

**THE EFFECTIVENESS OF ANIME AS THE MEDIA TO TEACH
VOCABULARY FOR THE 10th GRADE STUDENTS OF SMK MA'ARIF
NU 1 KEMBARAN, BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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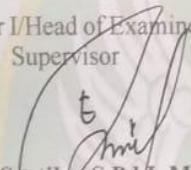
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This thesis, entitled


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VOCABULARY FOR THE 10th GRADE OF SMK MA'ARIF NU 1
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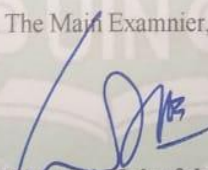
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Assalamualaikum Wr.Wb.

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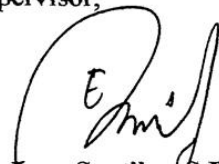
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MOTTO

"Everything will be okay in the end. If it's not okay, it's not the end."

(Anonym)

"At the End of the Day, I Survived."

(Anonym)



DEDICATION

I dedicate this thesis to:

My precious parents, H. Rosidi and Hj. Siti Chotimah

My Grandmothers, Hj. Raisah and Alm. Suyati

My Grandfather, Alm. H. Jaya Wikarta and Alm. Nartun

My beloved sister, Raihana Salsabila and Rofifah Nisa Abidah

My dearest uncles, aunts, cousins, and families

My beloved partner Yuni Sabrina

All readers who have given the time to read this thesis



PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. Thanks to Allah SWT for his blessing and guidance to finish this thesis entitled The *“Effectivnes of Anime as The Media to Teach Vocabulary to the 10th Grads Students of SMK MA’ARIF NU 1 Kembaran”* could be completed.

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We say thanks to all the parties who helped the author to arrange this thesis who cannot be mentioned in this page. May Allah SWT always gives guidance and blessing to us. Amin Ya Rabbal Alamin.

Purwokerto, 31 October 2022
The researcher



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VOCABULARY FOR THE 10th GRADES STUDENTS OF SMK MA'ARIF**

NU 1 KEMBARAN

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ABSTRACT: In this decade, the development of media is rapid and students can access various media through internet sources. The objective of this research is to measure the effectiveness of anime as a media to teach vocabulary for the 10th grade students of SMK MA'arif NU 1 Kembaran. In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two class X TKJ and X TKR which consists of 60 students. The treatments were held in 3 meetings, 2 X 45 minutes for each. The population of the research was the 10th grade students at SMK MA'arif NU 1 Kembaran. In collecting the data, the researcher used instrument in multiple choice question as many as 20 items each for pre test and post test. After giving pre-test and post-test, the researcher analyzed the data by using SPSS 25.0 to compute independent sample t-test. The result shows sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that Ho is rejected and Ha is accepted. Based on the result of data analysis, it can be concluded that there is a significance influence of using Anime as a media to teach vocabulary towards students vocabulary score at the 10th SMK MA'arif NU 1 Kembaran in the academic year 2021/2022.

Key words : Anime as a Media, Vocabulary Mastery, Teaching Vocabulary

TABLE OF CONTENTS

COVER PAGE	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATION	vi
PREFACE	vii
ABSTRACT	ix
TABLE OF CONTENT	x
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Oprational Definition	4
C. Research Questions	6
D. Objectives and Significances Of The Research	6
E. Hypothesis of the Study	6
F. Variables of Study	7
G. Structure of Research	7
CHAPTER II THE THEORITICAL REVIEW	
A. Literature Review	9
1. Anime	9
2. Teaching Media.....	14
3. Vocabulary	15
4. Media to Teach Vocabulary	18
5. Vocabulary Mastery	19
6. Assessing Mastery of Vocabulary	20
B. Review of Relevant studies	21
CHAPTER III RESEARCH METHOD	
A. Research Design	24
B. Variable of the Study	25
C. Population and Sample	25

D. Research Instruments	26
E. Data Collection	29
F. Data Analysis	30
CHAPTER IV REASULT AND DISCUSSION	
A. Data Presentation	34
B. Data Analysis	56
C. Discussion	58
CHAPTER V CONCLUSION	
A. Conclusion	61
B. Suggestion	61
C. Limitation of The Study	61
REFERENCES	
APPENDICES	

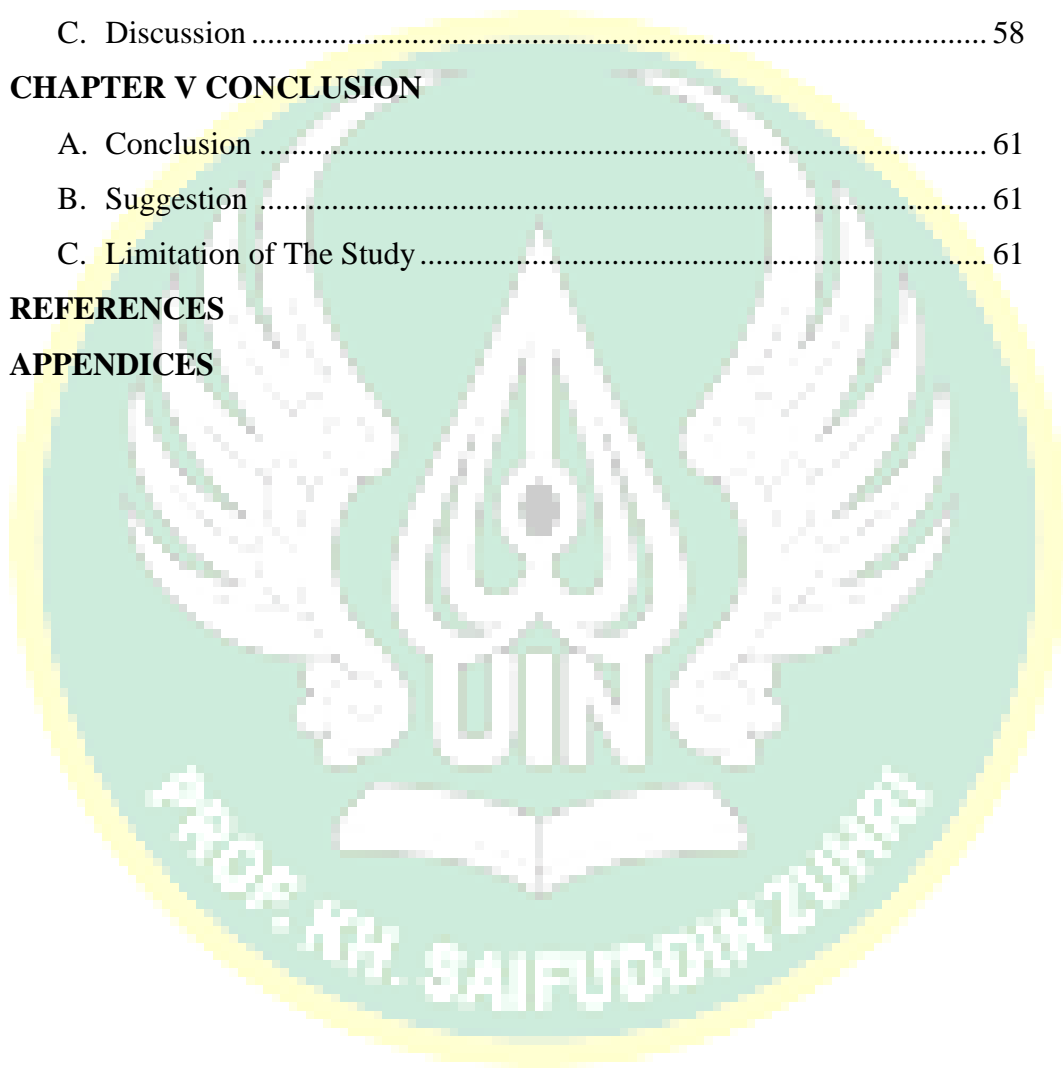
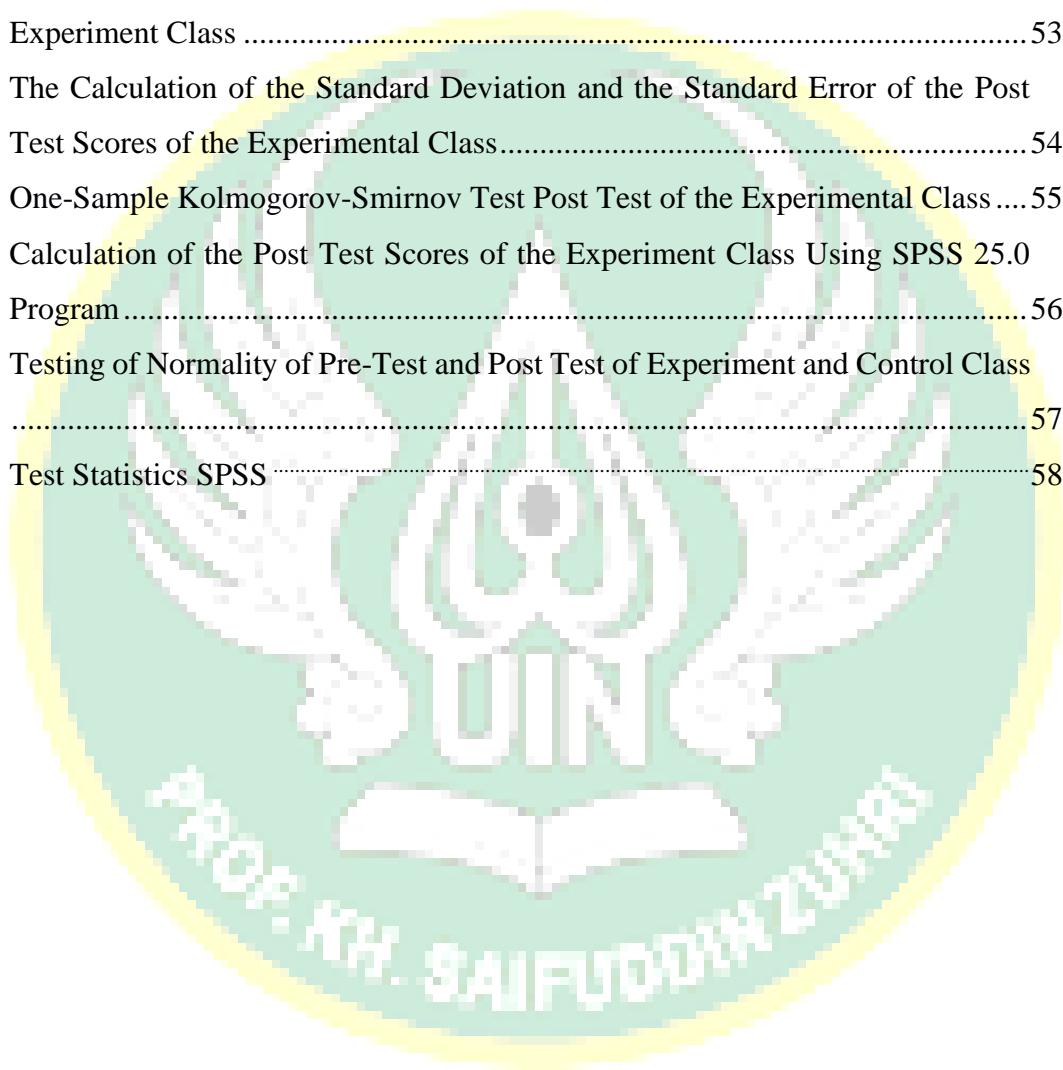


