

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF AUDIO VISUAL LEARNING ENGLISH
THROUGH WATCHING ZOOTOPIA MOVIE ON STUDENTS
VOCABULARY MASTERY OF THE SEVENTH GRADE
AT SMP CENDEKIA MADANI METRO**

BY:

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022**

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Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Education Department

BY :
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THROUGH WATCHING ZOOTOPIA MOVIE TO MASTER
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers
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Wassalmu'alaikum Wr. Wb

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Sudah kami setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No: 8-2022/10-23-1/0/pp-009/05/2022

An Undergraduate thesis entitled: THE INFLUENCE OF AUDIO VISUAL LEARNING ENGLISH THROUGH WATCH ZOOTOPIA MOVIE ON STUDENTS VOCABULARY MASTERY OF THE SEVENTH GRADE AT SMP CENDEKIA MADANI METRO, Written by: Abdul Azis Al Fikri, Student Number 1701070157 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 27th, 2022, at 10.30-12.30.

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**THE INFLUENCE OF AUDIO VISUAL LEARNING ENGLISH
THROUGH WATCHING ZOOTOPIA MOVIE ON STUDENTS
VOCABULARY MASTERY OF THE SEVENTH GRADE
AT SMP CENDEKIA MADANI METRO**

ABSTRACT

**By
ABDUL AZIS AL FIKRI**

Choosing the right method in the teaching process carried out by a teacher is one of the most important things in a teaching and learning activity. Mastery of English Vocabulary is one that must be mastered by every student in English. They must be able to have a good vocabulary to understand and speak English properly and correctly in communicating. But in fact, students still have difficulty in communicating. They are confused to speak English and some of them feel embarrassed to speak in front of other students because they have not mastered some simple words in English. The purpose of this study was to determine whether there is a good influence in using Audio Visual English Learning through Watching Zootopia Movies on Vocabulary Mastery for Seventh Graders at SMP Cendekia Madani.

This research is quantitative research. This research was conducted at Cendekia Madani Junior High School. An example of this research is class VII B students who found 11 people, and the sampling technique in this study used a random sampling technique. In this study, researchers used tests and documentation as data collection methods. The pre test was used to get the results of the students' vocabulary mastery before being given treatment and the post test was used to get the results of the vocabulary mastery after the treatment was given. The researcher analyzed the data using T-test.

The research design of this research is Pre-Experimental research. Researchers will conduct pre-test and post-test to the seventh grade. and that the result of sig. 2 tailed in this study is 0.015 It is clear that if the probability or Sig. > (0.05), the alternative hypothesis (H_a) is accepted. This means that there is a positive and significant effect of variable X on variable Y. In other words, H_a is accepted and H_o is rejected. In the pre-test, the mean score was 43.64 and in the post-test the mean score was 56.36. Audio Visual Learning Through Watching Zootopia Movies can be an alternative strategy in learning English, this can be seen from the critical value of t-observed of 2,935 and t-table of 2.228 for 5% and 1%. 2,763. The data states that t-observed is higher than t-table. Thus it can be said that the alternative hypothesis (H_a) of this study is accepted and H_o is rejected.

Keywords: Audio Visual Learning. vocabulary mastery

**PENGARUH PEMBELAJARAN AUDIO VISUAL BAHASA INGGRIS
MELALUI MENONTON FILM ZOOTOPIA TERHADAP PENGUASAAN
KOSA KATA UNTUK KELAS TUJUH SMP CENDEKIA MADANI
METRO**

ABSTRAK

**By
ABDUL AZIS AL FIKRI**

Memilih metode yang tepat dalam Proses pengajaran yang dilakukan seorang guru adalah salah satu hal yang paling penting dalam sebuah Kegiatan belajar mengajar. Penguasaan Kosa Kata bahasa inggris adalah salah satu yang harus dikuasi oleh setiap siswa dalam bahasa inggris. Mereka harus mampu memiliki pembendaharaan kosa kata untuk bisa mengerti dan berbicara bahasa inggris dengan baik dan benar dalam berkomunikasi. Namun faktanya, siswa masih kesulitan dalam berkomunikasi. Mereka bingung untuk berbicara bahasa inggris dan beberapa diantaranya merasa malu untuk berbicara di depan siswa lain dikarenakan belum menguasai beberapa kosa kata sederhana dalam bahasa inggris. Tujuan penelitian ini adalah untuk mengetahui adakah pengaruh yang baik dalam menggunakan Pembelajaran Auddio Visual Bahasa Inggris Melalui Menonton Film Zootopia Terhadap Penguasaan Kosa Kata Untuk KelasTujuh di Smp Cendekia Madani

Penelitian ini adalah penelitian kuantitatif. Penelitian ini dilakukan di Smp Cendekia Madani. Sample penelitian ini ialah siswa kelas VII B yang berjumlah 11 Orang, dan teknik sampling pada penelitian ini menggunakan Random sampling technique. Pada penelitian ini, peneliti menggunakan Tes dan dokumentasi sebagai metode pengambilan data. Pre test digunakan untuk mendapatkan hasil Penguasaan kosa kata siswa sebelum diberikan perlakuan dan post test dilakukan untuk mendapatkan hasil dari kemampuan Penguasaan Kosa Kata setelah diberikan perlakuan. Peneliti menganalisa data menggunakan T-test.

Desain penelitian dari penelitian ini adalah penelitian Pre-Experiment. Peneliti akan melakukan pre-test dan post-test ke kelas tujuh. diselidiki bahwa hasil sig. 2 tailed dalam penelitian ini adalah 0,015 Jelas bahwa jika probabilitas atau Sig. > (0,05), hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain Ha diterima dan Ho ditolak. Pada pre-test, skor rata-rata adalah 43,64 dan pada post-test skor rata-rata adalah 56,36. Pembelajaran Audio Visual Melalui Menonton Film Zootopia dapat menjadi salah satu alternatif strategi dalam pembelajaran bahasa Inggris, hal ini terlihat dari nilai kritis t-observed sebesar 2,935 dan t tabel sebesar 2,228 untuk 5% dan 1%. 2,763. Data menegaskan bahwa t-observed lebih tinggi dari t tabel. Dengan demikian dapat disimpulkan bahwa alternatif Hipotesis (Ha) penelitian ini diterima dan Ho ditolak.

Kata Kunci: Audio Visual Learning. vocabulary mastery

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, 13 April 2022

Yang menyatakan



ABDUL AZIS AL FIKRI
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MOTTO

Life Once, Life is meaningful

(Abdul Azis Al Fikri)

*"Whoever follows a path in search of knowledge, Allah will make easy for him
the path to Paradise.*

" (HR, Bukhari and Muslim).

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to my beloved parents, Budiono and Midiawati And some people who are special for me lia rizki ramadhani, M. Fathul Huda, Zhafira Najwa Azzahra, Aqila Jodha Maharani and Denys Safitri, who always give support and guidance to success in my study, thank you very much for your endless love. I love you and you are my everything in my life. Thanks for all my friends AL IKHLAS SQUAD, LASEXTA, TBI 17, and LKK IAIN METRO who always support me.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The writer is very grateful for the chances He has given his to accomplish this undergraduate thesis.

The writer would like to extend her gratitude to the Sponsor, Drs, Kuryani, M.Pd. Who have constantly given their endorsement, time, and guidance so the writer could finish an undergraduate thesis. The writer is nothing without him. The writer would also like to thank the Rector of State Institute of Islamic Studies (IAIN) Metro, who was given support and approval in order that the writer was able to conduct the research.

The credits also go to the English Lecturers of English Education Departement of State Institute of Islamic Studies (IAIN) Metro who was sincerely shared their knowledge to lead their students to a better future.

The writer realizes the imperfectness of this work, nevertheless, i hope that this little piece of work can contribute something to the betterment of English teaching and learning in general. It is Allah who bestows success and guides to the Right Path.

Metro, April 13th 2022
The writer,



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CHAPTER I

INTRODUCTION

A. The Background of study

Vocabulary is the total number of words in a language, the capability to master words used in languages such as speaking and writing . The vocabulary of language always changes and develops because life is increasingly complex. The sufficient mastery of vocabulary is important to be able to learn a language well. After all, speaking about language, it can not be separated from vocabulary. Vocabulary is a word that reaches people both in meaning and in use. A person must have enough words to be able to understand what is read and heard, be able to speak and write in the right words so that others can understand them.

Usually, the vocabulary from one country to another and even from one region to another has differences. Vocabulary is a term for human communication in the world. Without vocabulary, people will be thrown into the ancient times when communication was limited to sending certain ciphers. Vocabulary when it enters the cultural realm of an area, is usually limited to various kinds of rules or rules called spelling.

However, there are tools from the audio-visual method as teaching support in order to improve optimization in the learning process such as films, radio, projectors, music, etc. In educational technology these tools are called hardware and software. By the presence of audio-visual media, the teaching materials content becomes easier to be comprehended by the students. In

addition, audio visual media can replace teacher role and duties in presenting the learning materials.

Furthermore, For some, watching movies has become a means of seeking information and entertainment. watching movies no matter what a person's background, gender or age whether young or old. in today's era, almost everyone has a smartphone with the advancement of the internet, people can watch and dig up information anytime and anywhere.

The writter has conducted a pre-survey on June 28th, 2021 to find out the problems education of the english language especially of english vocabullary. The Pre-Survey was conducted by observing english learning procces and asking for an archive of student's english assignment related to vocabullary mastery. The result of the Pre-survey are illustrated in the following table above:

Table 1
The Result of Pre-Survey The Student's English Vocabulary Mastery

NO	Grade	Frequency	Precentage	Criteria
1	≥ 78	1 Student	9 %	Complete
2	< 78	10 Students	91 %	Incomplete
Total		11 Student		

Source : The Archive of students assignment in the topic of describing thing

According from the results of the pre-survey, there is just one student who achieves the passing grade. It can be seen that students who do not have good vocabulary mastery have a percentage of 91 %. In an effort to minimize

and boost students' learning enthusiasm for the problems above, the writer will use learning by using audio-visual learning through watching zootopia movie.

