

UTILIZING FOLKTALE MOVIE TO ENHANCE VOCABULARY

FOR NINTH GRADERS AT SMP NEGERI 10 MALANG

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

DEPARTMENT OF LANGUAGE EDUCATION

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

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FOR NINTH GRADERS AT SMP NEGERI 10 MALANG**

UNDERGRADUATE THESIS

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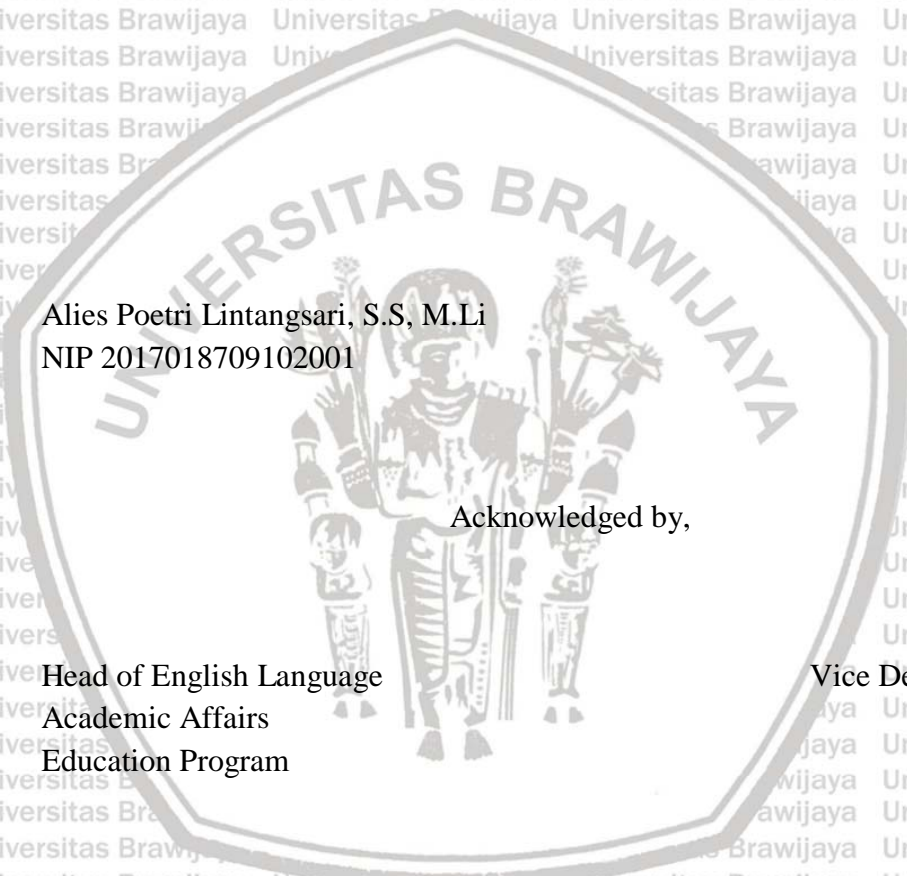
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Malang, 29 April 2020

The writer

ABSTRACT

Ananda Fitriani Putri 2020., **Utilizing Folktale Movie to Enhance Vocabulary for Ninth Graders at SMP Negeri 10 Malang.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.
Supervisor: Irene Nany Kusumawardani, S.Hum., M.Li.

Most of the students are struggling in mastering vocabulary affected by various factors such as internal and external factors. There are several internal factors such as some students were misbehavior. They did other things during the English class like talking to each other, scrolling social media on phone, playing a game on the phone, and doing other homework. While external factors were specifically referring to the teaching method that the teacher applied. The teacher used the direct method in teaching. With full English as the medium of instructions, apparently, the students were bored by the method and struggling to understand teacher instruction which was delivered fully in English.

Therefore, the teacher should find an effective way to teach Vocabulary. One of the effective ways of teaching vocabulary is using Information and communication technology (ICT). The movie is one of the ICT that can be used to teach vocabulary. All of the visual and audio clues in the movie can help students convey the meaning of vocabulary and attract students' interest in learning vocabulary. In this study, students learned about vocabulary of word classes such as noun, adjective, verb and adverb. Folktale is one of movie genre which is considered potential to teach vocabulary. It provides the cultural tradition of folklife and modern visualization presented as a source of idea.

This research aims at Classroom Action Research (CAR) is applied in this research. The procedure includes planning, implementing, observing, and reflecting. The participants of this study were 29 students of ninth graders and 1 English teacher. In collecting the data, the researcher used achievement tests (Pre- and Post-test), field notes, and observation checklist. The result of the study showed that using folktale movies has successfully improved students' vocabulary mastery. Since the post-test reached 79,3% which the criteria for success is 75%. Based on the Observation, the use of folktale movies helped the students to learn and experience the enjoyable process of learning vocabulary.

The researcher concludes that teaching vocabulary by using Indonesian Folktale Movies as media can improve the students' vocabulary. The improvement of vocabulary mastery is based on the analysis by pre-test and post-test scores. Based on the observation the students enjoyed the whole process of teaching and learning since this technique encourages students to be more active and takes the challenge they never did before. So, teaching vocabulary through the movie as media is appropriate and effective to be used in improving students' vocabulary mastery.

Keyword: Vocabulary, Folktale Movies



ABSTRAK

Ananda Fitriani Putri 2020., **Memanfaatkan film cerita rakyat untuk meningkatkan kosakata bagi siswa kelas sembilan di SMP Negeri 10 Malang.**

Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya.

Supervisor: Irene Nany Kusumawardani, S.Hum., M.Li.

Sebagian besar siswa berjuang dalam menguasai kosa kata yang dipengaruhi oleh berbagai faktor seperti faktor internal dan eksternal. Ada beberapa faktor internal seperti beberapa siswa yang berkelakuan buruk. Mereka melakukan hal-hal lain selama kelas bahasa Inggris seperti berbicara satu sama lain, menggulir media sosial di telepon, bermain game di telepon, dan melakukan pekerjaan rumah lainnya. Sementara faktor eksternal secara khusus merujuk pada metode pengajaran yang diterapkan guru. Guru menggunakan metode langsung dalam mengajar. Dengan bahasa Inggris penuh sebagai media instruksi, tampaknya, para siswa bosan dengan metode dan berjuang untuk memahami instruksi guru yang disampaikan sepenuhnya dalam bahasa Inggris.

Karena itu, guru harus menemukan cara yang efektif untuk mengajar Kosakata. Salah satu cara efektif untuk mengajar kosa kata adalah menggunakan Teknologi Informasi dan Komunikasi (TIK). Film ini adalah salah satu TIK yang dapat digunakan untuk mengajarkan kosakata. Semua petunjuk visual dan audio dalam film dapat membantu siswa menyampaikan makna kosa kata dan menarik minat siswa dalam belajar kosa kata. Folktale adalah salah satu genre film yang dianggap potensial untuk mengajarkan kosa kata. Ini memberikan tradisi budaya kehidupan tradisional dan visualisasi modern yang disajikan sebagai sumber ide.

Penelitian ini bertujuan Penelitian Tindakan Kelas (PTK) yang diterapkan dalam penelitian ini. Prosedurnya meliputi perencanaan, implementasi, pengamatan, dan refleksi. Partisipan penelitian ini adalah 29 siswa kelas sembilan dan 1 guru bahasa Inggris. Dalam mengumpulkan data, peneliti menggunakan tes prestasi (Pra-dan Pasca-tes), catatan lapangan, dan daftar observasi. Hasil penelitian menunjukkan bahwa menggunakan film folktale telah berhasil meningkatkan penguasaan kosakata siswa. Sejak post-test mencapai 79,3% yang kriteria keberhasilannya adalah 75%. Berdasarkan Observasi, penggunaan film cerita rakyat membantu siswa untuk belajar dan mengalami proses belajar kosa kata yang menyenangkan.

Peneliti menyimpulkan bahwa mengajar kosa kata dengan menggunakan Film Cerita Rakyat Indonesia sebagai media dapat meningkatkan kosa kata siswa. Peningkatan penguasaan kosakata didasarkan pada analisis dengan skor pre-test dan post-test. Berdasarkan pengamatan, siswa menikmati seluruh proses belajar mengajar karena teknik ini mendorong siswa untuk lebih aktif dan menerima tantangan yang belum pernah mereka lakukan sebelumnya. Jadi, mengajar kosa kata melalui film

sebagai media tepat dan efektif untuk digunakan dalam meningkatkan penguasaan kosakata siswa.

Katakunci: Kosakata, film cerita rakyat



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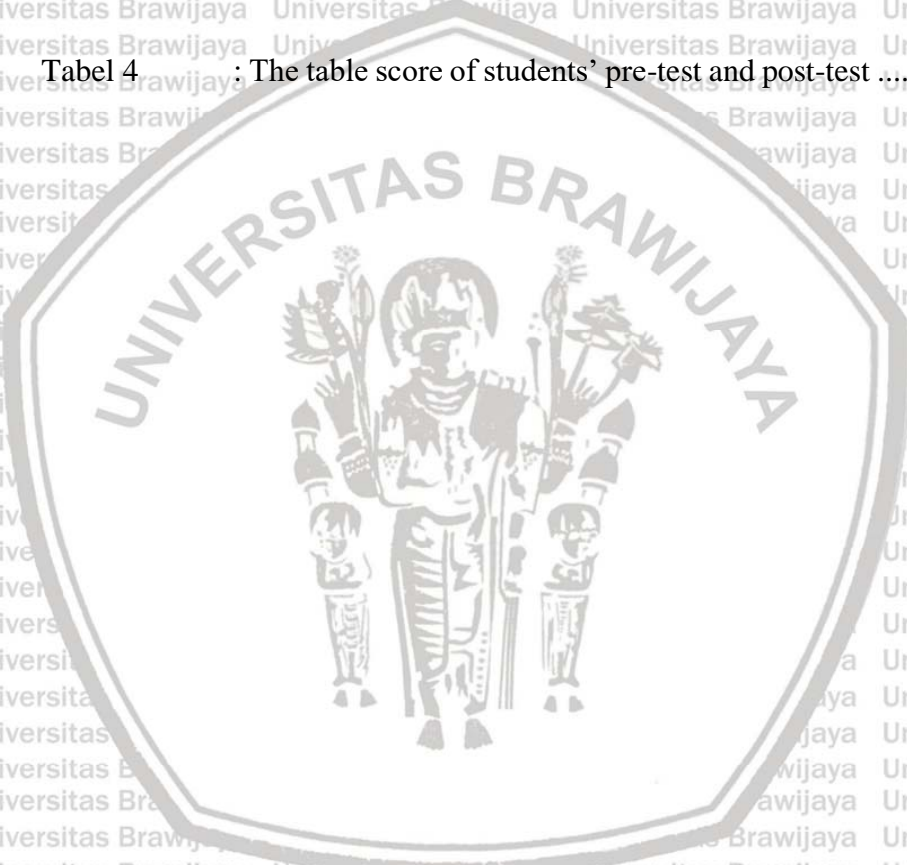
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CHAPTER 1

INTRODUCTION

This chapter is an introduction that explains the reason why this research was conducted to find out the objective of this research. This chapter includes some points related to the background of the study, the problem of the study, objectives of the study, scope and limitation of the study, and significance of the study.

1.1 Background of the Study

Language has functions to human life, such as communication, education, science, technology, society, and culture. In Education, as quoted in Undang-Undang Sisdiknas (2003, p.15) “ Foreign languages can be used as an introductory language to a particular education unit to support foreign language proficiency for learners”. English is one of the foreign languages to be taught in Indonesia. English has become a compulsory subject in Indonesia since student is in middle school. That is the most important reason why English to be learned in school.

Vocabulary supports all of the language skills. In the process of learning English, the students are taught four language skills which consist of listening, reading, speaking and writing. For Junior High School level, based on the school-Based Curriculum, the goal of teaching English is to provide students with knowledge and skills to guide the learners able to communicate in English.

Therefore, for enhancing skills in learning English students need to understand the use of words because the basic knowledge in learning to learn a language is vocabulary mastery.

The limited mastery of vocabulary is a main issue in learning language particularly in the classroom context. The researcher's observation during the classroom teaching of English in PPL program, most learners fail in learning English since they can not comprehend the meaning of the word well. One of the motives of this limitation derives from the lack exposure to the Target Language.

According to Rohmatillah (2014), students are mostly having difficulties in pronouncing, writing, and spelling the words; also, the different grammatical form of a word known as inflection was a cause of student's difficulties in learning vocabulary. In line with Zhihong (2000) states that without sufficient vocabulary, one cannot communicate or express, one cannot communicate or express ideas effectively. In others words, when students do not have adequate amount of vocabulary, they cannot communicate with each other and express their ideas well.

Learning and teaching vocabulary are greatly significant in learning a language because by acquiring sufficient vocabularies, a student is easier to understand the grammar rules of language and then be able to communicate properly.

Based on the observation, the students are always asked taking notes while the teacher is lecturing then in the end of meeting the students are given assignment.

There are no games or other teaching technique presented by the teacher that can trigger students' interest in learning English. Some students were misbehaviour.

They did other things during the English class like talking to each other, scrolling social media on phone, playing game on phone, and doing other homework. So, based on the observation, students tend to get bored and do not have full attention to the English activity.

In the class while the researcher was observing, the researcher gave some questions to the students to gain the information about their difficulties in learning vocabulary and the boredom in English class. Based on the interview, students got difficulty when they have to pick a proper word that to be arranged into a sentence, they did not understand the meaning of words because of the limitations of sources of information about words. The students also likely forgot words quickly because the teacher did not repeat the word many times. The students got bored easily because the teacher used the teacher centered and the teacher taught full of English that made the students did not understand the instruction of the teacher in doing learning activity.

The teacher confirmed that the students faced difficulty in communication and could not chose word properly in arranging sentence. To boost students' vocabulary, the teacher used direct method in teaching. The teacher used laptop as tools and LCD for delivering the material in the form of text to make the students had better understanding about the material. Here, the researcher found some problems that the students have lack of vocabulary so that while the teacher taught using full English the students got difficulty. The media used by the teacher should be vary and planned well in every objectives of the meeting. So that, the teacher can deliver the material well that make students' motivation increase, decrease opportunities for misbehavior in the class, and helps students had better understanding in the material.

Internal and external give big influence related to difficulties in learning English Vocabulary. Internal factor here means that factors inside the students

themselves play an important role in learning an English vocabulary. According to Felix (1977) as cited in Leontiev & James (1981 : 133), “Students are the most important factor in learning an English vocabulary”. There are some characteristics of students, such as age, motivation, behaviour, etc. External factors are factors outside students that influence them in learning English vocabulary. Those are time, frequency of learners contact with the language, and the number of students in the classroom.

Mastering the use of words is the key to understanding and being understood. Considering the importance of vocabulary competence, it is better to introduce vocabulary to the students using ICT especially movie. It helps them know the meaning and the usage of vocabulary lively. In line with Harmer (2007) states that the teacher should see technology as tools to help them in whatever the technique and approaches they have chosen to use. It can be said that there is way to make teaching vocabulary interesting and can enhance their vocabulary that is by using technology such as audiovisual media or movies. Movie presents language in lively as video features visual and audio in which students can learn language from it. All of the visual and audio clues in the video can help students convey the meaning of vocabulary and attract students’ interest in learning vocabulary. Therefore, the researcher considers video or movie as an interesting technology tool with which can be used to improve the students’ vocabulary and stusents’ interest in learning English.

According to Azhar (2011, p.49) defines the movie as a picture in the frame where the frame is projected through the projector lens mechanically so that the

pictures in the screen look alive. The movie can present language in lively as the video features visual and audio in which students can learn English much from it.

All of the visual and audio clues in the video can help students convey the meaning of vocabulary and attract students' interest in learning vocabulary. Therefore, the movie is expected to be an effective media to teach vocabulary for students in increasing their interests in learning English and also enriching their vocabulary.

Hamral (2018) states that using folktales or storytelling as media in language learning is an alternative way to create pleasure and minimum pressures in Teaching English as Foreign Language. Besides containing moral and cultural value they are useful for developing cognitive and academic skills as well (Tayler, 2000). Therefore it plays important role in teaching and learning process since it creates the atmosphere to provide comprehensible input as noted by Krashen (1978) that the acquisition of Target Language should run unconsciously as process as acquiring the First language. Although in TEFL particularly in the classroom context only provide very limited range of learning-time but through applying folktales, much more input could be transformed into meaningful and than produce intake. Particularly in purpose of vocabulary mastery, applying folktales as media to have those words would be more interesting and meaningful instead of using conventional boring way by memorizing word by word.

In the narrative chapter, the objective of the study is to the students have to read several paragraphs and they are asked to convey the story especially folktales explicitly. However, to understand the meaning of the paragraph, the students admit having difficulty in mastering vocabulary in narrative text and do not have

motivation to read. Thus, the researcher attempts to enhance the vocabulary mastery using ICT especially folktale movie.

This research uses two previous studies to support. The First is utilizing movies in teaching and learning narrative text of tenth grade at SMAN 1 Turen by Ira Febriana (2018). This study employed experimental study. This study attempted to know whether the short story has effect toward the students' vocabulary mastery at the second year students of SMAN 1 Turen Malang. The result showed that use of short story has positive effect for Students vocabulary mastery. The second is correlation between watching English movies and vocabulary mastery by Rahman's research (2012). This study aims to determine whether there is a correlation between frequency of watching English movies and vocabulary mastery of SMAN 1 Bontonompo. This study indicated that there is a significant relationship between watching movies in English and the students' vocabulary mastery. The similarity of both study is using ICT to improve students' vocabulary mastery. And the result of both study shows that the vocabulary mastery of the student was satisfactory.

The different with the previous are firstly researcher use folktale movie to enhancing vocabulary because the researcher attempts to create interesting and meaningful instruction in learning vocabulary. Also, the students are expected to acquire vocabulary unconsciously by watching movie especially folktale movie.

The researcher selected the subjects of students in E class IX junior high School in SMPN 10 Malang because the researcher have already observed the students' skills and teaching learning while the researcher conducted PPL program. Thirdly, this

research, researcher uses classroom action research method due to improve in the activities of enhancing vocabulary for student by folktale movie as media.

1.2 The Problem of the Study

Based on the backround the researcher formulates the problem of the study “How can folktale movies enhance students’ vocabulary mastery of the ninth of SMP Negeri 10 Malang in the academic year of 2019/2020?”

1.3 The Objective of the Study

Based on the problem statement above, the researcher has the following objective “To find out how the implementation of using folktale to enhance students’ vocabulary mastery of the ninth of SMP Negeri 10 Malang in the academic year of 2019/2020”.

1.4 Scope and Limitation of the Study

Based on the identifications of the problem above, it is very important for the researcher to limit the problem. This research will focus on the improvement of students’ vocabulary mastery on content words (nouns, verbs, adverbs and adjectives) and students in learning vocabulary through movie.

1.5 Significant of the Study

The students are able to understand their own weaknesses and strengths in learning English. They will try to find other way to enhance their strength and reduce their weakness in learning English.

1. Teacher

It is expected that the teacher will get more information about one of the appropriate teaching materials of folktale movie. Then, the data of the research is also useful for the teacher. It will help the teacher to identify the students' difficulties in learning vocabulary.

2. Students

It is expected that the result will give motivation to the students to enrich their vocabulary through movies as media.

3. School

It is expected that the information of the result will be very useful for getting success in the teaching learning process, so the quality of the teaching learning process can be increased. The result of the research is also hoped to motivate students to enhance their vocabulary in English lessons.

1.6 Definition of Key Term

To give an explanation, the writer gives the definition of key terms of this research as follows :

1. Vocabulary

Vocabulary is one of the language system components that is the most important to learn.

2. Vocabulary Mastery

vocabulary mastery is defined as the ability of the students to take over English vocabulary comprehensively. It means that the students should know the meanings of the words through the context gives in the text.

3. Folktale Movie

Folktale movies are one of the ICT that can be used to teach vocabulary in the movie. Folktale movie gives a combination of the cultural tradition of folklife and modern visualization presented as a source of idea. Folktale movies used in this research comprise Timun Mas, Malin Kundang, and Ande-Ande Lumut. Firstly, folktale movie Timun mas originate from Central Java. The story tells of a widow who wants to have a child. Secondly, folktale movie Malin Kundang originate from West Sumatra. The story tells of a child is perfidious to parents. Hereafter, folktale movie Ande-Ande Lumut originate from East Java. The story tells of a husband struggles to find his missing wife.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related information about topic the study. It is intended to provide some theoretical concepts and the previous study which could support this research.

2.1 Vocabulary

The researcher discusses completely about definition of vocabulary, Kinds of vocabulary, The importance of vocabulary, The way how to improve vocabulary. it will be explained in the following section.

2.1.1 Definition of vocabulary

Vocabulary can not be outcast from the language. There are some definitions of vocabulary proposed by linguist experts, Nunan (1999, p.101) said that vocabulary is a list of a target of language learning. Hatch and Brown (1995, p.1) stated that vocabulary is a list of words for a particular language that individual speakers of a language might use. Since vocabulary is a list, the only system involved is alphabetical order in the dictionary. Here, vocabulary is written in alphabetical order in a dictionary based system or rule of a foreign language.

Furthermore, McWhorter (1989, p.311) said that vocabulary means an ability to recognize individual words and to connect meaning with the particular combination of letters that forms a word. In word, vocabulary is the competence or skill in recognizing a word or represent, either a physical object or an idea. Harmer

(2006, p.69), language structures make the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. However, Wilkins (1972, p.111) cited in Thornbury (2002, p.13) states that ‘without grammar very little can be conveyed, without vocabulary nothing can be conveyed’. Richards and Renandya (2002, p.225) even reveal that vocabulary is a component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

2.1.2 Kinds of vocabulary

There are some of the various vocabularies that are a vocabulary that means both a list of words and the range of words known by any person. According to Judy (2007), there are four types of vocabulary, there are :

1. Reading vocabulary is a passive vocabulary. It means that the words understood by the readers when they read a written text. They also understand a word's spelling, the meaning and the proper in meaning of the context.
2. Listening Vocabulary is also a passive type of vocabulary. The listener is able to link the word being spoken to their meaning. Listening vocabulary are the words that listeners hear and understand.
3. Speaking Vocabulary is vocabulary that the speakers use when we speak.
4. Writing vocabulary is the word we can recover when writers write to express themselves.

