IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ANIMATION FILM

THESIS

Submitted by

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Submitted to *Fakultas Tarbiyah dan Keguruan*

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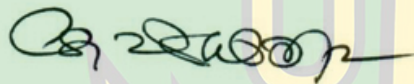   26 Dzulhijjah 1445

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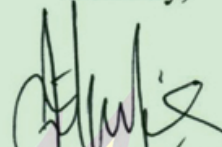Board of Examiner,

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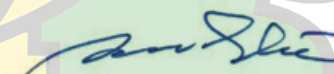
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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

"Improving Students' Vocabulary Mastery Through Animation Film" adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 june 2024

Saya yang membuat surat pernyataan

Audia Dwi Fortuna

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(In the name of Allah the most Gracious the most Merciful)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Finally, I realize that despite my best efforts, this thesis is far from perfect. Therefore, constructive criticism and suggestions from readers and other parties are highly appreciated in order to further improve this thesis. I also reallyhope that this thesis can be useful for readers, help the teaching and learning process, and provide readers with more insight into the using of animation film to improve the vocabulary of students'.
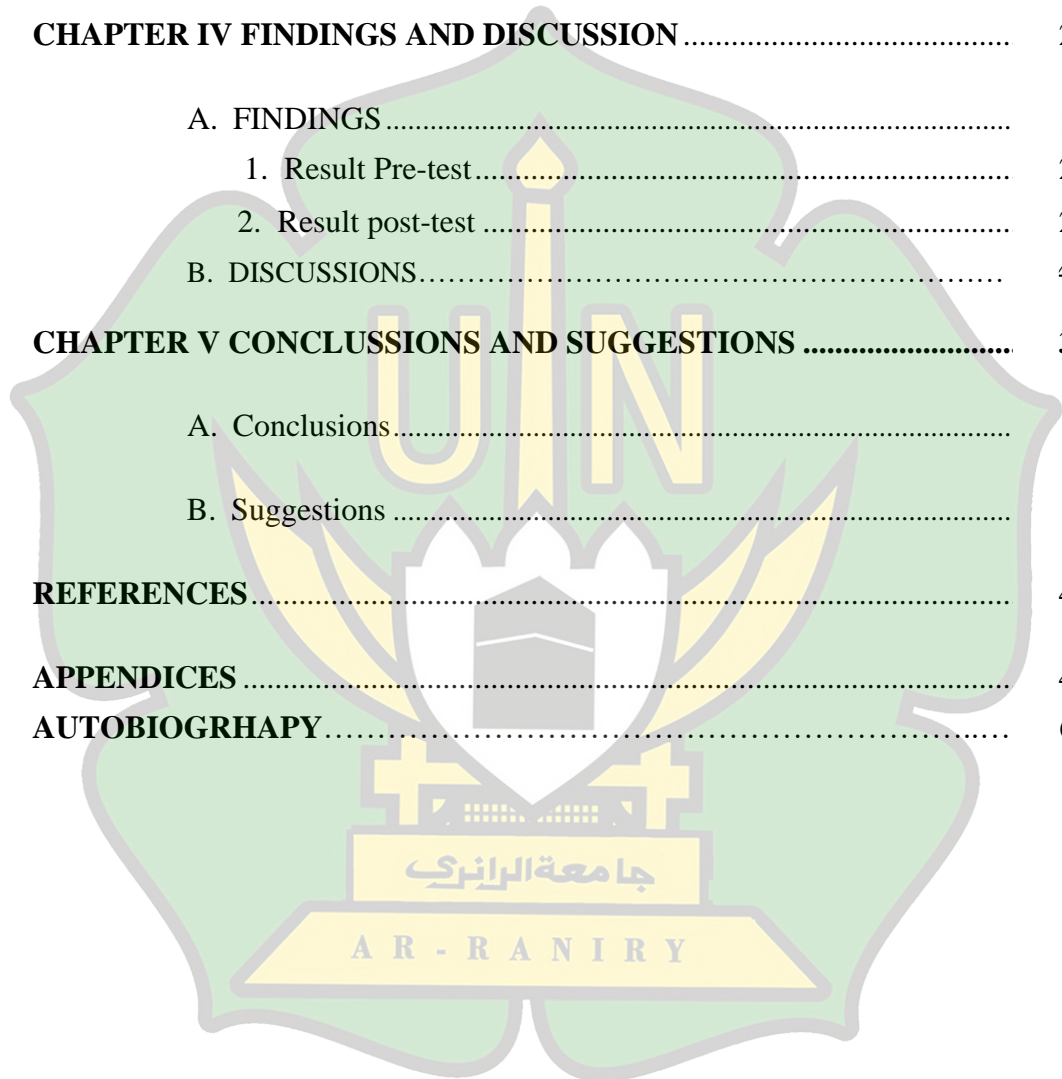
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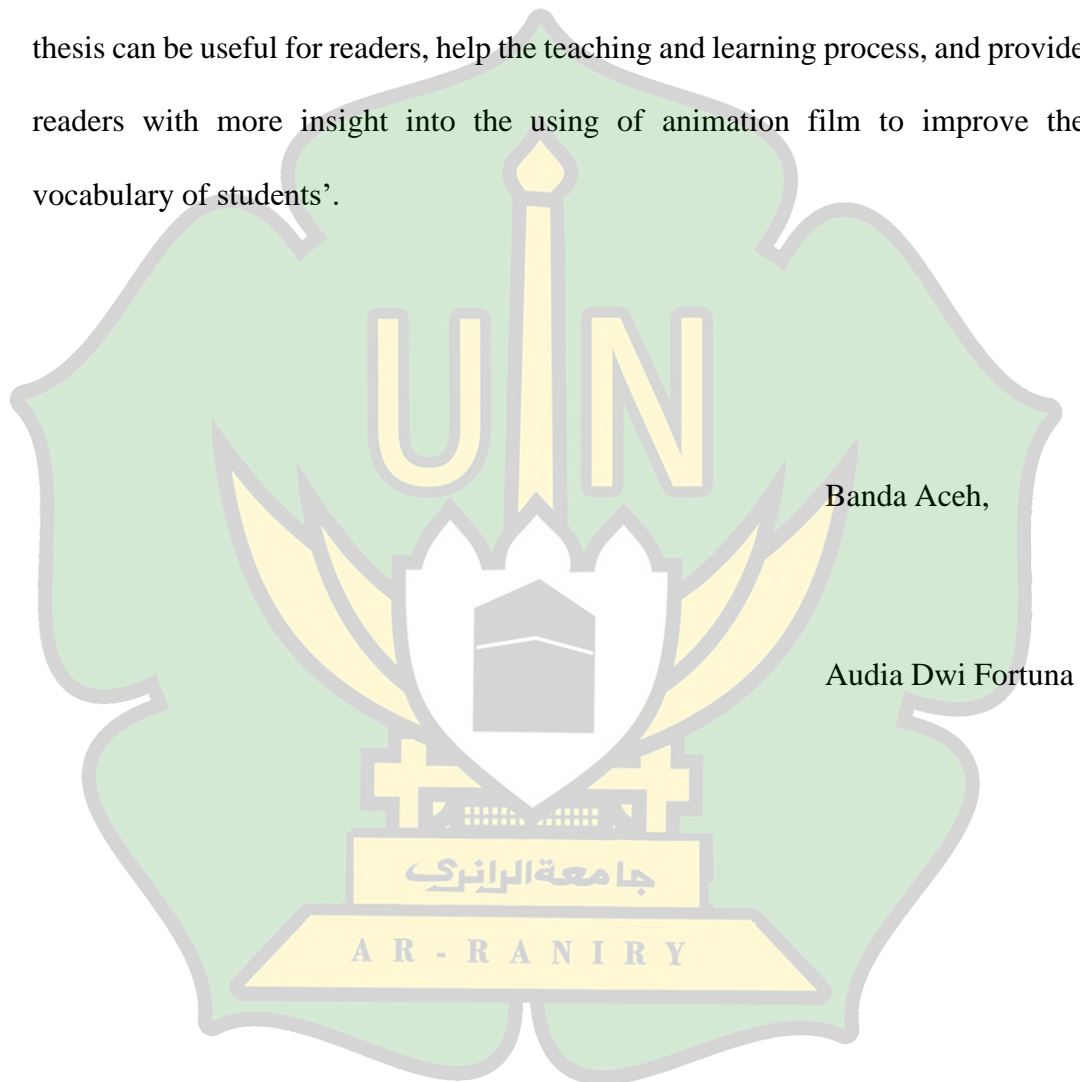
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ABSTRACT

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Major	: Department of English Language Education
Thesis working tittle	: Improving Students' Vocabulary Mastery Through Animation Film
Main Supervisor	: Prof. Dr. H. Luthfi Auni, M.A.
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Keywords	: Animation film, Vocabulary

