AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING DISNEY MOVIE
AT THE ELEVENTH GRADE STUDENTS' OF
SMK N 01 METRO**

**By:
SINTYA AYU WULANDARI
Students Number: 1901051064**

**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H/2024 M**

IMPROVING VOCABULARY MASTERY BY USING DISNEY

MOVIE FROM THE ELEVENTH GRADE STUDENTS' OF SMKN 01

METRO

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:
SINTYA AYU WULANDARI
Student Number : 1901051064

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor   : Yeasy Agustina Sari,M.Pd **.**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

Title   : IMPROVING STUDENTS VOCABULARY MASTERY BY USING DISNEY MOVIE FROM THE ELEVENTH GRADE STUDENTS OF SMK N 01 METRO

Name   : Sintya Ayu Wulandari

Student Number : 1901051064

Department : English Education

Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 10 Mei 2024
Sponsor

Yeasy Agustina Sari, M.Pd
NIP. 19900812 202321 2 049

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Sintya Ayu Wulandari
NPM   : 1901051064
Prodi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING STUDENTS VOCABULARY MASTERY BY USING DISNEY MOVIE FROM THE ELEVENTH GRADE STUDENTS OF SMK N 01 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.
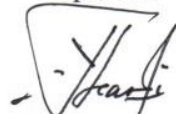
Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Prodi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 10 Mei 2024
Sponsor

Yeasy Agustina Sari, M.Pd
NIP. 19900812 202321 2 049

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
                of Sintya Ayu Wulandari

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Sintya Ayu Wulandari
Student Number : 1901051064
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : IMPROVING STUDENTS VOCABULARY MASTERY BY USING DISNEY MOVIE FROM THE ELEVENTH GRADE STUDENTS OF SMK N 01 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Departement

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 10 Mei 2024
Sponsor

Yeasy Agustina Sari, M.Pd
NIP. 19900812 202321 2 049

v

RATIFICATION PAGE

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An undergraduate thesis entitled: IMPROVING STUDENTS' VOCABULARY MASTERY BY USING DISNEY MOVIE AT THE ELEVENTH GRADE STUDENTS' OF SMK N 01 METRO, Written by Sintya Ayu Wulandari, student number: 1901051064, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 3rd, 2024 at 10.00-12.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Yeasy Agustina Sari, M.Pd   (...........................)

Examiner I   : Dr. Aria Septi Anggaira, M.Pd   (...........................)

Examiner II : Yeni Suprihatin, M.Pd   (...........................)

Secretary   : Rika Dartiara, M.Pd   (...........................)

The Dean of Tarbiyah and Teachers Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

IMPROVING VOCABULARY MASTERY BY USING DISNEY MOVIE FROM THE ELEVENTH GRADE STUDENT'S OF SMK N 01 METRO

ABSTRACT
By: Sintya Ayu Wulandari

This study aims to increase the vocabulary of eleventh grade students at SMKN 01 Metro using the Disney film method in the 2023/2024 academic year.

This research is classified as action research. The implementation was carried out in two cycles, starting on 3 May 2023 – 11 May 2023, each cycle consisting of two meetings. Research methods include inquiry, planning, action and observation, and reflection. The subjects of this study were 32 students of Class XI Office Management 2 at SMKN 01 Metro. The material obtained during the research is classroom action research. by observing the teaching and learning process and collecting data on students' pretest and posttest results for analysis to determine reference scores and valid scores.

The results of the study show that Disney films can increase students' vocabulary based on some evidence. First, using learning with Disney movie can increase students' motivation and interest in learning vocabulary because students are enthusiastic and actively participate in the process of teaching and learning vocabulary. Second, learning through Disney movies makes students actively try new vocabulary in conversations. Third, learning through Disney films strengthens the relationship between teachers and students because teachers observe and guide students in a relaxed and fun way. Fourth, as reflected in each student's test, there was a significant increase in vocabulary. There were 8 students who past the pre-test, 12 in post-test 1, 16 in post-test 2. Also there was progress in average score from pre-test was 53,90, post-test 1 was 58,59, and become 68,90 in post-test 2.

Keywords: *Classroom Action Research*

MENINGKATKAN PENGUASAAN KOSA KATA DENGAN MENGGUNAKAN FILM DISNEY DARI KELAS SEBELAS SISWA SMKN 01 METRO

ABSTRACT
By: Sintya Ayu Wulandari

Penelitian ini bertujuan untuk meningkatkan kosakata siswa kelas XI SMKN 01 Metro dengan menggunakan metode film Disney pada tahun pelajaran 2023/2024.

Penelitian ini tergolong penelitian tindakan. Pelaksanaannya dilaksanakan dalam dua siklus, dimulai pada tanggal 3 Mei 2023 – 11 Mei 2023, masing-masing siklus terdiri dari dua pertemuan. Metode penelitian meliputi inkuiri, perencanaan, tindakan dan observasi, serta refleksi. Subjek penelitian ini adalah siswa Kelas XI Manajemen Perkantoran 2 SMKN 01 Metro yang berjumlah 32 orang. Materi yang diperoleh selama penelitian adalah penelitian tindakan kelas. dengan mengamati proses belajar mengajar dan mengumpulkan data hasil pretest dan posttest siswa untuk dianalisis guna menentukan skor acuan dan skor valid.

Hasil penelitian menunjukkan bahwa film Disney dapat meningkatkan kosakata siswa berdasarkan beberapa bukti. Pertama, menggunakan pembelajaran dengan film Disney dapat meningkatkan motivasi dan minat siswa dalam belajar kosakata karena siswa antusias dan berpartisipasi aktif dalam proses belajar mengajar kosakata. Kedua, pembelajaran melalui film Disney membuat siswa aktif mencoba kosakata baru dalam percakapan. Ketiga, pembelajaran melalui film Disney mempererat hubungan antara guru dan siswa karena guru mengamati dan membimbing siswa dengan santai dan menyenangkan. Keempat, tercermin dari hasil tes setiap siswa, terjadi peningkatan kosakata yang signifikan. Siswa yang tuntas pada pre-test sebanyak 8 orang, pada post-test 1 sebanyak 12 orang, dan pada post-test 2 sebanyak 16 orang. Selain itu terdapat peningkatan nilai rata-rata dari pre-test sebesar 53,90, post-test 1 sebesar 58,59, dan menjadi 68,90 pada post test 2.

Kata Kunci: *Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned
Name   : Sintya Ayu Wulandari

Student Number : 1901051064

Department : English Education Departmen (TBI)

Faculty   : Tarbiyah and Teachers Training

   States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, 03 Juni 2024
Penulis

SINTYA AYU WULANDARI
NPM 1901051064

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Sintya Ayu Wulandari

NPM   : 1901051064

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 3rd , 2024
The writer

SINTYA AYU WULANDARI
Student Number 1901051064

MOTTOS

"Success is not measured by how often you fall, but by how often you get back up."

- Vince Lombardi

"do your best even if it's late, rather than never daring to try at all."

- Sintya Ayu Wulandari

DEDICATIONS

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Muklisin and Mrs. Haryani). I could never be able to express how much I am grateful to both of you. Thank you for your prayers, support, and unconditional love.

2. My Sponsor (Mrs. Yeasy Agustina Sari, M.Pd), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.

3. My beloved lectures of English Education Department of State Islamic Institute of Metro.

4. To myself for holding up so well in this very rough and messy year. Thank you for surviving this far alone.

5. The big family at SMKN 01 Metro, thanks for helping

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Praise be to Allah, the researcher conveys the presence of Allah SWT, for His taufik and guidance, so that the research can complete the preparation of the thesis entitled " IMPROVING   VOCABULARY MASTERY BY USING DISNEY MOVIE FROM THE ELEVENTH GRADE STUDENT'S OF SMKN 01 METRO" as one of the requirements to complete the undergraduate education (S1) English Education Faculty of Tarbiah and Teacher Training, Metro State Islamic Institute (IAIN) in order to obtain a Bachelor of Education (S.Pd.)

In an effort to complete the composition of this thesis, the research has received a lot of help and guidance from various parties, therefore the research would like to express many thanks to:

1. Prof. Dr. Hj. Siti Nurjannah, M.Ag., PIA as rector of IAIN Metro

2. Dr. Zuhairi, M.Pd. As Dean of FTIK IAIN Metro

3. Dr. Much Deniatur, M.Pd. As Head of the English Education Department

4. Mrs. Yeasy Agustina Sari, M.Pd. as the advisor valueable knowledge and support in the finishing this a research

5. The Lecturers of the Metro State Islamic Institute (IAIN), who have provided knowledge from inside and outside lectures.

However, the research realizes that the preparation of this thesis has not yet reached perfection. Therefore, the research expects criticism and suggestions

from various parties for its perfection. Hopefully this thesis can be useful for

researchers themselves and for readers in general.

Metro, Februari 2024

Sintya Ayu Wulandari
NPM 1901051064

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CHAPTER I
INTRODUCTION

A. Background of Study

English is an international language that is used all over the world however, English plays an important role in the language of communication which is often used as a way of life such as commerce, bilateral relations, science, technology, etc. English is the language center used by people all over the world and often linked then everyone must understand and master the English language to deepen their knowledge, information and technology.

To learn and understand foreign languages vocabulary plays a very important role here are some elements that connect the four English skills of speaking, listening, reading and writing in a foreign language, good communication greatly affects students will get a sufficient number of words and know how to use vocabulary properly and correctly.

Learn English as a foreign language gradually more and more important. In the Indonesian government, English is considered the first foreign language and compulsory subjects taught in secondary schools.[1] based on the above decision, it is considered as elective subject or local content material to be taught in elementary school and as a subject pass the National exam.

Vocabulary plays a very important role in learning and understanding a foreign language. The following are several elements that combine the four English language skills, namely speaking, listening, reading and writing in a

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[1] Depdiknas ,*Peraturan Mentri Pendidikan Nasional, No 22 Tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS,* (Jakarta:2003), P. 11.

foreign language. Good communication has a big impact on students learning enough words and being able to use vocabulary well and correctly.

According to Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read and write.[2] Furthemore, Thornburry, says "that without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[3]. thoughts or feelings with sufficient vocabulary or what they know, they communicate well, without vocabulary it is impossible to learn a language when students start learning and before students learn further. As for the four skills: listening, speaking, reading and writing, the first thing they learn is vocabulary, the most important part of English is vocabulary. What is needed by the four skills Speaking, reading, writing and listening, if students know one of the four skills that students cannot learn in the teaching and learning process, vocabulary is the most important language in the teaching and learning process, and vocabulary also influences students. Ability to learn English, especially in high school.

According to Cameron vocabulary proficiency plays an important role in achieving four languages pre-skills in all four languages it is important to understand vocabulary first. Vocabulary is central to the learning a foreign language at primary level.[4] The more words a person has or knows, the better a person's language skills will be, because everyone's language skills depend

[2] Richards JC,*Methodology in language teaching An anthology of current practice,* (cambridge University Press, 2002),255

[3] Thornburry S,*How to teach vocabulary*, (England Longman, 2002), 13

[4] Cameron L, *Teaching languages to young learners, (*Cambridge University Press, 2001),72

on the quantity and quality of the vocabulary they have. English can be learned with the help of movies. Such encouragement can be fun and can create a positive attitude.

Based on the experience of researcher in pre-survey at SMKN 01 Metro. Researcher have given a post-test as a benchmark to determine the percentage of students' English understanding before carrying out treatment with the method of increasing vocabulary mastery by using Disney Movies. The researcher gave several questions regarding basic vocabulary and its use in conversation to students using Google Form media on April 25 2023. Researchers can find out the characteristics of problems that exist when students face certain vocabulary. Researchers found several problems in teaching vocabulary. First, students lack vocabulary because they have difficulty understanding the meaning of foreign words, students have difficulty interpreting words. Secondly, students experience difficulty in interpreting words and their meanings.

The table below is the result of the post test that the researcher carried out during the pre-survey;

Table I.I
The Data Students` Result of Vocabulary at the Elevent grade of
SMKN 01 Metro

No	Score	Explanation	Frequency	Precentage
1	≥60	Complete	10	28.8%
2	≤60	Incomplete	22	71.2%
Total			32	100%

Based on the table above, it can be seen that Minimum Mastery Criteria (MMC) of English subject at the eleventh grade of SMKN 01 Metro is 60. From 32 students, there were got 22 students under of the Minimum Mastery Criteria (MMC) that has been set. And its mean that the students` score unsatisfied, 71.2% of students are failed from post-test that was given.

From the table above, researcher can conclude that 71.2% of students still lack mastery of English vocabulary, and they have not been able to reach the minimum mastery criteria (MMC).

These problems can be influenced by several factors. The researcher it is assumed that because some teachers teach only provide explanations and exercises. It makes students less understanding, less interest in learning English, and makes students bored. These issues are important to complete, so that students better understand the material and are more interested in learning, students think that vocabulary is the main key to speak English, and can continue English material in the next semester.

To help students solve this problem, other media are needed that more interesting in teaching vocabulary. There are many media that can be used in teaching vocabulary. Using media is the most familiar tool to teach students in learning process. It helps students to understand the material easier. Hence, they need something new in their English learning process. Students lack motivation, have limited vocabulary, have difficulty in stating goals and organizing material. So, teachers must innovate by providing material using

media so that students feel happy, comfortable, and really easy to understand the material.