Table List

Level of Vocabulary.....	16
The Design	24
The Content Specification of Test Items.....	27
The Number Specification of Test Items	27
The Number Specification Validity Before Pre Test	28
The Result of Pre Test and Post Test From Students Score of Control and Experiment Class	34
Control Class before being taught by using normal leasson.....	36
The Frequency Distribution of the Pre-Test Score of the Control Class	37
The Calculation of Mean, Median, and Modus of the Pre-Test Scores of the Control Class.....	37
The Calculation of the Standard Deviation and the Standard Error of the Pre- Test Scores of the Control Class	38
One-Sample Kolmogorov-Smirnov Test Pre-Test of the Control Class.....	45
Calculation of the Pre-Test Scores of the Control Class Using SPSS 25.0 Program.....	40
Control Class at the Students' Vocabulary Mastery Test after being taught by normal leasson.....	41
The Frequency Distribution of the Post Test of the Control Class	42
The Calculation of Mean, Median, and Modus of the Post Test Scores of the Control Class.....	42
The Calculation of the Standard Deviation and the Standard Error of the Post Test Scores of the Control Class	44
One-Sample Kolmogorov-Smirnov Test Post Test of the Control Class	45
Calculation of the Post-Test Scores of the Control Class Using SPSS 25.0 Program.....	45
Experiment Class before being taught by using Anime.....	46
The Frequency Distribution of the Pre-Test of the Experiment Class	47
The Calculation of Mean, Median, and Modus of the Pre-Test Scores of the Experiment Class	48

The Calculation of the Standard Deviation and the Standard Error of the Pre Test Scores of the Experimental Class.....	49
One-Sample Kolmogorov-Smirnov Test Pre Test of the Experimental Class.....	50
Experiment Class after being taught by using Anime.....	51
The Frequency Distribution of the Post Test of the Experiment Class	52
The Calculation of Mean, Median, and Modus of the Post Test Scores of the Experiment Class	53
The Calculation of the Standard Deviation and the Standard Error of the Post Test Scores of the Experimental Class.....	54
One-Sample Kolmogorov-Smirnov Test Post Test of the Experimental Class....	55
Calculation of the Post Test Scores of the Experiment Class Using SPSS 25.0 Program.....	56
Testing of Normality of Pre-Test and Post Test of Experiment and Control Class	57
Test Statistics SPSS	58



CHAPTER I

INTRODUCTION

This chapter describes the background of the significant of the research, the statement of the problems, conceptual definitions, research questions, and structure of the research.

A. Background of the Study.

The technology is developing rapidly in the 21st century and these developments are bringing many innovations in education as well. The use of technology in education also affects learning and teaching environments. GenZ or Generation Z, who are our students today are confident and comfortable with information technology utilization in their everyday life, teachers who are predominantly digital immigrant have to catch up with them.¹ During this time, the media that is often used in the learning process is just a tool or media that has been available in the school such as a map, atlas or globe. As a result, the media is less effective or even not suitable with the subject matter.² Vocabulary is the most fundamental thing that should be mastered by a person in learning English as a foreign language. How can one express a language if one does not understand the vocabulary of the language thus the vocabulary is something that is absolutely needed by the language learners. According to Lyne Cameron, "Vocabulary is one of the aspects of language that should be learned." It's important to learn vocabulary because we need to know it before we can write, speak, and listen to a language.³ Students who want to communicate effectively in English must have a diverse vocabulary. One of the most important aspects of learning English is vocabulary; without vocabulary, nothing can be communicated.⁴

¹ Maulana Mualim, Desi Wijayanti Ma'rufah, and Endang Sartika, "The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity," *Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy 4* (2019): 297–301, <http://conferences.uin-malang.ac.id/index.php/iciied/article/view/1108>.

² Hanifah Khalidiyah, "THE USE OF ANIMATED VIDEO IN IMPROVING STUDENTS' READING SKILL (A Quasi-Experimental Study of Seventh Grade Student at A Junior High School in Jalancagak, Subang)," *Journal of English and Education*, vol. 2015, n.d.

³ Lynne. Cameron, *Teaching Languages to Young Learners* (Cambridge University Press, 2001).

⁴ Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching* 9, no. 7 (2016): 120, <https://doi.org/10.5539/elt.v9n7p120>.

For effective teaching and learning, the appropriate media are crucial. Students can be motivated to learn more new words in a fun and enjoyable setting by using a variety of tools and methods to create a positive classroom environment. It has been suggested that with the use of animation in education, there is a significant increase in the attitudes and academic achievements of the students in a positive way.⁵ Audio aids, audiovisual aids, and other tools can all be used to improve students' vocabulary.⁶ Radio and music are examples of audiovisual media, as are videos, films, television, and other forms of audiovisual media. "Cartoon is a term we use to describe certain materials and media that have certain specific properties governed by certain laws of physics," London Holmes explained.⁷

According to Margono Movies are an effective substitute for vocabulary instruction. Through the acting in the scenes, it provides interesting audio-visual examples. The benefits of using movies include not only improving students' comprehension of the newly acquired vocabulary, but also providing them with a visual representation of what they are learning, which helps them retain the vocabulary's meaning and application in everyday life. Movies and other forms of media play a crucial role in inspiring students to acquire new vocabulary and enriching the classroom environment. They will experience something novel and distinct from what they typically experience in their class. They will acquire new vocabulary and enhance their comprehension through the use of cartoon movies. Even though these methods of learning have a lot going for them, teachers still need to be aware of some aspects of movies that could be bad for learning. The author hopes that by watching a movie in English, they will become more involved and more confident in expressing their feelings.⁸

⁵Basak Baglama, Yucehan Yucesoy, and Ahmet Yikmis, "Using Animation as a Means of Enhancing Learning of Individuals with Special Needs," *TEM Journal* 7, no. 3 (August 1, 2018): 670–77, <https://doi.org/10.18421/TEM73-26>.

⁶ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60, <https://doi.org/10.29333/aje.2019.426a>.

⁷ "Holmes, J. (1992). *An Introduction to Sociolinguistics*. London Longman Group Ltd. - References - Scientific Research Publishing," n.d.

⁸ Margono, "The Effectiveness of Teaching English Verbs By Using Cartoon Film," *Unpublished Paper*, 2010, 5..

The benefits of using movies include not only improving students' comprehension of the newly acquired vocabulary, but also providing them with a visual representation of what they are learning, which helps them retain the vocabulary's meaning and application in everyday life. Movies and other forms of media have a significant impact on the motivation of students to acquire new vocabulary and on the atmosphere of instruction and learning—students will experience something novel and distinct from what they typically receive in their classroom.⁹

Apart from movie, there is another media currently popular among high school students in Indonesia it is called anime. Anime are Japanese animated productions featuring hand-drawn or computer animation. The context can sometimes have an impact on the intended meaning of the term. Despite the fact that the earliest known animation from Japan dates back to 1917 and that numerous original animations from Japan were produced over the following decades, the distinctive anime style emerged in the 1960s, notably through the work of Osamu Tezuka, and became well-known outside of Japan in the 1980s. Similar to manga, anime has a large following in Japan and worldwide recognition. Anime can be distributed online, in theaters, directly to video, or via television broadcasts. Anime can be drawn by hand or animated by computers. Most, if not all, fiction genres are represented by it, and it appears in commercials, films, video games, television series, and Internet-based releases. In addition to growing in popularity in Japan, anime also gained traction in East and Southeast Asia. Anime is currently popular in numerous international locations..¹⁰

Based on the result of the preliminary research held on 30 March 2022 from the interview with an English teacher at SMK MA'ARIF NU 1 Kembaran, she said students sometimes are not interested in learning English language, just a several times students can enjoy to learning English language like speaking, reading, and listening. She said students more attractive if they know what she said, so there are

⁹Margono. *"The Effectiveness of Teaching English Verbs By Using Cartoon Film," Unpublished Paper*, 2010.

