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Presented to Universitas Brawijaya in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava ACKNOWLEDGEMENT Universitas ^BThe word Alhamdulillah the researcher addresses wholeheartedly onto ^{Java} Allah the Almighty God for His blessings. The researcher would love to say thank awijaya you to parents and big families who are never tired of supporting in finishing this undergraduate thesis. The researcher never forgets to say thank youl to brother and awijaya awijaya sisters Putra, Lia and Lusia for supporting and motivating them to finish this thesis. awijaya awijaya The researcher would love to express the excruciating gratefulness to all awijaya Unive lecturers of English Language Education Program for giving the guidance and lava awijaya inspiration. The guidance of the lecturers Mrs. Irene Nany Kusumawardani, awijaya Unive S.Hum., M.Li. and Mrs. Alies Poetri Lintangsari, S.S., M.Li who U led s me B to ava awijaya awijaya accomplishing this thesis. The inspiring lecturers Mrs. Ive emaliana and Mrs. awijaya Unive Iswahyuni who introduced and involved me to some opportunities. niversitas Brawijaya awijaya awijaya awijaya Also I would like to say thank you to the principal of SMP Negeri 10 Malang awijaya and also English Teacher who has provided science and experience in teaching. The awijaya awijaya researcher would like to express the precious thanks to keluarga cemara (Ricky, awijaya

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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 Brawijava. as Brawijaya Supervisor: Irene Nany Kusumawardani, S.Hum., M.Li. Unive Most of the students are struggling in mastering vocabulary affected by various java U factors such as internal and external factors. There are several internal factors such as java U some students were misbehavior. They did other things during the English class like java U talking to each other, scrolling social media on phone, playing a game on the phone, u and doing other homework. While external factors were specifically referring to the U teaching method that the teacher applied. The teacher used the direct method in java teaching. With full English as the medium of instructions, apparently, the students were lava 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. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Urthis technique encourages students to be more active and takes the challenge they never lava did before. So, teaching vocabulary through the movie as media is appropriate and effective to be used in improving students' vocabulary mastery. Universitas Brawijava Universitas Brawijava Ilniversitas Brawijava Ilniversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bravijava ABSTRAK Universitas Brawijaya Ananda Fitriani Putri 2020., Memanfaatkan film cerita rakyat untuk meningkatkan kosakata bagi siswa kelas sembilan di SMP Negeri 10 Malang. U Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya, awilaya U Supervisor: Irene Nany Kusumawardani, S.Hum., M.Li, Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Sebagian besar siswa berjuang dalam menguasai kosa kata vang dipengaruhi oleh berbagai faktor seperti faktor internal dan eksternal. Ada beberapa faktor internal seperti beberapa siswa yang berkelakuan buruk. Mereka melakukan halhal lain selama kelas bahasa Inggris seperti berbicara satu sama lain, menggulir media U 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 U 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 Pascates), 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 u dan mengalami proses belajar kosa kata yang menyenangkan. Jawa Universitas Brawijaya Universitas BPeneliti menyimpulkan bahwa mengajar kosa kata dengan menggunakan jaya 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 ava

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CHAPTER 1 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.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava awiiava 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 awijaya motives of this limitation derives from the lack exposure to the Target Language. awiiava According to Rohmatillah (2014), students are mostly having difficulties in awijava 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 awijaya awijaya Universe vocabulary. In line with Zhihong (2000) states that without sufficient vocabulary, lava awijaya awijaya awijaya one cannot communicate or express, one cannot communicate or express ideas iversitas Brawijaya awijaya awijaya effectively. In others words, when students do not have adequate amount of awijaya awiiava vocabulary, they cannot communicate with each other and express their ideas well. awijaya awijava Learning and teaching vocabulary are greatly significant in learning a language awijaya awijaya because by acquiring sufficient vocabularies, a student is easier to understand the awijaya Univergrammar rules of language and then be able to communicate properly. awiiava Universities Based on the observation, the students are always asked taking notes while lave awijaya Universitas Brawijaya Unive the teacher is lecturing then in the end of meeting the students are given assignment. Universitas Brawijava Universitas Brawijava There are no games or other teaching technique presented by the teacher that can awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive trigger students' interest in learning English. Some students were misbehaviour. awiiava Unive They did other things during the English class like talking to each other, scrolling lava social media on phone, playing game on phone, and doing other homework. So, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya based on the observation, students tend to get bored and do not have full attention Universitas Brawijaya awijaya Il niversitas Rrawijava Il niversitas Rrawijava 2 Iniversitas Rrawijava Il niversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava 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, awijaya they did not understand the meaning of words because of the limitations of sources awijaya of information about words. The students also likely forgot words quickly because awijaya 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 awijaya awijaya that made the students did not understand the instruction of the teacher in doing ave awijaya awijaya learning activity. awijaya awijaya awijaya The teacher confirmed that the students faced difficulty in communication awijaya and could not chose word properly in arranging sentence. To boost students awijaya 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

awijaya awijaya 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 awijaya awijaya can deliver the material well that make students' motivation increase, decrease awijaya awijaya opportunities for misbehavior in the class, and helps students had better awijaya Universitanding in the material. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Internal and external give big influence related to difficulties in learning English Vocabulary. Internal factor here means that factors inside the students Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava awiiava 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 awijaya outside students that influence them in learning English vocabulary. Those are time, awiiava awijaya frequency of learners contact with the language, and the number of students in the classroom. awijaya awijaya Universitian Mastering the use of words is the key to understanding and being awijaya awijaya understood. Considering the importance of vocabulary competence, it is better to awijaya awijaya introduce vocabulary to the students using ICT especially movie. It helps them awijaya awijaya know the meaning and the usage of vocabulary lively. In line with Harmer (2007) awijaya states that the teacher should see technology as tools to help them in whatever the awijaya 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 awiiava awijaya 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. ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Therefore, the researcher considers video or movie as an interesting technology tool awijaya awijaya with which can be used to improve the students' vocabulary and stusents' interest Universitas Brawijaya 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 Ilniversitas Brawijava Universitas Brawijava ⁴ Iniversitas Brawijava Universitas Brawijava

awijava 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 **Brawijava Universitas Brawijava** 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 awiiava increasing their interests in learning English and also enriching their vocabulary. niversitas Brawijaya Universitas Brawijaya Universitas Hamral (2018) states that using folktales or storytelling as media in Universitas Brawijaya awijaya awiiava language learning is an alternative way to create pleasure and minimum pressures awijaya in Teaching English as Foreign Language. Besides containing moral and cultural awijaya awijaya value they are useful for developing cognitive and academic skills as well (Tayler. awiiava 2000). Therefore it plays important role in teaching and learning process since it awijaya creates the atmosphere to provide comprehensible input as noted by Krashen (1978) awijaya 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. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava awijaya 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 folktale explicitly. However, to understand the meaning of the paragraph, the students admit having difficulty in mastering vocabulary in narrative text and do not have Ilniversitas Brawijava Ilniversitas Brawijava 5 Iniversitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava motivation to read. Thus, the researcher attempts to enhance the vocabulary mastery using ICT especially folktale movie. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya This research uses two previous studies to support. The First is utilizing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya movies in teaching and learning narrative text of tenth grade at SMAN 1 Turen by niversitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Ira Febriana (2018). This study employed experimental study. This study attempted versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava to know whether the short story has effect toward the students' vocabulary mastery iversitas Brawijaya Universitas Brawijaya 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 similiraty 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 Ilniversitas Brawijava Ilniversitas Brawijava 6 Iniversitas Brawijava

awijaya awijaya awijaya research, researcher uses classroom action research method due to improve in the Universitas Brawijaya activities of enhancing vocabulary for student by folktale movie as media. awijaya Univer 1.2 The Problem of the Study awijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universite Based on the backround the researcher formulates the problem of the study "lava awijaya awijaya How can folktale movies enhance students' vocabulary mastery of the ninth of SMP awijava vijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Pro awijaya Negeri 10 Malang in the academic year of 2019/2020?". awijaya awijaya 1.3 The Objective of the Study awijaya awijaya awijaya awijaya Based on the problem statement above, the researcher has the following Universitas Brawijaya awijaya awijava objective "To find out how the implementation of using folktale to enhace students" awijaya awijaya vocabulary mastery of the ninth of SMP Negeri 10 Malang in the academic year of awijaya awijaya 2019/2020". awijaya awijaya 1.4 Scope and Limitation of the Study awijaya awijaya awijaya Based on the identifications of the problem above, it is very important for awijaya awiiava the researcher to limit the problem. This research will focus on the improvement of awijaya awijaya students' vocabulary mastery on content words (nouns, verbs, adverbs and awijaya awijaya adjectives) and students in learning vocabulary through movie. awijaya awijaya Univer 1.5 Significant of the Study Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universit The students are able to understand their own weaknesses and strengths in lava awijaya awijaya Unive learning English. They will try to find other way to enhance their strength and Unive reduce their weakness in learning English. niversitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Ilniversitas Brawijava

awijaya awijaya awiiava University 1. Teacher Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya also useful for the teacher. It will help the teacher to identify the students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive difficulties in learning vocabulary. Universitas Brawijaya Universitas Brawijaya awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Dowijaya Universitas Brawijaya awijaya Unive 2. Students lava awijaya awijaya It is expected that the result will give motivation to the students to enrich their awijaya awijaya vocabulary through movies as media. awijaya hi awijaya awijaya Iniversitas Brawijava awijava Univ 3. School awijaya awijaya It is expected that the information of the result will be very useful for getting awijaya awijaya success in the teaching learning process, so the quality of the teaching learning awijaya awijaya process can be increased. The result of the research is also hoped to motivate awijaya awijaya students to enhance their vocabulary in English lessons. awijaya awijaya 1.6 Definition of Key Term awiiava awijaya awijaya awijaya Universit To give an explanation, the writer gives the definition of key terms of this Universitas Brawijaya awijaya awijaya research as follows : awijaya awijaya Unive 1. Vocabulary awijaya awijaya Universita Vocabulary that is the most awijaya is one of the language system components important to learn. awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Univer2. Vocabulary Mastery rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University vocabulary mastery is defined as the ability of the students to take over English awijaya Univer vocabulary comprehensively. It means that the students should know the meanings awijaya awijaya Univer of the words through the context gives in the text. Brawijava awijava Universitas Brawijaya Universitas Powijaya Universitas Brawijaya awijaya awijaya 3. Folktale Movie awijaya Universitas awijaya awijaya Universitas B Folktale movies are one of the ICT that can be used to teach vocabulary in Java awijaya awijaya Unive the movie. Folktale movie gives a combination of the cultural tradition of folklife awijaya awijaya and modern visualization presented as a source of idea. Folktale movies used in this iversitas Brawijaya awijaya awijaya research comprise Timun Mas, Malin Kundang, and Ande-Ande Lumut. Firstly, awijaya awijaya folktale movie Timun mas originate from Central Java. The story tells of a widow awijaya awijaya who wants to have a child. Secondly, folktale movie Malin Kundang originate from awijaya niversitas Brawijaya awijaya West Sumatra. The story tells of a child is perfidious to parents. Hereafter, folktale awijaya awijaya movie Ande-Ande Lumut originate from East Java. The story tells of a husband awiiava A 5. awijaya struggles to find his missing wife. awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya

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Universitas Bravijava Universitas Bravijava Universitas Bravijava **REVIEW OF RELATED LITERATURE** Universitas Brawijaya Universitas Brawijaya This chapter presents some related information about topic the study. It is intended to provide some theoretical concepts and the previous study which could awijaya awijaya support this research. awijava **Bawijaya Universitas Brawijaya** awiiava awijaya 2.1 Vocabulary awiiava awijaya University The researcher discusses completely about definition of vocabulary, Kinds of awijaya awijaya Unive vocabulary, The importance of vocabulary, The way how to improve vocabulary. awijaya awijaya it will be explained in the following section. Iniversitas Brawijava awijaya Univ awijaya awijaya **Definition of vocabulary** 2.1.1 awijaya awiiava awijaya Vocabulary can not be outcast from the language. There are some awijava awijaya definitions of vocabulary proposed by linguist experts, Nunan (1999, p.101) said niversitas Brawijaya awijaya awijaya that vocabulary is a list of a target of language learning. Hatch and Brown (1995, awiiava p.1) stated that vocabulary is a list of words for a particular language that individual awijaya speakers of a language might use. Since vocabulary is a list, the only system awijaya involved is alphabetical order in the dictionary. Here, vocabulary is written in awijaya alphabetical order in a dictionary based system or rule of a foreign language. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit Furthermore, McWhorter (1989, p.311) said that vocabulary means an ability awijaya to recognize individual words and to connect meaning with the particular Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya combination of letters that forms a word. In word, vocabulary is the competence or Universitas Brawijava Universitas Brawijava Universitas Brawijava skill in recognizing a word or represent, either a physical object or an idea. Harmer Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Rrawijava Universitas Rrawijava¹⁰niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya (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 Thombury (2002, p.13) states that 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. awijaya awijaya Richards and Renandya (2002, p.225) even reveal that vocabulary is a component awijava awijaya of language proficiency and provides much of the basis for how well learners awijaya awijaya niversitas Brawijaya speak, listen, read and write. awijaya awijaya Univer2.1.2 awijaya **Kinds of vocabulary** Universit awijaya awijaya There are some of the various vocabularies that are a vocabulary that means awijaya awijava both a list of words and the range of words known by any person. According to awijaya awijaya awijaya Judy (2007), there are four types of vocabulary, there are : awijaya awijaya Reading vocabulary is a passive vocabulary. It means that the words awijaya understood by the readers when they read a written text. They also awijaya awijaya awijaya understand a word's spelling, the meaning and the proper in meaning of the awijaya Universit context. awijaya awijaya Jniversit Listening Vocabulary is also a passive type of vocabulary. The listener is able awijaya awijaya to link the word being spoken to their meaning. Listening vocabulary are the awijaya awijaya ersitas Brawijaya words that listeners hear and understand. awijaya ersitas Brawijaya awijaya awijaya 3. Speaking Vocabulary is vocabulary that the speakers use when we speak. awijaya 4. Writing vocabulary is the word we can recover when writers write to express Universitathemselves. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava 2.1.3 The importance of vocabulary Universitian BV ocabulary is central to English language teaching because without Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sufficient vocabulary students cannot understand others or express their own ideas. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya In line with Richard & Renandya (2000:18), vocabulary is a core component of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya language proficiency and provides much of the basis for how well learners speak, versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya awiiava listen, read, and write. If the learners have enough vocabulary, it makes iteasier to awijaya versitas Brawijaya Universitas Brawijaya awiiava know the meaning of what they listen and read. And on the other hand the learners awijaya awijaya could improve their ability in English since a great number of words are needed for awijaya awijaya the real language use if they have an extensive vocabulary awijaya awijava An extensive vocabulary helps learners share their thoughts and feelings awijaya awijaya awijaya with others more effectively. An extensive vocabulary is also central to reading awijava comprehension. The larger a reader's vocabulary, the easier it is for learners to awijaya awijaya Unive understand the meaning of the text (National Reading Panel 2000). It shows that awijaya awijaya awijaya Universe vocabulary is important to understand what they read or feel indirectly through any awijaya awiiava Unive reading, hearing or feeling. awijaya Universitas Cahyono (2011, p.127) says that vocabulary is one of the language ava awijaya Unive components that need to be mastered by the learners when they are studying awiiaya awijaya English. The learners will have difficulties to know the meaning of language awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive without having enough vocabulary. It can be concluded that vocabulary is a element java awijaya awijaya Unive or component of foreign language especially English that must be mastered by java awijaya Unive learners, because without sufficient vocabulary and extensive vocabulary, learners university will have difficulties to learn English. If the learners understand the meaning of a Universitas Brawijaya awijaya Ilniversitas Rrawijava Universitas Rrawijava 12 niversitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava text or they reach by mastered vocabulary. It makes them can speak, write, read, and understand English easily. The universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita 2.1.4 Factors Influencing Difficulties in Vocabulary Learning ersitas Brawlaya awijaya Universitas Brawijaya Universitas Brawijaya University Nyikos & Fan (2007) mention that vocabulary learning is influenced by awijaya awijaya learner"s level of proficiency, individual variation and gender, strategy awijava **Benvijava Universitas Brawijava** awiiava development and proficiency, and learning environment. Below, the researcher is awijaya awijaya Unive discussing internal, and external factors that influence the students" vocabulary awijaya awijaya RAWIN Unive learning in depth. awijaya awijaya awijaya **Internal factor** Iniversitas Brawijava awijava awijaya awijaya Internal factor here means that factors inside the students themselves play an awijaya iversitas Brawijaya awijaya important role in learning an English vocabulary. According to Felix (1977) as cited awijaya

