**The Use of Folktale Movie in Improving Students’ Grammar Mastery at SMAN 1 Maros**

Abdul Mundzir

Haryanto

Kisman Salija

*abdul.mundzir@gmail.com*

*State University of Makassar, Indonesia*

**ABSTRACT**

The objectives of this research are (1) to find out whether the use of folktale movie is effective to improve students’ grammar mastery or not, (2) to examine the students’ attitude towards the use of folktale movie as media in English teaching. This research employed descriptive quantitative method. The populations of this research were the students of the second grade of SMAN 1 Maros of South Sulawesi. There were twenty respondents of experimental group and twenty respondents of control group as well who participated in this research. All subjects and the respondents were selected through cluster random sampling. The experimental group was treated by using folktale movie as teaching media, while the control group was treated by using conventional method as teaching media or without folktale movie. The data of this research was collected by employing pretest, posttest, assignment, and questionnaire. The gained data was analyzed with SPSS version 17.0.The result of the data analysis showed that there was a significant difference between the students’ mean scores who were taught by using folktale movie and without folktale movie. It was proved by the mean scores of the experimental group which were higher than the control group in the post-test of parts of speech, tenses simple past, and past continuous (94.20 > 79.40) and (70.80 > 58.70). The scores of probability value (significant 2-tailed) were lower than the level of significance (0.000 < 0.05) and (0.003 < 0.05). In other words, H1 was accepted and H0 was rejected. The majority of the students (60 percent) responded “positive” to the use of folktale movie as teaching media in the classroom. Their responses to the questionnaire statement indicated that they appreciated the use of folktale movie as teaching media in the class and liked it to be applied in the classroom. It can be concluded that the use of folktale movie as a teaching method was effective to be implemented in class.

Keywords: the use of folktale movie, students’ grammar mastery

**INTRODUCTION**

When we start communicating one another in social interaction, we need to convey our messages as clear as possible. Generally, we believe that every language has its own rules which might be different from other languages. In English, there are three components and two of them take very important roles to establish a good communication, they are vocabulary and grammar. Those two elements work together. Vocabulary in communication works as foundation or modal to build sentences, yet grammar organizes every word based on its functions and positions in correct sentences. Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed (Tornbury, 2002).

Indonesian students who study English as a foreign language can be helped by assigning them with a number of films within themes relating to materials. This will broaden and facilitate their understanding of the words. However, English has a wide variety of vocabulary and grammar, some materials from vocabulary and grammar are likely to be very essential for students such as word classes and tenses. Students need a skill or understanding about how to determine words such as noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection based on their functions and positions, for instance the word class adjective gives limitation to subject (noun) *beautiful girl*. While tenses generally help students to express a particular time and condition. In verbal sentence for example students can learn the transformation of verb based on the time expressions, as it turned out the students can understand forms of time and communicate effectively and conditionally.

Designing an interesting teaching method for students in order to create a good atmosphere in the classroom activities and easily achieve the learning goals is very necessary. Hence, the teachers should facilitate the students very well, they must know how to design a good learning setting starting from the materials, facilities, and aids because many of the students are not quite interested in learning English, they think English is one of the difficult subjects.

Therefore, to encounter the problem, the design of interesting teaching methods is one of the important attentions especially in creating new and innovative teaching and learning experiences. Teachers should know how to trigger and build students’ interest, and how to design easily understandable materials. For that matter, Mejia (1997) suggests that the teacher can enrich students’ vocabulary through English movie, radio, recorder, television, and so on.

Concerning the matter above, the researcher tries to conduct research in teaching vocabulary and grammar in this case word classes and simple past tense by using one of the visual media that is folktale movie. The researcher believes that there are many benefits we can get through watching movie. For pleasure, watching movie can make audiences enjoyable, moreover if we understand the story of the movie. Also, it gives certain feelings to the audiences, through watching movie they can feel feelings and emotion for instance sadness, happiness, romance, and so on. For knowledge, students directly can learn words, pronunciation, intonation, and how to construct a sentence correctly, as a result this then can upgrade students’ writing skill. Movie can be used to be supplement and to enrich classroom teaching in many ways (Mejia, 1997).