Based on the problem that often occur in learning vocabulary is use of media is a good method in teaching vocabulary. By conducting classroom action research that applies learning methods using disney movie media, teachers are expected to be able to improve students' vocabulary skills. Because the learning method using movie media is to guide students by providing simple examples so that students can imitate and remember new vocabulary and add insight so that later students have no more difficulty expressing ideas into writing or conversation. Based on the description above, this research will continue with title *Improving Student's Vocabulary Mastery by Using Disney Movie.*

B. Problem Identification

Based on the background of study above, some problem related to the vocabulary skills of students are as follows:

1. The students' vocabulary skill is still low.

2. Students' still find difficulties to express ideas because of lack of vocabulary.

3. The teacher is lack of using various technique in teaching vocabulary.

4. Students' ability to use words inappropriately.

C. Problem Limitation

Based on the problem identification above, researchers found many problems that need to be resolved. Therefore, this research is limited to applying the method with Disney movie to eleventh grade students at SMKN 01 Metro. Disney movie have proven to be useful in increasing vocabulary even though it is still at a normal level. There are a few additional steps to address this. Disney movie can also be used to prevent boredom and increase student motivation. and researcher chose the film Monster Inc to be used as research media.

D. Problem Formulation

In line with the background of the study, the writer formulates the research question as follows: "Can the Disney movie improve students vocabulary mastery at the eleventh grade SMK N 01 Metro ?"

E. Objective and Benefits of the Research

1. Study Objectives

The purpose of this research is to improve students vocabulary mastery by using Disney movie from the eleventh grade students of the SMKN 01 Metro", the academic year 2022/2023.

2. Benefits Of Study

The benefits of this research are:

a. English Teacher at SMKN 01 Metro

This research can be used as a benchmark for teacher learning to improve students' skills and quality in learning English.

b. SMKN 01 Metro Students

Students can improve their English vocabulary and develop their interest in learning English.

c. IAIN Metro Lampung English Study Program Students

This research can be a very important source for writing proposals and learning with students.

F. Prior Research

There are several studies that have published research on films for vocabulary and success in learning English. This research was conducted by considering the important things of 3 previous studies.

The first is written by Umi Zelamutia with the title The Influence Of Animation Movie Towards Students' Vocabulary Mastery At The First Semester Of Seventh Grade Of Smp Taman Siswa Bandar Lampung. The aim of the first previous study was to examine the influence of Disney movie on students' vocabulary.

The second prior research written by Anggita Retno Yulianti with the title Students' Perception Toward The Use Of English Animation Movies In Learning Vocabulary. The second research objective is to identify students' perceptions of using animated films for vocabulary learning. Therefore, the use of short films in English aims to respond to the encouragement of

vocabulary learning which states that the results of the classification of students' perceptions are good or positive perceptions.

The third prior research written by Erwin Seftiarini with the title Improving Student Speaking Ability by Using Short Movie. The third previous study was intended to find out whether there was a significant improvement related to the application of Short Films in solving students' speaking problems.

There are several similarities and differences between previous research and this research. The first similarity is in the research variable, namely the use of films. And the second similarity is research that refers to improving vocabulary. The method that differentiates it from other research is using the Disney film Monster Ink for the first preliminary study, then the third preliminary study uses Pretest and Posttest. The method that differentiates it from other research is using the Disney film Monster Ink for the first preliminary study, then the third preliminary study uses Pretest and Posttest. The new thing in this research is using films that are easy to understand with a light and short storyline.

CHAPTER II
THE REVIEW OF RELATED THEORIES

A. THEORITICAL REVIEW

This chapter informs the literature review of the study including theories which are related to vocabulary mastery, type of vocabulary, problem in learning vocabulary, and using multimedia in learning vocabulary. Then the researcher discusses the concept of animation movie, teaching vocabulary by using animation movie, advantages of animation movie on language learning and previous study.

1. Definition of vocabulary

Vocabulary is the first step that must be taught before teaching other aspects of language. Vocabulary is the total number of words which make up a language.[5] By having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language[6].

Vocabulary is core language acquisition components and provides a lot of basis for how good students speak, listen, read, and write. Without an extensive vocabulary and strategies to acquire new vocabulary, learners often achieve less than their potential and may be discouraged from doing

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[5] A.S Hornby. Oxford Advance *Learner's Dictionary of Current English.*. New York : Oxford University Press, , 1988.p.23

[6] August, D., M., Carlo, C. Dressler, & C. Snow. 2005. *The critical role of vocabulary development for English language learners*. Learning Disabilities: Research & Practice 20 (L).

so take advantage of language learning opportunities around them.[7] Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. It means that vocabulary is very important to be mastered by someone in learning English and is one component of language that has meaning and definitions. In learning language English cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.[8]

Mastery is defined as the complete control of knowledge. It is in line with defined mastery as complete knowledge. It means mastery is the ability to use one of knowledge [9]. According to the definitions of vocabulary and mastery above, vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language, and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them[10].

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills like,

[7] Jack.C.Richard And Willy A. *Methodology In Language Teaching*. Cambright University Press,2002.P225
[8] Joan.Hofman.*Beginning Reading*. School Zone Pub.January 29,2005
[9] Hornby.Snell.*Translation As Intercultural Communication*.The Est Congress.Prague.1995
[10] Mukti, K. 2012. Analisis Spektroskopi Uv-Vis "*Penentuan Konsentrasi. Permanganat (Kmno4)*". Jurnal Publikasi. Universitas Sebelas Maret. Surakarta.

listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily,it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language.[11]

2. Kinds of vocabulary

There are different kinds of vocabulary according to different experts' point of views. Words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase. With respect to the meaning which they convey, nouns denote what we will call „entities[12]. In meaning terms, verbs may be said to express processes which can be classified in one of three broad ways, they can denote actions, record events, and refer to states (a state of affair, state of mind).

In traditional grammar, adjectives are as a describing word. Adverb has been seen as performing a so-called modifying role in relation to verbs. This role is associated with circumstantial adverbs, which are single words making the circumstances –how, why, when, where- of the verbal process. Prepositions have the features of being accompanied, indeed normally followed, by a completive element in the form of a (single or multiple word) phrase or a clause. Conjunction have been seen a

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[11] Finocchiaro. 1974. *English as A Second Language: From Theory to Practice*. New York: Regent Publishing Company. Hatch, Evelyn and Brown, Cheryl. 1995.

[12] G. David Morley, (2000), *Syntax in Functional Grammar: An Intoduction to Lexicogrammar in Sytematic Linguistic.*

grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunction. Interjection are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. Genitive phrases are perhaps most readily associated with marking possession and are also variously known in literature as possessive phrase or genitive noun phrases.

Based on how often vocabulary occurs in a language, divides vocabulary into high frequency words, academic words, technical words.

a. High frequency words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it was be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

b. Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

c. Technical words

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area.

d. Low frequency words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, once roper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

From the point of knowledge about words, researchers was use high frequency words as the basis of research because high frequency words appear very often so that efforts to study them was be rewarded with many opportunities to meet and use them. There are two forms of vocabulary, receptive and productive. Receptive, or recognition, vocabulary is a collection of words that a person can assign meaning to when listening or reading. Productive vocabulary is a collection of words that a person can use when writing or speaking. They are well-known, familiar, and frequently used words.

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening,

Vocabulary, reading, and writing all together. One of the requirements to communicate well in a foreign language, students should have an adequate number of words. There are various ways to classify the types of vocabulary.

a. In term of semantics:

classifies vocabulary into Functional words and Notional words. Functional words are articles, prepositions, conjunctions, interjections. Whereas, notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs.[13]

b. In term of communicative language teaching.

categorize vocabulary into the followings[14]:

1. Expressive vocabulary, which is used to express ourselves.

2. Receptive vocabulary, which is used to refer to listening and reading vocabularies.

3. Meaning or Oral vocabulary, which is refers to the combination of listening and speaking vocabularies.

4. Literate vocabulary, which refers to the combination of our reading and writing vocabularies.

In term of form, vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which

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[13] James Milton.*Measuring Second Language Vocabulary Acquition*.Multi Lingual Matters.2009

[14] Pikulski, J.J. & Templeton, S. (2004). *Teaching And Developing Vocabulary: Key To Long-Term Reading Success.* Current Reseach In Reading / Language Arts By Houghton Mifflin Company.

the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.

Regarding the spoken and written vocabulary above, written English typically utilizes a greater variety of lexical items that spoken conversational English.[15] Supporting it, that research shows that learners need to know approximately 98 percent of the words in written or spoken discourse in order to understand it well. Reaching this percentage of coverage in written texts takes about 8,000– 9,000 word families. The spoken mode requires slightly fewer word families, about 5,000–7,000.

The point of those elaborations is that English has various kinds of vocabulary that needed to be leant in order to use English effectively.

Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

3. Vocabulary mastery

An interpretation comes that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many time before they can be said to have learned them.[16]

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[15] Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Longman., p. 305

[16] Jeanne McCarten, (2007). Teaching Vocabulary: Lesson from the Corpus, Lesson for the Classroom, p. 21.

In line with the statement, words are remembered through the three memory systems, Short-term store (STS), working memory, and long-term memory.[17]

Short term storage (STS) is the capacity of the brain to store a limited number of items of information for periods of time up to a few seconds. Learning proper vocabulary clearly involves more than just memorizing words for a few seconds. In order for words to be integrated into long-term memory, they must undergo various types of operations.

Focusing on words long enough to perform operations on the STS is a function of working memory. Many cognitive tasks such as learning and understanding depend on working memory. When the learner can hear a word (such as tango), download a similar word from long-term memory (such as tango), and compare the two words in working memory before deciding whether they are the same or different. Material remains in working memory for about twenty seconds. This capacity is made possible by the articulatory loop, a process of sub vocal repetition, similar to the loop in audio tape going round and round. It enables the short-term store to be refreshed. Having just heard a new word, for example, we can run it by as many times as we need in order to examine it.

Long-term memory can be taught of as a kind of filling system. different from working memory which has limited capacity and no permanent contents, longterm memory has an enormous capacity, and its

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[17] Scout Thornbury, (2002). How to Teach Vocabulary: London.

contents are durable over time. However, the fact that learners can retain a new vocabulary items the length of a lesson (i.e. beyond the few second's duration of the short-term store) but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish. The great challenge for language learners is to transform material from the quickly forgotten to never forgotten. Research into memory suggests that, in order to ensure that material moves into permanent longterm memory, a number of principles need to be observed including repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention, affective depth.

4. **The Importance of Vocabulary Mastery**

Emphasizing how fundamental a vocabulary in assigning meaning in a language, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary gave bigger involvement in conveying meaning of a language than grammar do yet grammar also completely cannot be overlooked.

Moreover, emphasizing the significant of vocabulary to communicate, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. The point is that vocabulary is what gives big influence to the people's communication. We can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with proper

grammatical morphemes, but communication often break down if we do not use the correct word.

As an English teacher, we believe that in learning English as a second language the learners should mastery the base component of English such as sound system, the basic structural pattern and a limited number of vocabulary items. Mastery vocabulary is must be in our life both in interacting and learning. Without vocabulary we cannot express our idea, it is a tool in our mind to think and solve the problem. More words you have in your mind give you more ways to think and solve the problem. We realized that vocabulary is the most importance think in our life for communication.

One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a test which students was be assigned to read[18]. If students do not know the meaning of many of the words which they was encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of the vocabulary instruction is to facilitate the comprehension of the selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Most of teaching program has a major aims as a process for helping the students to gain more vocabulary of useful word. As a

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[18] Pikulski. And Templetion. *Teaching and Developing Vocabulary*. Key to long-Term. Reading Success. U.S.A : Haughton Milfian Company, 2004.p.5

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teacher, we have to introduce the new words or vocabulary and the students need to do some practice by relating a word to another words or making in a sentence.

From those statements above, we know as clear that vocabulary is really needed especially for young learning English in learning a foreign language because it helps them to know how to express and understand others idea as well. Students with poor mastery of vocabulary cannot communicate in target language well; consequently they was not be able to infer any ideas transmitted to them. In learning English vocabulary as one of the aspects of foreign language component is deemed to the big problem. If learners have sufficient stock of vocabulary, they was not be able to graphs any expression to them.

There is a minimum amount of vocabulary that must be mastered in order to say that students have mastered English. According to Prof. Stuart said, the most appropriate and effective way to be able to speak a foreign language quickly is to choose 800 to 1,000 vocabulary words that often appear in the language being studied. If you just learn the 800 most frequently used words in English, you was be able to understand at least 75% of the language as it is spoken in normal life. According to this opinion, it can be concluded that the minimum vocabulary mastered by students was influence students' understanding of English.

5. Concept of Teaching And Learning Vocabulary

a. Teaching vocabulary

Teaching is defined as giving instruction to somebody's knowledge, skill, etc.[19] Based on explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teachers have responsibility to make the students succesfull in their teaching. The teacher should teach the material that suitable with the students' need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal.

Vocabulary teaching focuses on helping students to build knowledge of words so that students can use language efficiently and successfully. This means that the teaching of vocabulary must be careful in choosing materials to make students enjoy learning and attract English subjects in the right way to achieve the desired goals.[20]

Teaching by using Disney movie is a variation of learning and increases student motivation. By using Disney movies, teachers can create a new atmosphere in the classroom, so students are not tense to learn, students are not aware that they are learning. This pleasant

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[19] A.S Hornby , *Oxford Advance Learner's Dictionary of Current English*. New York : Oxford University Press, , 1988,.p.125

[20] Cameron, Lynee.*Teaching Languages to Young Learners*.New York: Cambridge University Press,2001.p.75

situation unconsciously also makes students want to talk and imitate more. If they talk more, it means they can increase their vocabulary.