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 revieweing the

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awijaya awijaya awijaya material, since memorizing vocabulary is essential for them to develop their ability awijaya Universitas Brawijaya Universitas Brawijaya in mastering English. awijaya awijaya **External factor** awijaya University External factors are factors outside students that influence them in learning awijaya awijaya Unive English vocabulary. Those are: rawijava Universitas Brawijava awijava Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya a. Time awijaya Universitas Brawijay awijaya Universita Felix (1977) as cited in Leontiev & James (1981 : 150) stated that, "Time is java awijaya awijaya awijaya Unive the key word in determining what level students can achieve." How many hours in Universitas Brawijaya awijaya awijava a day and what proper material to be learned, can determine the measurement of the iversitas Brawijaya awijaya awijaya students" progress. If there was limited time, it is the job of the teachers to make a awijaya awijaya summary and teach students the most important material within the time allocated. awijaya awijaya It might happen due to examination, teachers only give exercises, which is actually awijaya Jniversitas Brawijaya awijaya beyond the material being prepared. Because of "mark-oriented", students would awijaya awijaya be lacking of theoretical material. In this condition, teachers only focus on awiiava Universitas Brawijaya awijaya achievement and neglect the process of language learning. awijaya awijaya Universita b. Frequency of Learners" Contact with the Language java awijaya Universitas Brawijaya Universitas Entring awijaya A more significant factor beside time, according to Felix (1977) as cited in awijaya awijaya Leontiev & James (1981 : 175), is the frequency of the learners" contact with the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya language. It means that regardless the time available, the teaching and learning awijaya 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 Univerthe wrong one to be set. rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Rrawijava Universitas Rrawijava¹⁴iniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya awiiava 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava proven that a class with limited number of students is better than the class with a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive large number of students. The teachers can recognize the students easily and the laya versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya awiiava material will likely be taught effectively in a small number of students in class. This awijaya ersitas Brawijaya Universitas Brawijaya awiiava research is finding kinds of internal and external factors that influence difficulties awijaya awijaya in learning English vocabulary and their significance toward the students" English awijaya awijaya Vocabulary Learning. This research focuses on factors influencing difficulties awijaya awijaya faced by the third graders of Elementary Students of Marsudirini 77 Salatiga in awijaya awijaya learning English Vocabulary. Chujo (2005) emphsizes how vocabulary size, text awijaya awijava lengths, and sample size affect the stability of text coverage and define relevant awijaya parameters. In this case, a teacher should not pay a particular attention to the internal awijaya awijaya and external factors only but also the forms and face validity of the vocabulary awijaya lesson itself. Unive 2.1.5 Teaching Vocabulary There are various ways to improve vocabulary mastery. The teachers may have

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awiiava 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 awijaya to predict what the word means by adding some information related to the words. awijaya awijaya awijaya 2.2 The Nature of Folktale niversitas Brawijava awijaya Universities In this research, the researcher uses one of interesting and attractive media awijaya awijaya Universitas Brawijaya awijaya Universe to teach English vocabulary. By using this folktale, the students feel something awijaya awijaya Unive different, they can enhance vocabulary unconsciously. awijaya awijava awiiava 2.2.1 Definition of Folktale awijaya awijaya Folktale is a story that has been passed down through the generations. awijaya awijava Myths, legend, fairy tales and fables represent types of folktales. Folktales normally awijaya Iniversitas Brawijaya awijaya teach a moral lesson or rationalize world events or phenomena that could not awijaya awijaya otherwise be explained at the time of the tale's origin, such as how the world came awijaya to exist. An author can write a story in the style of a folktale by following its Iniversitas Brawijaya conventions (Katherine, 2011) Universitas Brawijaya Universitas Brawijaya Univer2.2.2 Types of Folktale sitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Based on Tina L. Hanlon, types of folktales are : awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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. Ilniversitas Rrawijava Ilniversitas Rrawijava¹⁶niversitas Rrawijava Ilniversitas Rrawijava

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 2. Animal/Talking Beast Stories – animals are the main character, animals may awijaya itas Brawijava demonstrate a simple lesson about human nature, and little or no magic. Example: Puss in Boots, The Three Little Pigs, The Bremen Town Musicians. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 3. Stories of the Real – characters, plots, and settings that are possible, little Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava Universit exaggeration, no magic involved. Example : Bluebeard. Java Universitas Brawijava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Dowijaya Universitas Brawijaya Universitas Brawijaya awijaya 4. Pourquoi Stories – explain how or why something is the way it is today, often awijaya awijaya Universi have animal characters. Example: Why the Chipmunk's Back is Striped. S Brawleya awijaya awijaya 5. Literary Fairy Tale – specific author who retells traditional tales from personal awijaya awijaya awijaya perspective and creates her/his own original stories using folklore motifs, uses awijava awijaya more poetic language, fashions characters who develop and change, introduces awijaya awijaya literary devices. Example : The Princess and the Pea. awijaya awijaya awijaya 6. Trickster Tales – usually about animals who trick other animals, the trickster awijaya awijaya usually wins due to his cleverness and some kind of character flaw of his victim. awijaya awijaya Universi Example : Tom and Jerry. awijaya awijaya Unive 7. Tall Tales – about people who supposedly really lived and places which really lave awijaya awijaya Universi exist, protagonists perform superhuman deeds, especially popular in and often java awijaya Universitas Dramijava Universitas Brawijava Universitas Brawijava awijaya associated with the United States. Example: Pecos Bill, Paul Bunyan, John awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universi Henry wijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijava¹⁷Iniversitas Brawijava Ilniversitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava Unive 2.2.3 Elements of Folktale Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Elements of folktale are an important part of a short story since these elements Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya will bring the reader into the story. The commonly known elements of folktale are Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava theme, plot, setting, character and characterization, point of view. awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Unive 2.2.4 Generic structure of a folktale Universitas Brawijaya awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya The generic structure of folktale focused on a series of steps to develop the awiiava awijaya story. According to Derewianka (1990, p.32) the steps for constructing a folktale awijaya awijaya Unive are : awijaya awijaya awijaya Orientation gives background information about characters and their Brawlava a. awijaya awijaya situation. awijaya awiiava Complication introduces one or more events or problems the characters b. awijaya have. Universitas Brawijaya awijaya awijaya Reflection tells why or how the events are significant for the characters c. awijaya awijaya and include information on their thoughts and feelings.^a Universita awijaya Resolution is the end of the story. It tells how or if the problem was Brawijaya solved. awijaya Unive 2.3 The Nature of Folktale Movie jaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya In this research, the researcher uses one of interesting and attractive media to awijaya awijaya teach English vocabulary. The media is a folktale movie. By using this media, the awijaya students feel something different, they can enhance vocabulary unconsciously. Jeremy Harmer (2001, p. 282) Folktale is the body of expressive culture shared by Unive a particular group of people, it encompasses the tradition common to that culture, tava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava 18 niversitas Rrawijava Ilniversitas Rrawijava

awijaya

awijaya awiiava 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 awijaya probably an oral culture, with a range of stories of heroes associated with wayang awijaya awijava and other forms of theatre, transmitted outside of a written culture. Indonesian awijaya awijaya folktale reflected the diverse culture of Indonesia as well as the diversity of ethnic awijaya groups in Indonesia. Many ethnic groups in Indonesia. Many ethnic groups have awijaya awijaya their collection of folktales being told generations. The stories have pedagogical awijaya awijaya value and morality. While most of folktale have a quite short plot, some characters awijaya awijaya and a few places and time settings. awijaya awijaya A movie or motion picture is a series of still or moving images. It is produced awijaya by recording photographic images with cameras or by creating images using awijaya awijaya animation techniques or visual effects. The process of film making has developed awijaya awijaya into an art form and industry. Based Donald Haase (2008, p. 2) folktale movie is a awijaya series of moving images that tell about folk story. awijaya 2.4 Folktale Movie as Teaching Media awijaya Universit Folktale movies are one of the media used in the teaching and learning process. Java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive Based on Claire L. Malarte-Feldman, folktales have been adapted for a variety of awijaya awijaya Unive genres and media, including theatre, cartoons and comics, illustrations, animation, java Unive film and video, the graphic novel and so on. It means the folktale movie is a popular java Unive thing that would be used as a teaching medium. Many people like watching movies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava 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 Universitas Brawijaya Universitas 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 awijaya been one of the media to teaching English. This media can be give combination awijaya awijaya between the cultural tradition of folk life and modern sounding visualization awijaya awijaya presented as source of idea in studying English. It is not just popular because of it awijaya apperance but also it can make the students watch in involved in the situation of awijaya awijaya events in the movie. Consequently, it can make the students understand more about awijaya awijaya awijava

the material.

awijaya awijaya

awijaya

2.4 Previous Studies

Ira Febriana (2018), it was a prior study about utilizing movies in teaching awijaya Unive and learning narrative text of tenth grade at SMAN 1 Turen. The purpose of the awijaya awijaya Universitudy is to know kinds of media which are used in SMAN 1 Turen Malang in layar awijaya awijaya Unive English subject in writing skill, to know the problem which are found in utilizing awijaya Unive of media during the English teaching and learning process; to know the alternative Java of media during the English teaching and learning process; to know the students' awijaya response during the teacher apply media in English teaching and learning process. awijaya awijaya The participants of this study are students in SMAN 1 Turen Malang. awijaya Universitas BBased on her study, the design of her research is quasi experimental with java Unive using nonequivalent control groups. The subject of her study is 32 students from available the second year students of SMAN 1 Turen. She measured the sample into two Universitas Brawijaya Universitas Brawijava Universitas Brawijava20 niversitas Brawijava Universitas Brawijava

awijaya awijaya awijaya groups, Experimental group and control group, in her study was treat 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 experimetal group using short story. Based on her study, she makes a conclusion awijaya that the use of short stories has a positive effect on students' vocabulary mastery at awijaya awijaya second year students of SMAN 1 Turen. Positive example of the effect is that awijaya awijaya students get many vocabulary and students can also write effective sentences with awijaya vocabulary skills that have been gained from using a movie of short story. awijaya awijaya In Rahman's research (2012), he conducted a study about correlation awijaya awijaya awijava between watching English movies and vocabulary mastery and to measure students' awijaya awijaya watching English movies and vocabulary mastery. This study aims to determine awijaya awijaya whether there is a correlation between frequency of watching English movies and awijaya awijaya vocabulary mastery of SMAN 1 Bontonompo. This study uses the descriptive awijaya awijaya method. The population of this research was the second grade of SMAN awijaya awijaya Bontonompo. The sample is 20 students by using purposive sampling in one class. awijaya 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 awijaya study indicated that there is a significant relationship between watching movies in awijaya awijaya English and the students' vocabulary mastery. It can be proved through the data and awijaya awijaya test the value of r-table where the value of r-test (0.358) is lower than r-table awijaya awijaya (0.444). The researchers concluded that was a possitive correlation of watching unive movies in English and the students' vocabulary mastery was significant. Reviews Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava university and meta-analysis of the research indicates that positive learning and affective Ilniversitas Rrawijava Ilniversitas Rrawijava21 niversitas Rrawijava Ilniversitas Rrawijava

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awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awiiava outcomes are greatly enhanced and extended when the movie is integrated into the universitas Brawijaya Universitas Brawijaya As the previous research has proved the effectiveness of using movies to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya teach vocabulary (Febriana, 2018) and there is a significant positive correlation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya between the use of Movies and vocabulary improvement (Rahman, 2012), it is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya suggested that movies provides potential route to engage students in vocabulary awijaya Universitas Brawijaya piversitas Brawijaya Universitas Brawijaya awijaya teaching. Therefore, this research aimed at using movies, specifically folktale awijaya awijaya movie, to improve students vocabulary mastery in SMP Negeri 10 Malang. awijaya awijaya IL RY awijaya awijava awijaya awijaya awijaya awijaya awijaya awijava awijaya awijaya awijaya awijaya awijaya Universitas Brav awijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya awijaya awijaya awijaya Ilniversitas Rrawijava²²niversitas Rrawijava

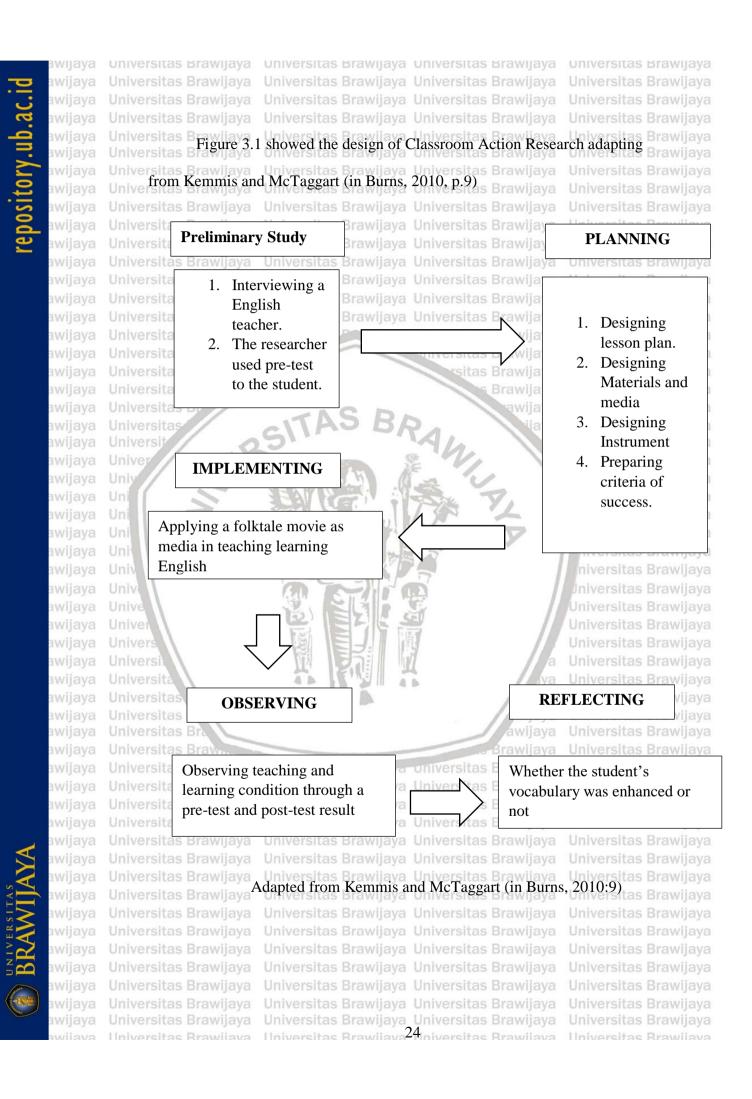
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Brachapter III tas Brawijaya awijaya Universita RESEARCH METHOD rawijaya Universitas Brawijaya Universitas Brawijaya awijaya This chapter describes the method of the research used in Classroom Action awijaya Research. It contains research design, data and source of data, research procedure, awijaya Universitas Brawijaya awijava research instrument, data collection and data analysis. awijaya diaya Universitas Brawijaya awijaya awijaya 3.1 Research design awijaya awijaya Universities This research used Classroom Action Research (CAR) as the researcher awijaya awijaya Unive design. This study aims to see how the implementation of folktale movies can awijaya awijaya enhance vocabulary at SMPN 10 Malang. According to Kemmis and McTaggart awijaya Univ awijaya iversitas Brawijaya awijaya stated that classroom action research is a way of thinking systematically about the awijaya problem in the class. This research uses the model of classroom action research awijaya awijaya proposed by Kemmis and McTaggart (in Burns, 2010, p.9). It consists of four awijaya awijaya Unive stages: planning, implementing, observing, and reflecting. The process of the stages awijaya awijaya awijaya Unive could be drawn as follows : awijaya Universitas Rrawijava²³Iniversitas Rrawijava