**LITERATURE REVIEW**

**Definition of movie**

Shoback in Junaid (2004:7) stated that when we speak of movie as an object of study, we are speaking of many things. Movie is a term we use to describe a particular material and medium communication that has certain specific properties governed by certain physical laws. Movie is also the term use to describe both a single work and entire body of work through the material and in the medium. Movie is not only its material and medium, but also their use to produce particular communicative text that formulate particular fields of symbolic meaning and effects, and meet particular sets of criteria that give them particular value.

**Definition of vocabulary**

Vocabulary can also be defined as the words we teach in the foreign language. Sathl (2005:95) states that vocabulary knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Richard and Renandya (2002) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. While Hornby (1995: 1331) in Advance Learners Dictionary of Current English states that vocabulary is: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning foreign language.

## Definition of interest

Interest is mentally condition of someone that produces a response to particular situation an object that gives pleasure as well as satisfaction. Interest usually refers to an activity that a person refers to engage in, would not avoid and would choose in preference to many others activities. Interest also refers to the kinds of thing we appreciate and enjoy (Evan and Murdof in Masna, 2003: 5).

Good (1959: 259) gave definition of interest is a subjective-objective aptitude concern or condition involving a perception or an idea in attention and combination of a feeling consciousness may temporary or permanent, based on active curiosity, conditioned by experience. Interest is a positive attitude towards something that we really like and enjoy.

Meanwhile, Robert in Mulawanty (2011: 9) said that interest is response of liking or disliking. It is present when we are aware of an object or when we are aware of our disposition towards the object we like, the object we prepare to react to.

Based on some definition above, the researcher can conclude that interest is a feeling of wanting to know or learn about something where someone have positive attitude towards his or her favorite.

**Definition of teaching**

Shulman (1987:7) described teaching as a series of activities during which the students are provided specific instruction and opportunities for learning, though the learning itself ultimately remains the responsibility of the students. Furthermore, he explained that, teaching necessarily begins with a teachers’ understanding of what is to be learnt and how it is to be taught. The teaching ends with a new comprehension by both teacher and students. This view about teaching meets with the description of teaching from Elbow (1968:187) that mentioned teaching as the process of producing understanding. From these two definitions, there is one similarity in main purpose of education found that comprehension or understanding becomes the primary target in the learning process.

**Definition of attitude**

Kotelnikov (2010) states that attitude is the established ways of responding to people and situations that we have learned, based on the beliefs, values and assumptions we hold. Attitudes become manifest through our behavior. Morgan (in Wahyudi, 2009) argues that attitude is a tendency to respond positively (favorably) or negatively (unfavorably) to certain objects, person, or situations. The definition above indicates that attitude is directed to certain objects. It can emerge in positive or negative form. The definition also gives indication that attitudes refer to the process of action, the readiness to respond to a certain whether people like or dislike. The process can influence individuals’ behaviors and determined by how individual evaluates the present objects.

**METHODOLOGY**

This The writer applied quasi experimental method with non-equivalent control group design because the population consisted of six groups and therefore were to randomized as the samples in this research.

The researcher used two groups, one received treatment (teaching by using folktale movie) and the control group did not receive the same treatment instead the students of the control group were taught conventionally through speech method. Both groups were given pre-test and post-test. The pre-test was given to find out the prior knowledge and capability of the students while the post-test was given to find out the effectiveness of teaching grammar through folktale movie. The design was formulated as follows:

EG O1 x1 O2

CG O1 x2 O2

Figure 3.1. research design

Where :

EG = Experimental group

CG = Control group

O1 = pre-test

O2 = post-test

X1 = treatment using the folktale movie

X2 = treatment with non folktale movie

(Gay et al, 2006: 259)

**FINDINGS AND** **DISCUSSION**

**Findings**

This chapter deals with the finding and discussion. The finding consists of the data obtained from achievement test to know the students’ achievement after being taught the materials of vocabulary and grammar by improving students’ vocabulary and grammar mastery through the folktale movie. Therefore, finding also consists of the data obtained from questionnaire to see students’ interest toward the study of vocabulary and grammar by using folktale movie in both experimental group and control group. The discussion deals with the description and interpretation of finding in the research. The findings that researcher reported in this chapter were based on the analysis of the data collected.

