UTILIZING SUBTITLE OF DISNEY MOVIE CLIPS TO IMPROVE VOCABULARY

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfilment of the requirement for Bachelor's Degree
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

By:

SAYYIDAH INDAH NADELLA AHMAD

SRN.214101060042

UNIVERSITAS ISLAM NEGERI
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JEMBER

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY, 2025

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Has been examined and approved by the board of examiners
to fulfil the requirement of Bachelor Degree
Faculty of Tarbiyah and Teacher Training
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Day and Date

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MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ .الرعد : ١١

"Indeed, Allah will not change the condition of a people until they change what is in themselves.." (QS Ar -Rad 11)[1]

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[1] Ministry of Religious Affairs. (2019). Qur'an Kemenag. Retrieved on May 12, 2025, from https://quran.kemenag.go.id/

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. I proudly dedicate this undergraduate thesis to my beloved parents, whose endless support, unconditional love, and unwavering belief in me have been the foundation of all my achievements. To my sibling, thank you for always being a source of joy and inspiration—your presence has made this journey more meaningful. I also dedicate this work to my grandmother, whose wisdom, warmth, and strength have shaped me in ways I can never repay. Thank you for your prayers and love. And to Yoyot, thank you for being a constant light in my life, reminding me of kindness, laughter, and the importance of family.

2. I would also like to express my deepest gratitude to my dearest friends—thank you for staying, for reminding me of my worth, and for being there even in my lowest moments. Your presence, patience, and love mean more than words can say. You truly are the best.

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ACKNOWLEDGEMENT

First of all, let's say thanks to Allah SWT. Because of his mercy and blessings, we are always in a good condition. Secondly may peace and solution to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the Islamiyah namely Islamic religion.

Likewise, the writer also says deeply grateful to the advisors, Dra. Sofkhatin Khumaidah, M.Pd, Ph.D. who has already guided very patiently to give valuable consultation, feedback, suggestion, motivation, reinforcement to do this thesis from the beginning of the research which has many revisions till this thesis entirely finished. May Allah bless her and family with endless happiness, health, wealth, and grant all of your wishes.

The researcher realized that this thesis would not finish without help and guidance from other people. By that, the writer would like to express her emphatic thanks and appreciation to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.
2. Dr. Abdul Mu'is, S.Ag., M.Si., as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University of Kiai Haji Achmad Siddiq Jember.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I, as the head of Islamic Studies a Language Education Department.
4. Dewi Nurul Qomariyah, S.S., M.Pd, as the head of English Education Department.

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5. Dra. Sofkhatin Khumaidah, M.Pd., Ph.D, as the advisor of this undergraduate thesis who has guided, advised, supported, and motivated the writer to do this thesis.
6. Zahratul Maujudatul Mufidah, M.Pd.. as the academic supervisor who has given invaluable support, patience, and commitment to the academic development.
7. All lecturers of English Education Department who have already given knowledge, experiences, motivations, advices, and support while pursuing my degree at the English Education Department.
8. Sri Hartatik, M.Pd., as the headmaster of SMKN 01 Jember, who has allowed the writer to conduct this research
9. All teachers and administration staff of SMKN 01 Jember who have already helped and allowed the writer in the process of conducting this research.
10. Mamad Hadi Wijanarko S.Pd, Gr., as the English teacher at the tenth graders' AK 2 of SMKN 01 Jember who has given her ideas, guidance, feedback, knowledge, and support the writer in the process of doing the research. I am very glad to know you as my role model of English teacher for my future and also teacher exemplify in teaching and learning process as the valuable experience for me.
11. The tenth-graders' AK 2 of SMKN 01 Jember are willing to contribute their effort and enthusiasm during this research.

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12. Last but not least, whose names cannot be mentioned for their contribution and motivation during the writer finishing this thesis which has challenges and difficulties in doing thesis.

The writer fully realizes that this thesis is still far from being perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. But still, the writer hopes that this research will be beneficial not only for the writer herself but also for the readers and the next researchers who need as the references.

Jember, 23 Mei 2025

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ABSTRACT

Sayyidah Indah Nadella Ahmad, *2025*: *Utilizing Subtitle of Disney Movie Clips to Improve Vocabulary*

Key words: Vocabulary, Subtitles, Disney Movie Clips, Classroom Action Research.

This study aimed to improve students' vocabulary mastery by utilizing subtitles of Disney movie clips as a media-based learning strategy. Conducted as Classroom Action Research (CAR) at SMKN 01 Jember in class X AK 2 during the 2023/2024 academic year, this study was driven by the students' limited vocabulary knowledge, lack of motivation, and difficulty in understanding and using vocabulary contextually in English learning.

The research followed the Kemmis and McTaggart model which consisted of four stages: planning, acting, observing, and reflecting. It was carried out in two cycles. Each cycle included two meetings for learning activities and one meeting for a post-test. Vocabulary instruction focused on nouns, adjectives, and adverbs, presented through engaging tasks using subtitled clips from Disney movies—Luca in Cycle 1 and Tangled in Cycle 2. Data collection techniques included tests, observation, interviews, and documentation. The vocabulary assessment emphasized four indicators: meaning recognition, word association, word formation, and contextualized vocabulary use.

The results showed a significant improvement in students' vocabulary mastery. In the preliminary study, none of the students met the Minimum Mastery Criterion (KKM) of 75. After implementing Cycle 1, only 31.43% of the students achieved the target. However, following improvements in Cycle 2, 62.86% of the students successfully met or exceeded the KKM. These findings indicate that the use of subtitled Disney movie clips is effective in enhancing students' vocabulary acquisition in a contextual, engaging, and enjoyable manner. It also increased student motivation and active participation in the classroom.

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CHAPTER I
INTRODUCTION

This chapter included the background of the research, research focus, research objectives, research significance, definitions of key terms, and the structure of the thesis.

A. Background of Research

English is a language used for international communication. Dr. Rajathurai states that English is the main language spoken universally.[2] In addition, English is very important in this era because it is not only used for communication but also for sharing ideas. Hence, mastering English is important to gain significant advantages in various aspects of life, such as business, global communication, and accessing information and knowledge from various sources around the world. In the world of education, English plays a vital role in opening up future opportunities. Learning English is a challenge for many people, especially students, because it involves mastering complex skills such as reading, listening, speaking, and writing. Grammatical differences, extensive vocabulary, and pronunciation that often does not match the spelling are major obstacles for students in learning English. In addition, the lack of opportunities to practice speaking directly with native speakers slows down students' progress. However, learning English with the right methods and consistent effort can help overcome these challenges. One effective approach is mastering vocabulary.

[2] Rajathurai Nishanthi and Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, "The Importance of Learning English in Today World," *International Journal of Trend in Scientific Research and Development* Volume-3, no. Issue-1 (December 31, 2018): 871–74, https://doi.org/10.31142/ijtsrd19061.

Vocabulary is one of the most important aspects of language learning. It is often likened to the main tool or foundation in acquiring a language. According to Alqahtani, vocabulary is a set of several words arranged into sentences to communicate and convey information, so learning vocabulary is the first step in learning a language.[3] Vocabulary refers to the number of words needed to convey ideas and express meaning. According to Schmitt & McCarthy, no matter how well a student learns grammar or masters the sounds of a second language, without words that represent different meanings, meaningful communication in that language cannot occur.[4]

One method commonly used by Indonesian language teachers is to teach a list of vocabulary and then ask students to memorize it. This is not only boring, but students are also less likely to memorize the vocabulary because it does not provide the context of how the vocabulary is used. Mathew & Alidmat state that teaching and learning activities that are only guided by textbooks make the process monotonous.[5] Meanwhile, many people who have experience in learning languages face challenges in vocabulary. Therefore, as educators, we should have interesting learning strategies to attract students' interest and facilitate their learning, especially in language education. Learning vocabulary effectively can be achieved through the use of media. Media plays an

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[3] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.
[4] Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching*, 2nd ed. (Cambridge University Press, 2020), https://doi.org/10.1017/9781108569057.
[5] Nalliveettil George Mathew and Ali Odeh Hammoud Alidmat, "A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction," *International Journal of Higher Education* 2, no. 2 (April 30, 2013), https://doi.org/10.5430/ijhe.v2n2p86.

increasingly important role in language learning. Media is one of the tools of communication, serving as a carrier of messages or information. Media can be seen as a tool to deliver or convey material from the teacher so that students can learn more efficiently and effectively. Media is one of the components of learning that plays an essential role in achieving the goals of effective teaching and learning. Nowadays, there are many types of media, such as music, videos, and movies, that can be used in the learning process.

According to Simamora and Oktaviani, using interesting learning media, such as movies, can enhance the learning process. Movies are a part of audiovisual media.[6] Using audiovisual media in class helps make the teaching and learning process more engaging. Audiovisual media is one of the best tools to make teaching effective in conveying material or information to students. Movies are effective audiovisual tools for delivering messages because they combine sound and moving images. Webb states that by using movies, students can improve their vocabulary.[7]

According to Sherman, movies provide a realistic learning environment for students because they are able to increase students' interest, attention, and understanding of the material presented. [8] By using movies, students can improve their vocabulary more naturally and contextually because movies present language used in everyday life, allowing students to learn how words

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[6] "Br Simamora And Oktaviani - 2020 - What Is Your Favorite Movie A Strategy Of English.Pdf," n.d.
[7] Stuart Webb, "A Corpus Driven Study of the Potential for Vocabulary Learning through Watching Movies," *International Journal of Corpus Linguistics* 15, no. 4 (November 4, 2010): 497–519, https://doi.org/10.1075/ijcl.15.4.03web.
[8] "Sherman - 2009 - Using Authentic Video in the Language Classroom.Pdf," n.d.

and phrases are used in different contexts. Apart from that, in movies, there are various accents and intonations used by actors, which give students an understanding of how to pronounce and use those words, especially in daily life.

Firmansyah states that watching English-language movies with English subtitles improves vocabulary and speaking skills.[9] This is because learners are exposed to authentic language in context, which allows them to connect spoken words with their written form, enhancing both recognition and retention of new vocabulary. Additionally, the use of subtitles in movies is recognized as an effective tool for enhancing language learning, especially for improving vocabulary. Subtitles aid learners in improving their vocabulary, listening skills, and reading comprehension simultaneously. By providing both visual and textual input, subtitles help students understand spoken language in real time and reinforce their language acquisition process. Specifically, Disney movie clips, with their clear dialogue and memorable characters, offer a unique learning environment where students are exposed to natural language usage in an enjoyable setting.

Disney movies are audiovisual media that have been widely used for both entertainment and learning. Disney movie clips, with their vivid dialogue and memorable characters, offer a great resource for language learners. The simplicity of the language, combined with an engaging storyline, makes it easy for students to follow and understand the context of new vocabulary.

[9] "Firmansyah et al. - 2024 - The Effectiveness of Watching Movies Using English.Pdf," n.d.

Characters often speak in a slow, clear, and easy-to-understand manner, which makes them ideal for those who are trying to improve their listening and speaking skills. Additionally, the emotional and visual elements in Disney films help reinforce the meaning of the words and phrases used. This makes it more likely that students will remember new vocabulary because they can associate the words with certain scenes, characters, or emotions. As a result, Disney movie clips provide not only entertainment but also a valuable tool for language development, especially in improving vocabulary.

Based on the results of preliminary research through observations at SMKN 01 Jember, researcher found that students had problems in vocabulary. Researcher observed a similar issue at SMKN 01 Jember, where students showed a lack of interest in learning English due to their limited vocabulary. Therefore, researcher were interested in conducting a study entitled "Utilizing Subtitle of Disney Movie Clips to Improve Vocabulary." Several studies mentioned good results using the Disney movie method. With this, it was hoped that researcher could improve students' ability to increase their vocabulary.

Therefore, this study aimed to explore the use of subtitles in Disney movie clips as a tool to improve English language skills among students, with a focus on their vocabulary. In doing so, this research sought to contribute to the growth of media-based language learning and offered practical solutions for English language educators.

B. Research Question

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Drawing from the aforementioned, the researcher posed the research question: How could utilizing subtitles of Disney movie clips improve students' vocabulary in the tenth grade at SMKN 01 Jember?

C. Research Objective

The research question provided guided the objective of this study, namely to improve students' vocabulary with the use of subtitles of Disney movie clips in the tenth grade at SMKN 01 Jember.

D. Research Significance

This study contributed to a deeper understanding of the use of subtitles of Disney movie clips as media in improving English vocabulary. This research also enriched the literature on effective language teaching methods.

1. Theoretical Significance:

This study contributed to the development of language teaching methodologies and materials by providing insights into the effectiveness of using subtitles of Disney movie clips in vocabulary learning in beginner classes. Drawing on Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that learners understand better when information is presented through both visual and verbal channels, this research demonstrated that movie clips with subtitles serve as effective multimedia tools to enhance vocabulary mastery. Additionally, the findings support Stephen Krashen's Input Hypothesis, which argues that language is best acquired when learners are exposed to comprehensible

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input slightly above their current proficiency level. By using Disney movie clips with subtitles, students were exposed to meaningful and engaging language input in context, making vocabulary learning more natural and effective. Overall, this research enriched and added to the body of knowledge about strategies in the teaching and learning process, especially in improving vocabulary through the use of movie subtitles at the tenth grade of SMKN 01 Jember.

2. Practical Significance:

Practically, the presentation of data from this research was useful for:

- English Department

  This study provided insight into the application of strategies in improving vocabulary, especially through the use of subtitles of movies in beginner classes.

- English Teacher

  This study provided guidance and ideas for implementing new learning methods using subtitles of movies to improve students' vocabulary.

- Next Researcher

  This study served as a reference and basis for further research in the field of language teaching methodology and the use of innovative learning media such as subtitles of movies.

- Student

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It helped students improve their vocabulary in an effective and enjoyable way through the contextual, visual, and audio learning offered by subtitles of Disney movie clips.

E. Scope of the Research

In this research, the researcher focused on improving students' vocabulary by utilizing subtitles of Disney movie clips in the tenth grade of SMKN 01 Jember in the academic year 2023/2024.

F. Definition of Keyterms

1. Subtitle: Text is displayed on the screen to accompany the dialogue or narration in a movie. In the context of this research, subtitles are used as a tool to improve English vocabulary comprehension because students can see the written words while hearing the pronunciation.
2. Disney Movie Clips: Video clips from Disney movies are often used in language learning contexts because the storylines are interesting, the visuals are stunning, and the English usage tends to be clear and simple, making them suitable for vocabulary learning. As children generally love images, especially audiovisual images, Disney movie clips are considered an effective approach to increase student motivation and create an enjoyable teaching and learning process.
3. Vocabulary: Vocabulary is the collection of words that a person knows, understands, and uses in a language. It includes words that are understood when listening or reading (receptive vocabulary) and words that are actively used when speaking or writing (productive vocabulary).

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Vocabulary is important because it forms the basis for understanding and communicating in a language. The more extensive a person's vocabulary is, the easier it is for them to express ideas, understand texts, and participate in conversations effectively.

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CHAPTER II
LITERATURE REVIEW

This chapter presented a literature review on the topic. This review included previous studies as well as theoretical foundations.

A. Previous Research

The journal article entitled "The Role of Movie Subtitles to Improve Students' Vocabulary", conducted by Hestiana and Anita, presented a research study that explored the effectiveness of using movie subtitles as a tool to enhance vocabulary acquisition. The study highlighted the potential of subtitles to provide learners with exposure to authentic language use, including variations in speech patterns influenced by age, gender, and sociocultural backgrounds. It also acknowledged the challenges learners might face in understanding video materials without subtitles in either their native or target language, depending on their language proficiency and familiarity with vocabulary. Overall, the findings emphasized the value of integrating subtitles into language learning as a means to support vocabulary development. The study advocated for the incorporation of multimedia resources—such as movie subtitles—to create engaging, accessible, and effective language learning experiences for students.[10]

The journal article entitled "Teaching L2 Vocabulary Through Animated Movie Clips With English Subtitles" presented a research study that explored the efficacy of utilizing animated movie clips with English subtitles to

[10] "Hestiana and Anita - 2022 - The Role Of Movie Subtitles To Improve Students' V.Pdf," n.d.

enhance L2 vocabulary learning. Through a quasi-experimental design involving 35 female participants, the study compared the impact of this innovative method with traditional teaching approaches on vocabulary retention. The results indicated a significant improvement in participants' vocabulary learning and retention when exposed to subtitled movie clips, showcasing the potential of multimedia resources in language education. Moreover, the study revealed that participants exhibited increased engagement and motivation in online classes when learning L2 vocabulary through animated movie clips, emphasizing the positive influence of interactive and visually stimulating materials on language acquisition and student involvement.[11]

The journal article entitled "The Use of English Subtitles in Movies to Improve Students' Vocabulary" by Natalia Sembel, Noldy Pelenkahu, and Mister Gidion Maru presented a research study that examined the effectiveness of using English subtitles in movies to enhance students' vocabulary acquisition. Conducted using a quantitative method on grade 10 students at SMAN 1 Kakas, the study compared the performance of an experimental group exposed to English-subtitled movies with that of a control group. The results indicated that the experimental group achieved higher mean scores in vocabulary improvement, demonstrating the positive impact of English subtitles on students' language proficiency. Overall, the study supported the integration of English-subtitled movies as an effective tool for

[11] Hanadi Abdulrahman Khadawardi, "Teaching L2 Vocabulary Through Animated Movie Clips with English Subtitles," *International Journal of Applied Linguistics and English Literature* 11, no. 2 (March 31, 2022): 18–27, https://doi.org/10.7575/aiac.ijalel.v.11n.2p.18.

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vocabulary learning, reinforcing the role of multimedia in enhancing language acquisition in educational settings.[12]

The journal article entitled “The Use of English Subtitle on Films to Help Self-Study in Mastering Vocabulary” presented a qualitative descriptive study that examined how English subtitles in films could support students in independently mastering vocabulary. Data were collected through documentation and interviews. The findings indicated that the use of English subtitles in films positively influenced students’ vocabulary mastery by offering a motivating and enjoyable learning experience. Overall, the study contributed valuable insights for both teachers and students regarding effective language learning strategies, particularly in vocabulary development through self-directed learning using film subtitles.[13]

The journal article entitled "Learning Vocabulary Through Instructional Subtitled Videos" by Jorge Luis Romero-Villamil and Claudia Patricia Guzman-Martinez presented a study that examined the impact of using instructional subtitled videos on students’ vocabulary acquisition. The research utilized videos such as Zyppy the Zebra, The Pianist, and The Salt March to support vocabulary learning. Data were collected through class observations, teacher diaries, and semi-structured interviews. The study adopted the Engage, Activate, and Study (EAS) framework proposed by Harmer (2009) to structure the learning process through visual context. The findings indicated that subtitled videos positively influenced students’

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[12] Natalia Sembel, Noldy Pelenkahu, and Mister Gidion Maru, “The Use Of English Subtitle In Movie To Improve Students’movies Vocabulary” 1, no. 6 (2021).
[13] “Nurfauziah et al. - 2023 - The Use of English Subtitle on Films to Help Self-.Pdf,” n.d.

vocabulary development by helping them associate new words with visual and contextual cues, resulting in improved retention and application in both writing and speaking tasks. Additionally, the study emphasized the importance of student engagement, noting that well-designed video tasks could gradually motivate and challenge learners. Overall, the study demonstrated the effectiveness of instructional subtitled videos in enhancing vocabulary acquisition and offered practical insights for educators aiming to integrate multimedia resources into language learning.[14]

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[14] Jorge Luis Romero-Villamil and Claudia Patricia Guzman-Martinez, "Learning Vocabulary Through Instructional Subtitled Videos," *GIST – Education and Learning Research Journal* 21 (December 21, 2020): 7–25, https://doi.org/10.26817/16925777.841.