Without vocabulary nothing can be conveyed.[21] It means that in teaching vocabulary the teachers have to know how to teach students in order to make the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the technique that should be and suitable with their lesson.

b. **Learning Vocabulary**

Learning vocabulary is a complex process. Learning vocabulary is not only learning about the words, but also about how to use it into correct usage. Moreover, learning vocabulary of foreign language presents the learner with several challenges.

Learning new vocabulary through enjoyable and out of the ordinary process may assist the children to learn vocabulary. For making students get enjoyable in learning, teacher has to provide the technique which gives them fun and interactive actively.

It can be inferred that one of the technique that can fulfil the characteristics of suitable technique in teaching children is using Disney movie. It makes language learners interested in learning target language because it provides creative activities that keep the children simulated to learn a target language.

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[21] Scoot Thornbury. , *How to Teach Vocabulary*, Longman, England, 2002,p.13

B. CONCEPT TEACHING BY USING DISNEY MOVIE

1. Definition Movie

Animation/movie is the art of drawing two-dimensional objects or inanimate objects, objects are converted into three dimensional (3-D) moving visual representations life. Animation is a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement. Animation can be described as creating the illusion of movement through a series of rapid images.

Cartoon is images with funny appearances that present an event. The person who created the cartoon is called a cartoonist. The striking difference between the anime and the cartoon is the presentation of the two characters as a whole. In these anime, the depiction of characters usually displays a realistic physical representation, close to cartoon reality. Face taking is done with different expressions and there are variations. Most of the anime characters are cute, cute, beautiful, cute and these are their main characteristics.

Movies or films are one of the most popular media in our lives. This is a series of images projected onto a screen to create the illusion of movement. Movies can also be used as an interesting learning environment.

Define the types of movie or film as follows[22]:

a. Documentary Movie

Documentary movies support to present factual information about the world outside the film as the type of films, documentaries present themselves as factual reliable.

b. Animated movie

Animated films are distinguished from live-action with unusual types work done at the production stage. Animated movies are not continuous outdoor action shooting in real time, but they make a series of images by shooting one frame at a time.

c. Experimental and avant-grade Movie

Experimental movie are made for many reasons. The movie maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The movie may also use staging to express distinct feelings or ideas.

d. Disney movie

Walt Disney is an American film production company and a subsidiary of Walt Disney Studios, which is owned by The Walt Disney Company. Disney basically produces children's animated movies and non-animated movies. Disney movie refers to photos or images in a sequence frame that creates the illusion of natural motion on a screen which are produced by Disney Studio, one of the biggest

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[22] David bordwell,Kristin Thomson., *Film Art: An Introduction.,* McGraw-Hill Companies, 1997.

movie-maker in the world. Disney movie characters sell fantasy stories. Fantasy is what reality cannot offer or beyond reality. This is the message Disney brought. It is how Disney personified inanimate objects that could speak, think, act like humans in the animation Toys' Story or Cars[23]. Fouts et al (in Nada) states that watching movies influence the way children act and their behaviors as well as the way they perceive the world this brings us to the fourth explanation, namely in Disney movies with many "heroes" exhibiting positive behavior and "criminals" displaying bad behavior this influences the way children do.

2. Monster Inc Movie

Monsters, Inc. is a 3D computer animated film released in 2001. Monsters Inc was produced by the animation studio Pixar Animation Studios and Walt Disney Pictures. This film is one of the best Pixar films. Monsters Inc contains several elements of film genres, such as adventure, comedy, family and fantasy. Monsters Inc has been widely praised as an animated film with a unique theme and concept. This film was also successful at the box office. Set about the life of monsters, the characters and characters are also created uniquely. The main character duo, James Sullivan and Mike Wazewski are also one of the most popular animated film character duos.

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[23] Nur, F. A. (2019). *Hegemoni Kerajaan Hiburan Disney*. Journal UIN Alauddin, 7(2), 291-313.

The story synopsis for Monsters Inc tells the story of the lives of monsters in the city of Monstropolis. The city of monsters gets energy for daily life by scaring small children from the human world. A company called Monsters, Inc. every day collecting the cries of human children by sending trained monsters through parallel doors to the human world. The monsters then collect the children's screams to use as energy to build the city. However, these monsters must be careful not to touch the children because they could be contaminated.

The story then centers on a screaming monster named James Sullivan and his friend, Mike Wazawski. Problems then arise when a child named Boo enters Monstropolis accidentally and then causes chaos throughout the city. James and Mike must then work together to find a solution.

This film teaches that teamwork can solve problems very effectively, and learning new things is not that scary.

3. **Teaching Vocabulary by Using Disney Movie**

The improvement of technology has brought diverse media that can be used as a method of gaining knowledge of English like Aminatun and Oktaviani said that technology usage can boost students' vocabulary mastery which covers spelling, pronunciation, and the usage of it in a sentence. Furthermore, many kinds of media may be used to exercise

students' ability nowadays, which include music, video, movies, etc.[24] One of the effective ways that have been used to encourage language students to develop their language competencies is through English movies Albiladi. Sharjeel & Dadabhoy stated that movie is animated graphics that contain color, and sound to capture and maintain student attention. They also added that students' emotions and behavioral adaptation strategy was get affected through the movie as emotions are presented in accessible ways. By watching English movie also make students easy to identify something new, such as students can understand the vocabulary, recognize it immediately, and have the opportunity to "translate" movie life histories into their own lives.[25]

Based on the explanation above, researcher conduct research and applied Disney movie to students. Researcher teach directly using Disney movie. Researcher believe that the method can be useful for students to learn English vocabulary mastery by using Disney movie. Assumptions are based on the fact that young students like to watch Disney movie.

Approach using the right Disney movie in the classroom was produce a good student vocabulary[26]. There are several stages in using

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[24] Aminatun, D. & Oktaviani, L. (2019).*Using "Memrise" to Boost English for Business Vocabulary Mastery:* Students'viewpoint. Paper was presented at the 3rd Indonesian International Conference on Linguistics, Language Teaching, Literature and Culture (pp. 590-596). Tangerang: Universitas Pamulang.

[25] Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). *Learning English through Movies: Adult English Language Students' Perceptions. Theory and Practice in Language Studies*, 8(12), 1567-1574.

[26] Ishihara, N., & Chi, J. C. Vol. 42(1). *Authentic video in the beginning ESOL classroom: Using a full-length feature film for listening and speaking strategy practice*. In English Teaching Forum, 2004.

Disney movie in language learning, namely preview, viewing and following. All of these steps can be explained as follows:

a. Pre-viewing

Stimulate students' imagination. This means that the teacher gives instructions that must be considered in monster ink movie. The teacher provides students with important background information about monster ink movie.

b. Viewing

The teacher shows the monster ink movie. At this point, students pay close attention so they don't miss any important visual cues.

c. Post-viewing

The researcher explains several vocab from the film and how to use them. Then give time for students to take turns discussing and applying the vocabulary obtained through role play. The goal is to find out the answers to the questions that have been prepared.

4. Advantages of Disney Movie on Language Learning

Disney movie can enrich students' mastery of various topics. Through many lessons, teachers and students can create visual and animated representations of various concepts using Disney movie. The movie is also a focal point for discussing language and culture. The movie has some cultural aspects such as manners and humor or the use of culturally specific language such as idioms, which the teacher discusses with students or students practice their English.

Watching Disney movie has become a daily routine for children, even for some teenagers and adults who have been interested in this world since childhood. Most of them are interested in Disney movie because according to them animation has an imaginative and heroic story, can influence imagination and creativity, and can be an alternative means of entertainment that can relieve boredom from daily activities.

The advantages of using film in teaching and learning process are[27]:

a. Seeing language in use

One of the main advantages of movies is that students are not just listening to language, they see it too. It's very helpful understanding, for example, the general meaning and moods are often conveyed through expressions, gestures, and other visual clues. Thus we can observe how the intonation can match the face of expression. All such paralinguistic features give clues to meaningful the meaning and helping viewers to see beyond what they hear, and thus interpret the text more deeply.

b. Cross cultural awareness

A unique movie lets students see the situations that go far beyond their class. This is very useful if they want to see and be sensitive, for example, a typical British 'body language' when inviting someone out, or how Americans talk to waiters. The movie is also very valuable in

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[27] Yatimah, D. *The Effectiveness of Using Animation Film As The Medium in Writing Narrative Text*. (Unpublished S1 Thesis ed.).Salatiga: English Department of Education Faculty, State Institute for Islamic Studies (STAIN).2014

giving the students a chance to see things like what kind of food people eat in other countries, and what they wear.

c. Motivation

Most students show an increased level of interest when they have the opportunity to see the language used and also hear it, and when it is combined with an interesting task.

C. Assessment Indicators in Vocabulary Mastery

Thornbury says that at its most basic level, knowing a word involves knowing its form and meaning. Indicators of achievement or assessment of vocabulary mastery are 1) pronunciation, 2) spelling, and 3) meaning. Meanwhile, according to Nation, English vocabulary is complex, with three main aspects related to form, meaning, and use. Tense involves pronunciation (spoken form), spelling (written form), and any parts of words that make up this particular item (such as prefixes, roots, and suffixes). Meaning includes what concepts and items they refer to and the associations that come to mind when people think of certain words or expressions. Usage involves the grammatical function of the word or phrase, the collocations that usually accompany it, and finally, the limits on its use in terms of frequency, level, and so on . Based on these two theories, there are three aspects of vocabulary, namely word formation, word meaning and word use. However, the vocabulary aspect is limited to the material in the syllabus. These aspects are the formation of words and the meaning of words.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

Definition of observation variable Assign meaning to a structure or variable by stating the activities or actions needed to measure the structure or variable. Alternatively, an operational definition is the definition of the researcher's activities to measure variables or to manage variables. Based on the explanation above, it can be said that the definition is explanation more than an operational object of research[28].

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning[29]

In this study Classroom Action Research was be carried out by researchers in the learning process in class to improve student learning outcomes by improving students' vocabulary skills by using Disney movie in eleventh graders of SMKN 01 Metro which was be observed by the English teacher. The variables examined in this study are as follows:

1. Independent Variable

Independent variables are defined as those the values of which influence other variables[30]. Based on the understanding of the independent

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[28] D.C Philips," Operational Definition in Educational Reasech," *Australian Journal of Education*, no.12 (1968): 311-323.

[29] Jean McNiff dan P. Lomax & J. Whitehead, (New York: You and your action research project, 1996)

variable, the independent variable in this study uses the demonstration method. The steps taken are as follows:

a. Arrange the seats properly.

b. Make goals that must be achieved by students.

c. What tasks should be done by student.

d. Start the demonstration with activities or project pushes.

e. Creating a comfortable atmosphere.

f. Provide opportunities for students to be active.

The definition above explains that the independent variable in Research uses demonstration methods in the learning process to achieve learning objectives

2. **Dependent Variable**

Dependent variables are defined as those the values of which are influenced by other variables.[31] Based on the understanding of the dependent variable, the dependent variable in this study is the result of student learning. So the aspects that can be seen are as follows:

a. Changes in knowledge, and student behavior after carrying out learning.

b. Quality and quantity of mastery of student goals.

c. Number of students who can achieve the goal minimum 75%

d. Long-lasting learning outcomes are remembered and can be used as basis for studying further reasoning.

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[30] Chittaranjan Andrade, "A Student's Guide to the Classification and Operationalization of Variables in the Conceptualization and Design of a Clinical Study", *Indian Journal of Psycological Medicine*, 2021: 1

[31] *Ibid 1*

The aspects that have been mentioned above serve as an illustration how successful students are in learning. Results learning that has been further researched is intellectual skills or cognitive. Learning outcomes are when there is a change in behavior in students as a result of the learning experience gained of activities.

B. Research Location

This research was conducted by researchers in eleventh grade office management at SMKN 01 Metro. This class consists of 32 students. Seventeen (17) female students and sixteen (16) male students. The reason the researcher chose this class was because the class had an average score below the minimum completeness criteria (KKM). The problem faced by students is difficulty in speaking due to lack of vocabulary. This research was conducted at SMKN 01 Metro. Address street kemiri no. 04 15A iringmulyo, east metro district, Lampung Province. This research was conducted on May 3.

C. Subject and Object of Study

In the this research is an eleventh grade students of office management (MP1) of SMKN 01 Metro whose research object was to increase the vocabulary of eleventh grade students of office management (MP1) of SMKN 01 Metro.

D. Action Plan

Anne Burn States, Classroom Action Research is part of a board movement that has been going on in educational generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.[32]

According to the definition above, classroom action research is a systematic procedure for identifying problems in the teaching and learning process and developing solutions using the best methods.

According to Burns A. says, "This research uses Classroom Action Research. This research is the model proposed by Kemmis and McTaggart"[33]. Research steps based on in the following graph:
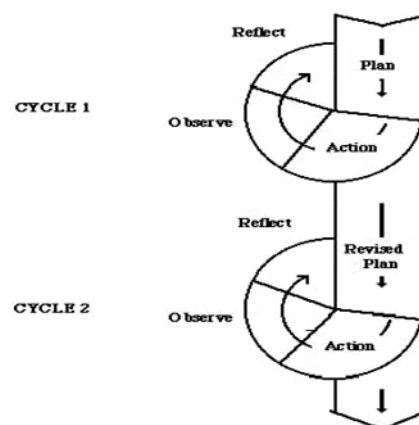
Figure 1: The steps of action research

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[32] Anne Burns, *Doing Action Research in English Language Teaching.* (New York:Routledge, 2010), 2
[33] Burns A, *Doing Action Research in English Language Teaching* (New York: A Guide for Practitioners, 2010), 8

However, before entering the action research cycle, the researcher carries out a debriefing procedure to determine the focus of the investigation. These problems were observed in the field by observing the teaching and learning process. Interviews with teachers and students and many other conversations with teachers.