2.1.3 The importance of vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

In line with Richard & Renandya (2000:18), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. If the learners have enough vocabulary, it makes it easier to know the meaning of what they listen and read. And on the other hand the learners could improve their ability in English since a great number of words are needed for the real language use if they have an extensive vocabulary.

An extensive vocabulary helps learners share their thoughts and feelings with others more effectively. An extensive vocabulary is also central to reading comprehension. The larger a reader's vocabulary, the easier it is for learners to understand the meaning of the text (National Reading Panel 2000). It shows that vocabulary is important to understand what they read or feel indirectly through reading, hearing or feeling.

Cahyono (2011, p.127) says that vocabulary is one of the language components that need to be mastered by the learners when they are studying English. The learners will have difficulties to know the meaning of language without having enough vocabulary. It can be concluded that vocabulary is a element or component of foreign language especially English that must be mastered by learners, because without sufficient vocabulary and extensive vocabulary, learners will have difficulties to learn English. If the learners understand the meaning of a

text or they reach by mastered vocabulary. It makes them can speak, write, read, and understand English easily.

2.1.4 Factors Influencing Difficulties in Vocabulary Learning

Nyikos & Fan (2007) mention that vocabulary learning is influenced by learner's level of proficiency, individual variation and gender, strategy development and proficiency, and learning environment. Below, the researcher is discussing internal, and external factors that influence the students' vocabulary learning in depth.

Internal factor

Internal factor here means that factors inside the students themselves play an important role in learning an English vocabulary. According to Felix (1977) as cited in Leontiev & James (1981 : 133), "Students are the most important factor in learning an English vocabulary". There are some characteristics of students, such as age, motivation, behaviour, etc. Talking about age, the way of learning of teenage students will be different from adults, so the teachers must be aware of this difference. Young children tend to have limited attention span whereas adults tend to pay attention longer to the lesson. The next is about students' motivation.

Strongly motivated students will likely achieve better grade than non-motivated students. It is the job of the teachers to give stimulus so that the non-motivated students will have a spirit to learn. Considering the students' behaviour, teachers must also know whether the students are diligent enough or not in reviewing the

material, since memorizing vocabulary is essential for them to develop their ability in mastering English.

External factor

External factors are factors outside students that influence them in learning English vocabulary. Those are:

a. Time

Felix (1977) as cited in Leontiev & James (1981 : 150) stated that, "Time is the key word in determining what level students can achieve." How many hours in a day and what proper material to be learned, can determine the measurement of the students' progress. If there was limited time, it is the job of the teachers to make a summary and teach students the most important material within the time allocated. It might happen due to examination, teachers only give exercises, which is actually beyond the material being prepared. Because of "mark-oriented", students would be lacking of theoretical material. In this condition, teachers only focus on achievement and neglect the process of language learning.

b. Frequency of Learners' Contact with the Language

A more significant factor beside time, according to Felix (1977) as cited in Leontiev & James (1981 : 175), is the frequency of the learners' contact with the language. It means that regardless the time available, the teaching and learning process would be effective or not. If it is a short period of time, but with the right objectives, the result will be likely better than learning in a long period of time with the wrong one to be set.

c. The Number of Students in the Classroom

Felix (1977) as cited in Leontiev & James (1981 : 190) also add that, "The number of students in the classroom will play a significant role." Research has proven that a class with limited number of students is better than the class with a large number of students. The teachers can recognize the students easily and the material will likely be taught effectively in a small number of students in class. This research is finding kinds of internal and external factors that influence difficulties in learning English vocabulary and their significance toward the students" English Vocabulary Learning. This research focuses on factors influencing difficulties faced by the third graders of Elementary Students of Marsudirini 77 Salatiga in learning English Vocabulary. Chujo (2005) emphasizes how vocabulary size, text lengths, and sample size affect the stability of text coverage and define relevant parameters. In this case, a teacher should not pay a particular attention to the internal and external factors only but also the forms and face validity of the vocabulary lesson itself.

2.1.5 Teaching Vocabulary

There are various ways to improve vocabulary mastery. The teachers may have some techniques to teach them. The technique here refers to the way of teaching.

The success of teaching learning process depends on not only teachers' and students' competence but also the technique of teaching. Most of the English teachers prefer to teach English vocabulary first, if the students know more vocabulary is central of English. According to Cameron (2001, p.94) explain that

one of several ways in teaching vocabulary is including structured opportunities for the students to make a prediction about the meaning of new words when they read a text. The teacher in teaching vocabulary in Junior High School can ask the students to read a simple text. And find some unfamiliar words after that ask them to predict what the word means by adding some information related to the words.

2.2 The Nature of Folktales

In this research, the researcher uses one of interesting and attractive media to teach English vocabulary. By using this folktale, the students feel something different, they can enhance vocabulary unconsciously.

2.2.1 Definition of Folktales

Folktales is a story that has been passed down through the generations. Myths, legend, fairy tales and fables represent types of folktales. Folktales normally teach a moral lesson or rationalize world events or phenomena that could not otherwise be explained at the time of the tale's origin, such as how the world came to exist. An author can write a story in the style of a folktale by following its conventions (Katherine, 2011)

2.2.2 Types of Folktales

Based on Tina L. Hanlon, types of folktales are :

1. Fairy Tales – set in an unreal world, without locality, no definite characters, filled with magic. Humble heroes kill adversaries, succeed to kingdoms and marry princesses. Example: Cinderella, the Sleeping Beauty, Snow White.

2. Animal/Talking Beast Stories – animals are the main character, animals may demonstrate a simple lesson about human nature, and little or no magic.

Example: Puss in Boots, The Three Little Pigs, The Bremen Town Musicians.

3. Stories of the Real – characters, plots, and settings that are possible, little exaggeration, no magic involved. Example : Bluebeard.

4. Pourquoi Stories – explain how or why something is the way it is today, often have animal characters. Example: Why the Chipmunk’s Back is Striped.

5. Literary Fairy Tale – specific author who retells traditional tales from personal perspective and creates her/his own original stories using folklore motifs, uses more poetic language, fashions characters who develop and change, introduces literary devices. Example : The Princess and the Pea.

6. Trickster Tales – usually about animals who trick other animals, the trickster usually wins due to his cleverness and some kind of character flaw of his victim.

Example : Tom and Jerry.

7. Tall Tales – about people who supposedly really lived and places which really exist, protagonists perform superhuman deeds, especially popular in and often associated with the United States. Example; Pecos Bill, Paul Bunyan, John Henry.

2.2.3 Elements of Folktale

Elements of folktale are an important part of a short story since these elements will bring the reader into the story. The commonly known elements of folktale are theme, plot, setting, character and characterization, point of view.

2.2.4 Generic structure of a folktale

The generic structure of folktale focused on a series of steps to develop the story. According to Derewianka (1990, p.32) the steps for constructing a folktale are :

- a. Orientation gives background information about characters and their situation.
- b. Complication introduces one or more events or problems the characters have.
- c. Reflection tells why or how the events are significant for the characters and include information on their thoughts and feelings.
- d. Resolution is the end of the story. It tells how or if the problem was solved.

2.3 The Nature of Folktale Movie

In this research, the researcher uses one of interesting and attractive media to teach English vocabulary. The media is a folktale movie. By using this media, the students feel something different, they can enhance vocabulary unconsciously.

Jeremy Harmer (2001, p. 282) Folktale is the body of expressive culture shared by a particular group of people, it encompasses the tradition common to that culture,

subculture or group. These include oral tradition such as tales, proverbs and jokes.

They include material culture and ranging from traditional building styles. Folklore

of Indonesia is known in Indonesia as *Dongeng* (“Tale”) or *Cerita Rakyat*

(“people’s story or folklore”), refer to any folktale in Indonesia. Its origins are

probably an oral culture, with a range of stories of heroes associated with wayang

and other forms of theatre, transmitted outside of a written culture. Indonesian

folktale reflected the diverse culture of Indonesia as well as the diversity of ethnic

groups in Indonesia. Many ethnic groups in Indonesia. Many ethnic groups have

their collection of folktales being told generations. The stories have pedagogical

value and morality. While most of folktale have a quite short plot, some characters

and a few places and time settings.

A movie or motion picture is a series of still or moving images. It is produced

by recording photographic images with cameras or by creating images using

animation techniques or visual effects. The process of film making has developed

into an art form and industry. Based Donald Haase (2008, p. 2) folktale movie is a

series of moving images that tell about folk story.

2.4 Folktale Movie as Teaching Media

Folktale movies are one of the media used in the teaching and learning process.

Based on Claire L. Malarte-Feldman, folktales have been adapted for a variety of

genres and media, including theatre, cartoons and comics, illustrations, animation,

film and video, the graphic novel and so on. It means the folktale movie is a popular

thing that would be used as a teaching medium. Many people like watching movies

and sometimes the movie makes them join in the situation of the events of the movie. It makes them remember and understand the story they are talking about and if we use the story in the teaching and learning process it can make the students more interesting studying especially in teaching vocabulary. Folktale movie has been one of the media to teaching English. This media can be give combination between the cultural tradition of folk life and modern sounding visualization presented as source of idea in studying English. It is not just popular because of it apperance but also it can make the students watch in involved in the situation of events in the movie. Consequently, it can make the students understand more about the material.

2.4 Previous Studies

Ira Febriana (2018), it was a prior study about utilizing movies in teaching and learning narrative text of tenth grade at SMAN 1 Turen. The purpose of the study is to know kinds of media which are used in SMAN 1 Turen Malang in English subject in writing skill, to know the problem which are found in utilizing of media during the English teaching and learning process; to know the alternative of media during the English teaching and learning process; to know the students' response during the teacher apply media in English teaching and learning process.

The participants of this study are students in SMAN 1 Turen Malang.

Based on her study, the design of her research is quasi experimental with using nonequivalent control groups. The subject of her study is 32 students from the second year students of SMAN 1 Turen. She measured the sample into two

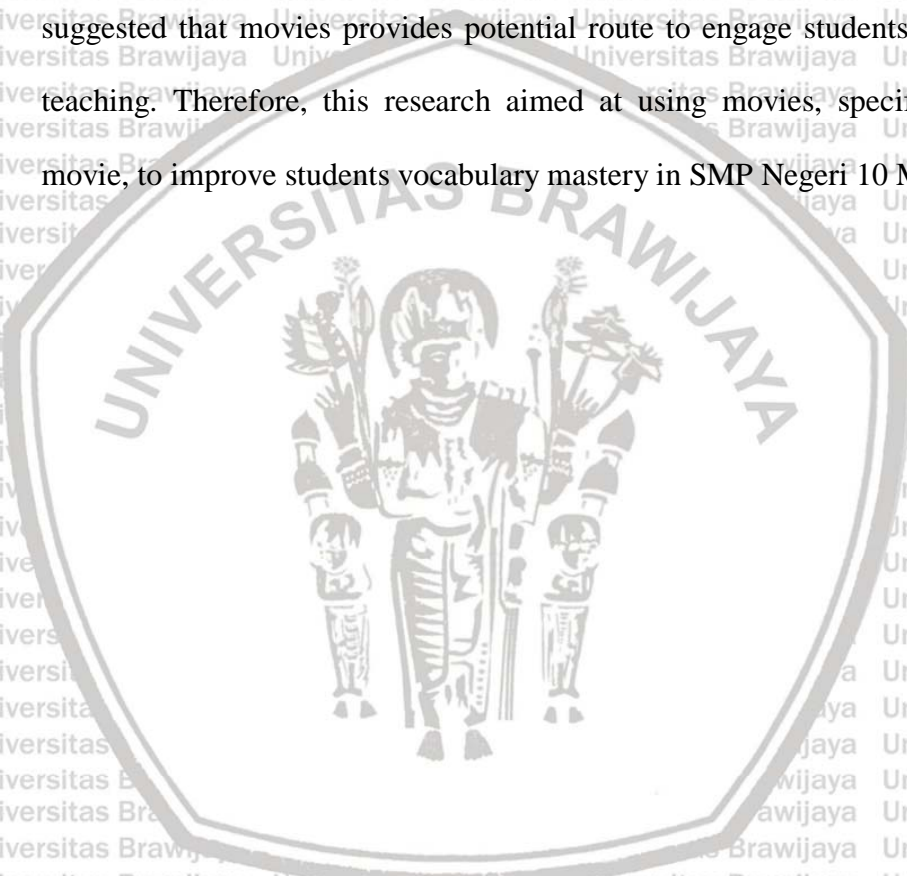
groups, Experimental group and control group, in her study was treated differently, where the experimental group was treated using a movie of short story and the control group did not use movie of short story. The difference could be seen in the experimental group using short story. Based on her study, she makes a conclusion that the use of short stories has a positive effect on students' vocabulary mastery at second year students of SMAN 1 Turen. Positive example of the effect is that students get many vocabulary and students can also write effective sentences with vocabulary skills that have been gained from using a movie of short story.

In Rahman's research (2012), he conducted a study about correlation between watching English movies and vocabulary mastery and to measure students' watching English movies and vocabulary mastery. This study aims to determine whether there is a correlation between frequency of watching English movies and vocabulary mastery of SMAN 1 Bontonompo. This study uses the descriptive method. The population of this research was the second grade of SMAN 1 Bontonompo. The sample is 20 students by using purposive sampling in one class.

In collecting the data, researchers used a questionnaire instrument to look at the frequency of students' watching movie and vocabulary tests. The results of this study indicated that there is a significant relationship between watching movies in English and the students' vocabulary mastery. It can be proved through the data and test the value of r -table where the value of r -test (0.358) is lower than r -table (0.444). The researchers concluded that was a positive correlation of watching movies in English and the students' vocabulary mastery was significant. Reviews and meta-analysis of the research indicates that positive learning and affective

outcomes are greatly enhanced and extended when the movie is integrated into the rest of the lesson.

As the previous research has proved the effectiveness of using movies to teach vocabulary (Febriana, 2018) and there is a significant positive correlation between the use of Movies and vocabulary improvement (Rahman, 2012), it is suggested that movies provides potential route to engage students in vocabulary teaching. Therefore, this research aimed at using movies, specifically folktale movie, to improve students vocabulary mastery in SMP Negeri 10 Malang.



CHAPTER III

RESEARCH METHOD

This chapter describes the method of the research used in Classroom Action Research. It contains research design, data and source of data, research procedure, research instrument, data collection and data analysis.

3.1 Research design

This research used Classroom Action Research (CAR) as the researcher design. This study aims to see how the implementation of folktale movies can enhance vocabulary at SMPN 10 Malang. According to Kemmis and McTaggart stated that classroom research is a way of thinking systematically about the problem in the class. This research uses the model of classroom action research proposed by Kemmis and McTaggart (in Burns, 2010, p.9). It consists of four stages: planning, implementing, observing, and reflecting. The process of the stages could be drawn as follows :

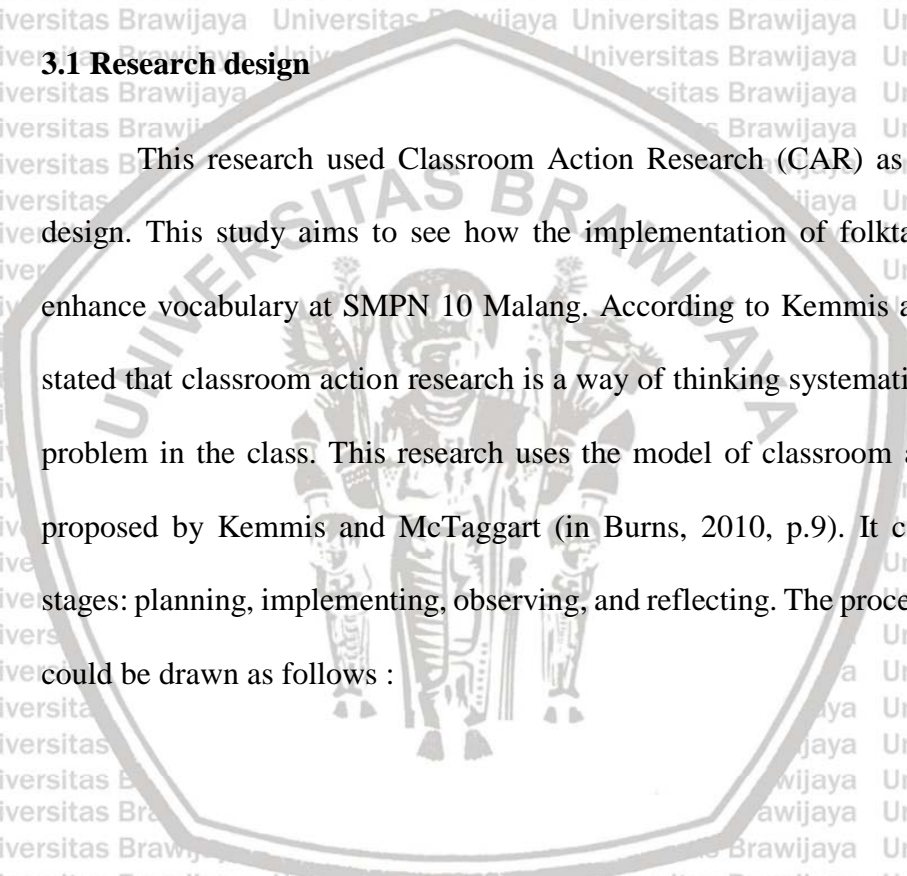
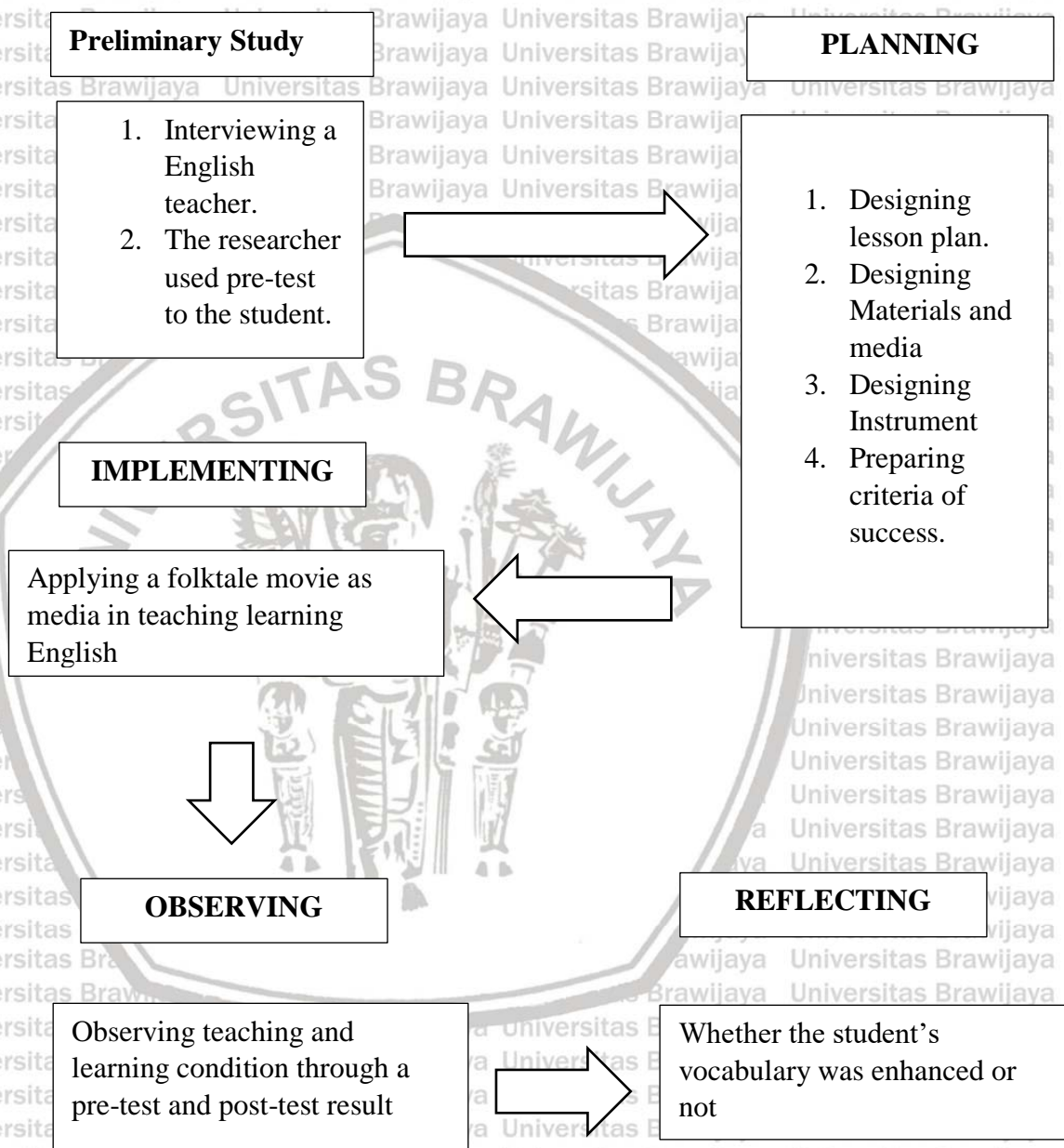


Figure 3.1 showed the design of Classroom Action Research adapting from Kemmis and McTaggart (in Burns, 2010, p.9)



Adapted from Kemmis and McTaggart (in Burns, 2010:9)

3.2 Research Procedure

This sub-chapter presented the description of the research procedure. It consists the preliminary study, planning, acting, observing, and reflecting.

3.2.1 Preliminary Study

When the researcher conducted teaching practice in the intended school. The researcher found that most of students are struggling in vocabulary mastery.

To support the researcher initial observation, interview was applied inviting the English teacher and five students as a participants.

Based on the result of preliminary study, it is found out that the students are lack of vocabulary because of internal and external factors. There are several internal factors such as some students were misbehavior. They did other things during the English class like talking to each other, scrolling social media on phone, playing a game on phone, and doing other homework. While external factors was specifically referring to the teaching method that the teacher applied. The teacher used the direct method in teaching. With full English as the medium of instructions, apparently the students were bored by the method and struggling understanding teacher instruction which was delivered full in English.

