

**THE EFFECT OF VOCABULARY SKILL TOWARDS ESP STUDENTS'
THROUGH WATCHING ENGLISH MOVIE STREAMING**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2023



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Demikian pernyataan ini saya perbuat dengan sebenar-benarnya.

Medan, Agustus 2023

Hormat Saya,



LATIFAH

ABSTRACT

Latifah, 1702050009. *The Effect of Vocabulary Skill towards ESP Students' through Watching English Movie Streaming*. Skripsi: English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara (UMSU). Medan, 2023.

This study discussed determines effect of ESP students' vocabulary skill through watching English movie streaming. The researcher takes this media expecting that students can improve and expand their vocabulary skills. And also the researcher wants to introduce an effective strategy, which is the students can enjoy learning English by watching English movies as learning media. This research was conducted using 5th-semester students, majoring in Guidance and Counseling, at the Faculty of Teacher Training and Education. This study used One Group Pretest and Posttest, which is the researcher only took one class, where the class consists of 30 people. The research instrument used an essay test is to be given via Google Forms, Pretest, Treatment by watching English movie streaming, and Posttest. And to find out if there is an effect after carrying out the treatment, the researcher performs calculations and compares the results of the Pretest and Posttest. Then the researcher analyzed the hypothesis where the results showed $0.00 < 0.05$, then H_a was accepted. Therefore, it can be concluded that there is a positive effect on the vocabulary skill of ESP students through watching English movie streaming. Improved students' vocabulary skill through watching English movie streaming is better than not using this as learning media. Watching English movie streaming gives enjoyable and effective activity for students in mastering vocabulary.

Keywords: *Vocabulary Skill, Watching English, Movie Streaming*

ACKNOWLEDGEMENT



Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT., The Most Gracious and The Merciful.

Firstly, the researcher would like praise to Allah SWT. who has given her for some chances to finishing this study. Secondly, blessing and peace be upon our Prophet Muhammad SAW, who has brought human being from the darkness to the brightness in behavior.

In writing this research entitled “*The Effect of Vocabulary Skill towards ESP Students' through Watching English Movie Streaming*”, with the purpose for submitting in portal fulfillment of the requirement for degree in Faculty of Teacher Training and Education at University of Muhammadiyah Sumatera Utara. There were so many faced by the researcher and certainly with help from many people, especially the following people. Thus, the researcher would like to express her grateful feeling especially for her lovely parents, **Abdul Khalid Daulay** who always being her loved and inspire, and **Hamidah Nasution** for her love, pray, advice, support, moral and material until this time.

Therefore, the researcher also would like to express her thanks, gratitude and appreciation to the:

1. Prof. Dr. Agussani, M.AP., as the Rector of University of Muhammadiyah Sumatera Utara.

2. Dra. Hj. Syamsuyurnita, M.Pd., as the Dean of Faculty of Teacher Training and Education at University of Muhammadiyah Sumatera Utara.
3. Pirman Ginting, S.Pd., M.Hum. and Rita Harisma, S.Pd., M.Hum., as the Head and Secretary of English Education Department in Faculty of Teacher Training and Education.
4. Dewi Juni Artha, S.S., M.S., as the supervisor who had given thoughts, suggestions, ideas, critics, and guided the researcher in finishing this research.
5. Alfitriani Siregar, S.Pd., M.Ed., as the examiner in this research who had given many suggestion in completing this research.
6. And all the lecturers of FKIP – UMSU, especially those of English Department who had given valuable thoughts and knowledge as the information in teaching English during her academic years at UMSU.
7. Special thanks to her beloved siblings: Abdul Aziz Daulay for his advice, Madiha Daulay for her warm support, Nadya Daulay for her excellent care, and Hanan Daulay for her guidance, support, and insight.
8. Her beloved niece and nephew: Medinah Nasution, Abdul Haris Nasution, and Akhtar Farzan Wijaya, thank you for giving her strength to do good day by day.
9. Never forget her best friend: Andak, Ndahe, Ayuk, Tos, Susantik, Eljak, and Sasa. Thank you for the support, help, spirit and all special moment that we have shared over the years.
10. Also for Treasure, Blackpink, Running Man, Naruto, Haikyuu and AOT for given so much entertain and motivation through their music, stories, visuals,

and comedies.

11. Lastly, she wants to thank herself for her endurance, belief, and never quitting to complete her study.

The researcher hopes that this study will be useful for the academics. Additionally, the researcher fully realizes that this research is far from perfect. Therefore, any positive criticism is absolutely acceptable for the improvement of this research in the future.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Medan, 28 July 2023

The researcher,

A handwritten signature in black ink, appearing to read 'Latifah', with a horizontal line crossing through the middle of the letters.

Latifah

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CHAPTER I

INTRODUCTION

A. The Background of Study

Language is the most important thing in human life to form a relationship through interaction with another. According to Wibowo (in Fatmawati, 2018: 90), language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional and used as a means of communicating by a group of human beings to give birth to feelings and thoughts. In addition to interacting, there are several language functions according to Holmes (2001: 259), namely referential functions (convey information), directive functions (giving orders/asking requests), expressive functions (feelings, thoughts, ideas and opinions), phatic or social function (greetings, complements, gossip, etc.), metalinguistic functions (describes part of language), poetic function (using poetic features), heuristic function (concerned with learning), and commissives (using threats and promises).

English is an international language which is one of the languages that is a compulsory subject in every school in the world, as well as Indonesia. Even English becomes a lesson that determines the next continuation of education or career in students. Learning English certainly has a variety of techniques for mastery, which one of them is mastery of various vocabularies. Linse (in Astiyandha and Muchlisoh, 2019: 45) said that vocabulary is the collection of words that an individual know. In addition, vocabulary is a collection of words

used in the language to communicate. Therefore, we can conclude that vocabulary is a set of sentences that are used to communicate in a language, which are not everyone knows all the words, because everyone's vocabulary is what they know, and the collection of words is different from every individual.

In English, having a good vocabulary is one of the most important things to mastering the language itself. Without enough vocabulary, it will be difficult for a person to use the four language skills in listening, speaking, reading and writing. According to McCarthy (in Zulfahmi and Nikmah, 2019: 1), no matter how well they learn grammar, no matter how successfully they imitate the sound of the language, without words to express a wider range of meanings, there just can't be a meaningful communication.

Vocabulary skill means that the students have the ability to understand and use vocabulary. A person is said to "know" a word if they see it (Cameron, 2001). This means that when learning vocabulary, we know and understand its meaning and can use it in the context of a sentence. The main challenge to mastery the vocabulary is the selection of the effective methods to assist learning to mastery all of kinds vocabulary. Many people usually applied the method for mastering vocabulary used memorizing. Using such of that method, of course it will not make them retain the vocabularies that have been they were memorized, if that memorization not done regularly. This problem was also found in a study written by Suzani et. al (in Andriani, 2014: 35-35). The data shows that students complain about several things, one of them is that in most ESP classes, students are only required to memorize terms, then memorizing a large number of terminology is a

drawback in the method. Some of these problem also discuss issues related to the textbooks and teaching materials. There are several points related to this problem, one of them is the lack of bonding in vocabulary learning and students usually forget the vocabulary they have learned immediately.

Therefore, it is necessary to have a method that is appropriate, interesting and up-to-date as well as helping them to master it. Vocabulary holds a special location many of the language additives. However, whereas the possibilities for learning phrases can be myriad, the effects of comprehension on vocabulary were observed maximum continually while at least a few phrases are first-class taught directly. The lots of words that the scholars will stumble upon in their faculty careers have to be taught at once.

Learning English vocabulary can also be done outside of school in various ways. One of them is by watching movies streaming. Movie offer learners with authentic enter so that they can be considered as proper fabric and watching movie can easily accumulate language subconsciously. Films inspire the learners to learn English and the visually helps the slow learners improve their comprehension skills. Watching movies streaming has a strong potential in adding new vocabulary. In addition to an interesting film, of course the vocabulary spoken in the film will make the audience capture a portion of the length of the film's duration. According to Kusumarasdyati and Luo (in Zulfahmi and Nikmah, 2019:1) that movies also catch the learners' interest and can increase their motivation to learn. Ward & Lepeintre (in Iranmanesh amd Darani, 2018: 108) also said that films are motivating for ESP teaching because they embody the

notion that a film with a story that wants to be rather than a lesson that needs to be taught.

English movies are more useful for the second or foreign language learners as they not only give entertainment but also used as more valuable teaching tools to teach English in a natural way. In addition, English movies give more personal experience for the learners since they find it pleasure and enjoyment in watching them. The learners also get more information about the culture and style of the native speakers by watching English movies. Movies assist in increasing the confidence of the learners in speaking as they realize how to use certain phrases and to pronounce efficiently. And besides, language is closely related to culture and generation. Not only that, language additionally constantly develops following the current improvement of an era. Therefore, the benefits of watching English movie streaming through streaming applications/services can help students in getting new vocabulary up-to-date. Where through streaming, students' can see a collection of newly released films, where the film shows conversations that are appropriate for today's era. And students can improve their vocabulary skills more better.

Lately, one of the things that teenagers and adults like is watching movie through streaming. The development of Internet technology has also expanded access and made the circulation of film files more and more unrestricted. For example, in Indonesia, the presence of movie streaming websites is increasingly mushrooming. The concept behind this website is that anyone who wants to enjoy

movies can just access them through a computer screen and connected to the Internet, without the need to register and it is free without paid.

The existence of this streaming media makes it easier for people to get entertain. We don't need to go to the cinema to watch the latest movies or waiting for the movie that we likes on television. In this modern era, we can actually rely on the internet and screens to be able to watch the movies we want to watch. In addition, to ease of finding entertain, we can also rely on movies as a medium for learning. For people who want to master the foreign language, of course we have to get used to hearing and seeing people who speak a foreign language. Then, the vocabulary is also always increasing in any times. Watching English movie through streaming allows students to get vocabulary that is appropriate for their time, where streaming media will make it easier for students to get the new movies, and students will probably also be able to get better vocabulary coverage.

This topic is very interesting or important to research because a student needs another way to learn English comfortably and fun. The resilience of ESP students in learning a foreign language is very important. Most of the old methods applied in their place to learn English are no longer effective for ESP students in improving English language skills in this technologically sophisticated era, even recognizing easy vocabulary for most students is very difficult. Therefore, another method is needed which utilizes sophisticated media to attract ESP students' attention in learning English or increase their vocabulary.

