THE INFLUENCE OF "CRUELLA" MOVIE TO IMPROVE STUDENTS' VOCABULARY, A CASE OF XI GRADE STUDENTS' MAN 1 BREBES IN THE ACADEMIC YEAR 2022/2023

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ABSTRACT

This study was based on the fact that there are still many students who have not mastered the vocabulary correctly, and only a few students have mastered the vocabulary. The study aims to determine how much the "Cruella" film contributrd to students' vocabulary knowledge and how their reactions to the film affected their ability to master new words. This type of research is called "experimental research" with participated by 26 students. Quantitative design was used as the research method in this study. The term "experimental research" describes the type of study in which 26 students participated. Pre-experimental design with a One-Group Pretest-Postest type was used in this research, and pre-and post-test were used to collect the data. The t-test statistic was utilized with a significant level of alpha 0.05 for outcome. The procedure produced a t_score > t_table is 20,23 > 1,70, showing H_1 was approved. The researcher concluded that "Cruella" film helped students in MAN 1 Brebes learn more vocabulary. Furthermore, the student response to questionnaire on the usage of the media "Cruella" movie was very positive, and they appeared excited, calm, and comfortable when learning and during the learning process.

Keywords: *vocabulary, Cruella, film, teaching, learning media*

INTRODUCTION

English has already been regarded as on of the most important languages to understand from generation to generation. This is because globalization is accelerating and posing significant challenges for the country's future generations. English is taught in almost every country on earth, including Indonesia. As a foreign language, English is given at schools (EFL) in Indonesia from grade school to college. To master the subject of English, students must learn all English abilities like listening, speaking, reading, and writing. According to Allen (1983) said that in order to master a language, students must learn thousands of words it means that students' vocabularies should be diverse in order to support their ability to master English.

Vocabulary refers to all of the words that comparise a language as a first step, students should learn about vocabulary before studying English skills and also can support them in mastering other language components. According to McCarthy (1990), meaningful communication to convey a variety of meanings is impossible without words, regardless of how students learn sentence structure or the way they will imitate sounds in the language. A teacher is supposed to develop various teaching strategies and use correct teaching methods to make vocabulary learning more exciting and motivating for students. Students are bored by the teaching and learning system, which is often tedious, lacks variation, and is less interesting, causing them to lose interest in studying. Students are frequently simply taught the theories, rules, and laws of language in class, rather than how to apply these rules and laws in real-life situations, thus they are unaware of the benefits of learning English.

A good teaching strategy is essential for runnimg a learning process smoothly and making the classroom environment more conducive. Essentially, media usage can help students become more engaged in learning.

The importance of teaching media in the learning process cannot be overstated. When learning English, students will have an active learning response and will understand many words if they use media. English teachers should use exciting technology in the classroom because technology is a great way to reinforce and make boring lessons more exciting and motivating. Using technology in the EFL classroom can be done with websites, songs, games, cards, magazines, etc.

Concerning the problem discussed above, English teachers should have different techniques of inspiring students to enhance their vocabulary abilities, such as specific media, instructional methods, or something to help them build their mood while studying English. The researcher attempted to use the film "Cruella" as a medium for increasing students' vocabulary skills. The researcher anticipates that by using a movie, students will be more excited, fun, and interactive when they learn English, which will make the process more effortless in the long run, as well.

This research aims to discover the influence of "Cruella" films on improving student's vocabulary of XI Grade Students' MAN 1 Brebes in the Academic Year 2022/2023.

REVIEW RELATED THEORIES
Definitions and Types of Vocabulary

A vocabulary list is a collection of terms and meanings in a specific language (Joklova, 2009). Vocabulary learning is essential because learners must acquire many words to use the vocabulary in a variety of situations, particularly academic situations (Komachali and Khodareza, 2012). Teachers can use vocabulary learning in classroom activities by considering the students' level of language proficiency to achieve successful and effective vocabulary learninng. There are numerous ways to categorize vocabulary.

First is speaking vocabulary. Speaking vocabulary is the words we use to express ourselves. Our spoken language is relatively limited; the average adult uses only 5,000 to 10,000 words in everyday talks and directions. Due to its ease of use, this number is substantially lower than our listening vocabulary.

Second is reading vocabulary. When we read text, we understand what we are reading. Many words that aren't part of our everyday lexicon can be read and understood. If you are a reader, this is the second most extensive vocabulary. You cannot improve your speech if you do not read.

Third, writing vocabulary. When we write, we have a limited number of words. We usually find it easier to talk about ourselves, using facial expressions and intonations to help us get our points across than it is to come up with the right words to write down to say what we want to. The words we can spell have a significant impact on our writing vocabulary.

And the last is listening to vocabulary. The words we hear and comprehend. As early as 16 weeks, fetuses can detect sounds in the womb. Furthermore, babies listen throughout their entire waking hours, and we continue to acquire new words in this environment throughout our lives. By the time we reach adulthood, most of us will be able to recognize and understand almost 50,000 terms. According to Stahl (1999) and Tompkins (2005), deaf children are not exposed to listening vocabulary. Instead, they will be exposed to a "visual" listening vocabulary if they have signing models at home or school. The number of words modeled is significantly less than a hearing child's incidental listening vocabulary.