After the researcher found the problems faced by the students in the IX E class, the next step was to give a pre-test to know the students' scores in vocabulary mastery before implementing folktale movies. The pre-test was conducted on 18th February 2020. The pre-test is used to diagnose students' vocabulary mastery. The pre-test is developed based on students' English book that consists of 50 items. With

questions that are related to the text that has been taught by the English teacher.

After collecting the students' score, the researcher calculated the students who passed the minimum standard score (KKM) that is 75, the score was calculated into percentage. The result of the pre-test showed that only 27,5 % of the students (8 students out of 30 students) who passed the KKM score. Therefore the researcher proposed classroom action research by utilizing folktale movies to enhance vocabulary.

3.2.2 Planning

A planning phase was done after identifying and diagnosing students vocabulary mastery. According to Latief (2011, p.148), planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. The step of planning phase were presented as follow :

3.2.2.1. Designing Lesson Plan

The researcher arranged the lesson plan for one cycle which had three meetings. curriculum 2013 (see appendix 5). The lesson plan is consists of Core Competence (*KI*), Basic Competence (*KD*), and Indicator of Basic competency achievement.

3.2 table of Competence (*KI*), Basic Competence (*KD*), and Indicator of Basic competency achievement.

Core Competence (KI)	Basic Competence (KD)	Indicator of Basic competency achievement
<p>1. Appreciate and live the teachings of the religion they hold.</p> <p>2. Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, and confident in interacting effectively with the social and natural environment within the reach of relationships and existence.</p>	<p>3.8 Distinguish social functions, text structures, and the linguistic elements of some oral and written narrative by giving and requesting information related to Wilde fairytales, short and simple, in accordance with the context of its use</p>	<p>3.8.1 Students can identify social functions, text structure, elements of narrative texts very short and simple related to fairy tales</p>
<p>3. Understanding of knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture, and events related to</p>	<p>4.8 Capturing contextual meanings regarding social functions, text structures, and elements of narrative, verbal and written text, very short and simple, related fairy tales. The goal of learning, the materials</p>	<p>4.8.2 Students can grasp contextual meaning related to social functions, text structure, and elements of written narrative text, very</p>

<p>the phenomenon of the visible.</p> <p>4. Trying, process, and present in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) by the learned in school and the other in the same source point of view/theory.</p>	<p>that would be delivered to the students, the source that the researcher used, the activities in the classroom and the duration in each activity.</p>	<p>short and simple related to fairy tales.</p> <p>4.8.2 Students can answer questions about the vocabulary in fairy tales</p>
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3.3 Table of Lesson Plan

Aspect	Indicator
Opening a lesson	<ul style="list-style-type: none"> • Giving motivation • Explaining the learning goals • Explaining how the presented material is related to previous one • Explaining the stages of learning, students' task

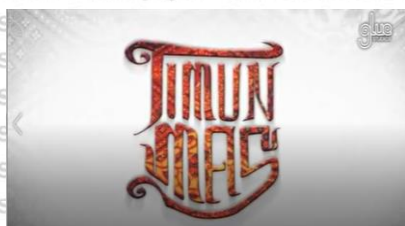
Delivering materials	<ul style="list-style-type: none"> • Grading the material based on student's abilities and characteristics • The explanation is beneficial and meaningful for students • Mastering teaching materials well • Checking student's understanding
Using media and method	<ul style="list-style-type: none"> • Using media and method appopriately • The implemented media and method engage students in the learning process
Using communicative language	<ul style="list-style-type: none"> • Using simple language • Using pronunciation
Motivating students	<ul style="list-style-type: none"> • Being enthusiastic • Providing a chance of asking and giving question
Concluding lesson	<ul style="list-style-type: none"> • Summarizing main items of the material
Providing feedback	<ul style="list-style-type: none"> • Giving feedback after monitoring and evaluating
Using time effectively	<ul style="list-style-type: none"> • Managing time effectively to implement every stage of learning

3.2.2.2. Designing Materials and Media

In designing materials and media, the researcher considers the student's level. Based on CEFR and pre-test result, the students participated in this research were belong to intermediate levels. In line with CEFR (the Common European Framework Reference for Language) stated the intermediate level is devoted to students with English proficiency at intermediate levels. Children who are 12 years of age or older can be categorized into this intermediate level. At this level, students can adapt to their abilities after test or pre-test.

The result of the pre-test showed that only 27,5 % of the students (8 students out of 30 students) who passed the KKM score. The researcher used the result of the pre-test to measure the level of students. The result of the pre-test from this research can be categorized as intermediate levels in English language learning.

The movie chosen by the researcher has more or less than 1000-1500 words. According to Emil Biyansyahna (2020) stated Students at intermediate level must master vocabulary more or less than 1000-1500 words. This folktale movie can support students to add to their vocabulary mastery. The researcher also prepared the material of PowerPoint presentation. In the teaching-learning process, the researcher used Laptop, LCD Projector, and speaker to support the folktale movie as media in the teaching and learning process in the classroom to improve students' vocabulary. The folktale movie was presented as follow:



Creator is EF
(English First
Version)

The researcher
took this movie
from EF (English
First)youtube
channel

<http://EF.ID/cerita-rakyat>

Picture 1. The folktale movie about Timun Mas

**Word Classes
Part A**

Noun	Adjective	Verb	Adverb
Advice Daughter House Meal Mud Price Splitting Widow	Beautiful Overwhelmed Pain Remember terrible	Burn Fulfill Known Lived Love Need Pray Presented Went	Alone Carrefully

**Word Classes
Part B**

Noun	Adjective	Verb	Adverb
Condition Daughter Gift House Meal Promise Widow	Delighted Left Overwhelmed Slow	Agreed Became Burn Catch Demand Embraced Fulfill Help Known Need Rest Threw Struggled	Alone



**Creator is EF
(English First
Version)**

**The researcher
took this movie
from EF
(English First
)youtube channel
[http://EF.ID/cerita-
rakyat](http://EF.ID/cerita-rakyat)**

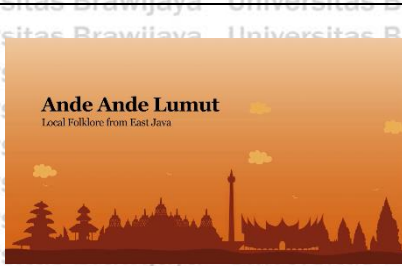
**Picture 2. The folktale movie
about Malin Kundang**

**Word Classes
Part A**

Noun	Adjective	Verb	Adverb
Child Money Promise Sea Wife	Afraid Bleeding Bored Hard Handsome Large Nervous Rich	Attack Became Come Cry Killed Migrated Pray Stay Work	Abroad Immediately Luckyly

**Word Classes
Part B**

Noun	Adjective	Verb	Adverb
Child Permission Regret Sea Thunder	Bored Cheerful Rich Sad Small	Arrived Ask Attack Lived Killed Known Pray Run Try Want Work	Happily Village



Ande-Ande Lumut
Local Folklore from East Java

Picture 3. The folktale movie about Ande-Ande Lumut

Creator is EF (English First Version)

The researcher took this movie from EF (English First) youtube channel
<http://EF.ID/cerita-rakvat>

Word Classes Part A

Noun	Adjective	Verb	Adverb
Crane	Dirty Enemy Sad	Adopted Avoid Attached Arrived Agreed Battle Became Come Chosen Dressed Looking for Meet Stay Showed Told Want	Countries Finnaly Happily Immediately Suddenly

Word Classes Part B

Noun	Adjective	Verb	Adverb
Whip	Deep Disguised Sad	Arrived Agreed Battle Climbed Cross Chosen	Immediately Palace suddenly

				Invited
				Lived
				Looking
				for
				Meet
				Rejected
				Stay
				Showed
				Told
				Want
				Wash

3.2.2.3. Designing Instruments

The researcher prepared some instruments to collect the data. The instruments used in this research were a test, observation checklist, field note, and questionnaire. The instrument development consist of several stages design phase and validation phase.

Design Phase

- a. Test: The test is one of the tools to take measurements. In line with Djemari Mardapi (2008, p. 67) test is to collect information on the characteristics of an object. This object can be the student's ability. The researcher measured the student's ability of vocabulary mastery by tests.

The test developed in this research is the pre-test and post-test. Both of the tests are developed based on the material that has been learned which consists of 50 items. The researcher applied the objective test as a form of the test which consists of matching and completion. The research applied the research criteria include two aspects namely knowledge and assessment through tests.

b. Observation Checklist: The observation checklist was adopted from (Fauziah 2015) and modified by the researcher. The observation checklist had been validated by the validator. Due to the time constraints of developing a new observation checklist, the researcher adopts existing questionnaires to better fit the purpose of the study.

c. Fieldnotes: Field notes developed to know the weaknesses of the teaching-learning process.

d. Questionnaire: The questionnaire of this study was adopted from Ira Febriana (2017). In line with Vanessa E.C (2016, p.39) questionnaire development involves rigorous testing to ensure reliability and validity. Due to the time constraints of developing new questionnaires. The researcher adopts existing questionnaires to better fit the purpose of the study.

Validation phase

To guarantee the validity of the instrument, the researcher conducted content validity assisted by Mrs. Iswahyuni, M.Pd. Mrs. Iswahyudi M.Pd is lecturer of English Language Department, Faculty of Cultural Studies, Universitas Brawijaya. She is selected as the content validator because she knew well about the method and research instrument.

3.2.2.4. Setting Criteria of Success

The criteria of success are set to determine whether the implementation of a folktale movie is successful to improve vocabulary or not. The researcher sets the criteria of success by considering the condition of the students. Since most of the

students are low achievers (the students have low scores in English especially in Vocabulary). The researcher determines that the action would be considered as success if 70% students attain the minimum standard score which is 75 in post-test.

It is supported by Purba (1996), who stated that the action research can be called successful when 70% of the total member of the students in the class has achieved the score equal or greater than 70 and when the students' involvement during the learning activities has achieved greater than 70%.

3.2.3 Implementing

In this stage, the researcher started the implementation of the lesson plan that had been made in the planning and learning process. In doing this study the researcher acted as the teacher who delivered the lesson plan. Implementing the action had one cycle which consisted of 3 meetings. The time allocation for one meeting is 2x40 minutes. The researcher implemented folktale movies as media for learning vocabulary.

Stages	Teacher's Activity	Student's Activity
Opening	<ul style="list-style-type: none"> - Greeting - Praying and giving motivation - Checking attendance - Reviewing the previous material 	Paying attention to the teacher and give a response
1 st meeting	<ol style="list-style-type: none"> 1. pre-test 2. Introducing about narrative text 3. Ask the students to watch Ande-Ande Lumut movie 4. Worksheet 	<ol style="list-style-type: none"> 1. Paying attention to the teacher explain about narrative text or media 2. Doing work on worksheet and drilling pronunciation

	<ol style="list-style-type: none"> 5. Ask the students some word and find the meaning of word about material today 6. Drilling pronunciation 	<ol style="list-style-type: none"> 3. Answering the teacher's question
2 nd meeting	<ol style="list-style-type: none"> 1. Ask the students to watch Malin Kundang movie 2. Worksheet 3. Drilling pronunciation 4. Ask the students some word and find the meaning of word about material today 5. Icebreaking 	<ol style="list-style-type: none"> 1. Paying attention to the teacher explain about narrative text or media 2. Doing work on worksheet and drilling pronunciation 3. Answering the teacher's question 4. Participant in the icebreaking
3 rd meeting	<ol style="list-style-type: none"> 1. Ask the students to watch Timun Mas movie 2. Worksheet 3. Drilling pronunciation 3. Ask the students some word and find the meaning of word about material today 4. Post-test 5. Questionnaire 	<ol style="list-style-type: none"> 1. Paying attention to the teacher explain about narrative text or media 2. Doing work on worksheet and drilling pronunciation 3. Answering the teacher's question
Closing	Summing up the learning outcomes that have been learned	Paying attention and responding to the teacher

3.2.4 Observing

In this phase, The researcher asked English teachers for help to collect data during teaching and learning. Observation has suggested a way to gather all information about teaching. Based on Riduwan (2004, p.104) observation was the way data collection technique, where researchers make observations directly to the object of research to see closely the activities carried out. From that way, the researcher aimed to know what aspects should be revised in the next meeting.

3.2.5 Reflecting

Reflection is the activity after the observation phase. This phase aims to reflect the result of the observing phase. In line with Koshy (2005:98) states that reflection is the activity of analysis-synthetic, interpretation, explanation to all of the information that was got from action research. After doing the observation, the researcher did the next step that was to reflect the strategy. Through this phase, the researcher could find out whether the research problem was solved or not and whether there were new problems that appear during the acting phase. Besides that, the researcher could make a decision whether continued to the next cycle or stopped it.

3.3 Source of Data

The classroom action research was conducted for ninth grades in SMPN 10 Malang. The participants of the research was IX-E students in academic 2020/2021. There are 30 students consisting of 15 female students and 15 male students.

3.4 Data Collection

In this stage, data collection is the way the researcher got the data. According to Creswell (1998), data collection is the interrelated activities done by the researcher to get information that would be used to answer the research problems. The researcher collected the data by using qualitative and quantitative data. In this phase, the researcher used qualitative data that were found through the interview guides, observation checklist, and field note. The interview guides were used by the researcher in conducting a preliminary study. The observation checklist

used to obtain the result of the students' participation during teaching and learning.

The last instrument was a field note that was used to know the process of the teacher and students' activity in the form of a note.

The researcher used quantitative data were gained through the students' vocabulary test, score, and questionnaire. The test here was consists of two pre-test and post-test. A pre-test would be conducted before the implementation of the action. Pre-test aimed to measure how the students' vocabulary achievement after folktale movies as media. While post-test would be conducted after implementation of the action. Post-test is conducted in the last meeting and used to find out the students' scores after the treatment whether there is an improvement or not. The students' questionnaire would be fill by students after the implementation of the action. The researcher collected the students' results according to the scoring rubric.

3.5 Research Instrument

Research instruments used in this research are interview guide for the students and the teacher, observation checklist, field note, test and questionnaire.

3.5.1 Interview Guide

The interview guide was adapted from (Fauziah 2015), it consists of 5 questions. Then, there were several aspects such as teaching and learning in the classroom, classroom atmosphere, classroom management, the relationship between teacher and student interactions, and interactions between students and students

3.5.2 Observation Checklist

The observation checklist was adopted from (Fauziah 2015) and modified by the researcher. Due to time constraints of developing new observation checklist, researchers adopt existing questionnaires to better fit the purpose of the study. Then, the observation checklist had been validated by the validator. To measure aspects of the interview guide, the researcher used the aspects of the responses and the views of the teacher or students about the implementation of tale movie in learning vocabulary.

3.5.3 Field Note

Based on Hopkins (2008) keeping field notes is a way to report observations, reflections, and reactions to classroom problems. In this research, a field note was taken by the English teacher. Field notes were used to note important things such as the weaknesses and strengths of the teaching-learning process, so it can get a better improvement at the next meeting. (see appendix 4)

3.5.4 Questionnaire

The questionnaire of this research was adapted from Ira Febriana (2017). In line with Vanessa E.C (2016, p.39) questionnaire development involves rigorous testing to ensure reliability and validity. Due to time constraints of developing new questionnaires, researchers adopt existing questionnaires to better fit the purpose of the study. It consists of 9 questions. Then, the researcher was measured several aspects such as attractiveness, appropriateness and effectiveness. (see appendix 2)

3.5.5 Test

The test was a tool to measure the students' achievement. The test was a method of measuring a person's ability or knowledge in a given domain. According to Brown (2004) test is a method of measuring a person's ability, knowledge, or performance in a given domain. The aspect measured was the understanding of learning or mastery of the teaching material as the researcher could find out the individual ability concerned. In this research, there were two kinds of tests that were pre-test and post-test.

The pretest is given before learning about folktale movies. It means that students are still learning through the book as media. The researcher adopted the pre-test from the student's English book untitled "When English Rings a bell" according to the material that has been taught by the teacher. The pre test is used to know the students vocabulary mastery before the researcher implement the media.

The post-test in this study aims as a formative evaluation. Formative evaluation is intended to know the learning progress of students after treatment. The researcher made the post-test based on three Indonesian folktale movies. The researcher has chosen from three Indonesian folktale movies that have been taught in the teaching learning process.

3.6 Data Analysis

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. The whole points of action research was that analyzed the data, interpret it and developed theories about what

means were constantly feed back into practice (Burn 1999, p. 155). The researcher used descriptive analysis and percentages. The descriptive analysis was used to analyze the data such as observation checklist and fieldnotes, while percentages was used to analyze the teacher's and the students' answer of the questionnaires and the tests.

Data Analysis of Questionnaire

This questionnaire was used to detect responses of students, the students' attitude, and the students' motivation. The students' answers "yes" is given a score 1. The students' answers "no" is given a score 0.

The mean score of each expression is reached from score total divided by the total of the students. It uses criteria to consult with the scores as follows:

Very Positive	76 % -100 %
Positive	56 % -75 %
Negative	40 % -55 %
Very Negative	Less than 40 %

Each item in the questionnaire can be counted using, this formula as follows:

(Ridwan, 2003:17)

$$\%S = \frac{1xY}{1xN} \times 100$$

Note :

%S: percentage of score

Y : number of students who answer "Yes"

N : total of students

Data Analysis of Test

The students' score of pre-test and post-test obtained from the process are used to see the improvement of understanding and the students' achievement. The researcher compares the result with criteria of success. If the percentage of success is 75% or more, it means that the class was successful. But the percentage of success less than 75% the class is unsuccessful.

An assessment formula formula from Brown (2004) will be applied to categorize the number of students who have successfully passed the test.

$$P = \frac{R}{T} \times 100 \%$$

Note :

P = the students' class percentage

R = the students who got points 75

T = the students who took the test

CHAPTER IV

FINDINGS

This chapter presents the findings based on the analysis of the collected data of classroom action research obtaining from the implementation of enhancing vocabulary through folktale movies. The researcher described qualitative and quantitative data which qualitatively explained the result of each meeting.

4.1 Finding

Research finding is taken from the beginning until the last of teaching learning process. This research consists of one cycle. One cycle has three meetings.

The finding can be described as follows:

1. Pre-Research

Before the researcher conducted the research implementation, the researcher did pre-research observation to SMPN 10 Malang to know the English teaching and learning process of third grade. Based on the pre-research observation, the researcher found the problems during the English teaching learning of third grade.

The students faced difficulties in vocabulary such as: 1) they have difficulties to arrange vocabulary into sentence 2) they have difficulties to remember the meaning of words, 3) they have difficulties to spell the vocabulary correctly, and they difficult pronounce English word.

2. Pre-Cycle Test

The researcher also gave pre-test to know the student's ability in vocabulary mastery. The result of pre-test was that the students made so many mistake in vocabulary test, especially in translating vocabulary. When the researcher gave test to students, only 8 out of 30 students had the passing grade. The lowest student's score was 30 and the highest student's score was 92. The pre-test data showed that most student were having difficulty in English. The score of test student's vocabulary mastery as follow:

Table 4.1 The result of score in pre-test (after observation)

Number	Name	Score Pre-test
1.	A.R.A	70
2.	A.W.D	68
3.	A.A	50
4.	A.S.B	50
5.	A.C.D.M	50
6.	A.P.N.A	40
7.	A.A.M	56
8.	A.Z.A.P	76
9.	B.N	30
10.	F.A	36
11.	F.N.M	56
12.	I.B	50
13.	K.R.F.C.N	92
14.	L.D.P	50
15.	M.A.F	56
16.	M.S.M	42
17.	M.A.A	58
18.	N.U.N	70
19.	N.Y.A	88
20.	P.G.N.G	92
21.	Q.S	72
22.	R.A.K	76
23.	R.A.P	88
24.	R.T.C	1

25.	S.D.U.R	78
26.	S.D.N	30
27.	S.A	50
28.	V.M.M.I	30
29.	W.P	76
30.	Z.A.C	74

Based on the facts above, the researcher decided to conduct a research to solve some problems that the students have lack of vocabulary. To solve the problem, the researcher sought the materials that should suitable and interesting to the students. Thus, the research has focused on improving materials of teaching vocabulary through classroom action research and the use of Indonesia folktale movies as the teaching learning source. The implementation of Classroom Action Research of this study was conducted in SMP Negeri 10 Malang at ninth graders of E class which consisted of 30 students.

4.1.1 Implementing

The action was implemented by the researcher with help from the English teacher as the observer. This cycle was conducted in three meetings. Each meeting was divided into three terms which are pre-teaching, whilst-teaching and post-teaching.

4.1.1.1 Meeting 1

The first meeting was conducted on Monday, 17 February 2020, at 13.10-14.30 P.M. In the pre-teaching, the researcher and observer came to the class on time and greeted the students. After greeting the students, the researcher checked

the students' attendance list. The researcher also asked the students' preparation to have the lesson.

Next step was whilst-teaching, to open the lesson of narrative text the researcher asked the students whether they have ever read, heard or watched Indonesia folktale movies or not. The students answered "yes, Miss". Then, the researcher asked the students to mention some Indonesian folktale that the students ever read or heard. Some of the students mention some titles of Indonesian folktale; this means that the students understood what learning source that would be used. In the whilst-teaching had some activities done by the students in this meeting.

1. After introducing the materials that would be used, the researcher began the lesson by asking the students to find the meaning of some words. Example of words were "the meaning of responsible, patient, learning and the other" They tried to answer some words by looking meaning or synonym the answer in the dictionary.

Then, the researcher and the students checked the answer together.

2. The researcher gave a worksheet to the students. The worksheet was paired (See Appendix 5, worksheer meeting 1). Then, the researcher gave the students a chance watch the Indonesian folktale entitled "*Ande-Ande Lumut*". The time needed to watch the movie was six minutes. After the students finished watching Indonesian folktale movies. The researcher asked the students about moral value from that folktale movie. To check the students' comprehension of the story, the researcher asked the students find out the moral value from the folktale movie.

3. Next, to know the students' understanding about some words occur in the movie, the researcher asked the students to match chosen words and the meaning. The words on the worksheets were based on movie "Ande-ande Lumut". After finishing the task, the researcher and the students discussed the answers of the task together.

Mostly students were enthusiastic to discuss with their friend. All of the student fill the worksheet until the worksheet completed.

4. Next, the researcher drilled the students' pronunciation with the guiding words on the worksheet. The researcher pronounced every word once and the students pronounced every word three times by mimicking sound from the movie. All students obeyed the researcher's instruction.