B. The Identification of the Problem

The problem of this research can be stated as follows:

- a. Many students difficult to mastering in English vocabulary.
- b. Many students do not know the way to increase their vocabulary in English.
- c. Many students do not know the effect of watching English movie streaming for their vocabulary skill.

C. The Scope and Limitation

The scope of this research is focused on vocabulary skill which also only focuses on students' writing skills. And this research is limit to word grammar which includes about part of speech.

D. The Formulation of the Problem

What is the effect of vocabulary skill towards ESP students' through watching English movie streaming?

E. The Objective of the Study

To find out the effect of vocabulary skill towards ESP students' through watching English movie streaming.

F. The Significance of the Study

- a. Theoretically

The result of this study will be used as an information and reference material, acquiring knowledge and understanding about the study of English

vocabulary. The study will be used as a reference in learning activities and the study will be useful for education.

b. Practically

The findings of this research hopefully will give some contributions to these following parties:

1. For Teachers

For teachers, as a suggestion in utilizing English movie as learning method to improve the quality of students' vocabulary. The teachers will get more helped in improving students' vocabulary from the results of those English movies through streaming.

2. For Students

For students, as a suggestion to them to improve their vocabulary skills by watching English movie streaming. In addition to adding a lot of vocabulary, students can also learn the correct pronunciation and get the quality of contemporary vocabulary from that English movie through streaming.

3. For University

The results of this study are expected to be useful as information for further researchers and can be used as reading treasury, especially in education.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretically Framework

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the entire word used by a person in communicating activities. According to Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.

And also some definitions of vocabulary from the experts, like Hatch and Brown (1995: 1) states that vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Also Hornby said that vocabulary is all the words that a person knows or uses and it is all the words in a particular language. So, in here we know that vocabulary is a list of words in a particular language and have meaning to use in communicating or learning a foreign language.

Vocabulary skill refers to the words we need to understand in order to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speech vocabulary is the words we use when we speak. Reading vocabulary refers to the words we

need to know to understand what we are reading. Writing vocabulary is made up of the words we use when writing.

b. Kinds of Vocabulary

There are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

- 1) Active vocabulary that is vocabulary that we can easily use in conversation, and can appear automatically like our first language when we are in a conversation.
- 2) Passive vocabulary that is vocabulary that we can understand when we hear someone speak or when we read either an English article or an English book. It is called passive vocabulary because we can understand these vocabularies easily, but cannot appear when we want to express something in English.

c. Aspects of Vocabulary

There are four aspects of vocabulary that the students need to know about. The four aspects are word meaning, word use, word formation, and word grammar.

1) Word meaning

One word may have more than one meaning. The meaning of a word depends on the context in which that the word occurs. Therefore in the teaching of vocabulary, words taught to students should be presented in variety of context to show various meaning.

2) Word use

The meaning of a word can be changed, stretched or limited by how it used, and this is something that students need to know about in relation to word use. Harmer (1993: 157) states that students need recognize such as idiomatic use, metaphorical use, and word collocation.

- a) Idiomatic Use. Word meaning is frequently stretched through the use of idiom (idiomatic expression). Such “Cats and Dogs”, can be put into such a fixed phrase as it’s raining cats and dogs, it means heavy rain.
- b) Metaphorical Use. Metaphor is the use of word to indicate something, which is different from its literal meaning. Such as the word ‘hiss’ which describes the way people talk as in “Don’t move or teacher are dead,” he hissed.

3) Word Collocation

Word meaning is also governed by collocation, that is, which words go with each other. For example, such a word ‘wrist’ can collocate with ‘sprain’ as in ‘sprain wrist’, but it cannot collocate with the word ‘head’. So we cannot have such a collocation as ‘sprainhead’. On the country, the word ‘ache’ can collocate wit ‘head’ as in ‘headache’, but it cannot collocate with the word ‘wrist’. So, we cannot have such a collocation as ‘wristcache’.

4) Word Formation

Word formation refers to word forms and how they are formed. Some words are nouns, some words are adjectives, some words are verbs, etc. The students need to know how to form adjectives from nouns, how to form nouns

to adjectives, how to form verbs to nouns, or from adjectives and etc. For example, beauty (noun) changed to beautiful (adjective), or beatify (verb).

5) Word Grammar

Grammar is the structure and system of a language, and is usually considered to be made up of syntax and morphology. In addition, grammar is the set of rules that help us to understand the language. Grammar is the structural foundation of our ability to express ourselves and the more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language.

(a) Main types of grammar

- Descriptive grammar: refers to the structure of a language as it's actually used by speakers and writers.
- Prescriptive grammar: refers to the structure of a language as certain people think it should be used.

Both kinds of grammar are concerned with rules—but in different ways. Specialists in descriptive grammar (called linguists) study the rules or patterns that underlie our use of words, phrases, clauses, and sentences.

(b) Further types of grammar

- Comparative grammar

Comparative grammar is the branch of linguistics often involved with the evaluation and contrast of the grammatical structures of related languages or jargon.

- Generative grammar:

Generative grammar is a grammar for set of rules that indicates the structure and interpretation of sentences which native speakers of a language accept as belonging to the language.

- Mental grammar

Mental grammar is about grammar in our mind, which consists of academic grammar and grammatical conversation. In another word, it is about the rule that involves all sentences, phrases, and the mind of a speaker which is applied in our daily conversation. Furthermore, language is produced by the left hemisphere in our brain. So when the left hemisphere is damaged, the speaker cannot perform language well.

- Performance grammar

Performance grammar is psycholinguistically prompted grammar formalism. It pursuits to describe and provide an explanation for intuitive judgments and other facts regarding the well-formedness of sentence of a language, but on the identical time, it contributes to accounts of syntactic processing phenomena observable for the duration of language comprehension and language manufacturing.

- Traditional grammar

Traditional grammar refers to the type of grammar study done before the beginnings of modern linguistics. Grammar, in this traditional sense, is the study of the structure and formation of words and sentences, usually without much reference to sound and meaning.

Another meaning is that conventional grammar is prescriptive as it focuses on the distinction between what some human beings do with language and what they need to do with it, in line with a pre-hooked up widespread... The leader aim of traditional grammar, therefore, is perpetuation a historic model of what supposedly constitutes right language.

- Part of Speech, is a class of words (or, more commonly, of lexical items) which have similar grammatical properties. Words which might be assigned to the identical a part of speech usually display comparable syntactic behavior. (Sagala & Rezeki, 2019: 155-156)

- *Noun*: a word used to name a person, area, or thing. In line with their kinds, English nouns may be classified into two kinds, i.e. (1) proper, and (2) common nouns which might be divided into (a) abstract, (b) individual, and (c) collective nouns. A noun which indicates one object only, it's singular noun, while a noun shows more than one, it's miles plural noun.

Example: - Jenny only brought one **book** from home.

- The student needs a **pen**.

- Jack bought some **chairs** and **tables**.

- They enjoyed the party at Mary's **house**.

- *Verb*: is the primary phrase inside the predicate of a sentence that expresses motion or being. There are two kinds of verb, that is, Regular verb and Irregular verb. Regular verb are

English verbs that change regularly from verb 1 to verb 2 and verb 3 is to add the ending –ed or –d => (ex: *try – tried – tried*).

And Irregular verb are English verbs that undergo irregular changes. Irregular verb changes from verb 1 to verb 2 and verb 3 that do not have a certain pattern. There are verbs that change after getting a suffix, changes in spelling order, changes in total words, and there are even verbs that don't change at all, (ex: *go – went – gone*).

Example:

- My mother **asked** me to help her. (*regular verb*)
- Her friend **talked** to me yesterday. (*regular verb*)
- My mother and I **made** cookies last Saturday. (*irregular verb*)
- They **ate** your pizza. (*irregular verb*)
- *Adjective*: modifies a noun or a pronoun and also tells the quality of a noun or a pronoun..

Example:

- That is a **tall** giraffe.
- Bimo has a **cute** cat.
- Rino is a **weak** kid.
- Lisa has a **handsome** boyfriend.
- *Adverb*: is the one which modifies verbs, adjective or another adverb or sentence and that is often used to show Time (used to

answer the questions “when” and “what time”. Ex: *soon, yesterday, now, already, etc.*), Manner (about how something happens or is done. Ex: *fast, quickly, loudly, slowly, etc.*), Place (about the place where the event occurred or where the activity was carried out. Ex: *outside, inside, here, there, etc.*), or Degree (describes how much or to what degree something is done. Ex: *fully, very, completely, almost, etc.*)

Example:

- She has **already** has breakfast. (*time*)
 - My dad **never** speaks loudly. (*manner*)
 - Don't talk **outside**. (*place*)
 - Annie is **very** good at writing stories. (*degree*)
- *Pronouns*: replaces noun at various positions and for various reasons. Personal pronouns are (I, you, he, she, it, we, they, me, him, her, us, and them) which shows contrasts of person, gender, number, and case.

Example:

I = **I** like you.

You = **you** are so kind.

He = **he** is a driver.

She = **she** wears a beautiful dress.

It = **it** smells terrible.

We = **we** are having a wonderful time.

They = **they** are going to have a party.

Me = my cat ran to **me**.

Him = John looked at **him** and blew it again.

Her = Mary so happy to be **her** friend.

Us = the firefighter showing **us** how to solve the fire.

Them = the children called **them** as superhero.

- *Preposition*: is a word that shows the relationship between a noun and some other word in the sentence. There are three kinds of preposition, that is, Preposition of Time (used to express time. Ex: *on, in, since, for, before and after*), Preposition of Place and Direction (state the place and location of a person or thing. Ex: *between, under, next to, beside, on, in and among*), and Preposition of Agent or Instrument (used to express how something is done. Ex: *with, without and by*).

Example:

- I will go home leave **after** the bus come. (*time*)

- My cat likes eating **under** the table. (*place and direction*)

- She can read better **with** good light. (*agent or instrument*)

- *Conjunction*: is another important element of parts of speech. Conjunctions are connectors of the clauses or phrases to render a sense to sentence or server the purpose of coordinating words in the clauses.