Table 2.1

The Similarities and Differences Between Previous Research

No	Research Title	Similiarities	Differences
1	2	3	4
1	The Role Of Movie Subtitles To Improve Students' Vocabulary	The similarities between these two studies are using movie subtittles to create interesting and effective learning for students.	The difference between these two studies is that Hestiana and Anita's research using Qualitative and this research using Classroom action research.
2	Teaching L2 Vocabulary Through Animated Movie Clips With English Subtitled	The similarity between these two studies is using movie subtitles to create interesting and effective learning for students as English learning media to help students add more vocabulary.	The difference between these two studies is that the research entitled Teaching L2 Vocabulary Through Animated Movie Clips With English Subtitled uses quantitative research methods, while this study uses classroom action research methods.
3	The Use of English Subtitles in Movies to Improve Students' Vocabulary	The similarity between these two studies is the use of subtitled movie as an interesting and effective tool in English language learning.	The difference between these two studies is that Natalia Sembel and her colleagues' research used a quantitative approach to evaluate the results of the study with the aim of improving vocabulary mastery. while this study used a classroom action research with

			the aim of providing a more effective method for learning English by mastering vocabulary using subtittled movies.
4	The Use of English Subtitle on Films to Help Self-Study in Mastering Vocabulary	The similarity of these two studies is use subtitled movies to learn students' English vocabulary.	The difference between these two studies is the learning context and the purpose of the research, the research in the Journal uses an independent learning context with the aim of how subtitled movies help students learn vocabulary independently, while this study uses a shared learning context with the aim of whether subtitled movies are an effective method to help learn vocabulary.
5	Learning Vocabulary Through Instructional Subtitled Videos	The similarity of these two studies is that they use movie subtitles as a medium for learning English vocabulary.	The difference between these two studies is that their research targets students with a certain language level such as intermediate or advanced, while this study targets beginner students.

Based on the review of the five related studies, it was concluded that all of those studies shared a common focus on utilizing movie subtitles as a medium to enhance students' vocabulary acquisition in an engaging and

effective manner. Subtitled videos were consistently viewed as helpful tools in English language learning across different contexts.

However, the key differences lay in the research methods, target learners, and learning settings. While the previous studies employed qualitative and quantitative methods, the current research adopted a classroom action research (CAR) approach. In addition, some previous studies focused on independent learning or learners with higher proficiency levels, whereas this study emphasized collaborative classroom learning targeting beginner students. This highlighted the unique contribution of the present study in exploring the effectiveness of subtitled Disney movie clips in a structured classroom environment to improve vocabulary mastery among vocational high school students.

B. Theoretical Framework

a) Vocabulary

The Definition of Vocabulary

Vocabulary is a collection of several words used by a person in a language. vocabulary is very important for the purpose of communicating and understanding each other. This means that vocabulary is a basic element in a language that allows people to convey ideas, express emotions, and interact socially. Vocabulary develops over time through new words from various contexts, such as conversation, reading, media, and plays an important role in

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literacy development and language learning. Schmitt, N., & Schmitt, D. state that vocabulary is the number of words that make up a language.[15]

Therefore, vocabulary is a basic competency that students must achieve to gain other competencies such as reading, writing, listening and speaking. It is difficult to master other competencies without mastering and understanding vocabulary. In English language learning, vocabulary plays an important role. Because with vocabulary, students can produce sentences that have meaning in oral or written form. According to Al Qahtani, vocabulary is a tool for language learning, because the lack of vocabulary will be a problem and obstacle for students learning the language.[16] Hence the importance of vocabulary in learning a language. Vocabulary is one of the components of English that is very important to support students to learn a language. This study is supported by Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input in language. Subtitled Disney movie clips provide learners with rich, contextual, and understandable language input, which supports vocabulary development in an engaging and naturalistic environment.

Elements of Vocabulary

In addition, acquiring vocabulary components is very important for students as it is part of the vocabulary acquisition process. These indicators or components are as follows:

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[15] Schmitt and Schmitt, *Vocabulary in Language Teaching*.
[16] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

1) Pronunciation: One of the biggest influences on vocabulary is how words are pronounced in a particular language.
2) Spelling: requires students to understand the letters and syllables that make up words. Spelling is the ability to form words accurately from the spelling of each letter or word.
3) Grammar: grammar knowledge is related to words, so you can learn grammar by learning words. This means that vocabulary should come first, but grammar should not be neglected to understand the letters and syllables that make up words. Spelling is the ability to form words accurately from the spelling of each letter or word.
4) Meaning: the amount of mental work the learner does affects how well new concepts are remembered. The more often students think about words and their meanings, the more likely they are to remember them.

Kinds of Vocabulary

According to Celca-Murcia, there are two kinds of vocabulary, as follows:

1) Function Words

   Function words are defined as words that belong to closed productive vocabulary and receptive vocabulary. Productive Vocabulary is vocabulary that you can remember and use appropriately when speaking or writing. Speaking and writing use productive vocabulary that students must be able to use and understand. While receptive vocabulary is only presented until students understand its meaning in order to understand the context of reading and listening.

2) Content Words

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Content words are elements that represent most of the vocabulary. For example, nouns, verbs, adjectives, and some adverbial vocabulary, prepositions, determiners, and some adverbs. Function words should be taught as part of grammar and content words as part of vocabulary. Teachers need to know the correct vocabulary that students need to learn; however, both types of vocabulary are needed when learning a foreign language.[17]

b) Movie

Definition of Movie

Movie is one of the visual aids that can be used in learning to make it more interesting. They can also teach people about history, science, human behaviour and other topics. Some movies blend entertainment and education to make teaching and learning more enjoyable. In all its forms, movies is an art and a business, and those who make it take pride in their work. According to Ismaili, movie are entertainment and can be made as language learning.[18] movie are the most popular form of entertainment. In movies we can combine audio, visuals, motion colours, and 3D effects into one presentation. The document defines the movie. Conversely, literary practice develops certain characteristics under the influence of cinema. Movie is media displays moving images accompanied by sound or audio music. In his research, Ratu Husmiati describes film media as learning media in the history department,

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[17] Marianne Celce-Murcia and ʿIlit Olshṭain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, Nachdr. (Cambridge: Cambridge Univ. Press, 2010).
[18] Merita Ismaili, "The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University," *Academic Journal of Interdisciplinary Studies*, 2013, https://doi.org/10.5901/ajis.2012.v2n4p121.

including various dramas, docudramas, and documentaries.[19] Rong Li et al explained that film media is an audiovisual media that presents emotional messages.[20] Another opinion expressed by Triant is that movie media is an integrated tool in the form of film and mass media communication methods such as radio, television, newspapers, and magazines. It provides information to many people and influences their thinking.

Advantages of Movie

1) Movie can be a basic experience for students gained from reading, discussion and hands-on practice. this shows that movie can enhance experience and creative thinking for students.
2) Films can be played repeatedly
3) Films make students grow their affective side. For example, a film about the war of independence will evoke a sense of nationalism and love for the country in students.
4) Films such as KKN Desa Penari can show images or stories that are frightening when seen in person. in person.
5) Films can shorten the time needed to show something. For example, the events of for example, the month-long KKN Desa Penari can be seen in a film with a shorter duration, such as 60 minutes. film, such as 2 hours and 1 minute.

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[19] Ratu Husmiati, "Kelebihan Dan Kelemahan Media Film Sebagai Media Pembelajaran Sejarah," *Jurnal Sejarah Lontar* 7, no. 2 (July 13, 2017): 61, https://doi.org/10.21009/lontar.072.06.
[20] Rong Li et al., "Integrating Multilevel Functional Characteristics Reveals Aberrant Neural Patterns during Audiovisual Emotional Processing in Depression," *Cerebral Cortex* 32, no. 1 (November 23, 2021): 1–14, https://doi.org/10.1093/cercor/bhab185.

This research is grounded in Mayer's Cognitive Theory of Multimedia Learning, which posits that meaningful learning occurs when learners integrate verbal and visual information. In the context of this study, subtitled Disney movie clips serve as multimedia input that allows students to connect words with real-life visuals and contextual usage. This combination facilitates vocabulary mastery by engaging both auditory and visual cognitive channels.

c) Subtitle

Definition Of Subtitle

Watching films with subtitles indirectly helps to learn a foreign language. English is the most learnt foreign language in the world as it is an international language. Therefore the potential of learning through watching subtitled media can have a great impact on many people. Education and mass media experts have mixed opinions regarding the feasibility of learning a language through watching subtitled films. However, audio-visuals such as films with subtitles in English are becoming increasingly popular as access to audio-visual media in the original language with subtitles becomes easy.

Subtitling can be defined as a translation practice that consists of presenting written text, generally found at the bottom of the screen, which is a discursive element that appears on the image (letters, inserts, graffiti, writing, plaques, and the like), and the information contained in the soundtrack (songs, sounds).

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According to Theodoros Vyzas, subtitles are written translations of film dialogues spoken by actors in the film. He adds that the process of subtitling involves three steps; 1) from one 'language' to another, 2) from verbal speech to written text, and 3) from unabridged (verbatim) to written text, and 3) from unabridged (verbatim) to written text. written text, and 3) from the unabridged (verbatim) to the abridged (nonverbatim).[21]

According to the National Captioning Institute, text is the result of converting audio from a video production into text displayed on a television screen. Typically, this text has capital letters on a black background. Meanwhile, subtitles are text that is permanently embedded on the screen and represents the program content of narration, dialogue, music, or sound effects can be translated into subtitles. Subtitles are usually placed at the bottom center of the television screen (Mundomedia digital studios, online glossary).

From statements above it can be concluded that the subtitle is a monologue text of the movie appears along with the image at the bottom of the screen. Because of that, Through subtitles we can easily understand the storyline or information that we want to convey.

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[21] Theodoros Vyzas, "Specialised Vocabulary in Subtitling Science Documentaries," *Journal of Audiovisual Translation* 5, no. 1 (April 5, 2022), https://doi.org/10.47476/jat.v5i1.2022.152.

Types of Subtitle

There are two types of subtitle, as follows:

Subtitling for the deaf and hard of hearing (SDH)

Subtitling for the deaf and hard of hearing (SDH) also includes elements of paralinguistic or suprasegmental information that "play a role in the development of the plot or creation of atmosphere" as well as the overall meaning of the film (e.g. sound, intonation, accent, rhythm, and emotion).

Figure 2.1

Closed Caption (CC)

Closed Caption (CC) is a technology feature that provides transcript text of what the speaker said in an event or video. Some of the benefits of using Closed Captions in videos include:

a) Watching in noisy places is not a problem.

b) Increase audience focus.

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c) Viewers will not miss any information, and this feature also helps friends with disabilities who need access to this information.

Figure 2.2

Running Text

Running Text or running writing is electronic media that is informative. Many people choose Running Text as a means of advertising because it looks attractive and has a special attraction for those who see it. The use of Running Text for information media and business needs is increasingly popular among the wider community.

Running Text is an electronic technique that displays moving or running text consisting of an arrangement of LEDs (Light Emitting Diodes), which are arranged in a matrix based on a combination of rows and columns of LEDs.

Running Text is an effective way to convey information to the public with the help of LEDs. As an effective information and promotional medium, Running Text is able to attract attention, allowing the writing of voluminous

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and simple content. Different from other promotional media such as billboards, banners or posters that display statistics, Running Text provides a dynamic and more interactive display.

In this study, the researcher utilized English subtitles in the form of Running Text as a medium to support vocabulary learning. The subtitles were designed to move across the screen, similar to the typical Running Text display, making the presentation more engaging and visually stimulating. This approach was expected to help students focus on the vocabulary presented in the movie clips while maintaining their interest and attention throughout the learning process.

Figure 2.3

The Advantages of Subtitle

There are the advantages of subtitle, as follows:

1) Watching videos in environments sensitive to sound.

   Subtitles or closed captions allow viewers to enjoy videos in sound-sensitive settings, such as the office, library, or public transportation.

While headphones may be another option, we've all experienced how annoying loud music can be when riding a train!

2) Providing clarity

Adding closed captioning or subtitles to your video can enhance clarity for content that uses technical terms, industry-specific jargon, or company/individual names. For listeners, abbreviations, jargon, or specific names may be more difficult to understand, especially if the viewer lacks experience in your field. Furthermore, subtitles can assist viewers in retaining information more effectively by providing both audio and visual cues.

3) Improving language skills

In addition to aiding comprehension of a foreign language, well-crafted captions and subtitles offer the added benefit of enhancing native language skills, such as writing, spelling, punctuation, and grammar. For this reason, on-screen captions are often recommended for children watching television.

4) Maintaining concentration for longer periods

Another advantage of adding closed captioning or subtitles to your program is that it helps viewers maintain concentration for extended periods, offering a much better experience for those with concentration difficulties, attention disorders, or autism.

5) Following along

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Using closed captions or subtitles in your programs, films, and videos helps your audience follow the dialogue more easily, whether they are deaf or hard of hearing. Additionally, on-screen text ensures that viewers can fully enjoy your videos, even in environments with distracting background noise.

6) Aiding comprehension

Closed captions and subtitles assist in understanding dialogue that is spoken quickly or with an unfamiliar or foreign accent. Additionally, the on-screen text serves as an alternative to rewinding a video or increasing the volume to catch parts of the dialogue that are mumbled or drowned out by excessive background noise. Just think about how often you've had to rewind that frustrating, mumbling death scene at the end of a movie to hear what was said. Subtitles and closed captions are an excellent solution to this issue.

7) Helping to learn different languages

Watching a film or television show with subtitles or closed captions can significantly enhance or speed up a viewer's language learning, as they can listen and read simultaneously, both consciously and subconsciously, absorbing elements of the language as they progress.

8) The precursor to video translation

If your company needs dubbing or subtitles for translation purposes, having subtitles and closed captions already available in the source

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language will enable translators to work more quickly and efficiently, ultimately saving you money.

d) The Correlation Beetween Subtitle of Movie and Vocabularies

The habit of students watching English-subtitled films may be one way to enrich their vocabulary. The learning process does not always have to take place in the classroom; it can happen anywhere. They also do not always need to interact face-to-face with the teacher to learn vocabulary. As quoted in Zulfa, the phrases and expressions used in films are often based on real contexts, providing students with authentic material to help them differentiate between real-world and textbook contexts. For this reason, teachers can leverage students' interest in watching English-subtitled films to integrate it into the classroom environment.

A movie is one of the audio-visual aids that combines pictures and sound, allowing students to see and hear directly. Webb states that students can enhance their vocabulary awareness by using films or movies in the classroom. [22]Therefore, both teachers and students can benefit from incorporating movies into the classroom. It can improve students' pronunciation and intonation, convey clear messages, values, and ideas, save teachers' energy, boost learning motivation, and enhance the quality of the teaching and learning processes. Thus, by using movies, students are expected to enjoy learning English vocabulary.

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[22] Stuart Webb, "A Corpus Driven Study of the Potential for Vocabulary Learning through Watching Movies," *International Journal of Corpus Linguistics* 15, no. 4 (November 4, 2010): 497–519, https://doi.org/10.1075/ijcl.15.4.03web.

The habit of watching subtitled movies also plays a significant role. It motivates students to learn the language, particularly vocabulary. Therefore, students should have a clear schedule to establish this as a positive habit. By doing it regularly, students can gain exposure to new vocabulary, grammar, intonation, pronunciation, and how to use it in real contexts to help develop their language skills. While watching movies, students may encounter issues with unfamiliar structures and vocabulary. They can then look up the meanings in a dictionary. Indirectly, students can learn more about the meanings and how to use them, transitioning from the unknown to the known.

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CHAPTER III
RESEARCH METHOD

This chapter provided an in-depth discussion of the research methods employed by the researcher to conduct the study, which included the research design, research location, research subjects, data collection techniques, data analysis, data validity, and criteria for success.

A. Research Design

This research employed Classroom Action Research (CAR), which involved systematic procedures undertaken by the teacher to gather information and enhance specific educational settings, teaching methods, and student learning. According to Kemmis and McTaggart, CAR was a form of classroom research conducted by the teacher to address problems or find answers to context-specific issues. [23] Additionally, Classroom Action Research focused on students' problems and sought to find solutions to the challenges faced by students in the classroom. The aim of this Classroom Action Research was to describe the process and improvement of students' vocabulary by utilizing subtitles from Disney movie clips through engaging learning on the material of descriptive text.

Therefore, the researcher conducted an initial assessment of the students through a preliminary study to identify the problems they faced by means of observation, interviews with the English teacher, and a pretest. In this

[23] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research* (Singapore: Springer Singapore, 2014), https://doi.org/10.1007/978-981-4560-67-2.

research, the researcher collaborated with the English teacher. Based on the results of the discussion, both the researcher and the teacher agreed to use the method of utilizing subtitles from Disney movie clips to enhance students' vocabulary in order to address the challenges the students had in learning vocabulary. In conducting this research, the researcher acted as the English teacher who implemented a new method in the teaching process. Additionally, the teacher served as a collaborator or observer who monitored the research actions and assisted the researcher in carrying out the classroom action research.

The Classroom Action Research followed the design proposed by Kemmis and McTaggart, which included four phases: planning, acting, observing, and reflecting. [24]In each cycle, the researcher held two sessions for learning activities and one session for the post-test.

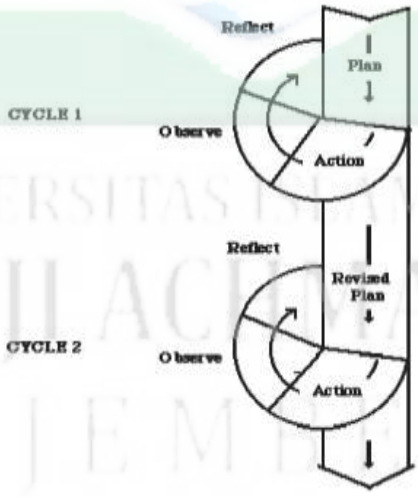

Figure 3.1
The Model of Classroom Action Research by Kemmis and Mc Taggart

[24] Kemmis, McTaggart, and Nixon.

In the preliminary study, the researcher identified the challenges faced by students in vocabulary by conducting observations, a pre-interview with the teacher, a pre-test, and a pretest prior to implementing the action. The findings detailed in the background study of Chapter 1 served as the basis for the subsequent research. To address these issues effectively, the researcher carried out the study to explore alternative strategies in the classroom. Adequate preparations were made in accordance with the students' circumstances in the classroom. At this stage, the researcher collaborated with the English teacher to carry out the study.