¹⁰Howard Love, *"Anime Definitions | What Does Anime Mean? | Best 7 Definitions of Anime,"* accessed July 28, 2022, <https://www.yourdictionary.com/anime>.

several problems in the learning process especially in vocabulary. The students lack reading and listening habits. Many students also think that reading and listening is bored. Besides that, the students also lack vocabulary, even though vocabulary is very important because learning vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. sometimes the students do not know the meaning of vocabulary and based on the researcher observation, the teacher and the students still have many problems, like the teacher still using conventional method to learn English and the students still confused with English that is taught by their teacher with conventional method. Moreover, if the students still have a little vocabulary, it can make them very bored when they learn English.

The researcher chooses SMK MA'ARIF NU 1 Kembaran because the students of SMK MA'ARIF NU 1 Kembaran have a few major, the first is car engineering, second is computer engineering, and the last is fashion. Because of that the students have a lack of vocabulary since they focused in their major. The students also live in village and in boarding school (pondok) so the students thinks English language is not importance. However SMK MA'ARIF NU 1 Kembaran also have a good accreditation (A) and that place is a popular school in Kembaran village, as well as many other achievements that have been made by senior high school students.

Based on the background above, the researcher knows that the students have low motivation to teaching English language. As we know teaching vocabulary is important that can make us know a new knowledge, the researcher interested to find out whether the use of Anime is effective to teach vocabulary for the 10th grade student of SMK Ma'arif NU 1 Kembaran. Therefore the researcher is proposing to conducted a research entitled “ *The Effectivnes of Anime as The Media to Teach Vocabulary to the 10th Grads Students of SMK MA'ARIF NU 1 Kembaran*”

B. Operational Definition

There is some definition of the key term which aid the readers in comprehending this research better:

1. The Teaching Media

The teacher isn't new to using media in the classroom. The majority of teachers use media to assist them in imparting specific information to their students. Media is a tool for getting the point across about learning. Additionally, he asserted that media is a component of a learning resource or a physical vehicle containing instructional materials that can motivate students to learn.¹¹

2. Anime

Productions of hand-drawn or computer-generated animation known as anime are produced in Japan. Anime incorporates vivified TV series, short movies and full-length include films. In Japanese, the word is the abbreviated pronunciation of "animation". In English, the term refers to an animation style popularized in Japan, often characterized by vibrant characters, vibrant graphics, and fantastic themes.¹²

3. Teaching Vocabulary

According to Pikuski and Templeton teachers need a comprehensive approach when teaching vocabulary: Use "instructional" read-aloud events, teach the meaning of prefixes, suffixes, and root words directly, link spelling instruction to reading and vocabulary instruction, teach the effective, efficient, and realistic use of dictionaries, thesaurus, and other reference works, teach, model, and encourage the application of a word-learning strategy, encourage wide reading, and cultivate a deep awareness of and interest in language and words. In vocabulary instruction, a teacher should have a plan about suitable way and how to apply it in a classroom.¹³ Some other language activities are directly related to teaching vocabulary. Teaching young learners vocabulary not only teaches them some words, but it also has a significant impact on the four language skills, that students can learn

¹¹Azhar Arsyad, "Media Pembelajaran," Jakarta: PT Raja Grafindo Persada 36, no. 1 (2011): 9–34.

¹²H.Love, "Anime Definitions | What Does Anime Mean? | Best 7 Definitions of Anime."

¹³John J Pikuski and Shane Templeton, "Teaching and Developing Vocabulary: Key to Long-Term Reading Success," *Current Research in Reading / Language Arts*, 2004, 1–12, https://www.eduplace.com/marketing/nc/pdf/author_pages.pdf.

English more easily if they are familiar with a wide range of vocabulary. A guide is needed to help students comprehend vocabulary taught in the classroom. The teachers try to strike a balance in all aspects of language instruction, and then the most effective teaching method must be taken into consideration.¹⁴

C. Research Question

Based on the research problem, this research aims to answer the question: Is there any significant effect of Anime toward students' vocabulary mastery at the 10th graders of SMK MA'ARIF NU 1 Kembaran?

D. Objective and Significance of this Research

1. Objective of the research

Based on the research problem, the objective of this research is to measure the effect of Anime toward students' vocabulary mastery at 10th graders of English at SMK MA'ARIF NU 1 Kembaran.

2. Significance of the research

The significances from this research as follows:

- a. Teacher: Researcher hopes that for the English teacher to be able to use anime as an alternative media to teach English,
- b. Further research: The result of this study is expected to be used as reference for the researchers and the research can be used to teaching vocabulary
- c. School: Schools are expected to be able to provide media to help and support the teachers to do learning classes. Thus, it can improve the quality of English learning process.

E. Hypothesis of the Study

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and Null hypothesis.

¹⁴ Haji Parhani, "Using Slide as a Media in Teaching Vocabulary at the Fourth Grade Students of SDIT Al Furqon Palangka Raya" (State Islamic college of Palangka Raya, 2012).

1. Alternative Hypothesis (Ha)

There is significant effect of English Anime toward student's vocabulary mastery at the 10th graders of SMK MA'ARIF NU 1 Kembaran.

2. Null Hypothesis (Ho)

There is no significant effect of English Anime toward student's vocabulary mastery at the 10th grades of SMK MA'ARIF NU 1 Kembaran.

F. Variables of Study

A variable is construct or a characteristic that can take on different values or scores. The most important classification of variables is on the basis of their use within the research under consideration, when they are classified as independent variables or dependent variables. Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variables, which is the outcome. In experiment study, the treatment is the independent variable and the outcome is the dependent variable.¹⁵

The following are the study's variables:

1. Independent variable: Anime movie (x).
2. Dependent variable: Students' vocabulary mastery (y).

So, the research had two variables that independent variable (X) and dependent variable (Y). Independent variable is using Anime movie (X). Dependent variable is students' vocabulary score (Y).

G. Structure of Research

Chapter I contains an introduction consisting of background of the study, operational definitions, research questions, objectives and significance of this research, hypotheses of the study, variables of study, structure of research.

Chapter II contains a literature review that includes whole Anime, whole Vocabulary, and also the hypothesis.

¹⁵ "Introduction to Research in Education - Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, David Walker - Google Buku," 2019,

Chapter III contains of research design, variables of the study, population and sample of the research , research instrument, time and location of the research, technique of data collections and technique of data analysis.

Chapter IV contains about results of this research which is consist of two-sub chapters: the first is a general description of SMK MA'ARIF 1 Kembaran, discussion and the last is the finding of the research.

Chapter V contains the conclusion, suggestions, limitation of the study and closing words.



CHAPTER II

THE THEORITICAL REVIEW

A. Literature Review

The researcher of this chapter discusses: Anime (the definition of anime and animation, anime and cartoon similarities, differences between anime and cartoon, types of anime, anime as teaching media, the advantages and disadvantages of anime), teaching media, level of vocabulary, kinds of vocabulary, media to teach vocabulary, vocabulary mastery, assessing vocabulary mastery, previous study.

1. Anime

a. The Definition of Anime and Animation or Cartoon

According to various arguments, anime is another word for animation and it only differs in terms of animation and also where the animation is made, if the animation is made in Japan it will be called anime, if it's outside Japan then the moving image or animation is called Cartoon.

Anime and cartoons are two different styles of drawing. Anime is a term used to describe animation from Japan that is drawn manually or digitally. Actually the word "anime" is an abbreviation of "animation" in English. The art of animating two-dimensional drawings or inanimate objects into moving visual representations of three-dimensional (3-D) life is known as animation. Animation is the process of making a movie using a series of drawings, computer graphics, or photographs of slightly different objects (like puppets or models) that look like they are moving when viewed quickly in succession.¹⁶

Children are always depicted in animated films. While most people think of a cartoon as something for kids to watch, adults are now familiar with the term thanks to some adult-oriented animated films. According to

¹⁶ "Animation Definition & Meaning - Merriam-Webster," accessed May 29, 2022, <https://www.merriam-webster.com/dictionary/animation>.

Poulson, a "cartoon movie" is a type of media in which animated characters are shown with simplified features but still easy to recognize.¹⁷

b. Anime and Cartoon Similarities

Many people love a good animation;¹⁸ Japanese Anime and Western Cartoons, for example, are popular when it comes to animations. Although Japanese Anime and Western cartoons are both animations, they both also have their differences. Both anime and cartoons show similarities and differences in styles, stories, and certain audiences.¹⁹ Here are the questions that usually make a big difference "Are anime and cartoon the same?" Most Anime Fans will say "No" Anime is not Cartoon and most Cartoon Fans will react the same. According to Craftknight an Anime can be categorized as a Cartoon but a Cartoon can't always be categorized as an Anime. An Anime is a more stylized Animation that is almost always produced in Japan and differs in some specific ways from normal Cartoons. So definition, any animation that is using a sequence of drawings is categorized as Cartoon. An Anime is a sequence of abstracted drawings, that create a moving picture.²⁰

c. The Differences Between Cartoons and Anime

1. A semi-realistic type of animation used in movies, series, and other media is referred to as an Anime, which is an abbreviation for animation. While the term "cartoon" refers to an animated, non-realistic form of visual art with satire and humor,
2. Japan is said to be the origin of anime, the majority of movies, are only made in Japan and produced there. Despite the fact that animation has its roots primarily in the United States and is now produced worldwide in nearly every major nation.