The purpose of this research is to investigate the improvement of using animation film in improving students' vocabulary mastery and to find out the responses from students' toward animation film in improving vocabulary mastery. The researcher used quantitative methods, the researcher used pre-test, treatment, and post-test to collect data. The population in this study was class VII students at SMP Negeri 18 Banda Aceh, totaling 29 students, with 16 male students and 13 female students in one class. The research results showed that there was an increase after the implementation of animation film. Almost all students got improvement after treatment. The scores of students in the technique media animation film improve significantly from the pre-test and pos-test, with an average differences of pre-test 35.51 and post-test 76.27. Animation film can really improve students' vocabulary mastery and help teachers in learning. Apart from that, animation film can also make it easier for students to remember vocabulary and students don't get bored quickly when learning. However, a small number of otherstudents find it a little difficult to listening their vocabulary through this film. This difficulty is because there are some students who lack focus in learning when the film is showed.
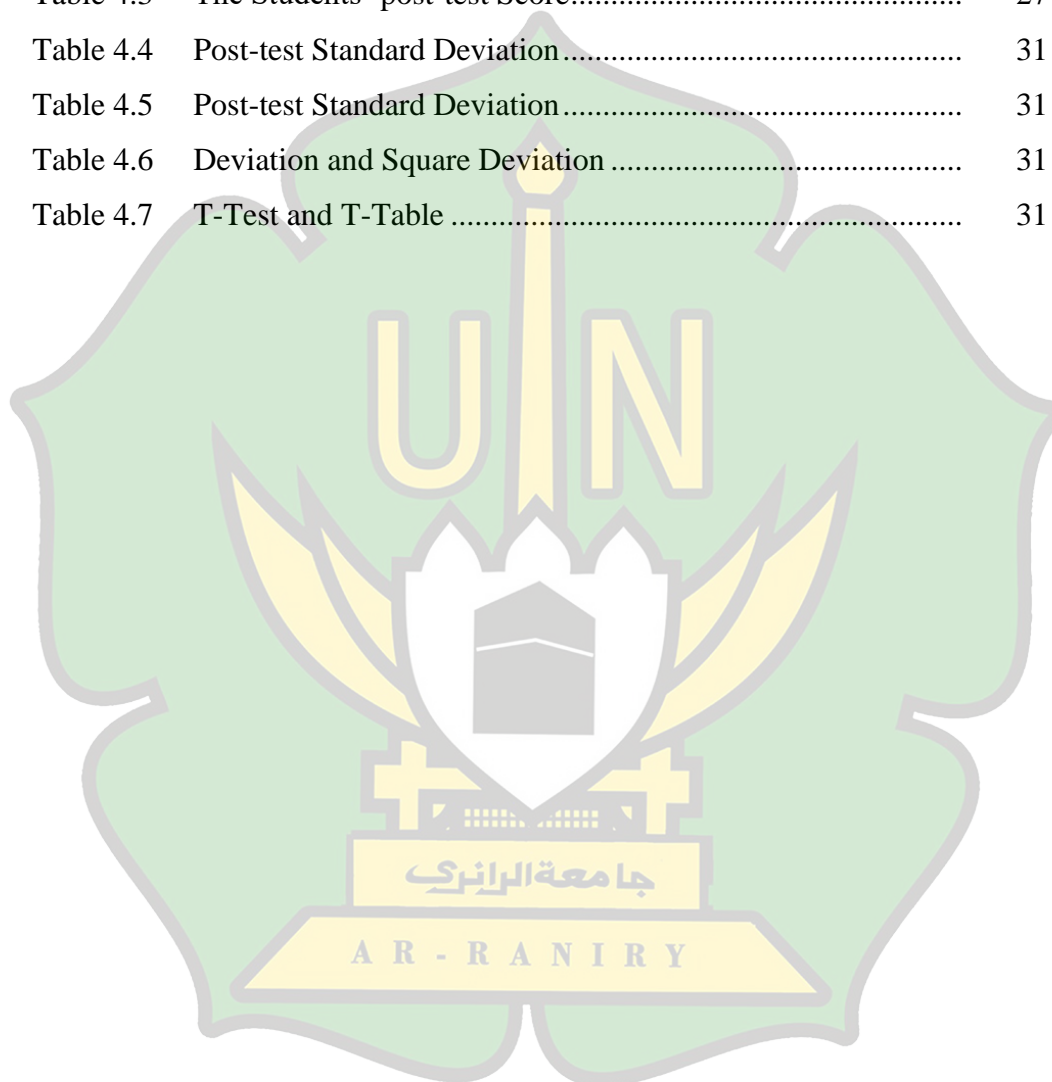
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CHAPTER I

INTRODUCTION

A.   Background of Study

Larsen (2003) underscores this by stating that language is a means of interaction among people. Within this learning journey, vocabulary mastery stands out as crucial for both expression and comprehension. Without a robust vocabulary, expressing opinions and ideas in English becomes challenging, impeding effective communication. Wilkins in Thornburry (2002, p.13) emphasizes the pivotal role of vocabulary by stating that while grammar is important, without vocabulary, communication is impossible.

To address the challenges in language learning, educators must adopt innovative teaching methods. Incorporating diverse teaching media, such as animation film, holds promise in enhancing engagement and comprehension among students (Noroozi & Alavi, 2017). Animation film offer audio-visual examples that stimulate imagination and facilitate language acquisition. These videos create an enjoyable and interactive learning environment, thereby offering a promising avenue for improving vocabulary mastery among students (Wu & Wu, 2018).

The use of animation videos as a teaching tool has been found to have a positive impact on vocabulary acquisition. Research conducted by Sadeghi, Khatami, and Fadaee (2017) demonstrated that exposure to English animated movies significantly improved vocabulary recall among EFL learners. Similarly, Shamsudin and Nordin (2019) found that incorporating animation film in language instruction enhanced vocabulary learning outcomes among EFL students. These findings highlight the effectiveness of cartoon videos in

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promoting vocabulary development.

Furthermore, animation film provide a dynamic and engaging learning experience that caters to diverse learning styles. Soltani and Jamalinesari (2019) observed that watching English films led to notable improvements in vocabulary among EFL learners. The visual and auditory stimuli provided by animation film appeal to learners with different preferences, making vocabulary learning more accessible and enjoyable (Norris & Ortega, 2000).

The integration of animation videos as a teaching medium offers a promising approach to enhancing vocabulary mastery among students. These videos provide audio-visual examples that stimulate imagination and facilitate language acquisition. By creating an enjoyable and interactive learning environment, animation videos cater to diverse learning styles and promote engagement and comprehension (Richards & Schmidt, 2010). Thus, educators should consider incorporating animation videos into their teaching repertoire to enrich vocabulary learning experiences.

One of the main problems faced by students in mastering and learning English is the lack of vocabulary. To master all skills in English including speaking, listening, reading, and writing, they are afraid to learn English. Vocabulary is the basis for mastering all English skills. According to Penny in Julita (2011), vocabulary can be defined as words taught in a foreign language. In short, vocabulary is a unitary letter that becomes words taught in a foreign language. Vocabulary has the tools used to understand and master English. Indeed, mastering vocabulary is a difficult thing, it is not as easy as the back of your hand, and it requires a process of mastering vocabulary.

Many factors that are affecting the students' difficulty in mastering vocabulary. First, students were obtaining difficult when they spoke because restrictiveness their vocabulary.

Second, the lack of used media only always rely on the speech method without involved media. The students not interested and difficulty to understand vocabulary.

Third, learning English was stilted or serious that made students depressed or afraid to develop their ability vocabulary.

Fourth, the lack of control memorize students' vocabulary. They were easy to forget vocabulary has been taught or learned.

With the problems that occur, the researcher will provide solutions in teaching students primarily to improve vocabulary mastery, so that students can speak well. The solution is to teach students by using animation film. The use of animation film will help students to compose words and provide opportunities for students to practice repeatedly so that students can remember the vocabulary, compose the sentence, and speak well.

Animation film are considered as interesting teaching media. Animated usually contains a simple funny story and very Animated is a great choice to deliver any material, including vocabulary. Inspiring, therefore, applying them to methodological purposes will bring a cheerful atmosphere into the class. Motivation is also important for students. It contributes to building students' confidence in doing class activities. All the important things above have strong ways to improve students' skills.

Through of animation film in teaching vocabulary makes it easier for

them to understand an object that is desired, conveyed, memorized and interested in lelarning vocabulary.

Film animations such as pictures, cartoons and other film animations can be a facility for teaching and learning vocabulary. Through the use of animation film, they are expected to be more interested and more active in the process learning vocabulary.

Referring on the description, the researcher is interested in raising the title "Improving of Students' Vocabulary Mastery Through Animation film"

B.   Research Question

Based on the description, the researcher formulateds a research question as follows: To what extent does the students' vocabulary improve by using animation film ?

C.   Research Aim

Based on the research question, the purpose of this study to find out investigate the extent to which the students' vocabulary improve by using animation film.

D.   Hypothesis

Ha: There is a significant difference in improving the vocabulary mastery of students' after implementing the Animation film.

Ho: There is no significant difference in improving students' vocabulary mastery after learning using Animation film.

E. **Significance of the Study**

1. For students

   It gives spirit and knowledge for students' that learning English can be fun and interesting. The students' will not feel to be forced in learning English but they will happy to learn since they are put in an enjoyable situation.

2. For the teacher

   To give some information about teaching technique to teach vocabulary, if they face the same problem.

F. Terminology

To clarify the key terms used in the study, definitions of terminologies related to this study are provided below :

1. **Vocabulary**

   Vocabulary is a collection of words that have meaning in them. The meaning of the word contains more than one. Vocabulary is also one of the components of language in order to be able to compose sentences to communicate knowledge and skills and realize them. As stated by Richards and Willy (2002), vocabulary is an important aspect of language learning.