In the post-teaching, the researcher reviewed the material. The researcher showed all the words from the worksheet to the students by LCD, then the students pronounced and mentioned the meaning of the words. If the student made a mistake, the researcher gave the students a correct answer. For example the student pronounce the word come as [kom] then the researcher correct it by referring to the dictionary [kuhm] or student could hear the sound of the word by electronic dictionary such dictionary in their phone or laptop. Researcher chose one student randomly to pronounce a word, some student made mistake in pronouncing the words. Next, the researcher had some reflection on all activities that had been done that day by asking the students' feelings. The researcher asked "Are you happy watching movie and learning vocabulary from the movie?" The students answer, "We want more movie and learn vocabulary from movie Miss". They were excited and they were not having difficulty or problem on the learning process except

pronouncing some word in the first meeting so the researcher closed the lesson by the time was up.

4.1.1.2 Meeting 2

The second meeting was conducted on Tuesday, 18 February 2020. The researcher and the observer came to the class at 09.25-11.05 A.M. In the second meeting the researcher continued teaching the material by Indonesian folktale movie. To prepare the class and the media, the researcher said “*good morning*” to the students. Then in the pre-teaching, the teacher checked the students; attendance.

One student was absent. Then, the researcher began the material by reviewing the last lesson and asked the students some questions dealing with the material that had been given in the first meeting. The beginning of the lesson, all students focused on the lesson. The researcher used this chance to begin the main activity. In this whilst-teaching here are the activities,

1. The learning source used in the teaching learning process was Indonesia folktale movie entitle “*Malin Kundang*”.
2. The researcher asked the students to do the task that matches some words to the meaning and it is to translate English to Indonesian. The words on the worksheets were based on the movie “*Malin Kundang*”. After finishing the task, the researcher and the students discussed the answers of the task together.
3. The researcher drilled the students’ pronunciation with the guiding words on the worksheet. The drilling was asked the students to pronounced the chosen words three times or more. Some students were shy and afraid to pronounce loudly. The

students were afraid if they made a mistake. The researcher gave more example then they could pronounce louder.

4. After that, the students held a discussion to check the students comprehension about the movie. The students and the teacher discussed the story to get the moral value from the story. Most students were raising up their hands to state their opinion.

5. Next, to check the students' understanding about vocabulary mastery on the movie, the researcher asked the students to write some words on students' worksheet meeting 2 (See appendix 5) which was given after watching the movie and find the meaning of the word about material that day. The researcher drilled the students' pronunciation. The drilling was asked the students to pronounced the chosen words three times or more.

6. Next for icebreaking, the researcher had a game for the students . The name of the game was guessing word. This game was played competitively in class. One participant could show a word with a few words that they had learned today.

Participants in the other team guess it. Participants who can guess the answer must show the next words.

After finishing all the activities, the researcher reviewed the material. The researcher showed all the words to the students, then, the students pronounced and mentioned the meaning of the words. If the students made a mistake, the researcher gave the correct answer. In this second meeting, some students made a mistake in pronouncing the word and for the meaning the students already known. Next, the

researcher had some reflection on all activities that had been done that day asking the students' feelings. The students said they want more movie. Then, the researcher closed the lesson by praying.

4.1.1.3 Meeting 3

The third meeting was conducted on Tuesday, 25 February 2020. The researcher and the observer came to the class at 09.25-11.05 A.M. In the third meeting the researcher continued teaching the material by Indonesian folktale movie. To prepare the class, the researcher said "*the captain of the class, please lead your friends to pray!*" to the students. Then, the researcher checked the students' attendance. One student was absent. Then, the researcher began the material by reviewing the last lesson and asked the students some questions dealing with the material that was given in the first and second meeting. The researcher used this chance to begin the main activity. In this whilst-teaching, there are some activities as follows:

1. The researcher distributed the students' worksheets to the students for the third meeting. Then, the researcher began the lesson by playing the Indonesian folktale movie entitle "*Timun Mas*". The students watch curiously to the researcher's movie.
2. The researcher asked the students to make a pair of discussions. The researcher asked the students to discuss their worksheets. The researcher asked the students to do the task that matches some words to the meaning and it is to translate English to Indonesian. The words on the worksheets were based on movie "*Timun Mas*". After

finishing the task, the researcher and the students discussed the answers of the task together.

3. The researcher drilled the students' pronunciation with the guiding words on the worksheet. The researcher pronounced every word once and the students pronounced every word three or four times.

4. After that, the students and the teacher discussed the story to get the moral value to check comprehension from the story. The students felt easy to grasp the main idea of the text because they have already known the folktale movie of "*Timun Mas*".

5. To check the students' understanding of the vocabulary on worksheet, the researcher asked the students pronounced some words and found the meaning. One student were shy and afraid to pronounce loudly. She was afraid if she made a mistake. However, others students were excited to pronounce to chosen word.

After whilst-teaching, the researcher also asked about the students' preparation to face the post-test was aimed to know the students' improvement in vocabulary mastery. Then, the researcher explained the rules of the test. After that, the researcher passed the test worksheets to the students. The students did the test individually. The students were not allowed to cheat in doing the test or look for the answer on the dictionary. The materials were taken from the material that had been studied in first until third meetings.

After the test finished, the researcher discussed the answers of test with the students. All the students were very active in discussing the answer with the researcher. All students paid attention with the discussion. Then, the researcher

asked the students' feelings and comments during the teaching and learning process with the researcher by passed the questionnaire to the students. To see that the folktale movie was appropriate to learn vocabulary in narrative chapter, the researcher distributed the questionnaire to students. The result as presented on the questionnaire shows that mostly students agree that using folktale movie is expected to improve vocabulary mastery. Then in the end, the researcher said thank you to the students for everything during the research. Then, the researcher closed the discussion by praying.

4.1.1.3 The Finding of Test Result

Through pre-test in the first meeting of cycle one, the researcher measured the ability of the students in mastering vocabulary. Especially for vocabulary noun, adjective, verb and adverb by folktale movie. There was criteria of success that already determined after the students did pre test in preliminary study. The criteria of success was 75% of students class IX-E reach the minimum passing grade. The students who got equal or higher than 75 means that they were successful. After, the researcher calculated the score, the researcher made into percentages which used formula by Brown (2004) following:

$$\text{Percentage of pre-test} = \frac{\text{Total students who pass the score}}{\text{total of students}} \times 100\%$$

$$= \frac{8}{29} \times 100\% = 27,5 \%$$

$$\text{Percentage of post-test} = \frac{\text{Total students who pass the score}}{\text{total of students}} \times 100\%$$

$$= \frac{23}{29} \times 100\% = 79,3 \%$$

Based on the research findings showed that the result of pre test and post test shows improvement from 27,5 % in the pre-test to 79,3% in the post-test which the criteria of success is 75%. The students who got equal or higher than 75 means that the students pass the minimum grade. Based on the analysis of students' scores 79,3% means that this research was successful enhancing vocabulary mastery by folktale movie. The score of students pre-test and post-test is shown below:

Table 4.2 The table score of students' pre-test and post-test

Number	Name	Score Pre-test	Score Post-test
1.	A.R.A	70	95
2.	A.W.D	68	88
3.	A.A	50	88
4.	A.S.B	50	94
5.	A.C.D.M	50	96
6.	A.P.N.A	40	96
7.	A.A.M	56	88
8.	A.Z.A.P	76	88
9.	B.N	30	62
10.	F.A	36	60
11.	F.N.M	56	88
12.	I.B	50	78
13.	K.R.F.C.N	92	96
14.	L.D.P	50	42
15.	M.A.F	56	88
16.	M.S.M	42	90
17.	M.A.A	58	60
18.	N.U.N	70	72
19.	N.Y.A	88	82
20.	P.G.N.G	92	84
21.	Q.S	72	96
22.	R.A.K	76	88
23.	R.A.P	88	96
24.	R.T.C	I	I
25.	S.D.U.R	78	88

26.	S.D.N	30	64
27.	S.A	50	88
28.	V.M.M.I	30	72
29.	W.P	76	80
30.	Z.A.C	74	76

On the other hand, the researcher compared the percentages score of pre-test and post-test to know the achievement score of students in enhancing vocabulary. the percentages are shown in the graphics following:

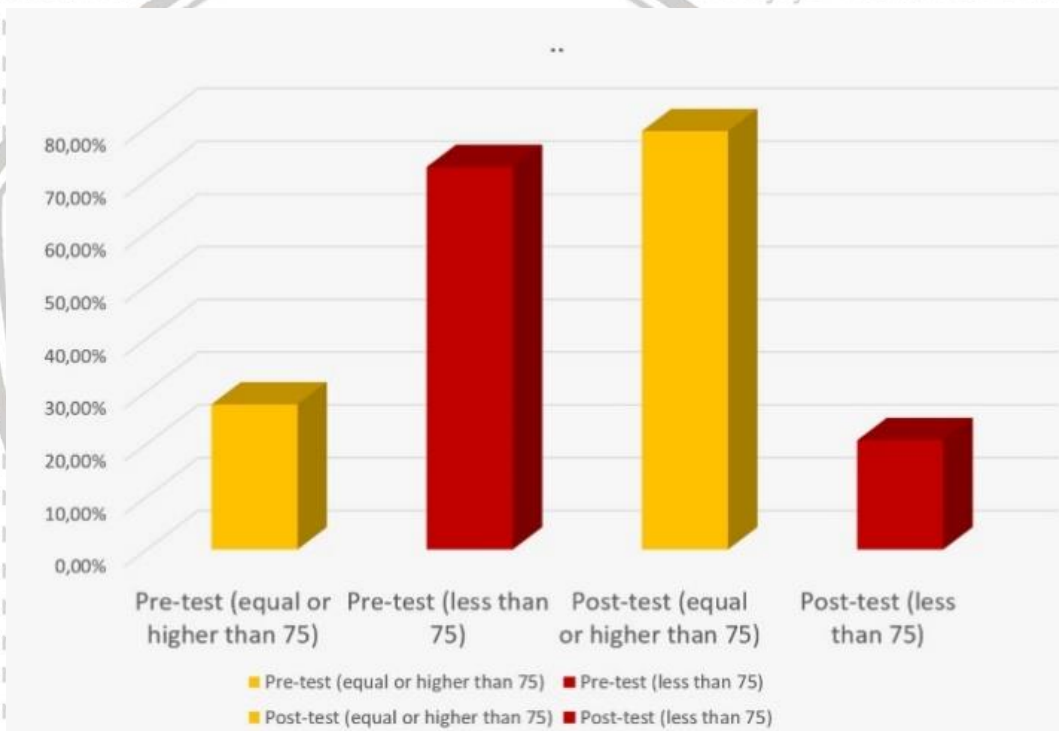


Figure 4.1 the percentages score of pre-test and post-test

Based on the implementation of Indonesian folktale in one cycle. The students' percentages showed a significant increase. It could be seen that the students' score post-test score got better than the pre-test. In the pre-test just 8 students were passed the minimum passing grade or 27,5% while in the post-test

there were 23 students passed the minimum grade or 79,3% of the students in E class. Considering the facts of some improvements dealing with teaching vocabulary by using Indonesian folktale movies above, finally, the researcher decided to stop the cycle.

4.1.2 Observation Result

In monitoring the implementation of this cycle, the researcher used observation to see the effects of conducting the cycle. The observation was conducted simultaneously when the teaching learning process. There were some instruments used by the researcher, such as observation checklist, field notes, and questionnaires. The observation checklist and field notes belong to the English teacher. Then, the questionnaires were given for the students in the last meeting after the students got the treatment and did the post-test.

4.1.2.1 Observation Result

To avoid bias in observation, this research invite English teacher as the observer. The observation checklist was used to guide the observation process. The observation was conducted in ninth E class.

The result of first meeting were the students focused on improving vocabulary aspects. The aspects that should be improved were the meaning of words, the use of words in context, and the pronunciation of words. In the teaching and learning process, the Indonesian folktale movie was used to make the way of grasping the meaning easier. Based on the observation checklist, the students looked enthusiastic to attend the class. The students paid attention to the lesson. No

one was busy with their own business. The situation was conducive because there was no noisy outside the class. Some students were active to answer the questions of the task. Some students were still passive. Some students were silent when the researcher asked the question to the students. In the first meeting, most students were shy to pronounce loudly. The students were afraid that their answer was wrong. To solve this problem, the researcher gave advice to the students that it was only practice.

The result of the second meeting observation generally showed that the students' had an active response. Active responses from the students indicated that students are motivated in learning with folktale movies. Mostly students paid attention to the lesson. Also, the students obeyed all instructions. No students were busy with their own business in the class. All of them were watched seriously in the folktale movie. The students also did the task on their worksheet well. In this meeting, the students still had a problem pronouncing the word. It can be seen when the researcher asked the students one by one to check the students' understanding.

The students still made mistakes to pronouncing and the meaning of the words. The students were happy and enthusiastic when the researcher played the game for ice breaking. The researcher used words from the Indonesian folktale movie that the students had been learned.

The third meeting observation showed that most of students were active and serious in doing their task. The result showed that some students got improvements in their score. In the third meeting, the student's score was more increase than before in the second 41,3 % then in the third got 62,8 %. It could be seen that the

process of teaching learning vocabulary improved. It was proven with a good atmosphere was created in the class. When the researcher asked the students to watch the Indonesian folktale movie and do the task, many students raised their hands. The students felt happy and enthusiastic when discussing with their friends because they knew all the meaning of the difficult words by discussing with their friends and also looking for the dictionary. Sometimes the students told each other about something else. So, the researcher went around the class to monitor and guide the students whether they were active to discuss with their friends or not. In reviewing the materials, all students were active to grasp the meaning of every word.

4.1.2.2 Finding of Fieldnotes

The English teacher observed the condition of the class and gave the suggestion, comment about the weakness and the strengths of the researcher action when the researcher taught in the class. In this cycle, there were three meetings.

In the first meeting, the English teacher as observer gave comments as follows: It was the researcher's voice is less loud to cover the whole class. The effect from the teacher's voice was one students are busy in their own business and the students did not pay attention to the researcher's instruction. On the other hand, the English teacher gave an opinion about the strength of the researcher, the explanation about the narrative text was good and the media had been chosen was interesting for the students. So, the students were interested to join in the class. Then, there was a

suggestion for the researcher. The the volume of researcher's voice should louder.

(See appendix 4.a)

In the second meeting, the researcher improved the weakness in the first meeting, but there were some comments about the way the researcher's teaching.

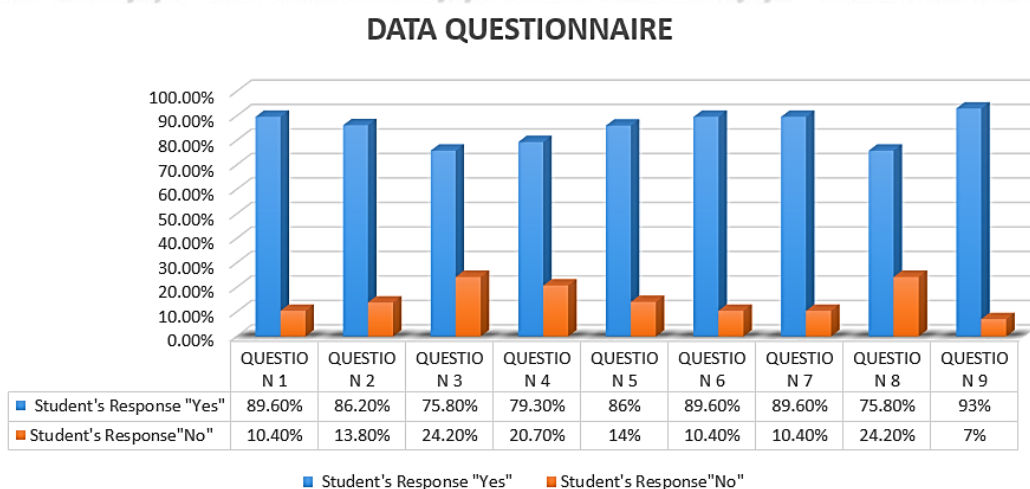
The weakness was one student who did not pay attention to the instruction. The suggestion, the researcher must check all of the students pay attention in researcher's instruction. Afterward, the English teacher gave comments about the strength were the way the researcher taught was systematic, the media and game were good to make students active in the class so that all of the students were active in joining the class. (See appendix 4.b)

In the third meeting, the English teacher just gave some comments about the situation of the class. The strength were the researcher's voice had been louder, the researcher got better classroom management, and the method and media were good implementations in the class. (See appendix 4.c)

4.1.2.3 Finding of Questionnaire

The questionnaire in this research consisted of 9 questions and each questionnaire used to find the student's attractiveness, appropriateness, and effectiveness. The questionnaire were multiple choices which are yes or no. So, the students must chose A or B.

Figure 4.2 the percentages score of questionnaire



Based on the diagram, the researcher measured aspect of the attractiveness through the first question that was the opinion about the student like learning English with media. There were 89,6% of the students like learning English with media especially folktales movies. The first question supported by the result of number two, there were 86,2% of the student's interest in learning English with media. The next question was the opinion of the students about the storyline easy to follow by the students and the percentages showed that 75,8 % of the students.

The researcher concluded that the students felt happy and interest while the process of learning English, especially vocabulary. It means the technique applied by the teacher made the students been motivated in learning English as a language subject.

The results measured aspects of appropriateness through the fourth question that was the opinion about the story of the movie appropriate for learning short story text. There were 79,3% said yes, that the movie was appropriate in the learning narrative text. In the next question, there were 86% of the students said yes, that the

language use in the movie is easy to understand. The sixth question was the opinion about the students can catch vocabulary or new vocabulary from the movie. The result showed that 89,6% of the students said yes. Based on that description, the goals of measuring the aspect of appropriateness while teaching and learning process which made students understand the context of the English language.

Based on the diagram, the researcher measured aspect of the effectiveness through the seventh question that was the opinion about the movie help the students to learn about vocabulary by folktale movies. There were 89,6% of students said yes, that the movie helped the student to learn about short story text. Question number eight was about the movie can help the students to identify the generic structure of narrative text easily. There were 75,8% of the student said yes. Almost all of the students enjoy learning English with the media. It can be seen from the result 93% of the student said yes. The researcher concluded the researcher determined that in the teaching process, the teacher's strategy would be appropriate if the goal of the teaching process was gained. It means the technique applied by the teacher made the students succeed in mastering vocabulary. The conclusion of all percentages from the question showed that the students answer "yes" were more than 70% in each question. It means that almost all of the students agree about pronouncements of the questionnaires.

4.1.3 Reflecting

This was the final stage of the cycle in this research. Based on Latief (2015) reflection is the last stage of classroom action research. The reflecting is a about

process of analyzing how far the achievement of the student's vocabulary through Indonesian folktale movies. There are some instruments that support this research to be a success. There were three instruments used by the researcher during implementation. The first was an observation checklist, the second was field notes, and the last instrument was a questionnaire for the students after they got the post-test.

This researcher measured how far implementation could improve the students' vocabulary. The researcher discussed improvement of the students in their post-test. The post-test was conducted on Tuesday, 25 February 2020. There were 29 students who joined the post-test. The post-test was the last step in this research of Classroom action research (CAR). To get the result of the post-test, the researcher calculated the total score of the students' test results.

$$\begin{aligned} \text{Percentage of the post-test} &= \frac{\text{Total students who pass the score}}{\text{total of students}} \times 100\% \\ &= \frac{23}{29} \times 100\% = 79,3\% \end{aligned}$$

From the result percentage of post test showed that the score of the post-test was 79.3%. There were only six students who got the score below the Minimum Mastery Criterion or KKM. Others, 21 students got above KKM. In this research, the criteria of success determine whether this research successful or not. The criteria of success of this research was 75% of the students who joined the class. The students got higher or equal than 75 as the minimum passing grade. Finally, based

on the result of the post-test , the percentages showed that 79,3% of the students got higher 75. So, it can be concluded that this research was successful.

4.2 Discussion

This research has a purpose in improving students' vocabulary mastery by implementing Indonesian Folktale movies for ninth graders of SMP Negeri 10 Malang. The data are taken by score tests and observation while implementing the media. The observation and implementation of media were done to know the effect of applying the Indonesian Folktale movie as media to enhance students' vocabulary. That was done to show that there were some improvements in students' vocabulary mastery aspects and students' motivation. Considering the result of the study, the researcher discusses some points related to improving vocabulary mastery using folktale movies. In this case, the researcher found the strengths as follows.

Firstly, the implementation of using folktale movies can help the students to be attracted to the material because it produces sound and visual images. Also, the students were familiar with the characters in the movie of Malin Kundang, Ande-ande Lumut, and Timun Mas which make the students got into the story.

During the implementation, the students gave full attention to the movie even though there were few students had passive response while the researcher gave direction and afraid to pronounce chosen word loudly. In line with Hamral (2018) states that using folktales or storytelling as media in language learning is an alternative way to create pleasure and minimum pressures in Teaching English as a

Foreign Language. Besides containing moral and cultural value they are useful for developing cognitive and academic skills as well (Tayler, 2000).

The next discussion is about the factors which influence the success or failure of using folktale movie. Based on the research that has been done, the researcher found about the problem also the factors that determined the success of using folktale movies in improving vocabulary mastery. The first factor is about student's motivation. At the first meeting, the students did not have high motivation. They ignored the lesson, it could be seen from their behaviors. They did not pay attention to the teacher. Of course, it was an obstacle in applying the lesson. So the first meeting was not good, the goal was not totally achieved. Then the next meeting the researcher gave a motivation, by telling them how important English in the world, and suggested to them that English was easy and fun. Finally, the students had a high motivation in following the meetings. From the explanation above it can be concluded that folktale movie is really easy to apply and it is so effective. According to Sumantri (2001, p. 153) Media on teaching or learning is a learning device is used by the teacher as a mediator to conveyed instructional materials on the teaching and learning process than giving more easily to reach the objective of learning. Moreover, using Indonesian Folktale Movies as media would giving more easily for students learning vocabulary. This statement supported by Mares (1996) as with all educational technologies, the value of the movie relies on how it is implemented in the classroom. Reviews and meta-analysis of the research indicates that positive learning and affective outcomes are greatly enhanced and extended when the movie is integrated into the rest of the lesson.