In the pre-survey process, the writer also interviews the English teachers. Based on the results of the interview, it is known that the students' prior knowledge is very low due to the limited English language learning, the low of students' mastery vocabullary

Based on the description above, the writer wants to do a quantitative research in the type of experimental research, The title is THE INFLUENCE OF AUDIO VISUAL LEARNING ENGLISH THROUGH WATCHING ZOOTOPIA MOVIE ON STUDENTS VOCABULARY MASTERY OF THE SEVENTH GRADE AT SMP CENDEKIA MADANI METRO

B. Identification of The Problem

Based on the results of the pre-survey, the writers identified research problems, including:

1. The students have limited mastery of English vocabulary.
2. The students have minimal prior knowledge.
3. The students have not the ability to speak.
4. The students do not understand grammar well.

C. Problem Limitation

Based on identification of the problem, the writer focuses on the students' low vocabulary. In order to solve the students low vocabulary mastery the writer would like to investigate wether the use of zootopia movie can influence students vocabulary mastery. Therefore, the writer would like to

conduct quantitative research in the title THE INFLUENCE OF AUDIO VISUAL LEARNING ENGLISH THROUGH WATCHING ZOOTOPIA MOVIE ON STUDENTS VOCABULARY MASTERY OF THE SEVENTH GRADE AT SMP CENDEKIA MADANI METRO

D. Problem Formulation

From the identification of the problem and limitation of the problem above, the writer formulates the problem as follows: “Is there any significant and positive influence the students of audio visual learning English through watching zootopia movie on the students vocabulary mastery of the seventh grade of SMP Cendekia Madani Metro?”

E. Problem Objectives

Based on the problem formulation the writer had determined the researches objectives that is: “to investigate whether there is a significant and positive influence of audio visual learning English through watching zootopia movie on the students vocabulary mastery of the seventh grade of SMP cendekia madani.”

F. Benefits and the objectives.

1. For the teachers

From the research, it is expected that English teachers can choose Audio Visual Learning as learning method

2. For the students

The result of this research can be used to know the improvement of the student mastering vocabulary in using audio visual learning through watching zootopia movie

3. For SMP Cendekia Madani

The writer hopes this result of this research for the next researches can be used as information to improve English learning in the future.

G. Prior Research

This research will be conducted by considering several prior researches. The first research was conducted by Fhuri megawati and Ernawati Z. Nuroh. They conducted a research entitled the effect of english subtitled in "zootopia movie" in speaking English. The purposed of the study was to describe English translation as a tool to support students' understanding. The method used for this research is experimental study. This research focused towards the effect of english subtitled to improve speaking skill and only discussed the differences between class use subtitle western movie and does not use it in teaching learning procces¹.

This study has several similarities and differences with previous research. The differences between this research and prior research for this topic to be studied. The similarities are both use movies as an effort to improve students' abilities. but between these two research have a different

¹ Fhuri Megawati, . Ernawati Z. Nuroh, "The Effect of English Subtitle In Zootopia Movie In Speaking English Skill", *Journal of English Language Teaching*, volume 5 no.2 February 2018.

focus on efforts to improve students' abilities, that is speaking and vocabulary mastery. These two research are also different in their methods, that is the previous research used qualitative experimental and this research used quantitative experimental

The second previous research was conducted by nadhifan Dzulfahmi and Alfu Nikmah which entitled The Effect of Using Movies in Improving Vocabulary and Motivation To Learn among Students Across Different Age of Groups. This previous research purpose to understand of using movies in improving vocabulary and motivation to learn among students across different age of groups. The research methode used descriptive qualitative design².

This research has some similarities and differences. The similarities are the same purpose and the use of movie media to try to improve students' vocabulary. However, the difference between these two studies is that the method used by prevous research is to use qualitative design, while in this study it uses quantitative experimental

The last previous research was conducted by Suwastini, N.K.A, Swandana, I.W, Payani, N.L.P.D. This research is entitled The Identification of Character Education Values on The Main Character of Zootopia. This previous research aims identifying the values of character education on the main character of zootopia. The research methode from this previous ressearch

² Nadhifan Dzulfahmi, .Alfu Hikmah, "The Effect of Using Movies in Improving Vocabulary and Motivation To Learn among Students Across Different Age of Groups", *Journal of English Teaching*, volume 3, No 1 2019

was descriptive qualitative research in which close reading was used to collect data from plot³.

This previous research has similarities and differences between the previous research and the writer is researching. The similarities is previous research conducted research that was more focused on each character assessment in the film, and this film was able to educate children to have 18 characters listed by the minister of education, and the research that the writer is currently researching has the core similarities from the results of previous research. It was noted that the movie can be a media for children's learning. while the differences between the two is that the previous research used a descriptive qualitative design method, while this study used a quantitative experimental method

³ Suwastini, N.K.A, Swandana, I.W, Payani, N.L.P.D. "The Identification of Character Education Values on The Main Character of Zootopia". *Journal Pendidikan Bahasa Inggris Undiksha*. Vol 5, No 2 2017

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Vocabulary Mastery

1. The Nature of Vocabulary Mastery

Language is a tool of communicate. There are language elements that English learners must master namely listening speaking, reading and writing. However, there is one most important thing in mastering a language. The name is vocabulary mastery. Vocabulary always develops every time and depends on the times. Moreover, some vocabulary absorbed from foreign language. It can effect toward vocabulary of language.

someone who is able to understand a word is known as knowledge of receiving the main idea and is usually associated with reading and listening.⁴ As a foreign language in Indonesia, learning English vocabulary is still a matter of concern for educators. but one thing happens that words cannot be mastered instantly. Everyone has a way of being able to recognize and understand a word when they encounter it in a text or hear it in a conversation, This common situation shows that there are different levels of knowing a word.

The vocabulary is a language component that is enlarge by associating the meaning with existing word-form by involving

metaphorical extensions of meaning, widening, narrowing, and amelioration.⁵ Through vocabulary we can communicate ideas and desires. the importance of mastering good vocabulary in the language, one can express his ideas effectively and efficiently. Students always find it difficult to speak, not only because of their lack of attitude towards the importance of the process of mastering a strong vocabulary itself, but also vocabulary. Moreover, single item and phrase or part of several words that convey a certain meaning, it can be defined as a word of a language generally called vocabulary.⁶ vocabulary is not a easy thing, because trying to understand thousand of words make the students bore and not intresting, that why the purpous to get and having the vocabulary cannot be reached. The best way for student is develop the motivation in learning teaching vocabulary, because it is not only for this time but also for the future time. One style learning to create a good pressure in the classroom is using various techniques, methods and strategies.

2. The Aspects of Vocabulary

Aspect	Component	Receptive Knowledge	Beneficial Knowledge	Correct	Incorrect
Form	Speaking	What does the word sound like?	How is the word pronounced?	1	0
	writting	What does the word look like?	How is the word written and spelled?		

⁴ Norbert Schmitt, *Vocabulary in Language Teaching* (Cambridge: The Press Syndicate of The Universe of Cambridge, 2000), hlm. 4.

⁵ Francis Katamba, *English Words* (London: Routledge, 1994), hlm, 131.

⁶ Michael Lessard-Clouston, *Teaching Vocabulary* (Virginia: TESOL International Association, 2013, hlm, 2

	parts of word	What parts are recognizable in this word?	What word parts are needed to express the meaning?		
Meaning	Meaning	What meaning does this word form signal?	What word form can be used to express this meaning?	1	0
	Concepts	What is included in this concept?	What items can the concept refer to?		
	Associations	What other words does this make people think of?	What other words could people use instead of this one?		
Use	Function of grammatical	In what patterns does the word occur?	In what arrangement must people use this word?	1	
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?		
	constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?		

Source: Adapted from I. S. P. Nation (2001. 27).

From the table, it can be defined the vocabulary is a component of the language, and there is no language without words. The word is signs or symbols to express ideas or ideas. These words are tools used to exchange ideas. The more the more words a person uses, the more ideas or ideas that he controls, so that he can or is able to be communicated well and effectively. Related to this, the vocabulary is the most important element that must be possessed by students in four language skills. In other words, it can be said that vocabulary is the important thing the part of language.

B. The Concept of Audio Visual Learning

1. The Nature of Audio Visual Learning

In the world of education, there are many techniques and methods of learning that support to improve the quality of education in a country. Becoming a teacher is certainly not just giving careless teaching, but you must also have a strategy before starting to teach. That's because what the teacher teaches is not only 1 or 2 children, but 10 to 30 more students with different backgrounds, cultures, social, and characteristics. Therefore, a teacher must be careful and precise when going to do learning, so that what is conveyed by the teacher can be clearly understood by students.

The Audio-visual learning push of acquiring vocabulary through exposure to use in situations, this method trains students in the use of grammatical sentence patterns. almost the same as the direct Method, also

an action-based approach that certainly has visuals and sound.⁷ Visual teaching learning process relies on pictures or non-verbal instructors. It acts as a facilitator to help students understand.

Audio visual learning method directly prepares the students to master vocabulary and pronunciation in a short time. This method can also be the basis for improving English language skills in a short time, because through this audio-visual resources are designed and introduced to improve the language proficiency of the students.⁸ This method also supports students to learn a foreign language like a baby, because actually a baby indirectly learns the language used by his mother (mother tongue).

2. Principles of Audio visual Learning

This audio-visual learning has principles whose purpose is of course to learn English for student and introduce a foreign language. To know the principles of a way of study, it can be seen from the objectives of learning a foreign language, because the target of a method also includes aspects of learning English. The linguistic objectives of audio-visual learning are:

- a. Language is for communication
- b. Language is learnt using the natural order: listening speaking, reading and writing
- c. Language is learnt contextually

⁷ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford: Oxford University Press, 2011), hlm. 59

- d. Repetition and drilling are common as language learning is a part of habit;
- e. Substitution drills are common to make learners know how language is used
- f. Grammar structures are taught first, then vocabulary
- g. Rules are taught using examples
- h. Errors are corrected immediately
- i. Teachers are the role models of language usage and
- j. Teachers teach the culture of the target language.⁹

Basically, the principles above are the core of the purpose of learning foreign languages because each learning method has a target aspect of foreign language learning as mentioned above.

3. The Characteristic of Audio Visual Method

Audio-visual media is media that bring information through audio (sound) and visual (image) characteristics. This method has more effective, because audio-visual media is divided into two, namely :

- a. Silent audio visual is a media showing voice and pictures such as sound frame movies (sound slides), sound frame films, and sound prints type
- b. Motion audio-visual, namely media that can showing parts of sound, pictures and video.