Example:

- I really want to sleep, **but** I still have many jobs to do.
- **Either** you think you're fat or skinny, you are still beauty.
- **Even if** it's rainy, I must go home now.
- You're getting better, **however**, you still have to take more rest.

– *Interjection*: is a word or words that show feeling. If it stands alone, it is followed by an exclamation point. If it begins a sentence, it is set off by a comma.

Example:

- **Hey**, there comes the school bus!
- **Great!** You have passed the exam.
- **Wow!** You look so beautiful in that outfit.
- **Aha!** I got an idea!

- Transformational grammar

Transformational grammar is a technique to using grammar in communications that entails a logical and analytical procedure to completely grasp the which means in the back of the phrases decided on. From this perspective, it goes beyond the manner of structural grammar, which tends to focus on the proper creation of sentences because of the tool for communicate. At the side of sentence shape, this kind of grammar will also try and explore the concept in the back of the words.

- Universal grammar

Universal grammar is that a certain set of structural rules are innate to humans, independent of sensory experience. In addition, Universal grammar is a theoretical concept proposed by using Noam Chomsky (not without criticism or controversy from scholars in the medical network) that the human brain includes an innate mental grammar that enables human beings to acquire language.

d. The Important of Vocabulary

Vocabulary is important component that the students must master for learning. If they master vocabulary, they can understand what they read and they can do assignments in English book easily. However, vocabulary cannot be completely separated from other language skill and language constituent. In addition, the mastery of vocabulary is an important indicator both in receptive and productive way of communication. Accurate and appropriate comprehension or interpretation of words in communication will have positive effect on comprehension or interpretation of the message or information transmitted. Jeremy Harmer states if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does have any potential for expressing meaning unless words are used. (Google, 2021)

e. Learning Vocabulary

Learning vocabulary now not solely prepare the fabric as a great deal as possible, but the primary presents training to the students how to use language who has taught it actively, whether oral or written form. Many definitions of the purpose of mastering vocabulary can be determined from the experts.

Further, studying vocabulary of overseas language provides the learner with a number of challenges. As referred to in Harmer (2002: 2), the challenge are making the correct connections, understanding the foreign language between the form and meaning of words, and discriminating the meaning of closely related words.

Nevertheless, learning words is not something that is completed and finished yet. Learning vocabulary is learning new words collectively with the pronunciation, the spelling, the section of speech, the meaning, and also the use of these words. She additionally said that mastering vocabulary is a cyclical procedure of meeting new words and preliminary learning, followed by way of meeting those words repeatedly, every time extending information of what the words mean and how they are used in the foreign language. It potential that every time the college students meet those phrases they are in a roundabout way improves their knowledge about the words.

Nation (2008) stated learning vocabulary cannot be left to its self. This must be nicely prepared. He describes how to maximize vocabulary learning form communicative task as below.

1. Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
2. Design the task so that the written input needs to be used.
3. Get each learner in the group actively involved.
4. Ensure that the vocabulary is used in ways that encourage learning.
5. Make an observation checklist for monitoring the activity, and if possible, use it.

Meanwhile, Brown in Cameron (2001: 86) describes five fundamental steps in vocabulary learning based on research into learners' strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words and using the words in language activities.

Learning vocabulary need process. In order to make an fantastic process, the learner must be in the advantageous circumstance obtaining vocabulary. Further, Thornbury (2002: 2) cited that condition should help the learners to acquire a critical mass of words use in both understanding and producing language. Moreover, it will allow them to consider phrase over time and be in a position, it can increase techniques for coping with gaps in word, together with coping with unknown words or unfamiliar makes use of unknown words.

There are several ways to learn vocabulary, namely:

1. Learning vocabulary by Song

The first strategy is the students should read the lyrics while listening to a song. Sometimes the pronunciation and accent of the singer are difficult to listen clearly. That is the reason why the students should read the lyrics while listening to a song. Some students usually read the lyrics of the song which already provides the translation, some of them read without the translation. It depends on the students' need.

The second strategy is translating the lyrics into their L1 (first language). The students can choose the option between translate word by word of the new vocabulary that they find in the song, or translate the whole sentence to get the clear meaning of the lyric. The objective of translating the lyrics here is to understand well about the lyrics especially the exact meaning of each word that the students just find which usually has different meaning.

The last strategy is using the new vocabulary that they found in learning vocabulary through songs. This strategy has good impacts for their communication in daily life and also classroom presentation. It is very helpful because they can use more various vocabularies when they have to speak or say something.

2. Learning vocabulary by Picture (It's better learning with the teacher)

- Select a picture.
- Ask students to identify what they see in the picture.
- Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).

- Read and review the picture word chart aloud.
- Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
- Read and review the picture word chart (say the word, spell it, say it again).
- Add words, if desired, to the picture word chart and to the word banks.
- Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
- Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences, model putting the sentences into a good paragraph.
- Read and interview the sentences and paragraphs.

3. Learning vocabulary by Movie

Firstly, choose a latest favorite movie on streaming application. The students should choose a movie that matches their interests and level so that the students can enjoy it and willing to watch it many times without feeling bored.

Secondly, watch the movie in dual subtitles. At the intermediate level, the students might feel much more confident with their vocabulary skills. The students don't need to watch the movie in their native language. Just start off

by watching it in dual subtitles. They will save a lot of time. Anytime they're come across a word/phrase that is useful for their English communication purpose, look it up and save it to their mind/notes.

Thirdly, practice word by word in the students' favorite scene. And the students' will memorize the words naturally.

2. Movie

a. Definition of Movie

According to Barsam & Monahan (Abdullah and Rahman, 2017: 99), movie is a story, captured in a set celluloid strips/film, which are shown on a screen with certain speed to give the impression of moving. Most of moviemakers lately have been shooting their movies digitally, but the main characteristics of movies remains the same, a movie is a motion picture. Movies have been a big part of human life. Barsam & Monahan also state that movie is the most popular art form. That is influential movies are. Therefore, movies not only a big part of humans' life but also culture to the point that is undeniable to the people, even the most reclusive ones, must have watched a movie at least once in life.

Another definition of movie stated by Hornby defined film is a story, etc. recorded as a set of moving pictures to be shown on television or at the cinema. Furthermore, movies can record culture., and they can treat social or political issues and different factors or societies to capture relationship tough to be communicated by other means.

Based on the definitions above, it can be concluded that movie is one of literature forms which contain story, play, history, culture, incidents, science, etc. that is recorded as video and shown in cinema, television, theaters, or other broadcast media which is as entertainment as the main purpose.

b. The importance of Movie

Movies expose students to language in real life being used in an authentic settings and cultural context which the foreign language is spoken. Watching movies in foreign languages give benefits for students, such as their capability in knowledge spoken language will increase, their pronunciation improves, they accumulate new vocabulary, they are able to increase students' self-expression capability, and they unconsciously adapt to the language's grammatical forms and sentence patterns in context.

English is difficult lesson for some students in Indonesia. It is because English has totally different vocabulary and pronunciation from Indonesian language, and English is extra difficult than Indonesian language to learn, however English is an international language that we have to understand about this language for doing the communication with each other from foreign that we don't know their language.

There are four basic skills in English which must master by the student such as; listening, speaking, writing, and reading. Actually, there are several ways to learn English easily. One of the ways is by watching English movies for students in increasing vocabulary skills.

The first advantage of watching English movies for students is improving the ability of students in vocabulary skill. It is because English movies in Indonesian language. Kinds of movie here is western movie that used an English language absolutely for their communication on the movie or another movie that used English language in their communication, for example such as the avengers, harry potter, the lord of the ring, etc. Besides that, there are many animation movies that produced by Disney, Pixar, Dreamworks, etc. such as frozen, up, toy story, shrek, etc. Firstly, students stand a chance of hearing all the vocabulary students know. When the students do not understand meaning of one word, students can see the meaning in the subtitle and that will help the students to know what the actors said. As the result, the familiarly used words category in student's brain will increase.

The second advantage that students will get by watching English movies is students will be better in pronouncing words in English. It is because when watching an English movie, students will hear the true pronunciation that told directly by actor in the movie will give the good effect for the student to know about the original pronunciation and it's like native speaker. After hearing the true pronunciation of a word that told by actor in the movie, students can practice by imitating the spoken of actors or actress whenever and wherever the places, so it will train for students to say the appropriate pronunciation. From that, students can improve their ability in pronunciation by their self.

The third advantage of watching English movie is improving the ability in listening skill. When watching English movies students usually will hear the

actors and actresses spoken English in different accents, tone, and style. It means students be stumped by someone saying the same things, but with a different accent, or tone. It is the third advantage of watching English movies for students. On English movies, students get to hear a huge variety of regional accents, which after a time, almost automatically raises students' ability to comprehend language when it is spoken by someone whose accent is unfamiliar. So with heard about the voice from the actor in the movie, the student ability can improve by self, because they will know the words and how to pronounce those words. With the result, students will be better in listening skill.

c. The Types of Movie

There are four types of movie or film as follows:

1) Documentary Film

A documentary film supports to present factual information about the world outside the film. As type of films, documentary presents themselves as factually trustworthy. According to Bardwell and Thompson (1997: 44) there are two types of documentary films, they are:

- a) Compilation films; produced by assembling images from archival sources.
- b) Direct cinema; recording an ongoing event "as it happens" with minimal interference by the filmmaker.

2) Fictional Film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actually. For one thing, not everything shown or implied by the fiction by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3) Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4) Experimental or Avant-grade Film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are:

- a) The filmmakers want to express personal experience or view point,
- b) The filmmakers may also want to explore some possibilities of the medium itself,
- c) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

f. Types of Movie as a media for learning vocabulary

1) Harry Potter (2001)

One of the films recommended as a media for learning English is the successful work of J.K Rowling, namely Harry Potter. Learning through the Harry Potter films is considered a fun but effective way because the storyline is interesting and still has the correct English aspect. Why studying with Harry Potter is fun? First, Harry Potter is a worldwide masterpiece so it's possible to find it wherever you are. Second, the Harry Potter film is a film with a mysterious plot and is very interesting to watch, so it is suitable for children to adults. Since Harry Potter is a series for all ages, there is no worry about watching it cause the difficulty of language. It is suitable for students who want to learn English from the basics. Harry Potter films have language level from low to high; the language level can be imitated by beginners to advanced students. This film offers something for language learners of all stages. So it is very possible to develop vocabulary skills along with the development of the storyline from children's stories to teenage stories, from very easy English to slightly more complicated English.