1. Planning

For detailed planning, the outline plans were as follows:

a. The researcher consulted with an English teacher to select appropriate materials and topics aligned with the syllabus.
b. The researcher and the English teacher chose "Utilizing Subtitles of Disney Movie Clips" as the relevant material and topic.
c. The researcher proposed the use of subtitles from Disney movie clips as an alternative strategy to enhance students' vocabulary in teaching the topic, which was accepted by the English teacher.
d. The researcher and the English teacher collaborated on utilizing the method of using subtitles from Disney movie clips in the classroom and discussed strategies for effective implementation.

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e. The researcher and the English teacher developed learning materials specifically to teach vocabulary through subtitles from Disney movie clips.

f. The researcher and the English teacher created resources to support the use of subtitles from Disney movie clips for the lesson.

g. The researcher and the English teacher designed an assessment to evaluate students' understanding of vocabulary in the context of subtitle usage.

2. Action

In this phase, the researcher effectively implemented the strategies outlined in the lesson plan within the classroom environment. Additionally, the researcher took on the role of the English teacher, using subtitles from Disney movie clips as an interactive approach in the teaching process. Meanwhile, the English teacher served as a collaborator or observer for this study. This cycle included two sessions for the teaching and learning process and one session for the post-test. As an observer, the English teacher assessed the teaching and learning process using the subtitle strategy from Disney movie clips by completing an observation sheet and the teacher's field notes to evaluate students' vocabulary skills. The researcher collaborated with the English teacher to address the vocabulary challenges faced by students and worked towards finding solutions. The implementation of subtitles from Disney movie clips in the teaching and learning process included the following:

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1. The researcher began the lesson by explaining vocabulary material, focusing on nouns, adjectives, and adverbs.
2. The researcher provided examples of nouns, adjectives, and adverbs that were commonly found in daily life and in the context of movies.
3. The students responded actively by identifying and giving examples of nouns, adjectives, and adverbs based on the researcher explanation.
4. The researcher introduced descriptive text, explaining how nouns, adjectives, and adverbs were used to describe people, places, and things.
5. The researcher played a Disney movie clip and highlighted scenes or dialogues that contained descriptive language.
6. The students were guided to identify and mention examples from the clip, such as: "The castle was enormous," "The princess wore a beautiful dress," or "The boy ran quickly."
7. The researcher and students discussed the vocabulary found in the clip and concluded how nouns, adjectives, and adverbs were used in descriptive sentences.
8. The researcher gave an assignment where students wrote a short descriptive text about a scene or character from the movie, using at least three nouns, three adjectives, and two adverbs.
9. During the lesson, the researcher and the English teacher observed students' participation and took notes to assess their vocabulary development.

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10. At the end of the session, the researcher reviewed the material, reinforced key points, and opened a question-and-answer session to clarify any doubts.

In the final cycle, the collaboration between the researcher and the English teacher involved conducting a post-test to assess the improvement in students' vocabulary before and after using subtitles from Disney movie clips in the classroom action research.

3. Observing

In this phase, the researcher and the teacher worked together to observe the classroom atmosphere, students' responses, and their engagement during the learning process using subtitles from Disney movie clips. Additionally, the researcher conducted a test to assess students' vocabulary improvement before and after using the subtitles to enhance their vocabulary. The researcher observed students' progress based on the post-test results, which met the criteria for success.

4. Reflecting The Action

Based on the observations, the researcher and the collaborator reflected by evaluating the implementation of the actions. In the final phase, the researcher and the teacher analyzed the post-test results. If the scores from the first cycle met the success criteria, the research did not proceed to the next cycle. However, if the scores did not meet the criteria, another cycle was conducted to improve students' vocabulary mastery and address the learning gaps identified in the previous implementation. This next cycle followed the same procedure of planning, action, observation, and

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reflection, with necessary adjustments to the teaching strategy, learning materials, or classroom activities. The focus was on reinforcing students' understanding of vocabulary elements—such as nouns, adjectives, and adverbs—while also providing additional support through varied and more engaging learning experiences. By repeating the cycle, it was expected that students would show measurable improvement in their vocabulary acquisition, especially in using words accurately within descriptive texts. The research ended once the success criteria, as defined by the researcher, were achieved.

B. Research Setting

This study was conducted at SMKN 01 Jember in the academic year 2023/2024, located at Jl. Jambu No. 17, Patrang, Jawa Timur 68111. The researcher selected this school for several reasons. First, utilizing subtitles from Disney movie clips was an appropriate strategy for Tenth Grade F students who still struggled to improve their vocabulary. Second, no previous research had been conducted on using subtitles from Disney movie clips as an interactive strategy to enhance students' vocabulary at this school. Third, the use of subtitles from Disney movie clips as an interactive strategy had never been implemented by English teachers in the teaching and learning process. Fourth, the researcher was officially granted permission to conduct this research by the headmaster of SMKN 01 Jember, Sri Hartatik, M.Pd., who provided full support for the implementation of this study.

C. Research Subject

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The subject of this research is tenth grade students at SMKN 01 Jember, specifically class AK 2 in the academic year 2023/2024, which consists of 12 male and 24 female students as the participants of the research. The researcher selected class X AK 2 to conduct the classroom action research based on the results of observation and documentation. The English teacher provided the researcher with student score documents, which showed that the English scores of students in this class were among the lowest compared to other classes. These scores indicated that students in X AK 2 had significant difficulties, particularly in vocabulary mastery. The problems identified included limited vocabulary knowledge, difficulty in retaining new words, and challenges in using appropriate vocabulary in context. Furthermore, based on an interview with the English teacher, class X AK 2 also had the weakest english score among the tenth-grade classes, which further supported the decision to focus the research on this class.

The researcher collaborated with an English teacher who taught the tenth grade students of SMKN 01 Jember. The researcher had already been allowed to conduct Classroom Action Research and had already asked for the teacher's help to be a collaborator in implementing the action.

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D. Data Collecting Technique

In the data collecting technique, the researcher used both primary data and secondary data.

1.1 Primary Data

To evaluate students' progress and the outcomes of this study, the researcher conducted a vocabulary test at the end of the cycle. This test focused on measuring each student's vocabulary proficiency, using descriptive text as the material. The researcher utilized subtitles from Disney movie clips to improve students' understanding of vocabulary with specific aspects, such as nouns, adjectives, and adverbs within descriptive texts. The test questions revolved around, "What is being described? What adjectives are used to describe it? What nouns and adverbs can you identify from the text?" These questions aligned with the content of the Disney movie clips used by the researcher. Additionally, students' responses were evaluated in collaboration with the English teacher to ensure an accurate assessment of vocabulary improvement.

In this test, the researcher measured students' vocabulary based on four main aspects: pronunciation, spelling, grammar, and meaning. The researcher observed how students pronounced the words they had learned to ensure correct pronunciation. Spelling was also checked through written tasks to confirm that students understood the correct way to write the words. Next, the use of vocabulary in sentences was evaluated in terms of grammar, to see if it aligned with the rules taught in class. Finally, the researcher assessed the students' understanding of word meanings, ensuring they could use the vocabulary appropriately in context.

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Vocabulary assessment used by researcher which adapted from Brown. Brown suggests that vocabulary assessment in tests should consider the following aspects:[25]

1. **Meaning Recognition –** Students must be able to recognize the meaning of words in various contexts.
2. **Word Association –** Includes synonyms, antonyms, and collocations.
3. **Word Formation –** How words change shape in a grammatical context.
4. **Contextualized Vocabulary Use -** The extent to which students understand and use words in sentences.

Table 3.1
Scoring Classification

Assessment Aspect	**Description**	**Weight (%)**	**Number of Question**
Meaning Recognition	Understanding the meaning of words based on sentence context or definitions.	30%	6 question
Word Association	Ability to identify appropriate synonyms, antonyms, or collocations.	25%	5 question
Word Formation	Ability to recognize changes in word forms (noun, verb, adjective, adverb).	20%	4 question
Contextualized Use	Using and understanding words in sentences or short texts.	25%	5 question

[25] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006).

The researcher adopted the four aspects of vocabulary assessment mentioned above—Meaning Recognition, Word Association, Word Formation, and Contextualized Use—to evaluate the linguistic elements of students' vocabulary knowledge, namely pronunciation, spelling, grammar, and meaning. The assessment process will be carried out collaboratively by the English teacher and the researcher to maintain objectivity and ensure the accuracy of the scoring. In this study, students' achievement levels will be interpreted using the criteria adapted from Brown (2004), as shown in the table below:[26]

Students' Achievement

Table 3.2
Performance Description

Score (%)	Category	Performance Description
90 – 100	Excellent (A)	Excellent vocabulary understanding; able to recognize and use words in various contexts with minimal errors.
80 - 89	Very Good (B)	Good vocabulary understanding with minor errors in synonyms/antonyms or certain contexts.
70 - 79	Good (C)	Adequate understanding but still struggles with aspects like word formation or contextual usage.
60 - 69	Satisfactory (D)	Limited understanding with frequent errors in recognizing meaning or word forms.
Below 60	Needs Improvement (E)	Weak vocabulary understanding; needs more practice in recognizing and using words correctly.

[26] Brown.

E (Needs Improvement): Students have significant difficulty in understanding and using the new vocabulary taught.

D (Satisfactory): Students demonstrate a basic understanding but still need guidance in the application of vocabulary.

C (Good): Students understand most of the new vocabulary and can use it correctly in many situations.

B (Very Good): Students show a good understanding and can effectively apply the new vocabulary in various contexts.

A (Excellent): Students demonstrate a very good understanding and can confidently use the new vocabulary in a variety of situations.

1.2 Secondary Data

1. Observation

The observation was used to enrich the primary data. The observation format was conducted to observe the entire teaching and learning process during the action implementation. The observation sheet helped the researcher gather information by analyzing students' conditions, activeness, and responses toward the implementation of Classroom Action Research.

The observation sheet was filled out by the teacher who acted as the collaborator of the research. There were two types of observation sheets: the first was a teacher observation sheet, and the second was a students' observation sheet. The teacher observation sheet was used by the researcher to observe the teacher's teaching and learning process using Disney movie subtitles as a medium to improve students' vocabulary in the classroom. The

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observation sheet was used to determine whether the teacher's teaching and learning process aligned with the plan and to take notes for revisions in the next meeting. Moreover, the researcher also collected data from the students' observation sheet to observe students' activities and responses toward the use of Disney movie subtitles in improving their vocabulary skills. The observation process was carried out directly in the classroom, where the teacher as collaborator filled in the observation sheets while monitoring the learning activities. The teacher observed aspects such as student engagement, attentiveness, participation, and vocabulary comprehension during each session. Meanwhile, the researcher also recorded field notes to capture additional qualitative insights during the lesson. The observation sessions were conducted throughout all six meetings—three in Cycle 1 and three in Cycle 2—to ensure a consistent and comprehensive overview of the teaching-learning implementation and the students' behavioral changes during the research process.

2. Interview

An interview was very beneficial to gather more data from the teacher. In this research, the researcher conducted a semi-structured interview. The interview process was carried out twice—once at the beginning and once at the end of the research. The first interview was conducted during the preliminary study to identify the teacher's difficulties in teaching vocabulary in the classroom before the implementation of Classroom Action Research. The second interview was conducted after the final cycle to evaluate the

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success of the research implementation. It aimed to understand the teacher's perception of the use of Disney movie subtitles to improve students' vocabulary. Both interviews were conducted face-to-face in the teacher's office and were recorded through handwritten notes taken by the researcher to document the teacher's responses and insights accurately. These interviews provided valuable qualitative data that supported the findings of the research.

3. Field Notes

In this research, the teacher's field notes consisted of descriptive field notes and reflective field notes. In the descriptive field notes, the researcher described the classroom situation and the students' condition during the implementation of the classroom action research. Additionally, the reflective field notes included personal thoughts regarding the researcher's feelings, knowledge, or urgent ideas during the observation.

4. Document review

Document review was a technique to collect data relating to the problems. The document review used in this study included the attendance list of students in class AK 2, the lesson plan, students' scores, and the syllabus.

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E. Data Analysis

After the researcher collected the data, the researcher analyzed the data qualitatively and quantitatively. Data obtained from observations, teachers' field notes, observation checklists, and students' pre-questionnaires were analyzed qualitatively. Meanwhile, the tests and post-questionnaires were

analyzed quantitatively. Data from the vocabulary test was analyzed using this formula:[27]

$$\mathbf{Mx} = \frac{\boldsymbol{\Sigma x}}{\boldsymbol{n}}$$

Notes:

Mx : Mean

X : Individual Score

N : Number of Students

A further step is to gain percentages of classes that pass the Minimal Mastery Criterion (KKM) with the formula (Sudjono, 2008):

$$\mathbf{P} = \frac{\boldsymbol{F}}{\boldsymbol{N}} \times \mathbf{100}\%$$

Notes:

P : The percentage of class

F : Percentage of total score N : Number of students As the result of the questionnaire (closed-ended question), the data were counted and formed into a percentage. Here was the formula:

$$\% = \frac{\boldsymbol{n}}{\boldsymbol{N}} \times \mathbf{100}$$

Notes:

[27] Sudjana, Metoda Statiska (Bandung: PT. Tarsito, 2002), 67.

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n : number of students who answered the question

N : number of all students in the class

F. Validity of Data

In this research, the researcher applied content validity. According to Brown, if a text covered the subject matter from which conclusions were drawn and required the test taker to perform the behavior being measured, then the text had content-related evidence of validity, often referred to as content validity. [28] Therefore, content validity focused on the appropriateness of the text's content. Thus, the test provided had to align with the curriculum, the topic of the material, and the objectives of the study.

The researcher implemented several steps to ensure the validity of the test. First, the test was designed in accordance with the curriculum and the objectives of the study. Second, the researcher provided clear instructions for the vocabulary test based on the use of Disney movie subtitles. Third, students practiced vocabulary by creating descriptive texts related to nouns, adverbs, and adjectives through interactive activities using Disney movie clips. Finally, the researcher consulted with the supervisor as an expert to review and provide feedback on the test to ensure its validity.

G. Criteria of Success

Classroom Action Research (CAR) was considered successful if it achieved the objectives set by the researcher. This research was deemed successful when 60% of students could achieve an assessment score equal to

[28] Brown, *Language Assessment*.

or higher than 75 as the Minimum Mastery Criterion (KKM) at SMKN 01 Jember. The researcher used a 60% threshold for success because the students involved in this study had limited English proficiency. By setting a target of 60%, the researcher aimed to see significant improvement in more than half of the students, even though they were still in the early stages of learning. This threshold was realistic and allowed room for progress, showing that the method applied was effective in improving students' overall understanding. CAR was considered a failure if the students could not meet the criteria set for the action research in this study. This Classroom Action Research stopped when the students reached the success criteria, but if the criteria remained unmet, the researcher planned alternative actions for the next cycle.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter focused on two main aspects: the research findings and the discussion. The primary goal of this study was to improve students' vocabulary using subtitles from Disney movie clips.

A. Research Finding

This research was conducted in two cycles, where each cycle consisted of two meetings and one post-test. In total, there were six meetings conducted in the two cycles. Each cycle involved conducting a vocabulary test to evaluate students' vocabulary improvement Utilizing Subtitle of Disney Movie Clips in AK 2 class. The instruments and procedures used in the Classroom Action Research are described as follows:

1. Preliminary Study

Before starting the first cycle, the researcher carried out initial observations to identify the difficulties faced by students in improving vocabulary. In addition, an interview was conducted with the English teacher to get an in-depth picture of the learning situation. This interview was conducted prior to the implementation of the Classroom Action Research. From the discussion with the teacher, it was found that the use of subtitles in Disney movie clips is very potential to support learning at SMKN 01 Jember, especially in AK 2 class.

The school was equipped with modern facilities such as projectors and audio-visual devices, which served as effective digital media to support

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interactive learning. The English teacher also revealed that the use of subtitles in Disney movie clips not only made learning more interesting but helped students understand new vocabulary contextually. This motivated students to participate more actively, improved their recall of new words, and built their confidence in using the vocabulary. The teacher considered this approach suitable for the school facilities and students' needs, thus regarding the use of subtitles in Disney movie clips as an efficient and effective strategy to develop vocabulary skills.

In addition, this study was preceded by the implementation of a pre-test and completion of a student questionnaire before the action was implemented in AK 2 class. The pre-test aimed to evaluate students' initial understanding of related vocabulary and record their initial results.

Table 4.1
Students' Score in Preliminary Study

NO	STUDENTS' NAME	STUDENTS' SCORE
1.	AZ	30
2.	ACNS	40
3.	ARW	35
4.	AAZYA	65
5.	AGS	20
6.	APL	30
7.	CAIP	50
8.	DR	40
9.	D	35
10.	EPBA	20
11.	EM	20
12.	H	30
13.	HBTP	25
14.	H	40
15.	JDN	30
16.	KNS	30

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17.	KSK	35
18.	M	40
19.	MYP	20
20.	MAFAQ	40
21.	MFRA	45
22.	MS	30
23.	NATD	30
24.	NY	20
25.	NDO	25
26.	RG	20
27.	RAA	60
28.	SJW	40
29.	SMH	30
30.	SNF	20
31.	SRZR	20
32.	S	35
33.	VAM	20
34.	YIV	30
35.	ZAD	45
TOTAL		1.145

Based on the Minimum Completeness Criteria (KKM) for English subjects at SMKN 01 Jember, which is 75, at least 60% of students must achieve a score of 75 or higher to be declared passed. However, the pre-test results showed that none of the students met or exceeded the KKM. The highest score achieved was 65 by AAZYA and 60 by RAA, which is still under MOH. The total pre-test score for the class was 1,145 with an average score of 32.71. This shows that students' vocabulary mastery is still very lacking, because 0% of students reach KKM. Therefore, more intensive efforts are needed to improve students' understanding and mastery of English material.

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Figures 4.1
The teacher did test (pre-test)

From these findings, it can be concluded that the vocabulary ability of tenth grade AK 2 students is still low, so it requires interactive strategies or media to support improvement. Therefore, the researcher proceeded with action research, which aimed to improve students' vocabulary.

2. Cycle 1

In the first cycle, researcher applied four stages: planning, acting, observing, and reflecting. The cycle consists of three meetings, two learning sessions followed by tests. The test is given after two learning meetings. The four stages are described as follows:

a. Planning

In the early stages of the cycle, planning was the first step in the implementation of this research. This stage began with a preliminary study that included interviews with English teachers and observations of

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classroom dynamics. The first step involved an interview with an English teacher to identify the obstacles students faced in learning English material. Furthermore, observations were carried out to monitor the teaching and learning process in the classroom. In addition, an initial test was conducted to measure students' vocabulary knowledge. The results of this preliminary study showed that one of the main problems faced by students was low vocabulary mastery, which hindered their ability to understand and use English effectively.