Brawijaya



Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 3.2 Research Procedure Universitas ^BThis sub-chapter presented the description of the research procedure. It Universitas Brawijava Universitas Brawijava consists the preliminary study, planning, acting, observing, and reflecting. versitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer3.2.1 Preliminary Study itas Brawijaya Universitas Brawijaya awijaya awiiava 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. awijaya awiiava Based on the result of preliminary study, it is found out that the students awiiava awiiava 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. awijaya Universitas B After the researcher found the problems faced by the students in the IX E lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive class, the next step was to give a pre-test to know the students' scores in vocabulary awiiava Universitas Brawijava Universitas Brawijava Universitas Brawijava mastery before implementing folktale movies. The pre-test was conducted on 18th Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya February 2020. The pre-test is used to diagnose students' vocabulary mastery. The ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya pre-test is developed based on students' English book that consists of 50 items. With versitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava²⁵ niversitas Rrawijava

awijaya awijaya awijaya 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 awijaya awijaya students out of 30 students) who passed the KKM score. Therefore the researcher awijaya awijaya proposed classroom action research by utilizing folktale movies to enhance awijaya awijaya Iniversitas Brawijaya Universitas Brawijaya vocabulary. awijaya awijaya awijaya 3.2.2 Planning awijaya awijaya A planning phase was done after identifying and diagnosing students awijaya awijaya vocabulary mastery. According to Latief (2011, p.148), planning is a step to prepare awijaya awijaya the classroom instructional strategy to be developed in the study to solve the awijaya awijaya awijaya instructional problem. The step of planning phase were presented as follow: Brawijaya awijaya awijaya 3.2.2.1. Designing Lesson Plan awijaya awijaya awijaya The researcher arranged the lesson plan for one cycle which had three awijaya awijaya meetings. curriculum 2013 (see appendix 5). The lesson plan is consists of Core awijaya Competence (KI), Basic Competence (KD), and Indicator of Basic competency awijaya awijaya achievement. awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 3.2 table of Competence (KI), Basic Competence (KD), and Indicator of Basic awijaya awijaya Universitas Brawijava Universitas Brawijava awijaya awijaya I Iniversitas Rrawijava²⁶ niversitas Rrawijava Ilniversitas Brawijava

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awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas E	Basic Competence (KD)	Indicator of Basic competency achievement
awijaya awijaya awijaya awijaya awijaya	1. Appreciate and live the teachings of the religion they	3.8 Distinguish social functions, text structures, and	3.8.1 Students can identify social functions, text
awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas F Universitas Brawijaya Universitas F Universitas Demonstrate honest Universitas Brawijaya	the linguistic elements of some oral and written narrative by giving and requesting	structure, elements of narrative texts very short and simple related to fairy
awijaya awijaya awijaya awijaya awijaya	behavior,discipline, responsibility, care (tolerance, mutual	information related to Wilde fairytales, short and simple, in	Universitas Brawijaya tales versitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya
awijaya awijaya awijaya awijaya awijaya	cooperation), polite, and confident in interacting	accordance with the context of its use	hiversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya niversitas Brawijaya
awijaya awijaya awijaya awijaya awijaya	Unive Unive and natural environment		Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
wijaya wijaya wijaya wijaya wijaya	within the reach of Universities relationships and existence.	4.8 Capturing contextual	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
wijaya wijaya wijaya wijaya	3. Understanding of knowledge (factual,	meanings regarding social functions, text structures, and	4.8.2 Students can grasp Universitas Brawijaya contextual meaning related Universitas Brawijaya to social functions, text
awijaya awijaya awijaya awijaya awijaya	conceptual, and procedural) based on curiosity about science, technology, arts,	elements of narrative, verbal and written text, very short and	structure, and elements of written narrative text, very
awijaya awijaya awijaya awijaya awijaya	Universitas Brawijaya Universitas E Universitas Culture, and events related to E Universitas Brawijaya Universitas E	simple, related fairy tales. The goal of learning, the materials	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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vijaya	the phenomen	on of the	that wou	ld be delive	red to the	short and simple related to
vijaya			srawijaya	Universitas	Brawijaya	Universitas Brawijaya
vijaya	Universitas Brawijaya Visible Universitas Brawijaya	그렇게 한다 가슴에 가슴 한다. 한다.	students.	the source	that the	fairy tales. Brawijaya
vijaya	영양은 방양에 가지 않는 것이 같아요. 방향이 가지 않는 것이 같아요.	Universitas E Universitas E	Jawijaya	onversitas	Diawijaya	Universitas Brawijaya
vijaya vijaya	Universitas Brawijaya		researche	er used, the	activities	
vijaya	Unive 4. Trying, p	rocess, and	Rrawijaya	Universitas	Brawijaya	4.8.2 Students can answe
vijaya	Universitas Brawijaya		in the	classroom	and the	Universitas Brawijaya
vijaya	present in the	e realm of	Brawijaya	Universitas	Brawijaya	questions about the
vijaya	Universitas Brawijaya	Universitas E	duration	in each activ	vity.	Universitas Brawijaya
vijaya		disassemble		Universitas		vocabulary in fairy tales
vijaya	Universitas Brawijava	방법 방법을 가지 않는 것을 알고 있는 것이다.		Universitas		Universitas Brawijaya
vijaya	assemble, mo	odify, and		Universitas		Universitas Brawijaya
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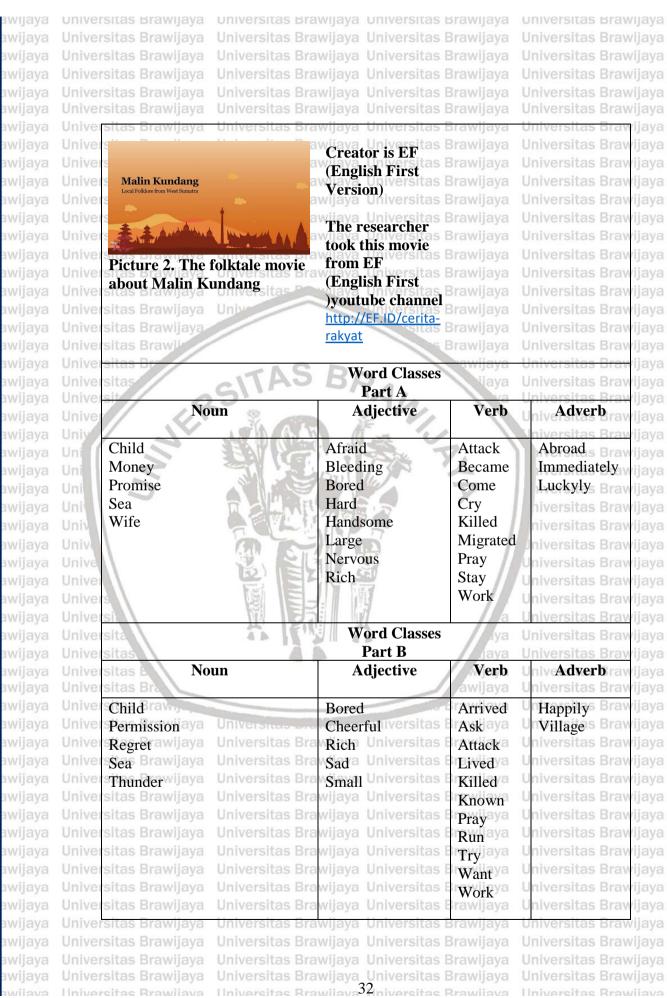
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava 3.2.2.2. Designing Materials and Media Universitiant B In designing materials and media, the researcher considers the student's available Universit level. Based on CEFR and pre-test result, the students participated in this Brawlaya Iniversitas Brawijava Universitas Brawijava Universitas Brawijava research were belong to intermediate levels. In line with CEFR (the Common Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit European Framework Reference for Language) stated the intermediate level is Jniversitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava devoted to students with English proficiency at intermediate levels. Children ersitas Brawijaya Universitas Brawijaya Universit who are 12 years of age or older can be categorized into this intermediate Brawlaya level. At this level, students can adapt to their abilities after test or pre-test. awijaya 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 Brawliava words. According to Emil Biyansyahna (2020) stated Students at intermediate Universit level must master vocabulary more or less than 1000-1500 words. This Brawijaya folktale movie can support students to add to their vocabulary mastery. The researcher also prepared the material of PowerPoint presentation. In the Brawleye awijaya teaching-learning process, the researcher used Laptop, LCD Projector, and awiiava 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: Ilniversitas Brawijava Ilniversitas Brawijava³⁰niversitas Brawijava

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awijaya awijaya awiiava Universitas Brawijay as Brawijaya Invited Universitas Brawijaya Universitas Universitas Brawijaya niversitas Brawijaya Lived Universitas Brawijaya Universitas Brawijaya Universitas niversitas Brawijaya Looking Universitas Brawijava Universitas Brawijava Universitas niversitas Brawijava forvijava niversitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Meet Universitas Brawijava Universitas Brawijava Universitas niversitas Brawijava Rejected Universitas Brawijaya Universitas Brawijaya Universitas niversitas Brawijava Stay awijaya Universitas Brawijaya Universitas Brawijaya Universitas niversitas Brawilava Showed awijaya Universitas Brawijaya Universitas Brawijaya Universitas niversitas Brawijaya Told Universitas Brawijava Universitas Brawijava Universitas versitas Brawijaya awijava Want awijaya Universitas Brawijava Universitas Brawijaya Universitas niversitas Brawijava Wash Universitas Brawijava niversitas Brawilava awijaya awijaya awijaya **Universitas Brawi** awijaya 3.2.2.3. Designing Instruments awijaya awijaya awijaya awijaya The researcher prepared some instruments to collect the data. The instruments used awijaya awijaya in this research were a test, observation checklist, field note, and questionnaire. The awijaya awijaya instrument development consist of several stages design phase and validation phase. awijaya awijaya **Design** Phase awijaya awijaya awijaya Test: The test is one of the tools to take measurements. In line with a. awijaya awijaya Djemari Mardapi (2008, p. 67) test is to collect information on the awijaya characteristics of an object. This object can be the student's ability. The researcher measured the student's ability of vocabulary mastery by tests. awijaya The test developed in this research is the pre-test and post-test. Both of the awijaya awijaya tests are developed based on the material that has been learned which awijaya awijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya through tests iversitas Brawijaya Universitas Brawijava Universitas Brawijava³⁴iniversitas Brawijava Ilniversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava 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 awijaya questionnaires to better fit the purpose of the study. awiiava awijaya c. Fieldnotes: Field notes developed to know the weaknesses of the awijaya ersitas Brawijaya Universitas Brawijaya awijaya Universitas Bteaching-learning process. Ouestionnaire: The questionnaire of this study was adopted from Ira d. awijaya Febriana (2017). In line with Vanessa E.C (2016, p.39) questionnaire awijaya awijaya development involves rigorous testing to ensure reliability and validity. Due awijaya to the time constraints of developing new questionnaires. The researcher awijaya hiversitas Brawijaya adopts existing questionnaires to better fit the purpose of the study. as Brawijaya awijaya awijaya Validation phase awijaya awijaya awijava To guarantee the validity of the instrument, the researcher conducted awijaya content validity assisted by Mrs. Iswahyuni, M.Pd. Mrs. Iswahyudi M.Pd is lecturer of English Language Department, Faculty of Cultural Studies, Universitas awijaya Brawijaya. She is selected as the content validator because she knew well about the awijaya awijaya wijaya Universitas Brawijaya method and research instrument. wijaya Universitas Brawijaya awijaya awijaya awijaya Unive 3.2.2.4. Setting Criteria of Success ava Universitas Brawijaya awijaya The criteria of success are set to determine whether the implementation of Unive a folktale movie is successful to improve vocabulary or not. The researcher sets the unive criteria of success by considering the condition of the students. Since most of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava³⁵iniversitas Brawijava Universitas Brawijava awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 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 awijaya successful when 70% of the total member of the students in the class has achieved awijaya awijaya the score equal or greater than 70 and when the students' involvement during the learning activities has achieved greater than 70%. awijaya 3.2.3 Implementing awijaya

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 Unive meeting is 2x40 minutes. The researcher implemented folktale movies as media for lava Unive learning vocabulary.