2) Flipped (2010)

Flipped is a romantic comedy movie directed by Rob Reiner. Flipped is an adaptation of the novel "Flipped" by Wendelin Van Draanen. This movie has a story that is quite interesting as a spectacle for teenagers to

adults. This movie tells the story of teenage love that is smooth and doesn't have much conflict; it is very suitable to be watched in spare time. Interestingly, this movie has back and forth plot and has their own point of view in each of the main characters. This movie is suitable as a learning media because the story is relaxed and makes us not lose focus in learning English. The vocabulary that is often used in this movie mostly uses past-tense because this movie is dominated by the main character who retells the scene that happened. And this movie is suitable for students who want to increase their knowledge in past tense.

3) The Mitchell's vs. The Machines (2021)

This movie is one of Netflix's flagships in competing with various Disney movies that dominate the market. Interestingly, the movie of The Mitchell's vs. The Machines received a relatively high rating from various critics. This movie presents an interestingly storylines, which tells about family who is challenged to save the world from the threat of robots. The Mitchell's vs. The Machines still presents a comical and colorful animation style. In fact, the comical animation style is an important element of the comedy moment which is one of the most important elements of this movie. So, apart from being impressed by the colorful animation, it also brings laughter because of the comical concept. There are many messages and meanings about family life behind the elements of this animated comedy. One of them is to teach

in terms of trust in each other, and care more about family. Therefore, this animated movie is highly recommended for family viewing. In language, this animation has a clear and more modern language disposition. Because this movie is dominated by an adequate technological life, therefore it is very suitable to be used as a lesson to add to the current vocabulary.

3. Movie Streaming

a. Definition of Streaming

According to Imran (2016: 124) state that streaming media is video or audio-visual content that is compressed or shrunk to be easily sent by the editorial manager of a television media organization to the audience via the internet and can be used immediately without the need to be stored in hardware. With streaming media, the file that will be used can be used immediately, so users don't have to wait for the file to finish downloading. Users can pause the video or audio content, and can repeat or speed it up, or in other words the use is the same as the file that is usually downloaded first, except when the content is broadcast live.

b. The Advantages of Streaming

Some of the advantages of using streaming media include:

- 1) Allows users to benefit from interactive applications such as searching videos and creating personal playlists according to user tastes.

- 2) Allows content senders to observe what visitors are watching and how long they are watching the content.
- 3) Supports efficient use of bandwidth because only part of the transferred file is witnessed by the user.
- 4) Support content creators to have more control over their intellectual property, because video files are not stored on the user's computer. Once the video is watched, it will be removed from the media player.

c. Kinds of Streaming Application

Streaming application is a service that allows users to watch their favorite shows anywhere, anytime, and through almost any medium (smartphones, smart TVs, tablets, PCs, and laptops). Streaming application is like a DVD rental store, but offers digital movies online. Streaming application can also be likened to a paid video service on YouTube. Similar to a pay television subscription (cable TV), streaming application is free of advertisements; viewers don't have to wait for television series broadcast schedules, and can decide for themselves the content they want to enjoy. Here are some streaming applications and the number of users in the world:

- 1) Netflix = 213,6 million users
- 2) Disney+ Hotstar = 94,9 million users
- 3) Amazon Prime Video = 150 million users
- 4) Iflix = 21 million users
- 5) Maxstream = 8,4 million users

4. English For Specific Purposes (ESP)

a. Definition of ESP

English for Specific Purposes (ESP) is an approach in teaching and using English for specific fields and studies that are in accordance with the needs of the fields of knowledge and professions that use English. Hutchinson and Waters (in Ewa Donesch-Jezo, 2012: 2) define ESP as an approach to language learning which is based on learner need.

b. The Characteristics of ESP

According to Dudley-Evans (in Ewa Donesch-Jezo, 2012: 2) the characteristics of ESP namely:

1) Absolute Characteristics

- a) The ESP is designed to meet the specific needs of students.
- b) The ESP uses the underlying methodology and activities of the discipline it serves.
- c) The ESP focusses on the language suitable for these activities in terms of grammar, vocabulary, register, study skills, speech and gender.

2) Variable Characteristics

- a) ESP may concern or be intended for specific disciplines.
- b) ESP may use a different methodology than General English in some teaching situations.

- c) ESP is likely to be designed for adult learners, whether in a tertiary-level institution or in a professional work situation. It could, however, be for secondary school level students.
- d) The ESP is generally designed for intermediate or advanced level students.
- e) Most ESP courses require basic knowledge of language systems.

B. Relevant of Study

1. Kusumawati, E. (2018). The Effect of Watching English Movies with Subtitles on ESP Students' Content and Vocabulary Comprehension Study Conducted at an Indonesia Polytechnic Engineering. This study is focusing on the impact of English movies with subtitles on content comprehension of English movies and vocabulary comprehension. This study used quasi-experimental, which the researcher use test, content comprehension questions, and questionnaires as the data. And the result showed that subtitles have a positive impact on content comprehension of English movies.
2. Utama, M. P., Qomariyah, S. S. (2022). EFL Students' Vocabulary Mastery through Vocabulary Notebook during Online Learning. This study discusses about the impact of vocabulary notebook on EFL students' vocabulary mastery during online learning. This study used experimental research method with a posttest only control group design. And the result has a positive result on EFL students' vocabulary mastery during online learning.
3. Munir, F. (2016). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. This study

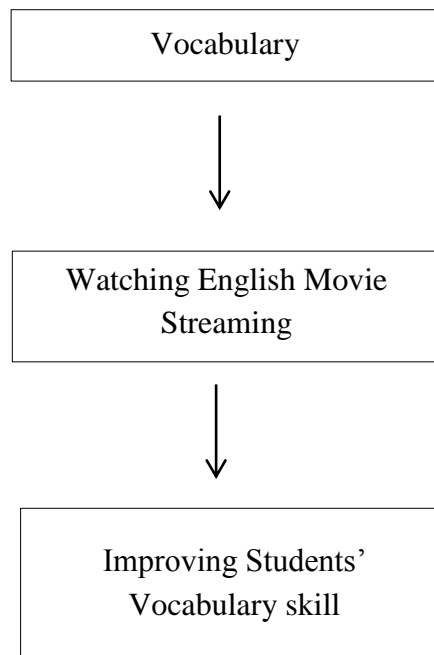
investigates the suitable media to develop students' vocabulary in elementary level is cartoon film media. This study used experimental design – one pretest posttest design. And the result has positive result, which is effective to teach vocabulary for young learners.

C. Conceptual Framework

A conceptual framework is a written or visual representation of an expected relationship between variables. Variables are simply the characteristics or properties that want to study. The conceptual framework is generally developed based on a literature review of existing studies and theories about the topic (Google, 2021).

Vocabulary plays necessary role in language learning. Vocabulary is additionally an vital talent for studying to repeat, speak, write and listen. Without enough vocabulary, humans cannot communicate and specific their feeling both in form of spoken and written effectively. They extra people grasp vocabulary the extra they can speak, write, study and pay attention as they want.

Film is viewed a powerful conversation medium for the masses who are the target, due to the fact of its audio-visual nature, which is a living picture and sound. With photographs and sound, movies can inform a lot in a short time. When looking at a film the target market can seem to penetrate area and time that can tell life and can even affect the audience. In addition, movies can be designed to serve the broadest public and public needs.



D. Hypothesis

Based on the above theory and interpretation, the researcher made the following:

1. Alternative Hypothesis (H_a): There is the significant effect of watching English movie streaming through students' vocabulary skill.
2. Null Hypothesis (H_0): There is no significant effect of watching English movie streaming through students' vocabulary skill.

CHAPTER III

RESEARCH METHOD

A. Location and Time

The researcher conducted this research to the fifth semester students' of Counseling Guidance Department in Faculty of Teacher Training and Education at University of Muhammadiyah North Sumatera. The location of research is at Jl. Kapten Muchtar Basri No.3, Glugur Darat II, Kota Medan, Sumatera Utara. And this research was conducted on August 2022.

B. Source of Data

The source of data was by watching English movie entitled "The Mitchells vs The Machines". This film have duration 113 minutes with lots of exciting adventures that occur, so it's not boring to watch. This film tells about the family conflict between Katie Mitchell (daughter) and Rick Mitchell (Father) who do not communicate well. Another conflict of this film also shows the excessive use of technology by today's society and is spiced up by the funny humor of the supporting characters; Linda Mitchell (Mother), Aaron Mitchell (Son), and Monchi (Dog). Therefore this film is very suitable to be received by families and also children. In addition, this film can be accessed on the Netflix streaming application with an IMBD rating of 7.6/10.

C. Population and Sample

1. Population

According to Yulianti (2014: 4) population is all members of any well-defined class of people, events, or object in a large group to which the researcher wishes to generalize the results of the study. The population of this research is the fifth semester students' of Counseling Guidance Department University of Muhammadiyah North Sumatera with total number 60 students.

2. Sample

According to Yulianti (2014: 4) sample is a small group as a part of a population that is observed. If the research population is less than 100 then all samples are taken, but if the research population is more than 100 then the sample can be taken between 10-15% or 20-25% or more (Arikunto, 2010: 134-185). And in this research, the sample is 30 students', and the researcher used random sampling to get the subject.

D. Research Design

Experimental research is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. The condition is controlled so that there are no other variables (other than the treatment variable) that affect the dependent variable. There are several kinds of experimental methods, namely pre-experimental, true-experimental, factorial experimental and quasi experimental. In this research, the researcher used a pre-experimental design, which is a research design that have

not been categorized as real experiment, that is why the researcher only examined the minimum scope, which classes of the fifth semester in Counseling Guidance department as the sample.

In pre-experimental design, there are three kinds of form that is One-Shot Case Study (Researchers provide treatment in a group, then the results observed by researchers), One-Group-Pretest-Posttest Design (To accurate the result, because can differences between situation before and after given the treatment using pretest and posttest), and Intact-Group Comparison (examined one group divided into two, the first half was treated, and the other half did not). Based on the explanation above, the researcher chose the One-Group Pretest-Posttest Design to applied in this research to know the significant effect to students' in learning vocabulary especially part of speech through comparing pretest and posttest.