1. **Students’ Achievement on Vocabulary and Grammar Mastery**

a. Scoring Classification of Students’ Pretest

Before conducting the treatment, the researcher gave a pretest to know the prior knowledge of the students on grammar mastery. After giving the treatment, the students got the posttest. The pretest and posttest were compared to know the students’ grammar mastery. The frequency and percentage of the students were firstly tabulated. Then, the researcher determined the students’ score of grammar of parts of speech and tenses simple past and past continuous of the experimental class and control class of the second grade students of SMAN 1 Maros, South Sulawesi as revealed in tables 4.1 and 4.2.

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Table 4.1 The rate percentage of students’ score of pretest of parts of speech

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Classification | Score | Experimental Group | | Control Group | |
| Frequency | Percent | Frequency | Percent |
| Excellent | 96 - 100 | 0 | 0 | 0 | 0 |
| Very Good | 86 - 95 | 0 | 0 | 0 | 0 |
| Good | 76 – 85 | 7 | 35 | 3 | 15 |
| Fairly Good | 66 – 75 | 7 | 35 | 12 | 60 |
| Fair | 56 – 65 | 2 | 10 | 3 | 15 |
| Poor | 36 – 55 | 3 | 15 | 2 | 10 |
| Very Poor | 0 – 35 | 1 | 5 | 0 | 0 |
|  |  | 20 | 100 | 20 | 100 |

Table 4.2 The rate percentage of students’ score of pretest of tenses simple past and past continuous

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Classification | Score | Experimental Group | | Control Group | |
| Frequency | Percent | Frequency | Percent |
| Excellent | 96 - 100 | 0 | 0 | 0 | 0 |
| Very Good | 86 - 95 | 0 | 0 | 0 | 0 |
| Good | 76 – 85 | 0 | 0 | 0 | 0 |
| Fairly Good | 66 – 75 | 0 | 0 | 2 | 10 |
| Fair | 56 – 65 | 3 | 15 | 1 | 5 |
| Poor | 36 – 55 | 5 | 25 | 10 | 50 |
| Very Poor | 0 – 35 | 12 | 60 | 7 | 35 |
|  |  | 20 | 100 | 20 | 100 |

Based on the both tables, in table 4.1 it is known that the students’ pretest result for experimental group generally were in good and fairly good category, 7 ( 35%) students got good category, 7 (35%) students got fairly good category, 2 (10%) students got fair category, 3 (15%) students got poor category, and 1 (5%) student got very poor category. In control group, the findings indicated that from twenty students, 3 (15%) students got good category, 12 (60%) students got fairly good category, 3 (15%) students got fair category, 2 (10%) students got poor category, and none of the students got very poor category. While in table 4.2, it is known that most of the students of experimental group got very poor category, 3 (15%) students got fair category, 5 (25%) students got poor category, and 12 (60%) students got very poor category. In control group, 2 (10%) students got fairly good category, 1 (5%) student got fair category, 10 (50%) students got poor category, and 7 (35%) students got very poor category.

Most of the students for the pretest got good and fairly good category and only a few of them got fair, poor, and very poor category; it means that before giving the treatment, they have same skill of grammar mastery, they were classified as good and fairly good category. But almost all of the students were poor and very poor in grammar mastery.

b. Scoring Classification of Students’ Posttest

The tables 4.3 and 4.4 show the percentage of students’ posttest of parts of speech and tenses simple past and past continuous. The students who were taught by using folktale movie were different from those who were taught by using conventional method.