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vijaya	Univers1 st meeting/a	1. pre-testis Brawijaya Un	iversitas Bra	1. Paying	g attention to the
vijaya	Universitas Brawijaya	2. Introducing about narra			_
vijaya	Universitas Brawijaya	3. Ask the students to wate			text or media
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n .	awijaya	Universitas Brawijaya	5. Ask the students some word and	3. Answering the
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2	awijaya	Universitas Brawijaya	material today awijaya Universitas B	rawijaya Universitas Brawijaya
2	awijaya	Universitas Brawijaya	6. Drilling pronunciation	rawijaya Universitas Brawijaya
<u>8</u>	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas B	rawijaya Universitas Brawijaya
e	awijaya	2 nd meeting	1. Ask the students to watch Malin	1. Paying attention to the
	awijaya	Universitas Brawijaya	Kundang movie wijaya Universitas B	teacher explain about Bravijaya
	awijaya	Universitas Brawijaya	2. Worksheet rawijaya Universitas E	narrative text or media ravijaya
	awijaya	Universitas Brawijaya	3. Drilling pronunciation niversitias B	2. Doing work on Brawijaya
	awijaya	Universitas Brawijaya	4. Ask the students some word and	worksheet and drilling
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	awijaya	Unive Univ	2. Worksheet	teacher explain about Bravilaya narrative text or media
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	awijaya	Uni	3. Ask the students some word and	worksheet and drilling
	awijaya	Uni	find the meaning of word about	pronunciation ersitas Bravijaya
	awijaya	Univ	material today	3. Answering the tas Brayijaya
	awijaya	Univ	4. Post-test	teacher's question as Bravijaya
	awijaya	Unive	5. Questionnaire	Iniversitas Brawijaya
	awijaya	Unive	J. Questionnane	Universitas Brawijaya
	awijaya	Unive Closing	Summing up the learning outcomes	Paying attention and Brayllaya
		Univers	that have been learned	responding to the teacher
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	awijaya	Unive 3.2.4 Observing		awijaya Universitas Brawijaya
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	awijaya	Universitas Brawilaya In this ph	ase, The researcher asked English tead	chers for help to collect data
	awijaya			
	awijaya	during teaching	and learning. Observation has sugg	gested a way to gather all
	awijaya			
	awijaya	information about	ut teaching. Based on Riduwan (2004,	p.104) observation was the
X	awijaya	Universites Promilave	Universites Previleve Universites P	reuileve Universites Provileve
\leq	awijaya awijaya	way data collect	on technique, where researchers make	observations directly to the
	awijaya			
5	awijaya	object of resear	ch to see closely the activities carrie	ed out. From that way, the
5	awijaya	Universitas Brawijava	Universitas Brawijava Universitas B	rawijava Universitas Brawijava
BRAW	awijaya	researcher aimed	l to know what aspects should be revis	ed in the next meeting.
	awijaya	Universitas Brawijaya		
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awijava 3.2.5 Reflecting Universitiant Reflection is the activity after the observation phase. This phase aims to avoid a second sec Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reflect the result of the observing phase. In line with Koshy (2005:98) states that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava reflection is the activity of analysis-synthetic, interpretation, explanation to all of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava Unive the information that was got from action research. After doing the observation, the Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awiiava awiiava researcher did the next step that was to reflect the strategy. Through this phase, awijaya niversitas Brawijava Universitas Brawijaya the researcher could find out whether the research problem was solved or not and awilava awijaya whether there were new problems that appear during the acting phase. Besides awijaya awijaya that, the researcher could make a decision whether continued to the next cycle or awijaya awijaya stopped it. awiiava 3.3 Source of Data awijaya 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. awijava Unive 3.4 Data Collection Universitas BIn this stage, data collection is the way the researcher got the data. Universitas Brawijaya Universitas Drawijaya Universitas Brawijaya Universitas Brawijaya Unive According to Creswell (1998), data collection is the interrelated activities done by Java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya the researcher to get information that would be used to answer the research awiiava Unive problems. The researcher collected the data by using qualitative and quantitative lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya data. In this phase, the researcher used qualitative data that were found through the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive interview guides, observation checklist, and field note. The interview guides were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya used by the researcher in conducting a preliminary study. The observation checklist Universitas Brawijaya Universitas Brawijava Universitas Brawijava 38 niversitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awiiava awiiava 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 Iniversitas Brawijava Universitas Brawijaya Universitas Brawijaya and students' activity in the form of a note. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BThe researcher used quantitative data were gained through the students' Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya vocabulary test, score, and questionnaire. The test here was consists of two pre-test Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya awiiava and post-test. A pre-test would be conducted before the implementation of the Universitas Brawijaya piversitas Brawijaya Universitas Brawijaya awijaya action. Pre-test aimed to measure how the students' vocabulary achievement after awilava awijaya folktale movies as media. While post-test would be conducted after implementation awijaya awijaya of the action. Post-test is conducted in the last meeting and used to find out the awijaya awijaya students' scores after the treatment whether there is an improvement or not. The awijaya awijaya students' questionnaire would be fill by students after the implementation of the awijaya awiiava action. The researcher collected the students' results according to the scoring rubric. awijaya Unive 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 awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univerguestions. Then, there were several aspects such as teaching and learning in the lava awiiava classroom, classroom atmosphere, classroom management, the relationship awijaya Universitas Brawijaya between teacher and student interactions, and interactions between students and Universitas Brawijaya Universitas Brawijaya Universtudents awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava³⁹ niversitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya awiiava 3.5.2 Observation Checklist Brawijaya Universitas Brawijaya Universitian B The observation checklist was adopted from (Fauziah 2015) and modified Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya by the researcher. Due to time constraints of developing new observation checklist, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava researchers adopt existing questionnaires to better fit the purpose of the study. Then, awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya the observation checklist had been validated by the validator. To measure aspects Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava of the interview guide, the researcher used the aspects of the responses and the awijaya ersitas Brawijaya Universitas Brawijaya awiiava views of the teacher or students about the implementation foltale movie in learning Universitas Brawijaya awiiava Unive vocabulary. awijaya awijaya awijaya Unive 3.5.3 FieldNote awijaya awijaya awijaya Based on Hopkins (2008) keeping field notes is a way to report awijaya awijaya observations, reflections, and reactions to classroom problems. In this research, a awijaya field note was taken by the English teacher. Field noted was used to note important awijaya things such as the weaknesses and strengthness of the teaching-learning process, so awijaya awijaya it can get a better improvement at the next meeting. (see appendix 4) awijaya A Unive 3.5.4 Questionnaire Universitas BThe questionnaire of this research was adapted from Ira Febriana (2017). In Java Universitas Brawijaya Universitas Drawijaya Universitas Brawijaya Universitas Brawijaya Unive line with Vanessa E.C (2016, p.39) questionnaire development involves rigorous awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive testing to ensure reliability and validity. Due to time constraints of developing new Java awijaya Unive questionnaires, researchers adopt existing questionnaires to better fit the purpose of lava awijaya awijaya the study. It consist of 9 questions. Then, the researcher was measured several Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya aspect such as attractiveness, appropriateness and effectiveness. (see appendix 2) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava 3.5.5 Test Universitas B 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 Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya awijava to Brown (2004) test is a method of measuring a person's ability, knowledge, or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya performance in a given domain. The aspect measured was the understanding of Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya awiiava learning or mastery of the teaching material as the researcher could find out the awijaya Universitas Brawijaya iversitas Brawijaya Universitas Brawijaya awiiava individual ability concerned. In this research, there were two kinds of tests that were awijaya awijaya pre-test and post-test. awijaya awijaya The pretest is given before learning about folktale movies. It means that awijaya awijaya students are still learning through the book as media. The researcher adopted the awijaya awijaya awijaya pre-test from the student's English book untitled "When English Rings a bell" awijava according to the material that has been taught by the teacher. The pre test is used to lave awijaya awijava Unive know the students vocabulary mastery before the researcher implement the media. awijaya awijaya awijaya The post-test in this study aims as a formative evaluation. Formative awijava evaluation is intended to know the learning progress of students after treatment. The awijaya Universearcher made the post-test based on three Indonesian folktale movies. The awijaya Unive researcher has chosen from three Indonesian folktale movies that have been taught inve awijaya Unive in the teaching learning process. awilava Universitas Brawijava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 3.6 Data Analysis awijaya awijaya awijaya Universitian BData analysis is specific aspect of the reflectivity of action research. The Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya research point of view was in the data analysis result. The whole points of action Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya research was that analyzed the data, interpret it and developed theories about what Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya means were constantly feed back into practice (Burn 1999, p. 155). The researcher awijaya used descriptive analysis and percentages. The descriptive analysis was used to awijaya analyze the data such as observation checklist and fieldnotes, while percentages Universitas Brawijava was used to analyze the teacher's and the students' answer of the questionnaires awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and the tests. awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BData Analysis of Questionnaire Universitas Brawijava awijaya awijaya Universitas Brawijaya niversitas Brawijava awijaya Universities B This questionnaire was used to detect responses of students, the students' lave awijaya awijaya Universattitude, and the students' motivation. The students' answers" yes" is given a score awijaya awijaya Univer 1. The students' answers" no" is given a score 0. awijaya Iniversitas Brawijaya awijaya awijaya

The mean score of each expression is reached from score total divided by

the total of the students. It usescriteria to consult with the scores as follows:

		initoronao Brannjaya
Very Positive	76 % -100 %	Dniversitas Brawijaya
		Universitas Brawijaya
Positive	56 % -75 %	Universitas Brawijaya
		Universitas Brawijaya
Negative	40 % -55 %	Universitas Brawijaya
Negative	40 % -33 %	Universitas Brawijaya
Very Negative	Less than 40 %	Universitas Brawijaya
very negative	Less than 40 %	Universitas Brawijaya
Bra	awijaya	Universitas Brawijaya

Universitas Brawijaya Universitas Enamigura Universitas Brawijaya Universitian BEach item in the questionnaire can be counted using, this formula as follows: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers (Ridwan, 2003:17) iversitas Brawijaya Universitas Brawi1xN Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Note : Universitas Brawijaya Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya %S: percentage of score awijaya awijaya rsitas Brawijaya Universitas Brawijaya UniverY: number of students who answer "Yes" niversitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniverN: total of students iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Bata Analysis of Test Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas BThe students' score of pre-test and post-test obtained from the process are java awijaya awijaya Universitas Brawijaya Universitas niversitas Brawijaya Universitas Brawijaya Universused to see the improvement of understanding and the students' achievement. The awijaya awijaya awijaya Investment of success. If the percentage of success awijaya awijaya Universis 75% or more, it means that the class was successful. But the percentage of awijaya awijaya Iniversitas Brawijava success less than 75% the class is unsuccessful. awijaya awijaya An assessment formula formula from Brown (2004) will be applied to awijaya awijaya categorize the number of students who have successfully passed the test. awijaya awijaya awijaya $P = \frac{R}{T} \ge 100 \%$ awijaya awijaya awijaya Unive Note awijaya awijaya

Unive P = the students' class percentage awijaya

awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya

Unive \mathbf{R} = the students who got points 75 more universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniverT = the students who took the test vijaya Universitas Brawijaya Universitas Brawijava43Iniversitas Brawijava

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awijaya awijaya awiiava awijaya awijaya awijaya awijava awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijava awijaya learning process of third grade. Based on the pre-research observation, the awijaya researcher found the problems during the English teaching learning of third grade. awijaya The students faced difficulties in vocabulary such as: 1) they have difficulties to awijaya awijaya arrange vocabulary into sentence 2) they have difficulties to remember the meaning awijaya awijaya of words, 3) they have difficulties to spell the vocabulary correctly, and they awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brachapter IV Universitas BrawFINDINGS sitas Brawijaya Universities B This chapter presents the findings based on the analysis of the collected data Unive of classroom action research obtaining from the implementation of enhancing Brawlava vocabulary through folktale movies. The researcher described qualitative and quantitative data which qualitatively explained the result of each meeting. sitas Brawijaya 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. iversitas Brawijaya 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

difficult pronounce English word.

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awijaya	Universitas Brawijav	a Universitas Brawijaya	a Universitas Brawijaya a Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijay	a Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas BThe res	earcher also gave pre-tes	t to know the student's at	ility in vocabulary
awijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya
awijaya	unive mastery. The r	esult of pre-test was th	at the students made so	many mistake in
awijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya
awijaya	Unive vocabulary test	. especially in translating	vocabulary. When the re	esearcher gave test
awijaya	Universitas Brawijaya	a Universitas Brawijaya	y vocabulary. When the re	Universitas Brawijaya
awijaya	Unive to students, on	ly 8 out of 30 students h	ad the passing grade. Th	e lowest student's
awijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya
awijaya	Unive score was 30 at	nd the highest student's s	score was 92. The pre-tes	t data showed that
awijaya	Universitas Brawijaya	a Univ	Universitas Brawijaya	Universitas Brawijaya
awijaya	Univermost student	were having difficulty	in English. The score	of test student's
awijaya	Universitas Brawii	antically antically	Brawijaya	Universitas Brawijaya
awijaya	Universocabulary may	stery as follow:	yawijaya	Universitas Brawijaya
awijaya	Universitas	story as ronow.	Q ijaya	Universitas Brawijaya
awijaya	Universit	25	va va	Universitas Brawijaya
awijaya	Univer Table 4	.1 The result of score in	n pre-test (after observa	ntion)ersitas Brawijaya
awijaya	Univ	LAN MEL		Universitas Brawijaya
awijaya	Uni			hiversitas Brawijaya
awijaya	Uni Number	Name	Score Pro	inversicas prawijaya
awijaya	Uni 1.	A.R.A	- 70	hiversitas Brawijaya
awijaya	Uni 2.	A.W.D	68	hiversitas Brawijaya
awijaya	Univ 3.	A.A	50	niversitas Brawijaya
awijaya	Univ 4.	A.S.B	50	Iniversitas Brawijaya
awijaya	Unive 5.	A.C.D.M	50	Universitas Brawijaya
awijaya	Unive 6.	A.P.N.A	<u>40</u>	Universitas Brawijaya

awijaya awijaya awijaya awijaya awijaya awijaya awijaya BRAWIJA awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya

awiiava

awijaya awijaya awijaya awijaya awijaya awijaya awijaya

			niversitas Bra
Number	Name	Score Pro	e-test
1.	A.R.A	70	niversitas Bra
2.	A.W.D	68	niversitas Bra
3.	A.A	50	niversitas Bra
4.	A.S.B	50	Iniversitas Bra
5.	A.C.D.M	50	Universitas Bra
6.	A.P.N.A	40	Universitas Bra
ers 7.	A.A.M	56	Universitas Bra
ersi 8.	A.Z.A.P	76	Universitas Bra
ersita 9.	B.N	30	Universitas Bra
ersita10.	F.A	36	Universitas Bra
ersita	F.N.M	Mij 56	Universitas Bra
ersita12.	I.B	awija 50	Universitas Bra
elsita Braw	K.R.F.C.N	92	Universitas Bra
elsitas Braw	L.D.P	-oniversitas Brawijasa	Universitas Bra
eisitas Braw	M.A.F	Universitas Brawijava	Universitas Bra
elsita Braw	M.S.M	Universitas Brawijava	Universitas Bra
17.	M.A.A	Universitas Brawijava	Universitas Bra
18.	N.U.N	Universitas Brawijava	Universitas Bra Universitas Bra
ersita 19. raw	N.Y.A	Universitas Brawij 88	Universitas Bra
elsita20. raw	P.G.N.G	Universitas Brawii 92	Universitas Bra
ersita 21 3raw	ijava UniversQ.S. Brawijava	72	Universitas Bra
ersita22.raw	ijava Unive R.A.K Brawijava		Universitas Bra
ersita23.raw	ijava Unive R.A.P Brawijava	Universitas Brawija88	Universitas Bra
	ijava Unive R.T.C Brawijava		Universitas Bra
ersitas Braw		Universitas Brawijaya	Universitas Bra
ersitas Braw		Universitas Brawijaya	Universitas Bra
ersitas Braw		Universitas Brawijaya	Universitas Bra
ersitas Braw	liava Universitas Brawijava	45 niversitas Brawijava	Universitas Bra

awijaya	Universitas Brawijaya Univers	itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya Univers	itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya Univers	itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya Univers	itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitae Brawijaya Universita S.I	D.U.R 78	Universitas Brawijaya
awijaya	Universitas Brawilaya Univers	itas Brawilava u niversitas Brawilava	Universitas Brawijaya
awijaya	Universites planingaya Shirters	D.N. 30	Universitas Brawijaya
awijaya	oniversites bienigeje onivers	S.A. Brawijaya Universitas Brawij.50	Universitas Brawijaya
awijaya	onnoisitus bitanijuya onnois	I.M.I.rawijaya Universitas Brawij.30	Universitas Brawijaya
awijaya	Univer <u>sita293 rawijaya</u> Univers		Universitas Brawijaya
awijaya		A.CBrawijaya Universitas Brawija74	Universitas Brawijaya
awijaya		itas Brawijaya Universitas Brawijaya	
awijaya		itas Brawijaya Universitas Brawijaya	
awijaya	Based on the fact	s above, the researcher decided to co	nduct a research to
awijaya	Universitas Brawijaya Univers	itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	solve some problems the	at the students have lack of vocabu	lary. To solve the
awijaya			
awijaya	problem, the researcher so	ought the materials that should suitabl	e and interesting to
awijaya	oniversitas brawle	Brawijaya	Universitas brawijaya
awijaya	the students. Thus, the re	esearch has focused on improving ma	aterials of teaching
awijaya awijaya	Universit	PO DRA, Daya	Universitas Brawijaya
awijaya	vocabulary through class	room action research and the use of	Indonesia folktale
awijaya	Univ		Universitas Brawijaya
awijaya	movies as the teaching le	arning source. The implementation of	Classroom Action
awijaya		VEL 11725 VL	niversitas Brawijaya
awijaya	Research of this study wa	s conducted in SMP Negeri 10 Malang	g at ninth graders of
awijaya	Unit		niversitas Brawijaya
awijaya	E class which consisted o	f 30 students.	niversitas Brawijaya
awijaya	Univ		Jniversitas Brawijaya
awijaya	11.11	STAL 2	Universitas Brawijaya
awijaya	4.1.1 Implementing		Universitas Brawijaya
awijaya	Univers		Universitas Brawijava
awijaya	University The action was in	plemented by the researcher with hel	p from the English
awijaya	Universita	Ava Ava	
awijaya		his cycle was conducted in three meet	
awijaya	Universitas B	wijaya	Universitas Brawijaya
awijaya	Unive was divided into three to	erms which are pre-teaching, whilst-	teaching and post-
awijaya	Universitas Braw,	Brawijaya	Universitas Brawijaya
awijaya		nus Brawijaya Universitas Brawijaya	
awijaya		itas Brawijaya Universitas Brawijaya	
awijaya	Universitas Brawijaya Univers	itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya		itas Brawijaya Universitas Brawijaya	
awijaya		itas Brawijaya Universitas Brawijaya	
awijaya	The first meeting	was conducted on Monday, 17 Febru	ary 2020, at 13.10-
awijaya	Universitas Brawijaya Univers	Itas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	14.30 P.M. In the pre-tea	ching, the researcher and observer ca	me to the class on
awijaya			
awijaya	time and greeted the stud	ents. After greeting the students, the	researcher checked
awijaya			
awijaya		itas Brawijaya Universitas Brawijaya Itas Brawijaya Universitas Brawijaya	
awijaya awijaya		itas Brawijaya Universitas Brawijaya itas Brawijaya Universitas Brawijaya	
awijaya		itas Brawijaya Universitas Brawijaya	
awijaya		itas Brawijaya Oniversitas Brawijaya	Universitas Brawijaya