One Group Pretest Posttest Design by Gay L. R., et al (2012).

$O_1 X O_2$

Explanation:

O_1 : Pretest score

X : Treatment by using English movie through streaming

O_2 : Posttest score

E. Instruments for Data Collection

In principle, researching is taking measurements, so there must be a good measuring instrument. Measuring tools in research are usually called research instruments. So the research instrument is a tool used to measure the observed natural and social phenomena. Specifically, all of these phenomena are called research variables. (Sugiyono, 2017: 102)

In this research will use test as an instrument to know the increase of students' as Brown (2004: 3) state that a test is a method to measure one's ability, knowledge, or performance in a particular domain as watching English movie streaming as a teaching medium to increase the ESP students' vocabulary. The types of test that have been carried out in this research is a pretest and posttest in the form of part of speech test which includes 5 (five) questions of essay to measure students' ability in learning vocabulary through watching English movie streaming.

1. Validity

According to Gay, L. R. (2012: 160), validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Validity is, therefore, "*the most fundamental consideration in developing and evaluating tests.*" And the researcher had measured the validity test used Microsoft Excel 2010.

2. Reliability

According to Gay, L. R. (2012: 164-165), reliability is the degree to which a test consistently measures whatever it is measuring. The more reliable a test

is, the more confidence we can have that the scores obtained from the test are essentially the same scores that test were read ministered to the same test takers at another time or by a different person. If Alpha > 0.90 then the reliable is perfect. If Alpha between $0.70 - 0.90$ then the reliability is high. If alpha $0.50 - 0.70$ then the reliability is moderate. If alpha < 0.50 then the reliability is low, and the researcher had measured the reliability test used Microsoft Excel 2010.

F. Techniques for Data Collection

1. Pretest

Pretest is the test that have been given to the ESP students before the researcher conducted the treatment. The aims of this, is to measure vocabulary achievement of the students in learning vocabulary (especially part of speech) before getting the treatment through watching English movie streaming. In the pretest, the researcher gave 5 (five) questions of essay to the ESP students. So, firstly the researcher gave them a test of 5 (five) questions of essay about movie that they have watched by streaming application. Then, the researcher gave the students 30 minutes to answer the questions. And after that, the researcher got the answers by Google Form.

2. Treatment

The researcher gave the instructions by Zoom Application with ESP students to asked them to watch one movie namely *The Mitchell's vs. The Machines (2021)* at home for three times in two weeks to find out the progress of ESP students in increasing vocabulary, especially in part of speech before

given the post-test. The kind of movie is Animation, so it can be watch by all ages. The genre of the movie is Adventure and Comedy, and the duration of that movie is one hour 54 minutes. After that, the researcher asked them to focus on vocabulary and the part of speech. So the ESP students not only watching but also learning.

3. Posttest

At the last step, after ESP students received the treatment by watching *The Mitchell's vs. The Machines (2021)* for two weeks, the researcher gave the same test to ESP students, namely 5 (five) questions of essay. And then, the researcher gave the students 30 minutes to answer the questions. The purpose of given the posttest is to measure ESP students' vocabulary skills after they received the treatment, and to compared the results between the pretest and posttest which have been processed into the data.

G. Techniques for Data Analysis

In the data analysis, the data collected through pretest and posttest. The researcher used the formula as follows:

1. Scoring the students' correct answer pretest and posttest. (Abduch, 2019: 44)

Value of each question = $\frac{\text{Acquisition score}}{\text{Maximum score}} \times \text{weights}$ or

$$N_i = \frac{a_i}{c} \times b$$

Explanation:

N_i : Value for one particular question number after multiplied by weight.

- a_i : Student acquisition score on one particular question number
- c : Maximum score for that question number
- b : Weight of the question of that question

Add up all the values (N_i) that have been obtained by students in the test set. This number is called the final value of a set of essay tests presented.

2. Score Components

- a. Appropriate content with the topic
- The contents of the essay are accordance to the topic
 - The contents of the essay are less in accordance with the topic.
 - The contents of the essay are not in accordance with the topic.
- b. Sentence coherence
- All the sentences are coherence
 - The sentences are less coherence
 - All the sentences are not coherence
- c. Spelling and punctuation
- All use of spelling and punctuation is correct
 - Use of spelling and punctuation is less correct
 - All use of spelling and punctuation is incorrect

3. Score Weight and Score Maximum

Table 3.1

No.	Weight	Score Maximum	Acquisition Score	Acquisition Value
1.	20	3	? / 3 x 20	?

2.	10	2	? / 2 x 10	?
3.	25	2	? / 2 x 25	?
4.	10	2	? / 2 x 10	?
5.	35	2	? / 2 x 35	?

4. Classifying the score five levels classification is as follow:

Table 3.2
Classification Level Scores

No	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very Poor	≤ 39

CHAPTER IV

DATA AND ANALYSIS

A. Data Collection

The data was taken from students' vocabulary test. The research took place at University of Muhammadiyah North Sumatera. This research took total sample 30 students were taken as the samples. The samples were in one group, such as in pre-experimental design. The instrument used in collecting data was vocabulary test, which is an essay.

The findings of this study related to the division of pre-test and post-test, to know the questions of the previous chapter, the researcher took the test, which was given twice. The pre-test was conducted before treatment to assess students' vocabulary skill, while the post-test was conducted after treatment by watching English movie streaming, and the post-test results of this study can answer to the research question to find out that watching English movie streaming "*The Mitchell's Vs. The Machine*" can affect the vocabulary of ESP students.

1. Validity

Table 4.1
Validity Test

Rxy	0,56349	0,571429	0,640783	0,549685	0,588887
t-count	3,609278	3,684533	4,416583	3,481872	3,855524
t-table (5%, 30)	1,697261	-	-	-	-
Description	VALID	VALID	VALID	VALID	VALID

Based on the table 4.1, the validity value for each essay question is obtained. For question number 1, the validity is 3,609. And question number 2 is 3,684. Then the question number 3 is 4,416. Then the question for number 4 is 3,481. The last question for number 5 is 3,855.

Based on the data above, it can be concluded that the validity value in each answer obtained from each questions in greater than 1,697. Then the questions item is said to be Valid.

2. Reliability

Table 4.2
Reliability Test

Number of Question	5	-	-	-	-
Variance	0,924138	0,562069	0,809195	0,791954	1,081609
Number of Variance	4,168966	-	-	-	-
Total Variance	7,012644	-	-	-	-
Reliability	0,506884	-	-	-	-

Based on the table 4.2, the variance value for each essay questions is obtained. For question number 1, the variance is 0.924. And question number 2 is 0.562. Then the question number 3 is 0.809. Then the question for number 4 is 0.791. The last question for number 5 is 1.081.

Based on the data above, it can be concluded that the reliability value in each answer obtained from each questions in greater than 0.500. Then the questions item is said to be Reliable.

3. Pre-Test

The pre-test had done before the implementation watching English movie through streaming. It was conducted on September 1st, 2022. The students were given a pre-test. The researcher found out the result of the students' pre-test before given treatment by watching English movie through streaming which were analyzed. The pre-test score was shown in table 4.3 below.

Table 4.3

The Students' classification Score in Pre-test

No.	Name	Pre-Test of the Respondents		Classification
		Max. Score	Student's Score	
1	DSS	100	67	Good
2	WEK	100	41	Poor
3	PDO	100	53	Poor
4	KRN	100	41	Poor
5	ASF	100	71	Good
6	TWD	100	49	Poor
7	ASR	100	37	Very Poor
8	LTS	100	61	Fair
9	PNO	100	83	Very Good
10	RAT	100	43	Poor
11	TDP	100	48	Poor
12	LLA	100	61	Fair
13	AMS	100	55	Poor
14	QRA	100	55	Poor
15	WPS	100	37	Very Poor
16	KRA	100	81	Very Good

17	UUF	100	48	Poor
18	MDK	100	83	Very Good
19	NNA	100	71	Good
20	IGS	100	60	Fair
21	HAS	100	47	Poor
22	DSN	100	71	Good
23	NSA	100	58	Fair
24	AMR	100	88	Very Good
25	EAW	100	43	Poor
26	NAD	100	60	Fair
27	AFC	100	30	Very Poor
28	SBH	100	61	Fair
29	AYS	100	65	Fair
30	LND	100	48	Poor

As the value table above, the researcher used Abduch (2019: 44) in calculated the value of each student. The researcher showed how to calculate it by took one of the student scores with the initials 'DSS'.

Formula :

$$Ni = \frac{a_i}{c} \times b$$

$$\text{Value of each question} = \frac{\text{Acquisition score}}{\text{Maximum score}} \times \text{weights}$$

Table 4.4

Pre-test Scores Calculation

No.	Weight	Maximum Score	Acquisition Score	Acquisition Value
1.	20	3	$\frac{1}{3} \times 20$	7

2.	10	2	$\frac{0}{2} \times 10$	0
3.	25	2	$\frac{2}{2} \times 25$	25
4.	10	2	$\frac{0}{2} \times 10$	0
5.	35	2	$\frac{2}{2} \times 35$	35
Total				67

For the 'DSS' pre-test score, in the first question she got a score of 1/3, in the second question she got a score of 0/2, in the third question she got a score of 2/2, in the fourth question she got a score of 0/2, and in the fifth question she got a score of 2/2. And after multiplied by the weight score, 'DSS' got 67 as the final score, which was categorized as 'Good' but not satisfactory score. And that's how the researcher calculated the pre-test score from one of the students.

The table above showed that the result of students' vocabulary mastery score before given treatment through watching English movie streaming. 4 students in 'Very Good' classification; 4 students in 'Good' classification; 7 students in 'Fair' classification, 12 students in 'Poor' classification, and 3 students in 'Very Poor' classification. It had shown that the most of students' ability in vocabulary pre-test was low.

For calculated the mean of the pre-test, the overall score of students was added up and then divided by the number of students. The following is the formula for calculated the mean:

$$= \frac{\text{total score}}{\text{total rater}}$$

$$= \frac{1.716}{30}$$

$$= 57,2$$

So, the mean of the pre-test is 57,2.