⁸ Nalliveettil George Mathew, "A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction": *International Journal of Higher Education*, Vol. 2, No. 2; 2013

More part of audio visual media are:

- a. natural audiovisual are sound and image part from one sources like a movie, video, cassettes, etc.
- b. unnatural audiovisual, are the elements sound and image part come from different sources, for example film's sound whose image part is from a slide projector and the sound part is sourced from a tape recorder.¹⁰

Audiovisual media are that part or tools used for learning direction and help written and spoken words in bring the ideas, attitude, and knowledge.

4. The Concept of Zootopia Movie

a. The Nature of Zootopia Movie

Zootopia is a film about recognizing that our world is complicated, that life is complicated for all of us.¹¹ The film also says that the challenges we face each day are made bearable by leaning on one another and learning together. In making this film, we have leaned on and learned from every one of the brilliant filmmakers that surround us here at Disney Animation, and their brilliance shows in every frame of Zootopia.

⁹ Vishwa Prasad, *Pedagogy of Eenglish-1* (Hyderabad: Maulana Azad National Urdu University, 2018), hlm.47

¹⁰ jauhary thanthawi, "Efektivitas Pemanfaatan Media Audio-Visual Sebagai Alternatif Optimalisasi Model Pembelajaran." *Academia accelerating the worlds research*. Volume 5 no, 1, Maret 2009,

5. The Teaching of Audio Visual Learning through Zootopia Movie

Each student learning method has different ways and techniques to achieve teaching goals, audio-visual learning certainly has special specifications in learning techniques, as follows:

- a. The teacher introduces vocabulary from the zootopia movie conversation.
- b. The teacher only use the target language to speak in the classroom. through Actions, expressions, and each character in the zootopia movie is used to give additional meaning.
- c. The teacher introduces the dialogue and gives an example of it twice, the teacher make known the exercise by designing the correct vocabulary pronunciation. he corrects mispronunciations by designing the correct pronunciations in the language that aim.
- d. Students repeat each new conversation several times.
- e. Students who make mistakes will be given direct guidance from the teacher
- f. The teacher starts a chain exercise in which each student greets each other. The exercises used by the teacher are multiple and single substitution.
- g. The teacher appreciates students who are able to understand the topic given with the words, "Good Job, Nice, awesome, etc.
- h. The teacher uses verbal cues and zootopia movie media

¹¹ Jessica Julius, John Lasseter, Byron Howard, Rich Moore, *The Art of Zootopia* (San

- i. The teacher performs the transformation and practice questions and answers.
- j. When students can overcome it, the teacher asks them questions quickly.
- k. The teacher gives a signal to the students; he calls individuals; he smiled encouragingly; he picked up the pictures one by one
- l. The teacher make some the dialogue and bring it on to student. Students do some limited essay with dialogue and sentence exercises. Supermarket alphabet game and discussion about some topic and discussed¹².

From the description above, which starts from introduction, evaluation, to the level of appreciating and fostering students, it is the scope of an audio visual learning teaching technique to achieve learning objectives.

C. Theoretical Framework and Paradigm

1. Theoritical Framwork

This research uses quantitative research. The purpouse of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is Audio Visual Learnig and dependent variable (Y) is Master

Francasisco: Chronicle Books,2016, 7

¹² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford: Oxford University Press, 2011), hlm. 67-69

Vocabulary. Therefore the explanation from Audio Visual Learning is a technique to improve students vocabulary mastery

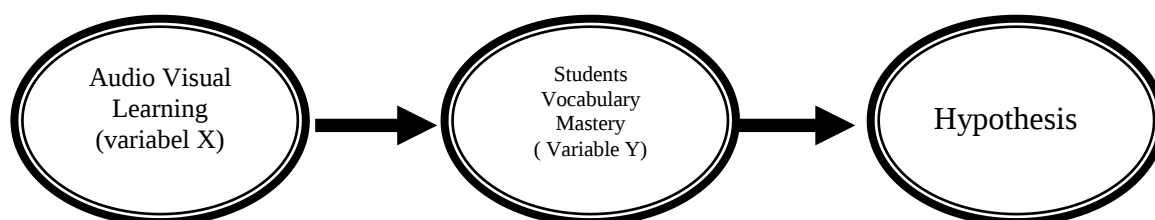
The theoretical framework in this research is “if Audio Visual Learning is applied perfectly for the procces of english teaching learning, so the students Vocabulary mastery will be good. Whereas, if Audio Visual Learning is not applied perfectl towards procces of the teaching and learning, so students Vocabulary Mastery will be bad.

2. Paradigm

As we know from the theoretical framework above, the writer describes the paradigm as follows:

Figure 1

The Influence Audio visual Learning Through Watching Zootopia to Master Vocabulary



Based on the figure above, Audio Visual Learning will give the influence for the Students' vocabulary mastery. The researcher assume that there are positive and significant Audio visual Learning Through Watching Zootopia to Master Vocabulary.

D. Hypothesis

Based on Theoretical Framework and paradigm, There are two kinds of hypothesis of this reseach as follow:

1. Hypothesis Formulation

(Ha): There is a Positive and significant hypothesis towards influence of audio visual learning through watching zootopia movie to master vocabulary for seven grade at SMP CENDEKIA MADANI.

(Ho): There is no Positive and significant hypothesis towards influence of audio visual learning through watching zootopia movie to master vocabulary for seven grade at SMP CENDEKIA MADANI.

2. Statistical Hypothesis

In determining the level of statistical significance, the writer determine the Statistical Hypothesis as follows:

If $F_o \geq F_{table}$, then (Ho) is rejected, (Ha) is accepted.

If $F_o < F_{table}$, then (Ho) is accepted, (Ha) is rejected.¹³

¹³ Laurencia Veronika Santoso, "Analisis Pengaruh Price, Overall Satisfaction, dan Trust Terhadap Intention to Return Pada Online Sstore LAZADA", No. Agora : Volume 6. No : 1, 2018

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design of this research is Pre-Experiment research. A number of study designs that can be used in evaluation described as non-experimental, observational or pre-experimental. they do not include a control group in which participants or groups are randomly assigned to receive the usual intervention or treatment, nor do they exist randomization in terms of sampling¹³. The researcher will make some test. The researcher will do pre-test and post-test to class of seventh grade. Moreover, in the quantitative research, Quantitative research contain studies that make use of statistical analyses to get their findings. main features combine the use of statistics and formal systematic measurement¹⁴. the researcher will ask the students to do pre-test, to be active in treatment, and to do post-test. The treatment will be conducted after pre-test. The pre-test will be intended to find out the students' vocabulary mastery before giving the treatment, while the post-test will be intended to find out the significant influence of students' audio visual learning through zootopia after the treatment has be given.

The researcher will conduct the research at the seventh graders of SMP Cendekia Madani in the Academic Year of 2021/2022.

¹³ Adrian Bauman. Study Design for Evaluating Population Health and Health Service Interventions A Guide. (Sydney: NSW Ministry of Health; 2019,p.23

¹⁴ Geoffrey Marczyk and David DeMatteo, Essential of Research Design and Methodology,(Canada: Jhon Wiley& Sons, Inc, 1964), p.17

B. The Operational Definition of Variables

An operational definition is a concept or approach that can be used to the case of study.¹⁴ Meanwhile, the variable is anything that can catch on other values.¹⁵ Based on the statement before, variables in this research consist of Audio visual learning through watching Zootopia movie and Vocabulary mastery. The operational definition is explained, as follows.

1. Independent Variable (Audio Visual Learning)

The independent variable is the predictor or the cause.¹⁶ Independent variable (X) of this research is Audio Visual Learning through watching zootopia movie.

The indicators of independent variable of this research are as follows:¹⁷

- a. The students are able to comprehend the meaning of vocabulary contained the zootopia movie conversation.
- b. The students are to able comprehend target language used by the teacher in classroom, expressions, and each character in the zootopia movie
- c. The students are to able comprehend the meaning of conversation in zootopia movie.
- d. The students are to able repeat the conversation orally guided by the teacher.

¹⁵ *Ibid*, Geoffrey Marczyk p. 42

¹⁶ Louis cohen, Lawrence Manion. *Research Methods In Education*. (New York: The taylor&Francis e-library. 2007), p.120

¹⁷ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford: Oxford University Press, 2011), hlm. 67-69

- e. The students are to able finish the excercise given by the teacher
- f. The students are to able comprehend new vocabulary that had been given by the teacher through zootopia movie

2. Dependent Variable (Vocabulary Mastery Through Watching Zootopia Movie)

The dependent variable is the affect effect. Dependent variable is the variable which is observed and measured to determine the effectiveness of the independent variable.¹⁸ Dependent variable (Y) of this research is the Vocabulary Mastery. The indicators of independent variable of this research are as follows:

- a. The students are able to understand the form of english vocabulary.
- b. The students are able the understand the meaning english vocabulary
- c. The students are able to apply the english vocabulary in the appropriate sentences.

C. Population, Sample and Sampling Technique

1. Population

According to Mark Balnaves and Peter Caputi, population is defined by the researcher. They must be attainable quantifiable and relevant to the goal of the research.¹⁹ In the other words, population is a whole of groups that will be the subject of the research. Therefore, population is all of population that can be result target of the research. The population of this

¹⁸Mark Balnaves, and Peter caputi , *Introduction to Quantitative Research Methods*, (Calivornia: SAGE Publications inc, 2005), p.60

research is the seventh graders of SMP Cendekia Madani in academic year 2021/2022. SMP Cendekia Madani has two classes for the students that in seventh grade now.

2. Sample

The sample is from a very precise group and the scope to which these findings conclude to other populations needs to be investigated.²⁰ The sample of this research is a class of experimental group. That is VII B class that consists of 11 students. It is because this research uses pre-experimental design by focusing on experimental group.

3. Sampling Technique

The researcher used cluster random sampling technique in this research. This technique was used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In order that each member of the population in this research has an opportunity to become a sample, the researcher used VII B class as the single experimental class because this research is pre-experimental design.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

¹⁹Mark Balnaves, and Peter caputi , *Introduction to Quantitative Research Methods*, (Calivornia: SAGE Publications inc, 2005), p.91

1. Observation

Observation is exercised to plot the incident, existence and frequency of elements and to compare one situation with another.²¹ The researcher will help by the teacher as the collaborator to observe and get description directly about the students participation in the learning process. This section will be taken to get the data about the implementation of audio visual learning through zootopia movie.