Vocabulary mastery is a collection of language terms that contain information about meaning, form, and use in a communicative context, important information that students must master before learning English. Knowing that learning English words is impossible without English skills, because both are very important in the process of teaching English, students cannot properly understand stories and questions that contain a wider vocabulary than everyday words without vocabulary. Broad. Examples of conversations by watching movies are very effective for building vocabulary because students are used to hearing new and meaningful words that students can understand. At first, students were very happy when they learned English through films because students were curious about the subject to help students learn more actively.

This research process was carried out by two cycles each cycle consists of 4 steps: planning, execution, observation, and reflection. Before the round I started diagnostic test (pre-cycle) for students to know learning student vocabulary in English lessons.

1. **Pre-cycle**

   The initial goal of the researcher in the pre-cycle was to find out how the students' speaking class activities were observed. In the pre-cycle the researcher gives a pre-test, the pre-cycle test was be carried out before the researcher applies the treatment, namely teaching speaking and studying in front of the class. Before starting the treatment, the test was designed to assess students' basic vocabulary skills. The researcher was test the students by asking them to do some questions that contain basic vocabulary. Based on observations, researchers were able to identify students' problems in understanding vocabulary.

2. **Cyle 1**

   In the first cycle, the researcher applies strategy by using Disney movies to students in teaching vocabulary. The researcher offer the students some treatment regarding the materials. Cycle 1's planning took four steps, such as;

   a. **Planning**

      Before starting the activity, researchers must prepare everything needed. It is used to archive the best results. The researcher arranges the some activities:

      1) The researcher arranges the lesson, the technique, and the content that was be used in the classroom

      2) The researcher draw up learning and teaching material about vocabulary

3) The researcher set up the strategy, the researcher is utilizing a strategy by using Disney movie to enhance students vocabulary mastery

4) The researcher plan to give task and evaluation

b. Acting

The second step in cycle 1 is acting. It is the execution related to planning. The researcher does the action in the classroom:

1) Researchers prepare learning and introduced herself to the students

2) The researcher explains material about vocabulary

3) The researcher also explains about strategy by using Disney movies to teach students and enable them to practice it

4) Then the students started watching the Disney movie that the researcher had prepared

5) The researchers asked the students if they had any words that they said cannot understood, and researchers cannot still measure that vocabulary that students know

6) The researcher gave some written questions about some of the vocabulary in the movie they had watched

7) The researcher observed and evaluated the learning activity then gives suggestion if students get difficulties after teaching and learning process

c. Observing

Researchers observed student activity at each meeting so that researchers could measure student abilities. The results of these observations are entered into the observation sheet. The researchers also wanted to know if Disney movies could increase vocabulary for learning. By using the observation from the first cycle can help the researcher decide what to do in the second cycle.

d. Reflecting

In this phase all the activities carried out are reviewed and conclusions are drawn based on the results of observations to determine the strengths and weaknesses of the activities through reflection. Reflection examines the results of observations and tests which form the basis for improvement in the next cycle.

3. **Cycle 2**

There are several objectives of cycle II, such as overcoming weaknesses in round I in order to provide more opportunities for students. There are some adjustments made after reflection in the first cycle. These activities are;

a. Planning

The results of the first cycle are used as the basis for planning the second cycle. The design aims to improve the teaching and learning process using Disney movie, with the hope that the problems and weaknesses in cycle I can be resolved. Researchers prepared lesson plans, activity methods and materials.

b. Acting

The task of the second period is to provide feedback on the results of the first period. The learning process of Cycle II provides solutions to the problems students face when using the Disney film strategy to increase vocabulary. The researcher also conducted a post-test at this stage. Students are asked to speak in English based on the topics given. The researcher also gave them a questionnaire to find out their opinion about the use of Disney films in teaching English.

c. Observing

In this phase, the researcher analyzes and collects data from the students' acting phase. Through this step we want to know whether the researcher's activities have a positive influence on students. Conical observation intended for treatment. In the second period, the researcher observed student behavior using the same direct language used in the first period. Researchers was see if they have progressed.

d. Reflecting

The purpose of this exercise is to find out how far cycles I and II are progressing. In addition, the researcher was analyze post-test data or a two-cycle test to find out whether the Disney film strategy significantly improves students' English skills.

E. Data Collecting Technique

The researcher uses the following method to collecting data:

1. **Test**

   To obtain data, the author first carried out a test consisting of a pre-test and post-test. The pretest task is to fill in several multiple choice questions which cover basic vocabulary material that has been studied previously to find out the extent of students' vocabulary mastery before watching Disney films. Post test task is to ask questions about the material that has been presented and fill in essay questions and multiple choice questions that was be presented including the material that has been presented to determine the increase in mastery of understanding after watching Disney films.

2. **Classroom observation**

   Class observation was carried out before the operation to obtain information about English students and teachers during the English learning process. In addition, we conducted classroom observations during action research to observe students' attitudes in observing English classes, implementing projects in the learning process to improve students' vocabulary.

3. **Documentation**

   Documentation is a technique used for the formation of written sources or documents. The research uses documents taken from school data, such as the condition of students and schools.

4. Field Note

Notes made by researchers during field studies to remember and record behavior, activities, events, and other characteristics of observations made.

F. Data Analysis Technique

Data analysis is the processing of information or data obtained to draw conclusions. It is the process of placing data in the correct order so that the research design and structure can be observed more consistently. Data analysis was carried out by taking the average value of the pre-test and post-test. To find out student scores, period 1 and 2 tests were carried out after the lesson ended.

The formula of taking average:

Where: $X = \dfrac{\Sigma X}{\Sigma N}$

$\quad$ X $\quad$ = mean of average score

$\quad$ ΣN $\quad$ = the total number of respondent

$\quad$ ΣX $\quad$ = the number of student

to find out the results or improvements the researcher was compare between the pre-test or post-test with the minimum completeness criteria in this school of at least 60. if in cycle I the student fails then the researcher was carry out cycle II. cycle II minimum in CAR there are two cycles, so if from cycle II If the student is successful then the cycle can be stopped.

Complete student data analysis (who score ≥ 60). To calculate the percentage of student who scored ≤60, use formula to figure out the students who pass the minimum standard criteria in each cycle as follow:

$$P = \frac{\sum xnn}{1} \text{ X } 100 \%$$

P = Presentase

∑x = Amount of all scores

N = Amount of data

G. The Indicator of Success

Indicators of success are taken based on the process and results of classroom action research. This research was declared successful if 75% of students scored the same or more than the Minimum Mastery Criteria (70) in vocabulary mastery and learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

a. The History of SMK N 01 Metro

In this chapter, the researcher would like to present the research results. It presents research results and discussions which have been accomplished by researchers at SMK N 01 Metro, especially for the eleventh graders.

This research was conducted at SMK N 01 Metro. SMK N 01 Metro is located at Kemiri street 15A Iring Mulyo East Metro District Metro City. By boundaries: north border with residential land, to the west it is bordered by SMK N 03 Metro. A brief history of the founding of SMK N 01 Metro, originally given name preparatory SMEA, and began to be established on August 1, 1965, supported by committee of SMEA N 01 Metro. Formation of the 1 Metro state SMEA committee it began on January 1, 1965 protected by singles chees consist of:

1. Central Lampung Head Regent
2. Head Of Central Lampung State Controller
3. Central Lampung 611 Police Resort Command
4. Commander Of Kodim 0411 Central Lampung

Students start studying on August 1, 1965 and their place of study SMEA N Metro. Then the preparatory SMEA was inaugurated as state senior high school 1 metro on august 1, 1965 by the Office of The Directorate General of National Education and Provincial Middle School Lampung, Mr. Ismangun (Alm). In 1970 the place of study moved to SMEA N 1 Metro located at Kemiri street 15A Metro Lampung Tengah and the school are in a state of unfinished construction the building.

b. Vision and Mission of SMK N 01 Metro

1) Vision of the school

Becoming an excellent school, with noble character and environmental awareness.

2) Mission of the school

1. Carrying out school management and administration in a professional, accountable and democratic manner by applying appropriate technology based on the principles of school-based management.

2. Organizing the learning process and guidance and counseling service in a professional, quality and responsible manner, in accordance with the estabilished curriculum by utilizing the latest technology.

3. Arrange and develop school curricula periodically by integrating noble character values, environmental preservation, technological

development, as well as regional needs and potential by involving all stakeholders.

4. Integrate the values of noble character and noble character in the curriculum and daily life.

5. Integrate knowledge and technique of environmental preservation in the curriculum and daily life to create a school environmental that is free from air pollution and odor pollution so as to provide comfort in the implementation of the educational process.

6. Organizing extracurricular activities, self-development, and other non-academic activities and facilitating them with adequate facilities and competent trainers.

7. Involve the business world, industrial world, partner institution and the community in the education and training process in accordance with the principles of dual system education.

8. Carry out the educational process by prioritizing discipline, order and responsibility from all parties in the educational process based on predetermined academic guidelines.

9. Preserving, protecting and managing the environment optimally.

10. Prioritizing the utilization of recycling by means of 3R (Reuse, Reduce, Recycle).

B. Description of Research

1. Action and Learning in Pre-test

This research used classroom action research whose had purpose to improve the students activity and the result of the study in SMK N 01 Metro. It was conducted in two cycle, and each cycle consist two meetings. The researcher use Disney Movie to improve student vocabulary mastery.

In this research before the process of cycle one, the researcher conducted the pre-test on Friday, January 5th 2024. The pre-test given was mediated to find out students' vocabulary by giving them the task of answering the test about basic vocabulary by creating narrative texts and answering multiple choice questions and used by the researcher as a score comparison with the post-test. The results of the pre-test could be seen on the table below:

Table 1.2

The Result of the Pre Test of Students' Vocabulary Mastery the Eleventh

Grade of SMK N 01 Metro

No	Name of Students	Grade	Criteria
1	AS	65	Complete
2	AMM	60	Complete
3	AJB	55	Incomplete
4	ARS	55	Incomplete
5	AK	45	Incomplete
6	ASLA	50	Incomplete
7	AFN	60	Complete
8	CA	55	Incomplete
9	DTS	45	Incomplete

No	Name of Students	Grade	Criteria
10	DA	50	Incomplete
11	EF	55	Incomplete
12	EP	55	Incomplete
13	GCR	50	Incomplete
14	HM	50	Incomplete
15	IK	45	Incomplete
16	MA	50	Incomplete
17	MAZ	45	Incomplete
18	NPH	55	Incomplete
19	NCL	55	Incomplete
20	NZR	50	Incomplete
21	NK	60	Complete
22	PDM	55	Incomplete
23	RFR	60	Complete
24	RPP	60	Complete
25	RA	50	Incomplete
26	SAI	65	Complete
27	SMH	55	Incomplete
28	SN	50	Incomplete
29	VTN	55	Incomplete
30	VS	50	Incomplete
31	WDS	65	Complete
32	WPBL	50	Incomplete
	Total Score	1725	
	Average	53,90	
	Highest Score	65	
	Lowest Score	45	

Table 1.3

The Percentage Pre-Test Result of Students' Vocabulary Mastery the

Eleventh Grade of SMK N 01 Metro

No	Grade	Frequency	Percentage	Criteria
1	≥60	8	25%	Complete
2	< 60	24	75 %	Incomplete
Total of The Students		32	100%	

Source: The Result of Pre-Test On Friday January 5ᵗʰ 2024

Based on the table above, it was analyzed that there were 8 students (28%) who got a minimum score and 24 students (75%).

Figure 2

Graphic presentage of the students score of vocabulary mastery
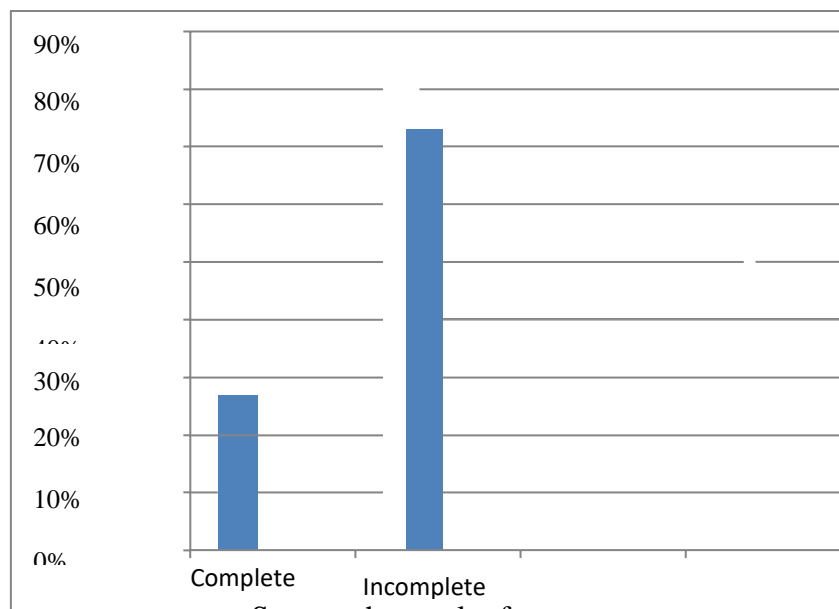
Source: the result of pre-test

Based on the cases above, the researcher using Disney movie as the solution.

a. Planning

The first meeting was held on Monday, January 8th 2024. It started with greetings, praying, checking the attendance list, and introducing the researcher as a teacher for students. On that day, the researcher took the students' pre-test scores. Based on the results of the pre-test scores, the researcher has identified and found problems after taking the students' pretest scores. Researchers prepared several things related to the teaching and learning process such as English lesson plans, materials, vocabulary tests, observation sheets containing lists of student names and activities, and evaluation for the second meeting.

b. Acting

1) The first meeting

The first meeting was conducted Monday, January 8th 2024 for 2x45 minutes start at 08.00 until 09.30 and followed by 32 students. The meeting began with prayer, greetings, and an attendance check.