2. **Animation film**

   Based on Herzog (2005), animation refers to "animate." It is a verb which has meaning "brings to life, to move to action; inspires." Well (2002) says that animation as art, an approach, and an application informs many aspects of visual culture from feature-length film to prime time sit-com; from television and web cartoons to display functions on a range of new communication.

In conclusion, animation film can be formulated as a kind of film distributed in the visual media. Animation film can be very effective to improve students'ability to know and remember the word that they get from the film, because when they are interested with the film, the students' are more enthuasiastic in learning.

CHAPTER II

LITERATURE REVIEW

A.   Vocabulary

1.   Definition of Vocabulary

According to Kaharuddin (2016), vocabulary is a collection of words that have meaning and contain more than one meaning. Vocabulary is also one of the components of language to be able to compose sentences to communicate knowledge and skills and realize them. Vocabulary is an important aspect of language learning. He found that vocabulary is often in every stage of language learning. Further vocabulary greatly affects foreign language learning, especially in learning English.

According to Cameron (2001), the primary level, vocabulary is a core to the learning of a foreign language to build up the useful words to the students. Vocabulary is an arrangement of words that becomes a sentence arranged according to aspects and uses standard language and has meaning and also the meaning contained in each word.

According to Barnhart (2008), the vocabulary is a combination of various words used by people to communicate the operation and be able to communicate. Vocabulary is a core of language to sustain the participant's interaction in communication. From the definitions above, the researcher can conclude that vocabulary is a combinations of several of words that can help students understand the teaching and learning process in class. By memorizing a lot of vocabulary the students can talk a lot with words. That means vocabulary is very important to build

students' knowledge in class.

Vocabulary refers to knowledge of words and is also more than just a list of words. Vocabulary may look simple and easy to teach but some words are difficult to teach because they have meanings and meanings that can change according to the words or sentence forms. Having a lot of vocabulary will make it easier for someone to communicate with other people or strangers. In short vocabulary is the basis of language that can be used by individuals in language and is also a very important tool for mastering language which consists of information on the meaning of language.

Based on the expert's definition of vocabulary, the researcher can say that vocabulary refers to words that students must understand to have effective communication, words in speaking (expressive vocabulary), and words in listening (receptive vocabulary).

2. Type of Vocabulary

According to Red Jhon (2000) stated that vocabulary has two types; they are active and passive vocabulary. People still need a lot of practice and context connections to learn new words. Save the vocabulary in their mind and recall it when they speaking or writing. Those two main groups of a person's vocabulary are active and passive vocabulary.

Firsty, active vocabulary is used in speech or writing and consists of words that appear in a person's mind immediatelly when he has to produce oral or written sentences. Secondly, Passive vocabulary is known but not used by a person. Peope understand it when it is heard or read.

According to Hiebert and Kamil (2005) that Passive vocabulary is usually larger than active vocabulary. Obviously, both types of vocabulary blend together. Active vocabulary may seem to be more important in communication, however, the aim of teaching a foreign language is to expand both the students' passive and active vocabulary and develop all four basic language skills; speaking, writing, reading, and listening.

3. Vocabulary Mastery

According to Burry (2002) stated that vocabulary learning is deemed as an issue of remembering long lists of English words as the goal language. Languages first appear as a word, whole languages have words. However, when we are more familiar with vocabulary, we not only know about the meaning of the word, but also to know more about the meaning of the word obtained for use in speech or writing. The students cannot do well in comprehension without a large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

According to Collier (1971) stated that when a student has arrived at mastering the grammatical basic patterns of language, the task of a student is to determine the vocabulary or the vocabulary that he needs. So it is very clear that vocabulary is very important in learning a language, especially English because the English vocabulary is very large and varied too.

In the process of learning English in Junior High school, vocabulary mastery is very important for the students. It is because in their early years, Vocabulary-connected experiences that the students have and play a vital role in the development of their language.

Junior high school students are trained to do some ways to learn a vocabulary. It will be developed when the learner grows up and learns it a senior high school. Both junior high school and senior high school students have similarity in learning but junior high school students have more specific treatment since they are in the concrete operation or grow to the semi-abstract of psychological development. The students learned basically content words of vocabulary, because the learners are major word dominate English.

Vocabulary mastery is one of the factors to master English as a foreign language. It means that the students have the ability to understand and using the word and its meaning. The larger the vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills.

Mastering English vocabulary for Indonesian students would not be the same as mastering English for the students from another country. The Indonesian language does not belong to the family with English, like Dutch or German. The Indonesian language is different from English. This factor will influence the difficulty of learning English to the most of Indonesian students.

4. The problem of vocabulary

According to Paul Nation (1995) there are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different returns for learning, it is important to make sure that learners have good control of high-frequency words of the language before moving on to the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning

more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that results in confusion for the learners it is a simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabularies they have learned with the function of the vocabulary word, then they cannot apply their new vocabulary in their mind for communication.

According to Hall J. Eugene (1993) term used to classify words based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Nouns can occur in certain places in sentence and serve certain function. Verbs, adjectives, and adverbs also occur in certain places in sentences and serve special functions. In English, the functional categories include pronouns and interjections.

B. **Animation film**

1. Definition of Animation film

Animation videos/short films are effective media that can stimulate students' English skills, maintain their interest in learning, and provide the real language used in the film . An animation video/ short film helps teacher create an enjoyable classroom and excites students during the learning process Lowe in Hervina (2022). In addition Bhavard in Gusparia in hervina (2022), animation film can improve students Engish skills. He said that technology might provide many options that make teaching fun and more effective and improve students' progress. From the steatment above, the researcher conclude that animation short videos can improve students' English proficiency and scores. Therefore, animation film are suitable media for cultivating students abilitie and using them in teaching.

2. Types of Animation film

There are many types of animation, and the researcher will focus on thre significant types of animation. Awad (2013) states that various kinds of classroom language can be used:

- Stop-Motion Animation

  Often also referred to as clay nation (animation of clay) which is an animation that uses clay or clay media that is moved. The stop-motion animation technique was invented by Stuart Blakton in 1906 by drawing the facial expressions of cartoon characters on a blackboard, then taking with a still camera, then deleting for draw the next facial expression and continuing the process the same one. This animation technique is often used in visual

effects for films. Films in the 1950-1960s era even today (Ranang, 2010). This type of animation includes an animation that requires sufficient time and takes a long time to make because it requires precision in making every move.

- Traditional Animation

Richard (2002) Animation is nothing new, since it was known that sight hulmans can only receive images at a certain speed so creates the illulsion that the images are moving. When computer-based animation hasn't been invented yet, animators (animator) working on a series of animation images that were still in the traditional working system, namely by combining one by one each picture is handmade, even though one series of animation consists of many different images, so it takes a long time to make.

- Computer Animation

Iwan Binanto (2010) animation makers now prefer computers as a means, because by using a computer working on an animation film can be done more quickly and efficienty than the traditional way. In making computter animation some techniques simplify the process of making animation films, inclulding key frame techniques, that is only by making thel first frame and the end only, then the computer in this case application program (softwarel) that will create frames including called in between, thus creating a wider animation. Animation computers can be in the form of two-dimensional animation and three dimensional animation, the only difference is that two dimensional animation still uses manual drawings, but the three-dimensional animation of the work has been mostly done

on computer.

3. Animation film in Teaching Vocabulary

Numerous media can be applied in teaching vocabulary. However, it is a must for teachers to be careful about choosing them so that the process of teaching and learning vocabulary is successful with the satisfactory result. One of the media of teaching English vocabulary is through vocabulary animation film. Animation films are suitable for students in junior high school.

According to Hamalik (2003) film is naturally being used in class because it not only give a fact, but also providing an answer to the matters and an understanding of the students themselves and their environment. They like watching animated films. Their world is still full of enjoyable activities.

In this study, animation film is chosen as a media for teaching English vocabulary. Through an animation film in their lessons they can learn words correctly. The writer chooses the animation film to teach the names of objects because through the animation film, children will learn the names of objects by seeing the object in that film. So, it will help students to memorize the names of objects. The writer assumes that this media in appropriate for junior high school and as expected by the English curriculum in which the teaching at junior high school can be more cheerful and encouraging.

4. Advantages and Disadvantages of Animation film

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the role of all

components involved. However, in the teaching-learning process, a teacher must bring all components into the classroom and apply them. Harmer states that there are many reasons why animation films can be used in language learning. Below are some of the advantages and disadvantages of the film by Brown.

a. Seeing language-in-use

One of the main advantages of films is that students do not just hear language, they see it too. This greatly aids comprehension, since for exampel; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help vielwelrs to see beyond what they are listening to, and thus interpret the text morel deleply.

b. Cross-Culltural-Awareness

A film uniquelly allows students to look at situlations far beyond their classrooms. This is especially usefull if they want to see, for example, typical British "body language" when inviting someone out, or how American speaks to waitresses. The Film is also great values in giving students a chancel to selel sulch things as what kinds of food peloplel elat in othelr countries and what they wear.

c. The Power of Creation

When the students make their own films as media in the teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddeny have considerabel power. The task of film making can provoke genuine creative and communicative uses of language, with students finding them doing new things in English motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as welll as helar it, and wheln this is coupled with interesting tasks.

Besides the advantages, the use of films as media also has several disadvantages.