2. Test

The test is for collecting data in the study of student activities in teaching and learning to find out various skills, talents, traits, and individual behavior measured by tests.²² There are two tests will use in this research as follows:

a. Pre-test

Pre-test will be given to the class before giving a treatment to measure prior knowledge of Student's Vocabulary mastery. The class acquire the same pre-test.

The pre-test is held by the vocabulary test. The reasearcher will distribute the question of pre-test that consits of vocabulary questions. The students will be asked to fill in 10 blanks of English conversation by providing the chosen vocabularies.

²⁰Daniel Muijs, *doing Quantitative Research in educatio*,(Calivornia: SAGE Publications inc,2004),p.14

²¹ Louis cohen, Lawrence Manion. *Research Methods In Education*. (New York: The taylor&Francis e-library. 2007), p.397

²² Geoffrey Marczyk and David DeMatteo, *Essential of Research Design and Methodology*,(Canada: Jhon Wiley& Sons, Inc, 1964), p. 108

b. Post-test

After giving the treatment, the researcher will give a post-test to class to find out the results of the treatment whether the use of audio visual learning through watching a zootopia movie is significant or not on students' vocabulary mastery. The post-test is held by the vocabulary test. The reasearcher will distribute the question of pre-test that consits of vocabulary questions. The students will be asked to fill in 10 blanks of English conversation by providing the chosen vocabularies.

3. Documentation

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument which will be used for documentation method is books, magazine, note, data from internet, and others. The researcher uses the documentation method to get some information about:

- a. The history of SMP CENDEKIA MADANI.
- b. The condition teachers and official employees in SMP CENDEKIA MADANI.
- c. The quantity of the students of SMP Cendekia Madani.
- d. Organization structure of SMP CENDEKIA MADANI.

E. Research Instrument

An instrument is the means of research which is used in each method and technique. Furthermore, the research instrument involves:

1. Instrument Blueprint

Instrument Blueprint is the instrument that is consist some covesration to vocabulary mastery. The steps of the Blueprint are:

- a. The teacher gives some conversation.
- b. The teacher asks the students to identify vocabulary in those conversation.
- c. Students have to answer the fill in the blank test.

2. Instrument Calibration

Instrument calibration is the system of measurement that will be used to choose the instrument standard that will be used. Therefore, the researcher will use some conversation. The researcher will use content validity. Content validity is the applicability of the instrument of measurement strategy to the construct being measured.²³ The researcher assumes content validity will be the instrument that has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher will use content validity based on the syllabus and materials at the eighth grade of SMP CENDEKIA MADANI.

²³*Ibid*, Geoffrey Marczyk, p.107

F. Data Analysis Technique

In analyzed the data. The writer used simple statistical formula to comparing the result of the Pre-test and the Post-test. Analyzed the data will be analyzed by used T-test formula to know the significant and treatment effect the formula of T-test analysis. It means that the writer consults to the a dvisor or lecturers about the item test that would be revise on advisor and lect

urers suggestion. The formula of T-test analysis was used:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{S_1^2 + S_2^2}{n}}}$$

Notes:

t = Two-sample Test

$\bar{x}_1$ = Mean score of sample 1

$\bar{x}_2$ = Mean score of sample 2

r = correlation between two sample

s_1 = Standard deviation of sample 1

s_2 = Standard deviation of sample 2

s_1^2 = Varian's of sample 1

s_2^2 = Varian's of sample 2

n = Total of the sample

²⁴Barry H. Cohen, *Explaining Psychological Statistic* (Canada: John Wiley & Sons, 2013), 340.

CHAPTER IV

RESEARCH RESULT AND DISUCUSSION

A. RESEARCH RESULT

1. Profile at SMP Cendekia Madani Metro

a. The Historical Background at SMP Cendekia Madani Metro

SMP Cendekia Madani Metro is a junior high school in the sub-district of North Metro, Metro City. This School is located in Jl Walet no 20 Purwosari, North Metro, Metro City. Established since 2019 By Yayasan Nurul Hakim Madani. The principles of SMP Cendekia Madani Metro is Wildan Zaki Anshori, S.Pd.

b. The Condition of the teacher at SMP Cendekia Madani Metro.

The numbers of the teachers at SMP Cendekia Madani Metro in academic 2021-2022 can been seen on the table below

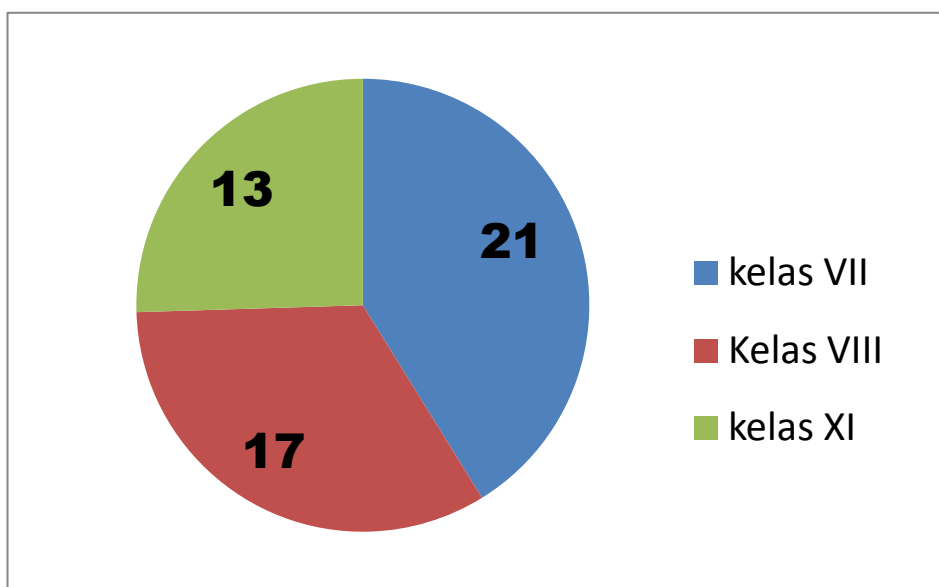
Table 2
The Condition of Teachers at SMP Cemdekia Madani Metro
Academic Year of 2021/2022

No	Name
1	Wildan Zaki Anshori, S.Pd
2	Muhammad Panji Wibowo, S.Pd. Gr
3	Desta Indriana, M.Pd
4	Nifas Tri Lestari, S.H
5	Citra Maynila, A.Md
6	Desti Wiranti, M.Pd
7	Nur Amanah, S. Pd
8	Wiwik Novita Sari, S. Pd

9	Danis Adithio Pratama, S. Pd
10	Yeyen Kurniawati, S. Si
11	Aldila Ghina Salsabila, S. Pd

c. Students Quantity at SMP Cendekia Madani Metro

The students quantity at SMP Cendekia Madani Metro in academic year of 2021/2022 is that can be seen on the figure below:



(Source: The Data of Students Quantity Got from the English Researcher at SMP Cendekia Madani Metro)

The Students' Quantity at SMP Cendekia Madani Metro in the Academic Year of 2021/2022

d. The Condition of Infrastructure and Facility at SMP Cendekia Madani Metro.

In general, for a school that is still very young, The Condition of Infrastructure and Facility at SMP Cendekia Madani Metro are good

enough. It can be seen from the list of supporting infrastructure for the learning process below:

Table 3
General Condition of Infrastructure and Facility
at SMP Cendekia Madani Metro

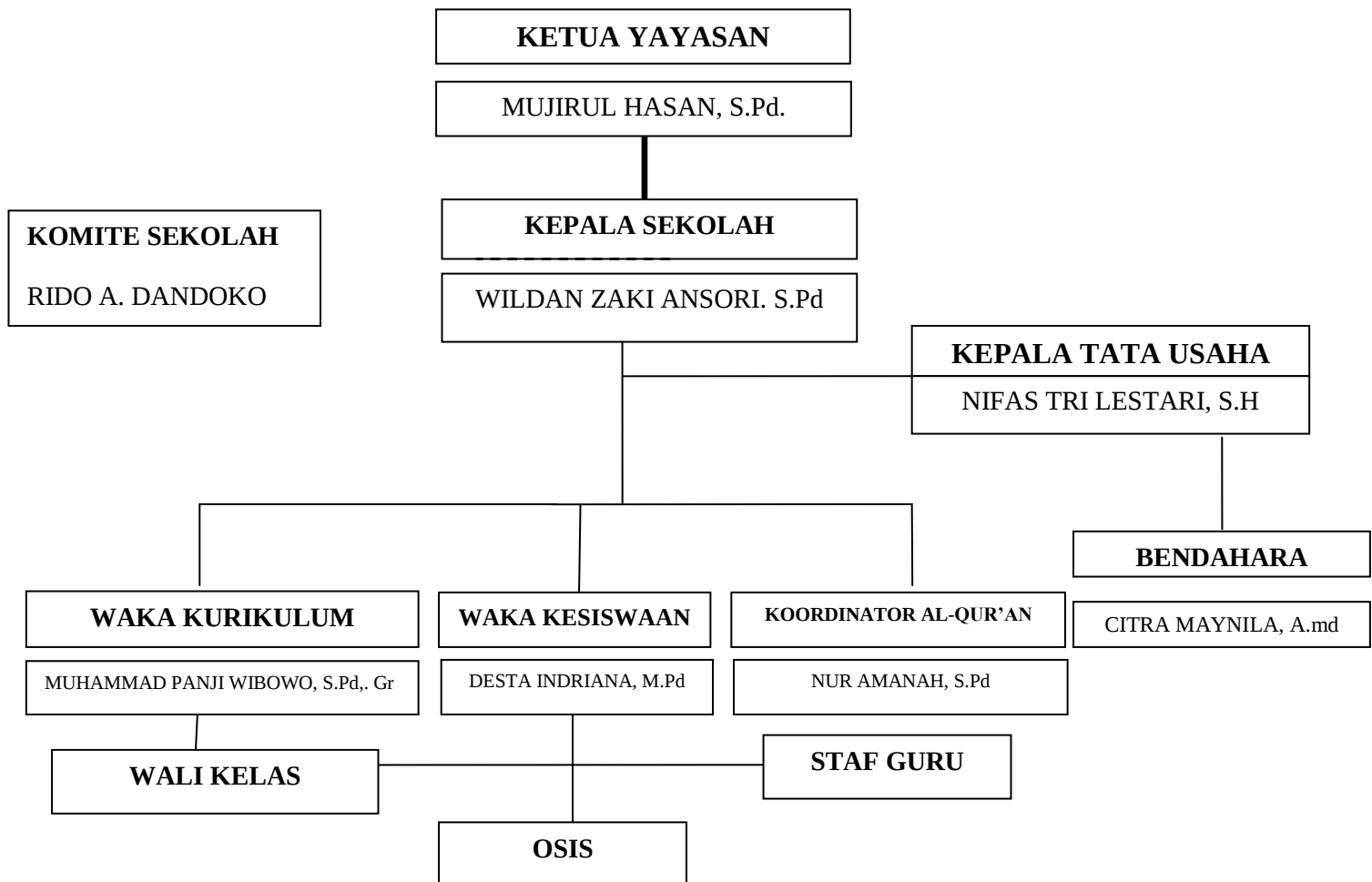
No	Facility and Infrastruktur	Criteria
1	Headmaster Office	Avaliable
2	Teacher Office	Avaliable
3	Mosque	Avaliable
4	Toilet	Avaliable
5	Ablution Place	Avaliable
6	Field	Avaliable
7	Parking Place	Avaliable
8	Warehouse	Avaliable
9	Kitchen	Avaliable
10	Electric Power	Avaliable
11	Internet	Avaliable
12	Fan	Avaliable
13	Sofa	Avaliable