The factors influencing the success or the failure in improving vocabulary mastery depended on how we handle it. It means that when we faced the problem as an obstacle we should change it to be the supporting factors such as the strength and weakness of using folktale movies. After doing research the researcher found that folktale movies in teaching-learning English vocabulary have many advantages. The strength in the teaching-learning process are:

There was an improvement in the student's vocabulary mastery. It was shown from the result of the score of the post-test score got better than the pre-test.

In the pre-test, just 8 students were passed the minimum passing grade or 27,5% while in the post-test there are 23 students were passed the minimum grade and it means 79,3% of the students were a success in XI E class. The finding of this study is in line with the previous study conducted by Rahman (2012), the finding states that watching English movies influence vocabulary mastery. This shows that the use of ICT can improve students' vocabulary mastery. Considering the importance of vocabulary competence, it is better to introduce vocabulary to the students using ICT, especially movies. It helps them know the meaning and the usage of vocabulary lively. In line with Harmer (2007) states that the teacher should see technology as tools to help them in whatever the technique and approaches they have chosen to use.

Implementing folktale movies in the teaching and learning process attached to the student's attention. Students were more interested and more motivated in the teaching-learning process. Students were more memorable with new words. The students were more memorable in remembering new words from the repetition

word of the student's worksheet. In line with Jan Arjen Mondria (1994, p. 22) the use of recalling words to memorize words, its effect in remembering the words learned in the long run as well. The weaknesses of this research, some students were still confused to pronounce the words. Some of them were difficult to pronounce the word. It was shown from the result of test 1, the score in making sentences improved but it was not satisfying.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher concludes that teaching vocabulary by using Indonesian Folktale Movie as media can improve the students' vocabulary. The improvement of the vocabulary mastery is based on the analysis by pre-test and post-test scores.

The post-test reached 79,3% which the criteria of success is 75%. The students' vocabulary mastery had improved through folktale movies. Based on the fieldnotes, this technique helped the students to learn and experience the enjoyable process of vocabulary mastery activity. The students enjoyed the whole process of teaching and learning since this technique encourages students to be more active and takes the challenge they never did before. So, teaching vocabulary through movie as media is appropriate and effective to be used in improving students' vocabulary mastery.

5.2 Suggestion

After carrying out the research and obtaining the conclusion, the researcher would like to propose some suggestion directed to the English teacher, the students, the next researcher and for school.

First, for English teachers that the result of this study could be one reference to teach English vocabulary towards the students in an enjoyable way to teach English vocabulary to more attractively by using Indonesian Folktale Movies as

media in the learning process. Using the Indonesian Folktale Movie as media proved to be an effective way to increased the students' vocabulary mastery.

Second, for the students that an instructional process did not be successful if students were not maximally involved in it. The students have to be more active and motivated to learn English. The students not only can study English in the class but also can study everywhere and every time. The students can practice English in their daily life.

Third, for the next researcher after the result of this research, the researcher apply movie in teaching vocabulary dealing with describing people, animals, and things of single words in form of content words (nouns, verbs, adverbs, and adjectives). For the next researcher who will apply this media in language teaching, it is important to be considered to use this media in other topics developed other skills and language components. In addition, the next researcher is also suggested to use movie as media in teaching vocabulary with different research design or approach.

Fourth, for the school that the institution should state policy in improving the quality of the teaching English for children. It should encourage the English teacher to creative to use a various methods, techniques or materials. It should also be facilitated with various media supporting the teaching activity.

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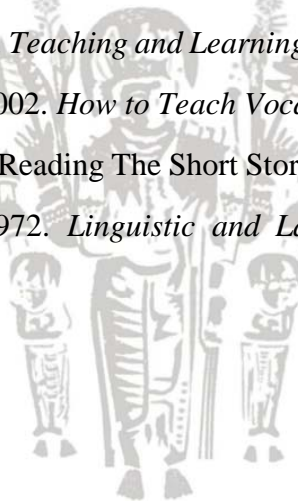
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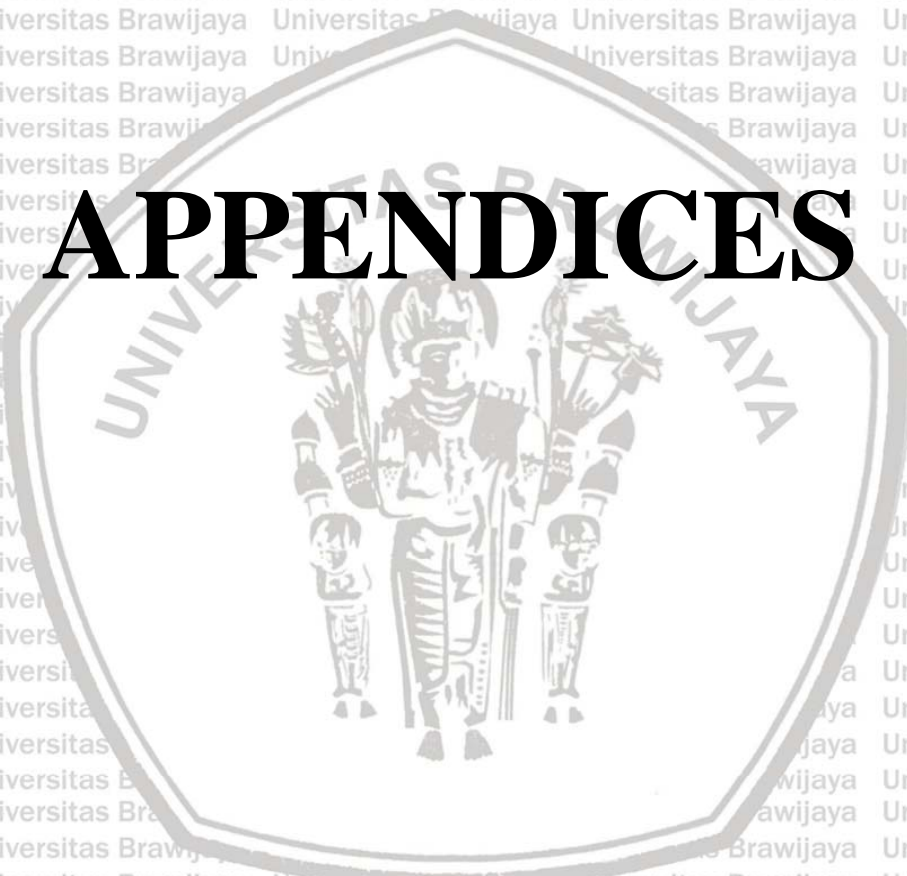
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APPENDICES



Appendix 1. Expert validation Checklist for Pre-test and Post-test

Surat Permohonan Validasi Instrumen

Kepada
Yth Ibu Iswahyuni, S.Pd., M.Pd.
Fakultas Ilmu Budaya

Dengan hormat,

Terkait dengan penelitian saya yang berjudul "Utilizing Short Story Movie to Enhance Vocabulary for Eighth Graders at SMP Negeri 10 Malang." Saya mohon bantuan Ibu untuk melakukan validasi pada instrumen *pre-test* dan *post-test*. Tujuan dari penggunaan instrumen tersebut adalah mengetahui pendapat siswa-siswi kelas 8 di SMP 10 Malang terhadap penggunaan film pendek singkat untuk meningkatkan kosakata yang digunakan dalam proses pembelajaran.

Demikian surat permohonan ini dibuat, atas perhatiannya saya mengucapkan terimakasih.

Hormat saya,



Ananda Fitriani Putri

EXPERT VALIDATION CHECKLIST

The honorable Ma'am Iswahyuni, S.Pd., M.Pd.

I would like to ask you to validate my test. I want you to examine the test validation based on several criteria. Please respond it by thinking the appropriate respond (√)

NO	CRITERIA	QUESTION	RESPOND	
			YES	NO
1.	Test validity	1.1 Does the test measures the student reading ability ?		
		1.2 Does the student practice vocabulary in content ?		
		1.3 Does the test make student enjoy in a relaxed test ?		
2.	Test practical	2.1 Can students complete the test reasonably within the set time frame ?	✓	
		2.2 Is the cost of the test within budget limits ?	✓	
		2.3 Is the format of the test clearly ?	✓	
3.	Test authenticity	3.1 Is the language in the test as natural as possible ?		
		3.2 Does the test represent, or closely approximate, the real-world tasks ?	✓	
		3.3 Are the topics and situations interesting, enjoyable and/or humours ?		

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Additional comment

It's better to put the vocabulary in the context, before it becomes the individual part of the text. (for the pre-test.)

Malang, 07 Januari 2020

Validator

Iswahyuni, S.Pd., M.Pd

Appendix 1. a Example of Pre-test

PRE –TEST

Nama :

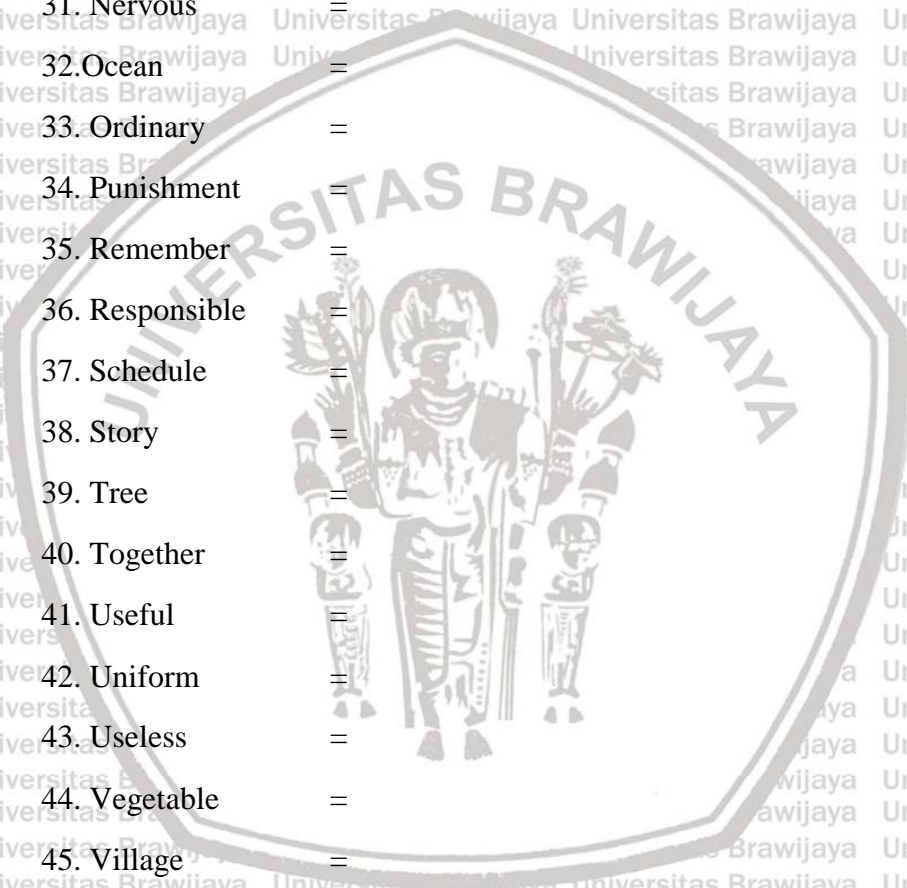
Kelas :

Translate the following words into Indonesian :

- 1. Always =
- 2. Adventure =
- 3. Alone =
- 4. Anything =
- 5. Believe =
- 6. Big =
- 7. Brain =
- 8. Conversation =
- 9. Challenge =
- 10. Childhood =
- 11. Country =
- 12. Dangerous =
- 13. Day =
- 14. Dream =
- 15. Education =
- 16. Environment =
- 17. Everybody =
- 18. Expensive =
- 19. Famous =
- 20. Friend =
- 21. Get =
- 22. Give =
- 23. Have =
- 24. Important =



- 25. Knowledge
- 26. Lake
- 27. Language
- 28. Make
- 29. Midnight
- 30. Naughty
- 31. Nervous
- 32. Ocean
- 33. Ordinary
- 34. Punishment
- 35. Remember
- 36. Responsible
- 37. Schedule
- 38. Story
- 39. Tree
- 40. Together
- 41. Useful
- 42. Uniform
- 43. Useless
- 44. Vegetable
- 45. Village
- 46. Wall
- 47. War
- 48. Wonderful
- 49. World
- 50. Wrong



Appendix 1. b Example of Post-test

POST-TEST

Nama :

Kelas :

Translate the following words into Indonesian :

1. Adopted =

2. Alone =

3. Agreed =

4. Angry =

5. Attack =

6. Became =

7. Bored =

8. Bite =

9. Burn =

10. Come =

11. Child =

12. Chose =

13. Daughter =

14. Dirty =

15. Evil =

16. Enemy =

17. Fullfill =

18. Go =

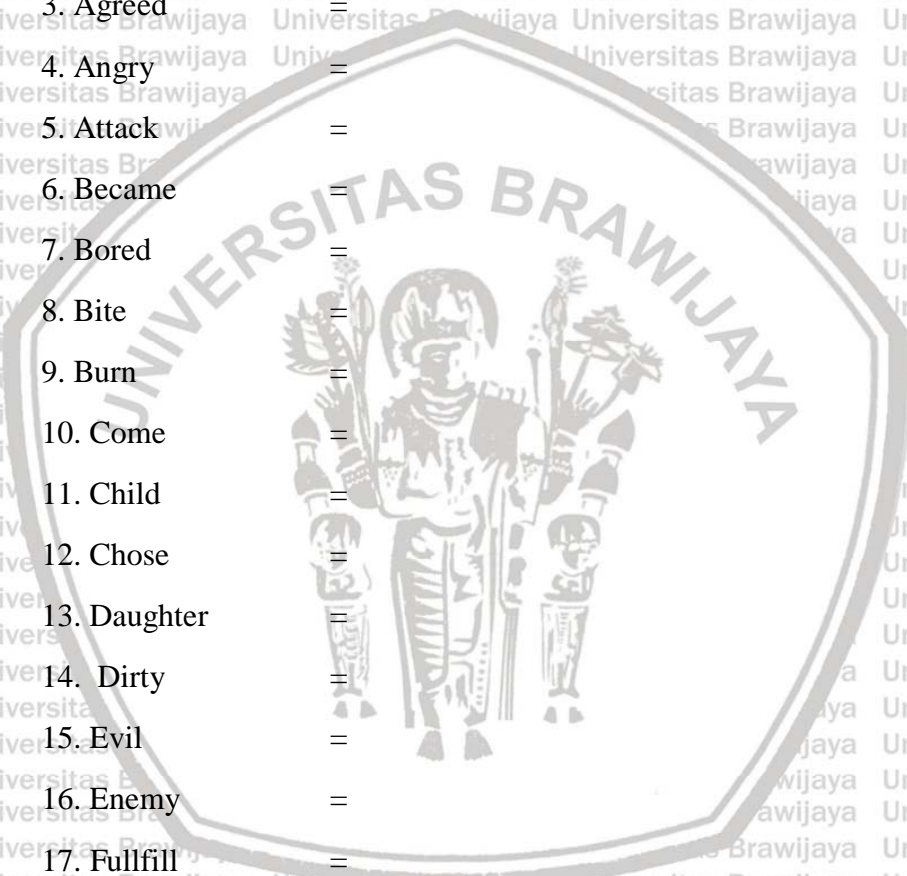
19. Gift =

20. Handsome =

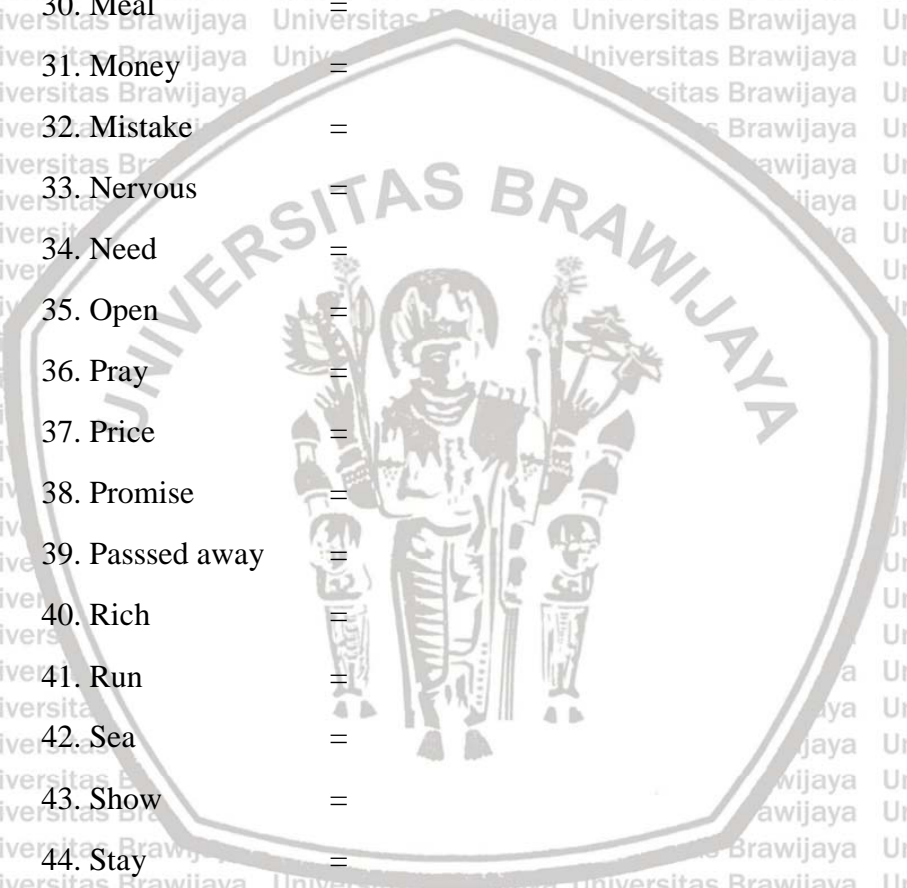
21. House =

22. Immediately =

23. Invited =



- 24. Know
- 25. Killed
- 26. Left
- 27. Large
- 28. Lived
- 29. Meet
- 30. Meal
- 31. Money
- 32. Mistake
- 33. Nervous
- 34. Need
- 35. Open
- 36. Pray
- 37. Price
- 38. Promise
- 39. Passed away
- 40. Rich
- 41. Run
- 42. Sea
- 43. Show
- 44. Stay
- 45. Take
- 46. Told
- 47. Try
- 48. Village
- 49. Want
- 50. Work



Appendix 2. Expert Validation Checklist for Questionnaire

Surat Permohonan Validasi Instrumen

Kepada
Yth Ibu Iswahyuni, S.Pd., M.Pd.
Fakultas Ilmu Budaya

Dengan hormat,

Terkait dengan penelitian saya yang berjudul "Utilizing Short Story Movie to Enhance Vocabulary for Eighth Graders at SMP Negeri 10 Malang." Saya mohon bantuan Ibu untuk melakukan validasi pada instrumen questionnaire. Tujuan dari penggunaan instrumen tersebut adalah mengetahui pendapat siswa-siswi kelas 8 di SMP 10 Malang terhadap penggunaan film pendek singkat untuk meningkatkan kosakata yang digunakan dalam proses pembelajaran.

Demikian surat permohonan ini dibuat, atas perhatiannya saya mengucapkan terimakasih.

Hormat saya,



Ananda Fitriani Putri

EXPERT VALIDATION CHECKLIST FOR QUESTIONNAIRE

Research title : Utilizing Short Story Movie to Enhance Vocabulary for Eighth Graders at SMP Negeri 10 Malang
 Research : Ananda Fitriani Putri
 Name of Validator : Iswahyuni, S.Pd., M.Pd.

Blueprint

NO.	ASPECTS	QUESTIONS	INDICATORS
1.	Attractiveness	1. Do you like learning English with media ?	The attractiveness of the movie for students in learning short story text.
		2. It is movie interesting ?	
		3. Is the storyline easy to follow ?	
2.	Appropriateness	4. Is the story of the movie appropriate for learning short story text?	The appropriateness of the movie for students in learning short story text.
		5. Is the language use in the movie is easy to understand ?	
		6. Can the students catch vocabulary or new vocabulary from the movie ?	
3.	Effectiveness	7. Does the movie help you to learn about short story text ?	The effectiveness of the movie for students in learning short story text using movie.
		8. Does the movie help you identify the generic structure of short story text easily ?	
		9. Did you enjoy when learning short story text using movie ?	

Expert validation form was adopted from Ira Febriana Undergraduate Thesis Year of 2017

Instruction

The following checklist is designed to evaluate the questions in the questionnaire form, that is to know the students' responses about learning short story text by using movie. Please give checklist mark (√) under the **YES** or **No** column. Please also give your comment and suggestion to improve the questions.

NUMBER OF QUESTION	ASPECTS					
	The questions meet the indicators		The questions relate the indicators.		The language used is right and easy to understand.	
	YES	NO	YES	NO	YES	NO
1.	✓		✓		✓	
2.	✓		✓		✓	
3.	✓		✓		✓	
4.	✓		✓		✓	
5.	✓		✓		✓	
6.	✓		✓		✓	
7.	✓		✓		✓	
8.	✓		✓		✓	
9.	✓		✓		✓	

General Comments

Expert validation form was adopted from Ira Febriana Undergraduate Thesis Year of 2017



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Conclusion of the Validation

Please circle the following answer.

The Questions :

- a. can be used without revision
- b. Can be used with revision
- c. Can not be used

Malang, 07 Januari 2020

Validator

Iswahyuni, S.Pd., M.Pd.