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya researcher asked the students whether they have ever read, heard or watched Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Indonesia folktale movies or not. The students answered "yes, Miss". Then, the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya researcher asked the students to mention some Indonesian folktale that the students niversitas Brawijaya Universitas Brawijaya awijaya awijaya ever read or heard. Some of the students mention some titles of Indonesian folktale; awijaya awijaya this means that the students understood what learning source that would be used. In awijaya ersitas Brawijaya awijaya the whilst-teaching had some activities done by the students in this meeting. awijaya awijaya 1. After introducing the materials that would be used, the researcher began the awijaya awijaya awijaya lesson by asking the students to find the meaning of some words. Example of words awijaya were "the meaning of responsible, patient, learning and the other" They tried to awijaya awijaya Unive answer some words by looking meaning or synonym the answer in the dictionary. awijaya awijaya UniverThen, the researcher and the students checked the answer together. Inversitas Brawijaya awijaya awijaya 2. The researcher gave a worksheet to the students. The worksheet was paired (See awijaya Unive Appendix 5, worksheer meeting 1). Then, the researcher gave the students a chance awijaya unive watch the Indonesian folktale entitled "Ande-Ande Lumut". The time needed to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University watch the movie was six minutes. After the students finished watching Indonesian awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universe folktale movies. The researcher asked the students about moral value from that awijaya awijaya Unive folktale movie. To check the students' comprehention of the story, the researcher inve University of the students find out the moral value from the folktale movie, iversities Brawijava Universitas Brawijaya Universitas Brawijava Universitas Brawijava47 iniversitas Brawijava **Hniversitas Brawilava**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awiiava 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 iversitas Brawijaya Universitas Brawijaya 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 awiiava the worksheet until the worksheet complited. Universitas Brawijaya Ur rsitas Brawijaya Universitas Brawijaya 4. Next, the researcher drilled the students' pronunciation with the guiding words awiiava on the worksheet. The researcher pronounced every word once and the students awijaya pronounced every word three times by mimicking sound from the movie. All awiiava 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 Unive pronounced and mentioned the meaning of the words. If the student made a mistake, jiava Unive the researcher gave the students a correct answer. For example the student Unive pronounce the word come as [kom] then the researcher correct it by referring to lava Unive the dictionary [kuhm] or student could hear the sound of the word by electronic Universitas Brawijaya dictionary such dictionary in their phone or laptop. Researcher chose one student randomly to pronounce a word, some student made mistake in pronouncing the awijaya words. Next, the researcher had some reflection on all activities that had been done awiiaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava pronouncing some word in the first meeting so the researcher closed the lesson by the time was up. Univer4.1.1.2 Meeting 2^{Universitas} Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Universities The second meeting was conducted on Tuesday, 18 February 2020. The awijaya awijaya researcher and the observer came to the class at 09.25-11.05 A.M. In the second awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya meeting the researcher continued teaching the material by Indonesian folktale awijaya awijaya unive movie. To prepare the class and the media, the researcher said "good morning" to awijaya awijaya Unive the students. Then in the pre-teaching, the teacher checked the students; attendance. awijaya awijaya Unive One student was absent. Then, the researcher began the material by reviewing the lava awijaya awijaya last lesson and asked the students some questions dealing with the material that had awijaya awijaya been given in the first meeting. The beginning of the lesson, all students focused on awijaya hiversitas Brawijaya awijaya the lesson. The researcher used this chance to begin the main activity. In this whilstawijaya Unive teaching here are the activities, awijaya awijaya 1. The learning source used in the teaching learning process was Indoneisa folktale awijaya movie entitle "Malin Kundang". awijaya 2. The researcher asked the students to do the task that matches some words to the awijaya meaning and it is to translate English to Indonesian. The words on the worksheets awijaya awijaya were based on the movie "Malin Kundang". After finishing the task, the researcher awijaya awijaya and the students discussed the answers of the task together. awijaya 3. The researcher drilled the students' pronunciation with the guiding words on the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya worksheet. The drilling was asked the students to pronounced the chosen words Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya three times or more. Some students were shy and afraid to prounce loudly. The Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava⁴⁹iniversitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava students were afraid if they made a mistake. The researcher gave more example Universitas Brawijaya Universitas Brawijaya then they could pronounce louder. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4. After that, the students held a discussion to check the students comprehension Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya about the movie. The students and the teacher discussed the story to get the moral awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya value from the story. Most students were raising up their hands to state their awijaya Universitas Brawijaya awijaya awijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya awijaya 5. Next, to check the students' understanding about vocabulary mastery on the awijaya awijaya universe movie, the researcher asked the students to write some words on students' awijaya awijaya Unive worksheet meeting 2 (See appendix 5) which was given after wacthing the movie lava awijaya awijaya and find the meaning of the word about material that day. The researcher drilled the laya awijaya awijaya students' pronunciation. The drilling was asked the students to pronounced the awijaya awijaya awijaya chosen words three times or more. awijaya 6. Next for icebreaking, the researcher had a game for the students . The name of awijaya awijaya awijaya the game was guessing word. This game was played competitively in class. One awijaya participant could show a word with a few words that they had learned today. awijaya Unive Participants in the other team guess it. Participants who can guess the answer must lave awijaya Unive show the next words. awijaya awijaya awijaya After finishing all the activities, the researcher reviewed the material. The awijaya awijaya researcher showed all the words to the students, then, the students pronounced and awijaya awijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava 50 niversitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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 Universitas Brawijaya Univer4.1.1.3 Meeting 3^{Universitas} Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava awijava The third meeting was conducted on Tuesday, 25 February 2020. The awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya researcher and the observer came to the class at 09.25-11.05 A.M. In the third awijaya sitas Brawijaya Universitas Brawijava awijaya meeting the researcher continued teaching the material by Indonesian folktale awijaya awijaya movie. To prepare the class, the researcher said "the captain of the class, please awijaya awijaya Unive lead your friends to pray!" to the students. Then, the researcher checked the awijaya awijaya students' attendance. One student was absent. Then, the researcher began the awijaya awijaya awijaya material by reviewing the last lesson and asked the students some questions dealing awijaya with the material that was given in the first and second meeting. The researcher awijaya awijaya awijaya Unive used this chance to begin the main activity. In this whilst-teaching, there are some lava awijaya awijaya Univeractivities as follows: awijaya awijaya 1. The researcher distributed the students' worksheets to the students for the third awijaya awijaya Unive meeting. Then, the researcher began the lesson by playing the Indonesian folktale awijaya awijaya Unive movie entitle "Timun Mas". The students watch curiously to the researcher's movie. awijaya awijaya awijaya 2. The researcher asked the students to make a pair of discussions. The researcher awijaya awijaya asked the students to discuss their worksheets. The researcher asked the students to awijaya awijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Rrawijava Universitas Rrawijava⁵¹Iniversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awiiava awiiava finishing the task, the researcher and the students discussed the answers of the task Universitas Brawijaya together. 3. The researcher drilled the students' pronunciation with the guiding words on the Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 4. After that, the students and the teacher discussed the story to get the moral value awijaya Univerto check comprehension from the story. The students felt easy to grap the main idea awilava awijaya of the text because they have already known the folktale movie of "Timun Mas". awijaya awijaya awiiava 5. To check the students' understanding of the vocabulary on worksheet, the awiiava awiiava researcher asked the students pronouced some words and found the meaning. One awijaya student were shy and afraid to pronounce loudly. She was afraid if she made a awijaya mistake. However, others students were excited to pronounce to chosen word. awijaya After whilst-teaching, the researcher also asked about the students' awijaya awiiava ^{ve} 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 awiiava awijaya the answer on the dictionary. The materials were taken from the material that had awijaya awijaya been studied in first until third meetings. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya After the test finished, the researcher discussed the answers of test with the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students. All the students were very active in discussing the answer with the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya researcher. All students paid attention with the discussion. Then, the researcher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava 52 niversitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awijaya 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 Universitas Brawijava Universitas Brawijava researcher distributed the questionnaire to students. The result as presented on the awijaya awijaya questionnaire shows that mostly students agree that using folktale movie is expected awijaya to improve vocabulary mastery. Then in the end, the researcher said thank you to awijaya awijaya the students for everything during the research. Then, the researcher closed the awijaya awijaya awijaya discussion by praying. awijaya awijaya awijaya 4.1.1.3 The Finding of Test Result awijaya awijaya Iniversitas Brawijava Through pre-test in the first meeting of cycle one, the researcher measured awijaya awijaya the ability of the students in mastering vocabulary. Especially for vocabulary noun, awijaya awijaya adjective, verb and adverb by folktale movie. There was criteria of success that awijaya awijaya Unive already determined after the students did pre test in preliminary study. The criteria awijaya awijaya Universe of success was 75% of students class IX-E reach the minimum passing grade. The laya awijaya awijaya awiiava Universidents who got equal or higher than 75 means that they were successfull. After, awijaya Unive the researcher calculated the score, the researcher made into percentages which lava Universitas Brawijaya awijaya used formula by Brown (2004) following: awijaya awijaya Percentage of pre-test = $\frac{Total students who pass the score}{x 100\%}$ awijaya Universitas Bratotal of students s Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya x = 100% = 27,5% sitas Brawijaya awijaya 29 Universitas Brawijaya Universitas Brawijaya t-test = $\frac{Total \ students \ who \ pass \ the \ score}{total \ of \ students} x \ 100\%$ Percentage of post-test = _____ total of students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Rrawijava Universitas Rrawijava⁵³iniversitas Rrawijava

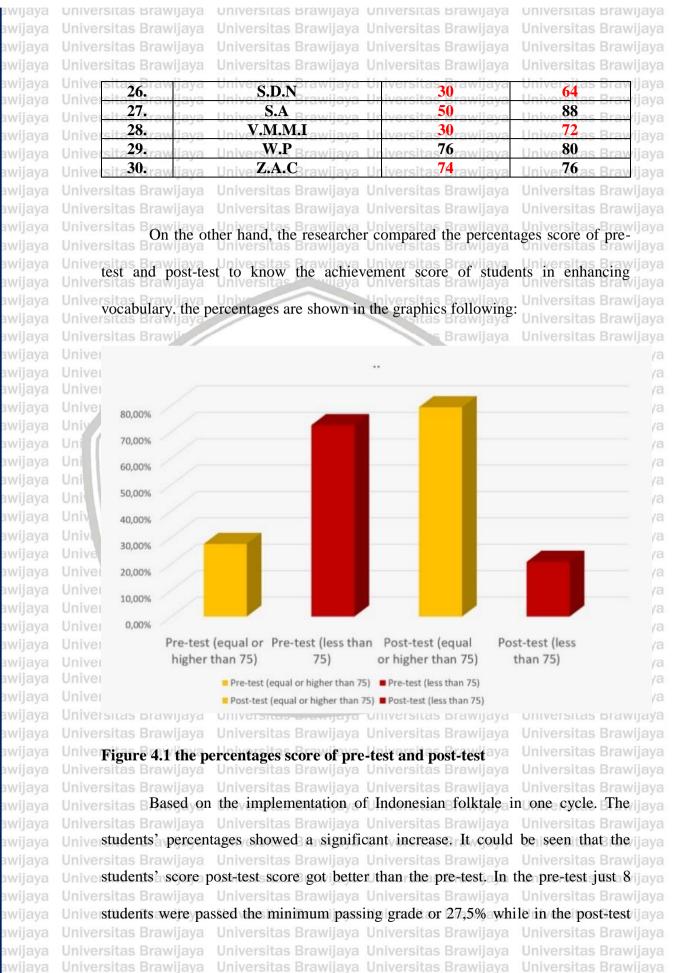
awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Univ $=\frac{23}{29}x$ 100% = 79,3 % itas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas B Based on the research findings showed that the result of pre test and post Java Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava test shows improvement from 27,5 % in the pre-test to 79,3% in the post-test which awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya the criteria of success is 75%. The students who got equal or higher than 75 means Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awijaya that the students pass the minimum grade. Based on the analysis of students' scores Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya Unive 79,3% means that this research was successful enhancing vocabulary mastery by awiiava awijaya folktale movie. The score of students pre-test and post-test is shown below: S Brawlaya awijaya wijaya Universitas Brawijaya awijaya

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

jaya Universitas Brawijaya

wijaya	Univ	Number	Nam	e		Score Pre-test	Score Post-test
wijaya	Uni	1.		A.R.A	17	70	95
vijaya vijaya	Uni Uni	2.		A.W.D	14	68	88
vijaya	Uni	3.		A.A		50	niver88 as Bray
vijaya	Univ	4.		A.S.B	19/	50	niver94 as Braw
vijaya	Univ	5.		A.C.D.M	-	50	Iniver96 as Bray
vijaya	Unive	6.		A.P.N.A		40	Univer 96 as Braw
vijaya	Unive	7.		A.A.M	S	56	Univer88 as Braw
vijaya	Unive	8.		A.Z.A.P	間	76	Univer88 as Braw
vijava	Unive	6		B.N	11	30	Univer62as Braw
vijaya	Unive	rsita10.		F.A	-	36 ya	Univer60 as Braw
vijaya	Unive	sita		F.N.M		56 jaya	Univer88 as Braw
vijaya	Unive	rsita12.		I.B		50 wijaya	Univer78as Braw
vijaya	Unive	rsitar38ra		K.R.F.C.N		92 awijaya	Univer96 as Braw
vijaya	Unive	isitas Braw	5	L.D.P	-	50 ^{rawijaya}	Univeratas Braw
vijaya	Unive	15.	ijaya	M.A.F	a Ul	iversitas 56 rawijaya	Universias Braw
vijaya	Unive	sitas Braw	ijaya	M.S.M	a Ui	liversitas <mark>P</mark> rawijaya	Universitas Braw
vijaya	Unive	Isitas Braw	ijaya	M.A.A	a Ui	iversitas Brawijaya	Universitas Braw
vijaya	Unive		ijaya	N.U.N	a Ui	iversitas Brawijaya	Universitas Brav
vijaya	Unive	19.	ijaya	N.Y.A		88	82
vijaya	Unive	20.	ijaya	P.G.N.G	a ui	92	Universitas Brav
vijaya vijaya	Unive Unive	21	ijaya	UniversQ.S Brawijay	a UI	iversitas brawijaya	Universitas Brav
vijaya	Unive	22	ijaya ijaya	Linive R.A.K rawijav	a Ul	iversitas Brawijaya	Univer88 as Bray
vijaya	Unive	23.	ilava	UniverR.A.PBrawijav	a U	iversita 88 rawijava	Univer96 as Brav
vijaya	Unive	sita24.raw	ilava	Unive R.T.Carawijav	a Ui	iversitas Brawijaya	Universitas Braw
vijaya	Unive	sita25.raw	iiava	Univ S.D.U.R		iversitas 78 rawijava	Univer88 as Braw
vijaya	Unive	rsitas Braw	liava	Universitas Brawijay			Universitas Braw
vijaya		rsitas Braw		Universitas Brawijay			
vijaya		rsitas Braw		Universitas Brawijay			Universitas Braw
vijava		reitae Rraw		Universitas Brawijav			Universitas Braw



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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awiiava awiiava 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 Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya decided to stop the cycle. Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Universities In monitoring the implementation of this cycle, the researcher used awijaya sitas Brawijaya Universitas Brawijaya awiiava University observation to see the effects of conducting the cycle. The observation was awilava awijaya Unive conducted simultaneously when the teaching learning process. There were some jaya awijaya awijaya Unive instruments used by the researcher, such as observation checklist, field notes, and lava awijaya awijaya questionnaires. The observation checklist and field notes belong to the English awijaya awijaya awijaya teacher. Then, the questionnaires were given for the students in the last meeting awijava awijaya after the students got the treatment and did the post-test. awijava awijaya 4.1.2.1 Observation Result awijaya awijaya awijava To avoid bias in observation, this research invite English teacher as the awijaya observer. The observation checklist was used to guide the observation process. The Universitas Brawijaya observastion was conducted in ninth E class. awijaya Universitas Brawijaya Universitas Brawijaya awiiaya Universities The result of first meeting were the students focused on improving awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive vocabulary aspects. The aspects that should be improved were the meaning of awiiava awijaya Unive words, the use of words in context, and the pronunciation of words. In the teaching awijaya and learning process, the Indonesian folktale movie was used to make the way of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya grasping the meaning easier. Based on the observation checklist, the students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya looked enthusiastic to attend the class. The students paid attention to the lesson. No Universitas Brawijaya Universitas Brawijava Universitas Brawijava⁵⁶niversitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 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 as Brawijava researcher asked the question to the students. In the first meeting, most students awijaya were shy to pronounce loudly. The students were afraid that their answer was awijaya awijaya wrong. To solve this problem, the researcher gave advice to the students that it was only practice. awijaya