After that, the researcher explained the material about descriptive text that would be learned. After finishing the explanation, the researcher gave the students a chance to ask question, then the researcher asked students to make text about describing yourself.

The students actively participated in this session's teaching and learning activities, because they enjoyed following the learning process. But, there were still some problem faced by students. Some

students were passive during the learning process, similar to how many remained silent when the teacher asked a questions.

The researcher conclude the course after 2x45 minute sessions and reminded the students that it would be covered in following meeting.

2) The second meeting

The second meeting was conducted on Friday, January 12th 2024 for 2x45 minutes and followed by 32 students. As the first meeting the learning activity was started with prayer, greetings, and an attendance check.

The next activity is continued by giving some explanation more about describing myself and asked student practice in front of class. The students did it seriously and the students practice in front of the class. It seemed that the students' score was be improved. The score of the post-test cycle I can be seen on the table below:

Table 1.8

The Result of the Post-Test Cycle I Students Vocabulary Mastery the Eleventh Grade of SMK N 01 Metro.

No	Name of Students	Grade	Criteria
1	AS	75	Complete
2	AMM	75	Complete
3	AJB	55	Incomplete
4	ARS	65	Complete
5	AK	55	Incomplete

No	Name of Students	Grade	Criteria
6	ASLA	55	Incomplete
7	AFN	70	Complete
8	CA	55	Incomplete
9	DTS	50	Incomplete
10	DA	65	Complete
11	EF	55	Incomplete
12	EP	60	Complete
13	GCR	50	Incomplete
14	HM	50	Incomplete
15	IK	50	Incomplete
16	MA	50	Incomplete
17	MAZ	55	Incomplete
18	NPH	55	Incomplete
19	NCL	55	Incomplete
20	NZR	50	Incomplete
21	NK	70	Complete
22	PDM	55	Incomplete
23	RFR	75	Complete
24	RPP	60	Complete
25	RA	50	Incomplete
26	SAI	75	Complete
27	SMH	55	Incomplete
28	SN	50	Incomplete
29	VNT	60	Complete
30	VS	50	Incomplete
31	WDS	70	Complete
32	WPBL	55	Incomplete
Total Score		**1875**	
Average		**58,59**	

No	Name of Students	Grade	Criteria
	Highest Score	75	
	Lowest Score	50	

Source: *The result of post-test I on Friday, January 12th 2024*

Table 1.9

Percentage Students' Score of Post-test I of speaking skill

No	Grade	Frequency	Percentage	Criteria
1.	≥60	12	37,5 %	Complete
2.	<60	20	63,2 %	Incomplete
Total of The Students		32 Students	100 %	

Source: the result of Post-test I on Friday, January 12th 2024
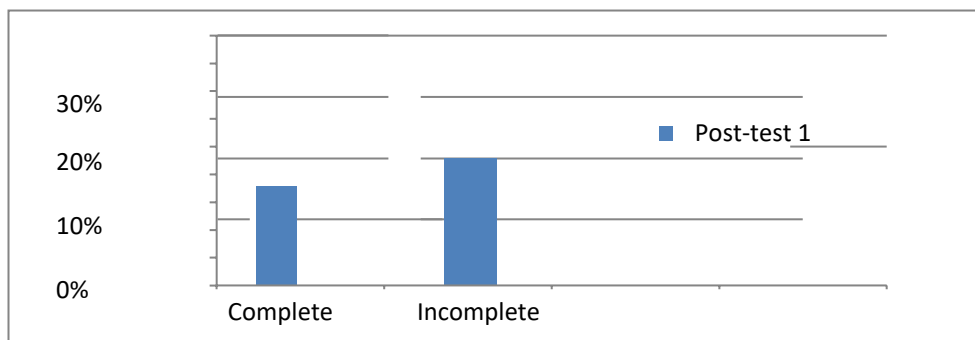
Source: The Result of Pre-Test

3) Observing

In additional to the treatment, observation was carried out. In this instance, the English teacher worked with the researcher as a collaborator to watch the students' actions as they engaged in the teaching and learning process.

After doing the treatment and observation, the researcher received the following information from the collaborator regarding the students' learning activities:

Table 1.10

The Students' Learning Activities Observation in Cycle 1

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering thequestions	Being Active in Whole Activeness	Being able to do the task	Performance
1.	AS	√	√	√	√	√
2.	AMM	√			√	√
3.	AJB		√		√	√
4.	ARS	√			√	√
5.	AK				√	√
6.	ASLA	√			√	√
7.	AFN	√	√	√	√	√
8.	CA				√	√
9.	DTS	√			√	√
10.	DA				√	√
11.	EF	√			√	√
12.	EP	√			√	√
13.	GCR	√		√	√	√
14.	HM	√			√	√
15.	IK	√			√	√
16.	MA				√	√
17.	MAZ	√			√	√
18.	NPH				√	√
19.	NCL	√			√	√
20.	NZR	√			√	√
21.	NK	√	√	√	√	√
22.	PDM	√			√	√
23.	RFR	√			√	√
24.	RPP	√	√	√	√	√
25.	RA				√	√
26.	SAI	√			√	√
27.	SMH				√	√
28.	SN				√	√
29.	VTN	√			√	√

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering thequestions	Being Active in Whole Activeness	Being able to do the task	Performance
30.	VS	√			√	√
31.	WDS	√	√	√	√	√
32.	WPBL	√			√	√
TOTAL		**22**	**6**	**6**	**32**	**32**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

1. The students pay attention of teacher's explanation= 75%
2. The students ask and answer question= 18,7%
3. The students are active in whole activities= 18,7%
4. The students are able to do the task= 100%
5. The students performances= 100%

Total 312,4%

Average 62,4%

From the table above it was revealed that there were 24 students (75%) who paying attention on the teacher's explanation, 6 students (18,7%) asking and answering the question from the teacher and being active in whole activeness, 32 student (100%) being able to do the task and perform in front of the class. The average form the cycle I was 64%.

As shown by the result of the observation describe above, the learning process was sufficient. The problem in the cycle I implementation of the learning process, some students made noisy and

many students are still confused of the subject they were given, and the students just have a limit vocabulary.

4) **Reflecting**

The cycle I result demonstrate that the pre-test and post-test I result had improve. The students show a sufficient level of interest In learning process, but the study should be continued into the next cycle because the learning process is still not under control, some students are still not paying attention in class and making noise, and the average students has not yet met the minimal standards.

After conducting a pre-test and post-test, the researcher identified students who did not meet the identification, this the researcher was move on to cycle II.

Figure 3
Graphic the comparison of students complete in pre-test and post-test I
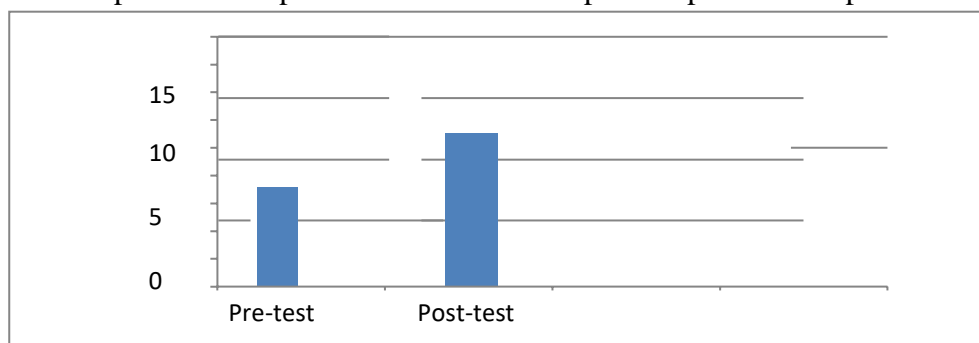
Source: the result of post-test

2. **Action and Learning Activity in Cycle II**

a. planning

Therefore, in this stage, the researchers focused on correcting problem that were found in cycle I.

On cycle I, there were some weakness. The researcher and collaborator then planned for to give the students with information to improve their vocabulary use the Disney movie.

b. Acting

1) The First Meeting

The first meeting was conducted Monday, January 15th 2024 for 2 x 45 minutes start at 08.00 until 09.30 and followed by 32 students. The meeting began with prayer, greetings, and an attendance check.

The learning process in the cycle II was focused on the weakness of cycle I. the researcher found the students problem were is low vocabulary and confidence. The researcher asked about the previous material before explain more about next material which is improving vocabulary by using Disney movie. After that, the researcher gave information about Disney movie. Then the researcher showed a Disney movie video for students to identify, the aim was for students to understand vocabulary in a fun way.

2) The Second Meeting

The second meeting was done on Friday, January 19th 2024 for 2 x 45 minutes as the first meeting followed by 32 students. The learning activities began with prayer, greetings, and attendance check.

The researcher reviewed explanation the material about Disney movie. After that, the researcher gave the post-test cycle II with the similar task on post-test cycle I before. The researcher asked students to make text about describing character on the movie and performed in front of class

orally. And they have to write down the effect of using Disney movie in terms of helping to increase vocabulary. The score of post-test in cycle II can be seen on the table below:

Table 1.9

The Result of the Post-Test Cycle II

Students Vocabulary Mastery the Eleventh Grade of SMK N 01 Metro.

No	Name of Students	Grade	Criteria
1	AS	90	Complete
2	AMM	85	Complete
3	AJB	70	Complete
4	ARS	75	Complete
5	AK	70	Complete
6	ASLA	70	Complete
7	AFN	85	Complete
8	CA	70	Complete
9	DTS	75	Complete
10	DA	80	Complete
11	EF	65	Complete
12	EP	75	Complete
13	GCR	55	Complete
14	HM	65	Complete
15	IK	50	Incomplete
16	MA	65	Complete
17	MAZ	65	Complete
18	NPH	70	Complete
19	NCL	65	Complete
20	NZR	55	Incomplete
21	NK	80	Complete

No	Name of Students	Grade	Criteria
22	PDM	55	Incomplete
23	RFR	85	Complete
24	RPP	80	Complete
25	RA	50	Incomplete
26	SAI	85	Complete
27	SMH	55	Incomplete
28	SN	50	Incomplete
29	VNT	75	Complete
30	VS	50	Incomplete
31	WDS	70	Complete
32	WPBL	70	Complete
Total Score		2209	
Average		68,90	
Highest Score		90	
Lowest Score		50	

Source: *The result of post-test I on Friday, January* 18th *2024*

Table 1.9

Percentage Students' Score of Post-test II of vocabulary mastery

No	Grade	Frequency	Percentage	Criteria
1.	≥60	24	75 %	Complete
2.	<60	8	25 %	Incomplete
Total of The Students		32 Students	100 %	

Source: the result of Post-test I on Friday, January 12th *2024*
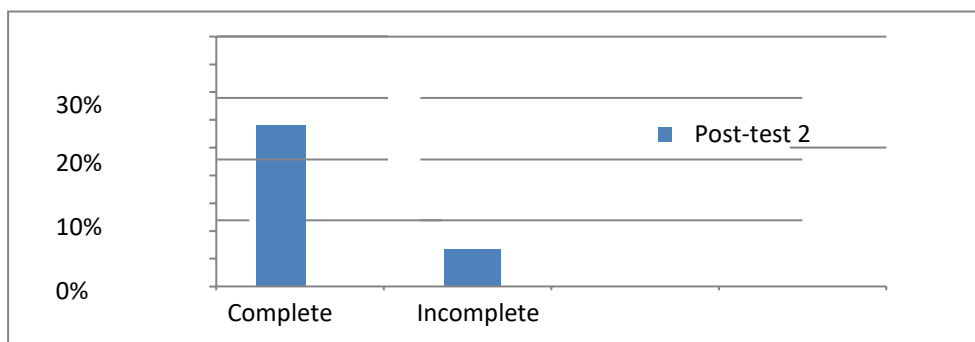
Source: the result of Post-test I on Friday, January 12th *2024*

Based on the graphic of the result above, it can be seen that there was an improving from the score of post-test I and post-test II. That 24 students (75%) were got score complete and they successed , and 8 other students (25%) were not succesed.

c. Observing

At this stage, there were some observation had been made, include observations of the students and the evaluation results.