Table 4.3 The rate percentage of students’ score of posttest of parts of speech

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Classification | Score | Experimental Group | | Control Group | |
| Frequency | Percent | Frequency | Percent |
| Excellent | 96 - 100 | 11 | 55 | 0 | 0 |
| Very Good | 86 - 95 | 9 | 45 | 5 | 25 |
| Good | 76 – 85 | 0 | 0 | 12 | 60 |
| Fairly Good | 66 – 75 | 0 | 0 | 1 | 5 |
| Fair | 56 – 65 | 0 | 0 | 2 | 10 |
| Poor | 36 – 55 | 0 | 0 | 0 | 0 |
| Very Poor | 0 – 35 | 0 | 0 | 0 | 0 |
|  |  | 20 | 100 | 20 | 100 |

Table 4.4 The rate percentage of students’ score of posttest of tenses simple past and past continuous

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Classification | Score | Experimental Group | | Control Group | |
| Frequency | Percent | Frequency | Percent |
| Excellent | 96 - 100 | 0 | 0 | 0 | 0 |
| Very Good | 86 - 95 | 4 | 20 | 0 | 0 |
| Good | 76 – 85 | 2 | 10 | 2 | 10 |
| Fairly Good | 66 – 75 | 8 | 40 | 4 | 20 |
| Fair | 56 – 65 | 4 | 20 | 3 | 15 |
| Poor | 36 – 55 | 2 | 10 | 11 | 55 |
| Very Poor | 0 – 35 | 0 | 0 | 0 | 0 |
|  |  | 20 | 100 | 20 | 100 |

The table 4.3 indicates that the students’ achievement in experimental group is higher than the students’ achievement in control group, 11 (55%) students got excellent category, 9 (45%) students got very good category. In other hand, in control group, none (0%) of students got excellent category, 5 (25%) students got very good, 12 (60%) students got good category, 1 (5%) student got fairly good category, and 2 (10%) students got fair category. While the table 4.4 also indicates that the students’ achievement in experimental group is higher than the students’ achievement in control group, 4 (20%) students got very good category, 2 (10%) students got good category, 8 (40%) students got fairly good category, 4 (20%) students got fair category, and 2 (10%) students got poor category. In control group, none (0%) of students got very good category, 2 (10%) students got good category, 4 (20%) students got fairly good category, 3 (15%) students got fair category, and 11 (55%) students got poor category. There are more students in experimental group got higher classifications than the number of students in control group. It means that the category in experimental group is better than the category in control group. Therefore, the vocabulary and grammar mastery through folktale movie is more effective than the conventional method.

a. The Mean Score and Standard Deviation of Students’ Pretest

Before treatment, both experimental and control group were given pretest to know the students’ ability in parts of speech and tenses simple past and past continuos. Specifically, the purpose of the test was to find out whether both experimental and control group were at the same level or not. The result of the students’ pretest scores are shown in the table as follow:

Table 4.5 The Mean Score and Standard Deviation of Students’ Pretest of Parts of Speech

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental Group  Control Group | 67.25  67.75 | 16.319  8.961 |

Chart 1. The Mean Score of the Students’ Pretest of Parts of Speech

Table 4.6 The Mean Score and Standard Deviation of the Students’ Pretest of Tenses Simple Past and Past Continuous

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental Group  Control Group | 34.45  40.40 | 17.212  13.701 |

Chart 2. The Mean Score of the Students’ Pretest of Tenses Simple Past and Past Continuous

Table 4.5 and Chart 1 show that the mean score of students’ pretest of parts of speech of control group is 67.75 which is a little higher than the mean score of experimental group that is 67.25 but both mean scores of experimental and control groups are similarly categorized as fairly good classification. Meanwhile, the Table 4.6 and Chart 2 show that the mean score 40.40 of students’ achievement in pretest of tenses simple past and past continuous of the control group is higher than the mean score of experimental group that is 34.45, nevertheless both groups are similarly categorized as poor classification. In the other words, due to the mean scores of the students’ pretest of parts of speech and tenses simple past and past continuous between experimental group and control group were relatively the same, it means that they have the same productivity before they are given a treatment. Gay (2006: 124) states, when variables have equal interval, it is assumed that the difference between a score of 30 and a score of 40 is essential the same. To know the students’ mean score of pretest is difference, we should decide whether it is statistically significant. In order to answer such question, the researcher applies independent sample t-test, the test is analyzed by using SPSS version 17.0.