There are:

1. While playing films, teachers cannot explain any material because it can disturb students'' concentration.

2. Students can't understand the film well if it is played too fast.

3. If the listening equipment has bad quality, the students cannot hear the sound of the film well.

4. The equipment is expensive.

    Based on that explanation it can be concluded that there are some advantages and of animation film, the researcher assumes to prevent the disadvantages of animation film, the teacher should explain the material before the teacher plays the film, the teacher has to replay the film in several time, the teacher has to prepare the good sound system, and the teacher does not need to bring the film equipment, the teacher can use the school equipment.

C.   Previous of Studies

Prima (2012) conducted a study to investigated the improving of teaching vocabulary by using cartoon film toward vocabulary mastery of students. The study involved by 40 students' the seventh grade at SMP Negeri 1 Grogol Sukoharjo. He reported that by applying this technique the students' vocabulary increased significantly between score of pre-test and post-test. It can be

concluded that the students' got good achievement in mastering vocabulary after being taught by using media cartoon film.

Dian (2018) investigated students' vocabulary mastery using animation movie in seventh grade stuents' at Darul Ulum junior high school. The researcher used a quantitative method in which the sample was selected using purposive sampling. The results of study can be described as follows: The average score of students in the pre-test was 32,93 and the post-test the average value of students increased to 65,5. So, the results of this study indicate that animation movie can improve students' abilities, organize class activities, and that support from teachers can increase students' motivation in mastering vocabulary.
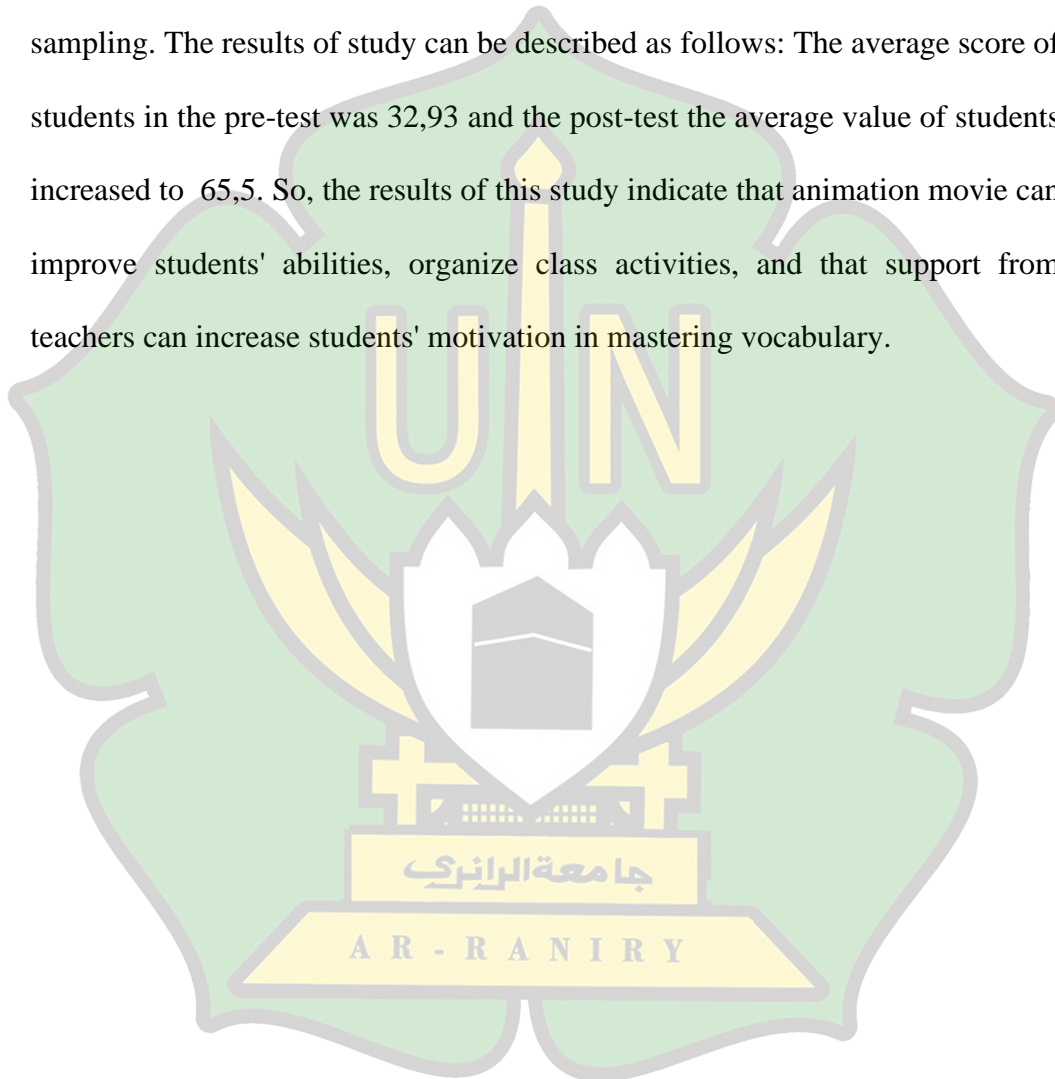
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research design, research participants, data collection, and data analysis.

A.   Research Design

The research of this study was a quantitative design. Quantitative research is a study based on calcullations using numbers, ranging from data collelction, intelrpreltation of data, and collelction of thel relsullts (Arikunto, 2012 p.27).

Pre-experimental research design was applied in this study. The researcher employed this design to find out the differences between before and after being taught by using animation films.

The experimental research design employed in this study was individual or group Pretest-Posttest Design. The research applied pre-test, treatment and post-test. The class firstly was given pre-test without animation film and then was taught vocabulary by using an animation film. In the teaching vocabulary and learning process, animation film was used as media. Post-test of vocabulary was given after the treatments.

B.   Research Location

This research was conducted at SMPN 18 Banda Aceh. This location was chosen because the teachers at this school did not implement animation film as media, and the reason for being designated as a research location because there were problems with learning English, namely low learning outcomes that had not reached the goal. Therefore, the researcher hopes that by using Animation film, students

will remember and increase their vocabulary easily.

C.   Research Participants

1.   Population

According to Sukhla (2020), the population consists of all units where research findings can be applied. In other words, the population is a collection of all units that have the characteristics of the variables studied and the research results can be generalized. Therefore, the population in this study was students at seven grade of SMP N 18 Banda Aceh.

2.   Sample

The sampel of this study was sellected by purposive sampling technique. The researcher sellected students at seven grades because their mean of English scores were below average. Seven grade in this school only consists of five class, where the number of students in this class is 29 students. The reason used this purposive sampling is because lack of media in English learning. Therefore his technique was used pre- test and post- test that one class. In other word, this research only conducted using an experimental class without a control class.

D.   Technique of Data collection

The researcher gave the assignment and ask the students' to choice verb, noun and adjective in the sentence below. The assignment was to be finish by the students' in fifteen minutes. Data collection can be defined as a process of collecting and measuring data on targeted variables in a regulated and structured system, which then makes it possible to answer research questions and evaluate research results. In this study, the researcher used tests as an instrument to obtained data.

a)   Pre-test

The researcher gave the assignment and ask the students' to choice vocabulary verb, noun and adjective in the sentence below. The assignment was to be finish by the students' in fifteen minutes.

b) Treatment

The researcher gave treatment for five meetings. The researcher explained the material and showed film to improve students' vocabulary.

c) Post test

The researcher gives a tpost-test after treatment with procedure as the pre-tests.

E.   Technique of Data Analysis

According to Juliansyah (2011), data analysis techniques are ways of analyzing research data, including the relevant statistical tools used in research. In this study, researcher used tests as a data collection method. Data collection done by giving a score on the pre-test and post-test. Then, the score was being calculated. The formula of scoring students vocabulary task :

$$T = \frac{\sum 0}{\sum 1} \, X \, 100C$$

Notes :

T : Total score

$\sum 0$: Students score of scoring rubric

$\sum 1$: Total score of scoring rubric

To determine the level of student' ability, the researcher used the following classification :

Table 3.1 Scoring Level of achievement

No	Score	Level	Category
1	80-100	A	Excellent
2	70-79	B	Good
3	60-69	C	Adequate
4	50-59	D	Satisfactory
5	0-50	E	Unacceptable

Brown (2004)

Researcher calculated the average score of student on each test. Then the researcher calculates the mean deviation between pretest and posttest, the formula recommended by arikunto (2006) as follow:

$$Md = \frac{\sum d}{N}$$

Notes:

Md : Mean score

∑d : The total score of deviation

N : Number of student

The standard deviation value is the value used in determining the distribution of data in a sample and seeing how close the data is to the average value (Sekaran & Bougie, 2016). The standard deviation informs how far the data varies from the average value. The larger the standard deviation value, the more heterogeneous the data varies. If the standard deviation value is much greater than the average value, then the average value is a bad representation of the entire data.

Meanwhile, if the standard deviation value is very small compared to the average value, then the average value is a good representation that can be used as a representation of the entire data according to Sugiyono (2013). The formula used to calculate the standard deviation is :

$$SD = \frac{\sqrt{\sum X^2_1 - \frac{(\sum x)2}{N}}}{N - 1}$$

Note:

SD : Standard deviation

$\sum X1$: The sum of the squared scoring students

$\sum X$: Total scoring students

N : Total of students

The researcher used formula below to find out the significance difference of pre-test and post-test. The hypothesis is expressed by Ho (null hypothesis) and Ha (alternative hypothesis). Meanwhile Ho is a hypothesis which states that there is no relationship between the independent variables on the dependent variable. Meanwhile, what is meant by Ha is that there is a relationship between the independent variables and the dependent variable (the opposite of Ho's statement).