The observing was done by the researcher that is presented in meeting II in cycle II. Following treatment and observing, the researcher received the following result from the collaborator regarding the students' learning activities:

Table 1.11
The Students' Learning Activities Observation in Cycle 2

| No | Students Name | The aspects that are observed | | | | |
		Paying attention on the teacher's explanation	Asking and answering thequestions	Being Active in Whole Activeness	Being able to do the task	Performance
1.	AS	√	√	√	√	√
2.	AMM	√	√	√	√	√
3.	AJB	√	√	√	√	√
4.	ARS	√		√	√	√

58

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering thequestions	Being Active in Whole Activeness	Being able to do the task	Performance
5.	AK	√	√	√	√	√
6.	ASLA	√	√	√	√	√
7.	AFN	√	√	√	√	√
8.	CA	√			√	√
9.	DTS	√		√	√	√
10.	DA	√	√		√	√
11.	EF	√		√	√	√
12.	EP	√	√	√	√	√
13.	GCR	√	√	√	√	√
14.	HM	√	√	√	√	√
15.	IK	√		√	√	√
16.	MA	√	√		√	√
17.	MAZ	√	√	√	√	√
18.	NPH	√	√		√	√
19.	NCL	√	√	√	√	√
20.	NZR	√	√		√	√
21.	NK	√	√	√	√	√
22.	PDM	√	√	√	√	√
23.	RFR	√	√	√	√	√
24.	RPP	√	√	√	√	√
25.	RA	√	√	√	√	√
26.	SAI	√	√	√	√	√
27.	SMH	√		√	√	√
28.	SN	√	√		√	√
29.	VTN	√	√	√	√	√
30.	VS	√		√	√	√
31.	WDS	√	√	√	√	√
32.	WPBL	√	√	√	√	√
	TOTAL	**32**	**25**	**26**	**32**	**32**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

    1.The students pay attention of teacher's explanation= 100%

    2.The students ask and answer question= 78,1%

3.The students are active in whole activities= 81,2%

4.The students are able to do the task= 100%

5.The students performances= 100%

Total 459,3%

Average 91,8%

According to table above, 32 students (100%) who paying attention on the teacher explanation, 25 students (78,1%) asking and answering the questions, 26 students (81,2%) being active in whole activeness, 32 students (100%) being able to do the task and performance in front of class. The average from the cycle II was 91,8%.

Based on the table above, it is obvious that students participation has gotten better since cycle I and cycle II and has increased. It is possible that the learning process was successful because the change from the cycle I average of 62,4% to 91,8%. It is clear that the learning process is working effectively and that cycle II students were more active in class than cycle I.

d. Reflecting

The result of cycle II is better than cycle I. it happened as a result of the students propensity for thinking aloud in their mind. The students are taking their assignment very seriously. The majority of the students did well in this meeting. It happened because after the teacher and researcher influenced and improved the cycle I teaching and learning process for cycle II, the students were active in completing the assignments and tests than before.

The researcher finally came to the conclusion that Disney movie had been effective in solving the problem. In order for students to comprehend the

content, the teacher goes into more detail and gives examples. And they are becoming more confident to use English language.

Figure 4

Graphic the comparison of students complete in post-test I and post-test II
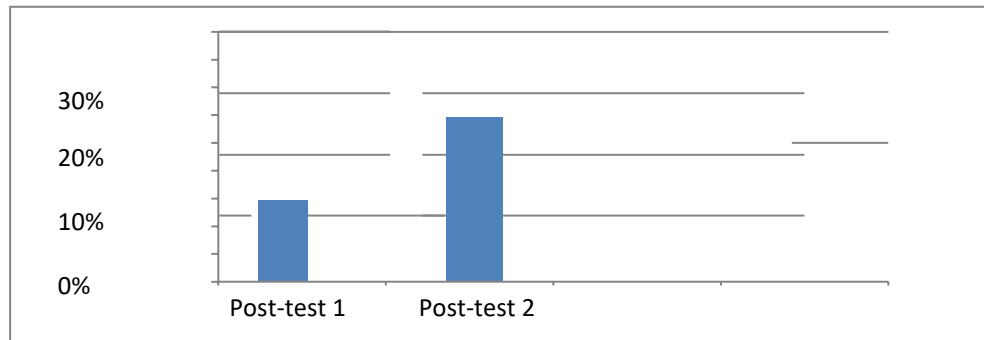
Source: the result of cycle 1 and cycle 2

Because students already meet the indicators of cycle I and cycle II, so the researcher did not processed to cycle III.

C. Discussion

There were some problem based on the pre-survey in teaching vocabulary to the tenth graders of SMKN 01 Metro, such as some students difficulties with confidence when they speak because they are afraid of making mistake in grammar and mispronounciation.

The researcher used the Disney movie to teach vocabulary to the students of SMKN I Metro, especially students in the MP2 class for tenth grades. This strategy was used by the researcher in order to help student improve their vocabulary abilities while learning English and make them more confident while using English language in order to improve their speaking abilities. This, it has been implemented that using the Disney movie strategy helps

students in learning activities.

The implementation of using Disney movie is very helpful for students' confidence in using English language because, with Disney movie for teaching media, because students can learn English in a fun way and not feel bored. And students can watch Disney movies at home to further increase their vocabulary.

Based on the explanation of cycle 1 and cycle 2, the use of the Disney movie can improve the students' vocabulary mastery. It was known that the number of students who passed the test increased from the pre-test, post-test 1, and post-test 2. From the pre-test, post-test 1, and post-test 2, the score improved. There were 8 students who passed the pre-test, 12 in post-test 1, and 16 in post-test 2. Also there was progress in average score from pre-test was 53,90 ,post-test 1 was 58,59 and become 68,90 in post-test 2. According to the explanation, the researcher is effective and can be halted in cycle 2 because the success indicators have been reached.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, three aspects are presented. They are conclusions and suggestions. Each point is described as follows:

A. Conclusion

According to the result of the classroom action research, I would like to draw the following conclusions:

Based on the explanation of cycle 1 and cycle 2, the use of Disney movie strategy could improve the students' vocabulary mastery it was known that the number of students who passed the test increased from pre-test, post-test 1, and post-test 2. From the pre-test, post-test 1, and post-test 2, the score improved. There were 8 students who passed the pre-test, 12 students in post-test 1, and 16 in post-test 2.

Students in MP1's eleventh grade class at SMKN 1 Metro have found that using the Disney movie, especially in English learning has significantly improved their vocabulary mastery. The majority of them were able to meet the indicator of success for this research.

The teacher used Disney movie as a strategy to train the students vocabulary mastery and make them more confident while using English language. With Disney movie for teaching media, because students can learn English in a fun way and not feel bored. And students can watch Disney movies at home to further increase their vocabulary.

Furthermore, it can be inferred in from discussion above that the students vocabulary mastery improved as a result of practicing the Disney movie. The students felt better than they had previously. It is proven by their learning results, which from the pre-test through cycle 2 showed significant improvements.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to improvement of teaching and learning process, as follows:

1) For the students

   The researcher suggests to the students to be more active in learning process, students also have to practice continuously to continue improving their abilities in vocabulary mastery.

2) For the teacher

   a. The teacher is suggested to prepare and choose the proper technique and materials to create an efficient teaching and learning process. The teachers should also decide what the objective of the lesson is and how to get there. The teacher should be able to make the process of teaching and learning enjoyable.

   b. The teacher is suggested motivation emotionally to the students in order to be active in learning process

   c. The researcher suggest the teacher to use Disney movie sometimes to help students increase vocabulary mastery.

3) For the head master

The head master supposed to boost students motivation so they was be more enthusiastic about learning English, and support English teacher to applied Disney movie sometimes in teaching learning activities. Because this strategy is helpful to improve English learning especially vocabulary.

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APPENDICES

SYLLABUS

School　　　　　　　**: SMKN 1 Metro**

Subject　　　　　　　**: English**

Semester　　　　　　**: 2**

Class　　　　　　　**: XI MP2**

Standard Competence　　**: K.3** Understand, apply, analyze, and evaluate basic factual, conceptual, procedural, and metacognitive knowledge according to the field and scope of English study at a technical, specific, detailed, and complex level, with respect to science, technology, art, culture, and humanities in the context of self-potential development as part of the family, school, world of work, national, regional and international citizens.

Basic Competence	Achievement Indicator	Learning material	Learning Activity	Assesment	Time	Source
4.4.2 Compose oral and written descriptive text, short and simple, related to tourist attraction and historical buildings, taking into account social function, text structure, and linguistic elements, correctly and in content.	• Providing opinions orally/in writing based on the appropriate context and demonstrating opinions orally/in writing based on the appropriate context. • Identify new vocabulary. • Practice dialogue related to context. • Students are able to apply the new vocabulary in daily conversation.	• **Descriptive text** (describing yourself and describing character Disney) • **Social function** Boast, sell, introduce, identify, criticize, etc. • **Text structure** Can cover: Identification (whole name) Characteristics (size, color, amount shape, etc.) • **Language features** Vocabulary and terms related to person.	• Learning about descriptive text and describing character. • Understanding text about describing yourself and speak in front of class. • Watch/listen to several interactions in visual media (images or videos) that involve the expression of opinions and thoughts. • Making a text about describing character on the Disney movie.	**Oral test** **Confidence** **Assignment** **Written a** **text**	**2x 45**	• CD/ Audio / Video

Pre-test Instrument of Vocabulary Mastery

Subject   : English (vocabulary)

Class   : XI MP2

Time Allocation   : 45 Minutes

Direction:

➢ Please make a descriptive text.

➢ Please be honestly.

Instruction:

1. Please make a descriptive text about yourself!

2. Please tell about yourself in simple way, include some adjective that can describe about yourself!

Pre-test Assessment Sheet by Researcher

No	Name	Confidence	Pronunciation	fluency
1	AS	75	65	60
2	AMM	60	60	60
3	AJB	65	50	50
4	ARS	65	50	50
5	AK	55	40	40
6	ASLA	50	50	50
7	AFN	60	60	60
8	CA	65	50	50
9	DTS	65	40	40
10	DA	50	50	50
11	EF	65	50	50
12	EP	65	50	50
13	GCR	50	50	50
14	HM	50	50	50
15	IK	55	40	40
16	MA	50	50	50
17	MAZ	55	40	40
18	NPH	65	50	50
19	NCL	65	50	50
20	NZR	50	50	50
21	NK	60	60	60
22	PDM	65	50	50
23	RFR	60	60	60
24	RPP	60	60	60
25	RA	50	50	50
26	SAI	75	50	60
27	SMH	65	65	50
28	SN	50	50	50
29	VTN	65	50	50
30	VS	50	50	50
31	WDS	75	65	60
32	WPBL	50	50	50

Researcher

Sintya Ayu Wulandari
1901051064

Pre-test Assessment Sheet by Collaborator

No	Name	Confidence	Pronunciation	fluency
1	AS	70	65	60
2	AMM	65	60	55
3	AJB	60	55	50
4	ARS	60	55	50
5	AK	50	45	40
6	ASLA	55	50	45
7	AFN	65	60	55
8	CA	60	55	50
9	DTS	50	45	40
10	DA	55	50	45
11	EF	60	55	50
12	EP	60	55	50
13	GCR	55	50	45
14	HM	55	50	45
15	IK	50	45	40
16	MA	55	50	45
17	MAZ	50	45	40
18	NPH	60	55	50
19	NCL	60	55	50
20	NZR	55	50	45
21	NK	65	60	55
22	PDM	60	55	50
23	RFR	65	60	55
24	RPP	65	60	55
25	RA	55	50	45
26	SAI	70	65	60
27	SMH	60	55	50
28	SN	55	50	45
29	VTN	60	55	50
30	VS	55	50	45
31	WDS	70	65	65
32	WPBL	55	50	45

Researcher

Sintya Ayu Wulandari

The Result of The Pre-Test of Students' Vocabulary Mastery at Eleventh Grades of SMKN 01 Metro

No	Name	Researcher	collaborator	Average
1	AS	65	65	65
2	AMM	60	60	60
3	AJB	55	55	55
4	ARS	55	55	55
5	AK	45	45	45
6	ASLA	50	50	50
7	AFN	60	60	60
8	CA	55	55	55
9	DTS	45	45	45
10	DA	50	50	50
11	EF	55	55	55
12	EP	55	55	55
13	GCR	50	50	50
14	HM	50	50	50
15	IK	45	45	45
16	MA	50	50	50
17	MAZ	45	45	45
18	NPH	55	55	55
19	NCL	55	55	55
20	NZR	50	50	50
21	NK	60	60	60
22	PDM	55	55	55
23	RFR	60	60	60
24	RPP	60	60	60
25	RA	50	50	50
26	SAI	65	65	65
27	SMH	55	55	55
28	SN	50	50	50
29	VTN	55	55	55
30	VS	50	50	50
31	WDS	65	65	65
32	WPBL	50	50	50
		Lowest score: 45 **Highest score: 65**	**Lowest score: 45** **Highest score: 65**	**Average: 58,90**
		Total: 1725	**Total: 1725**	

LESSON PLAN
Cycle 1

School   **:** SMKN 1 Metro

Subject   **:** English

Semester   2

Class   **:** XI MP2

A. Standar Competence

K.3   : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive based on curiosity about science,technology, arts, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as implementing them procedural knowledge in a specific field of study according to talent and interest in solving problems.

B. Basic Competence

4.4.2   : Analyze the social function, sentence structure, and linguistic elements of verbal and transactional writing interactions which involve the act of giving and asking for information regarding opinions and thoughts, according to the context of its use.

C. Achievement Indicator

- Providing opinions orally/in writing based on the appropriate context and demonstrating opinions orally/in writing based on the appropriate context.
- Identify new vocabulary and Practice dialogue related to context.