To overcome the vocabulary acquisition problems, the researcher offered an alternative learning method, namely utilizing subtitles from Disney movie clips as a medium for vocabulary learning. This idea was presented to the English teacher and discussed together. The teacher agreed that this medium could provide an authentic and interesting context for students, and was therefore expected to increase students' interest in learning and improve their vocabulary comprehension. This issue was relevant to the focus of the research, which was to improve students' vocabulary through the use of subtitles from Disney movie clips. By presenting authentic vocabulary in an engaging context, these film clips were expected to enrich students' understanding of new vocabulary while motivating them to be more confident in using English in various learning activities. A more detailed explanation of these findings was discussed in Chapter 1, which outlined the background of the research.

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After completing the preliminary study, the researcher proceeded to design a research plan involving several steps. The researcher first discussed with the English teacher to determine the material to be taught. They agreed to use Descriptive Text as the material. The use of this material focused not on the structure of the descriptive text itself, but on enriching the vocabulary contained within it. This decision was based on observations during the preliminary study, which revealed that students' vocabulary mastery was very limited—even for elementary-level words. Many students struggled to understand simple vocabulary and were unable to produce basic sentences without guidance. Given that this was a vocational high school (SMK), where English remained essential for the workplace, the low level of vocabulary competence presented a significant barrier to effective learning.

Therefore, descriptive text was treated not as a genre to be analyzed structurally, but as a vehicle to introduce and practice essential vocabulary in context. It was not used to teach its generic structure or language features in depth, but rather as a contextual tool to introduce and reinforce vocabulary. By selecting descriptive texts containing a rich and varied use of nouns, adjectives, and adverbs, students were expected to learn new words more effectively through meaningful exposure. The vocabulary found in these texts was then used as the basis for classroom activities and the post-test, which consisted of multiple-choice questions focusing on word meaning, usage, and context. Furthermore, the

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researcher proposed the use of Disney movie clips with subtitles as a learning medium to support students' vocabulary mastery. The use of film subtitles was considered effective because the conversations presented were generally related to everyday situations, making the vocabulary and expressions more relevant and commonly used in real interactions. This made film an effective medium to help students develop English language skills in a contextual and practical manner. The approach was well received by the teacher as an interesting and innovative strategy to improve students' English language skills..

The English teacher approved the researcher proposal and jointly discussed how to integrate the use of Disney movie clips with subtitles into the learning of descriptive texts. In this collaboration, they designed lesson plans that utilize Disney movie clips to enrich students' mastery of relevant vocabulary. Once the lesson plan is prepared, researcher and English teachers work together to select scenes from film clips that depict descriptions of objects, characters, or places, so that the vocabulary students acquire is appropriate to the learning needs. They also designed various supporting activities, such as exercises to complement vocabulary in the description text, vocabulary analysis based on scenes. Finally, they developed a multiple-choice post-test assessment instrument, to measure students' understanding of vocabulary meaning and the ability to identify the right words according to the context.

b. Acting

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1) The First Meeting

The first cycle begins by following the planning procedure on March 10, 2025 At this stage, the researcher plays the role of an English teacher, using Disney movie clips with subtitles as an interactive learning medium to help students understand vocabulary in the description text. Meanwhile, English teachers act as collaborators and observers during the conduct of the research. The researcher implements a learning plan that has been prepared together, including learning steps and relevant research instruments. To collect data, the researcher prepared observation sheets and field notes to evaluate students' understanding of vocabulary in the descriptive text. During the process, the researcher worked closely with English teachers to identify the challenges students face in mastering vocabulary and find solutions to improve learning outcomes.

The first meeting took place on March 10, 2025 at 07.00-08.30 The first cycle began with the researcher explaining the vocabulary material that became the basis for learning. The first thing to do is to provide students with an understanding of the importance of learning English, especially in the current era. By providing understanding to students, they will indirectly feel that learning English is not only about following the subjects given by the school, but they are a little aware of the importance of learning English for the future. Next, the researcher introduces what vocabulary is by providing simple examples that are close to the lives of students. Explanations are delivered in an engaging and interactive

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manner, by engaging students to answer small questions during the session. The atmosphere of the classroom feels lively, even though the learning focuses on explaining the material. Students seemed enthusiastic to listen, especially when the researcher used objects in the classroom as examples. Some students spontaneously gave an answer when asked to mention other similar vocabulary. After the explanation is completed, students are given the task of searching for each of the five vocabulary words from the environment around the school and then telling students to make sentences from the vocabulary obtained by the students. Although it looks simple, this task piqued students' curiosity, and they seemed eager to jot down the new vocabulary they discovered.

Meanwhile, at the first meeting, the researcher explained about the introduction of vocabulary which includes three main types, namely nouns (nouns), adjectives (adjectives), and adverbs (adverbs). The researcher provides students with a basic understanding of the definition and function of each type of vocabulary in building descriptive sentences. In addition, the students were asked to provide examples of each type of vocabulary based on observations of the surrounding environment. For example, students are asked to name nouns they find in their neighborhood, such as "tree" or "mountain," and then add adjectives, such as "tall" or "green," and adverbs such as "quickly" or "slowly," to describe related activities.

The researcher started the first meeting by greeting the students to create a pleasant classroom atmosphere. After that, the researcher invited

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the students to pray together and took attendance. Next, the researcher facilitated an initial discussion session by asking questions to explore the students' understanding of vocabulary commonly used in daily life. The researcher asked the students to provide examples of simple vocabulary they knew, such as nouns, adjectives, and adverbs. This activity aimed to build the students' curiosity about the material to be studied. The researcher then explained the importance of understanding these types of vocabulary to help them describe objects, situations, or events more clearly in real-life contexts..

The researcher provided an overview of the basic concepts related to learning descriptive vocabulary, including the definition, purpose, and importance of understanding the three main types of vocabulary: nouns, adjectives, and adverbs. The researcher clearly articulated the definitions of each type of vocabulary and provided examples of how they could be applied in real-life situations, such as describing objects, situations, or activities. As part of the introduction to the material, the researcher emphasized the importance of understanding the use of vocabulary to improve students' English language skills, especially in describing things in detail. The researcher also explained how to structure descriptive sentences by combining the three types of vocabulary. To enhance students' understanding, they were asked to search for five examples of each type of vocabulary (noun, adjective, and adverb) and use them in sentences.

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The students actively participated in discussions by identifying appropriate vocabulary. The researcher guided them to provide examples of nouns, adjectives, and adverbs from the surrounding environment, ensuring that each student contributed to the activity. This meeting aimed to assess the extent of the students' understanding of the use of descriptive vocabulary in constructing clear and meaningful sentences.

Figures 4.2
The teacher explained the material

At the end of the session, the researcher reviewed the vocabulary material that had been studied, including nouns, adjectives, and adverbs, to ensure the students' understanding. The students demonstrated their understanding by providing correct examples of vocabulary as directed by the researcher. The researcher also asked the students reflective questions about the activities that had been carried out, including their experiences in discussions and in searching for vocabulary in the surrounding environment. Most students stated that they felt interested, motivated, and

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had a better understanding of how to use vocabulary in real-world contexts.

2) The Second Meeting

The second meeting was held on the morning of March 11, 2025. The learning activities went smoothly according to the plan that had been prepared. The researcher began the session by inviting students to pray together, then continued with attendance. Before starting the material, the researcher also took the time to ask about the general state of the students, both in terms of their feelings and their readiness to learn. The students showed great enthusiasm and enthusiasm, creating an atmosphere conducive to today's learning.

To refresh students' understanding and create a pleasant learning atmosphere before starting learning, the researcher reviewed the vocabulary material that had been studied in the previous meeting. This activity is designed to help students recall basic concepts about nouns, adjectives, and adverbs, as well as prepare them to receive new material. This approach also aims to ensure all students remain active, enthusiastic and ready to contribute to the learning process.

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The second meeting followed a similar learning procedure to the previous one but focused on more in-depth vocabulary material. The researcher carried out activities according to the learning plan, concentrating on mastering nouns, adjectives, and adverbs to help students compose descriptive sentences using movie subtitles. The session began

with a brief review of the material from the previous meeting, followed by additional explanations of how to use descriptive vocabulary in everyday situations. The learning activities were designed to provide interesting variety, keeping students enthusiastic and actively involved in the learning process..

After reviewing the material from the previous meeting, the researcher continued the lesson by using clips from the film Luca. Students were reintroduced to descriptive vocabulary related to characters and settings in the film. Before watching, the researcher provided several keywords that would appear in the subtitles, such as “seaside,” “adventurous,” “friendly,” “nervous,” and “quickly.” The students were asked to guess the meanings of the words and discuss them together.

After that, the researcher played footage from Luca that had been selected beforehand. During playback, students are asked to focus on the use of nouns, adjectives, and adverbs that appear in the subtitles. Some students were seen jotting down new words that caught their attention. After watching, the researcher invited them to discuss the vocabulary found in the clip. Students mention the words they have recorded, then discuss their meaning and use in sentences together.

For the exercise, students were grouped into small teams and given the task of grouping words from subtitles based on the category of nouns, adjectives, or adverbs of at least 15 vocabs. Once completed, each group shared the results for mutual correction, and the researcher provided

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feedback as well as corrections if needed. Next, students were challenged to compose descriptive sentences based on scenes in Luca's clips that they had watched. They are asked to write a sentence or two that describes a character or situation in a movie, for example "Luca is a curious and adventurous boy who dreams of exploring the human world." atau "The town of Portorosso is a beautiful seaside village with colorful houses and narrow streets." Some students read the results in front of the class, while others were given the opportunity to write on the board.

Figures 4.3
Student presented the movie subtitle

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At the end of the session, the researcher invited students to do a brief reflection on the day's learning. Students are asked to name one new word they learned and how they would use it in everyday life. Some students revealed that this method helped them understand vocabulary better because they could see its use directly in a real context.

Overall, learning went smoothly and was more interactive than previous meetings. Students are more enthusiastic because they enjoy

Luca's movies, and this makes it easier for them to understand and remember the vocabulary learned. Compared to the first cycle, they seemed more confident in using descriptive vocabulary and more active in discussing. This method has proven to be effective in improving the understanding and application of vocabulary in descriptive sentences.

c. Observing

At this stage, the researcher conducted classroom actions and observations during Cycle 1, which included two learning meetings and one test meeting, followed by a vocabulary test to measure students' progress. The purpose of this test is to assess the improvement of students' vocabulary. This test was held on March 12, 2025 and the results of the first test showed an increase in student scores. This vocabulary test is designed to answer the research questions that have been formulated in this study.

To facilitate the test, the researcher gave an exam consisting of 20 multiple-choice questions. The questions were designed to measure the extent of the students' understanding of vocabulary (nouns, adjectives, and adverbs) that they had learned during lessons using Disney movie clips. The test covered various aspects of vocabulary, such as word meaning, synonyms, antonyms, and word usage in the context of sentences. The questions were arranged based on scenes the students had watched, allowing them to relate the vocabulary appearing in the subtitles to the context of the film's story. The vocabulary tested, such as "brave,"

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"colorful," or "peaceful," was closely related to descriptions of characters, places, and atmospheres, which are important elements in writing descriptive texts. Through this test, students not only remembered the meanings of words but also understood their use in describing objects or situations, as taught in the descriptive text material. For example, when students chose the most appropriate word to describe the city of Portorosso in Luca, they indirectly applied their understanding of how to select suitable adjectives to describe a place in a descriptive text. Thus, this test served as an evaluation tool to measure vocabulary mastery while strengthening students' understanding of the characteristics of descriptive texts, including how specific vocabulary builds a clear and vivid picture in descriptions..

This test specifically evaluated students' comprehension and mastery of vocabulary, and during its implementation, they were not allowed to use English dictionaries or books. The exam was carried out in writing with strict rules, where students had to work on the questions independently without the help of peers. The researcher compiled questions based on the vocabulary (nouns, adjectives, and adverbs) that had been studied in the first and second meetings. The four aspects assessed in this test included Meaning Recognition, Word Association, Word Formation, and Contextualized Use.

In this test, the researcher and the teacher worked together as examiners to give scores to students based on the assessment rubric. The researcher

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documented each student's performance in understanding and using the vocabulary that had been learned through Disney movie clips. The assessments focused on the extent to which students could recognize, understand, and apply vocabulary in an appropriate context. All student answers were recorded to ensure the accuracy of the assessment and to minimize scoring errors by the researcher and the teacher. If necessary, the test results were reviewed to ensure that each student received an objective assessment in accordance with the criteria that had been set.

In the classroom, there were 35 students, of whom 11 students had reached the Minimum Completeness Criteria (KKM), while 24 students had not met the standard. The total score obtained from the final test (post-test) was 2185, with an average score of 62.43. The percentage of students who reached the KKM was 31.43%, while 68.57% did not meet the passing criteria. Thus, it can be concluded that the results of the vocabulary test in Cycle 1 showed a slight improvement in students' vocabulary mastery, but overall, the results still did not meet the success criteria set in this study.

The researcher calculated the mean score as follows:

$$\boldsymbol{M} = \frac{\sum \boldsymbol{x}}{\boldsymbol{n}}$$

$$M = \frac{2.185}{35}$$

Notes:
M = The average score
Σx = Total score
n = Number of students

The researcher additionally presented the percentages of students who achieved the KKM criteria:

Notes:
P = The class percentage
F = Total percentage score
N = Number of students

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$$\boldsymbol{P = \frac{F}{N} \text{ X } 100\%}$$

$$P = \frac{11}{35} \text{ X } 100\%$$

$$P = 31{,}43\%$$

By analyzing the results of Cycle 1, the researcher identified several areas that needed improvement to enhance learning effectiveness. One key finding was the need to increase student involvement in the learning process to encourage more active participation. In addition, some students faced obstacles such as difficulty in understanding vocabulary or lack of confidence, which required specific approaches and more targeted solutions. The learning from Cycle 1 served as the basis for designing better strategies in Cycle 2. In Cycle 2, learning activities were designed to encourage active student participation and to provide additional support, especially for those still facing difficulties. These measures were expected to increase the number of students who met the Minimum Completeness Criteria. Reflection on the successes and challenges of Cycle 1 was essential, as it provided valuable insights to improve the quality of learning in Cycle 2. This was evidenced by the significant increase in students' vocabulary mastery after the use of Disney movie clips as a more interactive and engaging learning medium.

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Reflecting of Cycle 1

1) Reflection in Action

During the learning process, the researcher actively observed and adjusted the teaching to address challenges as they arose. This real-time reflection involved identifying areas where students had difficulty using vocabulary, such as nouns, adjectives, and adverbs, in practical contexts. For example, although most students could recognize the vocabulary, some still struggled to understand its application in various situations. As the learning progressed, the researcher adjusted the method by providing more contextualized examples through Disney movie clips so that students could better grasp the meaning and usage of the vocabulary. The use of subtitled Disney movie clips gradually began to show a positive impact on students' vocabulary mastery, as students were not only exposed to spoken language but also to its written form, which helped reinforce word recognition, pronunciation, and contextual usage. This dynamic adjustment ensured that the teaching approach remained responsive to students' needs throughout the learning process.

2) Reflection on Action

After the first cycle, the researcher and the teachers evaluated the learning outcomes to identify areas needing improvement. This post-learning reflection involved the analysis of secondary data, such as observation sheets and field notes, which revealed both strengths and weaknesses in the learning process. Key findings included, first, the need

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for more detailed material and practical examples so that students could use vocabulary (nouns, adjectives, adverbs) in various everyday contexts, such as in the school environment. Second, some students had difficulty understanding and applying the material, especially in using vocabulary appropriately, so more targeted individual or group guidance was needed. Third, students appeared enthusiastic about the Disney movie clip-based learning approach, but they still required additional support to distinguish between theoretical understanding and practical application. Therefore, these insights were used to revise learning plans and teaching strategies for the next cycle, aiming to address students' difficulties more effectively and improve their learning experience.

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3) Reflection for Action

Ahead of the next cycle, the researcher used the insights gained to design improvements aimed at enhancing students' vocabulary skills and achieving the action's success criteria. The main adjustments included: First, adding more contextualized examples from Disney movie clips, especially those reflecting students' daily situations, such as interactions at school or home. For example, using a scene from a Disney movie to demonstrate vocabulary used in expressing emotions or describing an environment. Second, providing additional guidance outside class hours or in small groups during learning, tailored to the individual needs of students who struggled in certain aspects, such as using vocabulary to express feelings or describe objects more specifically. Third, reinforcing vocabulary application exercises through discussions and pairing activities, where students described movie scenes using the vocabulary they had learned. For example, one student described a character or place in a clip, while another guessed or completed the description. These planned changes aimed to create a more interactive, supportive, and effective learning environment, with the hope of improving student learning outcomes. The revision of the lesson plan was also based on an observational checklist, which showed that although most students were enthusiastic and beginning to understand the target vocabulary, some still needed additional guidance to connect theoretical understanding with practical application.

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Based on the reflections from Cycle 1 recorded in the teacher's observation sheet, several important points about the learning process were identified. Interactive activities helped make the classroom more enjoyable, but some challenges remained. Most students were able to understand and use the vocabulary (nouns, adjectives, adverbs) taught, but some still had difficulty applying it in real-life situations. In addition, some students struggled to understand the material and speak confidently, indicating the need for clearer explanations, more contextual examples, and additional support for those who required it.

Observations also showed that although students enjoyed interactive activities and paid attention during learning, they still had difficulty connecting what they learned to real situations. This indicated that the lesson plan needed to include more detailed material as well as examples more relevant to their daily lives. The Disney movie clips used in learning were helpful in providing context, but some students still required more guidance to understand and apply the vocabulary more effectively. In addition, only 40% of students achieved the set minimum score, which was still lower than the target of 70%. Therefore, adjustments were needed in teaching methods to increase student engagement and improve understanding of the material.

From this reflection, it was clear that changes needed to be made in teaching methods to ensure that all students could participate and learn better. This reflection showed that the implementation of Cycle 2 was very

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important to help students improve their vocabulary mastery and achieve the research objectives, particularly in understanding and applying vocabulary from Disney movie clips more effectively.

3. Cycle 2

a. Planning

Before revising the learning plan for the second cycle, the researcher and the English teachers had an in-depth discussion to address the problems and challenges encountered in Cycle 1. Based on reflection they focused on improving vocabulary comprehension, building students' confidence in speaking, and making learning more engaging by using Disney movie clips. The steps in Cycle 2 were almost the same as in Cycle 1, but this time the teacher used a mix of English and Indonesian. In Cycle 1, Indonesian was used more often, which made some students less confident in speaking. To overcome this, Cycle 2 applied a mixed approach by combining both languages so that students felt more comfortable during speaking activities.

In addition, in the first cycle, students tended to be passive and lacked confidence in using the vocabulary they had learned. Therefore, in the second cycle, teachers provided more vocabulary exercises in more challenging contexts and offered individual guidance to students who experienced difficulties. Teachers focused more on classroom management and gave motivation and appreciation to students. This was important to increase student confidence and create a positive learning

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environment. Additionally, the material presented was complemented by practical and real examples, especially those relevant to the school environment. For example, vocabulary was used in everyday situations inspired by movie scenes, such as offering help when a friend was struggling, expressing curiosity when exploring a new place, or inviting friends to discuss and solve problems together. These examples helped students understand the application of vocabulary in contexts that were more vivid and relevant to their experiences.