4. Post-test

Meanwhile, the post-test had done after the implemented watching English movie through streaming. It was conducted on September 14th, 2022, the students were given a post-test. The researcher found out the result of the students' post-test based on the scoring of vocabulary after given the treatment watching English movie through streaming which were analyzed. The post-test score was shown in table 4.4 below.

Table 4.5

The Students' classification Score in Post-test

No.	Name	Post-Test of the Respondents		Classification
		Max. Score	Student's Score	
1	DSS	100	76	Good
2	WEK	100	88	Very Good
3	PDO	100	93	Very Good
4	KRN	100	76	Good
5	ASF	100	88	Very Good
6	TWD	100	54	Poor
7	ASR	100	71	Good
8	LTS	100	88	Very Good

9	PNO	100	93	Very Good
10	RAT	100	76	Good
11	TDP	100	64	Fair
12	LLA	100	76	Good
13	AMS	100	71	Good
14	QRA	100	93	Very Good
15	WPS	100	65	Fair
16	KRA	100	88	Very Good
17	UUF	100	59	Fair
18	MDK	100	93	Very Good
19	NNA	100	93	Very Good
20	IGS	100	71	Good
21	HAS	100	71	Good
22	DSN	100	81	Very Good
23	NSA	100	88	Very Good
24	AMR	100	93	Very Good
25	EAW	100	65	Fair
26	NAD	100	76	Good
27	AFC	100	65	Fair
28	SBH	100	93	Very Good
29	AYS	100	88	Very Good
30	LND	100	71	Good

As the value table above, the researcher used Abduch (2019: 44) in calculated the post-test value of each student. The researcher showed the calculated by taking 'DSS' score to saw the result after given by the treatment.

Formula :

$$Ni = \frac{a_i}{c} \times b$$

$$\text{Value of each question} = \frac{\text{Acquisition score}}{\text{Maximum score}} \times \text{weights}$$

Table 4.6**Post-test Scores Calculation**

No.	Weight	Maximum Score	Acquisition Score	Acquisition Value
1.	20	3	$\frac{2}{3} \times 20$	13
2.	10	2	$\frac{2}{2} \times 10$	10
3.	25	2	$\frac{2}{2} \times 25$	25
4.	10	2	$\frac{2}{2} \times 10$	5
5.	35	2	$\frac{1}{2} \times 35$	18
Total				76

For the 'DSS' post-test score, in the first question she got a score of $\frac{2}{3}$, in the second question she got a score of $\frac{2}{2}$, in the third question she got a score of $\frac{2}{2}$, in the fourth question she got a score of $\frac{2}{2}$, and in the fifth question she got a score of $\frac{1}{2}$. And after multiplied by the weight score, 'DSS' got 76 as the final score, which was categorized as 'Good' and got higher score than pre-test. And that's how the researcher calculated the post-test score from one of the students.

The table above showed that the result of students' vocabulary mastery score after given treatment through watching English movie streaming. 14 students in 'Very Good' classification; 10 students in 'Good' classification; 5 students in 'Fair' classification; 1 students in 'Poor' classification; and no

students in ‘Very Poor’ classification. It had shown that the most of students’ ability in vocabulary post-test was high.

For calculated the mean of the post-test, the overall score of students was added up and then divided by the number of students. The following is the formula for calculating the mean:

$$= \frac{\text{total score}}{\text{total rater}}$$

$$= \frac{2.227}{30}$$

$$= 74.2$$

So the mean of the post-test is 74.2.

B. Testing Hypothesis

1. Examining the Statistical Hypothesis

H_a : There was the significance effect of watching English movie streaming through students’ vocabulary skill.

Table 4.7
Hypothesis

		Paired Differences				t	df	Significance (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETEST - POSTTEST	57,2 74,2	11.543	2.108	-26.010	-17.390	-10.296	29	.000

After measuring the data above by using t-test formula, it showed that the Significance is 0.00, which one is accepted is below 0.05. So, it can be concluded that $0.00 < 0.05$, the fact hypothesis H_a was accepted.

C. Research Findings

Improvement of vocabulary mastery can be done by used English movies. By getting used to watching English movie have a significant effect in increasing vocabulary mastery. Through the Pre-test and Post-test of vocabulary essays on students, they got developed results after doing the treatment of watching English movie through streaming.

1. Vocabulary Skill of ESP Students

Based on the result, there was a significant relation between watching English movie through streaming to students' vocabulary skill. It is proved by the value of Pre-test that showed most of students are low in vocabulary skill, but in the Post-test showed most of the students got the development.

2. Watching English Movie through Streaming

Watching movies is a form of entertainment. But we must know that we can learn English by watching movies. We can increase our vocabulary by watching movies regularly. Vocabulary becomes familiar to us because we hear it so often and use it in our daily activities. Watching movies is also a technique for providing material based on our intelligence, our auditory and visual intelligence. With these benefits, watching movies is a way to enrich our vocabulary. Whenever learners encounter and attempt to use a new language, they need to learn vocabulary. However, learning a language poses

some problems. Many students find vocabulary learning a boring activity, so teachers need to keep looking for ways to make vocabulary learning easier and more fun. Therefore, teachers should use appropriate techniques and media.

3. Effect of Vocabulary Skill towards ESP Students through Watching English Movie Streaming

The t-test results showed that Sig. is $0.00 < 0.05$. It could be concluded that the hypothesis has been proven that there was the significance effect of vocabulary skill towards ESP students through watching English movie streaming.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis, there were some conclusion that could be described as follows:

1. Based on the result of the pre-test and post-test the researcher found there was a significant effect of vocabulary skill towards ESP Students in using media watching English movie streaming, which is proven from the result of the test that most of the students had development. The hypothesis showed that the t-test is $0.00 < 0.05$, which means that H_a was accepted.
2. The problem faced by the students is that they find it difficult to write sentence structures into perfect sentences. They tend to use the first verb instead of the word that should turn into the second or third verb. Most of the ESP students after being given directions about the Part of Speech material had quiet good results, although less of them still did not understand. The results of students who were taught using the media watching English movie streaming were higher than before they used the media. Their vocabulary skills also increased from watching English movie repeatedly. Therefore, it means that there is a significant effect in using media from watching English movie streaming on the vocabulary skills of ESP students.

B. Suggestion

1. English teachers can apply the media of watching English movies, whether streaming or not, as direct learning media or as homework.
2. Teachers can more easily organize and more enjoyable instructional techniques in teaching English.
3. Students are expected to be able to use the media of watching English movies to improve English skills both in terms of writing, reading, listening and speaking abilities.
4. Researchers are encouraged to use these findings as a source of information for further research and,
5. It is also suggested to the school management to encourage teachers to improve their teaching skills. Not only by using the media of watching English movies but also other techniques that are believed to be able to provide a better understanding for students in their efforts to mastering English.

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LIST OF APPENDICES

Pre-Test

Name : Salbiah

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).

Answer:

13
Twilight movie. This movie description about relationship between human and vampire. The human namely Bella swan and the vampire namely Edward Cullen. They love each other at the first sight. Bella first don't know that edward is a vampire, so it be difficult when she know about it. All edward family is vampire too, but they are accept bella because bella is edward girlfriend. But when they playin baseball in the yard, they meet bad vampire who want to drink bella blood. So edward family try to protect bella, but bella caught in a trap that bad vampire did. Bella bitten by poison and edward try to help bella. Finally, bella is safe and he got injured in her feet, but they get happy ending.

2. Explain two characters that you like from that movie.

Answer:

5
- Bella swan, she is beautiful and kind to someone.
- Edward cullen, he is handsome.

3. What message that can be taken from that movie?

Answer:

25
The message that can be taken from the film is that love relationship cannot be separated by anyone. And love does not se any race.

4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).

Answer:

Verb: Run, Catch, and Jump.
Noun, blood, sword, wolf.
Pronoun : I, you, we

5. "*Johnny said to me that he hates dinosaurs a minute ago!*"

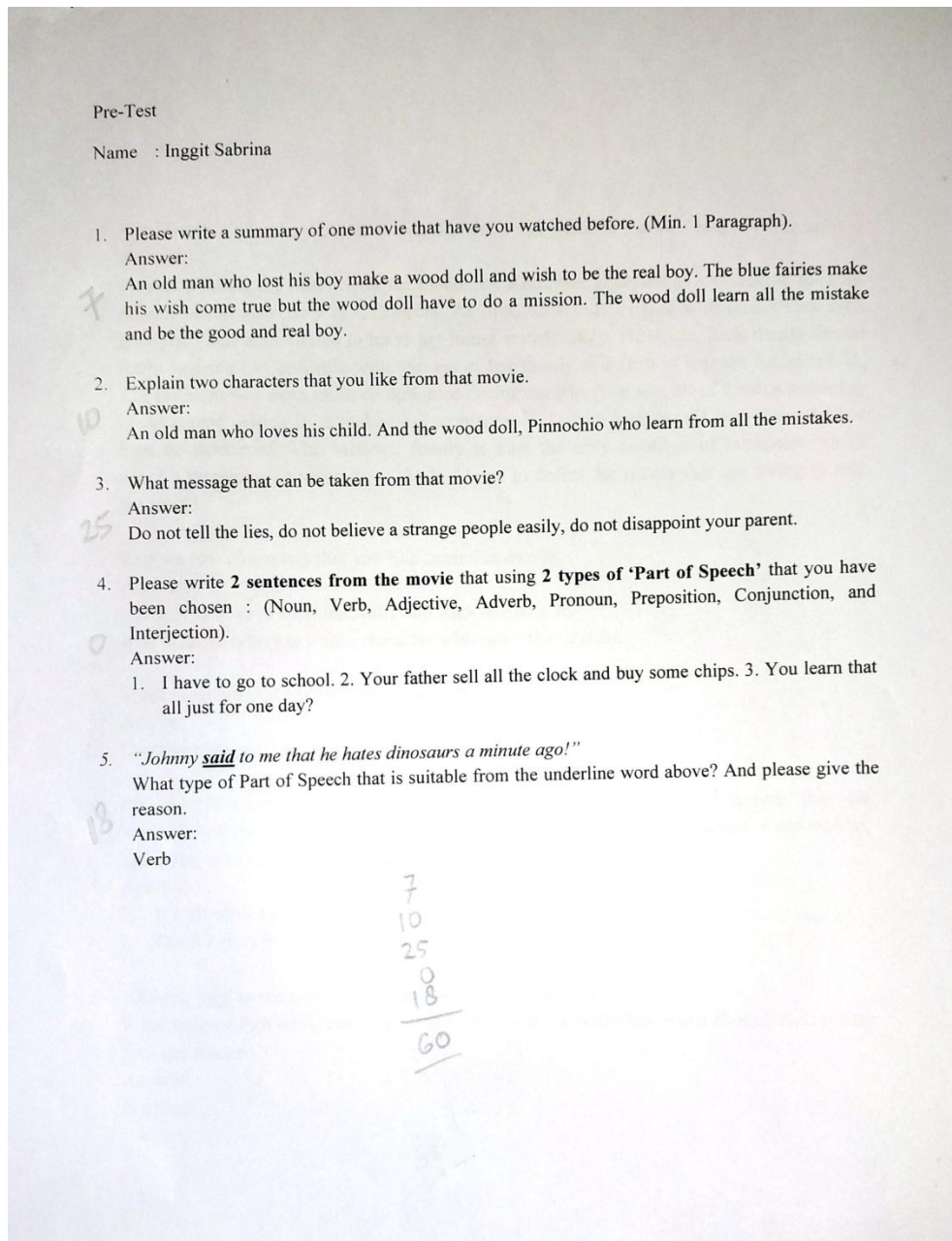
What type of Part of Speech that is suitable from the underline word above? And please give the reason.