Appendix 3. Example of Questionnaire

KUESIONER SISWA

Nama :

Kelas :

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan.
2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

Pertanyaan

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media?
 - a. Ya
 - b. Tidak
2. Apakah film yang Anda tonton menarik ?
 - a. Ya
 - b. Tidak
3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ?
 - a. Ya
 - b. Tidak
4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ?
 - a. Ya
 - b. TidakKarena
5. Apakah bahasa yang digunakan pada film mudah dipahami?
 - a. Ya
 - b. Tidak
6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film?
 - a. Ya
 - b. Tidak
7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek?
 - a. Ya
 - b. Tidak
8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ?
 - a. Ya
 - b. Tidak
9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ?
 - a. Ya
 - b. TidakKarena

Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year of 2017

Appendix 4. Fieldnotes of Observation

Observation Sheet

Observation Sheet 1


(A general rule for English Teacher and Students; Activities)

Day/Date : Senin, 17 Pebruari 2020
 Meeting : |
 Cycle : 1

Activities	Yes	No	Notes
Teacher comes to the class on time	✓		
Teacher greets the students	✓		
Teachers checks the attentant list	✓		
Teacher does orientation and gives review of the lesson	✓		
Students pay attention and respond to teacher's explanation or review	✓		
Teacher uses simple language and explains the material clearly	✓		
Students pay attention and respond to the teacher's instruction	✗	✓	
Teacher interacts with the students during teaching and learning process	✓		
Teacher gives the chance for the students to ask the lesson	✓		
Teacher gives task to the students	✓		

Students do exercise (write seriously)with their friend even individually	✓		
Students bravely raise their hand to answer the question from teacher		✓	
Students submit their task about vocabulary on time	✓		
Students respond to the teacher's reflection and summary of the lesson	✓		
The classroom is saved from the crowded	✓		
The classroom is comfortable for process in teaching and learning	✓		
The classroom is active's class	✓	✓	

Malang, 17 Februari 2020
 English Teacher


 (Mach Ashrofiluda, S.Pd.)

Observation Sheet

Observation Sheet 2

(A general rule for English Teacher and Students; Activities)

Day/Date : Selasa, 18 Pebruari 2020

Meeting : 2

Cycle : 1

Activities	Yes	No	Notes
Teacher comes to the class on time	✓		
Teacher greets the students	✓		
Teachers checks the attentant list	✓		
Teacher does orientation and gives review of the lesson	✓		
Students pay attention and respond to teacher's explanation or review	✓		
Teacher uses simple language and explains the material clearly	✓		
Students pay attention and respond to the teacher's instruction	✓		
Teacher interacts with the students during teaching and learning process	✓		
Teacher gives the chance for the students to ask the lesson	✓		
Teacher gives task to the students	✓		



Students do exercise (write seriously)with their friend even individually	✓		
Students bravely raise their hand to answer the question from teacher	✓		
Students submit their task about vocabulary on time	✓		
Students respond to the teacher's reflection and summary of the lesson	✓		
The classroom is saved from the crowded	✓		
The classroom is comfortable for process in teaching and learning	✓		
The classroom is active's class	✓		

Malang, 18 Februari 2020
English Teacher


(Moch. Ashrofhuda, S.Pd.)

Observation Sheet

Observation Sheet 3

(A general rule for English Teacher and Students; Activities)

Day/Date : Selasa, 25 Februari 2020
 Meeting : 3
 Cycle : 1

Activities	Yes	No	Notes
Teacher comes to the class on time	✓		
Teacher greets the students	✓		
Teachers checks the attendant list	✓		
Teacher does orientation and gives review of the lesson	✓		
Students pay attention and respond to teacher's explanation or review	✓		
Teacher uses simple language and explains the material clearly	✓		
Students pay attention and respond to the teacher's instruction	✓		
Teacher interacts with the students during teaching and learning process	✓		
Teacher gives the chance for the students to ask the lesson	✓		
Teacher gives task to the students	✓		

Students do exercise (write seriously)with their friend even individually	✓		
Students bravely raise their hand to answer the question from teacher	✓		
Students submit their task about vocabulary on time	✓		
Students respond to the teacher's reflection and summary of the lesson	✓		
The classroom is saved from the crowded	✓		
The classroom is comfortable for process in teaching and learning	✓		
The classroom is active's class	✓		

Malang, 25 Februari 2020

English Teacher


 (Moch. Ashrof-kuda, S.Pd.)

Appendix 5. Lesson plan

LEMBAR VALIDASI RPP

**LEMBAR VALIDASI RPP (RENCANA PELAKSANAAN PEMBELAJARAN)
 “UTILIZING SHORT STORY MOVIE TO ENHANCE VOCABULARY FOR EIGHTH
 GRADERS AT SMP NEGERI 10 MALANG”**

Petunjuk :

- a) Untuk memberikan penilaian terhadap format RPP tentang peningkatan kemampuan siswa dalam penggunaan cerita film pendek untuk menambah kosa kata. Bapak/Ibu cukup memberikan tanda centang (√) pada kolom yang telah disediakan.
- b) Angka-angka yang terdapat dalam kolom memiliki arti :

- 0 = tidak valid
- 1 = kurang valid
- 2 = cukup valid
- 3 = valid
- 4 = sangat valid

- c) Huruf-huruf yang terdapat dalam kolom tabel terakhir memiliki arti :

- A = dapat digunakan tanpa revisi
- B = dapat digunakan dengan sedikit revisi
- C = dapat digunakan dengan revisi sedang
- D = dapat digunakan dengan banyak sekali revisi
- E = tidak dapat digunakan sama sekali



Penilaian

No.	Aspek yang di nilai	Skala Penilaian				
		1	2	3	4	5
I	PERUMUSAN TUJUAN PEMBELAJARAN				✓	
	1. Kejelasan standar kompetensi Inti dan Kompetensi dasar.				✓	
	2. Kesesuaian standar kompetensi Inti dan kompetensi dasar dengan tujuan pembelajaran.				✓	
	3. Ketepatan penjabaran kompetensi dasar kedalam indicator.				✓	
	4. Kesesuaian indicator dengan tujuan pembelajaran.				✓	
	5. Kesesuaian indicator dengan tingkat perkembangan siswa.		✓			
II	ISI YANG DISAJIKAN					
	1. Sistematika penyusunan RPP. - <i>tidak lengkap</i>		✓			
	2. Kesesuaian urutan kegiatan pembelajaran Bahasa Inggris pada materi Short Story yang implementasinya menggunakan movie.				✓	
	3. Kesesuaian uraian kegiatan siswa dengan guru untuk setiap tahap pembelajaran dengan aktifitas pembelajaran Bahasa Inggris pada materi Short story yang implementasinya menggunakan movie.					
	4. Kegiatan scanario pembelajaran (tahap-tahap kegiatan pembelajaran, awal, inti, dan penutup). →		✓			
	5. Kelengkapan instrument evaluasi (soal, kunci, dan scoring rubic).	✓				
III	BAHASA					
	1. Penggunaan bahasa sesuai dengan EYD				✓	
	2. Bahasa yang digunakan komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	
IV	WAKTU					
	1. Kesesuaian alokasi yang digunakan					
	2. Rincian waktu untuk setiap tahap pembelajaran.					



- Penilaian angket secara umum

URAIAN	A	B	C	D	E
Penilaian secara umum terhadap format RPP "Utilizing Short Story Movie to Enhance Vocabulary for Eighth Graders at SMP Negeri 10 Malang"			✓		

Saran – saran :

Malang, 07 Januari 2020

Validator

Iswahyuni, S.Pd., M.Pd.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**



MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : IX/GENAP
PENYUSUN : ANANDA FITRIANI PUTRI

DIREKTORAT PEMBINAAN SMP
DIREKTORAT JENDERAL PENDIDIKAN DASAR DAN MENENGAH
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

2020

Rencana Pelaksanaan dan Pembelajaran (RPP)

Unit Pendidikan : SMPN 10 Malang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II
 Keterampilan : Reading-Narrative
 Waktu : 2 x 40 Menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.8.1	Siswa dapat mengidentifikasi fungsi social, struktur teks, unsur kebahasaan teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	4.8.1	Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales.
		4.8.2	Siswa dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis pendek dan sederhana, terkait terkait fairy tales yang telah dibaca.

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
2. peserta didik serta dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis sangat pendek dan sederhana yang terkait fairy tales.

D. Materi Pembelajaran

Materi Pembelajaran Reguler

Tiga aspek yang menjadi fokus pembahasan dalam pembelajaran

Teks naratif : Malin Kundang, Ande Ande Lumut, dan Timun Emas

1. Fungsi Sosial : Mendapatkan atau memberikan hiburan, mengambil teladan dari nilai-nilai luhur.

2. Struktur teks naratif :

Orientasi : bagian awal ini berisikan tentang pengenalan tokoh setting tempat/latar, waktu.

Komplikasi : berisikan tentang awal mula terjadinya masalah atau konflik-konflik yang dialami tokoh utama.

Resolusi : berisikan tentang penurunan atau penyelesaian masalah dari konflik yang terjadi.

3. Unsur kebahasaan
 - identifikasi kata kerja, sesuai yang didengar.
 - ucapan, tekanan kata, dan intonasi yang benar,
 - makna kata dan ungkapan tertentu
 - tata bahasa

Materi Pengayaan

Unsur Kebahasaan teks naratif

- Kalimat deklaratif dan interogatif dalam simple past tense
- Frasa adverbial : *a long time ago, once upon a time, in the end happily ever after*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb
- Action verbs : *looking for, went, battle*

E. Metode Pembelajaran

- Pendekatan : Scientific
- Teknik : Cooperative Learning
- Metode : Pairing

F. Media/alat dan Bahan

- Media/Alat : Video, worksheet, ppt
- Teks : Short Story, lembar kerja siswa

G. Sumber Belajar

1. *Video Folk Tale Ande Ande Lumut* (<https://www.youtube.com/watch?v=QV5b-vOBYNo>), *Video Folk Tale Malin Kundang* (<https://www.youtube.com/watch?v=a0gi3kIA3rk>) dan *Video Folk Tale Timun Emas* (https://www.youtube.com/watch?v=SkRYINu_W7g)
2. Teks 1:

Orientation	<p>A long time ago, there were two large kingdoms in the East Java region, named the kingdoms of Jenggala and the kingdom of Kediri. The kingdom of Jenggala was led by Raja Jayanegara and the Kingdom of Kediri was led by King Jayangrana. The unite the two countries and avoid war, the two kingdoms established a marriage bond between Panji Asmarabangun, son of the King of Jenggala and Dewi Sekartaji, the daughter of the King of Kediri.</p>
Complication	<p>One day, the Jenggala kingdom was attacked by an enemy. During the battle, Dewi sekartaji fled from the palace. She disguised herself as a village girl and lived with a widow with three daughters, named Kelenting Abang, Kelenting Ijo and Kelenting Biru. But Kelenting Kuning was not treated well. Every day she was told to do housework such as washing, cooking, and cleansing the house. Her three stepsisters were very lazy, and they usually just told her to do their chores. “Kelenting Kuning! Wash my clothes !”. “Wash my scarf too !”. “Okay Sister” said Kelenting Kuning.</p> <p>Eventually, the Jenggala Kingdom was saved. Panji Asmarabangun had succeeded in defeating his enemy who attecked him, but he was sad because Dewi Sekartaji had left the palace. He was determined to look for her. He told guards to find the whereabouts of Dewi Sekartaji. After a while, a bodyguard reported that he had met a girl who looked like Dewi Sekartaji in a</p>



	<p>village. Panji Asmarabangun went to Dadapan village, this village was located next to the village where Kelenting Kuning lived. He lived in Mbok Randa's house, became Mbok Randa's adopted child and distinguishes himself as Ande Ande Lumut who was looking for a wife. News about Ande Anse Lumut looking for a wife spread around the town, and Kelenting Abang, Kelenting Ijo and Kelenting Biru dressed as beautifully as they could to propose to Ande Ande Lumut. They didn't forget to wear good clothes.</p> <p>"Hi Kelenting Kuning, you don't have to come with us, just stay at home !, go to the river and wash all the dirty clothes !" commanded Kelenting Biru. The departed and Kelenting Kuning went to the river to wash the dirty clothes right away.</p> <p>Suddenly, a giant crab named Yuyukangkang appeared, the crab offered to cross the river on the condition they had to kiss the crab. They agreed to that condition. One by one they climbed onto Yuyukangkang's back to cross the river. Moments later, Kelenting Kuning arrived at the riverside. She also met Yuyukangkang. Yuyukangkang offered to help her cross the river with the same condition, that she must kiss him. Kelenting Kuning rejected the requirement and forced Yuyukangkang to help her without his condition met. Yuyukangkang did not want to help Kelenting Kuning. Kelenting Kuning lost her patience.</p> <p>She pulled out the whip from the Crane and struck the river. Immediately, the river water receded. Yuyukangkang was scared. Finally, he agreed to help Kelenting Kuning cross the river. Kelenting Kuning immediately went up on to Yuyukangkang's back and got to the other side of the river. Her mother and three stepsisters arrived first at Mbok Randa's house. One by one, Kelenting Abang, Kelenting Ijo and Kelenting Biru showed their beauty to Ande Ande Lumut. However, none of them was chosen because they had kissed Yuyukangkang. A few moments later, Kelenting Kuning arrived at Mbok Randa's house.</p>
<p>Resolution</p>	<p>Ande Ande Lumut chose Kelenting Kuning at his wife because he knew that Kelenting Kuning was Dewi Sekartaji and she was the only woman who hadn't kiss by Yuyukangkang. Ande Ande Lumut revealed his disguise he told everyone, that he was Panji</p>

Asmarabangun. Finally, Panji Asmarabangun and Dewi Sekartaji were reunited, and they invited Mbok Randa to stay in the palace as a thank you. In the end, they lived happily ever after.

Teks 2:

<p>Orientation</p>	<p>A long time ago there was a child named Malin Kundang who lived with his poor father and mother. They lived in village on the beach. It was a small and quiet place and many people had migrated to the city to find more money. There wasn't much to do in their village, the land was arid and the fish in the sea were not plentiful. Malin Kundang liked to play. All he did every day was just chase the only chicken his parents owned, Burik. "There you are Burik ! Come here ... hahaha" said Malin. Little Malin kept chasing Burik, when he caught him, he would usually torture the poor chicken. "I got you !! hahaha" said Malin Kundang to Burik.</p>
<p>Complication</p>	<p>One day, Malin's father wanted to go abroad. It is said that the neighbouring country is prosperous and making money there is very easy. "I am leaving, Malin !" said Malin's father. Malin said "yes dad !". Malin Kundang's father immediately boarded the ship with the other residents who wanted to migrate. So, Malin and his mother had to stay in the poor village. Day after day went by with no word or news from Malin's father. Malin's mother also had to work harder to meet their daily needs. " come on, please by it !" said Malin's mother. Yelled Malin's mother while selling her stuff. Meanwhile, Malin was still chasing Burik. One day, when he tried to catch Burik, he suddenly fell. He tripped over a stone, and fell very hard. His aem was scratched by sharp stone and started to bleeding. His mother immediately treated his wound with great affection, she tended Malin. This wound will heal but the scar will remain</p> <p>Day became months, months became years and years passed quickly. Unnoticed, Malin wa now a handsome and strong young man. He began to get bored in this quiet and poor village. He wanted to travel like his father. "I will sail the sea like my father !" he said. Then,</p>



Malin Kundang tried to ask for permission from his mother, "mom, let me go abroad, just like father." Said Malin to his mother who immediately became sad. "No my son., I am afraid you will not return just like your father ! you are the only child I have, if you don't come back, who will I live with ?". she worried so much about Malin. "Don't worry mom.... I promise I will be back. I will become a rich man and you can come to live with me" Malin answered. Finally, nothing could be done by his mother, Malin Kundag insisted on leaving.

He sneaked into the ship and hid in a wooden chest. The ship sailed, but in the middle of the sea, pirates stopped and hijacked the ship, the ship's crew were killed by the pirates, they seized all the essential items on the boat and the ship was abandoned at the sea. We are under attack ! we are under attack !. Malin Kundang survived because he hid in a chest. When he came out from hiding the ship was stranded on a beach. Luckily, there was a lush and rich village near the beach. The port was large and crowded. Malin Kundang smiled even though his body was weak and he felt exhausted. " here I can try my luck!" he said. Malin Kundang worked hard day and night, the only thing on his mind was to be rich. Because of his determination and hard work, he became rich and he had a large ship more than a hundred crew. "I am rich ! I am rich !..." he said hapily while counting his money. One day, Malin Kundang took his wife sailing on his luxury boat. They docked in the village port of Malin Kundang's hometown. News of Malin Kundang's success reached his mother. "Is ... is that my son, Malin's ship?". What a cheerful heart, the elderly mother hobbled to harbour.

"He is Malin Kundang, I'm sure of it" she said with run to Malin. Thought Malin's mother when she saw Malin get off the ship with his wife. "Malin ... Malin ... you co... you come home son..." said Malin's mother while trying to reach his son. Malin Kundang's wife saw an old woman who ran to them shouting, her clothes were ragged, old and worn out. Sho she asked her husband, "who is she? Is she really your mother ?". Malin Kundang was nervous, he didn't want his wife to find out that he came from a poor family. So, he answer his wife "I don't know honey, maybe she just an old beggar asking for alms". His mother heard Malin Kundang's word, she was saddened. "How can you not know me,

	<p>my child? I am your mother. I raised you !” said his mother, crying Malin Kundang became angry and said “My mother is long dead! Don’t lie to me, old beggar!”. His mother cried and with a sad voiced said, “I am sure you are my son, look at the scar on your arm ! It is only Malin Kundang my child, who has that scar”. Malin became madder, he told his bodyguards to take away his mother who has sobbing.</p>
Resolution	<p>With a painful heart, his mother prayed to God, “God, if he truly my son Malin Kundang, I cruse hum to turn to stone !”. instanly, a rumble of thunder was hard even though it was sunny, slowly Malin felt something strange happening. He felt his body stiffen. He was confused “Oh what’s wrong with my body? I can’t move. Oh.. Oh.. Noooooo.....”</p> <p>Malin Kundang realized that he had been cursed as he knelt on the ground. He knelt in the ground and immediately turned to stone. It was too late for him to regret disobeying his mother. His last thought was how much he regretted disobying his mother as he turned to stone.</p>

Teks 3 :

Orientation	<p>This tale brings us to the mystical island of java Indonesia. There was a widow named Mbok Sрни that lived alone on her farm. The widow was a kindly woman and she was overwhelmed by loneliness and longed to have a child by her side. When her loneliness became too much to bear, Mbok Sрни decided to pray to Butho Ijo for help. Butho Ijo was a mounstrous ogre who lived on the outskirts of the village and was known to occasionally grant wishes to people.</p>
Complication	<p>The monster offered to grant Mbok Sрни’s wish at a terrible price. “When the child turns six years old, you will return her to me to become my meal” he said. Despite the condition, the desperate woman agreed to his demand. The giant then gave a single cucumber seed to be planted at her farm.</p> <p>In two weeks, the cucumber started to bear fruit. In among them, there was one which was larger than the rest that emitted a golden radiance. Splitting it carefully</p>

	<p>, Mbok Srinifound a beautiful baby girl inside. Filled with joy, she named the girl Timun Emas. She had come to love her daughter over the years and couldn't bear to lose Timun Emas and yet, she would never be able to stand up to the powerful ogre. Desperate for help, she journeyed to Gunom Kidu the southern mountain to seek advice from a powerful hermit. After hearing her plight, the hermit presented Mbok Srini , the four small pouches "Give these to Timun Emas" the hermit told her. They will help your daughter against the monster. The day finally arrived when the ogre came Mbok Srini's house eager for her to fulfill her promise. "Where is my meal?!" said the Butho Ijo. "Hey" said Timun Emas. For hours the monster chased after Timun Emas and Butho Ijo steady getting closer. Remembering her mother's advice, she threw the first of the pouches bag of cucumber seeds at the monster. Vines of cucumber magically sprang from the earth blocking Butho Ijo's path. The ogre enticed by the fruit, stopped on its tracks to gorge on them. It wasn't long before he ate them all and resume his chase. Just as the monster was about to catch up Timun Emas, she threw the second gift, the small bag of needles at him. The dense forest of shack. bamboo trees appeared where the needles had fallen trapping Butho Ijo. The giant ogre went through first to the bamboo trees wounded and enridged.</p> <p>Once more, as he near to Timun Emas, she tossed the third pouch full of salt at the monster, hoping to slow him down. Suddenly, an embracing and powerful torn to seek forming a giant wave which swept the ogre off his feet. Butho Ijo wanted more than ever to catch this little girl. Who troubled him. Timun Emas had nowhere left to run and in her hand, she held the last of the hermit's gifts. She hurled the small bag as hard as she could at the monster. The bag containing spice, transformed into a boiling sea of mud, burning Butho Ijo's skin. The monster struggled in the mud. He shrieked and howled in pain. And then, all was silent ...</p>
<p>Resolution</p>	<p>Timun Emas had finally stopped Butho Ijo. Once, and for all. Returning to her house, her delighted mother embraced her in her arms. They both lived out their rest .</p>

H. Langkah-langkah Kegiatan Pembelajaran Pertemuan pertama

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan tegur sapa 2. Guru mengucapkan syukur dan mengajak peserta didik berdoa 3. Guru memeriksa kehadiran siswa sebagai sikap disiplin 4. Guru menanyakan materi pertemuan sebelumnya 5. Guru menyampaikan kompetensi yang harus dicapai setelah pembelajaran 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pembelajaran yang akan dilakukan oleh peserta didik 	10'
Kegiatan Inti Pre-teaching activity Whilst-teaching activity	<ol style="list-style-type: none"> 1. Guru membagikan Pre-Test kepada murid 2. Guru menjelaskan materi tentang teks narrative kepada siswa guna untuk memberikan latarbelakang pengetahuan mengenai narrative teks agar siswa lebih mudah mencerna teks yang dijelaskan. 3. Guru membagikan teks Ande Ande Lumut untuk setiap siswa. 4. Guru mengarahkan siswa untuk membaca cerita tentang Ande Ande Lumut. 5. Guru mengarahkan siswa untuk mengamati video cerita tentang Ande Ande Lumut. 6. Guru menanyakan arti beberapa kosakata dalam cerita Ande Ande Lumut. 7. Peserta didik dan guru membahas makna vocabulary yang telah disebutkan di video tersebut. 8. Guru mengamati dan membantu siswa memahami kosakata dan cerita Ande Ande Lumut. 	60'

<p>Post-teaching activity</p>	<p>9. Peserta didik mendapatkan pertanyaan dari guru sebagai kegiatan literasi tentang video Ande Ande Lumut</p> <ul style="list-style-type: none"> - <i>Who is the wife of Ande Ande Lumut ?</i> - <i>What moral can we learn from this story ?</i> <p>10. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif Ande Ande Lumut.</p> <p>11. Guru memberikan <i>feedback</i> terhadap hasil bacaan siswa.</p>	
<p>Kegiatan Penutup</p>	<ol style="list-style-type: none"> 1. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa. 2. Guru memberi motivasi kepada peserta didik untuk penerapan materi hari ini di kehidupan sekolah 3. Guru menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya. 	<p>10'</p>