The activities in this cycle were designed to be more complex and challenging, encouraging students to apply vocabulary in more real contexts. Teachers provided a variety of film-based exercises, such as identifying and using vocabulary in dialogues, as well as creating new sentences based on movie scenes. This learning structure was expected to offer a more dynamic and engaging learning experience, motivating students to expand and master their vocabulary. In addition, an award system was used as a form of appreciation for students' efforts. This system aimed to motivate students to keep learning and feel rewarded for every effort they made. As a result, students became more enthusiastic, actively involved in the learning process, and more confident in using the vocabulary they had learned. The success of students in understanding and applying the vocabulary taught was measured through their skills in using vocabulary from movies in various classroom activities.

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With the actions that had been implemented, the second cycle proved to be more effective in improving students' vocabulary mastery, especially in understanding and using vocabulary obtained from the Tangled movie clip. In addition, the researcher sought to provide more vocabulary phrases relevant to the context of students' daily lives. Furthermore, the researcher emphasized the importance of providing motivation and appreciation to students during the implementation of the classroom action research in order to achieve post-test results where at least 60% of students met the minimum completeness criteria (KKM) with a score of 70 or higher.

b. Acting

At this stage, the researcher carried out a revised plan with the English teacher. This cycle began on March 15, 2025, after revisions were made to the planning procedures. The researcher continued to carry out the same activities and materials as in Cycle 1, but with an example of using more interactive and challenging vocabulary through the Tangled film clips. To collect data, the researcher prepared observation sheets and teachers' field notes to monitor students' activities in understanding and applying the vocabulary learned. Collaboration with English teachers continues to be carried out to overcome students' obstacles in understanding vocabulary and identify potential solutions, as was done in the first cycle.

1) The first meeting of cycle 2

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The second cycle began by following the planning procedure on March 18, 2025. At this stage, the researcher returned to the role of English teacher, but with improvements in learning methods to help students better understand vocabulary in descriptive text. Meanwhile, the English teachers continued to act as collaborators and observers during the research implementation. The researcher implemented a learning plan that had been prepared together, including learning steps and relevant research instruments. To collect data, the researcher prepared observation sheets and field notes to evaluate students' understanding of vocabulary in the descriptive text. During the process, the researcher worked closely with the English teachers to identify the challenges students faced in mastering vocabulary and to find solutions to improve learning outcomes.

The first meeting took place on March 17, 2025 at 07.00-08.30 The second cycle began with the researcher repeating the vocabulary material that had been learned in Cycle 1, but with an emphasis on using vocabulary in a context that was more practical and relevant to daily life. The first thing to do is to strengthen students' understanding of the importance of learning English, especially in describing objects, situations, or events more clearly. The researcher also introduced a new, more varied vocabulary, by providing examples that were closer to the school environment and the students' daily activities. The explanation was delivered in an interesting and interactive manner, involving students in group discussions to discuss the vocabulary they had learned previously.

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The class atmosphere was livelier, with students being more enthusiastic and active in giving examples of vocabulary they knew. After the explanation was complete, students were given the task of finding five new vocabulary words each from the environment around the school, then creating more complex descriptive sentences from the vocabulary words obtained. This task was designed to provoke students' creativity in using vocabulary more variedly.

Meanwhile, at the first meeting of Cycle 2, the researcher explained again the introduction of vocabulary, which included three main types: nouns, adjectives, and adverbs. However, this time the researcher provided more examples and practical exercises to help students understand how the three types of vocabulary could be used simultaneously in descriptive sentences. For example, students were asked to name nouns they found in their neighborhoods, such as "classroom" or "teacher," then add adjectives like "clean" or "friendly," and adverbs such as "carefully" or "loudly" to describe related activities. The researcher also provided additional exercises, such as asking students to describe a classmate or classroom using a combination of nouns, adjectives, and adverbs.

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The researcher started the first meeting by greeting the students to create a pleasant classroom atmosphere. After that, the researcher invited the students to pray together and took attendance. Next, the researcher facilitated an initial discussion by asking questions to explore students' understanding of vocabulary often used in daily life. The researcher asked

students to provide examples of simple vocabulary they knew, such as nouns, adjectives, and adverbs. This activity aimed to build students' curiosity about the material to be studied. The researcher then explained the importance of understanding these types of vocabulary to help them describe objects, situations, or events more clearly in real life.

The researcher provided an overview of the basic concepts related to learning descriptive vocabulary, including the definition, purpose, and importance of understanding the three main types of vocabulary: nouns, adjectives, and adverbs. The researcher clearly articulated the definitions of each type of vocabulary and gave examples of how their use could be applied in real-life situations, such as describing objects, situations, or activities. As part of the introduction to the material, the researcher emphasized the importance of understanding vocabulary use to improve students' English language skills, especially in describing things in detail. The researcher also explained how to structure descriptive sentences by combining the three types of vocabulary. To improve students' understanding, they were asked to find five examples of each type of vocabulary (noun, adjective, and adverb) and use them to make sentences.

Students actively participated in discussions by identifying appropriate vocabulary. The researcher guided them to provide examples of nouns, adjectives, and adverbs from their surrounding environment, ensuring each student contributed to the activity. This meeting aimed to assess the extent

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of students' understanding of using descriptive vocabulary to build clear and meaningful sentences.

Figures 4.4
Teacher explained the material

At the end of the session, the researcher reviewed the vocabulary material that had been studied, including nouns, adjectives, and adverbs, to ensure students' understanding. The students demonstrate their understanding by providing examples of correct vocabulary as directed by the researcher. The researcher also asked the students reflective questions about the activities that had been carried out, including their experiences in discussions and vocabulary searches in the surrounding environment. Most students stated that they felt more interested, motivated, and better understood the use of vocabulary in a real context compared to Cycle 1.

2) The second meeting of cycle 2

The second meeting of Cycle 2 was held on March 18, 2025 morning. The learning activities went smoothly according to the plan that had been

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prepared. The researcher began the session by inviting students to pray together, then continued with attendance. Before starting the material, the researcher also took the time to ask about the general state of the students, both in terms of their feelings and their readiness to learn. The students showed great enthusiasm and enthusiasm, creating an atmosphere conducive to today's learning.

To refresh students' understanding and create a pleasant learning atmosphere before starting the lesson, the researcher reviewed the vocabulary material that had been studied in the previous meeting. This activity was designed to help students recall basic concepts about nouns, adjectives, and adverbs, as well as prepare them to receive new material. This approach also aimed to ensure all students remained active, enthusiastic, and ready to contribute to the learning process.

The second meeting of Cycle 2 followed a similar learning procedure to the previous meeting, but with a focus on more in-depth vocabulary material. The researcher carried out activities according to the lesson plan, focusing on mastering nouns, adjectives, and adverbs to assist students in composing descriptive sentences by utilizing Disney movie subtitles. The session began with a brief review of material from previous meetings, followed by additional explanations of the use of descriptive vocabulary in everyday situations. Learning activities are designed to provide interesting variety, so that students remain enthusiastic and actively involved in the learning process.

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After reviewing the material from the previous meeting, the researcher continued the lesson by using clips from the film Tangled. Students were reintroduced to descriptive vocabulary related to characters and settings in the film. Before watching, the researcher provided several keywords that would appear in the subtitles, such as tower, adventurous, brave, mysterious, and quickly. Students were asked to guess the meanings of the words and discuss them together.

After that, the researcher played a pre-selected snippet of Tangled. During playback, students are asked to focus on the use of nouns, adjectives, and adverbs that appear in the subtitles. Some students were seen jotting down new words that caught their attention. After watching, the researcher invited them to discuss the vocabulary found in the clip. Students mention the words they have recorded, and then discuss their meaning and use in the sentence together.

For the exercise, students were grouped into small teams and given the task of grouping words from subtitles based on noun, adjective, or adverb categories (minimum 15 vocabulary words). Once completed, each group shared the results for mutual correction, and the researcher provided feedback as well as corrections if needed. Next, students were challenged to compose descriptive sentences based on scenes in the Tangled clips they had watched. They are asked to write one or two sentences describing a character or situation in the movie, for example:

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"Rapunzel is a brave and adventurous girl who dreams of seeing the floating lanterns."

"The tower is a mysterious and isolated place surrounded by tall trees."

Some students read the results in front of the class, while others were given the opportunity to write on the board.

Figures 4.5
Students Presented the movie

At the end of the session, the researcher invited students to do a brief reflection on the day's learning. Students are asked to name one new word they learned and how they would use it in everyday life. Some students revealed that this method helped them understand vocabulary better because they could see its use directly in a real context.

Overall, the learning went smoothly and was more interactive than in previous meetings. Students were more enthusiastic because they enjoyed the movie Tangled, which made it easier for them to understand and remember the vocabulary they learned. Compared to Cycle 1, they

seemed more confident in using descriptive vocabulary and more active in discussions. This method proved to be effective in improving their understanding and application of vocabulary in descriptive sentences.

c. Observing

After the classroom action research in Cycle 2, which consisted of two meetings, the researcher conducted a second vocabulary test as a post-test. Together with the English teachers, they measured students' vocabulary mastery. The test was held on March 19, 2025, with the same format as the previous cycle. In this test, students worked on multiple-choice questions that assessed their understanding of the classification of descriptive vocabulary (nouns, adjectives, adverbs) and the use of these words in the context of simple sentences. The results showed a significant improvement in students' vocabulary mastery: 26 students scored 75 or higher, meeting the minimum completeness criteria (KKM), while 9 students were still below the threshold. The total score from the second post-test was 2,640, with an average score of 75.43. The percentage of students who passed the KKM reached 74.29%. Thus, it can be concluded that there was a significant improvement after applying Disney movie clips as a vocabulary learning medium in Cycle 2 compared to Cycle 1. The use of visual media and story context helped students better understand and remember descriptive vocabulary, as well as apply it appropriately in classroom exercises and discussions.

d. Reflecting of cycle 2

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1) Reflecting in action

Throughout the learning process in Cycle 2, the researcher conducted continuous reflections to adjust teaching strategies according to the students' needs that emerged during the teaching and learning activities. Through direct observation, the researcher noted that students showed enthusiasm and active participation, especially when watching and analyzing scenes from the film Tangled. This activity helped students identify and understand descriptive vocabulary (nouns, adjectives, adverbs) more contextually. During the lessons, the researcher proactively provided positive reinforcement and additional guidance to support students in composing sentences using new vocabulary. Students appeared more confident and fluent when repeating phrases, discussing, and practicing vocabulary in pairs and small group exercises. Adjustments to teaching strategies, such as expanding vocabulary explanations relevant to the film's context and conducting interactive discussion sessions, also contributed to improving student understanding. The use of Disney movie clips proved effective in increasing students' attention and engagement, as the visual storytelling made it easier for them to connect the meaning of words to real-life situations. With these adjustments, the learning process became more dynamic and student-centered, positively impacting vocabulary mastery. This reflection served as an important basis for evaluating the success of the actions and developing more optimal follow-up strategies.

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2) Reflection on action

In this phase, the researcher collaborated with the English teacher to evaluate the learning outcomes following the implementation of the action in Cycle 2. By analyzing observation sheets, field notes, and post-test results, they identified positive aspects as well as areas that still needed improvement in the process of learning descriptive vocabulary. The reflection results showed that students experienced significant improvement in remembering and applying descriptive vocabulary (nouns, adjectives, adverbs) within sentence contexts. Students also appeared more confident when composing descriptive sentences. Collaborative reflection revealed that the teaching strategies used—such as visual media, contextual examples, and targeted pronunciation guidance—played a crucial role in enhancing student understanding. Additionally, real-time adjustments during learning, like increasing paired exercises and group discussions, further strengthened students' vocabulary mastery. Students' motivation and active participation also increased, which was evident in their enthusiasm during discussions, accuracy in analyzing film scenes, and willingness to express ideas using new vocabulary. Through this analysis, the researcher and teachers were able to evaluate the effectiveness of the actions taken and identify strategies that could be further optimized for future learning.

3) Reflection for action

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Based on the insights gained during and after the learning process, the researcher and teachers planned the next steps to sustain and further improve the progress achieved in Cycle 2. It was decided that Disney movie clips would continue to be used, with additional scene variations to maintain student motivation and engagement. Future strategies will focus on presenting more context-based vocabulary examples and providing personalized feedback tailored to individual learning needs. By increasing students' exposure to language use in real-life situations through films, the researcher aim to further develop their descriptive speaking skills and boost their confidence, while also addressing the remaining challenges. Overall, this reflective process helps guide the design of concrete steps to ensure continuous improvement in teaching methods and student learning outcomes.

Based on the results of the students' vocabulary tests, there was a significant improvement in their vocabulary skills. Initially, students faced challenges related to word meanings, appropriate contextual usage, and pronunciation. However, these difficulties were successfully addressed through the use of Disney movie clips, which provided authentic language exposure in real contexts, thereby enhancing students' understanding and their ability to recognize, remember, and use vocabulary more accurately. Through the dialogues and situations portrayed in the film, students could observe how words are naturally used, which helped them grasp subtle meanings and sentence structures. The use of scenes from the film

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Tangled as a learning medium aided students in expanding their vocabulary, improving pronunciation, and constructing more grammatically correct sentences. Compared to the initial test results, where no students met the Minimum Completeness Criteria (KKM), the latest test showed marked progress. A total of 26 students (74.29%) achieved the KKM with an average score of 75.43, while only 9 students (25.71%) fell short of the criteria. These results demonstrate a significant improvement in students' vocabulary mastery after implementing Disney movie clips as a learning medium in Cycle 2.

The results of the speaking test provide strong evidence that using Disney movie clips as a learning medium has effectively enhanced students' speaking skills. It can be concluded that the students' speaking scores have met the success criteria set in this study, thereby marking the study as complete.

Previously, researcher had summarized the average score as follows:

$$M = \frac{2.640}{35}$$

Notes:
M = The average score
Σx = Total score
n = number of students

$$M = 86{,}66$$

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The researcher also presented the percentage of students who met the KKM:

$$\boldsymbol{P = \frac{F}{N} \text{ X } 100\%}$$

$$P = \frac{26}{35} \text{ X } 100\%$$

$$P = 74{,}29\%$$

Notes:
P = The class percentage
F = Total percentage score
N = Number of students

B. Research Discussion

This section discusses the research findings in relation to relevant theories. The use of Disney movie clips as a learning medium has proven effective in enhancing students' English skills, particularly in vocabulary mastery. This is demonstrated by the gradual increase in students' speaking scores following the implementation of film-based learning. Preliminary data revealed an average student score of only 62.43, with 0% of students meeting the school's minimum mastery criteria, indicating that none had reached the set standard. These initial results suggest that students' ability to use new vocabulary and construct sentences was still low, largely due to limited exposure to authentic English conversations in prior learning. However, through the incorporation of film clips, students became more familiar with natural pronunciation, contextual vocabulary, and sentence structures, leading to significant improvements in their vocabulary skills.

After applying Disney movie clips as a learning medium, there was a significant improvement in students' vocabulary skills, especially when

comparing the results from Cycle 1 and Cycle 2. In Cycle 1, the average student speaking score was 62.43, and only 11 out of 35 students (31.43%) achieved the KKM score of 75. This meant that 24 students (68.57%) did not meet the KKM. However, in Cycle 2, after using film clips from Tangled to enrich vocabulary and improve speaking skills, the average score increased to 75.43, and 26 out of 35 students (74.29%) reached the KKM. Consequently, only 9 students (25.71%) did not meet the KKM. This comparison showed a substantial increase of 42.86% in the number of students who met the KKM between Cycle 1 and Cycle 2. These results demonstrated that using Disney movie clips was effective in increasing student engagement and vocabulary mastery.

Students showed significant improvements in vocabulary mastery after they used subtitled Disney movie clips as a learning medium. They had an easier time remembering and understanding new vocabulary because they received exposure both visually and auditorily at the same time. A study by Khadawardi showed that watching animated film clips with English subtitles effectively improved vocabulary retention in both the short and long term. This was evident in this study, where students who were actively involved in subtitled film clip-based learning showed higher vocabulary test results compared to those taught by traditional methods.[29]

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[29] Khadawardi, "Teaching L2 Vocabulary Through Animated Movie Clips with English Subtitles."

Additionally, subtitles help students understand the meaning of words and phrases that were previously unfamiliar to them. Research by Hestiana and Anita confirms that subtitles provide real-time reinforcement of spoken dialogue, thus helping students recognize and remember vocabulary better. In this study, students showed high engagement when watching and analyzing subtitled Disney movie clips.[30] They find it easier to understand the context of sentences and naturally enrich their vocabulary.

The use of subtitles also encourages self-paced learning among students. A study conducted by Nurfauziah et al. emphasizes that subtitles in movies allow students to learn at their own pace.[31] In this study, students took advantage of the opportunity to rewatch movie clips to deepen their understanding of the vocabulary learned. This proves that multimedia-based learning provides flexibility for students to develop their language skills independently.

Students' motivation and engagement in learning also increased thanks to the use of subtitled film clips. A study by Khadawardi found that students who learn through audiovisual media are more motivated and enthusiastic in expanding their vocabulary.[32] These findings are in line with this study, where students appeared to be more confident in speaking

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[30] Melinda Hestiana and Anita Anita, "The Role Of Movie Subtitles To Improve Students' Vocabulary," *Journal of English Language Teaching and Learning* 3, no. 1 (July 1, 2022): 46–53, https://doi.org/10.33365/jeltl.v3i1.1715.
[31] Dwi Hana Nurfauziah et al., "The Use of English Subtitle on Films to Help Self-Study in Mastering Vocabulary," *Jurnal Keilmuan Dan Keislaman*, April 14, 2023, 35–42, https://doi.org/10.23917/jkk.v2i1.54.
[32] Khadawardi, "Teaching L2 Vocabulary Through Animated Movie Clips with English Subtitles."

and using new vocabulary after watching a clip of a Disney movie with subtitles. With this method, learning becomes more enjoyable, so students are more actively participating in meaningful conversations.

In addition, research by Firmansyah et al. confirms that the combination of visual and auditory elements in film-based learning improves students' memory and understanding.[33] In this study, students benefited from multimodal exposure, i.e. listening, reading, and watching, which helped them absorb and remember vocabulary more effectively than traditional methods. With subtitles, students can more easily connect text with sounds and images, so that the vocabulary they learn becomes more embedded in their memory.

Based on the explanation and discussion above, the use of Disney movie clips from Tangled to improve students' speaking skills proved to be consistently successful. This was seen from the increase in student participation in using the vocabulary they had learned in daily conversations. Students became more confident in expressing their opinions and conveying their ideas with better sentence structure. In addition, they showed high enthusiasm during the lessons, especially when asked to practice dialogues adapted from movies. With this method, students not only enriched their vocabulary but also gained a more enjoyable and meaningful learning experience.