Table 4
General Condition of Tools at SMP Cendekia Madani Metro

No	Tools	Description
1	Chair/Table for students	80 Pcs
2	Chair/Table for teacher	15 Pcs
3	Cupboard	3 Pcs
4	Computer	2 Pcs
5	Printer	2 Pcs
6	Led Projector	1 Pcs
7	Whiteboard	4 Pcs

e. Organizational Structure

FIGURE 2
STRUKTUR ORGANISASI
SMP CENDEKIA MADANI METRO



(Source: The observation of overview Got from the English Researcher at
 SMP Cendekia Madani Metro)

The Organizational Structure at SMP Cendekia Madani Metro in the
 Academic Year of 2021/2022

2. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any positive and significant The Influence Audio Visual Learning English Through Watching Zootopia Movie To Master Vocabulary Seventh Grade SMP Cendekia Madani Metro

To describe the result of this research, the researcher explained the following parts:

a. The Description of Pre-Test Result

The researcher conducted a Pre-test on January 27th, 2022 by giving vocabulary test to the seventh graders in SMP Cendekia Madani Metro. The type of pre-test is vocabulary test. In the the pre-test process, the researcher asked the students to answer the questions of vocabularytest in order to know to their vocabulary mastery. The pre-test results are illustrated in the following table:

Table 5

The Pre-Test Result

Students' Vocabulary Mastery

The Seventhth Graders VII B of SMP Cendekia Madani Metro

No	Name	Score	Grade
1	AZ	30	VII B
2	AN	50	VII B
3	FF	20	VII B
4	MAS	20	VII B
5	RSNAA	50	VII B
6	SA	45	VII B

7	SIS	60	VII B
8	SSSN	35	VII B
9	TNSP	75	VII B
10	ZINA	60	VII B
11	ZTAH	30	VII B
Average of students score		43,64	

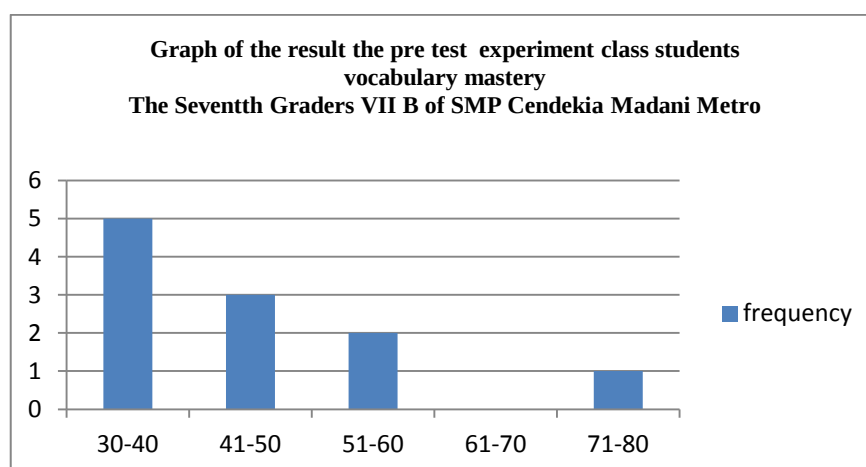
Based on the table 2 above it can describe in table of frequency and graph as follow:

Table 6

Table frequency and graph of the result of pre test
Students' Vocabulary Mastery

The Seventhth Graders VII B of SMP Cendekia Madani Metro

No	Students' Score	Frequency	Average Score of Grade
1	30-40	5 Students	43,64
2	41-50	3 Students	
3	51-60	2 Students	
4	61-70	0 Students	
5	71-80	1 Students	
Total		11 Students	



Based on the explanation above, it can be concluded that for score 30-40, the total of students was 5 students. The students that included for score 41-50 was 3 students. Then, the students that included for score 51-60 was 2 student. Next, the students that included for score 61-70 was 0 students. and the last, the students that included for score 71-80 was 1 student. it was investigated that the average grade is 43,64. It shows the students' vocabulary mastery before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using audio visual learning through watching zootopia movie to master vocabulary.

b. The Description of Treatment by Using Triple Audio Visual

Learning Through Watching Zootopia Movie.

In this research, the researcher conducted the treatment by using Audio Visual Learning Through Watching Zootopia Movie in the process of the research. In do the treatment, the research was conducted in one meeting on February 12th, 2022 at SMP Cendekia Madani Metro to the Seventh graders VIIIB to do the treatment with the Audio Visual Learning Through Watching Zootopia, by doing some following steps:

- 1) The teacher introduces vocabulary from the zootopia movie conversation.
- 2) The teacher only use the target language to speak in the classroom. through Actions, expressions, and each character in the zootopia movie is used to give additional meaning.
- 3) The teacher introduces the dialogue and gives an example of it twice, the teacher make known the exercise by designing the correct

vocabulary pronunciation. he corrects mispronunciations by designing the correct pronunciations in the language that aim.

- 4) Students repeat each new conversation several times.
- 5) Students who make mistakes will be given direct guidance from the teacher
- 6) The teacher starts a chain exercise in which each student greets each other. The exercises used by the teacher are multiple and single substitution.
- 7) The teacher appreciates students who are able to understand the topic given with the words, "Good Job, Nice, awesome, etc.
- 8) The teacher uses verbal cues and zootopia movie media
- 9) The teacher performs the transformation and practice questions and answers.
- 10) When students can overcome it, the teacher asks them questions quickly.
- 11) The teacher gives a signal to the students; he calls individuals; he smiled encouragingly; he picked up the pictures one by one
- 12) The teacher make some the dialogue and bring it on to student. Students do some limited essay with dialogue and sentence exercises. Supermarket alphabet game and discussion about some topic and discussed.

From the description above, which starts from introduction, evaluation, to the level of appreciating and fostering students, it is the scope of an audio visual learning teaching technique to achieve learning objectives.

c. The Description of Post-Test Result

The researcher conducted a post-test after the researcher given a treatment on February, 12th 2022 by giving the Vocabulary test to the seventh graders at SMP Cendekia Madani Metro. In the the pre-test process, the researcher asked the students to answer the questions of vocabulary test in order to know to their vocabulary mastery. The pre-test results are illustrated in the following table:

Table 7

The Post-Test Result

Students' Vocabulary Mastery

The Seventhth Graders VII B of SMP Cendekia Madani Metro

No	Name	Score	Grade
1	AZ	45	VII B
2	AN	70	VII B
3	FF	45	VII B
4	MAS	45	VII B
5	RSNAA	35	VII B
6	SA	80	VII B
7	SIS	75	VII B
8	SSSN	55	VII B
9	TNSP	75	VII B
10	ZINA	60	VII B
11	ZTAH	35	VII B
Average of students score		56,36	

Based on the table 6 above it can describe in table of frequency and graph as follow:

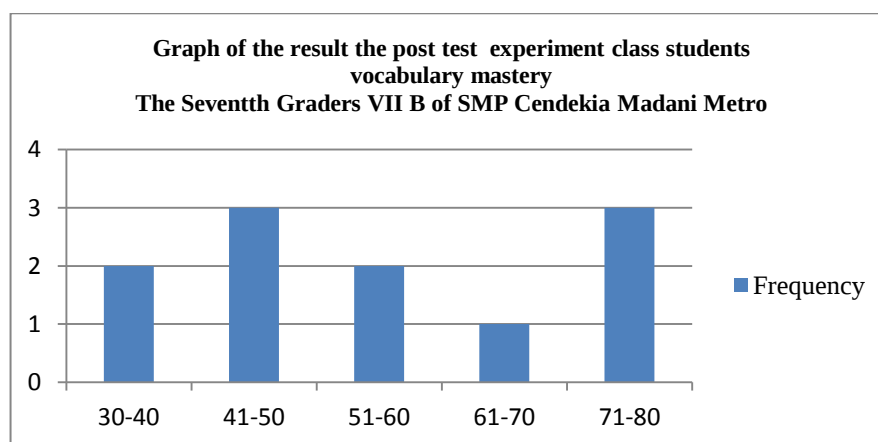
Table 8

Table Frequency and Graph of The Result of Post Test

Students' Vocabulary Mastery

The Seventh Graders VII B of SMP Cendekia Madani Metro

No	Students Score	Frequency	Average Score of Grade
1	30-40	2 Students	56,36
2	41-50	3 Students	
3	51-60	2 Students	
4	61-70	1 Students	
5	71-80	3 Students	



Based on the explanation above, it can be concluded that for score 30-40, the total of students was 2 students. The students that included for score 41-50 was 3 students. Then, the students that included for score 51-60 was 2 student. Next, the students that included for score 61-70 was 1 students.and the last, the students that included for score 71-80 was 3 student. , it was investigated that the average grade is 56,36. It shows the

students' vocabulary mastery after the treatment. After getting the complete data, the researcher investigated the influence of Audio Visual Learning Through Watching Zootopia Movie To Master Vocabulary by using SPSS.

3. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- a. **(Ha):** There is Positive and significant hypothesis towards influence of audio visual learning through watching zootopia movie to master vocabulary for seven grade at SMP CENDEKIA MADANI.
- b. **(Ho):** There is not Positive and significant hypothesis towards influence of audio visual learning through watching zootopia movie to master vocabulary for seven grade at SMP CENDEKIA MADANI.

This is the statistical hypothesis:

- 1) If the sign.2-tailed is lower than 0.05 and t -value is higher than t -table, so the null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted. While, if sig.2-tailed is higher than 0.05 and t -value is lower than t -table, so the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.
- 2) If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. While, if the mean score in experimental

group is lower than the mean score in control group, so the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

In testing of hypothesis, the researcher applied SPSS in calculating the influence of Triple-Entry Journal Strategy on writing skill of students in the seventhth grade of SMP Cendekia Madani Metro. The steps of application of SPSS are as follows:

- 1) Opening SPSS 13.0 applications for windows
- 2) Loading the excel file with all the data,
- 3) Opening *Show data view*.
- 4) Copying the grades of pre-test and post-test in the data view
- 5) Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
- 6) Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
- 7) Selecting analyze, compare means, independent sample T-Test.
- 8) Moving pre-test and post-test to the right.
- 9) Selecting OK.

After performing a series of SPPSS calculations in variable X (Audio visual Learning) tests to variable Y (Vocabulary Mastery), the researcher obtained the results described as follows:

T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	43,64	11	18,315	5,522
	POST_TEST	56,36	11	16,597	5,004

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	11	0,665	0,026

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	12,727	14,381	4,336	22,389	3,066	2,935	10	0,015

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* in this research is 0.015 It is clear that if the probability or $\text{Sig.} > \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that

there is a positive and significant towards influence of audio visual learning through watching zootopia movie to master vocabulary for seven grade at SMP CENDEKIA MADANI.

Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Table 9
Critical Value of Ttable

Level of Significant	5%	1%
<i>Df</i> 10	2.228	2.763

1. The critical value of t-test (ttable) for the 5% level is 2.228
2. The critical value of t- test (ttable) for the 1% level is 2.763

From all the data analysis above, it canbe found that:

- a. “tobserved” = 2,935
- b. “ttable” level of significant 5% = 2,228
- c. “ttable” level of significant 1 % = 2,763

It means that” tobserved” higher than “ttable” or it can be written as $2,228 < 2,935 > 2.763$. It means that from the value above there was any positive and significant The Influence Audio Visual Learning Through Watching Zootopia Movie to Master Vocabulary for Seventh Grade at SMP Cendekia Madani Metro in Academic 2021/2022.. It can be seen from the result of the students” pre-test and post-test.

- If $t_{\text{observed}} > T_{\text{table}}$, H_a is accepted and H_o is rejected.
- If $t_{\text{observed}} < T_{\text{table}}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as:

“There is a positive and significant The Influence Audio Visual Learning Through Watching Zootopia Movie to Master Vocabulary for Seventh Grade at SMP Cendekia Madani Metro in Academic 2021/2022.”

Finally, the data confirmed that $t_{observed} = 2,935$ was higher than t_{table} level of significant $5\% = 2,228$ and t_{table} level of significant $1\% = 2,763$. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant The Influence Audio Visual Learning Through Watching Zootopia Movie to Master Vocabulary for Seventh Grade at SMP Cendekia Madani Metro in Academic 2021/2022.

B. Discussion

In presenting the discussion of results of this research, the researcher considered theories that support her to answer the problem formulation. In conducting the pre-test, the researcher gave a vocabulary test by asking the students to answer the vocabulary. The pre-test results of vocabulary skill presents the average grade in experimental class is 43.64 and the average grade in control class is 42.50. Pre-test had been done before the researcher applied the treatment using audio visual learning through watching zootopia movie. After pre-test, the researcher implemented of audio visual learning through watching zootopia movie to master vocabulary directly in the class. After the treatment was carried out by the researcher, the researcher got the result. there was an increase in the experimental class that presents average

56,36. Meanwhile the control class got an average score 44,50 in the post test. From here it can be seen that students are get new vocabulary and easy to remember it through audio visual learning. the reason that students easily remember vocabulary well is because through audio-visual learning students are able to remember easily because students remember through visual images and sound,

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collection method that had been analyzed by the researches, the researches concluded that:

1. students are still very difficult in learning English. starting from speaking, grammar, reading, even there are still many students who do not know some simple vocabulary. Here, students can see that students are still weak in mastering vocabulary.
2. English learning through zootopia movie for vocabulary mastery has a positive influence toward master vocabulary students. This case be seen from the result of pre-test and post-test. In the pre-test, average score was 43,64 and in the post-test the average score was 56,36. Audio Visual Learning Through Watching Zootopia Movie can be as an alternative strategy in teaching english, it can be seen from the critical value t_{observed} was 2,935 and t_{table} was 2.228 for 5% and for 1%, 2,763. The data confirmed that t_{observed} higher than t_{table} . Therefore, it can be inferred that the Hypothesis alternative (H_a) of this research is accepted and H_o is rejected. So, there is a positive The Influence Audio Visual Learning Through Watching Zootopia Movie to Master Vocabulary for Seventh Grade at SMP Cendekia Madani Metro in Academic 2021/2022.

B. SUGGESTION

Considering the discussion of the research which was conducted in the first grader of SMA Muhammadiyah Ahmad Dahlan Metro in the academic year 2020/2021, the researcher proposes suggestion as follows:

1. For The Teacher

The teachers are suggested to support for vocabulary master students", the teacher can apply Audio Visual Learning Through Watchin Zootopia Movie to Master Vocabulary Mastery.

2. For The Students

The students are suggested to develop their vocabulary mastery by using audio visual learning through watching zootopia movie especially it can improve vocabulary students.

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APPENDICES

1. SYLLABUS

SILABUS

Satuan Pendidikan : SMP Cendekia Madani Metro
Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan	Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya. <u>Masing-masing diajarkan secara terpisah</u> Fungsi sosial Struktur teks Unsur kebahasaan	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial - Tingkat kelengkapan dan keruntutan struktur - Tingkat ketepatan unsur kebahasaan. - Sikap santun,	12 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya. 4.1.Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks.	Topik Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.		peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri		akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks	Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya Fungsi sosial Struktur teks Unsur kebahasaan Topik Berbagai hal terkait dengan	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan keruntutan struktur • Tingkat ketepatan unsur kebahasaan.	4 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya. 4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon pengenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.		Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri		dengan benar dan akurat - Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet.
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari,	Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun <u>Masing-masing diajarkan secara terpisah</u>	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial - Tingkat kelengkapan dan keruntutan struktur - Tingkat ketepatan unsur kebahasaan.	16 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
waktu dalam bentuk angka, tanggal, dan tahun. 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.	Fungsi sosial Struktur teks Unsur kebahasaan Topik Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.		Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis		dengan benar dan akurat - Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet.
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.4 Menangkap makna pemaparan jati diri lisan dan tulis	Teks lisan dan tulis untuk pemaparan jati diri Fungsi sosial Struktur teks Unsur kebahasaan Topik Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial - Tingkat kelengkapan dan keruntutan struktur - Tingkat ketepatan unsur kebahasaan. - Sikap santun,	8 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sangat pendek dan sederhana. 4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.		peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis		• Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari. 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari <i>Fungsi sosial</i> <i>Struktur teks</i> <i>Unsur kebahasaan</i> <i>Topik</i> Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.		KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan keruntutan struktur • Tingkat ketepatan unsur kebahasaan. • Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis	24 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya. 4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) <u>Masing-masing diajarkan secara terpisah</u> <i>Fungsi sosial</i> <i>Struktur text</i> <i>Unsur kebahasaan</i> <i>Topik</i> Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, peduli, kerjasama.	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan keruntutan struktur • Tingkat ketepatan unsur kebahasaan. • Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet.
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan	Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda <i>Fungsi sosial</i>	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan	12 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	Struktur teks Unsur kebahasaan Topik Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.		keruntutan struktur • Tingkat ketepatan unsur kebahasaan. • Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis		komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet.
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi	Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda Fungsi sosial Struktur teks Unsur kebahasaan Topik	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan keruntutan struktur • Tingkat ketepatan unsur kebahasaan.	12 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
si orang, binatang, benda, sesuai dengan konteks penggunaannya. 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi si dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.		Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis		dengan benar dan akurat - Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet.
3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>),	Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis <u>Masing-masing diajarkan secara terpisah</u> <i>Fungsi sosial</i> <i>Struktur teks</i>	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial - Tingkat kelengkapan dan keruntutan struktur - Tingkat ketepatan unsur kebahasaan. - Sikap santun,	16 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai dengan konteks penggunaannya. 4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana 4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan	Unsur kebahasaan Topik Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama. Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik		peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri Tes tertulis		akurat • Contoh teks dari sumber otentik • Sumber dari internet.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
unsur kebahasaan yang benar dan sesuai konteks.					
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. 4.13 Menyusun teks deskriptif lisan dan	Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i> <i>Struktur text</i> <i>(gagasan utama dan informasi rinci)</i> <i>Unsur kebahasaan</i> <i>Topik</i> Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.	<u><i>Masing-masing menggunakan prosedur yang sama</i></u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan keruntutan struktur • Tingkat ketepatan unsur kebahasaan. • Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi Penilaian diri portofolio	24 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.					
3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu. 4.14 Menangkap makna lagu.	Teks lagu pendek dan sederhana Fungsi sosial Unsur kebahasaan Topik Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati Menanya Mengumpulkan Informasi Mengkomunikasikan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial • Tingkat kelengkapan dan keruntutan struktur • Tingkat ketepatan unsur kebahasaan. • Sikap santun, peduli, dan percaya diri yang menyertai CARA PENILAIAN: Kinerja (praktik) Observasi	8 JP	• Buku Teks wajib • Contoh lagu dalam CD/VCD/ DVD/kaset • Kumpulan lirik lagu • Sumber dari internet

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Penilaian diri Tes tertulis		

2. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Cendekia Madani Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII/2
Materi Pokok	: Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan publik dan kosa kata yang dekat dengan kehidupan siswa sehari-hari
Alokasi Waktu	: 2 jam (2x30) / (60 menit)

A. Tujuan Pembelajaran

Mengidentifikasi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.