Pertemuan Kedua

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
<p>Kegiatan Pendahuluan</p>	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan tegur sapa 2. Guru mengucapkan syukur dan mengajak peserta didik berdoa 3. Guru memeriksa kehadiran siswa sebagai sikap disiplin 4. Guru menanyakan materi pertemuan sebelumnya 5. Guru menyampaikan kompetensi yang harus dicapai setelah pembelajaran 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pembelajaran yang akan dilakukan oleh peserta didik 	<p>10'</p>

<p>Kegiatan Inti Pre-teaching activity</p> <p>Whilst- teaching activity</p> <p>Post-teaching activity</p>	<ol style="list-style-type: none"> 1. Guru mengulang materi tentang teks narrative kepada siswa guna untuk memberikan daya ingat mengenai narrative teks agar siswa lebih mencerna teks yang dijelaskan. 2. Guru membagikan teks Malin Kundang untuk setiap siswa. 3. Guru mengarahkan siswa untuk membaca cerita ulang tentang Malin Kundang. 4. Guru mengarahkan siswa untuk mengamati video cerita tentang Malin Kundang 5. Guru menanyakan arti beberapa kosakata yang sulit dalam cerita Malin Kundang. 6. Peserta didik dan guru membahas makna vocabulary yang telah disebutkan di video tersebut. 7. Guru mengamati dan membantu siswa memahami kosakata dan cerita Malin Kundang. 8. Peserta didik mendapatkan pertanyaan dari guru sebagai kegiatan literasi tentang video Malin Kundang. <ul style="list-style-type: none"> - <i>The meaning of word avoid is ...</i> - <i>The meaning of word battle is ...</i> - <i>The meaning of word bertemu is...</i> 9. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks cerita pendek Malin Kundang. 10. Icebreaking games kosakata 11. Guru memberikan <i>feedback</i> terhadap hasil bacaan siswa. 	<p>60'</p>
<p>Kegiatan Penutup</p>	<ol style="list-style-type: none"> 1. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa. 2. Guru memberi motivasi kepada peserta didik untuk penerapan materi hari ini di kehidupan sekolah 3. Guru menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya. 	<p>10'</p>

Pertemuan Ketiga

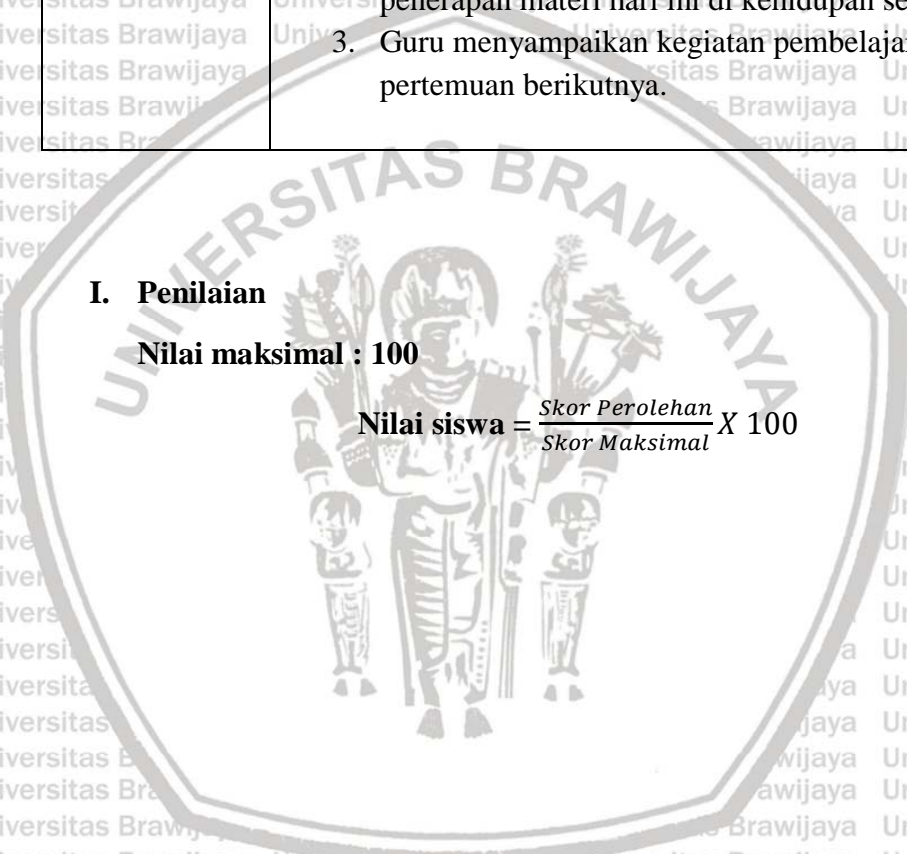
Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan tegur sapa 2. Guru mengucapkan syukur dan mengajak peserta didik berdoa 3. Guru memeriksa kehadiran siswa sebagai sikap disiplin 4. Guru menanyakan materi pertemuan sebelumnya 5. Guru menyampaikan kompetensi yang harus dicapai setelah pembelajaran 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pembelajaran yang akan dilakukan oleh peserta didik 	10'
Kegiatan Inti Pre-teaching activity Whilst-teaching activity	<ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang teks narrative kepada siswa guna untuk memberikan latarbelakang pengetahuan mengenai narrative teks agar siswa lebih mudah mencerna teks yang dijelaskan. 2. Guru membagikan teks Timun Emas untuk setiap siswa. 3. Guru mengarahkan siswa untuk membaca cerita tentang Timun Emas 4. Guru mengarahkan siswa untuk mengamati video cerita tentang Timun Emas 5. Guru menanyakan arti beberapa kosakata dalam cerita Timun Emas Peserta didik dan guru membahas makna vocabulary yang telah disebutkan di video tersebut. 6. Guru mengamati dan membantu siswa memahami kosakata dan cerita Timun Emas 7. Peserta didik mendapatkan pertanyaan dari guru sebagai kegiatan literasi tentang video <ul style="list-style-type: none"> - <i>Why Mother's Timun Emas gives four pouch?</i> - <i>What moral can we learn from this story ?</i> 8. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif Timun Emas 	60'

Post-teaching activity	9. Guru memberikan <i>feedback</i> terhadap hasil bacaan siswa. 10. Guru memberikan Post-Test kepada siswa 11. Guru memberikan Questionare kepada siswa	
Kegiatan Penutup	1. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa. 2. Guru memberi motivasi kepada peserta didik untuk penerapan materi hari ini di kehidupan sekolah 3. Guru menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.	10'

I. Penilaian

Nilai maksimal : 100

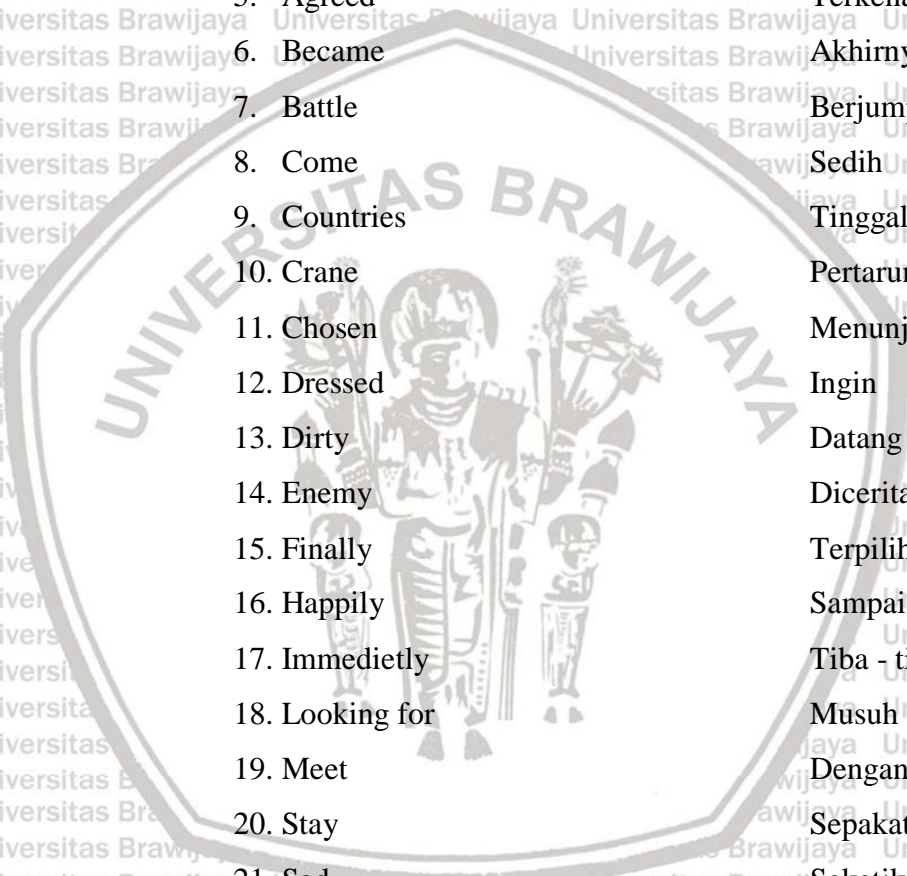
$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$



STUDENTS' WORKSHEET MEETING 1

A. Match the following words with the correct meaning . (in pair)

- | | |
|-----------------|--------------------|
| 1. Adopted | Menghindari |
| 2. Avoid | Menjadi |
| 3. Attached | Burung Bangau |
| 4. Arrived | Berdandan |
| 5. Agreed | Terkena |
| 6. Became | Akhirnya |
| 7. Battle | Berjumpa |
| 8. Come | Sedih |
| 9. Countries | Tinggal |
| 10. Crane | Pertarungan |
| 11. Chosen | Menunjukkan |
| 12. Dressed | Ingin |
| 13. Dirty | Datang |
| 14. Enemy | Diceritakan |
| 15. Finally | Terpilih |
| 16. Happily | Sampai |
| 17. Immedietyly | Tiba - tiba |
| 18. Looking for | Musuh |
| 19. Meet | Dengan Senang Hati |
| 20. Stay | Sepakat |
| 21. Sad | Seketika |
| 22. Suddenly | Mencari |
| 23. Showed | Diadopsi |
| 24. Told | Kumuh |
| 25. Want | Negara |



B. Translate the following words into Indonesian. (in pair)

1. Arrived

2. Agreed

3. Battle

4. Climbed

5. Cross

6. Chosen

7. Deep

8. Disguised

9. Enemy

10. Immediately

11. Invited

12. Lived

13. Looking for

14. Meet

15. Palace

16. Rejected

17. Sad

18. Stay

19. Stepsisters

20. Showed

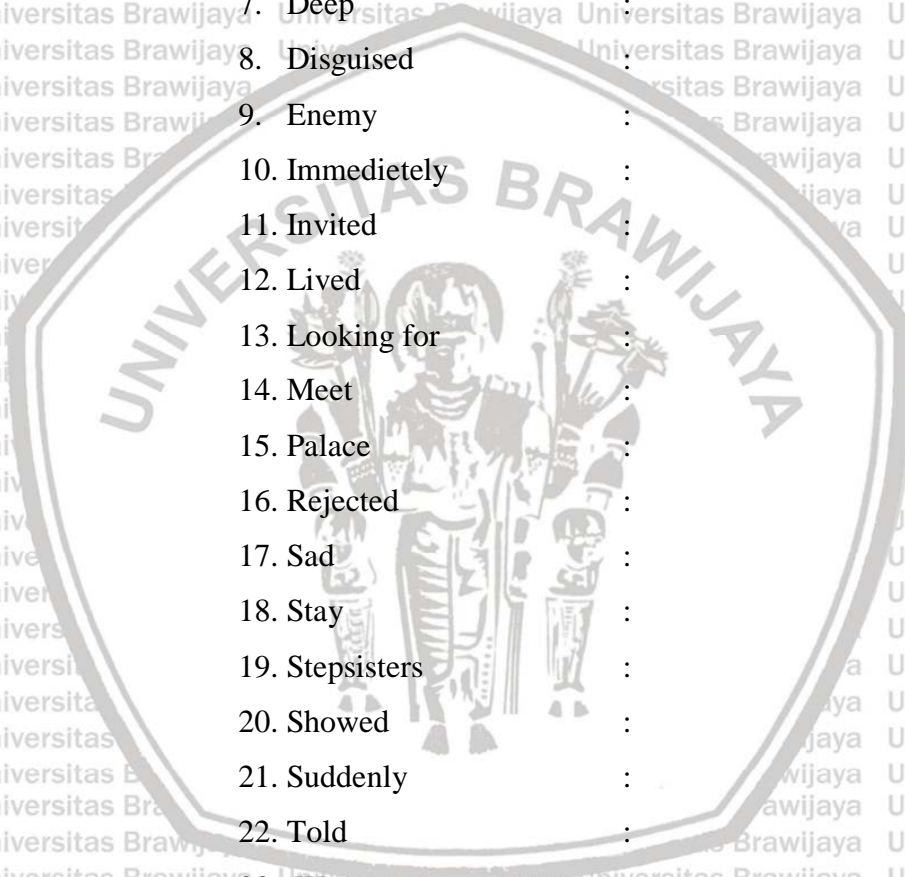
21. Suddenly

22. Told

23. Want

24. Whip

25. Wash



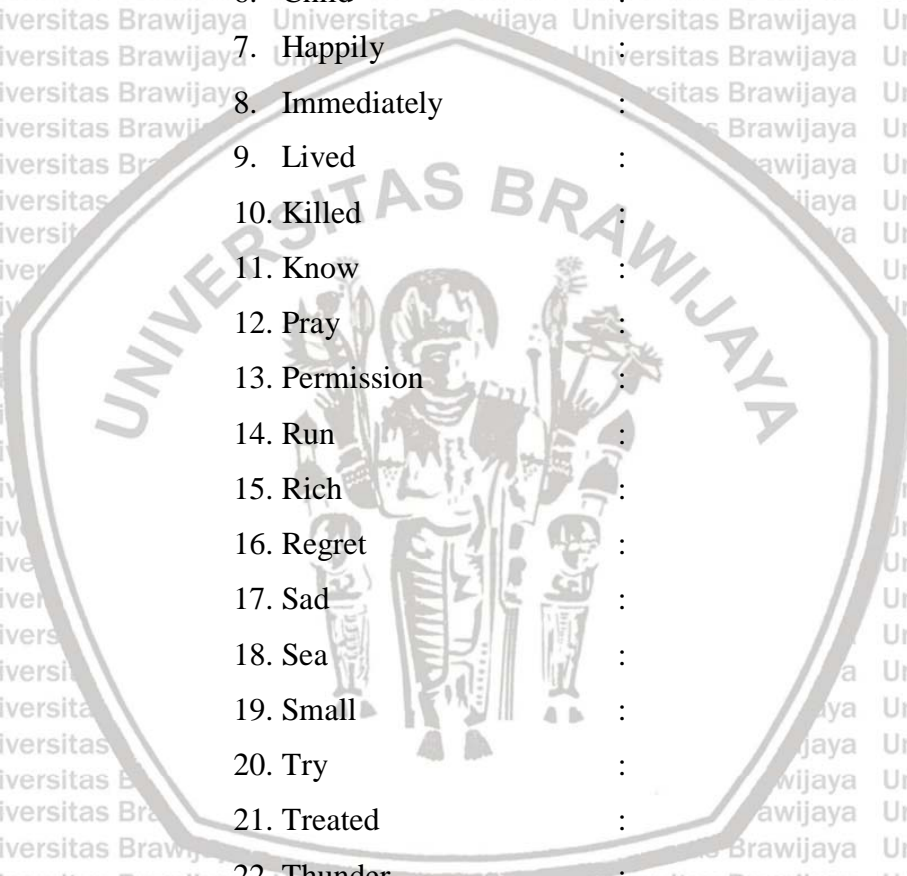
STUDENTS' WORKSHEET MEETING 2

A. Match the following words with the correct meaning.

- | | |
|-----------------|----------------------|
| 1. Abroad | Berdarah |
| 2. Afraid | Menangis |
| 3. Attack | Membunuh |
| 4. Bleeding | Kaya |
| 5. Bored | Tampan |
| 6. Became | Takut |
| 7. Child | Tiba-tiba |
| 8. Come | Besar |
| 9. Cry | Bekerja |
| 10. Hard | Terserang |
| 11. Handsome | Berimigrasi |
| 12. Immediately | Keras |
| 13. Killed | Laut |
| 14. Large | Istri |
| 15. Luckily | Bosan |
| 16. Migrated | Menjadi |
| 17. Money | Meninggalkan Rumah |
| 18. Nervous | Gugup |
| 19. Pray | Berdoa |
| 20. Promise | Datang |
| 21. Sea | Tinggal |
| 22. Stay | Berjanji |
| 23. Rich | Uang |
| 24. Wife | Anak |
| 25. Work | Dengan Keberuntungan |

B. Translate the following words into Indonesian :

1. Arrived
2. Ask
3. Attack
4. Bored
5. Cheerful
6. Child
7. Happily
8. Immediately
9. Lived
10. Killed
11. Know
12. Pray
13. Permission
14. Run
15. Rich
16. Regret
17. Sad
18. Sea
19. Small
20. Try
21. Treated
22. Thunder
23. Village
24. Want
25. Work



STUDENTS' WORKSHEET MEETING 3

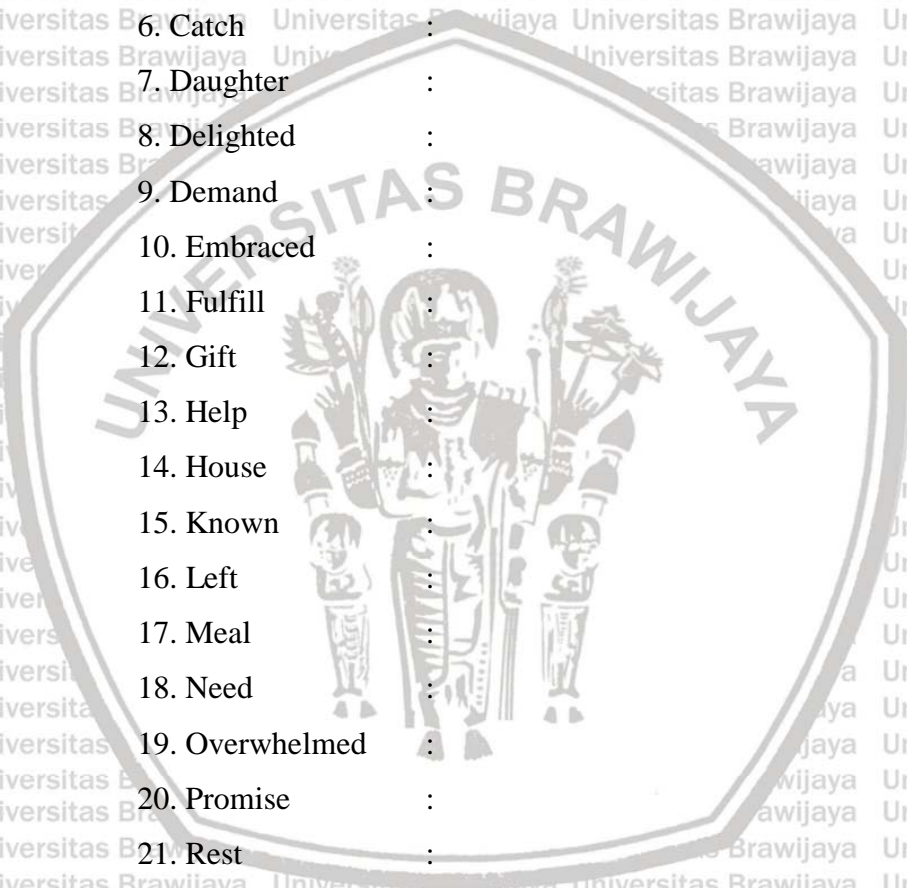
A. Match the following words with the correct meaning :

- | | |
|-----------------|------------------|
| 1. Advice | Harga |
| 2. Alone | Sendiri |
| 3. Beautiful | Dikenal |
| 4. Burn | Makanan |
| 5. Carefully | Disajikan |
| 6. Daughter | Janda |
| 7. Fulfill | Mengingat |
| 8. House | Terbakar |
| 9. Known | Membelah |
| 10. Lived | Pergi |
| 11. Love | Menyayangi |
| 12. Need | Berdoa |
| 13. Meal | Lumpur |
| 14. Mud | Dengan Hati-hati |
| 15. Overwhelmed | Kewalahan |
| 16. Pain | Membutuhkan |
| 17. Pray | Sakit |
| 18. Presented | Menasehati |
| 19. Price | Beristirahat |
| 20. Remember | Mengerikan |
| 21. Rest | Anak Perempuan |
| 22. Splitting | Tinggal |
| 23. Terrible | Memenuhi |
| 24. Went | Cantik |
| 25. Widow | Rumah |



B. Translate the following words into Indonesian :

- 1. Agreed :
- 2. Alone :
- 3. Became :
- 4. Burn :
- 5. Condition :
- 6. Catch :
- 7. Daughter :
- 8. Delighted :
- 9. Demand :
- 10. Embraced :
- 11. Fulfill :
- 12. Gift :
- 13. Help :
- 14. House :
- 15. Known :
- 16. Left :
- 17. Meal :
- 18. Need :
- 19. Overwhelmed :
- 20. Promise :
- 21. Rest :
- 22. Slow :
- 23. Struggled :
- 24. Threw :
- 25. Widow :



Answer Sheet !!