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[33] Imam Firmansyah, Septhia Irnanda, and Marisa Yoestara, "The Effectiveness of Watching Movies Using English Subtitles in Teaching Vocabulary," *IC-ITECHS* 5, no. 1 (December 3, 2024): 1047–50, https://doi.org/10.32664/ic-itechs.v5i1.1602.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study, which was conducted through Classroom Action Research (CAR) in two cycles with a total of four meetings, showed that the use of Disney movie clips as an interactive media strategy significantly improved the vocabulary of grade X AK 2 students at SMKN 01 Jember. The findings of the study showed that the implementation of authentic film-based learning provided an effective improvement in students' vocabulary, as evidenced by the results of the pre-test, post-test 1, and post-test 2. This increase was also reinforced by observations of student participation, as recorded by English teachers in the classroom.

The pre-test results indicated that none of the students (0%) met the Minimum Mastery Criterion (KKM) which is 75, with an average score of only 32.71. However, following the implementation of Cycle 1, the average vocabulary score increased to 62.43, with 11 out of 35 students (31.43%) achieving the KKM. A more substantial improvement was observed in Cycle 2, where the average score rose to 75.43, and 26 out of 35 students (74.29%) successfully met the KKM. Based on these results, it can be concluded that the post-test outcomes in Cycle 2 surpassed the success criteria established for this study.

In addition, various aspects of vocabulary mastery, such as understanding meaning, using words in context, and remembering new

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words, increased significantly after the application of subtitled Disney movie clips as a learning medium. Students showed progress in recognizing and remembering new vocabulary they encountered in the film, especially because they could see and hear the words in real communication situations. This happened because the researcher provided exposure to vocabulary in visual and audio contexts that supported students' understanding, thus helping them remember and apply it more easily.

In addition, students' pronunciation improved because they got used to hearing native speakers' words in the movie and imitated them repeatedly. Thus, pronunciation errors were minimized, and students became more familiar with correct pronunciation. Their grammatical comprehension also improved as they saw how sentence structures were used naturally in dialogue, especially with modal verbs and sentence patterns that often appeared in movies.

Students also had an easier time understanding the meaning of vocabulary because they not only read the subtitles but also saw the situations that occurred in the movie, which helped them connect the words to their context. With this method, they absorbed vocabulary more effectively than with traditional methods. Therefore, the results of this study showed that the use of Disney movie clips with subtitles was very helpful in improving students' vocabulary mastery, both in terms of understanding, memory, and use in the right context.

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B. Suggestion

After conducting this study. The findings contribute to the growing body of research on vocabulary acquisition through multimedia in EFL (English as a Foreign Language) contexts, particularly by demonstrating the effectiveness of using subtitled Disney movie clips to enhance vocabulary. The researcher provides several recommendations that can help in the development of future learning strategies, as outlined below.

1) For The English Teacher

Researcher strongly recommend that English teachers use subtitled Disney movie clips as a learning medium, especially in teaching English vocabulary. This method can effectively increase student engagement in learning, making it more engaging, active, and fun. In addition, the use of subtitled movie clips helps students understand vocabulary in a real context, making it easier for them to remember and use it in their daily lives.

By integrating subtitled movie clips into learning, students not only gain exposure to new vocabulary, but also see how the words are used in natural communication situations. This strategy also encourages students to be more confident in understanding and using new vocabulary because they can hear the correct pronunciation of native speakers. In addition, a more interactive and fun learning atmosphere through film media can increase students' motivation to learn English more enthusiastically.

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2) For Futher Researcher

The researcher hopes that this research can be a useful reference for academics and educators interested in the development of audiovisual-based learning strategies. Therefore, further research may consider implementing the use of subtitled Disney movie clips in their studies to further examine their effectiveness in improving students' vocabulary mastery, both in the context of higher level learning and with different groups of students.

In addition, it is suggested that future researcher explore additional methods that can support vocabulary learning through film media, such as the impact difference between English subtitles and mother tongue subtitles on vocabulary acquisition. By exploring new learning strategies and integrating them with other interactive media, future research can further contribute to the development of innovative methods to improve students' vocabulary comprehension and retention. The results of this research are expected to be a reference for those who want to create a more interesting, contextual, and effective learning environment in improving students' vocabulary mastery.

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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHOD	RESEARCH QUESTION
Utilizing Subtitle of Disney movie clips in improving vocabulary	1.Vocabulary 2 Movie subtittled	• Pronounciation • Spelling • Grammar • Meaning • Meaning recognition • Word association • Word formation • Contextualize use	1. Primary Data: Student vocabulary test score 2. Secondary Data: a. Observation b. Interview c. Field Notes d. Document review	Research design Classroom Action Research (CAR) by Kemmis and McTaggart: 1. Planning of the action 2. Implementation of the action 3. Classroom observation and evaluation 4. Reflection of the action **A. Data collection:** 1. Vocabulary Test 2. Observation 3. Interview 4. Field Notes **B. Data Analysis technique:** a. Average Score $X = \frac{\Sigma x}{n}$ Notes: X: Mean x: Total Score	1. How can subtitle of Disney movie clips improve students vocabulary?

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				n: Number of students b. Pass Score $$P = \frac{F}{N} \times 100\%$$ Notes: P: The class percentage F: Total Percentage score N: Number of Students **C. Validation of data:** Content Validity **D. Criteria of success:** This research will be successful if: 1. First, students' average achievement in vocabulary test is equal to higher than minimum score by the school that is 70. 2. Second, students' individual score is higher 20 scores from previous test (pre-test). 3. Students reach either the minimum score 70 or 20 scores higher from pre-test are equal to or higher that 60% of the total students' in the research.	

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Appendix 2

CLASSROOM ACTION RESEARCH SCHEDULE

NO	Date	Activities	Time
1.	September 11, 2024	Preliminary Study (Observation)	09.00-11.00
2.	September 19, 2024	Teachers' Pre-Interview	10.00-11.30
3.	March 10, 2025	Pre-test	07.30-08.00
4.	March 10, 2025	1st meeting (cycle 1)	08.00-09.30
5.	March 11, 2025	2nd meeting (cycle 1)	08.00-09.30
6.	March 12, 2025	Post-test (cycle 1)	08.00-09.30
7.	March 17, 2025	1st meeting (cycle 2)	08.00-09.30
8.	March 18, 2025	2nd meeting (cycle 2)	08.00-09.30
9.	March 19, 2025	Post-test (cycle 2) and Students' Post-Questionnaire	08.00-09.30
10.	March 21, 2025	Teacher Post-Interview	10.00-11.30

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Appendix 3

The Result of The English Teacher's Pre-Interview before Classroom Action Research (CAR)

Interviewer	Sayyidah Indah Nadella Ahmad
Interviewee	Mamat Hadi W. S.Pd, Gr.
Profession	English Teacher
Day,Date	September 19, 2024
Time	10.00 - 11.30
Place	Multimedia

(R= Researcher, T= Teacher)

The Script of Pre-Interview with English Teacher

R: Assalamualaikum, good afternoon pak Mamat?

T: Waalaikumsalam, good afternoon.

R: Thank you for the time that allow me to have interview with you pak.

T: It's no problem

R: Before I do my research, i would like to ask question related to teaching and learning process in SMKN 01 Jember. For 4 aspect of learning english, which one is the most difficult to be mastered by student?

T: Actually student have difficulty in all aspect but the most difficulty that is faced by student i think it's because they lack the basics in learning English, such as having very limited vocabulary. And perhaps because English is a foreign language that is not interesting to them.

R: I see, so students have difficulty in learning English because they are not interested in learning it, and they have to start from the very basics, especially improving their vocabulary. Perhaps using engaging and fun methods, like games or interactive activities, could help make English more interesting for them. What do you think about trying that approach?

T: That's a great idea

R: So what class that have big problem in studying English pak?

T: Actually I see. So all classes face similar difficulties, but it's the worst in AK 2. Perhaps we could focus more attention on that class.

R: I see pak. So what about the students' Minimum Criteria or KKM?

T: The students' average score is under minimal mastery level criterion (KKM) mostly under 50

R: I see, Pak. Since their average score is far below the KKM, I believe an alternative approach is needed to improve their vocabulary. I would like to conduct research using movie clips as a teaching method. I think this could help students learn vocabulary in context while making the learning process more engaging. What do you think about this approach?

T: That sounds interesting. So far, I have mostly used traditional methods like vocabulary lists, word translations, and sentence-building exercises, but they don't seem to be very effective for students, especially in AK 2. How would you implement this movie-based method?

R: I plan to use Subtitle of Disney Movie Clips because they provide clear language and engaging visual context, which can help students understand vocabulary better. After watching the clips, students will be guided to identify new words, understand their meanings, and use them in sentences. There will also be activities like filling in missing words, and discussing the scenes to reinforce vocabulary learning.

T: That sounds like a fresh and engaging approach. If students enjoy the content, they might be more motivated to learn. Do you have a specific movie or clip in mind?

R: Yes, I'm considering selecting clips from movies that feature everyday conversations and simple storytelling, so the language is easy to follow. I will also make sure to choose scenes that match their proficiency level and are relevant to their daily experiences.

T: That's a good strategy. I'd be interested to see how it works. If this method proves effective, maybe we could apply it more broadly.

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R: That would be great, Pak! I'll begin my research and monitor the students' progress. Thank you for your support!

T: You're welcome. I look forward to seeing the results!

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Appendix 4

The Result of The English Teacher's Post-Interview after Classroom Action Research (CAR)

Interviewer	Sayyidah Indah Nadella Ahmad
Interviewee	Mamat Hadi W. S.Pd, Gr.
Profession	English Teacher
Day,Date	March 21, 2025
Time	10.00 - 11.30
Place	Teacher Office

(R= Researcher, T= Teacher)

The Script of Post-Interview with English Teacher

R: Assalamualaikum, good afternoon pak Mamat?

T: Waalaikumsalam, good afternoon mbak Della

R: How are you todak pak?

T: I'm fine, how about you?

R: I'm fine too, first of all, i would like to express my gratitude for your guidance, feedback, and comments on my thesis. I have completed my research, and I truly appreciate your support.

T: Yeah!. Good luck with your research

R: Thank you, pak. I have some question after utilizing subtitle of disney movie clips in the classroom. What dou you think about using subtitle of disney movie clips as a teaching media to improve students' vocabulary in AK 2?

T: Well, as an English teacher in AK 2, this was a new experience for me. I usually use traditional methods like vocabulary list and translation exercise, but seeing how movie clips were used in the classroom gave me a fresh perspective. It was also a good way to make use of the technology available in our school. The students seemed more engaged with the material because of the visuals and storytelling elements

R: That's great to hear, pak! Do you think the students were more interested and motivated when learning vocabulary through Disney movie clips?

T: Yes, I believe so. When I asked them about their experience, many students said they enjoyed learning with movie clips because they could understand the

words better through context and visuals. They also mentioned that it was more exciting compared to traditional methods, and they felt like they were learning without feeling too pressured. Some of them even told me, "seru pakkk jadi tau penggunaannya di kehidupan sehari hari".

R: That makes me so happy to hear, pak. Based on my research, the students' vocabulary improved significantly. The pre-test scores were quite low, but after learning with movie clips, the post-test results showed improvement. In your opinion, is using Disney movie clips an effective and interactive method for vocabulary learning?

T: Absolutely! As I mentioned earlier, it's a very engaging strategy. It helps students learn new words naturally and remember them better because they see how the words are used in different situations. It's also beneficial because they are exposed to real pronunciation and sentence structures.

R: I see, pak. Would you consider using movie clips again in your teaching?

T: Yes, I would love to try this method again! I learned a lot from your research, and I want to integrate it into my future lessons.

R: Thank you for trusting my research.

T: Thank you as well! I really appreciate the opportunity to learn a new teaching strategy through your research. It has been a great experience.

R: You're welcome, pak!.

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Appendix 5a

The Result of Teacher's Field Note

Observation Field notes using Subtitle of Disney Movie Clips in teaching and learning process.

Class : AK 2

Subject/ Topic : Vocabulary in Descriptive Text

Cycle/ Meeting : 1/ 1st meeting

Day/ Date : March 10, 2025

Time : 08.00 - 09.30

Researcher : Sayyidah Indah Nadella Ahmad

Descriptive Notes	Reflective Notes
1. Peneliti menjelaskan materi tentang kosakata, dengan fokus pada kata benda, kata sifat, dan kata keterangan. 2. Peneliti memberikan contoh kata benda, kata sifat, dan kata keterangan yang biasa digunakan dalam kehidupan sehari-hari dan dalam konteks film. 3. Siswa secara aktif merespon instruksi peneliti dengan mengidentifikasi dan menyebutkan contoh kata benda, kata sifat, dan kata keterangan. 4. Peneliti memperkenalkan teks deskriptif dan menjelaskan bagaimana kata benda, kata sifat, dan kata keterangan digunakan dalam mendeskripsikan orang, tempat, dan benda. 5. Peneliti memberikan contoh dari klip film Disney untuk menunjukkan bagaimana teks deskriptif dibentuk dengan menggunakan kosakata yang tepat. 6. Siswa menyebutkan contoh	1. Rancanglah materi dengan hati-hati, termasuk kosakata (kata benda, kata sifat, dan kata keterangan) dan cara penggunaannya dalam teks deskriptif. 2. Berikan contoh nyata dari klip film Disney agar siswa dapat dengan mudah memahami materi. 3. Memperkenalkan kosakata dasar yang berhubungan dengan teks deskriptif untuk pertemuan berikutnya. 4. Peragakan pengucapan yang benar untuk setiap kosakata, lalu minta siswa untuk mengulanginya setelah peneliti. 5. Drill kosakata (kata benda, kata sifat, dan kata keterangan) hingga siswa hafal dengan baik. 6. Perkenalkan bagaimana fungsi kosakata tersebut secara gramatikal dalam teks deskriptif untuk membantu siswa memahami cara menggunakannya dengan benar.

	berdasarkan instruksi peneliti, seperti “The castle is enormous,” “The princess wears a beautiful dress,” atau “The boy runs quickly.”	

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Appendix 5b

The Result of Teacher's Field Note

Observation Field notes using Subtitle of Disney Movie Clips in teaching and learning process.

Class : X F

Subject/ Topic : Vocabulary in Descriptive Text

Cycle/ Meeting : 1/ 2nd meeting

Day/ Date : March 11, 2025

Time : 08.00 – 09.30

Researcher : Sayyidah Indah Nadella

Descriptive Notes	Reflective Notes
1. Peneliti menjelaskan materi mengenai pemanfaatan klip film Disney untuk belajar kosakata dengan sangat baik. 2. Peneliti mengorganisir siswa secara efektif selama proses pembelajaran. 3. Siswa sangat antusias belajar kosakata menggunakan klip film Disney. 4. Siswa bersemangat dalam mengucapkan kosakata bersama-sama di kelas. 5. Siswa terlibat aktif dalam kegiatan pembelajaran menggunakan klip film Disney. 6. Siswa termotivasi untuk bersaing dengan teman-teman mereka dalam latihan kosakata yang disediakan oleh peneliti.	1. Peneliti perlu meninjau kembali materi sebelum mengakhiri kelas untuk menghindari siswa melupakan kosakata yang telah dipelajari. 2. Tidak perlu menginstruksikan siswa untuk maju ke depan kelas karena hal tersebut memakan waktu pembelajaran. 3. Tampilkan peringkat skor siswa melalui proyektor atau Smart TV. 4. Berikan contoh nyata kepada siswa dalam membuat ekspresi menggunakan kosakata yang dipelajari dari klip film Disney.

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Appendix 5c

The Result of Teacher's Field Note

Observation Field notes using Subtitle of Disney Movie Clips in teaching and learning process.

Class : AK 2

Subject/ Topic : Vocabulary in Description Text

Cycle/ Meeting : 2/ 1st meeting

Day/ Date : March 17, 2025

Time : 08.00 – 09.30

Researcher : Sayyidah Indah Nadella Ahmad

Descriptive Notes	Reflective Notes
1. Peneliti menyampaikan kembali materi dengan sangat baik. 2. Peneliti menjelaskan tata bahasa dengan cara yang lebih sederhana sehingga siswa lebih mudah memahami dibandingkan siklus sebelumnya. 3. Siswa menyebutkan berbagai jenis kosakata dengan lebih baik dibandingkan pertemuan sebelumnya. 4. Siswa menghafal kosakata dengan lebih cepat dibandingkan siklus pertama. 5. Siswa lebih aktif dalam kegiatan pembelajaran dan menunjukkan peningkatan dalam pemahaman kosakata. 6. Siswa lebih termotivasi untuk bersaing dengan teman-temannya guna mendapatkan skor atau peringkat tertinggi dalam latihan kosakata. 7. Peneliti telah membuat catatan reflektif guru pada pertemuan sebelumnya untuk memastikan perbaikan dalam siklus ini.	1. Peneliti perlu membimbing siswa dalam mengerjakan latihan kosakata agar mereka lebih terarah dan memahami materi dengan lebih baik.

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Appendix 5d

The Result of Teacher's Field Note

Observation Field notes using Subtitle of Disney Movie Clips in teaching and learning process.

Class : AK 2

Subject/ Topic : Vocabulary in Description Text

Cycle/ Meeting : 2/ 2nd meeting

Day/ Date : March 18, 2025

Time : 08.00 – 09.30

Researcher : Sayyidah Indah Nadella Ahmad

Descriptive Notes	Reflective Notes
8. Manajemen kelas diatur oleh peneliti dengan sangat baik dan terstruktur. 9. Peneliti mengikuti instruksi atau masukan dari guru dalam setiap pertemuan. 10. Peneliti telah membuat catatan reflektif guru pada pertemuan sebelumnya.	2. No feedback given. Well done! Keep improving! baik.