Universitas ^BThe 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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 awijaya because they knew all the meaning of the difficult words by discussing with their awijava awijaya friends and also looking for the dictionary. Sometimes the students told each other awijaya awijaya about something else. So, the researcher went around the class to monitor and guide awijaya the students whether they were active to discuss with their friends or not. In awijaya awijaya reviewing the materials, all students were active to grasp the meaning of every awijaya awijaya awijaya

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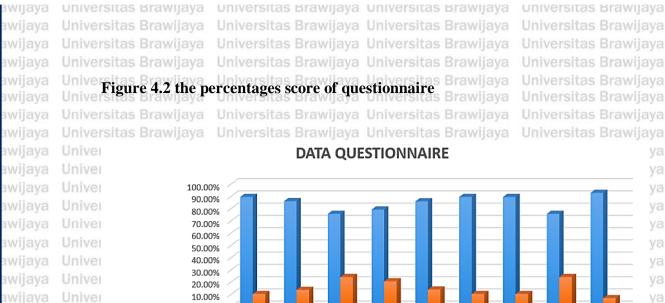
4.1.2.2 Finding of Fieldnotes

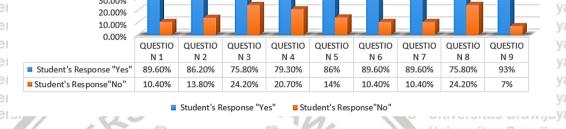
The English teacher observed the condition of the class and gave the Unive suggestion, comment about the weakness and the strengths of the researcher action University when the researcher taught in the class. In this cycle, there were three meetings, awilaya

In the first meeting, the English teacher as observer gave comments as follows: It

University was the researcher's voice is less loud to cover the whole class. The effect from the awijaya Unive teacher's voice was one students are busy in their own business and the students did awijaya University of the researcher's instruction. On the other hand, the English awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive teacher gave an opinion about the strength of the researcher, the explanation about java awijaya awijaya Unive the narrative text was good and the media had been chosen was interesting for the java awijaya Universidents. So, the students were interested to join in the class. Then, there was a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava⁵⁸ niversitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awiiava awiiava suggestion for the researcher. The the volume of researcher's voice should louder Universitas Brawijaya Universitas Brawijaya Universities In the second meeting, the researcher improved the weakness in the first Universitas Brawijava Universitas Brawijava Universitas Brawijava meeting, but there were some comments about the way the researcher's teaching. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya The weakness was one student who did not pay attention to the instruction. The Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava suggestion, the researcher must check all of the students pay attention in Universitas Brawijaya iversitas Brawijaya Universitas Brawijaya awijaya researcher's instruction. Afterward, the English teacher gave comments about the awijaya awijaya strength were the way the researcher taught was systematic, the media and game awijaya awijaya were good to make students active in the class so that all of the students were active awijaya awijaya in joining the class. (See appendix 4.b) awijaya In the third meeting, the English teacher just gave some comments about the awijaya niversitas Brawijaya situation of the class. The strength were the researcher's voice had been louder, the awijaya Unive researcher got better classroom management, and the method and media were good lava awijaya awijaya unive implementations in the class. (See appendix 4.c) awiiava **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 awijaya as Brawijaya Universitas Brawijava awijaya students must chose A or B. Universitas Brawijava Universitas Brawijava⁵⁹ niversitas Brawijava





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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

University media especially folktale 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

wijaya Universitas to follow by the students and the percentages showed that 75,8 % of the students.

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Unive The researcher concluded that the students felt happy and interest while the process lieve awijaya Universitas Brawijaya Universitas Drawijaya Universitas Brawijaya awijaya Unive of learning English, especially vocabulary. It means the technique applied by the java awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive teacher made the students been motivated in learning English as a language subject. awijaya awijaya The results measured aspects of appropriateness through the fourth question awijaya that was the opinion about the story of the movie appropriate for learning short story awijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Ilniversitas Rrawijava Ilniversitas Rrawijava 60 niversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava awiiava 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 awijaya process which made students understand the context of the English language. awiiava awijaya awiiava Based on the diagram, the researcher measured aspect of the effectiveness through awijaya iversitas Brawijaya Universitas Brawijaya the seventh question that was the opinion about the movie help the students to learn awilava awiiava about vocabulary by folktale movies. There were 89,6% of students said yes, that awijaya awijaya the movie helped the student to learn about short story text. Question number eight awijaya awijaya was about the movie can help the students to identify the generic structure of awijaya awijaya narrative text easily. There were 75,8% of the student said yes. Almost all of the awijaya students enjoy learning English with the media. It can be seen from the result 93% awijaya 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 awijaya 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 awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 4.1.3 Reflecting Universities B This was the final stage of the cycle in this research. Based on Latief (2015) Unive reflection is the last stage of classroom action research. The reflecting is a about laya Universitas Rrawijava⁶¹ niversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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, awijaya and the last instrument was a questionnaire for the students after they got the postawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya niversitas Brawijaya Universitas Brawijaya Universities This researcher measured how far implementation could improve the students' vocabulary. The researcher discussed improvement of the students in their awijaya post-test. The post-test was conducted on Tuesday, 25 February 2020. There were awijaya awijaya 29 students who joined the post-test. The post-test was the last step in this research awijaya awijaya of Classroom action research (CAR). To get the result of the post-test, the awijaya researcher calculated the total score of the students' test results. awijaya 100% ... Brawijaya Total students who pass the score Percentage of the post-test total of students $\frac{23}{29}$ x 100% = 79,3 % 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. awijaya awijaya 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 Ilniversitas Brawijava Ilniversitas Brawijava⁶² niversitas Brawijava

awijaya awijaya awijaya awijaya on the result of the post-test, the percentages showed that 79,3% of the students got awijaya Universitas Brawijaya higher 75. So, it can be concluded that this research was successful. awijaya awijaya Universitas Brawijava Universitas Brawijava Unive 4.2 Discussion Universitas Brawijaya Universitas Brawijaya awijaya Universities B This research has a purpose in improving students' vocabulary mastery by take awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya implementing Indonesian Folktale movies for ninth graders of SMP Negeri 10 awijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Malang. The data are taken by score tests and observation while implementing the awijaya awijaya Unive media. The observation and implementation of media were done to know the effect awijaya awijaya of applying the Indonesian Folktale movie as media to enhance students' awijaya awijaya Universe vocabulary. That was done to show that there were some improvements in students' awijaya awijava vocabulary mastery aspects and students' motivation. Considering the result of the awijaya awijaya study, the researcher discusses some points related to improving vocabulary awijaya awijaya awijaya mastery using folktale movies. In this case, the researcher found the strengths as awijaya awijaya Unive follows. awijaya awijaya Firstly, the implementation of using folktale movies can help the students awijaya awiiava to be attracted to the material because it produces sound and visual images. Also, awijaya awijaya Unive the students were familiar with the characters in the movie of Malin Kundang, java awijaya awijaya Unive Ande-ande Lumut, and Timun Mas which make the students got into the story. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University During the implementation, the students gave full attention to the movie even awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univerthough there were few students had passive response while the researcher gave awijaya awijaya Unive direction and afraid to pronounce chosen word loudly. In line with Hamral (2018) awijaya Universities 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Il niversitas Rrawijava Il niversitas Rrawijava 63 niversitas Rrawijava Il niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava awiiava awiiava Foreign Language. Besides containing moral and cultural value they are useful for developing cognitive and academic skills as well (Tayler, 2000). Universities The next discussion is about the factors which influence the success or Universitas Brawijava Universitas Brawijava Universitas Brawijava awijava failure of using folktale movie. Based on the research that has been done, the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya researcher found about the problem also the factors that determined the success of versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya awiiava using folktale movies in improving vocabulary mastery. The first factor is about Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya awijaya student"s motivation. At the first meeting, the students did not have high awilava Universitas Brawijaya awiiava motivation. They ignored the lesson, it could be seen from their behaviors. They awijaya awijaya did not pay attention to the teacher. Of course, it was an obstacle in applying the awiiava awijaya lesson. So the first meeting was not good, the goal was not totally achieved. Then awijaya awijaya the next meeting the researcher gave a motivation, by telling them how important awijaya English in the world, and suggested to them that English was easy and fun. Finally, awijaya 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 awiiava 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 awijaya giving more easily for students learning vocabulary. This statement supported by awijaya awijaya Mares (1996) as with all educational technologies, the value of the movie relies on Unive how it is implemented in the classroom. Reviews and meta-analysis of the research lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya university indicates that positive learning and affective outcomes are greatly enhanced and Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Unive extended when the movie is integrated into the rest of the lesson. Universitas Brawijava Universitas Rrawijava Universitas Rrawijava⁶⁴ niversitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava 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 Brawijaya and weakness of using folktale movies. After doing research the researcher found awijaya that folktale movies in teaching-learning English vocabulary have many awiiava advantages. The strength in the teaching-learning process are: Universitas B There was an improvement in the student's vocabulary mastery. It was awijaya awiiava shown from the result of the score of the post-test score got better than the pre-test. awijaya awijaya In the pre-test, just 8 students were passed the minimum passing grade or 27,5% awijaya awijaya while in the post-test there are 23 students were passed the minimum grade and it awiiava awijaya means 79,3% of the students were a success in XI E class. The finding of this study awijaya is in line with the previous study conducted by Rahman (2012), the finding states awijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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 Ilniversitas Brawijava Ilniversitas Brawijava

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awijaya word of the student's worksheet. In line with Jan Arjen Mondria (1994, p. 22) the awijaya awijaya

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Brawijaya 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 Universitas Brawijaya 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 Iniversitas Brawijava

Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Bravijava CHAPTER V awijaya awijaya CONCLUSION AND SUGGESTION awijaya awijaya Universitas Brawijaya Universitas Brawijaya 5.1 Conclusion awijaya The researcher concludes that teaching vocabulary by using Indonesian lava awijaya awijava Unive Folktale Movie as media can improve the students' vocabulary. The improvement lava awijaya awijaya Unive of the vocabulary mastery is based on the analysis by pre-test and post-test scores. Hava awijaya awijaya Unive The post-test reached 79,3% which the criteria of success is 75%. The students' java awijaya awijaya Unive vocabulary mastery had improved through folktale movies. Based on the fildnotes, java awijaya awijaya Unive this technique helped the students to learn and experience the enjoyable process of jaya awijaya Univ awijava awijaya vocabulary mastery activity. The students enjoyed the whole process of teaching jaya awijaya and learning since this technique encourages students to be more active and takes java awijaya awijaya awijaya the challenge they never did before. So, teaching vocabulary through movie as jaya awijaya Universe media is appropriate and effective to be used in improving students' vocabulary jaya awijaya awijaya Unive mastery. awijaya Unive 5.2 Suggestion awijaya awijaya awijaya After carrying out the research and obtaining the conclusion, the researcher awijaya would like to purpose some suggestion directed to the English teacher, the students, awijaya awijaya ijaya Universitas Brawijaya Universitas Brawijaya the next researcher and for school. awijaya ijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya First, for English teachers that the result of this study could be one reference awijaya to teach English vocabulary towards the students in an enjoyable way to teach English vocabulary to more attractively by using Indonesian Folktale Movies as Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava 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 Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya if students were not maximally involved in it. The students have to be more active awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya and motivated to learn English. The students not only can study English in the class Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava but also can study everywhere and every time. The students can practice English in awijaya piversitas Brawijaya Universitas Brawijaya awijaya Unive their daily life. awijaya Universitas Bra awijaya Third, for the next researcher after the result of this research, the researcher awijaya awijaya University movie in teaching vocabulary dealing with describing people, animals, and lava awijaya awijaya things of single words in form of content words (nouns, verbs, adverbs, and awijaya awijaya awijaya adjectives). For the next researcher who will apply this media in language teaching, awiiava it is important to be considered to use this media in other topics developed other awijaya awijava Unive skills and language components. In addition, the next researcher is also suggested lava awijaya awijaya awijaya to use movie as media in teaching vocabulary with different research design or awijava Unive approach. awijaya Universitas BFourth, for the school that the institution should state policy in improving lava awijaya Unive the quality of the teaching English for children. It should encourage the English awijaya Univerteacher to creative to use a various methods, techniques or materials. It should also have awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive be facilitated with various media supporting the teaching activity. Universitas Brawijava awijaya awijaya awijaya Universitas Rrawijava⁶⁸iniversitas Rrawijava

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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 ($\sqrt{}$)

NO	CRITERIA	QUESTION	RESPOND		
	n an	1	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 pratical	2.1 Can students complete the test reasonably within the set time frame ?	~		
	2.2 Is the cost of the test within budget limits?	\checkmark			
		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 ?	\checkmark		
		3.3 Are the topics and situations interesting, enjoyable and/or humours ?		1	

Reference

H. Douglas Brown. (2004). LAGUAGE ASSESSMENT Principles and Classroom Practices. Sara Cuishing weigle: PEARSON Longman.

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Instruction

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

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awiiava Appendix 3. Example of Questionnaire Universitas KUESIONER SISWA Brawijaya Universitas Brawijaya Universitas Brawijaya Nama: nawijaya Kelas : Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive Petuniuk vijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universit 1. BPilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan wijaya awijaya Universitas Etanda silang (X) pada pilihan jawaban yang telah disediakan iversitas Brawijaya awijaya Universit 2. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner Waya Universitas Bini tidak akan mempengharuhi nilai Bahasa Inggris Anda. Universitas Brawijaya Unive Pertanyaan Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media? awijaya a. Ya ∪b. Tidaks Brawijaya awijaya 2. Apakah film yang Anda tonton menarik awijaya awijaya a. .Ya **b**. Tidaks Brawijaya 3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ? b. Tidaks Brawijaya a. Ya Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks 4. cerita pendek? b. Tidak a. Ya Karena 5. Apakah bahasa yang digunakan pada film mudah dipahami? b. Tidak a. Ya Dapatkah Anda menangkap kosakata atau kosakata baru dari film? 6. Ya Ub. Tidaks Brawijava a. Apakah media film pendek yang ditayangkan dapat membantu Andas Brawijaya Universita . dalam mempelajari kosakata dalam teks cerita pendek? a. Ya b. Tidak^{s Brawijaya} Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek? awijaya b. Tidak a. Ya awijaya 9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan awijaya media film pendek tersebut ?ava Universitas Brawijaya Universitas Basw Yaya Universitas Brawijaya Universitas Brawijaya Ub./Tidaks Brawijaya Universitas BKarenaa....Ilniversitas Brawijaya...Universitas Brawijaya...Ilniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Question of Questioner was adopted from Ira Febriana Undergraduate Thesis year Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of 2017 Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava⁸³iniversitas Rrawijava

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Malang, 17 Februari 2020 English Teacher

(More Ashrofiluda S.Pd)

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Malang, 25 Februari 2020

English Teacher

(Moch. Adhrophuda S.Pd.)