Table 4.7 The T-test of the Students’ Pretest of Parts of Speech

|  |  |  |
| --- | --- | --- |
| Variable | Probability Value | Asymptotic Significant |
| Pre-test of parts of speech of experimental and control groups | 0.05 | 0.905 |

Table 4.8 The T-test of the Students’ Pretest of Tenses Simple Past and Past Continuous

|  |  |  |
| --- | --- | --- |
| Variable | Probability Value | Asymptotic Significant |
| Pre-test of tenses simple past and past continuous of experimental and control groups | 0.05 | 0.234 |

Based on the statistics test in asymptotic significant (2-tailed) column, in relation to the finding of pretest, both 0.905 and 0.234 are greater than 0.05. This means that H0 is accepted or H1 is rejected on significant level of α 0.05. Those experimental and control group have the same or relatively the same ability in grammar before the treatment. In other words, there is not significant different from pretest of both groups. Since the base level of the students’ pretest was at the same level, the treatment was then conducted to both groups. The experimental group was taught or treated by using folktale movie, while control group was treated by using conventional method.

b. The Mean Score and Standard Deviation of the Students’ Posttest

In this part, the discussion deals with the argument of the differences between the students’ ability in parts of speech and tenses simple past and past contiunous after the treatment or posttest. Since the mean scores of the two groups (experimental and control group) were at the same level, both groups were ready to be treated. The experimental group was taught by the folktale movies, Cinderella and Rapunzel while the control group was taught by using the conventional method. After the treatment, the students of the both groups were given the posttest to find out whether their ability in using parts of speech and tenses simple past and past continuous at the same level or not by using independent sample t-test analyzed with SPSS 17.0. The findings of the posttest are presented in tables 4.9, 5.0.

Table 4.9 The Mean Score and Standard Deviation of the Students’ Posttest of Parts of Speech

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental Group  Control Group | 94.20  79.40 | 3.778  9.202 |

Chart 3. The Mean Score of the Students’ Posttest of Parts of Speech

Table 5.0 The Mean Score and Standard Deviation of the Students’ Posttest of Tenses Simple Past and Past Continuous

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental Group  Control Group | 70.80  58.70 | 12.425  11.277 |

Chart 4. The Mean Score of the Students’ Posttest of Tenses Simple Past and Past Continuous

Based on the tables 4.9 and 5.0 and charts 3 and 4 show that the mean scores of both posttest of parts of speech and tenses simple past and past continuous of experimental group compared to the mean scores of control group are different after the treatment. The mean scores of posttest of parts of speech and tenses simple past and past continuous of the experimental group, 94.20 (mean score of posttest of parts of speech) which is categorized as very good category, 70.80 (mean score of posttest of tenses simple past and past continuous) which is categorized as fairly good category. While the mean scores of posttest of parts of speech and tenses simple past and past continuous of the control group, 79.40 (mean score of posttest of parts of speech) which is categorized as good category, 58.70 (mean score of posttest of tenses simple past and past continuous) which is categorized as fair category. The mean scores were found by applying independent sample t-test analyzed with SPSS version 17.0.

Table 5.1 The T-test of the Students’ Posttest of Parts of Speech

|  |  |  |
| --- | --- | --- |
| Variable | Alpha (α) | Probability Value |
| Post-test of vocabulary of experimental and control groups | 0.05 | 0.000 |

Table 5.2 The T-test of the Students’ Posttest of Tenses Simple Past and Past Continuous