B. Langkah-langkah Pembelajaran

1. Stimulation

Peserta didik diberi motivasi atauran untuk memusatkan perhatian pada topic materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.

2. Problem Statement

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.

3. Data Collection

- Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan mengamati obyek/kejadian, membaca sumber lain selain buku teks, melakukan aktivitas menarik, dan wawancara/tanyajawab dengan narasumber tentang materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.
- Peserta didik diberikan tugas vocabulary untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, saling tukar

informasi mengenai materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari

4. **Data Processing**

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara berdiskusi, mengolah informasi, dan mengerjakan soal tentang data dari materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.

5. **Data Verification**

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan pengolahan informasi materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.

6. **Generalization**

Menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa laporan hasil pengamatan secara tertulis, menjawab pertanyaan, bertanya tentang hal yang belum dipahami, dan menyelesaikan uji kompetensi untuk materi ungkapan teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan public dan kosa kata yang dekat dengan kehidupan siswa sehari-hari.

C. Penilaian

1. **Penilaian Sikap:** Observasi/Jurnal.
2. **Penilaian Pengetahuan:** Tes Tulis, Penugasan.
3. **Penilaian Keterampilan:** Unjuk kerja kegiatan diskusi dan presentasi.

English Teacher

Metro, 3 August 2021
Researcher

Desti Wiranti, M.Pd
NIK. 1990127201902

Abdul Azis Al Fikri
NPM. 1701070157

3. Pre Test and Question

Pre Test

1) A school is the place where students ... with their teachers.

- A. teach
- B. work
- C. play
- D. study

2) Bunga is celebrating her birthday. Now Bunga feels

- A. happy
- B. easy
- C. angry
- D. hungry

3) Intan : Amir, your new shoes are good and really fit in your You look charming and cool.

Amir: Thank you Nita.

- A. body
- B. feet
- C. finger
- D. hand

4) There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.

- A. angry
- B. noisy
- C. funny
- D. quiet

5) My little sister and brother are very hungry, so I lunch for them.

- A. prepare
- B. wear
- C. throw
- D. kick

6) Thomas the competition in a National Olimpiade. He looks very happy.

- A. jumped
- B. lost
- C. celebrated
- D. won

7) My younger brother went to dentist two days ago because his were in pain.

- A. teeth
- B. ears
- C. hands
- D. fingers

8) Fena : Can you lend me a hand?
Rissa : Yes, of course. What can I help you?

Fena: Please, these textbooks to my office.

Rissa : Yes sure, Sir.

- A. put
- B. give
- C. bring
- D. read

9) The exam was too for her. She got an A!

- A. easy
- B. expensive
- C. difficult
- D. high

10) Tina's bicycle is broken. Tina is really now.

- A. charm
- B. happy
- C. sad
- D. confused

11) My sister is a nurse. She works in Anak Bunda Hospital. She every patient there.

- A. sees
- B. thinks
- C. ignores

D. helps

12) John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very

A. salty

B. sour

C. delicious

D. bitter

13) You can find in your kitchen.

A. pillow

B. stove

C. television

D. sofa

14) My mother is a tailor. She sews and makes

A. books

B. foods

C. chairs

D. clothes

15) My father always reads every morning in living room.

A. newspaper

B. radio

C. computer

D. television

16) The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

A. throws

B. plants

C. cuts

D. goes

17) My friend's are sick, so he cannot hear anything well.

A. cheeks

B. nose

C. eyes

D. ears

18) Candy is ... , but honey is sweeter than candy.

A. sweet

B. salty

C. sour

D. smooth

19) Danu is a He teaches Biology in our class. Every student loves him.

A. selfish teacher

B. kind teacher

C. emotional teacher

D. arrogant teacher

20) Ahmad : Do you have a ?
Shopkeeper : Of course, we do. You can find it in the book section over here.

A. football shoes

B. black pen

C. red apples

D. drawing book

4. Post-Test Question

Post-Test

1. Ferdy loves his bunny.
The meaning of the underlined word is...
A. Cat
B. dog
C. rabbit
D. eagle
2. The following animals are usually kept as pets, except...
A. Elephant
B. Dogs
C. Horses
D. Cats
3. Judy : “ Look! The flash is too to serve customers
Nick : “ That’s Right, because he is a sloth
A. Slow
B. fast
C. Strong
D. sick
4. Life in the Village is more relaxed than in the city. You can wake up in the morning and have a nice.....
A. Breakfast
B. Lunch
C. Dinner
D. Supper
5. Angga: “ Where will you go, Hafidz?”
Hafidz: “ I will go to the.....
i want to read some books and magazine
A. Laboratory
B. Library
C. Hospital
D. Bookstore
6. The synonym of “the police” is...
A. doctor
B. teacher
C. cop
D. army
7. I went to vina’s birthday party last night it lasted until late at night. My mother must be angry with me. I was.... to go home
A. Angry
B. Glad
C. Afraid
D. Happy
8. Budi: “ Do you know the cheapest sport?”
Agung: “ Of course.”
Budi: “ What is it?”
Agung: “It’s running”

- What is the meaning of the word which underlined.
- A. Running
B. Cycling
C. Swimming
D. Golf
9. "Mr. Otterton, he went crazy, ripped up the car, scared my drive half to death, and dissapeared into the night." The meaning of the underlined word is...
- A. Menembus
B. Menghilang
C. Memanjat
D. Memberontak
10. I ikick the ball with my
- A. Mouth
B. Hand
C. Foot
D. Head
11. We usually cook in the...
- A. Living room
B. Bathroom
C. bedroom
D. Kitchen
12. The can hop far.
- A. Kangaroo
B. dog
C. Butterfly
D. cow
13. I bring something with my...
- A. Hand
B. Foot
C. Head
D. Nose
14. How many legs do a rabbit have?
- A. Four
B. Two
C. one
D. No legs
15. "My **Mother** is a beautiful and the best person in my life" What's the meaning of **Mother** (In Bahasa)
- A. Anak laki laki
B. Sepupu
C. Ibu
D. Ayah
16. " I have two Children, a **son** and a **daughter**. Whats's the meaning of **Son** and **Daughter**
- A. sepupu laki laki dan sepupu perempuan
B. Anak laki laki dan anak perempuan
C. Kakek dan Nenek
D. Ayah dan Ibu

17. Don't be in the library
- A. Noisy
 - B. distrub
 - C. Silent
 - D. scream
18. I am a i chase the criminal in this city
- A. Police
 - B. Army
 - C. Teacher
 - D. Student
19. Mr clawhauser loves donut so much, he want to it everyday
- A. fly
 - B. eat
 - C. Drive
 - D. sleep
20. Mr. emmit wants to fly a plane in the future. He wants to be....
- A. Driver
 - B. Chef
 - C. Pilot
 - D. Teacher

5. Key Answer of Pre Test

1. D
2. A
3. B
4. C
5. A
6. D
7. A
8. C
9. A
10. C
11. D
12. C
13. B
14. D
15. A
16. C
17. D
18. A
19. B
20. D

6. Key Answer of Post Test

1. C
2. A
3. A
4. A
5. B
6. C
7. C
8. A
9. B
10. C
11. D
12. A
13. A
14. B
15. C
16. B
17. A
18. A
19. B
20. C

7. The result of Pre Test**The Pre-Test Result****Students' Vocabulary Mastery****The Seventh Graders VII B of SMP Cendekia Madani Metro**

No	Name	Score	Grade
1	AZ	30	VII B
2	AN	50	VII B
3	FF	20	VII B
4	MAS	20	VII B
5	RSNAA	50	VII B
6	SA	45	VII B
7	SIS	60	VII B
8	SSSN	35	VII B

9	TNSP	75	VII B
10	ZINA	60	VII B
11	ZTAH	30	VII B
Average of students score		43,64	

8. The Result of Post-Test

The Post-Test Result

Students' Vocabulary Mastery

The Seventh Graders VII B of SMP Cendekia Madani Metro

No	Name	Score	Grade
1	AZ	45	VII B
2	AN	70	VII B
3	FF	45	VII B
4	MAS	45	VII B
5	RSNAA	35	VII B
6	SA	80	VII B
7	SIS	75	VII B
8	SSSN	55	VII B
9	TNSP	75	VII B
10	ZINA	60	VII B
11	ZTAH	35	VII B
Average of students score		56,36	

IZIN PRASURVEY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1869/In.28/J/TL.01/06/2021
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SEKOLAH SMP
 CENDEKIA MADANI
 di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: ABDUL AZIS AL FIKRI
NPM	: 1701070157
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE USING AUDIOVISUAL LEARNING ENGLISH THROUGH WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY FOR SEVEN GRADE AT SMP. CENDEKIA MADANI

untuk melakukan prasurvey di SMP CENDEKIA MADANI, dalam rangka menyelesaikan 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, 10 Juni 2021
 Ketua Jurusan,



Ahmad Subhan Roza M.Pd.
 NIP 19750610 200801 1 014



YAYASAN NURUL HAKIM MADANI
SMP CENDEKIA MADANI METRO

"Berakarakter Mandiri, Berprestasi dan Berakhlak Mulia"

Jl. Walet No. 20 Kelurahan Purwosari Kecamatan Metro Utara Kota Metro CP. 0813-6835-9808

E-mail : smpcmmetro@gmail.com



Nomor : 044/T/SMPCM/MTR/VII/2021
 Lampiran : -
 Perihal : **Tanggapan Pra Survey**

Kepada Ykh,
Dekan Fakultas Tarbiyah dan Ilmu Pendidikan
Institut Agama Islam Negeri Metro
 Di_
 Tempat

Assalamu'alaikum Wr. Wb.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Aamiin.

