)^2}{15}$$
$$\Sigma y^2 = 11337.5 - \frac{(99225)^2}{15}$$
$$\Sigma y^2 = 11337.5 - 6615$$
$$\Sigma y^2 = 4722.5$$

Based on the calculation above, the researcher gets the sum-squared deviation of the control group which is 4722.5.

Finally, to find out the significance of the difference between the pre-test and post-test in both groups, the researcher has utilized Arikunto's formula (2013) for computing t-counted as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$
$$t = \frac{32.33 - 21}{\sqrt{\left(\frac{4818.33 + 4722.5}{15+15-2}\right)\left(\frac{1}{15}\right) + \left(\frac{1}{15}\right)}}$$
$$t = \frac{11.33}{\sqrt{\left(\frac{9540.83}{28}\right)\left(\frac{2}{15}\right)}}$$
$$t = \frac{11.33}{\sqrt{(340.74)\,(0.13)}}$$
$$t = \frac{11.33}{\sqrt{44.30}}$$
$$t = \frac{11.33}{6.65}$$
$$t = 1.703$$

By looking at the computation above, the researcher gets the value of $t_{counted}$ which is 1.703.

Testing Hypothesis

The previous hypothesis stated that the use of movie clip as a media can improve vocabulary mastery of ninth grade students at MTs Muhammadiyah Al-Haq Palu. However, to find out whether the hypothesis is accepted or rejected, the hypothesis must be tested. The rule of testing the hypothesis is the t-counted value is higher than t-table using a 0.05 level of significance and 28 degree of freedom (df). In order to determine whether the hypothesis is either accepted or rejected, the researcher used the interpolation formula of Abbott, M.G in order to find out the t-table which presented as follows:

$$I = t_{min} - (t_{min} - t_{max})\frac{df_1 - df_{min}}{df_{max} - df_{min}}$$

Where:

I = Interpolation
t_{min} = critical value of minimum degree of freedom
t_{max} = critical value of maximum degree of freedom
df_1 = degree of freedom
df_{min} = minimum degree of freedom
df_{max} = maximum degree of freedom
Degree of freedom (df) = Nx + Ny – 2
= 15 + 15 – 2
= 28
Level of significant = 0.05

t-min = 1.701
t-max = 1.697

$$I = t_{min} - (t_{min} - t_{max}) \frac{df_1 - df_{min}}{df_{max} - df_{min}}$$

$$I = 1.701 - (1.701 - 1.697) \frac{28 - 28}{30 - 28}$$

$$I = 1.701 - (4)\ 2$$

$$I = 1.701 - 8$$

$$I = 1.693$$

Based on the result above, the researcher found the t-table 1.693.

Finally, by using the 0.05 level of significance with the degree of freedom (df = 28), the researcher finds that the t-counted (1.703) which is higher than the t-table (1.693). This shows that the hypothesis in this research is accepted. In short, movie clips can improve students vocabulary mastery at MTs Muhammadiyah Al-Haq Palu.

Discussion

The results of the study showed a significant increase in students' vocabulary mastery in the experimental group. The average pre-test score for the experimental group was 63.83 and increased to 96.16 in the post-test. Meanwhile, the average pre-test score for the control group was 58.83 and increased to 79.83 in the post-test. The t-test showed that the calculated t-value (1.703) was greater than the t-table (1.693), which means the research hypothesis was accepted. Thus, the use of movie clips proved effective in improving students' vocabulary mastery. These results are in line with previous studies which stated that film media can increase learning motivation and enrich students' vocabulary.

4. CONCLUSION AND SUGGESTION

Conclusion

Based on the research results, it can be concluded that the use of movie clips has a positive effect on improving the vocabulary mastery of ninth-grade students at MTs Muhammadiyah Al-Haq Palu. English teachers are advised to use movie clips as an alternative learning medium that can increase student motivation and enrich their vocabulary. Further research can examine the use of movie clips in other language skills, such as speaking or writing.

Suggestion

Based on the research results, it is recommended that English teachers use Movie Clips as an alternative medium for vocabulary learning. Teachers can select film clips that are appropriate for students' ability levels to make them easier to understand. Furthermore, students are advised to get used to watching English-language films with English subtitles to expand their vocabulary and improve their language skills. Future research is expected to be able to.

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