

## ABSTRACT

Armando, Eric Ginta (2023). *The Effectiveness of the Use of Movie as Enrichment Tools for Seventh-Grade Vocabulary Achievement of SMP Kanisius Gayam Yogyakarta*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

The use of movies in teaching has existed since the rise of the entertainment media. This method was adapted to modern education that increased students' understanding of the teaching. The teaching method using movies can help students enrich their vocabulary knowledge. This study aims to examine and investigate the students' perception and the effectiveness of the use of the movie as enrichment tools for seventh-grade students' vocabulary achievement on SMP Kanisius Gayam Yogyakarta.

This study formulated three problems: (1) How do students perceive movies as enrichment tools in teaching vocabulary? (2) Is it effective to use the movie as enrichment tools in teaching and giving the students enough vocabulary knowledge?

The researcher used a quantitative method, while the design is quasi-experimental. The data were gathered using two instruments: a questionnaire and a vocabulary paper-based test. The questionnaire was used to collect the data from thirty (N=30) students in the seventh grade of SMP Kanisius Gayam Yogyakarta. The questionnaire consisted of fifteen (15) closed-ended questions. The paper-based test was separated into two parts: vocabulary pre-test and post-test, composed of ten (10) closed-ended questions. The data was then analyzed through difference test and gain score calculation to determine whether the students had gained improvement in vocabulary knowledge or the opposite.

The researcher found that most students positively perceive movies as enrichment tools in vocabulary teaching, have basic vocabulary knowledge, and will comply with class rules. The use of movie as enrichment tools in teaching and giving students enough vocabulary knowledge is effective by five findings. Those findings are that there is a significant difference between 7-A and 7-B students' pre-test results; there is a significant difference between 7-A students' pre-test and post-test results; there is a significant difference between 7-B students' pre-test and post-test results; there is no significant difference between 7-A and 7-B students' post-test results; there is no significant difference between the gain score of 7-A students' pre-test and post-test results and 7-B students' pre-test and post-test results.

**Keywords:** Movie, Students, Teacher, Vocabulary

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Penggunaan film dalam pengajaran telah ada sejak munculnya media hiburan. Metode ini diadaptasi ke dalam pendidikan modern yang meningkatkan pemahaman siswa terhadap materi yang diajarkan. Metode pengajaran menggunakan film dapat membantu siswa memperkaya pengetahuan kosakata mereka. Studi ini bertujuan untuk menguji dan menyelidiki persepsi siswa serta efektivitas penggunaan film sebagai alat bantu pengayaan dalam mencapai prestasi kosakata siswa kelas tujuh di SMP Kanisius Gayam Yogyakarta.

Studi ini merumuskan tiga masalah: (1) Bagaimana siswa mempersepsikan film sebagai alat bantu dalam pengajaran kosakata? (2) Apakah penggunaan film sebagai alat bantu dalam pengajaran dan memberikan siswa pengetahuan kosakata yang cukup efektif?

Peneliti menggunakan metode kuantitatif, sementara desain penelitian ini adalah quasi-eksperimental. Data dikumpulkan menggunakan dua instrumen: kuesioner dan tes kosakata berbasis kertas. Kuesioner digunakan untuk mengumpulkan data dari tiga puluh (N=30) siswa kelas tujuh SMP Kanisius Gayam Yogyakarta. Kuesioner terdiri dari lima belas (15) pertanyaan tertutup. Tes kosakata berbasis kertas terbagi menjadi dua bagian: pre-test dan post-test kosakata, yang terdiri dari sepuluh (10) pertanyaan tertutup. Data kemudian dianalisis melalui uji perbedaan dan perhitungan skor gain untuk menentukan apakah siswa telah mengalami peningkatan pengetahuan kosakata atau sebaliknya.

Peneliti menemukan bahwa sebagian besar siswa memiliki pandangan positif terhadap film sebagai alat bantu dalam pengajaran kosakata, memiliki pengetahuan kosakata dasar, dan akan patuh terhadap peraturan kelas. Penggunaan film sebagai alat bantu pengajaran dan memberikan siswa pengetahuan kosakata yang cukup terbukti efektif melalui lima temuan. Temuan-temuan tersebut adalah adanya perbedaan signifikan antara hasil pre-test siswa kelas 7-A dan 7-B; adanya perbedaan signifikan antara hasil pre-test dan post-test siswa kelas 7-A; adanya perbedaan signifikan antara hasil pre-test dan post-test siswa kelas 7-B; tidak ada perbedaan signifikan antara hasil post-test siswa kelas 7-A dan 7-B; tidak ada perbedaan signifikan antara skor gain hasil pre-test dan post-test siswa kelas 7-A dan 7-B.

**Kata kunci:** *Movie, Student, Teacher, Vocabulary*