The Understanding of Movie

According to Effendi (1986), a movie is both a cultural product and a way for artists to show their work. Many things go into making a film, like photography and sound recording; the arts, both fine and theatrical; literature and architecture; music; and many other things. A movie is a moving picture. Furthermore, Michael Rabiger (2009) defines a movie as a video medium that begins or is produced with a real idea and must contain elements of entertainment and meaning. This element of entertainment and meaning is found in the conditions of filmmaking, which can take the form of comedy or history at times.

The Adventages of Movie on Language Learning

Using English movies in te EFL classroom has various advantages. For one, movies may keep students engaged in English instruction. Using English movies in the EFL classroom provided a novel and engaging experience for the students, according to Mirvan (2013, p.62). The students at schoolwell appreciated the assigned activities, and students were more inspired to observe and hear about real-life situations rather than conducting instructional exercise. They gave the sense that movies might also be restful.

Second, movies can help students improve their listening skills. In this case, English teachers should watch films with English subtitles. Movies with English subtitles had a considerably positive influence on students' listening abilities when compared to films withouth subtitles, according to Roki and Azazam (2014, p.721). students can hear English being spoken in an authentic situation. Some actors and actresses may speak too quickly for students to understand, but it will be a fantastic opportunity for tudents to listen to native speakers. Students can also hear informal English and slang terms and phrase that they would not normally encounter in dictionaries or books.

Third, watching a movie can help students improve their public speaking skills. Students can enhance their speaking skills, notably fluency, by listening to native speakers in llistening to native speakers in English films. Students can view and discuss English movies with their friends. They can also use the interest to seek movie script and imitate what the performers say in the film. They can then rewatch the movie to ensure that their pronounciation is proper. Using English movies as media in the EFL classroom to teach students how to speak fluently by emulating the actors and actresses in the film, according to Kalen (2013, p.155), is a fantastic strategy for teaching children how to communicate well. By listening, students can learn how to link their words.

Fourth, films may assist students in improving their pronounciation. We all know that English pronounciation is complex, and when students read, they struggle to say the words. Listening to native English speaker's converse can help students learn how to pronounce words. Students can practice using intonation in certain words sentences. When movie actors speak, students can detect and compare British and American accents. Pratiwi (2010, p.140) discovered that English films substantially impacted students' pronounciation knowledge. Students struggled with English stress patterns before watching English movies. After seeing English movies, they were pretty adept at English stress patterns. Furthermore, after seeing English, students better understood how to produce foreign sounds. Thus, English movies can reduce students' pronounciation

difficulties in mastering vowels, diphthongs, stress, and innovation by watching English movies.

Fifth, seeing a movie can assist students in broadening their vocabulary. Students can learn how to write words by watching English movies with subtitles. By watching English movies, students lear many new words and phrases, particullary idioms and colloquial expressions. Students should always keep a notebook with them and write down any new words or phrases they hear. They can search it up afterward or ask their English teachers. According to Putra (2012, p.2). watching English movies wirh English subtitles can assist students in learning new words and phrases as well as help them gain new vocabulary and idioms.

METHODOLOGY

The research method of this study was quantitative design. The research method of this study is quantitative design. Sugiyono (2009: 14) defines quantitative research as a research method based on the philosophy of positivism that is used to examine a specific population or sample. This type of research is called "experimental research," It uses the research method to find out how specific treatments work on other people in carefully controlled circumstances (Sugiyono 2006: 72). The research design was a pre-experimental design with a One-Group Pretest-Posttest type. The results of the treatment can be determined more precisely in this study since it compares the situations before and after treatment implementation. The population in this study were students of class XI MAN 1 Brebes in the academic year 2022/2023. The sample used is class XI Agama 2 students as many as 26 students'. The instrument, which compares a test and a questionnaire, was the primary source of data in this study.

The researcher employed a number of approaches to collect data, as mentioned in the previous chapter. The pre-experimental instruction, pre-test, post-test, and questionnaire distribution must be completed.

First is test, this study included two tests: a pre-test and a post-test. The students were given a pre-test to determine their starting points. During the pre-test, students were given a list of vocabulary words. They are instructed to write down the meanings of words they know while leaving the meanings of words they don't know blank. Then, the treatment will be carried out for 2 days, with students watching the "Cruella" film as a medium for learning. The students concentrated on watching the movie during the treatment. Following the treatment, the students were given a post-test. The test results were used as data in this study.