TIMUN EMAS'S STORY

A. Match the following words with the correct meaning . (in pair)

- | | |
|---------------------------------|------------------|
| 1. Advice (Menasehati) | Harga |
| 2. Alone (Sendiri) | Sendiri |
| 3. Beautiful (Cantik) | Dikenal |
| 4. Burn (Terbakar) | Makanan |
| 5. Carefully (Dengan hati-hati) | Disajikan |
| 6. Daughter (Anak perempuan) | Janda |
| 7. Fulfill (Memenuhi) | Mengingat |
| 8. House (Rumah) | Terbakar |
| 9. Known (Dikenal) | Membelah |
| 10. Lived (Tinggal) | Pergi |
| 11. Love (Menyayangi) | Menyayangi |
| 12. Need (Membutuhkan) | Berdoa |
| 13. Meal (Makanan) | Lumpur |
| 14. Mud (Lumpur) | Dengan Hati-hati |
| 15. Overwhelmed (Kewalahan) | Kewalahan |
| 16. Pain (Sakit) | Membutuhkan |
| 17. Pray (Berdoa) | Sakit |
| 18. Presented (Disajikan) | Menasehati |
| 19. Price (Harga) | Beristirahat |
| 20. Remember (Mengingat) | Mengerikan |
| 21. Rest (Beristirahat) | Anak Perempuan |
| 22. Splitting (Membelah) | Tinggal |
| 23. Terrible (Mengerikan) | Memenuhi |
| 24. Went (Pergi) | Cantik |
| 25. Widow (Janda) | Rumah |

B. Translate the following words into Indonesian :

1. Agreed : Disetujui
2. Alone : Sendiri
3. Became : Menjadi
4. Burn : Terbakar
5. Condition : Kondisi
6. Catch : Menangkap
7. Daughter : Anak Perempuan
8. Delighted : Gembira
9. Demand : Menuntut
10. Embraced : Memeluk
11. Fulfill : Memenuhi
12. Gift : Pemberian
13. Help : Menolong
14. House : Rumah
15. Known : Dikenal
16. Left : Meninggalkan
17. Meal : Makanan
18. Need : Membutuhkan
19. Overwhelmed : Kewalahan
20. Promise : Berjanji
21. Rest : Beristirahat
22. Slow : Pelan
23. Struggled : Berjuang
24. Threw : Membuang
25. Widow : Janda

ANDE ANDE LUMUT'S STORY

A. Match the following words with the correct meaning . (in pair)

- | | |
|----------------------------------|--------------------|
| 26. Adopted (Adopsi) | Menghindari |
| 27. Avoid (Menghindari) | Menjadi |
| 28. Attached (Pertarungan) | Burung Bangau |
| 29. Arrived (Sampai) | Berdandan |
| 30. Agreed (Sepakat) | Terkena |
| 31. Became (Menjadi) | Akhirnya |
| 32. Battle (Pertarungan) | Berjumpa |
| 33. Come (Datang) | Sedih |
| 34. Countries (Negara) | Tinggal |
| 35. Crane (Burung bangau) | Pertarungan |
| 36. Chosen (Terpilih) | Menunjukkan |
| 37. Dressed (Berdandan) | Ingin |
| 38. Dirty (Kumuh) | Datang |
| 39. Enemy (Musuh) | Diceritakan |
| 40. Finally (Akhirnya) | Terpilih |
| 41. Happily (Dengan Senang Hati) | Sampai |
| 42. Immedietly (Tiba-tiba) | Tiba - tiba |
| 43. Looking for (Mencari) | Musuh |
| 44. Meet (Berjumpa) | Dengan Senang Hati |
| 45. Stay (Tinggal) | Sepakat |
| 46. Sad (Sedih) | Seketika |
| 47. Suddenly (Seketika) | Mencari |
| 48. Showed (Menunjukkan) | Diadopsi |
| 49. Told (Diceritakan) | Kumuh |
| 50. Want (Ingin) | Negara |

B. Translate the following words into Indonesian. (in pair)

26. Arrived : Sampai
27. Agreed : Sepakat
28. Battle : Pertarungan
29. Climbed : Menaiki
30. Cross : Menyeberang
31. Chosen : Terpilih
32. Deep : dalam
33. Disguised : Disamarkan
34. Enemy : Musuh
35. Immediately : Seketika
36. Invited : Diundang
37. Lived : Tinggal
38. Looking for : Mencari
39. Meet : Bertemu
40. Palace : Istanah
41. Rejected : Ditolak
42. Sad : Sedih
43. Stay : Tinggal
44. Stepsisters : Saudara Tiri
45. Showed : Menunjukkan
46. Suddenly : Tiba-tiba
47. Told : Diceritakan
48. Want : Ingin
49. Whip : Cambuk
50. Wash : Mencuci



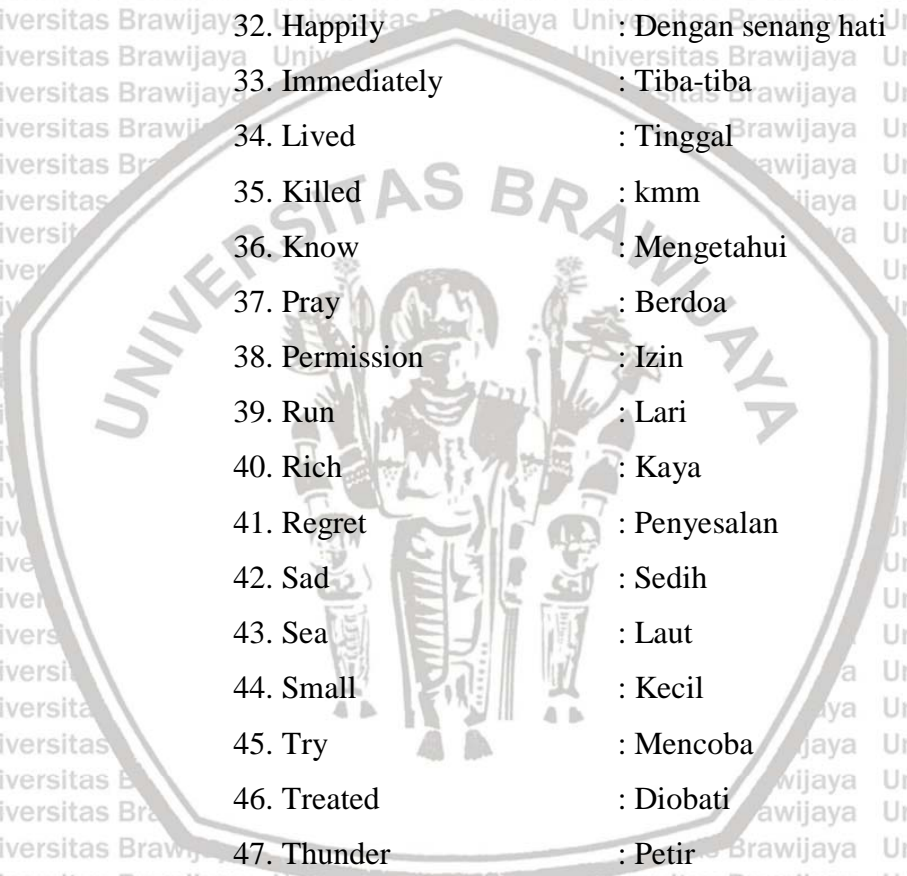
MALINKUNDANG'S STORY

A. Match the following words with the correct meaning.

- | | |
|------------------------------------|--------------------|
| 26. Abroad (Meninggalkan Rumah) | Berdarah |
| 27. Afraid (Takut) | Menangis |
| 28. Attack (Terserang) | Membunuh |
| 29. Bleeding (Berdarah) | Kaya |
| 30. Bored (Bosan) | Tampan |
| 31. Became (Menjadi) | Takut |
| 32. Child (Anak) | Tiba-tiba |
| 33. Come (Datang) | Besar |
| 34. Cry (Menangis) | Bekerja |
| 35. Hard (Keras) | Terserang |
| 36. Handsome (Tampan) | Berimigrasi |
| 37. Immediately (Tiba-tiba) | Keras |
| 38. Killed (Dibunuh) | Laut |
| 39. Large (Besar) | Istri |
| 40. Luckily (Dengan Keberuntungan) | Bosan |
| 41. Migrated (Berimigrasi) | Menjadi |
| 42. Money (Uang) | Meninggalkan Rumah |
| 43. Nervous (Gugup) | Gugup |
| 44. Pray (Berdoa) | Berdoa |
| 45. Promise (Berjanji) | Datang |
| 46. Sea (Laut) | Tinggal |
| 47. Stay (Tinggal) | Berjanji |
| 48. Rich (Kaya) | Uang |
| 49. Wife (Istri) | Anak |
| 50. Work (Bekerja) | Keberuntungan |

B. Translate the following words into Indonesian :

- | | |
|-----------------|----------------------|
| 26. Arrived | : Sampai Tujuan |
| 27. Ask | : Meminta |
| 28. Attack | : Terserang |
| 29. Bored | : Bosan |
| 30. Cheerful | : Ceria |
| 31. Child | : Anak |
| 32. Happily | : Dengan senang hati |
| 33. Immediately | : Tiba-tiba |
| 34. Lived | : Tinggal |
| 35. Killed | : kmm |
| 36. Know | : Mengetahui |
| 37. Pray | : Berdoa |
| 38. Permission | : Izin |
| 39. Run | : Lari |
| 40. Rich | : Kaya |
| 41. Regret | : Penyesalan |
| 42. Sad | : Sedih |
| 43. Sea | : Laut |
| 44. Small | : Kecil |
| 45. Try | : Mencoba |
| 46. Treated | : Diobati |
| 47. Thunder | : Petir |
| 48. Village | : Desa |
| 49. Want | : Ingin |
| 50. Work | : Bekerja |



Appendix 6 Transkrip of Interview

Appendix 7. Questionnaire Toward Students

KUESIONER SISWA

Nama : Petyabila Azzahra Pribadi

Kelas : 9E

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan.
2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

Pertanyaan

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
2. Apakah film yang Anda tonton menarik ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ?

<input checked="" type="checkbox"/> Ya	b. Tidak
Karena <u>I like</u>	
5. Apakah bahasa yang digunakan pada film mudah dipahami?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ?

<input checked="" type="checkbox"/> Ya	b. Tidak
Karena <u>I like</u>	

Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year of 2017

KUESIONER SISWA

Nama : SALSABILA DEWI

Kelas : GE

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan.
2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

Pertanyaan

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media?
 - a. Ya
 - b. Tidak
2. Apakah film yang Anda tonton menarik ?
 - a. Ya
 - b. Tidak
3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ?
 - a. Ya
 - b. Tidak
4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ?
 - a. Ya
 - b. Tidak

Karena saya suka film
5. Apakah bahasa yang digunakan pada film mudah dipahami?
 - a. Ya
 - b. Tidak
6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film?
 - a. Ya
 - b. Tidak
7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek?
 - a. Ya
 - b. Tidak
8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ?
 - a. Ya
 - b. Tidak
9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ?
 - a. Ya
 - b. Tidak

Karena suka dan film bagus

Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year of 2017



KUESIONER SISWA

Nama : Rizwaneg - 1925194

Kelas : 9E

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan.
2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

Pertanyaan

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media?
 a. Ya b. Tidak
2. Apakah film yang Anda tonton menarik ?
 a. Ya b. Tidak
3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ?
 a. Ya b. Tidak
4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ?
 a. Ya b. Tidak
 Karena mudah dipahami dan tidak terlalu banyak dialog.
5. Apakah bahasa yang digunakan pada film mudah dipahami?
 a. Ya b. Tidak
6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film?
 a. Ya b. Tidak
7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek?
 a. Ya b. Tidak
8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ?
 a. Ya b. Tidak
9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ?
 a. Ya b. Tidak
 Karena saya benar-benar menyukai.....

Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year of 2017

KUESIONER SISWA

Nama : Majnah Ulin Madhroh

Kelas : 9E

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan.
2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

Pertanyaan

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
2. Apakah film yang Anda tonton menarik ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------

Karena Saya Suka.....
5. Apakah bahasa yang digunakan pada film mudah dipahami?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------
9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ?

<input checked="" type="checkbox"/> Ya	b. Tidak
--	----------

Karena Lebih menarik.....

Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year of 2017



KUESIONER SISWA

Nama : *Mariska A.F*

Kelas : *0E*

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan.
2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan mempengaruhi nilai Bahasa Inggris Anda.

Pertanyaan

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media?
 Ya b. Tidak
2. Apakah film yang Anda tonton menarik ?
 Ya b. Tidak
3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ?
 Ya b. Tidak
4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ?
 Ya b. Tidak
 Karena
5. Apakah bahasa yang digunakan pada film mudah dipahami?
 Ya b. Tidak
6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film?
 Ya b. Tidak
7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek?
 Ya b. Tidak
8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ?
 Ya b. Tidak
9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ?
 Ya b. Tidak
 Karena *Mudah dipahami*

Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year of 2017

Appendix 8. Example of Pre-test toward Students

Appendix 9. Transkrip Pre-test score

Number	Name	Score Pre-test
1.	A.R.A	70
2.	A.W.D	68
3.	A.A	50
4.	A.S.B	50
5.	A.C.D.M	50
6.	A.P.N.A	40
7.	A.A.M	56
8.	A.Z.A.P	76
9.	B.N	30
10.	F.A	36
11.	F.N.M	56
12.	I.B	50
13.	K.R.F.C.N	92
14.	L.D.P	50
15.	M.A.F	56
16.	M.S.M	42
17.	M.A.A	58
18.	N.U.N	70
19.	N.Y.A	88
20.	P.G.N.G	92
21.	Q.S	72
22.	R.A.K	76
23.	R.A.P	88
24.	R.T.C	1
25.	S.D.U.R	78
26.	S.D.N	30
27.	S.A	50
28.	V.M.M.I	30
29.	W.P	76
30.	Z.A.C	74

Appendix 10. Example of Pre-test toward Students

Appendix 11. Transkrip Post-test score

Number	Name	Score Post-test
1.	A.R.A	95
2.	A.W.D	88
3.	A.A	88
4.	A.S.B	94
5.	A.C.D.M	96
6.	A.P.N.A	96
7.	A.A.M	88
8.	A.Z.A.P	88
9.	B.N	62
10.	F.A	60
11.	F.N.M	88
12.	I.B	78
13.	K.R.F.C.N	96
14.	L.D.P	42
15.	M.A.F	88
16.	M.S.M	90
17.	M.A.A	60
18.	N.U.N	72
19.	N.Y.A	82
20.	P.G.N.G	84
21.	Q.S	96
22.	R.A.K	88
23.	R.A.P	96
24.	R.T.C	I
25.	S.D.U.R	88
26.	S.D.N	64
27.	S.A	88
28.	V.M.M.I	72
29.	W.P	80
30.	Z.A.C	76

Appendix 12. Foto Kegiatan



Picture 1. The students are watching folktale movie about Malin Kundang



Picture 2. The students have do the worksheet

Appendix 13. Letter of Introduction



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : 0219 /UN10.F12/PN/2020
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

28 JAN 2020

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Malang
Jl. Jl. Veteran 19 Malang, Ketawanggede, kec. Lowokwaru, Kota Malang. Jawa Timur 65145

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, maka kami mohon dengan hormat agar mahasiswa kami diperkenankan melaksanakan kegiatan penelitian di SMP Negeri 10 Malang, pada tanggal 3 Februari - 3 Maret 2020:

Nama : Ananda Fitriani Putri
NIM : 165110507111033
Semester : VIII (Delapan)
Program studi : S1 Pendidikan Bahasa Inggris

Untuk diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

UTILIZING SHORT STORY MOVIE TO ENHANCE VOCABULARY FOR EIGHTH GRADERS AT SMPN 10 MALANG

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Tembusan:
1. SMP Negeri 10 Malang



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
 Jalan Veteran Malang 65145, Indonesia,
 Telp. +62341- 575875, Fax. +62341- 575822
 E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Nomor : 0188 /UN10.F12/PN/2020
 Lampiran : 1 (satu) lembar
 Hal : Permohonan Ijin Penelitian

Yth. SMPN 10 Malang
 Jl. Mayjend Sungkono No. 57

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Ananda Fitriani Putri
 NIM : 165110507111033
 Semester : VIII (Delapan)
 Program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

UTILIZING SHORT STORY MOVIE TO ENHANCE VOCABULARY FOR EIGHTH GRADERS AT SMPN 10 MALANG

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.


 Prof. Dr. Agus Suman, SE., DEA
 NIP. 196006151987011001



Surat Pernyataan

Yang bertandatangan di bawah ini,

Nama : Ananda Fitriani Putri
 NIM : 165110507111033
 Semester : VIII (Delapan)
 Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

UTILIZING SHORT STORY MOVIE TO ENHANCE VOCABULARY FOR EIGHTH GRADERS AT SMPN 10 MALANG

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Mengetahui,
Pembimbing Skripsi

Irene Nany Kusumawardani, M.Li.
NIP. 850204 11 3 2 0010

23 Januari 2020
Yang membuat pernyataan,



Ananda Fitriani Putri
165110507111033



Appendix 14. Letter of Acceptance



PEMERINTAH KOTA MALANG DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
Malang Kode Pos : 65145

REKOMENDASI

Nomor : 074 / 0103/ 35.73.401 / 2020

Menindaklanjuti surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya tanggal 28 Januari 2020 Nomor 0219/UN10.F12/PN/2020 Perihal : Izin Penelitian, maka dengan ini Dinas Pendidikan dan Kebudayaan Kota Malang memberi ijin untuk melaksanakan kegiatan dimaksud kepada Saudara :

1. Nama : Ananda Fitriani Putri
2. NIM : 165110507111033
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Bahasa Inggris
5. Tempat Pelaksanaan : SMPN 10 Malang
6. Waktu Pelaksanaan : 3 Februari s.d 3 Maret 2020
7. Keperluan : Utilizing Short Story Movie To Enhance Vocabulary For Eighth Graders At SMPN 10 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya Kepala Bidang Pembinaan Pendidikan Dasar dan Kepala SMPN 10 Malang
2. Tidak mengganggu kegiatan;
3. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian;
4. Menjaga perilaku dan mentaati tata tertib yang berlaku pada lembaga tersebut di atas;
5. Mentaati ketentuan peraturan perundang-undangan;
6. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan dan Kebudayaan Kota Malang.

Demikian untuk menjadikan periksa.

Malang, 30 Januari 2020

PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN DAN KEBUDAYAAN,
Kepala Bidang Pembinaan Pendidikan Dasar

SITI RATNAWATI, SH.M.Pd
NIP.19660413 199212 2 001

Tembusan :

Yth Sdr.

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Malang (Sebagai Laporan)
2. Kepala SMPN 10 Malang
3. Dekan Fakultas Ilmu Budaya Universitas Brawijaya
4. Yang bersangkutan

Appendix 15. Berita Acara Bimbingan Skripsi

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI

UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA



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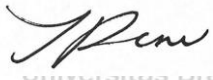


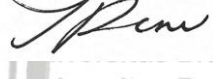


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6. Tanggal Mengajukan : 24 September 2019
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12.	7 April 2020	Revisi Bab I II III IV V	Irene Nany Kusumawardani, S.Hum., M.Li.	

13.	14 April 2020	Revisi Bab I II III IV V	Irene Nany Kusumawardani, S.Hum., M.Li.	
14.	16 April 2020	ACC Semhas	Irene Nany Kusumawardani, S.Hum., M.Li.	
15.	8 Mei	Revisi Bab I II III IV V	Irene Nany Kusumawardani, S.Hum., M.Li.	
16.	16 Juni 2020	Revisi Bab I II III IV V	Irene Nany Kusumawardani, S.Hum., M.Li.	
17.	18 Juni 2020	ACC Sidang Skripsi	Irene Nany Kusumawardani, S.Hum., M.Li.	
18.	8 Juli 2020	Revisi Bab I II III IV V	Irene Nany Kusumawardani, S.Hum., M.Li.	
19.	27 Juli 2020	ACC penjilidan	Irene Nany Kusumawardani, S.Hum., M.Li.	

Telah dievaluasi dan diuji dengan nilai :

B+

Mengetahui

Ketua Jurusan Pendidikan Bahasa

Malang, 27 Juli 2020

Dosen Pembimbing



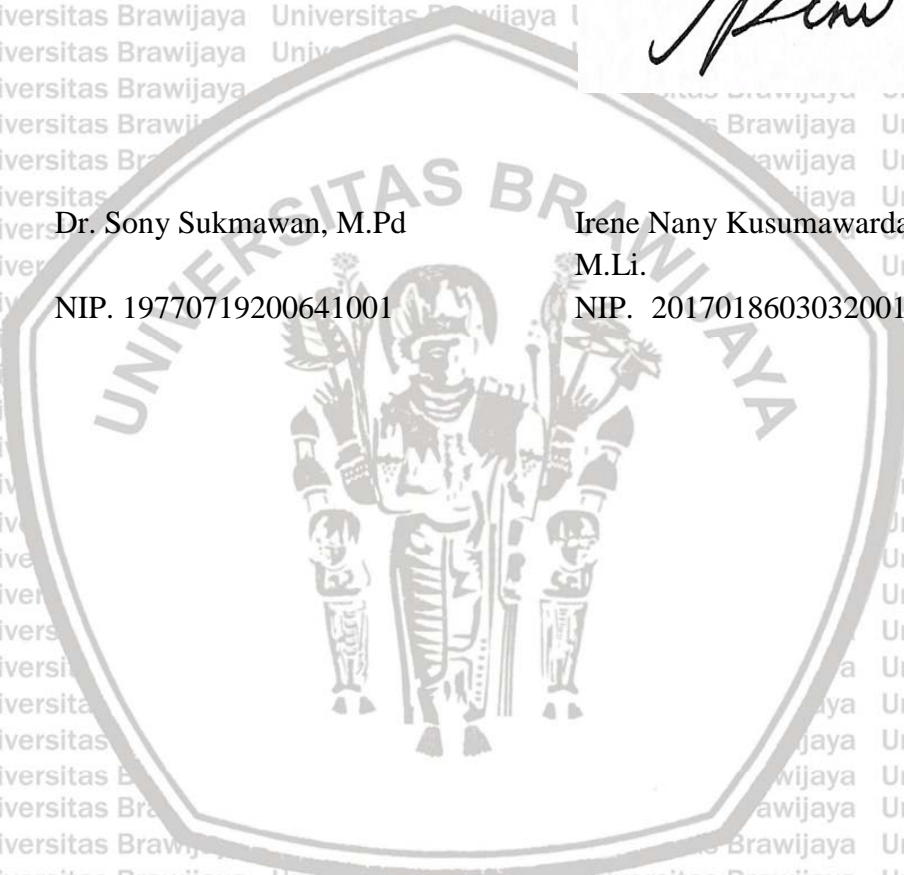
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Dengan ini menyatakan bahwa skripsi Sarjana atas nama **A N A N D A FITRIANI PUTRI** telah disetujui untuk mendapatkan gelar *Sarjana Pendidikan*.



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