¹⁷ Poulson. *Cartoon Film*. Available at www.cwrl.utexas.edu/poulson accessed in May 29, 2022, p.12.

¹⁸ Poulson. *Cartoon Film*. Available at www.cwrl.utexas.edu/poulson accessed in May 29, 2022, p.12.

¹⁹ "The Similarities and Differences Between Anime and Cartoons | Kibin," accessed May 29, 2022, <https://www.kibin.com/essay-examples/the-similarities-and-differences-between-anime-and-cartoons-XEuA9Upe>.

²⁰ "Are Anime and Cartoons the Same? An Answer Based on Facts.," accessed May 29, 2022, <https://craftknights.com/are-anime-and-cartoons-the-same-an-answer-based-on-facts/>.

3. While cartoons were only present in society until middle age, Anime was first shown to the world in 1980.

4. Basically, an anime is a movie or serial that is about something serious. On the other hand, a cartoon shows things that make people laugh or sarcastic. It's light-hearted and shows things that make people smile.

5. The nature of anime is more complex, whereas the nature of cartoons is very light and childlike.

There are very few people who have never seen an anime, but most people have seen a cartoon. This assertion demonstrates the widespread acceptance of both forms of art. However, Anime has grown significantly over the past few years and has a distinct fan base.²¹

d. Types of Anime

1. Shonen

In English, shōnen can be translated as "boy." The target audience for this category is young men, typically between the ages of 8 and 18. Action-packed anime typically feature a young male lead character. Even though shōnen is intended for a male audience, shōnen anime can be enjoyed by people of all ages and genders. Another characteristic of shōnen is that its primary objective is to satisfy all of the interests of young males. As a result, animes in this category will feature a lot of action, drama, fighting, adventure, comedy, martial arts, science fiction, horror, and even coming-of-age scenarios.²²

2. Seinen

Seinen, which means "young man" in English, is aimed at male viewers who are young adults or adults. The stories and themes of seinen anime are typically the same as those of shonen, but they are more sophisticated than shonen. They target a more mature audience because they

²¹ "Difference Between Anime and Cartoon (With Table) – Ask Any Difference," accessed May 29, 2022, <https://askanydifference.com/difference-between-anime-and-cartoon/>.

²² Okuh. *Types of anime*. Available at <https://okuha.com/types-of-anime/> accessed in April 11, 2022

are more violent, sexual, satirical, or psychologically intense. From teenagers in high school to businessmen, it is popular.²³

3. Shoujo

Shoujo is something contrary to shonen, deciphered in English as little kid. Instead of fighting and action, Shoujo focuses more on the story's interpersonal relationships and romance. The shows are usually more dramatic, but they still have the shonen's usual adventure, humor, and action. Almost always, the story's main character is a woman.²⁴

4. Josei

regarded as the equivalent of seine. There is one thing that Shōjo and josei have in common: they are both directed toward women; the only difference is the age group. While josei is a completely different story, Shoujo presents more idealized relationships than anything else—perfect relationships that any girl would dream of having. Josei delves deeper into issues; Some, like sexual assaults and infidelity, can even be difficult to watch. Josei tries to show relationships in a more realistic way, with more drama, psychological issues, and erotica. It's like a darker and more powerful version of shoujo.²⁵

5. Kodomomuke

English for "directed at children," Kodomomuke is the only genre appropriate for young viewers. They usually have a moral message and are adorable, imaginative, and creative. While still entertaining and exciting, most of the shows teach children how to be considerate, behave appropriately, and follow the right path in life.²⁶

²³ "5 Types of Anime and How to Identify Them," accessed May 29, 2022, <https://comicbook.com/anime/news/5-types-of-anime-and-how-to-identify-them/>.

²⁴ "5 Types of Anime and How to Identify Them."

²⁵ Okuh. *Types of anime*. Available at <https://okuha.com/types-of-anime/> accessed in April 11, 2022

²⁶ "5 Types of Anime and How to Identify Them."

e. Anime as Teaching Media

Hamalik says that cartoon movies (also called anime) can be used as a teaching tool because they combine colors, words, music, and movement. Delivering messages to students can be done with a variety of tools. The author of this study teaches language through the medium of a cartoon movie. Movies are like visual aids. The movies shown here are identical to those shown in a theater or on video.²⁷

Even some teenagers and adults who have had an interest in the world since childhood regularly watch animated films. The majority of them have a strong interest in animation because they believe that it can stimulate imagination and creativity, have a story that is imaginative and heroic, and provide an alternative form of entertainment that can reduce the amount of activities that are done every day.²⁸

Based on statement above, it can be conclude that Anime is effective way to teach vocabulary to the children because It may increase students' enthusiasm for learning English. The researcher use Anime that good genre as media teaching because this movie have good value for the students.

f. The Advantages and Disadvantages of Anime in Teaching

People frequently observe other people. It is thought to be a relaxing activity that makes people feel better. Viewers are drawn in by the vibrant visuals of anime. They expose viewers due to their diverse plots and content. These include comedy, adventure, and other genres. The illustrated visual arts known as cartoons are intended to produce humour or satire. These are programs and short films primarily aimed at children.²⁹ There are the advantages of anime in teaching like earn unexpected things, learn about Japanese culture, learning about life lessons, learn about relationships, learn

²⁷ Oemar Hamalik. Media Pendidikan. 1982. Bandung: Alumni, p.102

²⁸ Pcracid. (2016). *Be as Yourself as You want, Now or Never!*. <http://apriantoni.blog.pcr.ac.id>. nonton-kartun-itu-baik-lohbuat- anak-anak-ini-alasannya, Accessed on April 12th, 2022

²⁹ "The Benefits of Watching Anime and Cartoons | This Is Local London," accessed May 29, 2022, <https://www.thisislocallondon.co.uk/youngreporter/18071826.benefits-watching-anime-cartoons/>.

about hard work, patience, teamwork and the most important is learn how to have fun. But also anime has a few disadvantages like addiction, aggressive in nature, and life in their own world

2. Teaching Media

The teacher is not new to using media in the classroom. The majority of teachers use media to assist them in imparting specific information to their students. Media is a tool for getting the point across about learning. Additionally, he asserted that media is a component of a learning resource or a physical vehicle containing instructional materials that can motivate students to learn.³⁰

There are many different types of media used in teaching and learning, but Nasution divides them into five categories. The first is the blackboard, which is a popular teaching tool that can be used in either traditional or modern schools and can be combined with other teaching tools like radio and television. Every instructional strategy makes use of a tool. White or colored chalk can be used to make pictures, graphs, diagrams, maps, and other types of writing on the blackboard. The second is that images can be obtained from a variety of sources, including travel agent brochures, calendars, newspapers, and so on. The third point is that models can be made to look like real things, like cars, trains, houses, animals, and so on. The fourth category is collection, which can be broken down into a variety of categories such as currency, stamps, stones, dry leaves, textiles, and so on. The last is a globe and map; without a map, lessons in geography and history will be useless. Different kinds of maps will be made available for each region of the world, as well as for our economy, population, and so on.³¹

³⁰Azhar Arsyad, "*Media Pembelajaran*," Jakarta: PT Raja Grafindo Persada 36, no. 1 (2011): 9–34.

³¹Nasution s, *Teknologi Pendidikan*, 1st ed. (jakarta: Bumi Askara, 2005).

YouTube, as a medium, aids students in retaining knowledge by making it simple for them to watch engaging videos whenever they want.³² According to Patel, there are three types of instructional and teaching materials: The First is visual aids, there are boards like blackboard, Flannel boards, soft boards. After that there are charts, maps, pictures, drawings. After that there are statistic and working modal. And the last is film strip, OHP, transparencies, episcope and slide projector. The second is audio aids like audio cassette player and radio. And the last is audio visual aids like video cassette player, video compact disc player, television, film projector.³³

It can be concluded that many types of media can be used in teaching learning process. We can use those media depend on our need. Then for the teachers, they can use various types media to help them teaching in the class.

3. Vocabulary

a. Definition of Vocabulary

The most crucial component of language, vocabulary is present in all concepts and ideas across all subjects. Without vocabulary students could not improve their ability to communicate with foreign people, read English literature, wrote English literature.

The total number of words in a language is called its vocabulary, and a person's vocabulary is the total number of words in that language that they are familiar with. Listening, speaking, reading, and writing are the four main English skills that must be learned. Vocabulary is one of the skills' components that connects them all. Vocabulary Types Some experts have categorized vocabulary types.³⁴

³²Aenun Mutoharoh and Mualim Maulana“*The Use of YouTube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic,*” *Tarling : Journal of Language Education* 5, no. 2 (2022): 129–47, <https://doi.org/10.24090/tarling.v5i2.5748>.

³³ R. M. Wilson, *English Language, Year's Work in English Studies*, vol. 36, 1955, <https://doi.org/10.1093/ywes/XXXVI.1.44>.

³⁴ Collins Cobuild English Language Dictionary.(1989). *Collins ELT*. London::arper Collins Publisher.