D. Learning Objective

At the end of learning students are able apply the new vocabulary in daily conversation.

E. Learning Material

Conversational dialogue in visual media (images or videos)

F. Media and Tool

- Book
- Pen
- Whiteboard
- Dictionary
- Audio & video/movie

G. Learning Activities

a. *Preliminary Activities*
- ➢ The teacher greets and invites students to start the activity by praying,the checks the presence of students'
- ➢ The teacher conveys the learning objectives or basic competencies to beachieved and give motivation to students.

b. *Core Activities*
- ➢ The teacher gives learning material videos/movies.
- ➢ The teacher and students discuss a little about the material (conversational dialogue).
- ➢ The teacher give explanation about the material.
- ➢ The teacher ask the students to look for example of adjective.
- ➢ The teacher ask students to provide examples of conversational dialogue in front of the classmate, by using adjective that they have got.
- ➢ Provide feedback for students who have dared to do what the teacher asked them to do
- ➢ The teacher discusses new vocabulary and how to use.
- ➢ The teacher ask the students about their weakness in vocabulary.
- ➢ Provide motivation to students' who are lacking and are not used to participating in these activities.

c. *Closing*
- ➢ The teacher provides suggestions and input to students' in vocabulary.
- ➢ The teacher explains the plans for future learning activities.
- ➢ Closing.

H. Assessment of Learning Outcome

Appraisal Technique : remembering vocabulary

Aspect	Category	Score
Confidence	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Pronunciation	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Fluency	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Comprehension	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54

Maximum score: 100

Final Acquistion Value = scor on post-test 1

$$X = X1 + X2 + X3 \ldots + Xn5$$

$$X = \frac{100 + 100 + 100 \ldots + Xn}{5}$$

$$X = \frac{500}{5}$$

$$X = 100$$

Appraisal Technique : descriptive text

Aspect	Category	Score
Organization Fluent expression,ideas clearly,etc.	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Vocabulary sophisticated range effective word/idiom choice and usage – etc.	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Language use effective but simple construction – etc	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Mechanics occasional errors of spelling, punctuation – etc.	Very Good Good Average Bad	85-100 75-84 55-74 0-54

Total scores = 100; minimal score = 55; maximal score = 100

$$X = \frac{100 + 100 + 100...Xn}{5}$$

$$X = \frac{500}{5}$$

$$X = 100$$

Known by:

Researcher

SMK N 01 METRO   **Sintya Ayu Wulandari**
                                            190105106

LESSON PLAN
Cycle 2

School   **:** SMKN 1 Metro

Subject   **:** English

Semester   2

Class   **:** XI MP2

A. Standar Competence

K.3   : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive based on curiosity about science,technology, arts, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as implementing them procedural knowledge in a specific field of study according to talent and interest in solving problems**.**

B. Basic Competence

4.4.2   : Analyze the social function, sentence structure, and linguistic elements of verbal and transactional writing interactions which involve the act of giving and asking for information regarding opinions and thoughts, according to the context of its use.

C. Achievement Indicator
- Providing opinions orally/in writing based on the appropriate context and demonstrating opinions orally/in writing based on the appropriate context.
- Identify new vocabulary and Practice dialogue related to context.

D. Learning Objective
At the end of learning students are able apply the new vocabulary in daily conversation.

E. Learning Material
- Conversational dialogue in visual media (images or videos)

F. Media and Tool
- Book
- Pen
- Whiteboard
- Dictionary
- Audio & video/movie

G. Learning Activities

   d. Preliminary Activities

- ➢ The teacher greets and invites students to start the activity by praying,the checks the presence of students'
- ➢ The teacher conveys the learning objectives or basic competencies to beachieved and give motivation to students.

   e. Core Activities

- ➢ The teacher discusses the previous day's lesson material.
- ➢ The teacher gives learning material videos/movies.
- ➢ The teacher and students discuss a little about the material (conversational dialogue).
- ➢ The teacher give explanation about the material
- ➢ The teacher ask the students to look for example of adjective
- ➢ The teacher ask students to provide examples of conversational dialogue in front of the classmate, by using adjective that they have got.
- ➢ Provide feedback for students who have dared to do what the teacher asked them to do
- ➢ The teacher discusses new vocabulary and how to use.
- ➢ The teacher ask the students about their weakness in vocabularies
- ➢ Provide motivation to students' who are lacking and are not used to participating in these activities.

   f. Closing

- ➢ The teacher provides suggestions and input to students' in vocabularies
- ➢ The teacher explains the plans for future learning activities.
- ➢ Closing.

H. Assessment of Learning
Outcome

Appraisal Technique : remembering vocabularies

Aspect	Category	Score
Confidence	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Pronunciation	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Fluency	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Comprehension	Very Good Good Average Bad	85-100 75-84 55-74 0-54

Maximum score: 100

Final Acquistion Value = scor on post-test 1

$$X = X1 + X2^{'} + X3 \ldots + Xn5$$

$$X = \frac{100 + 100 + 100 \ldots + Xn}{5}$$

$$X = \frac{500}{5}$$

$$X = 100$$

Known by:

Researcher

SMK N 01 METRO   **Sintya Ayu Wulandari**
                                        1901051064

Post Test Instrument of Vocabulary Mastery

(Cycle 1)

Subject : English (Vocabulary)

Class : XI MP2

Time Allocation : 2 x 45 Minutes

Direction:

➢ Please Confidence to tell in front of the class.

➢ Please be honestly.

Instruction:

1. Please tell and make a simple sentence about yourself!

2. Perform in front of class orally without the text!

No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
				Post-test 1 Assessment by Researcher		
1	AS	75	70	75	70	80
2	AMM	75	70	75	70	80
3	AJB	50	50	60	50	65
4	ARS	70	55	70	55	75
5	AK	50	50	60	50	65
6	ASLA	50	50	60	50	65
7	AFN	70	65	70	65	75
8	CA	50	50	60	50	65
9	DTS	50	50	50	50	50
10	DA	70	55	70	55	75
11	EF	50	50	60	50	65
12	EP	65	60	60	50	65
13	GCR	50	50	50	50	50
14	HM	50	50	50	50	50
15	IK	50	50	50	50	50
16	MA	50	50	50	50	50
17	MAZ	50	50	60	50	65
18	NPH	50	50	60	50	65
19	NCL	50	50	60	50	65
20	NZR	50	50	50	50	50
21	NK	70	65	70	65	75
22	PDM	50	50	60	50	65
23	RFR	75	70	75	70	85
24	RPP	65	60	60	50	65

		Post-test 1 Assessment by Researcher				
No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
25	RA	50	50	50	50	50
26	SAI	75	70	75	70	85
27	SMH	50	50	60	50	65
28	SN	50	50	50	50	50
29	VTN	60	60	65	50	65
30	VS	50	50	50	50	50
31	WDS	70	65	70	65	75
32	WPBL	50	50	60	50	65

No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
Post-test 1 Assessment by Collaborator					

No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
1	AS	80	75	75	70	75
2	AMM	80	75	75	70	75
3	AJB	55	50	55	50	65
4	ARS	65	60	65	60	75
5	AK	55	50	55	50	65
6	ASLA	55	50	55	50	65
7	AFN	70	70	70	65	75
8	CA	55	50	55	50	65
9	DTS	55	50	55	40	50
10	DA	65	60	65	60	75
11	EF	55	50	55	50	65
12	EP	65	55	60	55	65
13	GCR	55	50	55	40	50
14	HM	55	50	55	40	50
15	IK	55	50	55	40	50
16	MA	55	50	55	40	50
17	MAZ	55	50	55	50	65
18	NPH	55	50	55	50	65
19	NCL	55	50	55	50	65
20	NZR	55	50	55	40	50
21	NK	70	70	70	65	75
22	PDM	55	50	55	50	65
23	RFR	80	75	75	70	75
24	RPP	65	55	60	55	65

Post-test 1 Assessment by Collaborator						
No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
25	RA	55	50	55	40	50
26	SAI	80	75	75	70	75
27	SMH	55	50	55	50	65
28	SN	55	50	55	40	50
29	VTN	65	55	60	55	65
30	VS	55	50	55	40	50
31	WDS	70	70	70	65	75
32	WPBL	55	50	55	50	65

No	Student Name	The Aspect					TOTAL
		Nouns	Verbs	Adjective	Adverbs	Content	
1	AS	67	72	72	73	72	71
2	AMM	62	75	72	74	75	71
3	AJB	76	79	81	78	75	77
4	ARS	75	79	82	76	80	78
5	AK	69	72	75	72	71	72
6	ASLA	70	72	71	75	74	72
7	AFN	74	80	78	82	83	80
8	CA	67	70	71	68	72	69
9	DTS	70	82	70	68	72	73
10	DA	70	82	68	72	70	72
11	EF	67	75	72	73	72	72
12	EP	82	86	85	86	85	85
13	GCR	70	71	77	81	72	74
14	HM	66	68	70	70	72	69
15	IK	76	82	79	78	80	79
16	MA	69	70	72	73	68	70
17	MAZ	70	70	72	70	69	70
18	NPH	69	70	75	72	72	71
19	NCL	70	75	76	70	76	73
20	NZR	67	70	75	72	76	72
21	NK	82	86	82	87	85	84
22	PDM	82	88	85	87	83	85
23	RFR	68	72	69	75	75	72
24	RPP	78	83	80	77	81	80
25	RA	68	74	75	76	71	73

26	SAI	70	70	73	75	69	71
27	SMH	72	75	72	72	75	73
28	SN	77	80	79	82	78	79
29	VTN	75	78	78	80	76	77
30	VS	68	72	75	72	74	72
31	WDS	69	70	73	75	75	72
32	WPBL	72	72	74	76	75	74

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES CYCLE 1

School : SMKN 01 Metro

Subject : English

Class/semester : XI MP2

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Performance
1.	AS	√	√	√	√	√
2.	AMM	√			√	√
3.	AJB		√		√	√
4.	ARS	√			√	√
5.	AK				√	√
6.	ASLA	√			√	√
7.	AFN	√	√	√	√	√
8.	CA				√	√
9.	DTS	√			√	√
10.	DA				√	√
11.	EF	√			√	√
12.	EP	√			√	√
13.	GCR	√		√	√	√
14.	HM	√			√	√
15.	IK	√			√	√
16.	MA				√	√
17.	MAZ	√			√	√

No	Students Name	Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Performance
		The aspects that are observed				
18.	NPH				√	√
19.	NCL	√			√	√
20.	NZR	√			√	√
21.	NK	√	√	√	√	√
22.	PDM	√			√	√
23.	RFR	√			√	√
24.	RPP	√	√	√	√	√
25.	RA				√	√
26.	SAI	√			√	√
27.	SMH				√	√
28.	SN				√	√
29.	VTN	√			√	√
30.	VS	√			√	√
31.	WDS	√	√	√	√	√
32.	WPBL	√			√	√
	TOTAL	**22**	**6**	**6**	**32**	**32**

LESSON PLAN
Cycle 2

School   **:** SMKN 1 Metro

Subject   **:** English

Semester   2

Class   **:** XI MP2

I.   Standar Competence

K.3   : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive based on curiosity about science,technology, arts, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as implementing them procedural knowledge in a specific field of study according to talent and interest in solving problems**.**

J.   Basic Competence

4.4.2   : Analyze the social function, sentence structure, and linguistic elements of verbal and transactional writing interactions which involve the act of giving and asking for information regarding opinions and thoughts, according to the context of its use.

K.   Achievement Indicator
*   Providing opinions orally/in writing based on the appropriate context and demonstrating opinions orally/in writing based on the appropriate context.
*   Identify new vocabulary and Practice dialogue related to context.

L.   Learning Objective
At the end of learning students are able apply the new vocabulary in daily conversation.

M.   Learning Material
*   Conversational dialogue in visual media (images or videos)
N.   Media and Tool
*   Book
*   Pen
*   Whiteboard
*   Dictionary
*   Audio & video/movie

O. Learning Activities

   g. Preliminary Activities
- ➢ The teacher greets and invites students to start the activity by praying,the checks the presence of students'
- ➢ The teacher conveys the learning objectives or basic competencies to beachieved and give motivation to students.

   h. Core Activities
- ➢ The teacher discusses the previous day's lesson material.
- ➢ The teacher gives learning material videos/movies.
- ➢ The teacher and students discuss a little about the material (conversational dialogue).
- ➢ The teacher give explanation about the material
- ➢ The teacher ask the students to look for example of adjective
- ➢ The teacher ask students to provide examples of conversational dialogue in front of the classmate, by using adjective that they have got.
- ➢ Provide feedback for students who have dared to do what the teacher asked them to do
- ➢ The teacher discusses new vocabulary and how to use.
- ➢ The teacher ask the students about their weakness in vocabularies
- ➢ Provide motivation to students' who are lacking and are not used to participating in these activities.

   i. Closing
- ➢ The teacher provides suggestions and input to students' in vocabularies
- ➢ The teacher explains the plans for future learning activities.
- ➢ Closing.