Because the total of the students are 29, the researcher using t-table = 2, 76 as standard to know whether there is a significant improvement or not between pre-test and post-test. The formula is:

$$T = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N - 10)}}}$$

Notes :

T   : T-test for the different of pre-test and post-test

Md   : mean deviation of the students' score

$\sum x^2 d$: The sun of the squared deviation

N   : Number of students

After the t-test was obtained, the writer compared the t-test and t-table. Hypothesis testing uses criteria with a significance level of 0.01. The conclusion is: H0 is accepted if (to) < (tt) at a significant level of 0.01 which means that there is no effect of the Animation film method on students' vocabulary mastery. On the other hand, Ha is accepted if (to) has a significance level of 0.01, which means that Animation film affects the vocabulary development of students'.
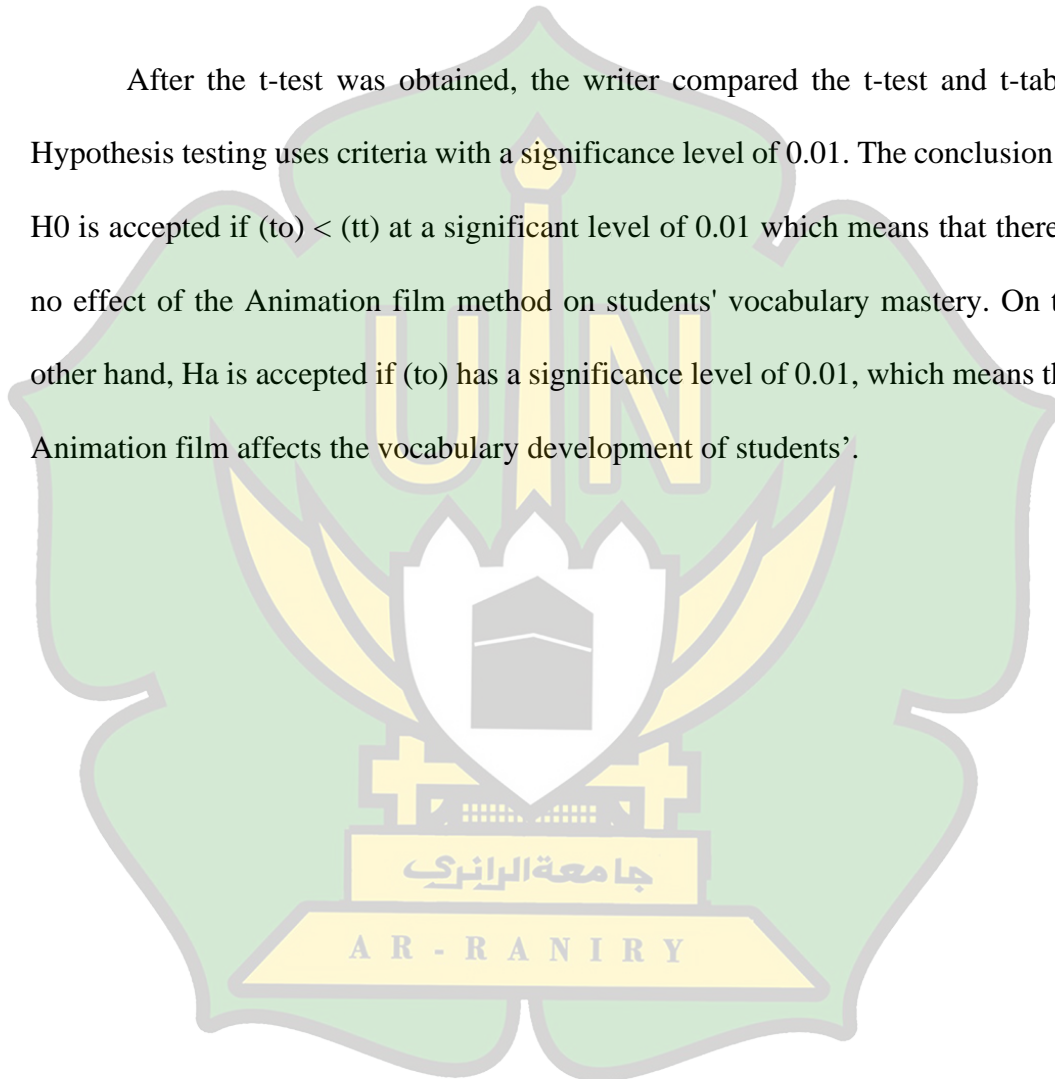
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of presenting data and findings from the research it self. It presents the results obtained using the pre-test, treatment and post-test. The second part is a discussion that explains the data that has been presented in the findings section.

A.   FINDINGS

This research was conducted in SMPN 18 Banda Aceh and data collection was carried out using three parts where data from the pre-test, treatment, and post-test are presented in the form of tabes and a series of formulas for presenting the results of the research.

Pre-test was carried out on February 12th, 2024, while the post-test was carried out on February 26th, 2024. There are two tests in this research, namely pre-test and post-test:

1. First meeting (Monday, 12 february 2024)

In the first meeting the researcher entered the class with English teacher. Then, the researcher checked the students' attendant list by calling their names one by one know then closely and doing self introduction. After some minutes, the researcher explained about material and media that the students' would be going to learn and use during teaching learnig process. Next, to determine students' abilities in vocabulary, researcher gave pre-test. In the pre-test, students' had write vocabulary based on three types of vocabulary, namely nouns, verbs and adjectives. The researcher gave them paper on which the students' had filled on the table. The pre-test took about

15 minutes to do it.

2. Second meeting (Tuesday, 13 february)

    Before studying, the researcher ask a students' prayed together for their success in studying and then the researcher checked the students' attendant list calling one by one. Then have an animation film the title "Baby Boss" and divided students into several groups. Each groups got a blank paper. The instruction was that they must write the vocabulary showed in the film. After that, each group had to change the worksheet with another group to be checked together.

3. Third meeting (Monday, 19 february)

    At this meeting, the researcher reviewed about the previous lesson. Then, the research showed the students an animated video containing vocabulary of noun, verb, and adjective. Next, the researcher gave 15 minutes to remember some vocabulary base on the animation film. After some minutes, the researcher asked the students one by one about the vocabulary.

4. fourth meeting (Tuesday, 20 february)

    In the fourth meeting, the researcher motivated the students' and explained again about differences of noun, verb and adjective. In this meeting, the researcher gave showed animation film again to the students' and wrote down the vocabulary they had learned. Before showing the film, the researcher divides the students into several groups, then the group that gets the most vocabulary will get a prize that has been provided by the researcher.

5. Last meeting (Monday, 26 february)

For the last meeting, the researcher carried out the same post-test as when giving the pre-test to students, but the researcher had randomized the order of questions and answers in this post-test. The researcher gave the post-test to the students to figure out their ability in learning vocabulary after treatment.

As the pre-test, the researcher asks the students to write types of vocabulary in Noun, Verb and adjective on the paper that had been distributed. The target of post-test was 30 vocabullaries for each type of vocabulary 10 for noun, 10 for verb and 10 for adjective.
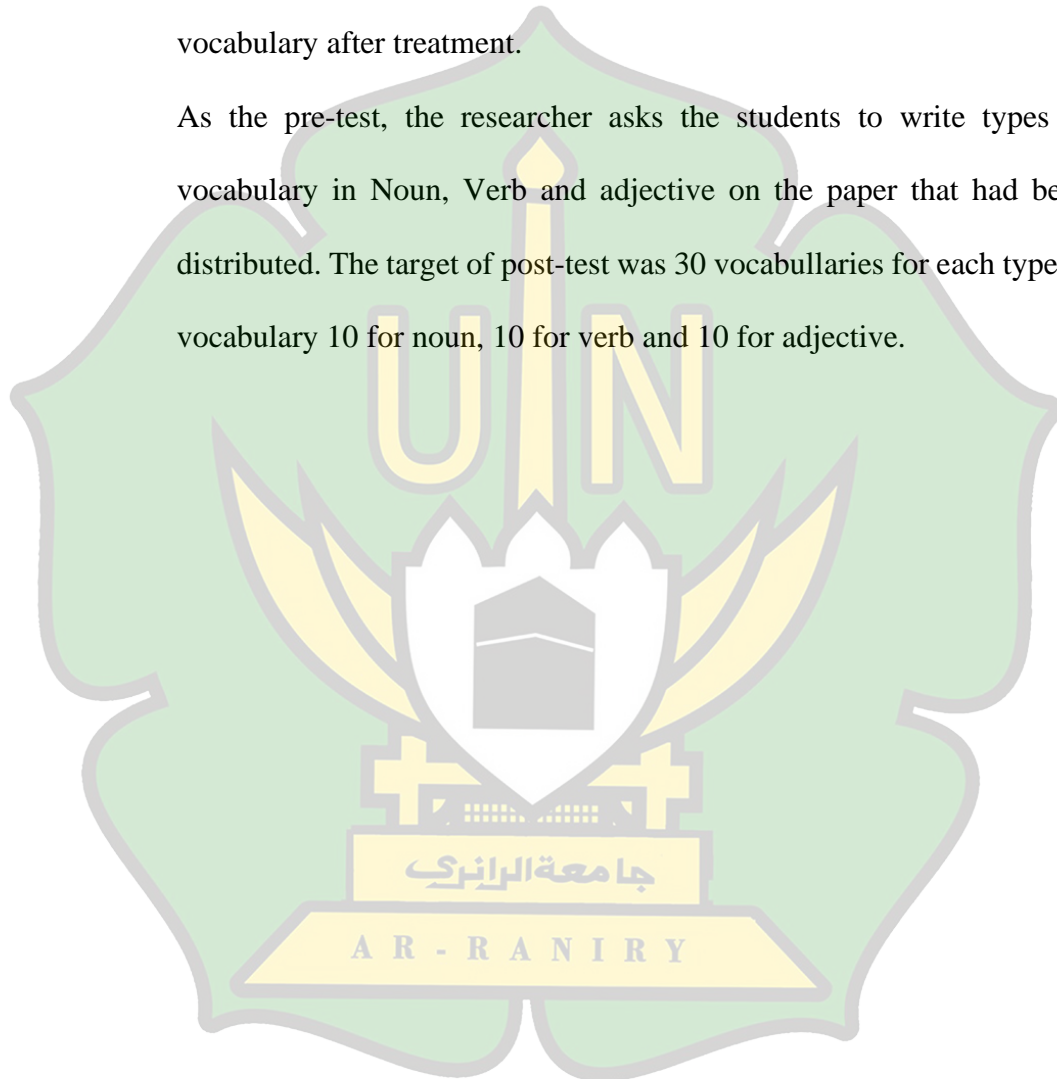
1. Result Pre-test