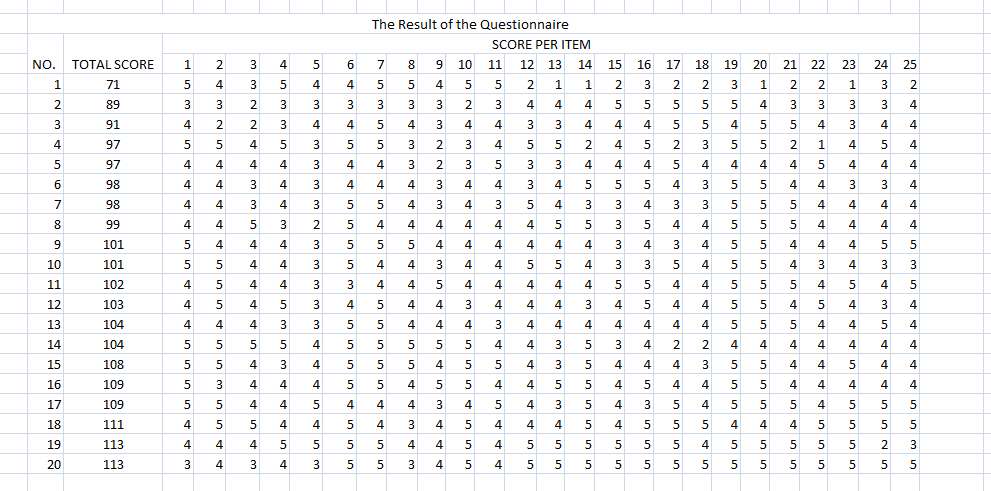
|  |  |  |
| --- | --- | --- |
| Variable | Alpha (α) | Probability Value |
| Post-test of grammar of experimental and control groups | 0.05 | 0.003 |

Based on the statistics test in asymptotic significant (2-tailed) column, in relation to the finding of posttest, both 0.000 and 0.003 are smaller than 0.05. This means that H1 is accepted or H0 is rejected on significant level of α 0.05. It means that the use of folktale movie as a media on learning grammar especially parts of speech and tenses simple past and past continuous was able to give significantly greater contribution than conventional method. It could be stated that the use of the folktale movie could improve the students’ grammar. This as well implies that the use of folktale movie should be taken for granting as one of the techniques that can improve students’ grammar.

**2. The Students’ Attitude towards Teaching English through Folktale Movie**

The questionnaires were distributed to know their attitude towards teaching English by using folktale movie to increase their grammar. The questionnaire consisted of 25 items. The result of the questionnaire and the attitude score of the respondents can be seen in table 5.3.

Table 5.3 The Result of the Questionnaire and Attitude Score



Based on the table above, we can interpret that the first item, 8 students responded strongly positive, 10 students responded positive, 2 students responded fairly positive, and none of the students responded negative and strongly negative. The second item, 8 students responded strongly positive, 9 students responded positive, 2 students responded fairly positive, 1 student responded negative, and none of the students responded strongly negative. The third item, 3 students responded strongly positive, 11 students responded positive, 4 students responded fairly positive, 2 students responded negative. The fourth item, 5 students responded strongly positive, 10 students responded positive, 5 students responded fairly positive. The fifth item, 2 students responded strongly positive, 6 students responded positive, 11 students responded fairly positive, 1 students responded negative. The sixth item, 12 students responded strongly positive, 6 students responded positive, 2 students responded fairly positive. The seventh item, 12 students responded strongly positive, 7 students responded positive, 1 student responded fairly positive. The eight item, 4 students responded strongly positive, 11 students responded positive, 5 students responded fairly positive. The ninth item, 3 students responded strongly positive, 9 students responded positive, 6 students responded fairly positive, 2 students responded negative. The tenth item, 7 students responded strongly positive, 9 students responded positive, 3 students responded fairly positive, 1 student responded negative. The eleventh item, 4 students responded strongly positive, 13 students responded positive, 3 students responded fairly positive.