Words represent human consciousness in miniature. Then, when a human speaks, they use language to remove words from their mouth. "Vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing and speaking," Hiebert and Kamil write.³⁵

By looking over those definition, the writer concluded that vocabulary was a unity of letters then became words then arrange to use by person or group to communicate.

b. Vocabulary Level

In his book "Teaching and Learning Vocabulary," Esna states that teaching vocabulary is connected to other language activities in a direct way. A productive vocabulary of approximately 3000 base words and a large receptive vocabulary are required for students to cover the entire range of language skills. According to Scott Thornbory, there are seven levels of vocabulary, such as.³⁶

Table 2.1 Level of Vocabulary

Level	Words
Easy Start	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words
Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediated	2.300 Words
Level Six Advanced	3.000 Words

³⁵ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Researsch to Practice*, (Lawrence Erlbaum Associates, London, 2012), p.3

³⁶ Scoult Thornbury, *How to Teach Vocabulary, England: Pearson Education Limited, 2002*, p.5

Based on the teacher's handbook, the author spent 300 words conducting her research because the students are still at the beginner level. SMK MA'ARIF NU 1 KEMBARAN's vocabulary level is easy, according to the teacher's handbook and the book.

c. Kinds of Vocabulary

Thornbury says that there are two kinds of vocabulary, like: Words that serve to express grammatical relationships with other words in a sentence or specify the speaker's attitude or mood are known as "Function Words," and they have little or no lexical meaning.³⁷

1) Preposition

A preposition is a word that demonstrates the relationship between two things. You can learn about position or place with some prepositions. Prepositional phrases such as: in, out, under, behind, close to, beside, between, at, etc.³⁸

2) Conjunction

Words or phrases that connect two or more parts of a sentence are known as conjunctions. Conjunctional examples include: but, or, and.³⁹

3) Determiners

Quantifiers, demonstratives, possessives, the definite and indefinite articles are all examples of determiners. An illustration of determiners: these, those, mine, theirs, which, an, and the⁴⁰

4) Pronouns

Personal pronouns are used to refer to individuals, places, things, and concepts. Example: Personal pronouns include "I," "you," "they," "us," and "it." (Some personal pronouns can be made into reflexive pronouns by

³⁷Scott Thornbury. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 4.

³⁸ Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 132.

³⁹ Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

⁴⁰ Howard Sargeant. *Basic English Grammar for English Language Learners Book 2*, United State: Saddleback Educational Publishing, 2007, p. 109

adding "-self" or "-selves. "They "reflect" back to the subject of the sentence or the thing it describes. Example: Reflexive pronouns include myself, myself, myself, yourself, yourself, and themselves. Their selves is not a word. (Demonstrative pronouns can be singular or plural.)They identify a specific individual, location, or thing.(Interrogative pronouns, as their name suggests, are utilized when asking a question. These, that, these, and those are examples of demonstrative pronouns. Interrogative pronouns include "who," "which," and "whose." (Indefinite pronouns do not refer to a specific person, place, or thing.) Another group of indefinite pronouns are everyone, most, none, and several).⁴¹

4. Media to Teach Vocabulary

A teacher should have a strategy for teaching vocabulary in a way that is appropriate for the classroom. In Haji Parhani's thesis, Nation says that teaching vocabulary is linked to some other language activities. In addition to simply presenting some words to young learners, teaching vocabulary has a significant impact on the four language skills.⁴² According to Harmer's, Bayu Dwi Jatmiko thesis, there are numerous methods for teaching vocabulary. Repetition, realia, pictures, mime actions, gestures, contrast, an explanation for translation that makes use of real objects and numbers are all included.⁴³

There are various media to teaching vocabulary like flash card, crossword puzzle, world wall, etc. According to Cameron's book *Teaching Languages to Young Learners*, the following are some of the fundamental methods that teachers can use to explain the meaning of new words to students: Using an object, a cut-out figure, a gesture, performing an action, pictures from a book, drawings or diagrams on the board (we could also add moving images from TV, video, or computers through verbal explanation:

⁴¹ Jack Umstatter. *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

⁴² Haji Parhani, "Using Slide as a Media in Teaching Vocabulary at the Fourth Grade Studentsof SDIT Al FurqonPalangka Raya."

⁴³ Bayu Dwi Jatmiko, "Using Digital Advertisement to Enrich Students' Vocabulary" (IKIP PGRI Semarang, 2013).

Analytical definition, contextualization of the new word, and translation into another language.⁴⁴ The teacher should give fascinating procedures and exercises with regards to the class to spur the understudies in learning English.⁴⁵

From the assertion over that we saw a portion of the numerous ways we can make sense of significance, and while showing jargon this is a significant piece of the instructor craftsmanship. To understand how words are used, students need to see them in context. The best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action.

5. Vocabulary Mastery

Knowledge of the meanings of words is called vocabulary. Therefore, vocabulary encompasses all word knowledge. Because words are what make up a language, this means that vocabulary is an important part of it. We will be able to easily convey our ideas to others and communicate with them if our vocabulary is sufficient. Mastery, on the other hand, means to be completely in charge of something or to be extremely skilled at it. Mastery comes from a master, like a master painter, who is knowledgeable about a subject.⁴⁶

Mastery of one's vocabulary is always a necessary component of English. According to Lewis and Hill, mastery of the vocabulary is essential for the students. Students will have trouble speaking English if they don't have a vocabulary that is proportional to English.⁴⁷

As the foundation for developing language skills, students must master their vocabulary. If the students don't know the meaning of the words

⁴⁴ Cameron, *Teaching Languages to Young Learners*. P.72

⁴⁵ Endang Sartika, Sari Marzuqoh, and Khoirul Majid, "The Use of Declaration of Illocutionary Acts of the Korean-English Drama 'I Hear Your Voice,'" *Journal of Pragmatics Research* 1, no. 1 (2019): 30–42, <https://doi.org/10.18326/jopr.v1i1.30-42>.

⁴⁶ "Mastery - Definition, Meaning & Synonyms | Vocabulary.Com," accessed September 30, 2022, <https://www.vocabulary.com/dictionary/mastery>.

⁴⁷ Budi Setiawan, "Improving The Students' Vocabulary Mastery Through Direct Instruction" (sebelas maret university, 2010), <https://repositorio.flacsoandes.edu.ec/bitstream/10469/2461/4/TFLACSO-2010ZVNBA.pdf>.

they use to communicate with one another, they won't be able to do so effectively. It is expected of the students to know as much vocabulary as they can. So that they can improve their language abilities. Students' vocabulary mastery should increase to include all words, given the significance of vocabulary mastery in the development of language skills.⁴⁸

6. Assessing Mastery of Vocabulary

A test is one way to get feedback on how teaching and learning are going. Here, there is no reliable method for determining the effectiveness of a teaching sequence without testing. Vocabulary knowledge, in contrast to grammar, is easier to itemize, making it easier to measure. The vocabulary test type is divided into four categories by Thornbury.⁴⁹

The tests in this category are:

- a. Because they are simple to score, multiple-choice tests are popular. It can be used with individual words, words in the context of sentences, or words throughout the text.
- b. The gap fill test requires students to recollect the words from memory in order to complete a text or sentence.
- c. A variant of the selective (open) cloze type test is one in which specific words are eliminated rather than every word.
- d. The C test, in which every second word's second half is removed.⁵⁰

The author uses a multiple-choice test to determine the student's level of vocabulary mastery. The test, which was adapted from the English Vocabulary Test book by SMK Ma'arif NU 1 Kembaran and the website of Cambridge University, has English-language questions and answers.

B. Review of Relevant studies

⁴⁸ aisyarani, "The Vocabulary Mastery of the Eleventh Grade Students" (Muria Kudus University, 2014, p. 12).

⁴⁹ Scott Thornbury, *How To Teach Vocabulary*, News.Ge (England: Pearson Education Limited, p. 139).

⁵⁰ *Ibid*, p. 132-133.

Based on the several kind of research related to this research, the researcher presents several previous studies that have a correlation to this research.

Yunita Widyawaty's action research, titled "*The Use Cartoon Movie to Improve Students' Vocabulary Mastery*," is the first piece of literature reviewed. The aim of this research is to examine how students' mastery of vocabulary can be enhanced through the use of cartoon movies in vocabulary instruction. This study employs action research as its method of research. The result showed that there was a significant difference between pre test and post test. That means post test is greater than the mean of pre test both in cycle I and cycle II. The role of media is very important to increasing achievement vocabulary mastery⁵¹ The similarities of this study are the use of media, vocabulary, and for the difference is the type of cartoon, research location, grade of the students, data for the research and research method using CAR.

The second research conducted by Fitria Ulfa entitled, "*Teaching Vocabulary Using Cartoon Movie at SDN BUNKLOTOK BATUJAI LOMBOK TENGAH*". The purpose of this study is to determine whether or not SDN Bunklotok Batujai Lombok Tengah's fifth-grade students benefit from the vocabulary instruction provided by Cartoon Movie. The study is carried out for a period of one month with first-year students at SDN Bunklotok Batujai Lombok Tengah. Under the identification of the t-test formula, it was discovered that the value of it was 10.820 higher than t-table is (2.048), with the degree of freedom (df) being $29-1=28$ for confidence levels of 0.05% or 95%. On the other hand, the standard deviation of the post test is higher than that of the pre-test, which has a standard deviation of 2.523. The alternative hypothesis that Cartoon Movie is effective at teaching English vocabulary to students in the fifth grade at SDN Bunklotok Batujai Lombok Tengah can now be concluded to be true.⁵² The similarities of this study are the use of media,

⁵¹ Yunita Widyawaty, "*The Use Cartoon Movie to Improve Students' Vocabulary Mastery*", Thesis, Salatiga University, 2010, p.5.

⁵² Fitria Ulfa, "*Teaching Vocabulary Using Cartoon Movie*," Journal of Languages and Language Teaching 5, no. 1 (2018): 23, <https://doi.org/10.33394/jollt.v5i1.330>.

vocabulary as a variable, using SPSS, and for the difference is the type of cartoon, research location, grade of the students, data analysis for the research and research method.