This researcher conducted the pre-test on February 12th 2024. The result of pre-test was presented in the following table

Table 4.1 The Students' Pre-test Score

No	Student's initial	Score	Level	Category
1	AA	37	E	Unacceptable
2	AF	40	E	Unacceptable
3	AL	36	E	Unacceptable
4	AF	30	E	Unacceptable
5	CSA	20	E	Unacceptable
6	DS	23	E	Unacceptable
7	DM	36	E	Unacceptable
8	FK	40	E	Unacceptable
9	IM	43	E	Unacceptable
10	IN	20	E	Unacceptable
11	KAS	36	E	Unacceptable
12	MAA	33	E	Unacceptable
13	MA	59	D	Satisfactory
14	MOF	50	D	Satisfactory
15	MSJ	46	E	Unacceptable
16	MCM	43	E	Unacceptable
17	MF	30	E	Unacceptable
18	MRA	40	E	Unacceptable
19	NR	40	E	Unacceptable
20	PS	40	E	Unacceptable
21	RRP	46	E	Unacceptable
22	BAG	33	E	Unacceptable
23	RS	30	E	Unacceptable
24	SH	13	E	Unacceptable
25	SM	46	E	Unacceptable
26	TKA	40	E	Unacceptable
27	VA	37	E	Unacceptable
28	YUD	30	E	Unacceptable
29	SK	13	E	Unacceptable
Total Score		1.030		

Based on the data, there were 24 students who got low marks. There were no students who got intermediate or high scores. Based on the Pre-Test that was carried out, the highest score obtained was only 59, and the lowest score was 13. After obtaining student scores, the researcher calculated the average student score using formula:

$$\mathrm{M} = \frac{\sum x}{N}$$

$$M = \frac{1030}{29}$$

$M = 35.51$

Note :

M = Mean

∑x : Total Scoring Students

N : The Number of Student

From the above results, researcher can conclude that the student's average score was on the pre-test 35.51
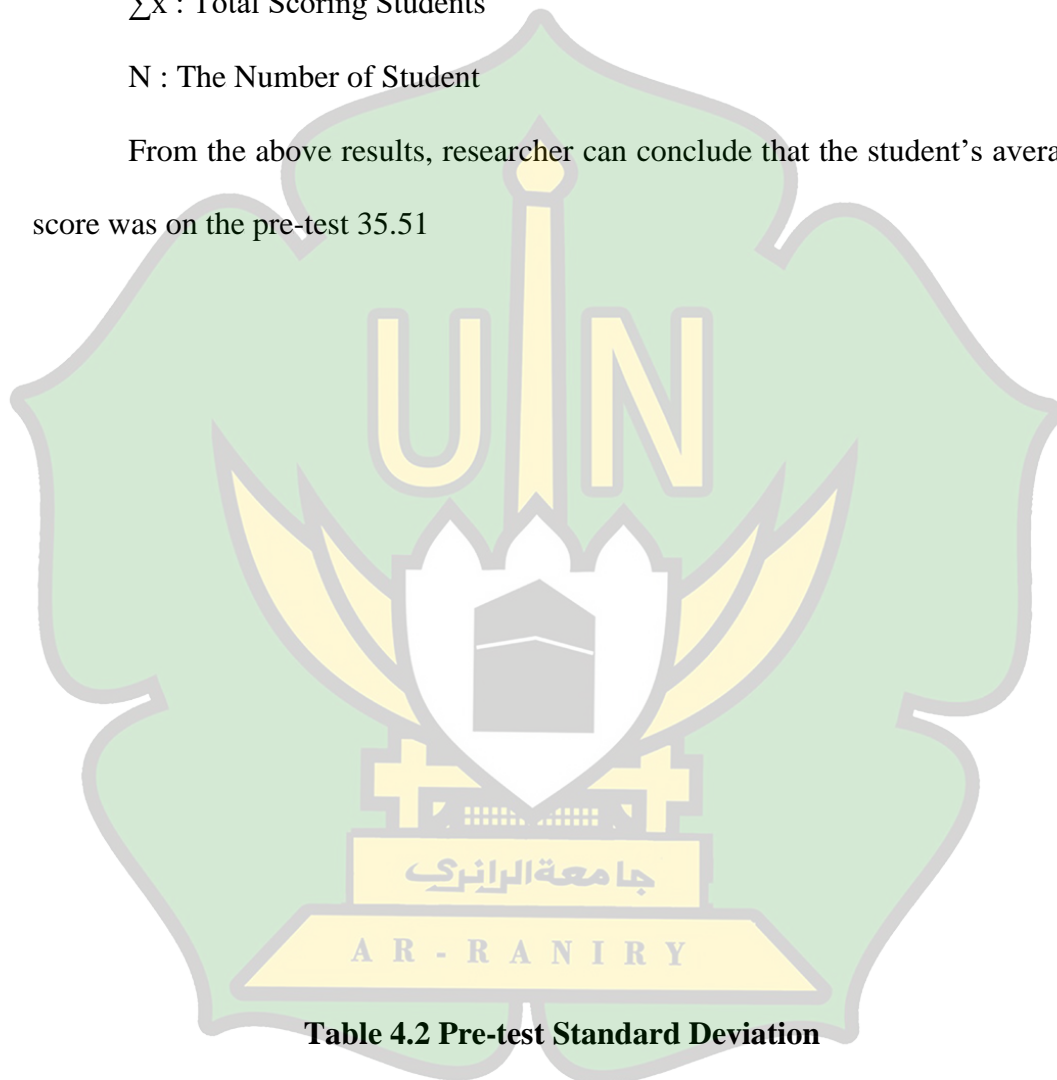
Table 4.2 Pre-test Standard Deviation

No	Student's initial	Scoring student's (X)	X^2
1	AA	37	1.369
2	AF	40	1.600
3	AL	36	1.296
4	AF	30	900
5	CSA	20	400
6	DS	23	526
7	DM	36	1.296

8	FK	40	1.600
9	IM	43	1.849
10	IN	20	400
11	KAS	36	1.296
12	MAA	33	1.089
13	MA	59	3.481
14	MOF	50	2.500
15	MSJ	46	2.116
16	MCM	43	1.849
17	MF	30	300
18	MRA	40	1.600
19	NR	40	1.600
20	PS	40	1.600
21	RRP	46	2.116
22	BAG	33	1.089
23	RS	30	900
24	SH	13	169
25	SM	46	2.116
26	TKA	40	1.600
27	VA	37	1.369
28	YUD	30	900
29	SK	13	169
		1030	39095

$$SD = \frac{\sqrt{\sum X_1^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{39095 - \frac{(1030)^2}{29}}}{29-1}$$

$$SD = \frac{\sqrt{2512.24}}{28}$$

$$SD = \sqrt{89.72}$$

$$SD = 9.47$$

2. Result post-test

The researcher conducted the post-test on February 26th 2024. The result

of post-test was presented in the following table.