Answer:

Verb

13
5
25
0
18
61

Appendix 1. Vocabulary Test (Pre-test) of Students A



Appendix 2. Vocabulary Test (Pre-test) of Students B

Pre-Test

Name : Anna Mardia Ritonga

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).

Answer:

13 Jurassic World Dominion is a movie that continues the story of dinosaurs created through genetic engineering and living in the present. It raises the story from the previous series. Humans now engage in increasingly sophisticated scientific techniques, to the point where they are really endangering human safety. The results of a research experiment in genetic engineering revealed in Jurassic World Dominion are the beginning of the end for humans.

2. Explain two characters that you like from that movie.

Answer:

10 Bryce Dallas as Claire is the female lead. She is good at using technology in the laboratory. Chris Pratt as Owen Grady is the male lead. He can make a friend and control all the dinosaurs.

3. What message that can be taken from that movie?

Answer:

25 Don't be greedy and mean to living things.

4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).

Answer:

5 Is that a dinosaur (on) your shoulder : conjunction

5. "Johnny said to me that he hates dinosaurs a minute ago!"
What type of Part of Speech that is suitable from the underline word above? And please give the reason.

Answer:

35 Verb. Because show the action of the subject.

13
10
25
5
35
88

Appendix 3. Vocabulary Test (Pre-test) of Students C

Pre-Test

Name : M. David Kurniawan

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).

Answer:

13 Frozen, it is a movie about two girl with different mind. Elsa has a power that her sister no have. One day her sister Anna fall in love with someone. But Elsa not like that someone. Then Anna angry, and Elsa out her power make every one afraid to her. So she go to a far place and left her sister. But her sister want find her. And Anna meet a boy name Kristof, and in her adventure, they love each other. And in the last, the someone before Anna love is a bad guy. He want to kill Elsa to get her rich. After long adventure, the bad guy get his judge, and Elsa, Anna, Kristof, and other people happy.
2. Explain two characters that you like from that movie.

Answer:

10 Elsa: is a good girl with a ice power.
Anna: is a girl who want to find her love.
3. What message that can be taken from that movie?

Answer:

25 Be yourself.
4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).

Answer:

0 Verb: Do you want to build a snowman?
Noun: Elsa, please don't go
5. "Johnny said to me that he hates dinosaurs a minute ago!"

What type of Part of Speech that is suitable from the underline word above? And please give the reason.

Answer:

35 Verb. Because it is an action word.

13
10
25
0
25
83

Appendix 4. Vocabulary Test (Pre-test) of Students D

Pre-Test

Name : Neni Aprilia

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).

Answer:

13 Spider-Man a.k.a Peter Parker was slandered as the mastermind behind Mysterio's murder. Because of this, Parker no longer has privacy. His house has always been the object of public and media scrutiny. These conditions make Peter Parker cornerd. Indirectly, these rumors also affect Peter's relationship with MJ who is only the age of corn. Peter Parker fidgets and open the door to the universe. Unable to with stand the ridicule alone, Parker began to look for ideas to be able to straighten out the unpleasant rumors that developed. He went to Doctor Strange to make people forget that he is Spider-Man.

2. Explain two characters that you like from that movie.

Answer:

10 In the film I like the spiderman, especially in that film, Spiderman is gathered from univrs. I like the three Spiderman characters because they are funny, innocent and humble. And in the film I like MJ too because she is so loyal to Peter.

3. What message that can be taken from that movie?

Answer:

25 The importance of not being selfish and doing whatever we want without seeing the side effects

4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).

Answer:

5 His house has always been the object of public (and) media scrutiny. : Conjunction

5. "Johnny said to me that he hates dinosaurs a minute ago!"

What type of Part of Speech that is suitable from the underline word above? And please give the reason.

Answer:

18 Verb

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10
25
5
18
—
71

Appendix 5. Vocabulary Test (Pre-test) of Students E

Post-Test

Name : Salbiah

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).
 Answer:
 The Mitchells vs The Machines. This movie is tell about Katie and her father Rick that don't have nothing in common in liking something. They fight and Rick accidentally breaks Katie's laptop. The next day Katie was very excited because she was going to her dream campus. But Rick ruins her plan because Rick and the Mitchells are going to drive Katie overland. Katie was so annoyed and during the trip she ignored Rick who wanted to make them have fun. But Rick is disappointed because Katie is not the same as she used to be when she was little. They visit a shop where suddenly they get a robot attack that wants to kill them. Everyone was running and if they were caught, they would be put in a cage. Everything happened because of the evil pal who wants to rule the world from humans. The Mitchell family, who are fully prepared, manage to escape the attacks and pursuit of the robots. They also encounter two broken robots that become kinder. It was the two robots that directed them to attack the evil pal. Finally, they succeeded in defeating the evil pal and the Mitchell family continued their journey and made it to their dream campus.

13

2. Explain two characters that you like from that movie.
 Answer:
 Linda mitchell, she is supportive character and also stronger.
 Aaron mitchell, he is cute and also funny, because he is shy when meet his girl friend.

10

3. What message that can be taken from that movie?
 Answer:
 The message that can be taken from the movie is that the relationship between family members is most important.

25

4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).
 Answer:
 He is got his own (weird) interest = adjective
 My mom say she (believe) in me = verb

10

5. "Johnny said to me that he hates dinosaurs a minute ago!"
 What type of Part of Speech that is suitable from the underline word above? And please give the reason.
 Answer:
 Verb = because said is second word from say

35

13
10
25
10
35
93

Appendix 6. Vocabulary Test (Post-test) of Students A

Post-Test

Name : Inggrit Sabrina

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).
 Answer:
 I watch a movie the Mitchell vs the machines. Katie was accepted as a student in the film department at university in California. At first, Rick didn't agree with this, which then annoyed Katie and wanted to leave her house immediately. However, Rick finally forced Katie to drive to California with the rest of her family as a firm of support for her child. The problem was even more complicated during the trip. You see, all of sudden a number of AI robots owned by a technology company locked up humans all over the world to then be destroyed. The Mitchell family is also the only survivor of humanity which doesn't immediately make them the last hope to defeat the robots that are trying to rule the world.

2. Explain two characters that you like from that movie.
 Answer:
 Linda who always supports Katie and Rick to make up.
 And Monchi who has a cute character who can't see straight.

3. What message that can be taken from that movie?
 Answer:
 Use technology wisely

4. Please write 2 sentences from the movie that using 2 types of 'Part of Speech' that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).
 Answer:
 1. We all want to be the (perfect) family => adjective
 2. Thanks (for) being the best mom in the world => for

5. "Johnny said to me that he hates dinosaurs a minute ago!"
 What type of Part of Speech that is suitable from the underline word above? And please give the reason.
 Answer:
 Is a verb

13
10
25
5
18
71

Appendix 7. Vocabulary Test (Post-test) of Students B

13
10
25
10
35
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93

Post-Test

Name : Anna Mardia Ritonga

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).
 Answer:
 13 The Mitchells vs The Machines film tells about a family that struggles to save the world from robot attacks. The story opens from a girl named Katie Mitchell. He was accepted at film school. Katie has a dream, she wants to meet people who are similar to her. The father realized this instead he insisted on taking Katie to the film school. Katie's father took the initiative to go take his son with the whole family. However the journey to the school was not easy, suddenly a group of rebel robots came. These robots have a mission to catch all humans on earth. The goal of saving the world and protecting each other's families is the main problem of this film.
2. Explain two characters that you like from that movie.
 Answer:
 10 Aaron is the last child in the Mitchell family and he is so funny whenever he try to deny something like he not telling the truth when he is crush on a girl neighbour.
 Linda is the mother in the Mitchell family and she is so scary when she angry, but because of her angry she become a fighter.
3. What message that can be taken from that movie?
 Answer:
 25 Support what your child dreams of, because of that she can develop more better
4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).
 Answer:
 10
 > The Mitchells have always been weird (and) that's what makes us great! = conjunction
 > Do (you) have a credit card? = pronoun
5. "Johnny said to me that he hates dinosaurs a minute ago!"
 What type of Part of Speech that is suitable from the underline word above? And please give the reason.
 Answer:
 35
 It is a verb because it is show the action of the subject

Appendix 8. Vocabulary Test (Post-test) of Students C

13
10
25
10
35
93

Post-Test

Name : M. David Kurniawan

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).
Answer:
Katie lives with her father, mother and younger brother names Aaron. Katie has a hobby of cinematography. He liked making films since he was still in school. Sadly, her father never appreciated Katie's work. Katie's father is a cold person. His father was also stubborn in imposing his will on Katie and Aaron. Aaron, Katie's younger brother is just as weird as Katie. Aaron loves dinosaurs but none of his friends share the same passion. Meanwhile, the mother always tries to unite the differences on other family members, even if it doesn't work.