The third research was conducted by Prima Ardiya with the title “ *Improving Students' Vocabulary Mastery Using Cartoon Films* ”. The aim of that research is to know whether the cartoon film can improve the students' vocabulary mastery and to identify what happens when cartoon films are used as media in teaching vocabulary to the seventh-grade students of SMP Negeri 1 Grogol Sukoharjo. The method used in this research is action research. The researcher acted as an observer. The researcher taught vocabulary by using cartoon film. The research was conducted by two cycles. The data were collected through pre observation, observation, interviews, questionnaires, and tests. The result shows that cartoon are attractive and effective media to teach vocabulary⁵³. The similarities of this study are the use of media, and vocabulary as a variable, and the difference is the type of cartoon(anime), research location, grade of the students, data collection, data analysis for the research, research method and final data.

The fourth research was conducted by Umi Zelumutia entitled “ *The Influence of Animation Movie towards Students' Vocabulary Mastery at the First Semester of seventh Grade of SMP TAMAN SISWA BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019* ”. The purpose of this study is to determine whether students' vocabulary mastery in the seventh grade at SMP Taman Siswa Bandar Lampung in the 2018/2019 academic year is significantly improved by using animation movie media. The researcher used quantitative research in this study. The researcher used a pre-test and post-test quasi-experimental design. The sample consisted of 60 students from two classes, VIII B and VIII C. The research's population consisted of seventh-grade students at SMP Taman Siswa Bandar Lampung. The researcher used a

⁵³ P A. Mukti, “ *Improving Students' Vocabulary Mastery Using Cartoon Films (a Classroom Action Research Conducted at the Seventh Grade in SMP Negeri 1 Grogol Sukoharjo in the Academic Year 2010/2011)*,” *Sebelas Maret University*, 2012.

multiple-choice question in the form of a narrative text to collect the data. From the data analysis. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that there is a significance influence of using Animation Movie media towards students vocabulary mastery at the seventh grade of SMP Taman Siswa Bandar Lampung in the academic year 2018/2019.⁵⁴ The similarities of this study are the use of media, vocabulary as a variable, and using SPSS to collect the data, and the difference is the type of cartoon, research location, grade of the students, research method and result of the data.

Another previous research was conducted by Uswatun entitled "*The Effectiveness of English Cartoon Movie towards Vocabulary Score at The Seventh Grades Of MTs Muslimat NU Palangkaraya*" This study is aimed to measure the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. The non-randomized control group, pre-test, and post-test were all part of the quantitative approach with quasi-experimental design of the study. The participants in the study were seventh-graders from three classes at MTs Muslimat Nu Palangka Raya, each with 39 students VII-A as the control class and VII-B as the experiment class. In order to analyze the data and test the hypothesis, the author used the T-test calculation. The result of testing normality found asymptotic significance (0.121) that was higher than significance level ($\alpha=0.05$). It could be concluded the data distribution was normal. The result of T-test using SPSS 18.0 calculation found $t_{observed}$ (3.201) was higher than t_{table} at significance level of 5% (1.99). It was interpreted that the alternative hypotheses (H_a) was accepted and null hypotheses (H_0) was rejected.⁵⁵ The similarities of this study are the use of media, vocabulary as a variable, using SPSS, and the difference is the type of cartoon, research location, grade of the students, data analysis for the research and research method.

⁵⁴ UMMIL KHAIR, "*Vocabulary Mastery At the First Semester of The,*" 2013.

⁵⁵ Uswatun Hasanah, *The Effectiveness of English Cartoon Movie* (Palangkaraya, 2016).

CHAPTER III RESEARCH METHOD

A. Research Design

The research design of this study is quasi-experimental design using T-test to analyze the data. Experimental design involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experiment treatment or the independent variable, in this study the independent variables is anime as instructional media in teaching vocabulary. The observed and measured variable is called the dependent variable, in this study the dependent variable is students' vocabulary mastery in vocabulary.⁵⁶

Table 3.1 The design present as follows:

Group	Pre-Test	Treatment	Post-Test
E	Y1	X	Y2
C	Y1	-	Y2

Notes:

E : Experimental Group

C : Control Group

X : Treatment

Y1 : Pre-Test

Y2 : Post-Test

- : No treatment

The design consisted of two groups that were chosen purposely; they were experiment group and control group. Both of groups were given pre-test before having treatment. The experiment group was given treatment (teaching by using Anime), and the control group was taught as usual, which was used

⁵⁶Cameron, *Teaching Languages to Young Learners*. p. 266.

by the English teacher before this study (normal lesson), there are introducing oneself and others, complimenting and showing care, expressing intention and congratulating others, describing people. After having treatment, both groups (experiment and control group) were given post- test. Finally, the results of post-test were compared using T test

The researcher chose this design, because experimental design was aimed to investigate the cause and effect between the object of research. This was related to the objectives of the study that find the significant effect to the students vocabulary mastery taught by Anime and without Anime.

B. Variable of the Study

According to Arikunto, a variable is the object of the researcher, or what is the focal point of research.⁵⁷ There were two variables:

1. Independent variable is Anime Dub English (X)

Independent variable is the major variable which investigated. It is variable that is selected, manipulated and measure in this research. So, independent variable of this research was Anime as a media towards students vocabulary mastery.

2. Dependent variable is the students, Student's Vocabulary Score (Y)

Dependent variable is a variable which is observe and measure to determine the effect of the independent variable. So, dependent variable of this research was students' vocabulary mastery because the researcher wants to know the influence of Anime as a media towards students' vocabulary mastery.

C. Population and Sample

1. Population

All members of any well-defined class of people, events, or things are included in the population.⁵⁸ In this research, the researcher picks the students from SMK MA'ARIF NU 1 Kembaran. The population was the tenth graders

⁵⁷ Arikunto, "Suharsimi Arikunto.Pdf," *Prosedur Penelitian Suatu Pendekatan Praktik-Revisi Ke X*, 2010.p. 161

⁵⁸David Nunan, "Research Methods in Language Learning - David Nunan, Nunan David - Google Buku," 1992. , p. 232-233.

of SMK MA'ARIF NU 1 Kembaran. There are 3 major in this school, the first is fashion class, the second is mechanical class, and the last is computer engine class, each major have one class and each class consists of 26-30 students. Therefore, there are 56 students in total as the population of this study.

2. Sample

A sample is a subset of people or a particular case from a population.⁵⁹ The sample for this study was a class or cluster based on the population that was divided into classes. In this way, the researcher took two classes, class X TKJ there are 30 students as an Experimental class, and class X TKR there are 30 students as a control class which would be related to this research because each class have a 30 students and have the same level. To accommodate a research study, neither classes nor schedules could be altered in a typical setting. In this case, group samples are already organized into classes or groups. The sample of this research was chosen purposely, and the researcher took two classes based on the English teacher's suggestion. The suggestion is there are 30 students in each class, and the class have the same level.

D. Research Instruments

In this study, the researcher used a test to collect the data. "Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance in the language," Heaton states.⁶⁰ A test is a set of stimuli given to a person to get their responses, which are used to give them a numerical score.⁶¹ To get the data, the researcher did a test; that consisted of pre test and post test. The function of pre test was to know pre-ability students' vocabulary mastery before they used Anime. And the function of post test was to know post-ability students' vocabulary mastery after they used Anime. The test was used to see the result of students'

⁵⁹ David Nunan, "Research Methods in Language Learning - David Nunan, Nunan David - Google Buku," 1992. p 231

⁶⁰ J. B. Heaton, "Writing English Language Test. Heaton, J. B. London and New York: Longman, 1988 (Longman Handbooks for Language Teachers)," System, 1990, [https://doi.org/10.1016/0346-251X\(90\)90037-6](https://doi.org/10.1016/0346-251X(90)90037-6).

⁶¹ Nunan, "Research Methods in Language Learning - David Nunan, Nunan David - Google Buku." p. 201.

vocabulary mastery. The score of the test was used to measure the effectiveness of Anime. The researcher make a pre-test and post test based on the material and was appropriated with a syllabus used by the school. The form of the test was multiple choices. The test item was constructed in the form of multiple choice because multiple choice was the objective test. The objective test was made as easy or difficult as the test constructor wished.⁶²

Table 3.2 The Content Specification of Test Items

No	Vocabulary Mastery	Specification item test	Noun	Verb	Adjective
1		Complete Sentence	8	11	6
Total			26		

Therefore, the purpose of the test was to assess students' vocabulary mastery. The test consisted of 26 items and was designed in a multiple-choice format. As shown in the table below, there were 8 noun tests, 11 verb tests, and 6 adjective tests. Because they were included as four primary word forms, the author selected these three categories of vocabulary. There are four primary word forms: noun, verb, adjective, and adverb.⁶³

Table 3.3 The Number Specification of Test Items

Skill to Measure	Components	The Number of the Test	Number of Item
Vocabulary Mastery	Noun	4, 7, 13, 15, 18, 19, 20, 21	8
	Verb	2, 3, 5, 8, 10, 11, 12, 14, 17, 22, 24	11
	Adjective	1, 6, 9, 16, 25, 26	6
Total			26

⁶² J. B. Heaton, *Writing English Language Test*. Heaton, J. B. London and New York: Longman, 1988, (Longman Handbooks for Language Teachers)."

⁶³ N Schmitt, Christopher N Candlin, and David R Hall, *Researching Vocabulary: A Vocabulary Research Guide*, Language Teaching, 2010.