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Appendix 6

Scoring Rubric

Assessment Aspect	Description	Weight (%)	Number of Question
Meaning Recognition	Understanding the meaning of words based on sentence context or definitions.	30%	6 question
Word Association	Ability to identify appropriate synonyms, antonyms, or collocations.	25%	5 question
Word Formation	Ability to recognize changes in word forms (noun, verb, adjective, adverb).	20%	4 question
Contextualized Use	Using and understanding words in sentences or short texts.	25%	5 question

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Appendix 7

Student vocabulary score in preliminary study

NO	STUDENTS' NAME	STUDENTS' SCORE
1.	AZ	30
2.	ACNS	40
3.	ARW	35
4.	AAZYA	65
5.	AGS	20
6.	APL	30
7.	CAIP	50
8.	DR	40
9.	D	35
10.	EPBA	20
11.	EM	20
12.	H	30
13.	HBTP	25
14.	H	40
15.	JDN	30
16.	KNS	30
17.	KSK	35
18.	M	40
19.	MYP	20
20.	MAFAQ	40
21.	MFRA	45
22.	MS	30
23.	NATD	30
24.	NY	20
25.	NDO	25
26.	RG	20
27.	RAA	60
28.	SJW	40
29.	SMH	30
30.	SNF	20
31.	SRZR	20
32.	S	35
33.	VAM	20
34.	YIV	30
35.	ZAD	45
TOTAL		1.145

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Appendix 8

Student vocabulary score in post-test (cycle 1)

NO	STUDENTS' NAME	STUDENTS' SCORE
1.	AZ	80
2.	ACNS	70
3.	ARW	60
4.	AAZYA	85
5.	AGS	55
6.	APL	75
7.	CAIP	90
8.	DR	65
9.	D	50
10.	EPBA	45
11.	EM	55
12.	H	60
13.	HBTP	70
14.	H	75
15.	JDN	80
16.	KNS	60
17.	KSK	55
18.	M	70
19.	MYP	50
20.	MAFAQ	75
21.	MFRA	80
22.	MS	60
23.	NATD	55
24.	NY	45
25.	NDO	50
26.	RG	55
27.	RAA	85
28.	SJW	75
29.	SMH	60
30.	SNF	50
31.	SRZR	55
32.	S	65
33.	VAM	50
34.	YIV	60
35.	ZAD	80
TOTAL		2.185

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Appendix 9

Student vocabulary score in post-test (cycle 2)

NO	STUDENTS' NAME	STUDENTS' SCORE
1.	AZ	80
2.	ACNS	75
3.	ARW	70
4.	AAZYA	90
5.	AGS	65
6.	APL	75
7.	CAIP	90
8.	DR	80
9.	D	75
10.	EPBA	65
11.	EM	70
12.	H	75
13.	HBTP	85
14.	H	85
15.	JDN	80
16.	KNS	75
17.	KSK	70
18.	M	80
19.	MYP	75
20.	MAFAQ	85
21.	MFRA	85
22.	MS	75
23.	NATD	80
24.	NY	60
25.	NDO	80
26.	RG	75
27.	RAA	85
28.	SJW	80
29.	SMH	75
30.	SNF	75
31.	SRZR	70
32.	S	75
33.	VAM	65
34.	YIV	60
35.	ZAD	85
TOTAL		2.640

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Appendix 10a

Modul Cycle 1

MODUL AJAR BAHASA INGGRIS
SMK (KELAS X)
KURIKULUM MERDEKA
FASE E- CYCLE 1

A. IDENTITAS MODUL

Nama sekolah	**: SMKN 01 Jember**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: X/ Sepuluh**
Tahun Pelajaran	**: 2024/2025**
Tema	**: Descriptive Text**
Total Alokasi Waktu	**: 2 x 90 Menit (2 Pertemuan)**

B. KOMPONEN UTAMA

1. Capaian Pembelajaran – Elemen Capaian

Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan . Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topic yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

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2. Tujuan Pembelajaran :

KOMPONEN	DESKRIPSI
TUJUAN PEMBELAJARAN	1. Peserta didik mampu menyebutkan kosakata (noun, adjective, adverb) yang diperoleh melalui subtitle klip film Disney secara mandiri, sesuai unsur kebahasaan yang dipelajari. 2. Peserta didik mampu menyusun dan menyampaikan deskripsi sederhana tentang tokoh, tempat, atau suasana dengan menggunakan kosakata (noun, adjective, adverb) yang diperoleh dari subtitle klip film Disney.
PERTANYAAN PEMANTIK	How do you memorize new words so you don't forget them easily?

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

1. Buku Teks
2. Laptop
3. Akses Internet
4. Speaker dan audio
5. Proyektor/Smart TV

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E. MODEL PEMBELAJARAN

Model pembelajaran dengan menggunakan *Scientific Approach*

F. KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA

Kegiatan Awal (15 Menit)		1. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama 2. Guru memeriksa kehadiran peserta didik 3. Guru menstimulasi peserta didik dengan pertanyaan pemantik 4. Memberikan pertanyaan pemantik: *- How do you memorize new words so you don't forget them easily?* 5. Guru menyimpulkan dan merespon pertanyaan serta menyampaikan cakupan materi dan penjelasan uraian kegiatanpembelajaran. 6. Guru menjelaskan latihan-latihan dan tugas yang akan didapatkan peserta didik dalam pembelajaran.
Kegiatan Inti (60 Menit)		**1. Mengamati** - Peserta didik mengamati penjelasan guru mengenai topic vocabulary (noun, adverb, adjective) meliputi definition, contoh penggunaan, dan makna kata dalam konteks sehari-hari. **2. Menanya** - Peserta didik diberi penjelasan tentang materi vocabulary (noun, adverb, adjective). - Guru menanyakan materi mengenai vocabulary (noun, adverb, adjective) kepada peserta didik - Guru memberikan arahan kepada peserta didik agar mampu mengucapkan contoh penggunaan vocabulary (noun, adverb, adjective) kepada orang lain - Guru menjawab pertanyaan peserta didik yang

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		bertanya dan menjelaskannya **3. Mengeksplorasi** - Guru memberikan contoh cara mengucapkan atau mempraktekan bagaimana pelafalan yang benar terkait vocabulary (noun, adverb, adjective) **4. Mengasosiasi** - Peserta didik bersama guru mencoba melafalkan dan mempraktikkan penggunaan kosakata (kata benda, kata sifat, kata keterangan) melalui aktivitas permainan interaktif yang bertujuan memperkuat pemahaman makna dan konteks kata. **5. Mengkomunikasikan** Peserta didik secara individu mengkomunikasikan pemahaman kosakata (kata benda, kata sifat, kata keterangan) dengan menyusun kalimat atau dialog sederhana menggunakan kata-kata yang telah dipelajari di dalam kelas.
Kegiatan Penutup (15 Menit)		1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?* 2. Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini. 3. Guru menutup pembelajaran dengan berdoa bersama dan salam.

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PERTEMUAN KEDUA

Kegiatan Awal (10 Menit)		1. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama 2. Guru memeriksa kehadiran peserta didik 3. Guru menstimulasi peserta didik dengan pertanyaan pemantik. 4. Guru mengumpulkan respon dan menyimpulkan jawabannya serta menyampakian tujuan pembelajaran. 5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan pesrta didik mengenai tugas dan latihan dalam pembelajaran
Kegiatan Inti (60 Menit)		**1. Mengamati** - Peserta didik mengamati kosakata (kata benda, kata sifat, kata keterangan) yang muncul dalam klip film Disney (Luca) yang diputar guru. - Peserta didik mencatat kata-kata baru yang belum mereka ketahui dari klip yang ditayangkan. **2. Menanya** ➢ Guru menyampaikan materi mengenai kosakata (noun, adjective, adverb) kepada peserta didik. ➢ Guru menanyakan kepada peserta didik kata-kata apa saja yang mereka tidak pahami dari klip film. ➢ Guru memberikan penjelasan atau meminta peserta didik mencari makna kata-kata baru tersebut bersama-sama. **3. Mengeksplorasi** ➢ Peserta didik mencoba membuat contoh kalimat sederhana menggunakan kosakata baru yang

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		diperoleh dari klip film Disney Luca. ➢ Peserta didik bersama guru melafalkan kosakata baru dan mempraktikkan pengucapan yang benar. **4. Mengasosiasi** ➢ Peserta didik bersama guru mempraktikkan penggunaan kosakata (noun, adjective, adverb) dalam kalimat sederhana yang sesuai konteks cerita klip film. ➢ Peserta didik bekerja berpasangan atau kelompok kecil untuk menyusun dialog pendek menggunakan kosakata yang sudah dipelajari. **5. Mengkomunikasikan** ➢ Peserta didik secara individu menyampaikan kalimat atau cerita pendek menggunakan kosakata yang telah dipelajari dari klip film Disney di depan kelas. ➢ Peserta didik mempresentasikan hasil pemahaman mereka mengenai kosakata, baik melalui menceritakan ulang isi klip maupun membuat dialog sederhana
Kegiatan Penutup (10 Menit)		*1.* Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* *2.* Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini. 3. Guru menutup pembelajaran dengan berdoa bersama dan salam.

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G. ASSESMENT/ PENILAIAN

- **Penilaian Keterampilan**

  Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes tulis

- **Pembelajaran Remidial dan Pengayaan**

  Rencana pemberian bimbingan secara khusus yaitu melalui pendekatan perorangan, kelompok, maupun klasikal. Dalam kegiatan pengayaan, peserta didik secara mandiri mempelajari contoh-contoh penggunaan kosakata (kata benda, kata sifat, kata keterangan) yang ditemukan dalam klip film Disney, lalu mengidentifikasi macam-macamnya serta penggunaannya dalam kalimat.

Scoring Rubric

Assessment Aspect	Description	Weight (%)	Number of Question
Meaning Recognition	Understanding the meaning of words based on sentence context or definitions.	30%	6 question
Word Association	Ability to identify appropriate synonyms, antonyms, or collocations.	25%	5 question
Word Formation	Ability to recognize changes in word forms (noun, verb, adjective, adverb).	20%	4 question
Contextualized Use	Using and understanding words in sentences or short texts.	25%	5 question

Score	Category	Performance Description

(%)		
90 – 100	Excellent (A)	Excellent vocabulary understanding; able to recognize and use words in various contexts with minimal errors.
80 – 89	Very Good (B)	Good vocabulary understanding with minor errors in synonyms/antonyms or certain contexts.
70 – 79	Good (C)	Adequate understanding but still struggles with aspects like word formation or contextual usage.
60 – 69	Satisfactory (D)	Limited understanding with frequent errors in recognizing meaning or word forms.
Below 60	Needs Improvement (E)	Weak vocabulary understanding; needs more practice in recognizing and using words correctly.

BAHAN AJAR

- Noun (Kata Benda)

  Noun adalah kata yang digunakan untuk menyebut nama orang, tempat, benda, hewan, atau ide. Contohnya: teacher (guru), school (sekolah), book (buku), dog (anjing), happiness (kebahagiaan).

- Adjective (Kata Sifat)

  Adjective adalah kata yang digunakan untuk menjelaskan atau memberikan sifat pada noun. Adjective menjawab pertanyaan seperti "bagaimana?", "yang mana?", atau "berapa banyak?". Contohnya: beautiful (cantik), big (besar), red (merah), happy (bahagia).

- Adverb (Kata Keterangan)

  Adverb adalah kata yang digunakan untuk menjelaskan kata kerja (verb), adjective, atau adverb lain. Adverb memberi informasi tentang bagaimana, kapan, di mana, atau seberapa sering sesuatu terjadi. Contohnya: quickly (dengan cepat), very (sangat), yesterday (kemarin), well (dengan baik).

- Descriptive text

  Descriptive text bertujuan untuk menggambarkan sesuatu secara jelas sehingga pembaca dapat membayangkan objek yang dideskripsikan. Dalam membuat descriptive text, kamu harus:

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- Gunakan noun untuk menyebut objek yang akan kamu deskripsikan.
- Tambahkan adjective untuk memberikan detail atau sifat pada noun tersebut supaya gambaran lebih jelas.
- Gunakan adverb untuk memperjelas tindakan atau keadaan, terutama jika ada kata kerja atau kata sifat lain yang perlu diperjelas.

Contoh:

Text My cat is a small, fluffy animal with bright green eyes. She moves very quickly and quietly when she hunts. Her fur is soft and white, and she always looks happy and playful.

Penjelasan:

- Cat adalah noun (kata benda) — objek yang dideskripsikan.
- Small, fluffy, bright, green, soft, white, happy, playful adalah adjective yang menjelaskan sifat kucing.
- Very, quickly, dan quietly adalah adverb yang menjelaskan cara kucing bergerak dan tingkat sifat.

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Appendix 10b

Modul Cycle 2

MODUL AJAR BAHASA INGGRIS
SMK (KELAS X)
KURIKULUM MERDEKA
FASE E- CYCLE 2

H. IDENTITAS MODUL

Nama sekolah	**: SMKN 01 Jember**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: X/ Sepuluh**
Tahun Pelajaran	**: 2024/2025**
Tema	**: Descriptive Text**
Total Alokasi Waktu	**: 2 x 90 Menit (2 Pertemuan)**

I. KOMPONEN UTAMA

3. Capaian Pembelajaran – Elemen Capaian

Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan . Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topic yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

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4. Tujuan Pembelajaran :

KOMPONEN	DESKRIPSI
TUJUAN PEMBELAJARAN	3. Peserta didik mampu menyebutkan kosakata (noun, adjective, adverb) yang diperoleh melalui subtitle klip film Disney secara mandiri, sesuai unsur kebahasaan yang dipelajari. 4. Peserta didik mampu menyusun dan menyampaikan deskripsi sederhana tentang tokoh, tempat, atau suasana dengan menggunakan kosakata (noun, adjective, adverb) yang diperoleh dari subtitle klip film Disney.
PERTANYAAN PEMANTIK	How do you memorize new words so you don't forget them easily?

J. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

K. SARANA DAN PRASARANA

3. Buku Teks
4. Laptop
3. Akses Internet
4. Speaker dan audio
5. Proyektor/Smart TV

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L. MODEL PEMBELAJARAN

Model pembelajaran dengan menggunakan *Scientific Approach*

M. KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA

Kegiatan Awal (15 Menit)		7. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama 8. Guru memeriksa kehadiran peserta didik 9. Guru menstimulasi peserta didik dengan pertanyaan pemantik 10. Memberikan pertanyaan pemantik: *- How do you memorize new words so you don't forget them easily?* 11. Guru menyimpulkan dan merespon pertanyaan serta menyampaikan cakupan materi dan penjelasan uraian kegiatanpembelajaran. 12. Guru menjelaskan latihan-latihan dan tugas yang akan didapatkan peserta didik dalam pembelajaran.
Kegiatan Inti (60 Menit)		**4. Mengamati** - Peserta didik mengamati penjelasan guru mengenai topic vocabulary (noun, adverb, adjective) meliputi definition, contoh penggunaan, dan makna kata dalam konteks sehari-hari. **5. Menanya** - Peserta didik diberi penjelasan tentang materi vocabulary (noun, adverb, adjective). - Guru menanyakan materi mengenai vocabulary (noun, adverb, adjective) kepada peserta didik - Guru memberikan arahan kepada peserta didik agar mampu mengucapkan contoh penggunaan vocabulary (noun, adverb, adjective) kepada orang lain - Guru menjawab pertanyaan peserta didik yang

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		bertanya dan menjelaskannya **6. Mengeksplorasi** - Guru memberikan contoh cara mengucapkan atau mempraktekan bagaimana pelafalan yang benar terkait vocabulary (noun, adverb, adjective) **5. Mengasosiasi** - Peserta didik bersama guru mencoba melafalkan dan mempraktikkan penggunaan kosakata (kata benda, kata sifat, kata keterangan) melalui aktivitas permainan interaktif yang bertujuan memperkuat pemahaman makna dan konteks kata. **6. Mengkomunikasikan** Peserta didik secara individu mengkomunikasikan pemahaman kosakata (kata benda, kata sifat, kata keterangan) dengan menyusun kalimat atau dialog sederhana menggunakan kata-kata yang telah dipelajari di dalam kelas.
Kegiatan Penutup (15 Menit)		4. Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?* 5. Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini. 6. Guru menutup pembelajaran dengan berdoa bersama dan salam.

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PERTEMUAN KEDUA

Kegiatan Awal (10 Menit)		6. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama 7. Guru memeriksa kehadiran peserta didik 8. Guru menstimulasi peserta didik dengan pertanyaan pemantik. 9. Guru mengumpulkan respon dan menyimpulkan jawabannya serta menyampakian tujuan pembelajaran. 10. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan pesrta didik mengenai tugas dan latihan dalam pembelajaran
Kegiatan Inti (60 Menit)		**6. Mengamati** - Peserta didik mengamati kosakata (kata benda, kata sifat, kata keterangan) yang muncul dalam klip film Disney (Tangled) yang diputar guru. - Peserta didik mencatat kata-kata baru yang belum mereka ketahui dari klip yang ditayangkan. **7. Menanya** ➢ Guru menyampaikan materi mengenai kosakata (noun, adjective, adverb) kepada peserta didik. ➢ Guru menanyakan kepada peserta didik kata-kata apa saja yang mereka tidak pahami dari klip film. ➢ Guru memberikan penjelasan atau meminta peserta didik mencari makna kata-kata baru tersebut bersama-sama. **8. Mengeksplorasi** ➢ Peserta didik mencoba membuat contoh kalimat sederhana menggunakan kosakata baru yang

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		diperoleh dari klip film Disney Tangled. ➢ Peserta didik bersama guru melafalkan kosakata baru dan mempraktikkan pengucapan yang benar. **9. Mengasosiasi** ➢ Peserta didik bersama guru mempraktikkan penggunaan kosakata (noun, adjective, adverb) dalam kalimat sederhana yang sesuai konteks cerita klip film. ➢ Peserta didik bekerja berpasangan atau kelompok kecil untuk menyusun dialog pendek menggunakan kosakata yang sudah dipelajari. **10. Mengkomunikasikan** ➢ Peserta didik secara individu menyampaikan kalimat atau cerita pendek menggunakan kosakata yang telah dipelajari dari klip film Disney di depan kelas. ➢ Peserta didik mempresentasikan hasil pemahaman mereka mengenai kosakata, baik melalui menceritakan ulang isi klip maupun membuat dialog sederhana
Kegiatan Penutup (10 Menit)		*4.* Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* *5.* Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini. 6. Guru menutup pembelajaran dengan berdoa bersama dan salam.

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N. ASSESMENT/ PENILAIAN

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Below 60	Needs Improvement (E)	Weak vocabulary understanding; needs more practice in recognizing and using words correctly.

BAHAN AJAR

- Noun (Kata Benda)

  Noun adalah kata yang digunakan untuk menyebut nama orang, tempat, benda, hewan, atau ide. Contohnya: teacher (guru), school (sekolah), book (buku), dog (anjing), happiness (kebahagiaan).

- Adjective (Kata Sifat)

  Adjective adalah kata yang digunakan untuk menjelaskan atau memberikan sifat pada noun. Adjective menjawab pertanyaan seperti "bagaimana?", "yang mana?", atau "berapa banyak?". Contohnya: beautiful (cantik), big (besar), red (merah), happy (bahagia).

- Adverb (Kata Keterangan)

  Adverb adalah kata yang digunakan untuk menjelaskan kata kerja (verb), adjective, atau adverb lain. Adverb memberi informasi tentang bagaimana, kapan, di mana, atau seberapa sering sesuatu terjadi. Contohnya: quickly (dengan cepat), very (sangat), yesterday (kemarin), well (dengan baik).

- Descriptive text

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Descriptive text bertujuan untuk menggambarkan sesuatu secara jelas sehingga pembaca dapat membayangkan objek yang dideskripsikan. Dalam membuat descriptive text, kamu harus:

- Gunakan noun untuk menyebut objek yang akan kamu deskripsikan.
- Tambahkan adjective untuk memberikan detail atau sifat pada noun tersebut supaya gambaran lebih jelas.
- Gunakan adverb untuk memperjelas tindakan atau keadaan, terutama jika ada kata kerja atau kata sifat lain yang perlu diperjelas.

Contoh:

Text My cat is a small, fluffy animal with bright green eyes. She moves very quickly and quietly when she hunts. Her fur is soft and white, and she always looks happy and playful.

Penjelasan:

- Cat adalah noun (kata benda) — objek yang dideskripsikan.
- Small, fluffy, bright, green, soft, white, happy, playful adalah adjective yang menjelaskan sifat kucing.
- Very, quickly, dan quietly adalah adverb yang menjelaskan cara kucing bergerak dan tingkat sifat.