Berdasarkan Surat dari Dekan Faklitas Tarbiyah Dan Ilmu Pendidikan Institut Agama Islam Negeri Metro Nomor : B-1869/In.28.1/J/TL.00/06/2021 Tanggal 10 Juni 2021 Tentang izin Pra Survey Maka diberikan izin kepada

Nama : Abdul Azis Al Fikri
 NPM : 1701070157
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di SMP CENDEKIA MADANI METRO dalam rangka penyelesaian Skripsi dengan judul "The Influence Using Audiovisual Learning English Through Watching Zootopia Movie To Master Vocabulary For Seven Grade At Smp Cendekia Madani".

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juni 2021
 Mengetahui,
 Kepala SMP Cendekia Madani Metro


Wildan Zaki Ansori, S.Pd
 NIK. 1995104201901

www.metro.ac.id/v2/page/mahasiswa/mhs-daftar-resea



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Nomor : B-0358/In.28/D.1/TL.00/02/2022
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMP CENDEKIA MADANI
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0359/In.28/D.1/TL.01/02/2022, tanggal 07 Februari 2022 atas nama saudara:

Nama	: ABDUL AZIS AL FIKRI
NPM	: 1701070157
Semester	: 10 (Sepuluh)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP CENDEKIA MADANI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "The Influence Audio visual learning English through watching Zootopia Movie to Master Vocabulary For Seventh Grade at SMP Cendekia Madani".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2022
 Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003

19/04/2022 9 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS
 Nomor: B-0359/In.28/D.1/TL.01/02/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ABDUL AZIS AL FIKRI**
 NPM : 1701070157
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP CENDEKIA MADANI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "The Influence Audio visual learning English through watching Zootopia Movie to Master Vocabulary For Seventh Grade at SMP Cendekia Madani".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 07 Februari 2022

Mengetahui,
 Pejabat Setempat

 Wildan Zaki Ansori, S.Pd

Wakil Dekan Akademik dan Kelembagaan,

 Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



YAYASAN NURUL HAKIM MADANI
SMP CENDEKIA MADANI METRO

"Berkarakter Mandiri, Berprestasi dan Berakhlak Mulia"

Jl. Murai 8 Kelurahan Purwosari Kecamatan Metro Utara Kota Metro CP. 0813-6835-9808

E-mail : smpcmmetro@gmail.com



Nomor : 075/T/SMPCM/MTR/III/2022
 Lampiran : -
 Perihal : Tanggapan Izin Research

Kepada Ykh,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
 Di
 Tempat

Assalamu'alaikum Wr.Wb.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Aamiin.

Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-0358/In.28/D.1/TL.00/02/2022 Tanggal 07 Februari 2022 Tentang Izin Research, maka diberikan izin kepada:

Nama : Abdul Azis Al Fikri
 NPM : 1701070157
 Semester : 10 (Sepuluh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris

Kepada nama tersebut di izinkan melakukan research di SMP Cendekia Madani Metro dalam rangka penyelesaian Skripsi dengan judul *"The Influence Audio Visual Learning Through Watching Zutopia Movie to Master Vocabulary for Seventh Grade at SMP Cendekia Madani Metro"*.

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 07 April 2022

Mengetahui,

Kepala SMP Cendekia Madani Metro



Widhan Zaki Ansori, S.Pd
 NIK. 1995104201901



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Abdul Azis Al Fikri
NPM : 1701070157
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 06 April 2022

Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 1987 1102 201503 1 004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-261/ln.28/S/U.1/OT.01/03/2022

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

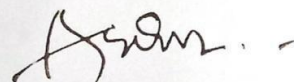
Nama : Abdul Aziz Al Fikri
NPM : 1701070157
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070157

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, 31 Maret 2022
Kepala Perpustakaan



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

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

Nama : Abdul Azis Al Fikri
 NPM : 1701070157

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 26/2/24		- KONSULTASI Teknik Penulisan Proposal - Konsultasi Prosedur bimbingan skripsi	
2.	Kamis, 2/3/24		- melengkapi judul pada pra survey - memilih, satu poin dari Identification Problem - merevisi Problem limitation dan Problem formulation - memperbaiki Redaksi Problem Objective - Menambahkan prior Research	
3.	Rabu, 8/3/24		Acc Bab I lanjut ke Bab II	

Mengetahui
 Ketua Jurusan TBI

Andharto, M.Pd.
 NIP. 198711022015031004

Dosen Pembimbing



Drs. Kuryani, M.Pd.
 NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulya Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah@metro.univ.ac.id

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

Nama : Abdul Azis Al Fikri
NPM : 1701070157

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Senin 4/21 10		- Penambahan Skor untuk Teori Vocabulary - Penambahan Point Framework and Paradigm - Penambahan Statistical Hypothesis	
5	Rabu 13 10, 2021		- melampirkan halaman Judul - memperbaiki Statistical Hypothesis	
6	Senin 18/2021 10		- Acc Chapter II lanjut ke Chapter III - Pengajuan Chapter III	

Mengetahui
Ketua Jurusan TBI

Amalia, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001



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 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Abdul Azis Al Fikri
 NPM : 1701070157

Jurusan : TBI
 Semester : X

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
7	Selasa 18-1-22		Bimbingan App	
8.	Senin 28-2-22		Penyajian BAB IV dan V	
9.	Kamis 24-3-22		Revisi Bab IV dan V - Penambahan table frequency dan Grafik - table nilai 1% dan 5% - Kesimpulan point/point	
10.	Jumat. 25-3-22		- ACC Munagasyah	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Drs. Kuryani, M.Pd
 NIP. 1962021519950310001



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled THE INFLUENCE AUDIO VISUAL LEARNING ENGLISH THROUGH WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY SEVENTH GRADE AT SMP CENDEKIA MADANL Written by: Abdul Azis Al Fikri, Student Number 1701070157, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, December 29th 2020 at 13.00 -14.30.

BOARD OF EXAMINERS

Chairperson	: Drs. Kuryani, M.Pd.
Examiner I	: Dr. Widhiya Ninsiana, M.Hum
Examiner II	: Andianto, M.Pd
Secretary	: Leny Setyana, M.Pd

(.....)

(.....)

(.....)

(.....)

Head of English Education Department

Andianto, M.Pd.
NIP. 198711022015031004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU
KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

NOTIFICATION LETTER

Number :
Appendix :-
Matter : **In order to hold the seminar of Abdul Azis Al Fikri**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Abdul Azis Al Fikri
Students Number : 1701070157
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE INFLUENCE AUDIO VISUAL LEARNING THROUGH
WATCHING ZOOTOPIA MOVIE TO MASTER
VOCABULARY FOR SEVEN GRADE AT SMP CENDEKIA
MADANI

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikum Wr. Wb

Metro, 21 Oktober 2021

Sponsor,

The Head of English Education
Department

Ardianto, M.Pd
NIP. 1987110220150310004

Drs. Kuryani, M.Pd
NIP. 196202151995031001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMUKEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111

APPROVAL PAGE

Title : THE INFLUENCE AUDIO VISUAL LEARNING THROUGH
WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY FOR
SEVEN GRADE AT SMP CENDEKIA MADANI

Name : Abdul Azis Al Fikri
Students Number : 1701070108
Department : English Education Department
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

**To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teachers Training of
State Institute of Islamic Studies (IAIN) of Metro.**

Metro, 21 Oktober 2021

The Head of English Education
Department

Andianto, M.Pd
NIP. 1987110220150310004

Sponsor,

Drs, Kuryani, M.Pd
NIP. 196202151995031001



**KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU
KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111

NOTA DINAS

Nomor :
Lampiran :-
Perihal : **Mohon di seminarkan proposal
Abdul Azis Al Fikri**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan maka skripsi yang disusun oleh:

Nama	: Abdul Azis Al Fikri
NPM	: 1701070157
Jurusan	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi	: THE INFLUENCE AUDIO VISUAL LEARNING THROUGH WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY FOR SEVEN GRADE AT SMP CENDEKIA MADANI

Sudah kami setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu 'alaikum Wr. Wb

Metro, 21 Oktober 2021

The Head of English Education
Department

Andianto, M.Pd
NIP. 1987110220150310004

Drs. Kuryani, M.Pd
NIP. 196202151995031001

THE INFLUENCE AUDIO VISUAL LEARNING ENGLISH THROUGH WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY SEVENTH GRADE AT SMP CENDEKIA MADANI METRO

by Abdul Azis Al Fikri 1701070157

Submission date: 07-Apr-2022 12:37PM (UTC+0700)

Submission ID: 1804066347

File name: Abdul_Azis_Al_Fikri-1701070157.docx (118.5K)

Word count: 7747

Character count: 40835

AN UNDERGRADUATE THESIS

THE INFLUENCE AUDIO VISUAL LEARNING ENGLISH THROUGH
WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY
SEVENTH GRADE AT SMP CENDEKIA MADANI METRO

BY:

ABDUL AZIS AL FIKRI

⁸
Student Number : 1701070157



Tarbiyah and Teacher Trainging Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022

①

THE INFLUENCE AUDIO VISUAL LEARNING ENGLISH THROUGH WATCHING ZOOTOPIA MOVIE TO MASTER VOCABULARY SEVENTH GRADE AT SMP CENDEKIA MADANI METRO

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DOCUMENTATION OF THE RESEARCH

1. Doing Pre Test in The Classroom of VII Grade



2. Doing Post Test in The Clasroom of VII Grade



3. Give the treatment of Audio Visual Learning Through Watching Zootopia Movie to Master Vocabulary



CURRICULUM VITAE



The writer was born on February 27th, 1999 in Adijaya Central Lampung. His name is Abdul Azis Al-Fikri. He is the Second child from Mr. Budiono and Mrs. Midiawati. Her old sister name is Lia Rizki Ramadhani and Two young his sister is Zhafira Najwa Az-Zahra and Aqila Jodha Maharani.

In 2005, He was enrolled his graduated from kindergarten of At-Taqwa Bandar Jaya. At the time 2011, He graduated from SD Negeri 3 Bandar Jaya Barat. Then, He continued his study to Junior High School Bustanul Ulum of Islamic and graduated in 2014. After graduating from Junior High School Bustanul Ulum of Islamic, He continued her study in Senior High School Binaul Ummah Boarding School of Kuningan for three years (2015-2017). And then He entered S1 English Education Department of State Institute of Islamic Studies (IAIN) Metro.