1. Instrument Validity

Heaton stated, "The extent to which it measures what it is supposed to measure and nothing else is the extent of the test's validity. "Whether it's a short, informal test in the classroom or a public exam, every test should be as valid as the creator can make it. The objective of the test must be to accurately measure the skill being measured."⁶⁴

As a result, a test is said to be valid if it accurately measures the intended outcome. When an instrument is able to precisely measure the variable being studied, it is said to be valid. Content validity refers to the approach taken to assess the instrument's validity. The author requested that the actual teacher examine the test's results to verify them.

To know the validity level of the instrument, the result of the test was interpreted to the criteria below:⁶⁵

Very high validity	= 0,800 – 1000
High validity	= 0,600 - 0,799
Fair validity	= 0,400 - 0,599
Poor validity	= 0,200 - 0,399
Very poor validity	= 0,00 - 0,199

Table 3.4 The Number Specification Validity Before Pre Test

No	The Number of the Test		Number of Item
1	Valid	1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 15, 17, 18, 21, 22, 25, 28, 30, 32, 33, 34, 36, 37, 39, 40	26
2	Invalid	4, 9, 14, 16, 19, 20, 23, 24, 26, 27, 29, 31, 35, 38	14
Total			40

It was determined from the measurement of the tryout's validity that there were 26 valid and 14 invalid items out of a total of 40 items.

⁶⁴ J. B. Heaton, "Writing English Language Test. Heaton, J. B. London and New York: Longman, 1988, (Longman Handbooks for Language Teachers)," System, 1990, [https://doi.org/10.1016/0346-251X\(90\)90037-6](https://doi.org/10.1016/0346-251X(90)90037-6).

⁶⁵ Ibid. p.76

2. Research Instrument Reliability

Additionally, reliability refers to the consistency with which a test consistently measures the same thing. A test's reliability is measured by how consistently it provides the same score for multiple test takers. Using the formula, an estimate of the test's overall reliability can be made.⁶⁶

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{s^2 - \sum Pq}{s^2} \right)$$

Where:

k : Number of items

s : Standard Deviation

Σ : Result of square between p and q

The qualification of reliability as follows:⁶⁷

Very high validity = 0,800 – 1000

High validity = 0,600 - 0,799

Fair validity = 0,400 - 0,599

Poor validity = 0,200 - 0,399

Very poor validity = 0,00 - 0,199

E. Data Collection

The researcher took a few steps to gather data: researcher given test to understudies. Class B is for testing, and Class A is for controlling. Using the SPSS 25.0 software and manual calculation, the data were arranged in a tabulate. The researcher will use the data from the pre-test and post-tests to collect the data:

1. Pre Test

Before administering the treatments, the researcher will administer a pre-test to the students to determine their vocabulary proficiency and mean score. The pre-test in the form of a multiple-choice test that consists of 20 questions

⁶⁶ Riduwan, *Metode Dan Teknik Menyusun Tesis* (Bandung: Alfaberta, 2010).p. 119

⁶⁷ Ibid, p.110

and the time allocation was 25 minutes. Pre-test activity was held on 27 July 2022 in the control class (X TKR) at 07.30 a.m until 07.55 a.m. Then the experimental class (X TKJ) did the pre-test on 25 July 2022 start from 10.30 a.m until 10.55 a.m.

2. Treatment

After giving pre-test, the experimental group is given treatment by using anime to teach vocabulary meanwhile the control group is taught using normal lesson experimental group were given the treatments in 3 meetings and they studied about these materials in every meeting:

Meeting	Matrial
Meeting 1	Introducing oneself and others
Meeting 2	Expressing intention
Meeting 3	Congratulating others

3. Post-test

A post-test is a measure of a characteristic or attribute that is assessed for experiment participants following treatment. After using Anime to teach, the post-test will be used to determine the students' vocabulary mastery; the post test's system and difficulty level are identical to those of the pre-test. The post test were given to both experimental and control groups after the treatments. Time allocation was 25 minutes with the same worksheet as in pre-test. Post test activity was held on 10 August 2022 in the control class (X TKR) at 07.30 a.m. until 07.55 and 8 August 2022 in the experimental class (X TKJ) at 10.30 a.m. until 10.55 a.m.

F. Data Analysis

1. Fulfilment of The Assumptions

The data gain is statistically analyz by using media and steps as the following.

a. Normality Test

To determine whether or not the data in the experimental class and control class are normally distributed, the normality test is applied. The researcher will

use SPSS (Statistical Package for Social Science) for normality computation in this study. Kolmogorov-Smirnov tests are employed as measures of normality. The following is a formulation of the hypothesis for the normality test:

H_0 : The data have normal distribution

H_a : The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are :

H_0 is accepted if Sig. = 0.05

H_a : is accepted if Sig. = 0.05

b. Homogeneity Test

The researcher will perform the homogeneity test to determine whether the variance data is homogeneous after receiving the results of the normality test. The researcher will use SPSS (Statistical Package for Social Science) for statistical computation in this study. Levene's test to determine homogeneity. The following is the formulation of the hypothesis for the homogeneity tests:

H_0 : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity test here as follow:

H_0 is accepted if Sig $\geq \alpha = 0.05$

H_a is accepted if Sig $< \alpha = 0.05$

2. Hypothesis of Test

The Mann-Whitney test will be used by the researcher if the normally test and the homogeneity test are both not successful. For this hypothetical test, the researcher will employ statistical computation with SPSS (Statistical Package for Social Science). In this instance, the study's practicality and efficiency are the reasons to use SPSS. Formulas for hypotheses include:

H_0 : There is a significant effect of anime towards the students' vocabulary mastery at the first semester of the tenth grade of SMK MA'ARIF NU 1 Kembaran.

H_a : There is no significant effect of anime towards the students' vocabulary mastery at first semester of the tenth grade of SMK MA'ARIF NU 1 Kembaran.

While the criteria of hypothesis are:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

To analyze the data that has been collected; the writer used some procedures in this study:

a. The writer gave score the students' test result by using the formula:

Score :

$$\frac{b}{n} \times 100$$

Where:

B : Frequency of the correct answer

N : Number of test items

b. The researcher tabulated the data into the distribution of frequency of score table, then looking for standard deviation, and standard error of experiment group and control group. Formula of standard deviation and standard error:

Formula of standard deviation and standard error:⁶⁸

1) Standard Deviation

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

Where :

SD : Standard Deviation

i : Interval

N : Number of students

2) Standard Error

⁶⁸ *Ibid*, p. 60

$$Sem = \frac{sd}{\sqrt{n-1}}$$

Where:

Sem : Standard Error

Sd : Standard Deviation

n : Number of students

3) Calculate the standard deviation from difference (SD)

$$SD = \sqrt{\frac{\Sigma(X-MX)^2}{N} + \frac{\Sigma(Y-MY)^2}{N}}$$

Where

X = Pre-test Score

Y = Post-test Score

MX = Mean of pre-test

MY = Mean of Post-test

N = Total of Respondents

4) Calculating the T-test using this formula:

$$t_0 = \frac{|MX - MY|}{\sqrt{\frac{\Sigma(X-MX)^2}{N} + \frac{\Sigma(Y-MY)^2}{N}}}$$

5) Calculating T-test for significant different using this formula:

$$t_0 = \frac{|MY1 - MY2|}{\sqrt{\left(\frac{\Sigma(Y1-MY1)^2 + \Sigma(Y-MY)^2}{(N1+N2-2)}\right)\left(\frac{1}{N1} + \frac{1}{N2}\right)}}$$

Criteria of hypothesis accepted describes as follows:

\geq = Reject Null hypothesis

$<$ = Receive Null Hypothesis

CHAPTER IV

RESULT AND DISCUSSION

The researcher presents the data gathered from the research conducted in the subject area in this chapter. The experiment and control class's pre- and post-test results are shown in the data. The following is a discussion of the outcome.

A. Data Presentation

There were 30 students in class X TKJ of SMK MA'ARIF NU 1 Kembaran when the Pre-test and Post-test were conducted at the experiment class on July 25th, 2022 (Monday) at times 10.30-13.40 for the Pre-test and 10.30-13.40 for the Post-test. The control class was then held on July 27, 2022 (Wednesday), from 07.30 to 09.15 for the pre-test, and on August 10, 2022 (Wednesday), from 07.30 to 09.15 for the post-test, with 30 students in class X TKR of SMK MA'ARIF NU 1 Kembaran. The researcher presented the obtained vocabulary score data for the experiment class that was taught with Anime and the control class that was taught without Anime in this chapter.

Table 4.1 The Result of Pre Test and Post Test From Students Score of Control and Experiment Class

No	Control Class	Experiment Class	Student Code	Control Class		Experiment Class	
	Student Name	Student Name		Pre Test	Post Test	Pre Test	Post test
1	ADE	ATU	001	55	65	65	85
2	ALD	AMA	002	50	60	40	75
3	AZ	AW	003	80	90	70	80
4	BBK	DSF	004	75	85	60	90
5	BGC	DY	005	45	65	50	80
6	CBA	ENZ	006	65	70	65	75
7	CG	EAZ	007	65	60	65	95
8	DA	FIF	008	70	70	70	90
9	ES	FIL	009	75	75	75	80
10	FF	IH	010	80	75	80	90
11	GAP	IL	011	70	85	85	90
12	GBK	IN	012	60	60	60	95
13	HP	LCA	013	65	60	55	80
14	IS	LNK	014	60	50	45	80
15	JP	LZ	015	55	70	70	75

16	JDA	MA	016	60	80	85	80
17	LL	MNK	017	65	70	65	70
18	MAA	MFAR	018	50	55	60	65
19	MCB	MZA	019	45	85	70	75
20	MHT	MZZ	020	70	75	55	65
21	MK	MN	021	50	70	60	65
22	NAA	NYS	022	60	65	65	70
23	NBA	NAA	023	55	50	50	70
24	NMP	RGA	024	45	80	55	95
25	NS	RH	025	75	65	70	75
26	OP	RPP	026	65	65	65	95
27	RSB	VA	027	50	55	60	80
28	TS	YB	028	55	55	55	70
29	WP	ZL	029	45	50	45	75
30	YS	ZMN	030	60	65	50	65
	Mean			59,433	67,7	61,65	81,1666

The table above showed mean of students pre test from control class is 59,433 and the post test is 67,7 after that from experiment class showed 61,65 for mean in pre test and 81,1666 in post test. From the data above the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median from both classes.