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Appendix 11

Validity Content Of Post Test (cycle 1)

1. Tujuan Pembelajaran
   - Meningkatkan penguasaan kosakata bahasa Inggris siswa, khususnya kosakata yang relevan dengan teks deskripsi.
   - Mengukur pemahaman siswa terhadap kosakata yang muncul dalam film "Luca" dan konteks deskripsi.
2. Materi Pembelajaran
   - Topik: Descriptive Text
   - Fokus: Pengayaan kosakata (vocabulary) yang relevan dengan deskripsi fisik, sifat, dan situasi sehari-hari.
   - Media: Film Disney "Luca" dengan subtitle bahasa Inggris.
3. Kisi-Kisi Soal Post-Test

No	Indikator	Tujuan Pembelajaran	Jumlah Soal	Bentuk Soal	Contoh Soal
1.	Memahami kosakata terkait deskripsi fisik	Siswa dapat mengidentifikasi makna kata sifat (adjective) yang mendeskripsikan fisik.	5	Multiple Choice	What does the word "brave" mean in the sentence: "Luca is a brave boy"?
2.	Memahami kosakata terkait deskripsi sifat	Siswa dapat memahami kata sifat (adjective) yang mendeskripsikan karakter atau sifat.	5	Multiple Choice	Which word describes Luca's personality? (a) Lazy (b) Brave (c) Rude (d) Careless
3.	Memahami kosakata terkait situasi sehari-hari	Siswa dapat mengidentifikasi makna kata benda (noun) atau frasa yang relevan dengan kehidupan sehari-hari.	5	Multiple Choice	What does "village" mean in the context of the movie "Luca"?
4.	Memahami kosakata kontekstual dari film	Siswa dapat memahami kosakata yang muncul dalam film "Luca" dan	5	Multiple Choice	Which word best describes the sea in the movie "Luca"?

		konteksnya.			

No	Indikator	Tujuan Pembelajaran	Jumlah Soal	Bentuk Soal	Contoh Soal
1.	Memahami makna kosakata spesifik dari film "Tangled"	Siswa mampu memahami dan menggunakan kosakata yang muncul dalam film "Tangled".	7	Multiple Choice	Soal menguji kata seperti "tower", "magic", "dream", "escape", "kingdom".
2.	Memahami makna kosakata umum dari film "Tangled"	Siswa mampu memahami kosakata umum yang muncul dalam film "Tangled".	7	Multiple Choice	Soal menguji kata seperti "brave", "journey", "curious", "freedom", "trust".
3.	Memahami makna kosakata lanjutan dari film "Tangled"	Siswa mampu memahami kosakata yang lebih kompleks dan kontekstual dari film "Tangled".	6	Multiple Choice	Soal menguji kata seperti "heal", "legend", "courage", "destiny".

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Appendix 12

POST TEST (CYCLE 1)

Choose the best answer by crossing (X) the letter a, b, c, or d on your answer sheet!

1. What does the word "brave" mean in the sentence: "Luca is a brave boy who loves adventure"?
   a. Shy
   b. Fearless
   c. Lazy
   d. Angry

   Jawaban: b) Fearless
2. Which word best describes the sea in the movie "Luca"?
   a. Dry
   b. Colorful
   c. Empty
   d. Noisy

   Jawaban: b) Colorful
3. What is the meaning of "curious" in the sentence: "Luca is curious about the human world"?
   a. Bored
   b. Interested
   c. Scared
   d. Happy

   Jawaban: b) Interested
4. Which word is the opposite of "quiet"?
   a. Loud
   b. Calm
   c. Silent
   d. Peaceful

   Jawaban: a) Loud
5. What does "village" mean in the context of the movie "Luca"?
   a. A big city
   b. A small town
   c. A forest
   d. A mountain

   Jawaban: b) A small town
6. Which word describes the relationship between Luca and Alberto?
   a. Friendly
   b. Hostile
   c. Indifferent

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d. Competitive

Jawaban: a) Friendly

7. What does the word "adventure" mean in the movie "Luca"?
   a. A boring activity
   b. A dangerous journey
   c. An exciting experience
   d. A routine task

   Jawaban: c) An exciting experience
8. Which word best describes the setting of the movie "Luca"?
   a. Desert
   b. Ocean
   c. Jungle
   d. Space

   Jawaban: b) Ocean
9. What does the word "colorful" mean in the sentence: "The village is colorful and lively"?
   a. Dull
   b. Bright and varied
   c. Dark
   d. Plain

   Jawaban: b) Bright and varied
10. Which word describes Luca's personality?
    a. Lazy
    b. Brave
    c. Rude
    d. Careless

    Jawaban: b) Brave
11. What does the word "explore" mean in the sentence: "Luca and Alberto love to explore the human world"?
    a. Ignore
    b. Discover
    c. Avoid
    d. Forget

    Jawaban: b) Discover
12. Which word describes the weather in the movie "Luca"?
    a. Snowy
    b. Sunny
    c. Stormy
    d. Foggy

    Jawaban: b) Sunny

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13. What does the word "friendship" mean in the context of the movie "Luca"?
    a. A strong relationship between friends
    b. A competition between rivals
    c. A family bond
    d. A professional relationship

    Jawaban: a) A strong relationship between friends
14. Which word is the opposite of "dark"?
    a. Bright
    b. Heavy
    c. Cold
    d. Quiet

    Jawaban: a) Bright
15. What does the word "secret" mean in the sentence: "Luca keeps his true identity a secret"?
    a. Something everyone knows
    b. Something hidden from others
    c. A public announcement
    d. A common knowledge

    Jawaban: b) Something hidden from others
16. Which word describes the atmosphere of the village in the movie "Luca"?
    a. Boring
    b. Peaceful
    c. Chaotic
    d. Silent

    Jawaban: b) Peaceful
17. What does the word "imagination" mean in the context of the movie "Luca"?
    a. The ability to create new ideas or images in the mind
    b. The ability to remember past events
    c. The ability to solve math problems
    d. The ability to run fast

    Jawaban: a) The ability to create new ideas or images in the mind
18. Which word describes the character of Alberto?
    a. Shy
    b. Confident
    c. Lazy
    d. Rude

    Jawaban: b) Confident
19. What does the word "journey" mean in the movie "Luca"?
    a. A short walk

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b. A long trip or adventure
c. A routine activity
d. A boring task

Jawaban: b) A long trip or adventure

20. Which word describes the relationship between Luca and his family?
a. Distant
b. Caring
c. Hostile
d. Competitive

Jawaban: b) Caring

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POST TEST (CYCLE 2)

Choose the best answer by crossing (X) the letter a, b, c, or d on your answer sheet!

1. In the film "Tangled," what does the word "tower" mean?
   a. A small house
   b. A tall building
   c. A type of tree
   d. A kind of food

2. What is the meaning of the word "magic" in the film "Tangled"?
   a. Something ordinary
   b. Something supernatural
   c. Something boring
   d. Something scary

3. In the film "Tangled," what does the word "dream" mean?
   a. A bad experience
   b. A wish or goal
   c. A type of food
   d. A kind of animal

4. What does the word "escape" mean in the film "Tangled"?
   a. To stay in one place
   b. To run away from a place
   c. To sleep
   d. To eat

5. In the film "Tangled," what does the word "kingdom" mean?
   a. A small village
   b. A place ruled by a king or queen
   c. A type of food
   d. A kind of animal

6. In the film "Tangled," what does the word "heal" mean?
   a. To hurt someone
   b. To make someone feel better
   c. To ignore someone
   d. To fight with someone

7. What does the word "princess" mean in the film "Tangled"?

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a. A common girl
b. A daughter of a king or queen
c. A type of food
d. A kind of animal

8. In the film "Tangled," what does the word "adventure" mean?
   a. A boring day
   b. An exciting experience
   c. A sad story
   d. A type of food

9. What does the word "freedom" mean in the film "Tangled"?
   a. Being trapped
   b. Being able to do what you want
   c. Being bored
   d. Being scared

10. In the film "Tangled," what does the word "trust" mean?
    a. To doubt someone
    b. To believe in someone
    c. To ignore someone
    d. To fight with someone

11. What does the word "brave" mean in the film "Tangled"?
    a. Scared
    b. Fearless
    c. Shy
    d. Nervous

12. In the film "Tangled," what does the word "journey" mean?
    a. A short walk
    b. A long trip
    c. A type of food
    d. A kind of animal

13. What is the meaning of the word "curious" in the film "Tangled"?
    a. Not interested
    b. Wanting to know more
    c. Angry
    d. Sad

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14. In the film "Tangled," what does the word "courage" mean?
    a. Fear
    b. Bravery
    c. Sadness
    d. Anger

15. What does the word "destiny" mean in the film "Tangled"?
    a. Something that happens by chance
    b. Something that is meant to happen
    c. A type of food
    d. A kind of animal

16. In the film "Tangled," what does the word "imagine" mean?
    a. To forget something
    b. To create pictures in your mind
    c. To sleep
    d. To eat

17. What does the word "danger" mean in the film "Tangled"?
    a. Safety
    b. Risk of harm
    c. Happiness
    d. Boredom

18. In the film "Tangled," what does the word "protect" mean?
    a. To harm someone
    b. To keep someone safe
    c. To ignore someone
    d. To fight with someone

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19. What does the word "mystery" mean in the film "Tangled"?
    a. Something clear
    b. Something unknown
    c. A type of food
    d. A kind of animal

20. In the film "Tangled," what does the word "legend" mean?
    a. A true story
    b. A traditional story that may not be true

c. A type of food
d. A kind of animal

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Appendix 13

Student Attendance List

STUDENTS' NAME
AHMAD ZAINULLAH
AISYAH CITRA NUR SAKINAH
ALIFAH RAYA WARDANI
ANABELIA AZ ZAHRA YANU ARIPA
ATTAR GIOVANNI SAPUTRA
AURA PUTRI LINTANG
CHEYSYA AURA ISHQ PUTRI
DELLA RESTA
DIKI
EKA PUTRA BAYU ANGGORO
ELSHA MAHDHANIA
HAFIFAH
HAYCAL BINTANG TEGAR PRATLA
HOLIFATULLAH
JULITA DWI NINGRUM
KHAIRUNNISA NAILA SYAKIRA
KINANTY SOIBAH KHUMAIROH
MAULIDIA
MOCH YOGA PRASSIHAN
MUHAMMAD AINUR FATA AL QIR
MUHAMMAD FATONI RIO ALWIA
MUHAMMAD SEKKI
NABILA AULIA TRI DINATA
NAYSILLA YASMIN
NOVELA DWI OLIVIA
RAYNISHA GIRALDA
RIZKUNA ABDINIA ASHILANSYA
SHEILA JUNIAR WINARTI
SITI MAKFIRATUL HASANAH
SITI NUR FADILAH
SITI RAFIDA ZAHRA RISQULLAH
SOLEHAN
VALENTCIA ARTHA MEVINA
YUDISTIA ICHA VINDIANA
ZAHWA AULIA DEWI

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Appendix 14

Documentation of Research

Documentation of Designing Research with English Teacher

Documentation of Classroom Action Research (CAR) Implementation

Pre-Test

Meeting 1 Cycle 1

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Meeting 2 Cycle 1

Documentation of Conducting Post-Test in Cycle 1

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Meeting 1 Cycle 2

Meeting 2 Cycle 2

Documentation of Conducting Post-Test in Cycle 2

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Appendix 16

Research Journal

RESEARCH JOURNAL ACTIVITY

Name : Sayyidah Indah Nadella Ahmad

SRN : 214101060042

Title : Utilizing Subtitle Of Disney Movie Clips To Improve Vocabulary

School : SMKN 01 Jember

No	Date	Activities	Initials
1.	Tuesday, 10 September, 2024	Preliminary study (observation)	
2.	Thursday, 19 September, 2024	Teachers' pre-interview	
3.	Monday,10 March, 2025	Pre-test	
4.	Monday,10 March, 2025	1st meeting (cycle 1)	
5.	Tuesday, 11 March, 2025	2nd meeting (cycle 1)	
6.	Wednesday, 12 March, 2025	Post-test (cycle 1)	
7.	Monday, 17 March 2025	1st meeting (cycle 1)	
8.	Tuesday, 18 March 2025	2nd meeting (cycle 1)	
9.	Wednesday, 19 March 2025	Post-test (cycle 2)	
10.	Friday, 21 March 2025	Teacher post-interview	

Jember, May 16, 2025

The Head Master of School

Siti Hidayatik, M.Pd.

NIP.196809102000122003

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Appendix 17

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 JEMBER
Bidang Keahlian : Bisnis dan Manajemen/Pariwisata/Seni dan Ekonomi Kreatif/Teknologi Manufaktur dan Rekayasa
Jalan Jambu Nomor 17, Jember, Jawa Timur (68111)
Tlp. (0331) 429690, Laman www.smknegeri1jember.sch.id, Pos-el smknegeri1jember@yahoo.com

SURAT KETERANGAN
Nomor : 400.3.8/239/101.6.5.19/2025

Yang bertanda tangan di bawah ini :

nama	: SRI HARTATIK, M.Pd.
NIP	: 196809102000122003
pangkat / golongan	: Pembina Tk. I / IV b
jabatan	: Kepala Sekolah

Dengan ini menyatakan bahwa :

nama	: SAYYIDAH INDAH N A
NIM	: 214101060041
program studi	: TADRIS BAHASA INGGRIS
jurusan	: UINKHAS JEMBER

Benar-benar telah melakukan penelitian di SMK Negeri 1 Jember tanggal 7 Januari s.d. 21 Mei 2025 dengan judul : Utilizing Subtitle of Disney Movie Clips to Improve Vocabulary.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 20 Juni 2025
Kepala Sekolah,

SRI HARTATIK, M.Pd.
Pembina Tk. I / IV b
NIP 196809102000122003

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Appendix 18

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Sayyidah Indah Nadella Ahmad

SRN : 214101060042

Program : English Education Department

Faculty : Tarbiyah and Teacher Training

University : State Islamic University of Kiai Haji Achmad Siddiq Jember

State that undergraduate thesis entitled " Utilizing of Subtitle Disney Movie Clips to Improve Vocabulary" is truly my original work from the result of conducting a research a Tenth-Grade AK 2 of SMKN 01 Jember, except some resources which are accepted from references mentioned.

Jember, May 25, 2025

Sayyidah Indah Nadella Ahmad

NIM. 214101060042

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Appendix 19

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Sayyidah Indah Nadella Ahmad
NIM : 214101060042
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Utilizing Subtitle of Disney Movie Clips to Improve Vocabulary.

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 12,6%

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FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S. Sos, I., M. Pd.)
NIP. 198308112023212019

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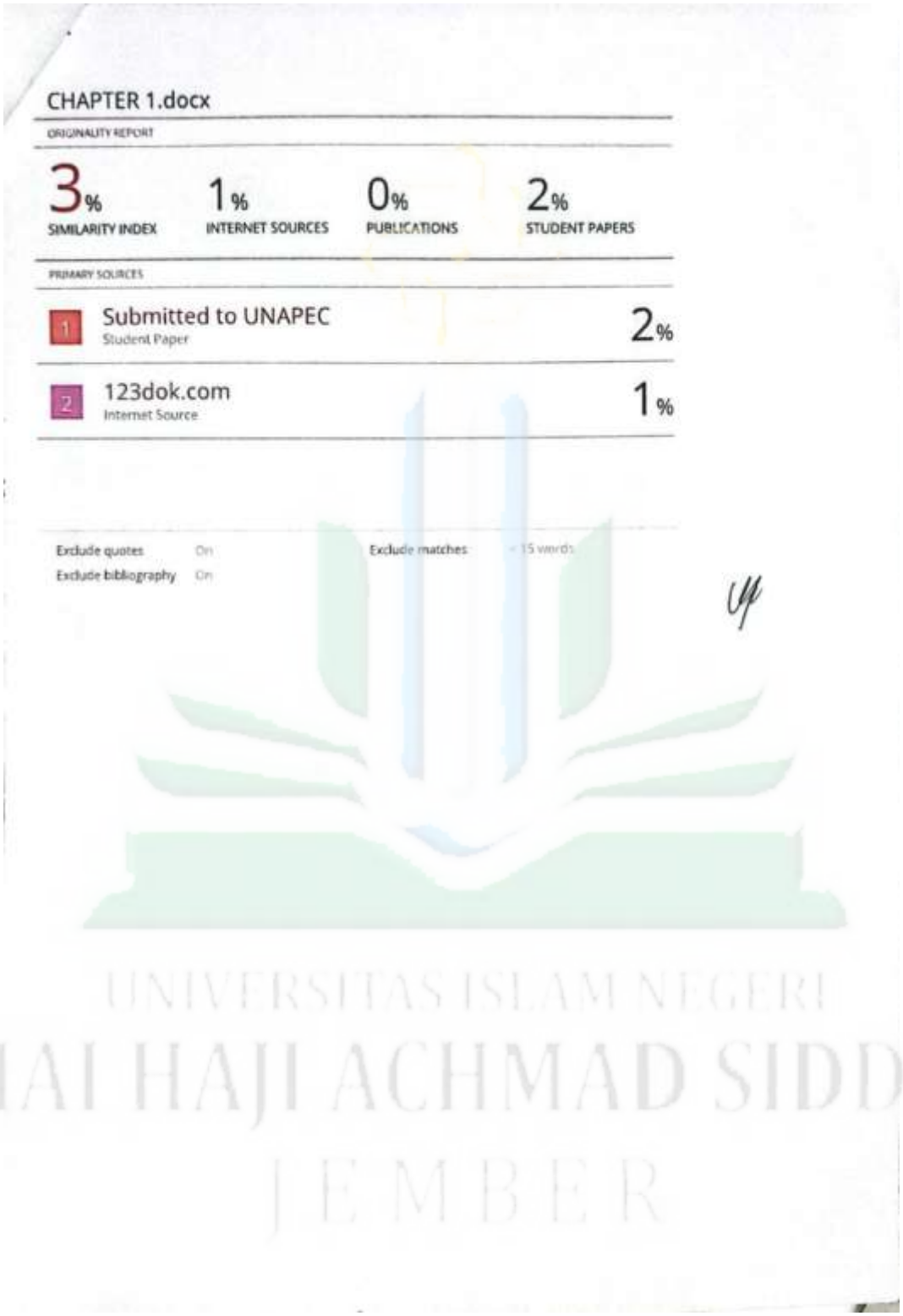

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Appendix 20

CURRICULUM VITAE

Personal Information:

Name	: Sayyidah Indah Nadella Ahmad
SRN	: 214101060042
Place. Date of Birth	: Jember, November 27th 2002
Gender	: Female
Address	: Dsn. Junggrang II Patempuran Kalisat
Religion	: Islam
Department/Major Courses	: Language Education/English Study Program
Email Address	: itsdelladon@gmail.com

Educational Background

2009-2015	: SDN GUMUKSARI 01
2015-2018	: SMPN 01 ARJASA
2018-2021	: SMA NURIS JEMBER

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