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya C. Tujuan Pembelajaran rawijaya Universitas Brawijaya Universitas Brawijaya Universital. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur wilaya Universit kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteksasi as Brawijaya penggunaannya. 2. peserta didik serta dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis sangat pendek dan sederhana yang terkait fairy tales. Universita **D. Materi Pembelajaran Au**ijaya Universitas Brawijaya Universitas BMateri Pembelajaran Reguler Universitas Brawijaya Tiga aspek yang menjadi fokus pembahasan dalam pembelajaran dalam berkulaya Teks naratif : Malin Kundang, Ande Ande Lumut, dan Timun Emas 1. Fungsi Sosial : Mendapatkan atau memberikan hiburan, mengambil teladan dari nilai-nilai luhur. awijaya Struktur teks naratif : awijaya Orientasi : bagian awal ini berisikan tentang pengenalan tokoh setting tas Brawilaya tempat/latar, waktu. Komplikasi : berisikan tentang awal mula terjadinya masalah atau konflikkonflik yang dialami tokoh utama. niversitas Brawijaya 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 Unive Materi Pengayaan Unsur Kebahasaan teks naratif Kalimat deklaratif dan interogatif dalam simple past tense Frasa adverbia : a long time ago, once upon a time, in the end happily ever Universitas Bafterjaya Universitas Brawijaya Universitas Brawijaya Universite- BNomina singular dan plural dengan atau tanpa a, the, this, those, my, their, jaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Bravijaya Action verbs : looking for, went, battle Universitas Brawijaya Brawijaya Universitas Brawijaya E. Metode Pembelajaran rawijaya Universitas Brawijaya UniverScientificwijaya Universitas Brawijaya Universita Pendekatan Universita Tehniki jaya Univ: Cooperative Learning ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Metode ava Universitas Brawijava Universitas Brawijava Universitas Rrawijava Universitas Rrawijava95 niversitas Rrawijava Ilniversitas Brawijava

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awijaya 	· · · · · · · · · · · · · · · · · · ·	Folk Tale Ande Ande Lumut (itas Brawijaya Universitas Brawijaya
awijaya	지 않는 것이 안 가지 않는 것이 같은 동물을 가지 않는 것을 가지 않는 것이 같은 것이 같은 것이 같은 것이 없다.	//www.youtube.com/watch?v=QV5b=vOBYNo),Video FolkBrawijaya
awijaya		Malin Kundang (vijaya Universitas Brawijaya Universitas Brawijaya
awijaya		//www.youtube.com/watch?v=a0gi3kIA3rk) dan Video Folk
awijaya awijaya	Universitas Braw Tale T	Cimun Emas rsitas Brawijaya Universitas Brawijaya
awijaya	Universitas Bra (https	://www.youtube.com/watch?v=SkRYINu_W7g)
awijaya	Universitas	ATAS BA. ijaya Universitas Brawijaya
awijaya	Universit 2. Teks	
awijaya	Unive Orientation	A long time ago, there were two large kingdoms in
awijaya	Univ	Iniversitas Bravijava
awijaya	Uni	the East Java region, named the kingdoms2 of Jenggala
awijaya	Uni 🕄 <	and the kingdom of Kediri. The kingdom of Jenggala
awijaya	Uni	was led by Raja Jayanegara and the Kingdom of Kedirian jaya
awijaya	Uni	was led by King Jayangrana. The unite the two sites Bray Jaya
awijaya	Univ	countries and avoid war, the two kingdoms established
awijaya	Univ	a marriage bond between Panji Asmarabangun, son of
awijaya	Unive	the King of Jenggala and Dewi Sekartaji, the daughter
awijaya	Univer	City in City i
awijaya	Unive Complication	One day, the Jenggala kingdom was attacked by an
awijaya awijaya	Universita	enemy. During the battle, Dewi sekartaji fled from the
awijaya	Universitas	palace. She disguised herself as a village girl and lived
awijaya	Universitas E	with a widow with three daughters, named Kelenting
awijaya	Universitas Bra	Abang, Kelenting Ijo and Kelenting Biru. But Kelenting
awijaya	Universitas Brawn	Kuning was not treated well. Every day she was told to
awijaya	Universitas Brawijaya	do housework such as washing, cooking, and cleansing
awijaya	Universitas Brawijaya	the house. Her three stepsisters were very lazy, and
awijaya	Universitas Brawijaya	they usually just told her to do their chores. "Kelenting
awijaya	Universitas Brawijaya	Kuning! Wash my clothes !". "Wash my scarf too !".
awijaya	Universitas Brawijaya	"Okay Sister" said Kelenting Kuning.
awijaya	Universitas Brawijaya	Eventually, the Jenggala Kingdom was saved. Panji
awijaya	Universitas Brawijaya	Asmarahangun had succeeded in defeating his enemy
awijaya	Universitas Brawijaya	who attecked him, but he was sad because Dewi
awijaya	Universitas Brawijaya	Sekartaii had left the palace. He was determined to look
awijaya 	Universitas Brawijaya	for her. He told guards to find the whereabouts of Dewi
awijaya	Universitas Brawijaya	Sokartaji After a while a hedyguard reported that he
awijaya	Universitas Brawijaya	had mot a girl who looked like Dowi Solvertaii in a
awijaya awijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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repository.ub.ac.id	awijaya	Universitas Brawijaya	Universities Prenditions Universities Prenditions Universities Prenditions
n.	awijaya	Universitas Brawijaya	village. Panji Asmarabangun went to Dadapan village,
٢Y	awijaya	Universitas Brawijaya	this village was located next to the village where
t0	awijaya	Universitas Brawijaya	Kelenting Kuning lived. He lived in Mbok Randa's house,
Sl	awijaya	Universitas Brawijaya	Uni became Mbok Randa's adopted child and distinguises
bd	awijaya	Universitas Brawijaya	Uni himself as Ande Ande Lumut who was looking for a
re	awijaya	Universitas Brawijaya	uni wife. News about Ande Anse Lumut looking for a wife
	awijaya	Universitas Brawijaya	spread around the town, and Kelenting Abang,
	awijaya	Universitas Brawijaya	Uni Kelenting Ijo and Kelenting Biru dressed as beautifully Ijaya
	awijaya	Universitas Brawijaya	as they could to propose to Ande Ande Lumut. They
	awijaya	Universitas Brawijaya	Uni didn't forget to wear good clothes.jaya Universitas Bravijaya
	awijaya	Universitas Brawijaya	"Hi Kelenting Kuning, you don't have to come with us,
	awijaya	Universitas Brawijaya	Uni just stay at home !, go to the river and wash all the dirty jaya
	awijaya	Universitas Brawijaya	clothes !" commanded Kelenting Biru. The departed and
	awijaya	Universitas Brawii	Kelenting Kuning went to the river to wash the dirty
	awijaya	Universitas Bra	clothes right away. awijaya Universitas Bravijaya
	awijaya	Universitas	Suddenly, a giant crab named Yuyukangkang
	awijaya	Universit	appeared, the crab offered to cross the river on the
	awijaya awijaya	Unive Univ	condition they had to kiss the crab. They agreed to that
	awijaya	Uni	condition. One by one they climbed onto
	awijaya	Uni	Yuyukangkang's back to cross the river. Moments later, Kelenting Kuning arrived at the riverside. She also met
	awijaya	Uni	Referring Running arrived at the riverside. She also met
	awijaya	Univ	ruyukangkang. ruyukangkang onereu to neip ner cross
	awijaya	Univ	the river with the same condition, that she must kiss
	awijava	Univ	min. Referring Runnig rejected the requirement and
	awijaya	Unive	forced ruyukangkang to help her without his condition
	awijaya	Univer	met. ruyukangkang ulu not want to help kelenting
	awijaya	Univers	Kuning. Kelenting Kuning lost her patience.
	awijaya	Universit	She pulled out the whip from the Crane and struck
	awijaya	Universita	the river. Immediately, the river water receded.
	awijaya	Universitas	Yuyukangkang was scared. Finally, he agreed to help
	awijaya	Universitas B	Kelenting Kuning cross the river. Kelenting Kuning
	awijaya	Universitas Bra	immediately went up on to Yuyukangkang's back and
	awijaya	Universitas Braw,	got to the other side of the river. Her mother and three stepsisters arrived first at Mbok Randa's house. One by
	awijaya	Universitas Brawijaya	
	awijaya	Universitas Brawijaya	
	awijaya awijaya	Universitas Brawijaya Universitas Brawijaya	showed their beauty to Ande Ande Lumut. However, none of them was chosen because they had kissed
	awijaya	Universitas Brawijaya	Yuyukangkang. A few moments later, Kelenting Kuning
A	awijaya	Universitas Brawijaya	universitas Bravijaya
X	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
BRAWIJAYA	awijaya	Resolution	
I	awijaya	Universitas Brawijaya	Ande Ande Lumut chose Kelenting Kuning at his wife because he knew that Kelenting Kuning was Dewi
ERS	awijaya	Universitas Brawijaya	Sekartaji and she was the only woman who hadn't kiss
	awijaya	Universitas Brawijaya	by Yuyukangkang. Ande Ande Lumut revealed his
Ba	awijaya	Universitas Brawijaya	disguise he told everyone, that he was Panji
	awijaya	Univer sitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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p .	awijaya	Universitas Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Braw	ijaya
n	awijaya	Universitas Brawijaya	Asmarabangun. Finally, Panji Asmarabangun and Dewi	iiava
λ	awijaya	Universitas Brawijaya	Sekartaji were reunited, and they invited Mbok Randa	ijava
to	awijaya	Universitas Brawijaya	to stay in the palace as a thank you. In the end, they lived	ijaya
SI.	awijaya	Universitas Brawijaya	Uni happily ever after. Iniversitas Brawijaya Universitas Brav	ijaya
repository.ub.ac.i	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Braw	ijaya
re	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Braw	ijaya
	awijaya	Unive Teks 2 : awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Braw	ijaya
	awijaya	Orientation	A long time ago there was a child named Malin	ijaya
	awijaya	Universitas Brawijaya	Kundang who lived with his poor father and mother.	ijaya
	awijaya	Universitas Brawijaya	They lived in village on the beach. It was a small and	ijaya
	awijaya	Universitas Brawijaya	oniversitas bravijaya oniversitas bravijaya oniversitas brav	ijaya
	awijaya	Universitas Brawijaya	un quiet place and many people had migrated to the city and the city a	ijaya
	awijaya	Universitas Brawijaya	to find more money. There wasn't much to do in their av	
	awijaya awijaya	Universitas Brawii Universitas Bra	village, the land was arid and the fish in the sea were	ijaya
	awijaya	Universitas	not plentiful. Malin Kundang liked to play. All he did	ijaya
	awijaya	Universit	every day was just chase the only chicken his parents	ijaya
	awijaya	Unive	owned, Burik. "There you are Burik ! Come here s Bray	
	awijaya	Univ		ijaya
	awijaya	Uni	when he cought him, he would usually torture the poor	ijaya
	awijaya	Uni 🤇	chicken. "I got you !! hahaha" said Malin Kundang to	ijaya
	awijaya	Uni	Burik.	ijaya
	awijaya	Univ	Dulik, Biversites Bray	iiava
				ijaya
	awijaya	Univ Complication	One day, Malin's father wanted to go abroad. It is said	ijaya
	awijaya awijaya	Univ Complication	that the neighbouring country is prosperous and	ijaya ijaya
	awijaya awijaya awijaya	Univ Univ Univ Unive	that the neighbouring country is prosperous and making money there is very easy. "I am leaving, Malin !"	ijaya ijaya ijaya
	awijaya awijaya awijaya awijaya	Univ Univ Unive Unive	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	ijaya ijaya ijaya ijaya
	awijaya awijaya awijaya awijaya awijaya	Univ Univ Unive Unive Unive	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	ijaya ijaya ijaya ijaya ijaya
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	awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Univ Unive Unive Unive Unive Unive Unive Unive Sit	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	ijaya ijaya ijaya ijaya ijaya ijaya
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Univ Unive Unive Unive Unive Unive Unive Sil Universita Universita	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.	ijaya ijaya ijaya ijaya ijaya ijaya ijaya
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Univ Unive Unive Unive Unive Unive Unive Unive Sit	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	ijaya ijaya ijaya ijaya ijaya ijaya
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Universitas Brawijaya Universitas Brawijaya 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, rsitas Bray er 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 ijaya 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. Va Universitas Bray

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"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,

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b.	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya, Universitas Brawi	ijaya
n.	awijaya	Universitas Brawijaya	my child? I am your mother. I raised you !" said his	ijaya
ιγ	awijaya	Universitas Brawijaya	mother, crying Malin Kundang became angry and said	ijaya
to	awijaya	Universitas Brawijaya	"My mother is long dead! Don't lie to me, old beggar!".	ijaya
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	awijaya	Universi Resolution ya	With a painful heart, his mother prayed to God, "God, if	
	awijaya	Universitas Brawijaya	he truly my son Malin Kundang, I cruse hum to turn to	
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	awijaya	Univ	Mann Kundang realized that he had been cursed as he	ijaya
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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 journeved 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. 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

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Ijo's skin. The monster struggled in the mud. He shrieked and howled in pain. And then, all was silent ... 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. Inversitas Brawijaya Universitas Brawijaya

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	awijaya	Univer	sit	7. Guru mengamati dan membantu siswa memahami	
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	awijaya	Univer	Penutupwijaya	2. Guru memberi motivasi kepada peserta didik untuk	jaya
Υ Α	awijaya	Univer	sitas Brawijaya	penerapan materi hari ini di kehidupan sekolah	jaya
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Universitas Brawijava 1. Ouru mengueupkan salam dan tegur s "Universitas Brawliava Universitas Brawijaya 2. Guru mengucapkan syukur dan mengajak peserta didik awijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Univer Univ3.⁵ Guru memeriksa kehadiran siswa sebagai sikap disiplin Kegiatan 4. Guru menanyakan materi pertemuan sebelumnya Pendahuluan 5. Guru menyampaikan kompetensi yang harus dicapai Brawijaya Universitas Brawijaya setelah pembelajaran jaya 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pembelajaran yang akan java Iniversitas Brawijava dilakukan oleh peserta didik awijaya iversitas Brawijaya Kegiatan Inti 1. Guru menjelaskan materi tentang teks narrative kepada iav 60' Pre-teaching siswa guna untuk memberikan latarbelakang suas Bran activity 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 as Braw aya tentang Timun Emas 4. Guru mengarahkan siswa untuk mengamati video cerita tentang Timun Emas Guru menanyakan arti beberapa kosakata dalam cerita 5. Timun Emas Peserta didik dan guru membahas makna vers vocabulary yang telah disebutkan di video tersebut. jaya 6. Guru mengamati dan membantu siswa memahami kosakata dan cerita Timun Emas Whilstteaching Peserta didik mendapatkan pertanyaan dari guru sebagai kegiatan literasi tentang video Universitas Braw jaya activity Univers Why Mother's Timun Emas gives four pouch?sitas Braw java Univers What moral can we learn from this story ? versitas Braw 8. Guru melakukan koreksi terhadap pemahaman siswa aya secara keseluruhan tentang teks naratif Timun Emas

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Universi SISWa awijava Universitas Brawijava Universitas Braw Univ10. Guru memberikan Post-Test kepada siswa ersitas Braw java Univ11. Guru memberikan Questionare kepada siswa sitas Braw aya Universitas Brawijaya Universitas Brawijaya Universitas Braw Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap Universi masalah siswa. Universitas Brawijaya Universitas Brawijaya Univ2.s Guru memberi motivasi kepada peserta didik untuk Braw java Universipenerapan materi hari ini di kehidupan sekolah tas Braw 3. Guru menyampaikan kegiatan pembelajaran untuk Universitas Brawijaya pertemuan berikutnya. Universitas Braw jaya

WIJA,

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Guru memberikan *feedback* terhadap hasil bacaan

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Penilaian I.