Table 4.3 The student's Post-Test Score

No	Student's initial	Score	Level	Category
1	AA	70	B	Good

2	AF	93	A	Excellent
3	AL	80	A	Excellent
4	AF	80	A	Excellent
5	CSA	70	B	Good
6	DS	66	C	Adequate
7	DM	80	A	Excellent
8	FK	96	A	Excellent
9	IM	93	A	Excellent
10	IN	50	D	Satisfactory
11	KAS	80	A	Excellent
12	MAA	80	A	Excellent
13	MA	89	A	Excellent
14	MOF	80	A	Excellent
15	MSJ	83	A	Excellent
16	MCM	96	A	Excellent
17	MF	66	C	Adequate
18	MRA	70	B	Good
19	NR	70	B	Good
20	PS	80	A	Excellent
21	RRP	76	B	Good
22	BAG	76	B	Good
23	RS	93	A	Excellent
24	SH	50	D	Satisfactory
25	SM	70	B	Good
26	TKA	93	A	Excellent
27	VA	66	C	Adequate
28	YUD	66	C	Adequate
29	SK	50	D	Satisfactory
Total score		**2212**		

Based on the data, 3 students (24.13%) got low scores. There were 4 students who got medium scores (17.24%) and 22 students (58.62%) who got high scores. Based on the results, the highest score was 96 and the lowest score was 50. After obtaining the student scores, the researcher calculated the average student score using the formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2212}{29}$$

$$M = 76.27$$

Note :

M = Mean

$\sum x$: Total Scoring Students

N : The Number of Student

Table 4.4 Post- Test Standard Deviation

No	Student's Initial	Score students (X)	X^2
1	AA	70	4900
2	AF	93	8649
3	AL	80	6400
4	AF	80	6400
5	CSA	70	4900
6	DS	66	4356
7	DM	80	6400
8	FK	96	9216
9	IM	93	8649
10	IN	50	2500
11	KAS	80	6400
12	MAA	80	6400
13	MA	89	7921
14	MOF	80	6400
15	MSJ	83	6889
16	MCM	96	9216
17	MF	66	4356
18	MRA	70	4900
19	NR	70	4900
20	PS	80	6400
21	RRP	76	5776
22	BAG	76	5776
23	RS	93	8649
24	SH	50	2500
25	SM	70	4900
26	TKA	93	8649
27	VA	66	4356
28	YUD	66	4356
29	SK	50	2500
		$\sum X$: 2212	$\sum x_1^2$: 173614

The researchers continued to count standard deviations. The results are :

$$SD = \frac{\sqrt{\sum X_1^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{173614 - \frac{(2212)^2}{29}}}{29-1}$$

$$SD = \frac{\sqrt{173614 - 168722.20}}{29-1}$$

$$SD = \frac{\sqrt{4891.8}}{28}$$

$$SD = \sqrt{174.70}$$

$$SD = 13.21$$

Table 4.5 Post-Test Standard Deviation

Test	Mean
Pre-test	35.51
Post-test	76.27

Based on the table above, the difference in mean scores before and after treatment can be explained. The average post-test score is higher than after pre-test score the point is 40.76.

Table 4.6 Deviation and Square Deviation

NO	Student	Pre-test (X)	Post-Test (Y)	Deviation (D : Y-X)	Square Deviation (D^2)
1	AA	37	70	33	1089
2	AF	40	93	53	2809
3	AL	36	80	44	1936
4	AF	30	80	50	2500
5	CSA	20	70	30	900
6	DS	23	66	43	1849
7	DM	36	80	44	1936
8	FK	40	96	56	3136
9	IM	43	93	50	2500
10	IN	20	50	30	900
11	KAS	36	80	44	1936
12	MAA	33	80	47	2209
13	MA	59	89	30	900
14	MOF	50	80	30	900
15	MSJ	46	83	37	1369
16	MCM	43	96	53	2809
17	MF	30	66	36	1296
18	MRA	40	70	30	900
19	NR	40	70	30	900
20	PS	40	80	40	1600
21	RRP	46	76	30	900
22	BAG	33	76	43	1849
23	RS	30	93	63	3969
24	SH	13	50	37	1369
25	SM	46	70	24	576
26	TKA	40	93	53	2809
27	VA	37	66	29	841
28	YUD	30	66	36	1296
29	SK	13	50	37	1369
		920	2220	1162	49352

The researchers calculated the sum of squared deviations as shown below:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2 d = 49352 - \frac{(1162)^2}{29}$$

$$\sum x^2d = 49352 - \frac{1350244}{29}$$

$$\sum x^2d = 49352 - 46560.13$$

$$\sum x^2d = 2791.87$$

Notes :

$\sum x^2d$: Sum of the square of deviation

$\sum d^2$: The square of deviation

$\sum d$: Total of deviation

N : Total of students

The researcher calculated the number of squared deviations to determine the significant difference between the pre-test and post-test using the t-test formula as shown in the image below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-10)}}}$$

$$t = \frac{40.76}{\sqrt{\frac{2791.87}{29(29-10)}}}$$

$$t = \frac{40.76}{\sqrt{\frac{2791.87}{551}}}$$

$$t = \frac{40.76}{\sqrt{5.06}}$$

$$t = \frac{40.76}{2.24}$$

t = 18.19

Notes :

T   : T-test for the different of pre-test and post-test

Md   : Mean deviation of the students' score

$\sum x^2 d$: The sum of the squared deviations

N   : Number of students

Table 4.7 T-Test and T-table

T-Test (count)	T-Table
18.19	2,76

There is a considerable difference between the pre-test standard deviation and pre-test mean values. Specifically, the pre-test standard deviation (9.47) is less than the pre-test mean (35.51), indicating that the mean quality is considered good. in addition to the data sample serving as a representative sample of the population. The post-test standard deviation, like the pre-test standard deviation, is less than the post-test mean ($13.21 < 76.27$), indicating that the mean quality is deemed good and that the data sample is suitable for use as a population representative in research.

The value that results from calculating the t test is 18.19. The guidelines state that the hypothesis is accepted if tcount > ttable, in which case Ho is rejected and Ha is accepted. The hypothesis, however, cannot be accepted if tcount < ttable, Ho is accepted, and Ha is rejected. Based on the aforementioned table, it may be inferred that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected since tcount (18.19) > ttable (2.76). With the usage of word wall media, pupils' vocabulary mastery increases.

B.   DISCUSSION

The findings from the research question were that there was a significant

increase in students' vocabulary after using watching film during learning. This can be seen from the difference in the average scores of students' pre-test and post-test results at SMPN 18 Banda Aceh.

Pre-test results unequivocally demonstrate that, according to the written pre-test classification table data, no student obtained the highest score. The student pretest average was 35.51, and 29 pupils (100%) received low scores. Based on the KKM, none of the kids received medium or high ratings. The lowest criterion, known as the minimum completeness criterion, indicates that students have attained learning completion. The pre-test results demonstrate the challenges students have when responding to questions about common vocabulary, and the data indicates that few students possess a basic vocabulary in English. Students' decreased ability to respond to queries in the absence of examples is another issue. In order to solve this issue, researchers employed media such as film watching cartoon.

After calculating the post-test scores, 22 pupils were found to have passed the KKM score when the post-test results were calculated. Table 4.3 shows that 3 students (24.13%) had poor grades. Four students (17.24%) received medium scores, whereas seventeen students (58.62%) received high marks. The findings showed that 196 were the highest score and 50 were the lowest. After using this strategy, the average post-test score was 76.27. To put it briefly, pupils' pre-test and post-test scores rose. It is around 58.62% based on the number of students who meet the minimum scoring requirements. This demonstrates an increase from the pre-test, when not a single kid met the required minimum standard score.

A one sample t-test was used to compare the average results of the pre- and post-tests. The results showed that watching a film animation increased students'

learning capacities, proving that the method of improving young learners' vocabulary mastery was beneficial. Score. Based on tcount (18.19) > ttable (2.76) values. This indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This suggests that there is a strong relationship between one independent variable and the dependent variable, supporting the idea that using film watching as a teaching and learning tool can help students acquire new abilities.

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CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions from this research. Conclusions are written based on the analysis of the research results and the data obtained.

A. Conclusions

Based on the results of data analysis in this research, the following conclusions can be drawn:

1. Formulation of the research problem is that there is an increase in students' vocabulary mastery after used animation film. This can be seen from the average significance value of the students' pre-test and post- test. It can be interpreted that animation film increases the ability to improve students' vocabulary so that they can remember new vocabulary.

2. The hypothesis in this research can also be accepted because the t test value > t table and also because the alternative hypothesis (Ha) is acceptedand the null hypothesis (Ho) is rejected, which means that the animation filma method has an effect on increasing students' vocabulary mastery.

B. Suggestions

To improve the quality of English teaching, researchers would like to share suggestions for developing teaching, especially in improving students' vocabulary. First, students are given the freedom to provide answers or what they know. Next, the teacher provides correct learning to students so that they know where their

mistakes are. Second, teachers must always have new ideas for learning. After that, teachers also have to provide lots of practice and new vocabulary to students. The more students get new vocabulary and write it down, the more students' mastery of vocabulary will increase. Third, teachers also provide good and comfortable media for students to use. Teachers are also required to be more creative in using media so that it makes students more interested and easier to learn. This is also one of the factors that can improve students' vocabulary mastery.