The twelfth item, 5 students responded strongly negative, 11 students responded negative, 3 students responded fairly positive, 1 student responded positive. The thirteenth item, 6 students responded strongly negative, 8 students responded negative, 5 students responded fairly positive, 1 student responded strongly positive. The fourteenth item, 9 students responded strongly negative, 7 students responded negative, 2 students responded fairly positive, 1 student responded negative, 1 student responded strongly negative. The fifteenth item, 5 students responded strongly negative, 9 students responded negative, 5 students responded fairly positive, 1 student responded positive. The sixteenth item, 10 students responded strongly negative, 7 students responded negative, 3 students responded fairly positive. The seventeenth item, 8 students responded strongly negative, 7 students responded negative, 2 students responded fairly positive, 3 students responded positive. The eighteenth item, 4 students responded strongly negative, 10 students responded negative, 4 students responded fairly positive, 2 students responded positive. The nineteenth item, 15 students responded strongly negative, 4 students responded negative, 1 student responded fairly positive. The twentieth item, 15 students responded strongly negative, 4 students responded negative, 1 student responded strongly positive. The twenty first item, 8 students responded strongly negative, 9 students responded negative, 1 student responded fairly positive, 2 students responded positive. The twenty second item, 5 students responded strongly negative, 11 students responded negative, 2 students responded fairly positive, 1 student responded positive, 1 student responded strongly positive. The twenty third item, 6 students responded strongly negative, 10 students responded negative, 3 students responded fairly positive, 1 student responded strongly positive. The twenty fourth, 6 students responded strongly negative, 8 students responded negative, 5 students responded fairly positive, 1 student responded positive. And the last item, the twenty fifth item, 5 students responded strongly negative, 12 students responded negative, 2 students responded fairly positive, 1 student responded positive. The data shows that the using folktale movie could enhance the students’ interest in learning English especially vocabulary and grammar. Furthermore, the students’ interest can be seen simply in the following table 5.4.

Table 5.4. The Frequency and Percentage of Students’ Attitude

Experimental Group

No Interval Score Classification

F %

1. 106 – 125 Strongly Positive 7 35
2. 86 – 105 Positive 12 60

3. 66 – 85 Fairly Positive 1 5

4. 46 – 65 Negative 0 0

5. 25 – 45 Strongly Negative 0 0

Total 20 100

In relation to the findings of the students’ attitude on the percentage analysis on the table 5.4 shows that most of the students have positive attitude or interest in studying by using folktale movie, 7 (35%) students were strongly positive and got score 106 – 125, and 12 (60%) students were positive and got score 86 – 105, 1 (5%)

Student was fairly positive and got score 66 – 85. Based on the students’ score of questionnaire, it is found that the highest score is 113, which is categorized as strongly positive and the lowest score is 71 which is categorized as fairly positive and most of the students indicated positive attitude toward the folktale movie to improve their vocabulary and grammar mastery.

1. The Mean Score of the Students’ Attitude Towards Folktale Movie

In this part, the discussion deals with mean score of the students’ interest to know their attitude towards using folktale movie in improving vocabulary and grammar mastery. The analysis was done by using SPSS version 17.0. The results of the mean score are presented in table 5.5.

Table 5.5. Mean Score of Students’ Interest

Variable Mean Score Std. Deviation

Interest 101.90 8.926

The table 5.5 also shows that the mean score of the students’ attitude is 101.90 that is categorized as positive category and standard deviation was 8.926. I conclude that all the students have positive response towards studying English through folktale movie in improving their vocabulary and grammar.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The achievement of the posttest was shown that most of the students of experimental group could use every word class appropriately in sentences and understand the use and how a past time sentence supposed to be constructed in right time and right context. While the survey of the questionnaire based on the data gained, it can be generalized that most of the students positively supported and liked if English especially vocabulary and grammar are taught with folktale movie.

**Suggestion**

Based on the findings and discussion of the research, the researcher offers two points of ideas which are addressed to the English teachers and the next researchers in terms of the use of a movie as media to enhance students’ achievement and interest in learning English especially vocabulary and grammar. The points are elaborated in the following:

1. The result of this research can motivate English teachers to facilitate students in EFL class to learn English by using movie as media. Furthermore, it is also expected that the research findings can be considered by schools to set “Movie” as one of the media used by English teachers in classroom to support English learning process.
2. To the next researcher, the study of the use of movie as media can be extended by conducting the research in other different content and setting. The next researcher may explore and examine the use of movie as media in teaching students based on their social status or class, age, geography, education, gender, ethnicity and specific purposes or skills such as pronunciation, listening, and speaking,

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