Second is questionnaire, second is questionnaire, one of the techniques used in this study was a questionnaire. Its goal was to investigate students' reactions to improving their vocabulary mastery through the "Cruella" movie. Students will be asked a series of questions about their experiences with using "Cruella" movie as a learning medium during its implementation. The researcher employed a four-option Likert Scale in this study: "highly agree," "agree," "disagree," and "highly disagree."
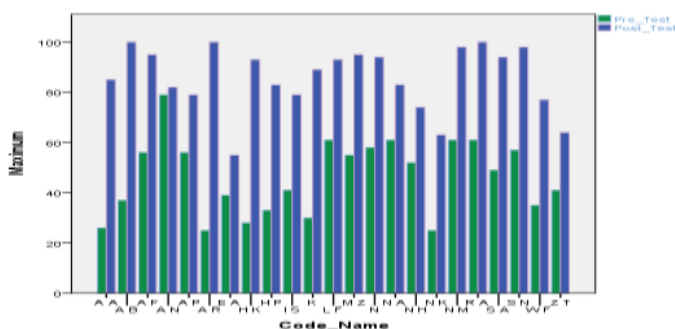
FINDINGS AND DISSCUSION
Findings

The results for the pre-test and post-test are shown in the following table. The bar graph of the second-year students' results at MAN 1 Brebes is shown in the table below.

Table 1. Bar Graph Students Pre-Test and Post-Test

The chart has two lines, X and Y. students' scores are represented by X-axis line, while Y-axis line represents their names.

The grapich displayed that before the implementation of "Cruella" movie students's pre-test scores were still low and none of the students received 100 points.

The researcher also produced a post-test bar chart. After the implementation of "Cruella" movie student's post-test scores were higher than students' pre-test scores as we can see on the bar chart above. The gap in

In using the "Cruella" movie as a medium for teaching vocabulary and the degree of vocabulary mastery gained, compared to the EFL students in their second year at MAN 1 Brebes. The average score in the pre-test was 47,04 while average post-tes was 86,76. Despite the fact that there is a difference between the two averages, the conclusion shows that the post-test was superior to the pre-test. The outcome of teaching vocabulary using the "Cruella" movie was acceptable, according to the convention of the level of performance and the average score was 86,76. The table below represents the total of previous calculations Based on the previous findings that had been calculated by the researcher.

scores was quites far between pre-test and post-test. And also, there were 3 students who got perfect scores in the post-test.

Based on the previous calculations the findings were first, students' average pre-test score was 47,04 with standard deviation 36,80. Second, students' average post-test score was 86,76 with standard deviation 6,43. The total of data was 26. Based on the list t_table with significance of alpha 0.05 and degrees freedom 25, it's verified that H_1 accepted and H_0 rejected because t_value > t_table with the value is 20,23 > 1,70.

Then the data pre-test and post-test distribution was normal. Based on significant level α 0.05, the data pre-test distribution follows the normal distribution if $x^2{}_{score} < x^2{}_{table}$ with the value 11,1. The pre-tes normality score was $10,7 < 11,1$ and then the post-test normality score was $10 < 11,1$.

Discussion

Table 2. The Final Result of Scores

Class	Mean Score		t_{score}
	Pre-Test	Post-Test	
XI Agama 2	47,04	86,76	20,23

The t-test formula was used to determine if the treatment had a significant effect. The result of the t-test was 20,23. Using the 5% (0,05) alpha level of significance and the 25 degrees of freedom, the critical value on the t-table was looked up. T-table found it to be 1,70. The difference was statistically significant because the t-value was higher than the critical value on the table (20,23 > 1,70). The above data analysis shows that (20,23 > 1,70), so H_0 is rejected and H_1 is accepted. The result rejects the null hypothesis. It can be concluded that there was

a difference between the scores before and after the treatment.

The students' replies to the questionnaire about learning vocabulary by watching the movie "Cruella." According to the data, the tudent responses to each statement were generally positive. The overall average score was 3,317. As a result, students are enthusiastic about learning vocabulary through the "Cruella" movie.

After using the "Cruella" movie to teach vocabulary, it's possibke to concluded that the students did an excellent job learning new vocabulary. The student's vocabulary skills improved greatly, so using the "Cruella" movie to teach vocabulary helped enhance the student's vocabulary skills. This findings is similiar to what (Purnama, 2018) found in improving students vocabulary mastery through animation movie.

CONCLUSIONS

According to the last chapter, the researcher did a summary to reach the goal of this study. The summaries can be summed up in the following way:

First, the "Cruella" movie can be used to asses students' knowledge of new vacobulary as well as to increase students' vocabulary abilities at MAN 1 Brebes. This is demonstrated by the results of vocabulary ability test conducted before and after the implementation of "Cruella" movie. Before seeing "Cruella," the average value of students' vocabulary ability was 47,04, whereas after watching "Cruella," the average student ability was 86,76. Thi is verified by the finding of t_score > t_table is 20,23 > 1,70 then accepted H_1. And it can be summarized that vocabulary students' skills in learning with media "Cruella" movie are better than before learning with media "Cruella" movie.

Second, the film "Cruella" is one of the effective media used in the teaching and learning process of vocabulary for beginner-level students. The student response was very positive in filling out the questionnaire on the use of the media "Cruella" movie. They look enthusiastic, calm, and relaxed when learning and during the learning process.

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