Nilai maksimal: 100

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Skor Perolehan Nilai siswa = X 100 Skor Maksimal

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Universitas Brawijaya Universitas Brawijaya STUDENTS' WORKSHEET MEETING 1 Universitas Brawijaya Universitas Brawijaya A. Match the following words with the correct meaning . (in pair) stas Brawlaya Universitas Brawijaya 1. Universitas Brawijaya Universitas Braw rsitas Brawijaya Universitas Brawij Universitas Brawijav2. (Avoidsitas Brawijava Universitas BrawijMenjadi versitas Brawijava Attached Brawijaya Universitas Brawi as Brawijaya Universitas Bi Universitas Brawijay4. [Arrivedtas Brawijaya Universitas BrawijBerdandan rsitas Brawijaya Terkena Agreed Iniversitas BrawijAkhirnya/ersitas Brawijava Battle Come WIJA, 9. Countries Tinggal 10. Crane 11. Chosen 12. Dressed Ingin 13. Dirty 14. Enemy 15. Finally 16. Happily 17. Immedietly 18. Looking for 19. Meet 20. Stay 21. Sad 22. Suddenly Brawijaya Universitas Braw Mencari Universitas Brawijay23. Showed as Brawijaya Universitas BrawijDiadopsiversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijay25. Want sitas Brawijaya Universitas BrawijNegaraniversitas Brawijaya

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awijaya awijaya awijaya awijaya awijava awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya awijaya awijaya Universitas Brawijay8. Disguised awijaya awijaya 9. Enemy Universitas Brawij awijaya awijaya awijaya 11. Invited awijaya awijaya 12. Lived awijava awijaya awijaya 14. Meet awijaya 15. Palace awijaya awijaya 16. Rejected awijaya 17. Sad awijaya awijaya 18. Stay awijaya awijaya awijaya 20. Showed awijaya awijaya awijaya 22. Told awijaya Universitas Brawijay23. Want awijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya B. Translate the following words into Indonesian. (in pair) Universitas Brawijaya Universitas Brawijaya Universitas Brawijay2. LAgreed tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay3. Battlesitas Brawijaya Universitas Brawijaya Universitas Brawijaya. Climbedas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay5. Cross sitas Brawijaya Universitas Brawijaya Universitas Brawijay6. Chosentas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya 10. Immedietely WIJAL 13. Looking for 19. Stepsisters 21. Suddenly Universitas Brawijaya Universitas Brawijaya Universitas Brawijay24. Whip sitas Brawijaya Universitas Brawijaya Universitas Brawijay 25. Washsitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijay6. Became awijaya awijaya Universitas Brawi awijaya awijaya awijaya awijaya awijaya awijava awijaya Universitas Brawijay21. Sea awijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya STUDENTS' WORKSHEET MEETING 2 A. Match the following words with the correct meaning. Universitas Brawijaya Universitas Universitas Brawijaya. Abroad tas Brawijaya Universitas Berdarah Universitas Brawijay2. UAfraiditas Brawijaya Universita Menangisa Membunuh Attack tas Brawijaya Unive Universitas Brawijay4. Bleedings Brawijaya Universitas Kavavijaya Tampan Bored niversitasTakut/ijaya 7. Child Tiba-tiba Besar/ijaya 8. Come Bekerja 9. Cry 10. Hard Terserang 11. Handsome Berimigrasi 12. Immediately Keras 13. Killed Laut 14. Large Istri 15. Luckyly Bosan 16. Migrated Menjadi 17. Money Meninggalkan Rumahas Brawijaya 18. Nervous Gugup Berdoa aya 19. Pray Datang 20. Promise Change on versita Tinggalaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 22. Stay Universitas Brawijay23, Richrsitas Brawijaya Universitas Uangvijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay24. Wifersitas Brawijaya Universitas Anakvijaya Universitas Brawija 25. Work stas Brawijava Universita Dengan Keberuntungan Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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awijaya Universitas Brawijaya Universita Universitas Brawijay7. Happily awijaya awijaya Universitas Brawijay8. Immediately awijaya awijaya **Universitas Brawi** awijaya awijaya awijaya awijaya awijava awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya B. Translate the following words into Indonesian : Universitas Brawijava 1. Arrivedtas Brawijava Universitas Brawijava Universitas Brawijay2 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava. Attackitas Brawijava Universitas Brawijava Universitas Brawijaya, Boredsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijav5. Cheerfulas Brawijava Universitas Brawijava Universitas Brawijay6, Uchild sitas Brawijaya Universitas Brawijaya 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 aya universitas Brawijaya Universitas Brawijay23. Villageitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay24. Want sitas Brawijaya Universitas Brawijaya Universitas Brawijay25. Worksitas Brawijaya Universitas Brawijaya

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Universitas B1. Advice Universitas Brawijaya Universitas B2: Alone Universitas B3. Beautiful Universitas Br Universitas B4. Burna 5. Carefully Universitas B6. Daughter 7. Fulfill 8. House 9. Known 10. Lived 11. Love 12. Need 13. Meal 14. Mud 15. Overwhelmed 16. Pain 17. Pray 18. Presented 19. Price 20. Remember Universitas B21. Rest 22. Splitting Universitas B23. Terrible niversitas Brawijaya Universita: Memenuhi Universitas Braw Went Universitas B25, Widow Universitas Brawijaya Universitas Rumahiaya

Universitas Brawijaya Universitas Brawijaya STUDENTS' WORKSHEET MEETING 3 Universite A. Match the following words with the correct meaning : Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Braw Universitas Brawijava UniversitasSendirijava Universitas Brawijava Universita Makanana Pergi Berdoa Lumpur Sakit

Dikenal Disajikan ta Janda/ijava Mengingat Terbakar Membelah Menyayangi Dengan Hati-hati ersitas Brawijaya Kewalahan Membutuhkan^{niversitas} Brawijaya Menasehati Beristirahat Mengerikan Universitas Brawijava Universita Anak Perempuan ersitas Brawijava Tinggal Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava

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Universitas B1. Agreed Universitas B2. Alone Universitas B4. Burna Universitas B6. Catch Universitas B7. Daughter 8. Delighted 9. Demand 10. Embraced 11. Fulfill Univ 12. Gift 13. Help 14. House 16. Left 17. Meal 18. Need 21. Rest 22. Slow

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya B. Translate the following words into Indonesian : Universitas Brawijaya Universitas B5. Condition iversitas Brawijaya Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya

15. Known

- 19. Overwhelmed
- 20. Promise

Universitas Brawijaya Universitas Brawijaya Universitas B23. Struggled versitas Brawijaya Universitas Brawijaya Universitas B24wThrewUniversitas Brawijaya Universitas Brawijaya Universitas B25, Widow Universitas Brawijaya Universitas Brawijaya Universitas Brawijava 12 niversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava **Answer Sheet !!** Universitas Brawijaya Universitas Brawijaya UniverTIMUN EMAS'S STORY Brawijaya Universitas Brawijaya A. Match the following words with the correct meaning . (in pair) inversities Brawleve Universitas B1. Advice (Menasehati) Harga Universitas B2. Alone (Sendiri) tas Brawijava Universita Sendiri aya 3. Beautiful (Cantik) awijaya Dikenal awijaya Universitas Br Universitas B4. Burn (Terbakar) as Brawijava Makanan awijaya awijaya 5. Carefully (Dengan hati-hati) Disajikan awijaya 6. Daughter (Anak perempuan) Janda/ijava awijaya 7. Fulfill (Memenuhi) Mengingat awijaya 8. House (Rumah) awijaya Terbakar a awijaya 9. Known (Dikenal) Membelah awijaya awijaya 10. Lived (Tinggal) Pergi awijaya 11. Love (Menyayangi) Menyayangi awijaya awijaya 12. Need (Membutuhkan) Berdoa 13. Meal (Makanan) Lumpur awijaya Dengan Hati-hati ersitas Brawijaya 14. Mud (Lumpur) awijaya 15. Overwhelmed (Kewalahan) Kewalahan awijaya Membutuhkan^{niversitas} Brawijaya awijaya 16. Pain (Sakit) awijaya 17. Pray (Berdoa) Sakit 18. Presented (Disajikan) Menasehati 19. Price (Harga) Beristirahat awijaya 20. Remember (Mengingat) Mengerikan Universitas B21. Rest (Beristirahat) Brawijava rsita Anak Perempuan ersitas Brawijava awijaya awijaya 22. Splitting (Membelah) Tinggal awijaya Universitas B23. Terrible (Mengerikan) wijaya Universita:Memenuhi awijaya Cantik 24. Went (Pergi) Universitas B25, Widow (Janda) as Brawijaya Universita Rumahaya Universitas Rrawijava 13 niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya B. Translate the following words into Indonesian : Universitas B1. Agreed Universitas : Disetujui Universitas Brawijava Universitas B2. Alone Universitas Psendiri/a Universitas Brawijaya Universitas B3. Became Universitas : Menjadi Universitas B4, Burn awijaya Universitas : Terbakar awijaya Universitas B5. Condition iversitas : Kondisia Universitas Brawijava awijaya Universitas B6. Catch awijaya Universitas : Menangkaphiversitas Brawijaya Universitas Brawijaya awijaya : Anak Perempuan itas Brawijaya Universitas B7. Daughter awijaya awijaya 8. Delighted : Gembira awijaya Universitas B9. Demand : Menuntut awijaya awijaya 10. Embraced : Memeluk awijaya 11. Fulfill : Memenuhi awijaya awijaya 12. Gift : Pemberian awijaya awijaya 13. Help : Menolong awijaya 14. House : Rumah awijaya : Dikenal awijaya 15. Known awijaya 16. Left : Meninggalkan awijaya : Makanan 17. Meal awijaya awijaya 18. Need : Membutuhkan awijaya awijaya 19. Overwhelmed : Kewalahan awijaya 20. Promise : Berjanji awijaya awijaya 21. Rest : Beristirahat awijaya 22. Slow : Pelan awijaya awijaya 23. Struggled ^{as}: Berjuang awijaya Universitas B24. Threw ersitas : Membuang niversitas Brawijaya awijaya awijaya Universitas B25. Widow Universitas Pravijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijava 14 niversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava Universitas BANDE ANDE LUMUT'S STORY Universitas BA. Match the following words with the correct meaning . (in pair-)tas Brawijaya Universitas Brawiev 26. Adopted (Adopsi) Menghindari Universitas Brawijay 27. Avoid (Menghindari) Universitas BrawijMenjadi versitas Brawijaya Universitas Brawijaya 28. Attached (Pertarungan) Universitas Brawijaya Burung Bangau awijaya awijaya Universitas Brawijay 29. Arrived (Sampai) Berdandan Isitas Brawijaya awijava 30. Agreed (Sepakat) Terkena versitas Brawijaya awijaya awijAkhirnya/ersitas Brawijaya Universitas Brawijay 31. Became (Menjadi) awijaya awijaya va Universitas Brawijaya 32. Battle (Pertarungan) Berjumpaersitas Brawijaya SedihUniversitas Brawijaya awijaya 33. Come (Datang) awijaya 34. Countries (Negara) Tinggaliversitas Brawijaya awijaya Pertarungansitas Brawijaya awijaya 35. Crane (Burung bangau) awijaya 36. Chosen (Terpilih) Menunjukkantas Brawijaya awijaya awijaya 37. Dressed (Berdandan) Ingin awijaya 38. Dirty (Kumuh) Datang viversitas Brawijaya awijaya awijaya 39. Enemy (Musuh) Diceritakan awijaya 40. Finally (Akhirnya) Terpilih iversitas Brawijaya awijaya Sampai 41. Happily (Dengan Senang Hati) awijaya 42. Immedietly (Tiba-tiba) Tiba - tibaersitas Brawijaya awijaya awijaya Musuh 43. Looking for (Mencari) 44. Meet (Berjumpa) Dengan Senang Hati wilaya Sepakat iversitas Brawijaya 45. Stay (Tinggal) Seketika versitas Brawijaya awijaya 46. Sad (Sedih) 47. Suddenly (Seketika) Mencari iversitas Brawijaya awijaya Universitas Brawijay 48. Showed (Menunjukkan) Diadopsiversitas Brawijaya awijaya awijaya 49. Told (Diceritakan) Kumuh iversitas Brawijaya awijaya Universitas Brawijay 50. Want (Ingin) awijaya Universitas Brawi Negara niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava 15 niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya B. Translate the following words into Indonesian. (in pair) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijav26. Arrived as Brawijava Uni: Sampai rawijava Universitas Brawijay27. Agreed as Brawijaya Uni: Sepakat rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay28. Battlesitas Brawijaya Uni: Pertarungan jaya Universitas Brawijay 29. Climbed Brawijaya Universitas Menaiki rawijaya awijaya awijaya Universitas Brawijav 30. Cross sitas Brawijava :Menyeberang awijava Universitas Brawijay31. Chosen as Brawijaya awijaya Univ Terpilih rawijaya Universitas Brawijaya awijaya Universitas Brawija, 32. Deep i: dalam Brawijaya awijaya awijaya : Disamarkan 33. Disguised awijaya 34. Enemy : Musuh awijaya awijaya 35. Immedietely : Seketika awijaya 36. Invited : Diundang awijaya Iniversitas Brawijava awijaya 37. Lived : Tinggal awijaya : Mencari awijaya 38. Looking for awijaya : Bertemu 39. Meet awijaya 40. Palace awijaya : Istanah awijaya 41. Rejected : Ditolak awijaya 42. Sad : Sedih awijaya awijaya 43. Stav : Tinggal awijaya 44. Stepsisters : Saudara Tiri A 6 awijaya 45. Showed : Menunjukkan : Tiba-tiba 46. Suddenly awijaya 47. Told : Diceritakan awijaya awijaya Universitas Brawijay48. Uwant itas Brawijaya Univingins Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijay49. Whip sitas Brawijaya Uni: Cambuk rawijaya awijaya Universitas Brawijay 50, Wash sitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava 16 niversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya B. Translate the following words into Indonesian : awijaya awijaya Universitas Brawijay 26. Arrivedtas Brawijaya Uni: Sampai Tujuan/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya²⁷. Askersitas Brawijaya Uni: Meminta awijaya Universitas Brawijay 28, Attack itas Brawijaya Uni: Terserang wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay²⁹. Bored_{sitas} Brawijaya Uni² Bosan_{Brawij}aya awijaya Universitas Brawijay30. Cheerfulas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya³¹. Child sitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijay 32. Happily awijaya Lava Uni: Dengan senang hati niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya 33. Immediately awijaya Brawijaya : Tiba-tiba awijaya awijaya : Tinggal^{Brawij}aya awijaya 34. Lived awijaya kmm 35. Killed awijaya awijaya 36. Know : Mengetahui awijaya : Berdoa 37. Prav Iniversitas Brawijava awijaya awijaya 38. Permission : Izin awijaya 39. Run : Lari awijaya awijaya 40. Rich : Kaya awijaya 41. Regret : Penyesalan awijaya awijaya 42. Sad : Sedih awijaya awijaya 43. Sea : Laut awijaya 44. Small : Kecil awijaya . 65 45. Try awijaya : Mencoba awijaya 46. Treated : Diobati awijaya awijaya : Petir - Brawijaya 47. Thunder Universitas Brawijaya Universitas Brawijaya 48. Village awijaya as Brawijaya Uni Desas Brawijaya awijaya awijaya Universitas Brawijay49, Want sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijay 50. Worksitas Brawijaya Uni: Bekerja rawijaya awijaya awijaya awijaya awijaya Universitas Brawijava 18 niversitas Brawijava

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Universitas Brawijaya KUESIONER SISWA Nama: Mazmah Ulin Madhiroh Kelas : 9E Petunjuk 1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan 2. mempengharuhi nilai Bahasa Inggris Anda. Pertanyaan 1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media? X. Ya b. Tidak 2. Apakah film yang Anda tonton menarik ? b. Tidak X .Ya 3. Apakah alur cerita dalam film pendek tersebut mudah diikuti? 🗶 Ya h Tidak 4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ? 🗶 Ya b. Tidak Karena Saya Suka 5. Apakah bahasa yang digunakan pada film mudah dipahami? b. Tidak 🗶 Ya 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? b. Tidak 🇙 Ya 8. Apakah media film pendek tersebut mempermudah Anda untuk mengidentifikasi struktur dari teks cerita pendek ? b. Tidak X Ya 9. Apakah Anda merasa senang belajar Bahasa Inggris dengan menggunakan media film pendek tersebut ? 🗶 Ya b. Tidak Karena Lebih menarik

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Kelas: 9E Nama : Mariska Petuniuk 1. Pilihlah jawaban yang sesuai dengan pendapat Anda dengan memberikan tanda silang (X) pada pilihan jawaban yang telah disediakan. Jawablah pertanyaan berdasarkan hati nurani, karena hasil dari kuesioner ini tidak akan 2 mempengharuhi nilai Bahasa Inggris Anda. Pertanyaan 1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan menggunakan media? b. Tidak x Ya 2. Apakah film yang Anda tonton menarik ? b. Tidak X. Ya 3. Apakah alur cerita dalam film pendek tersebut mudah diikuti ? b. Tidak 🛪 Ya 4. Apakah alur cerita dalam film yang Anda tonton sesuai untuk belajar teks cerita pendek ? b. Tidak X Ya Karena 5. Apakah bahasa yang digunakan pada film mudah dipahami? b. Tidak X Ya 6. Dapatkah Anda menangkap kosakata atau kosakata baru dari film? b. Tidak x Ya 7. Apakah media film pendek yang ditayangkan dapat membantu Anda dalam mempelajari kosakata dalam teks cerita pendek? X 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 My Dat

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Appendix 12. Foto Kegiatan

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Picture 2. The students have do the worksheet Universitas Brawijaya awijaya awijaya

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Picture 1. The students are watching folktale movie

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