2. Explain two characters that you like from that movie.
Answer:
- The father who actually loves his family but is ashamed to show it. Trying to create a home atmosphere without gadgets but instead keeps them away from their children.
- Michelle, this character development shows the reality of a child's life. Addicted to gadgets, tries to stay away from her family but then realizes that actually she is just ashamed to admit that she loves her family.

3. What message that can be taken from that movie?
Answer:
The lesson that we can take from the movie is take your time for family, no matter how busy you are. Family will always be there for you, sacrifice for you and will always give the best for you.

4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).
Answer:
- Pronoun = (I) finally get to meet my people
- Conjunction = I hate dinosaurs (and) I hate you

5. "Johnny said to me that he hates dinosaurs a minute ago!"
What type of Part of Speech that is suitable from the underline word above? And please give the reason.
Answer:
Verb, because it is an action word

Appendix 9. Vocabulary Test (Post-test) of Students D

13
10
25
10
35
93

Post-Test

Name : Neni Aprilia

1. Please write a summary of one movie that have you watched before. (Min. 1 Paragraph).
 Answer:
 The Mitchells vs. The Machine is a story which tell about a girl namely Katie who really like technology. But it's different from his father, Rick, who is very anti-technology. Once upon a time the Mitchell family made a long trip to take Katie to her dream campus. However, on the way, they met many robots that attacked them. It turns out that AI PAL technology was stolen by an evil system that makes all the technology in the world want to destroy humanity. Luckily the Mitchell family managed to escape the attack. Katie who understands the technology system tries to stop the evil plan. And Rick, Linda, Aaron also helped out. But on the bright side, Katie and Rick finally resolved the misunderstanding between them, and they finally understood each other. In the end, the Mitchell family managed to attack the evil technology system that was in the cellphone by throwing it into the water. The system exploded and the robots and technology returned to normal.

2. Explain two characters that you like from that movie.
 Answer:
 - Aaron, because she is the one who are really funny and cute
 - Linda, because she is a strong mother and always tried to solve the problem between her daughter and her husband

3. What message that can be taken from that movie?
 Answer:
 The message that i can take is that there are nothing important except family

4. Please write **2 sentences from the movie** that using **2 types of 'Part of Speech'** that you have been chosen : (Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection).
 Answer:
 - I know (you) can do this = pronoun
 - This is the (best) day of my life! = adjective

5. "Johnny **said** to me that he hates dinosaurs a minute ago!"
 What type of Part of Speech that is suitable from the underline word above? And please give the reason.
 Answer:
 Verb. Because it's already did before.

Appendix 10. Vocabulary Test (Post-test) of Students E




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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

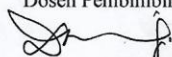
Nama Mahasiswa : Latifah
 NPM : 1702050009
 Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Watching English Movie Streaming toward Students' Vocabulary Skill	30 Maret '21 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

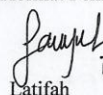
Medan, Maret 2021

Disetujui oleh
 Dosen Pembimbing



Dewi Juni Artha, S.S., M.S

Hormat Pemohon



Latifah



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 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Latifah
 NPM : 1702050009
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 136 SKS

IPK = 3,52

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
<i>30/3/2021</i>	The Effect of Watching English Movie Streaming toward Students' Vocabulary Skill	<i>AS/1/21</i>
	An Analysis of Idiomatic Expression in Wreck It Ralph Movie Script	
	The Translation of Using Metaphors in Tinkerbell Movie	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Maret 2021
 Hormat Pemohon,

Latifah



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238

Form K-2

Kepada Yth : Bapak Ketua & Sekretaris

Program Studi Pendidikan Bahasa Inggris

FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini;

Nama Mahasiswa : Latifah

NPM : 1702050009

Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Watching English Movie Streaming toward Students' Vocabulary Skill

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dewi Juni Artha, S.S., M.S. Acc 07/04-2021

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya aats perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Maret 2021

Hormat Pemohon,

Latifah

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Nomor : 889/II.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Latifah
N P M : 1702050009
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Watching English Movie Streaming Towrd Students' Vocabulary Skill.

Pembimbing : Dewi Juni Artha, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 6 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dikeluarkan pada Tanggal :
Medan, 23 Sya'ban 1442 H
06 April 2021 M

Dekan

Prof. Dr. H. Elfranto Nst, S.Pd, M.Pd.
NIDN 0191057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



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 Website : <https://fkip.umsu.ac.id/> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog Studi : Pendidikan Bahasa Inggris
 Nama : Latifah
 NPM : 1702050009
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The effect of Watching English Movie Streaming Toward Students' Vocabulary Skill

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
30 - 3 - 2021	ACC Judul	
11 - 8 - 2021	Chapter I	
-	1. Background of the study	
	2. Identification of the problem	
	3. Objective of study	
	4. Signification of the study	
13 - 10 - 2021	Chapter II	
	1. Theoretical of framework	
	2. Conceptual framework	
8 - 11 - 2021	Chapter III	
	1. Research Design	
	2. Instrument of research	
	3. Technique of data analysis	
9 - 4 - 2022	ACC sempro	

Medan, 12 April 2022

Diketahui oleh
 Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Dewi Juni Artha, S.S., M.S



MAJELIS PENDIDIKAN TINGGI
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 16 Bulan April Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Latifah
 N.P.M : 1702050009
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Watching English Movie Streaming Toward Students' Vocabulary Skill

No	Masukan dan Saran
Judul	fix the title of the research proposal
Bab I	fix the background of the study, the formulation of the problem, and the objective of the study
Bab II	Adding definition of vocabulary skill, adding the definition of ESP, and change the relevant study
Bab III	change the sample of research
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Alfitriani Siregar, S.Pd, M.Ed)

Dosen Pembahas

(Dewi Juni Artha, S.S, M.Hum)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



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 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Latifah
 NPM : 1702050009
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Sabtu
 Tanggal : 16 April 2022
 Dengan Judul Proposal : The Effect Of Vocabulary Skill Towards ESP Students' Through Watching English Movie Streaming

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di : Medan
 Pada Tanggal : 25 Agustus 2022

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

Appendix 17. Surat Keterangan Seminar Proposal



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Latifah
NPM : 1702050009
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect Of Vocabulary Skill Towards ESP Students' Through Watching English Movie Streaming

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Pimman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Dewi Juni Arta, S.S., M.S



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Latifah
NPM : 1702050009
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagaimana tercantum dibawah ini:

The Effect of Watching English Movie Streaming Towards Students' Vocabulary Skill

Menjadi:

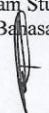
The Effect of Vocabulary Skill Towards ESP Students' Through Watching English Movie Streaming

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Agustus 2022

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

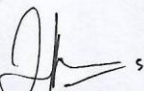

Pirman Ginting, S.Pd, M.Hum

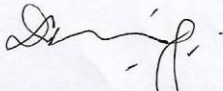

Latifah

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing


Alftriani Siregar, S.Pd. M.Ed


Dewi Juni Artha, S.S., M.Hum

Medan, Agustus 2022

H a l : Permohonan Riset

Kepada Yth, Ibu Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
di
Tempat

Bismillahirrahmanirrahim
Assalamualaikum Wr. Wb.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka mohon kepada Ibu memberi izin kepada saya untuk melakukan penelitian/riset di Fakultas yang Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Latifah
N.P.M : 1702050009
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Vocabulary Skill Towards ESP Students' Through Watching English Movie Streaming

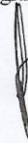
Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin

Mahasiswa



Latifah

Ketua Program Studi



Pirman Ginting, S.Pd., M.Hum.

Pertinggal



UMSU
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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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 Website: <http://www.ummu.ac.id> E-mail: info@ummu.ac.id
 Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

SURAT IZIN RISET
 Nomor: 1770/SI/IL3-AU/UMSU-02/D/2022

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 12 Agustus s.d 12 September 2022 kepada :

Nama : Latifah
 NIDN : 1702050009
 Program Studi : Pendidikan Bahasa Inggris
 Judul : The Effect of Vocabulary Skill Towards ESP Students' Through Watching English Movie Streaming.

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 25 Agustus 2022





Dfa'atun Swasti Yurnita, M Pd

Cc Peringgal



Appendix 21. Surat Izin Riset



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
 Saya yang bertandatangan di bawah ini :

Nama Mahasiswa : Latifah
 NPM : 1702050009
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Effect of Vocabulary Skill towards ESP Students'
 Through Watching English Movie Streaming

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2023

Hormat saya,
 Yang membuat pernyataan



(Latifah)

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.



MAJELIS PENDIDIKAN TINGGI
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Latifah
 NPM : 1702050009
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Vocabulary Skill Towards ESP Students' Through Watching English Movie Streaming

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17 Januari 2023	Chapter I, Chapter III, Chapter IV	
22 Februari 2023	Chapter III, Chapter IV	
08 Maret 2023	Chapter III, Chapter IV	
20 Juli 2023	Abstract, change the sentences into past tense	
26 Juli 2023		ACC

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Medan, July 2023

Dosen Pembimbing

Dewi Juni Artha, S.S., M.Hum.



UMSU
Unggul | Cerdas | Terampil

Bila menjabar surat ini, agar disebutkan nomor dan tanggalnya.

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
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SURAT KETERANGAN

Nomor :1686/KET/IL3-AU/UMSU-P/M/2021

(Handwritten signature)

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Latifah
NPM : 1702050009
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 07 Shafar 1443 H.
14 September 2021 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

Appendix 24. Surat Keterangan Bebas Pustaka

CURRICULUM VITAE

PERSONAL IDENTITY

Name : Latifah Daulay
Gender : Female
Place/Date of Birth : Jeddah/July 30th 1999
Nationality : Indonesia
Status : Single
Religion : Islam
Address : Jl. Kpt M Jamil Lubis No.130
Phone Number : 0838-9198-9590
E-mail : latifahdaulay94@gmail.com

PARENTS' DATA

Father's Name : Abdul Khalid Daulay
Mother's Name : Hamidah Nasution
Address : Jl. Kpt M Jamil Lubis No.130

EDUCATIONAL BACKGROUND

2004 – 2005 : TK Sekolah Indonesia Jeddah
2005 – 2011 : SD Negeri Madong Lubis 060853
2011 – 2014 : SMP Swasta Al-Hidayah Medan
2014 – 2017 : SMA Swasta Al-Hidayah Medan
2017 – 2023 : Universitas Muhammadiyah Sumatera Utara