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APPENDIX A

Appoinment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-4162/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
		b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
		c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
		5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
		10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
		11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan		Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	:	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-7650/Un.08/FTK/Kp.07.6/07/2023
KEDUA	:	Menunjuk Saudara :

1. Prof. Dr. Luthfi Auni, M.A	Sebagai Pembimbing pertama
2. Fitriah, S.Ag., M.Pd	Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama	:	Audia Dwi Fortuna
NIM	:	180203051
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Students' Vocabulary Mastery Through Animation Film

KETIGA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KELIMA	:	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di	: Banda Aceh
Pada tanggal	: 16 Mei 2024
Dekan,	

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B
Banda aceh to Recommendations Letters from UIN Ar-Raniry Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-1469/Un.08/FTK.1/TL.00/1/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Wilayah Kota Banda Aceh
2. Kepala SMPN 18 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **AUDIA DWI FORTUNA / 180203051**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Rukoh Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Implementation of Students' Vocabulary Mastery Through Animation Film*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 Januari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 23 Februari 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C
Letters has conducted field research from SMPN 18 Banda Aceh

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 18
Jln Tgk. Chik Dipineung Raya No. 7 Telp. (0651) 8053021 Banda Aceh
E-mail : smpn18.a disdikbna.net Website : disdikbna.net kode Pos.23125

SURAT KETERANGAN
Nomor : 422 / 082 / 2024

Kepala Sekolah Menengah Pertama Negeri 18 Banda Aceh, dengan ini menerangkan bahwa :

Nama	:	Audia Dwi Fortuna
NPM	:	180203051
Program studi	:	Pendidikan Bahasa Inggris

Sesuai dengan Surat Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan No.B-1469/Un.08/FTK.1/tl.00/T/2024 tanggal 30 Januari 2024 Perihal : Penelitian Ilmiah Mahasiswa. Dengan ini yang bersangkutan telah melakukan Penelitian Ilmiah dalam rangka penulisan Skripsi dengan judul :

"THE IMPLEMENTATION OF STUDENTS' VOCABULARY MASTERY THROUGH ANIMATION FILM".

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Banda Aceh, 28 Maret 2024
Kepala

Rahmaniah,S.Pd
NIP. 19690720 199303 2 003

APPENDIX D
PRE- TEST

SOAL PRE-TEST

NAMA : INTAN MALIANI

KELAS : VII 5

Tuliskan dan pilihlah Verb, Noun dan Adjective dalam kalimat dibawah ini :

1. Bring : Verb
2. Bad : Adj
3. Dangerous : Adj
4. Celebrate : Verb
5. Moon : Noun
6. Manage : Verb
7. Dark : Verb
8. Window : noun
9. Town :
10. Kind : Adj
11. Relax :
12. Speaker : Noun
13. Beautiful : adj
14. Fire :
15. Interesting :
16. Road :
17. Walk : Verb
18. Shy :
19. Cold :
20. Newspaper :
21. Gracefull :
22. Moon : Noun-
23. Introduce :
24. Replace :
25. Adorable :
26. Lazy :
27. Airplane : Noun
28. Develop :
29. Doll :
30. Justify :

SOAL PRE-TEST

NAMA : T. Khalid Al-Akbar

KELAS :

Tuliskan dan pilihlah Verb, Noun dan Adjective dalam kalimat dibawah ini :

1. Bring : verb
2. Bad : verb
3. Dangerous : adj
4. Celebrate : verb
5. Moon : verb
6. Manage : adj
7. Dark : adj
8. Window : noun
9. Town : noun
10. Kind : adj
11. Relax :
12. Speaker :
13. Beautiful :
14. Fire :
15. Interesting :
16. Road : noun
17. Walk : verb
18. Shy : adj
19. Cold :
20. Newspaper :
21. Gracefull :
22. Moon :
23. Introduce :
24. Replace :
25. Adorable :
26. Lazy :
27. Airplane : noun
28. Develop :
29. Doll : noun
30. Justify :
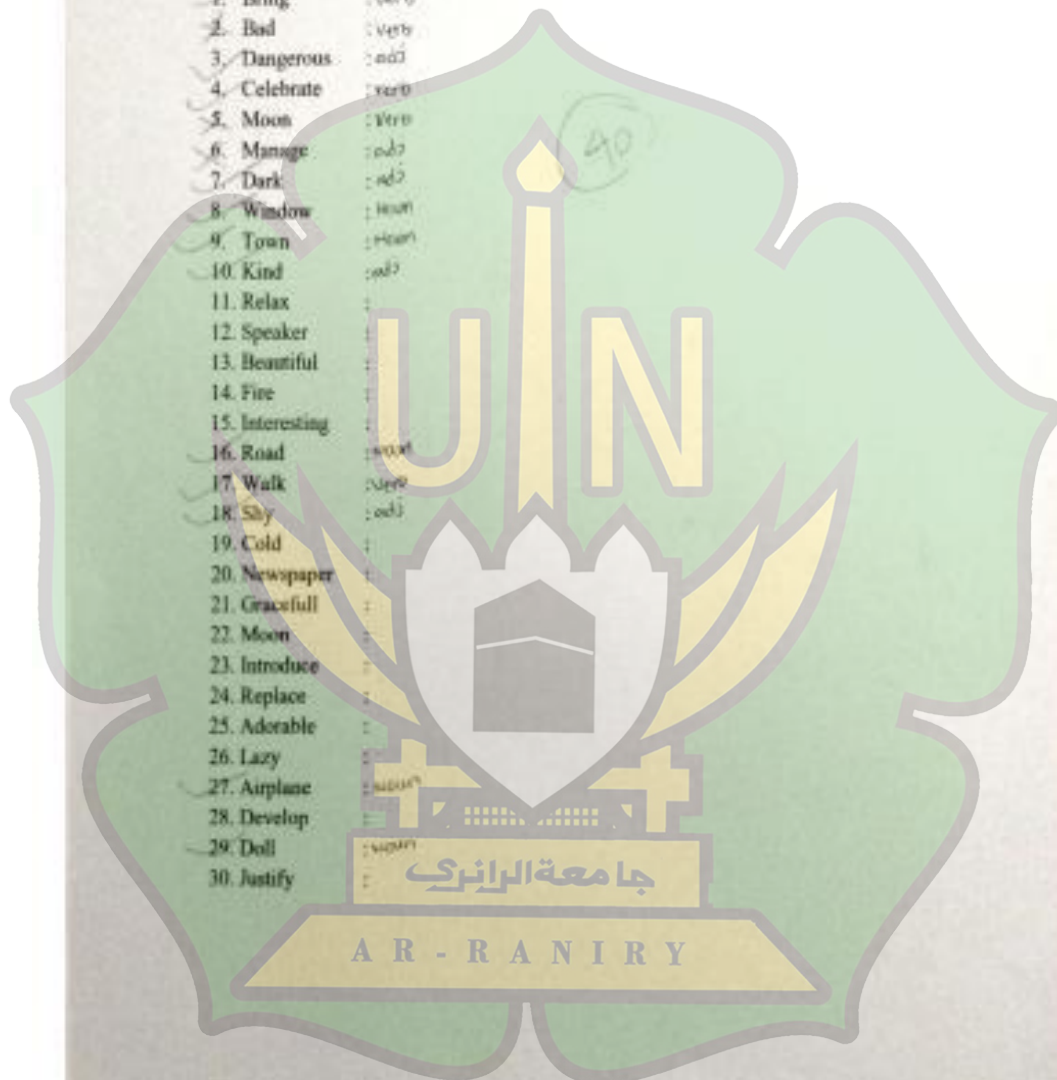
APPENDIX E
POST- TEST

SOAL POST TEST

NAMA : Intan Maliani

KELAS : VII 5

Pilihlah kalimat VERB, NOUN, ADJECTIVE dibawah ini :

Bicycle	Work	Explain
Share	Camera	Company
Listen	Naughty	Fat
Old	Ring	World
Bad	Cute	Wing
Nice	Deal	Nothing
Money	Strong	Wringkles
Plane	Stupid	Wake up
Help	Book	Happen
Boring	Office	Bag

Verb	Noun	Adjective
Listen	Bicyne	Naughty
Work	Book	Cute
Boring Bring	Bag	Strong
Help	Camera	Stupid
Deal	Money	Old
Explain	Office	Bad
Nothing	Ring	Nice
Wake up	Plane	Fat
Happen	Company	Wringkles
	World	
	Wing	

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SOAL POST TEST

NAMA : T khald Al Akbar

KELAS : VII-3

Pilihlah kalimat VERB, NOUN, ADJECTIVE dibawah ini :

Bicycle	Work	Explain
Share	Camera	Company
Listen	Naughty	Fat
Old	Ring	World
Bad	Cute	Wing
Nice	Deal	Nothing
Money	Strong	Wringkles
Plane	Stupid	Wake up
Help	Book	Happen
Boring	Office	Bag

Verb	Noun	Adjective
Share	bicycle	Fat
to listen	money	old
help	plane	Bad
work	camera	Nice
explain	Book	naughty
company	Bag	Cute
nothing	ring	Deal
happen	world	Strong
wake up		Stupid
Boring	office	Wringkles

APPENDIX F

Documentation

AUTOBIOGRAPHY

1. Name   : Audia Dwi Fortuna

2. Place/ Date of Birth   : Kutacane, 09 Juni 2000

3. Nationality/ Ethnic   : Indonesia

4. Religion   : Islam

5. Sex   : Female

6. Marital Status   : Single

7. Occupation   : Student

8. Address   : Gp. Prada

9. Email   : 180203051@student.ar-raniry.ac.id

10. Parents' name

     a. Father   : Yudi Candra

     b. Mother   : Ainul Fitriyani

11. Address   : Badar Indah

12. Educational Background

     a. SDS Muhammadiyah   : Graduated in 2012

     b. MTsN Kutacane   : Graduated in 2015

     c. SMAN 1 Kutacane   : Graduated in 2018

     d. English Department of UIN Ar-Raniry : Graduated in 2024