P. Assessment of Learning Outcome

Appraisal Technique : remembering vocabularies

Aspect	Category	Score
Confidence	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Pronunciation	Very Good Good Average Bad	85-100 75-84 55-74 0-54

Fluency	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Comprehension	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54

Maximum score: 100

Final Acquistion Value = scor on post-test 1

$$X = X1 + X2 + X3 \ldots + Xn5$$

$$X = \frac{100 + 100 + 100 \ldots + Xn}{5}$$

$$X = \frac{500}{5}$$

X = 100

Appraisal Technique : descriptive text

Aspect	Category	Score
Organization Fluent expression,ideas clearly,etc.	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Vocabulary sophisticated range effective word/idiom choice and usage – etc.	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Language use effective but simple construction – etc	Very Good Good Average Bad	85-100 75-84 55-74 0-54
Mechanics occasional errors of spelling, punctuation – etc.	Very Good Good Average Bad	85-100 75-84 55-74 0-54

Total scores = 100; minimal score = 55; maximal score = 100

$$X = \frac{100 + 100 + 100...Xn}{5}$$

$$X = \frac{500}{5}$$

$$X = 100$$

Known by:

Researcher

SMK N 01 METRO   **Sintya Ayu Wulandari**
                                       1901051064

95

Post Test Instrument of Vocabulary Mastery

(Cycle 2)

Subject   : English (Vocabulary)

Class   : XI MP2

Time Allocation : 2 x 45 Minutes

Direction:

➢ Please Confidence to tells in front of the class.
➢ Please do questions about the vocabulary you have learned
➢ Please be honestly.

Instruction:

1. Please tell and make a simple paragraph about one character on Disney movie that has been given!

2. Perform in front of class orally !

3. Do the multiple choice questions given by the teacher. Regarding the vocabulary that has been studied.

4. Please explain the influence of using Disney Movies in terms of helping increase self-confidence in communicating using English. (you can write in Indonesia, but it will be better if you write in English).

	Post-test 2 Assessment by Researcher					
No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
1	AS	95	80	95	80	90
2	AMM	90	75	85	75	90
3	AJB	70	65	70	65	75
4	ARS	75	70	75	70	85
5	AK	70	65	70	65	75
6	ASLA	70	65	70	65	75
7	AFN	90	75	85	75	90
8	CA	70	65	70	65	75
9	DTS	75	70	75	70	85
10	DA	85	75	80	70	90
11	EF	70	55	70	55	75
12	EP	75	70	75	70	85
13	GCR	50	50	60	50	65
14	HM	70	55	70	55	75
15	IK	50	50	50	50	50
16	MA	70	55	70	55	75
17	MAZ	70	55	70	55	75
18	NPH	70	65	70	65	75
19	NCL	70	55	70	55	75
20	NZR	50	50	60	50	65
21	NK	50	50	60	50	65
22	PDM	85	75	80	70	90
23	RFR	90	75	85	75	90
24	RPP	85	75	80	70	90

		Post-test 2 Assessment by Researcher				
No	Name	Confidence	Pronunciation	Tone, gesture & facial expression	Fluency	Comprehension
25	RA	50	50	50	50	50
26	SAI	90	75	85	75	90
27	SMH	50	50	60	50	65
28	SN	50	50	50	50	50
29	VTN	75	70	75	70	85
30	VS	50	50	50	50	50
31	WDS	70	65	70	65	75
32	WPBL	70	65	70	65	75

| **Post-test 1 Assessment by Collaborator** |
No	Name	Confidence	Prononciation	Tone, gesture & facial expression	Fluency	Comprehension
1	AS	95	80	95	80	95
2	AMM	90	80	85	75	95
3	AJB	70	70	70	65	75
4	ARS	80	75	75	70	75
5	AK	70	70	70	65	75
6	ASLA	70	70	70	65	75
7	AFN	90	80	85	75	95
8	CA	70	70	70	65	75
9	DTS	80	75	75	70	75
10	DA	65	60	65	60	75
11	EF	85	75	85	75	80
12	EP	80	75	75	70	75
13	GCR	55	50	55	50	65
14	HM	65	60	65	60	75
15	IK	55	50	55	40	50
16	MA	65	60	65	60	75
17	MAZ	65	60	65	60	75
18	NPH	70	70	60	65	75
19	NCL	65	60	65	60	75
20	NZR	55	50	55	50	65
21	NK	85	75	85	75	80
22	PDM	55	50	55	50	65
23	RFR	90	80	85	75	95
24	RPP	85	75	85	75	80

	Post-test 1 Assessment by Collaborator					
No	Name	Confidence	Prononciation	Tone, gesture & facial expression	Fluency	Comprehension
25	RA	55	50	55	40	50
26	SAI	90	80	85	75	95
27	SMH	55	50	55	50	65
28	SN	55	50	55	40	50
29	VTN	80	75	85	75	80
30	VS	55	50	55	40	50
31	WDS	70	70	70	65	75
32	WPBL	70	70	70	65	75

No	Student Name	The Aspect					TOTAL
		Vocabulary	Language use	Mechanics	Organization	Content	
1	AS	76	82	84	82	81	81
2	AMM	67	68	72	75	76	72
3	AJB	80	85	86	89	83	86
4	ARS	82	88	86	82	85	85
5	AK	65	70	70	75	78	72
6	ASLA	77	82	80	81	79	80
7	AFN	87	88	85	89	90	88
8	CA	78	81	79	80	78	79
9	DTS	68	74	73	76	80	74
10	DA	76	78	80	77	78	78
11	EF	70	71	76	75	78	74
12	EP	85	95	92	90	88	90
13	GCR	65	76	75	76	78	74
14	HM	75	79	78	80	78	78
15	IK	85	89	90	84	87	87
16	MA	64	69	73	75	72	71
17	MAZ	75	78	82	79	84	80
18	NPH	78	81	82	78	81	80
19	NCL	79	81	80	83	81	81
20	NZR	67	69	74	76	72	72
21	NK	83	88	85	89	90	87
22	PDM	80	89	90	85	86	86
23	RFR	65	75	76	76	78	74
24	RPP	81	85	89	92	89	87

25	RA	77	78	80	77	76	78
26	SAI	76	82	80	85	79	80
27	SMH	79	83	78	81	82	81
28	SN	85	90	92	89	88	89
29	VTN	84	86	86	82	86	85
30	VS	78	80	78	80	82	80
31	WDS	71	75	76	79	78	76
32	WPBL	76	80	78	81	82	79

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES CYCLE 2

School : SMKN 01 Metro

Subject : English

Class/semester : XI MP2

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Performance
1.	AS	√	√	√	√	√
2.	AMM	√	√	√	√	√
3.	AJB	√	√	√	√	√
4.	ARS	√		√	√	√
5.	AK	√	√	√	√	√
6.	ASLA	√	√	√	√	√
7.	AFN	√	√	√	√	√
8.	CA	√			√	√
9.	DTS	√		√	√	√
10.	DA	√	√		√	√
11.	EF	√		√	√	√
12.	EP	√	√	√	√	√
13.	GCR	√	√	√	√	√
14.	HM	√	√	√	√	√
15.	IK	√		√	√	√
16.	MA	√	√		√	√

No	Students Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Performance
17.	MAZ	√	√	√	√	√
18.	NPH	√	√		√	√
19.	NCL	√	√	√	√	√
20.	NZR	√	√		√	√
21.	NK	√	√	√	√	√
22.	PDM	√	√	√	√	√
23.	RFR	√	√	√	√	√
24.	RPP	√	√	√	√	√
25.	RA	√	√	√	√	√
26.	SAI	√	√	√	√	√
27.	SMH	√		√	√	√
28.	SN	√	√		√	√
29.	VTN	√	√	√	√	√
30.	VS	√		√	√	√
31.	WDS	√	√	√	√	√
32.	WPBL	√	√	√	√	√
	TOTAL	**32**	**25**	**26**	**32**	**32**

THE STUDENT VOCABULARY

My name is fauziah, my nick name is papau. I am people person. I love meeting people and learning about their lives and their backgrouds. I can almost always find common ground with strangers and I like making people feel comfortable in my presence. I am also a very compassinate person and always try to see the best in people.

Nama : fauziah

Mike is very giving person and is always willing to help his friends if they need him. He is proud and confidence and he is a devoted to his work as he is to ~~see~~ sully. mike is outgoing and funny, despite his serious outlook on traing sully to the best carrer.

VIO Hanggara

Mike wazowski is a monster with a round green body with one eye and a horn. Mike always fails the scare test, Mike is a good and smart monster, it's just that his form is not scary enough. But he keeps trying and learning ~~until~~ until finally he becomes the head ~~of the~~ of the scare section with his friends

DOCUMENTATION

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO

Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001
e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id

Nomor	:	070/578/V.01/SMKN.1/2022
Lampiran	:	-
Perihal	:	**Izin Prasurvey**

Yth.: Ketua Program Studi
Tadaris Bahasa Inggris
Institut Agama Islam Negeri Metro
di
Tempat

Sehubungan dengan surat saudara Nomor : B-5079/ln.28.1/J/TL.01/11/2022 tanggal 25 November 2022 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin Prasurvey Pengenalan Lapangan Persekolahan kepada:

Nama	:	Sintya Ayu Wulandari
NPM	:	1901051064
Jurusan	:	Tadaris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat Penilitian menjadi tanggung jawab mahasiswi yang bersangkutan.
3. Tetap Mematuhi Protokol Kesehatan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Metro, 02 Desember 2022
Kepala Sekolah,

FAHRISYA, S.Pd
NIP. 19820221 200604 1 005

Nomor : /In.28/J/TL.01//2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala sekolah SMK NEGRI 01
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**SINTYA AYU WULANDARI**
NPM	:	1901051064
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS VOCABULARY MASTERY BY USING DISNEY MOVIE

untuk melakukan prasurvey di SMK NEGRI 01 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintya Ayu Wulandari
NPM : 1901051064

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	22/3/24		Discussion Lerikan kutipan dan cantumkan Novelty conclussion di persingkat Acc Monaaoqyah.	

Mengetahui
Ketua Program Studi TBI

Dr. Much. Deiniatur, M.Pd, B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Sintya Ayu Wulandari   Program Studi : TBI
NPM   : 1901051064   Semester   : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	14/03 /03		BAB 4 - 5 - Test mengacu pada assesment indikator - Tabel penilaian menyesuaikan dengan test - menambahkan footnote pada assesment indicator .	*(tanda tangan)*

Mengetahui,
Ketua Program Studi TBI

Dosen Pembimbing

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintya Ayu Wulandari   Program Studi : TBI
NPM : 1901051064   Semester   : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	thursday/ 11 jan 23		Acc APD	

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintya Ayu Wulandari   Program Studi : TBI
NPM : 1901051064   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	6/23/10		1) put of students minimum vocabulary mastery	*(signature)*
			2) Explain why choose Disney movie	
			3.) put the tittle of movie to the problem limitation	
			4) put the Assesment of student vocab mastery	
			5.) Explaining pretest and post test.	
			6) Observation sheet.	

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Sintya Ayu Wulandari   Program Studi : TBI
NPM   : 1901051064   Semester   : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa, 24 Okt 2023		Accepted to Proposal Seminar .	

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIDN 2012089002

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintya Ayu Wulandari
NPM : 1901051064

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	12/9 2023		- Make clear the concept of Disney movie. - Make sure the types of movie that you choose. - Give the explanation about the disney movie in BOS - Give the reason in choosing disney movie. - Revise the prior research - Revise the title. - Use future tense in your proposal. - Make clear the problem in BOS	

Mengetahui,
Ketua Program Studi TBI

Dosen Pembimbing

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SMK NEGERI 1 METRO

Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001
e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id

Metro, 21 November 2023

Nomor   : 070/666/V.01/SMKN.1/2023

Lampiran   : -

Perihal   : **Izin Research**

Kepada Yth.

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Di Tempat

      Sehubungan dengan surat saudara Nomor : B-5055/In.28/D.1/TL.01/11/2023 tanggal 03 November 2023, perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin research kepada:

Nama   : Sintya Ayu Wulandari

NPM   : 1901051064

Jurusan   : Pendidikan Tadris Bahasa Inggris

Dengan catatan :

1.   Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.

2.   Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswi yang bersangkutan.

      Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Sekolah,

FAHRISYA, S.Pd
NIP 19820221 200604 1 005

Nomor   : B-4982/In.28/D.1/TL.00/10/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMKN 01
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4983/In.28/D.1/TL.01/10/2023, tanggal 30 Oktober 2023 atas nama saudara:

Nama	:	SINTYA AYU WULANDARI
NPM	:	1901051064
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMKN 01 METRO bahwa Mahasiswa tersebut diatas akan mengadakan research/survey di SMKN 01 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul " IMPROVING STUDENTS VOCABULARY MASTERY BY USING DISNEY MOVIE AT THE ELEVENTH GRADE STUDENTS OF SMKN 01 METRO

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-238/In.28/S/U.1/OT.01/04/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SINTYA AYU WULANDARI
NPM	: 1901051064
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051064

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Mei 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama	:	Sintya Ayu Wulandari
NPM	:	1901051064
Prodi	:	Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 27 Mei 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

CURRICULUM VITAE

The Name Of Writer Is Sintya Ayu Wulandari, She Was Born On 24 September, Mulya Asri,Tulang Bawang Barat. She Is The Only Child Of Mr.Mukhlisin And Mrs.Haryani. She Has Graduated From Elementary School (SDN 1 Tulang Bawang Tengah) On 2013. She Continued Her Study In Junior High School (SMPN 1 tulang bawang tengah) on 2016. After Graduate From Hight School. She Continued To Senior High School (SMAN 2 Tulang Bawang Tengah) And Graduate On 2019. And 0n 2019 She Continued Her Study As A Student S-1 English Education Department Of State Institute For Islamic Studies Of Metro (IAIN Metro)