1. Control Class

The control class had been conducted on July, 27th 2022(Wednesday, at time 07.30–09.15) for Pre-test, and August, 10th 2022 (Wednesday, at time 07.30–09.15) for Post- test in the class X TKR of SMK MA'ARIF NU 1 Kembaran with the number of student was 30 students and there are 20 question for pre test and post test.

a. Pre-Test

The pre-test scores of the control class are presented in the following table.

Table 4.2 Control Class at the Students' Vocabulary Mastery Test of the Tenth Grade Students of SMK MA'ARIF NU 1 Kembaran in the Academic Year 2022/2023 before being taught by using normal leasson.

Control Class		Control Class	
Students Code	Score	Students Code	Score
1	55	16	70
2	50	17	60
3	80	18	65
4	75	19	85
5	45	20	55
6	65	21	60
7	65	22	65
8	70	23	50
9	75	24	75
10	80	25	70
11	85	26	65
12	60	27	50
13	55	28	55
14	45	29	45
15	75	30	60

Based on the data above, it can be seen that the students' highest score is 85 and the student's lowest score is 45. To determine the range of score, the class interval, and interval of temporary, the researcher calculated using formula as follows:

The highest score (H) : 85

The lowest score (L) : 45

The range of score (R) = $H - L$
 $= 85 - 45$
 $= 40$

The Class Interval (K) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log 30$
 $= 1 + 3.3 (1.477)$
 $= 1 + 4.874$
 $= 5.874 = 6$

$$\text{Interval of temporary (I)} = \frac{R}{K} = \frac{40}{6} = 6.66666 = 6 \text{ or } 7$$

Therefore, the score range is 40, the class interval is 6, and the temporary interval is 7. The following table displays it using a frequency distribution:

Table 4.3 The Frequency Distribution of the Pre-Test Score of the Control Class

Interval	Frequency	Mid Point	Relative	The Limitation of each
I	F	X	Frequency(%)	group
45-51	8	48	26,66667	44,5-51,5
52-58	10	55	33,33333	51,5-58,5
59-65	4	62	13,33333	58,5-65,5
66-72	3	69	10	65,5-72,5
73-79	3	76	10	72,5-79,5
80-86	2	83	6,66667	79,5-86,5
Total	30		100	

The next step, the researcher tabulates the score into the table for the calculation of mean, median, and modus as follows:

Table 4.4 The Calculation of Mean, Median, and Modus of the Pre-Test Scores of the Control Class

Interval (I)	Frequency (F)	Midpoint (X)	FX	Fk (a)	fk (b)
45-51	8	48	384	8	30
52-58	10	55	550	18	22
59-65	4	62	248	22	12
66-72	3	69	207	25	8
73-79	3	76	228	28	5
80-86	2	83	166	30	2
Total	30		1783		

1) Mean

$$X = \frac{\sum fx}{N}$$

$$= \frac{1783}{30}$$

$$= 59,43333$$

2) Median

$$Me = l + i \left(\frac{\frac{1}{2}n - fk_b}{fi} \right)$$

$$= 51,5 + 7 \left(\frac{\frac{1}{2}30 - 12}{10} \right)$$

$$= 51,5 + 7 (0,3)$$

$$= 51,5 + (2,1)$$

$$= 53,6$$

3) Modus

$$Mo = l + \left(\frac{fa}{fa+fb} \right) i$$

$$= 51,5 + \left(\frac{8}{8+4} \right) 7$$

$$= 51,5 + (0,666) 7$$

$$= 51,5 + 2,666$$

$$= 54,16$$

According to the calculations, the control class's pre-test mean score is 59,43, median score is 53,6, and modus score is 54,16.

In the final step, the researcher enters the scores into the table for standard deviation and standard error calculation as follows

Table 4.5 The Calculation of the Standard Deviation and the Standard Error of the Pre-Test Scores of the Control Class

Interval (I)	Frequency (F)	Midpoint (X)	X'	Fx'	F(x' ²)
45-51	8	48	2	14	28
52-58	10	55	1	10	10
59-65	4	62	0	0	0
66-72	3	69	-1	-3	3

73-79	3	76	-2	-6	12
80-86	2	83	-3	-6	18
Total	30			9	71

1) Standard Deviation

$$SD_1 = i \sqrt{\frac{\sum Fx'^2}{n} - \frac{(Fx')^2}{n}}$$

$$SD_1 = 7 \sqrt{\frac{71}{30} - \left(\frac{9}{30}\right)^2}$$

$$SD_1 = 7 \sqrt{2,366666666666 - (0,3)^2}$$

$$SD_1 = 7 \sqrt{2,366666666666 - 0,09}$$

$$SD_1 = 7 \sqrt{2.276666666666}$$

$$SD_1 = 7 \times 1.50886270636$$

$$SD_1 = 10.56$$

2) Standard Error

$$SEM_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SEM_1 = \frac{10.56203894455}{\sqrt{30-1}}$$

$$SEM_1 = \frac{10.56203894455}{\sqrt{29}}$$

$$SEM_1 = \frac{10.56203894455}{5,3851}$$

$$SEM_1 = 1.96$$

The result of calculation reports that the standard deviation of pre test score of control class is 10.56 and the standard error of pre test score of control class is 1.96.

The following is how the researcher uses SPSS 25.0 to calculate the pre-test scores for the control class:

Table 4.6 One-Sample Kolmogorov-Smirnov Test

		Nilai
N		30
Normal Parameters ^{a,b}	Mean	60.67
	Std. Deviation	10.646
Most Extreme Differences	Absolute	.108
	Positive	.108
	Negative	-.091
Test Statistic		.108
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 4.7 Calculation of the Pre-Test Scores of the Control Class Using SPSS 25.0 Program

Statistics		
		Nilai
N	Valid	30
	Missing	0
Mean		60.67
Std. Error of Mean		1.944
Median		60.00
Mode		60 ^a
Std. Deviation		10.646
Variance		113.333
Range		35
Minimum		45
Maximum		80
Sum		1820

a. Multiple modes exist. The smallest value is shownz

The Table above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the researcher found some values of the Mean which is 60.67, Std. Error of Mean which is 1.944, Median which is 60.00, Mode which is 60, Std. Deviation which is 10.64,

Variance which is 113.33, Range which is 35, Minimum which is 45, Maximum which is 80 and Sum which is 1820.

b. Post Test

The post-test scores of the control class are presented in the following table.

Table 4.8 Control Class at the Students' Vocabulary Mastery Test of the Tenth Grade Students of SMK MA'ARIF NU 1 Kembaran in the Academic Year 2022/2023 after being taught by normal lesson.

Control Class		Control Class	
Students Code	Score	Students Code	Score
1	65	16	80
2	60	17	70
3	90	18	55
4	85	19	85
5	65	20	75
6	70	21	70
7	60	22	65
8	70	23	50
9	75	24	80
10	75	25	65
11	85	26	65
12	60	27	55
13	60	28	55
14	50	29	50
15	70	30	65

As can be seen from the data above, the student with the highest score is 90, while the student with the lowest score is 50. The researcher used the following formula to calculate the score range, class interval, and temporary interval:

- The highest score (H) : 90
- The lowest score (L) : 50
- The range of score (R) = $H - L$
 $= 90 - 50$
 $= 40$
- The Class Interval (K) = $1 + 3.3 \log n$

$$\begin{aligned}
&= 1 + 3.3 \log 30 \\
&= 1 + 3.3 (1.477) \\
&= 1 + 4.874 \\
&= 5.875 \quad = 6
\end{aligned}$$

$$\text{Interval of temporary (I)} = \frac{R}{K} = \frac{40}{6} = 6.66666 = 6 \text{ or } 7$$

So, the range of score is 40, the class interval is 6, and interval of temporary is 7. Then, it is presented using frequency distribution in the following table:

Table 4.9 The Frequency Distribution of the Post Test of the Control Class

The post test scores of the control class are presented in the following table.

Interval I	Frequency F	Mid Point X	Relative Frequency(%)	The Limitation of each group
50-56	6	53	20	49,5-56,5
57-63	4	60	13,33333	56,5-63,5
64-70	11	67	36,66667	63,5-70,5
71-77	3	74	10	70,5-77,5
78-84	2	81	6,666667	77,5-84,5
85-91	4	88	13,33333	84,5-91,5
Total	30		100	

The next step, the researcher tabulates the score into the table for the calculation of mean, median, and modus as follows:

Table 4.10 The Calculation of Mean, Median, and Modus of the Post Test Scores of the Control Class

Interval (I)	Frequency (F)	Midpoint (X)	FX	Fk (a)	fk (b)
50-56	6	53	318	6	30
57-63	4	60	240	10	24
64-70	11	67	737	21	20
71-77	3	74	222	24	9
78-84	2	81	162	26	6

85-91	4	88	352	30	4
Total	30		2031		

1) Mean

$$\begin{aligned} X &= \frac{\sum fx}{N} \\ &= \frac{2031}{30} \\ &= 67,7 \end{aligned}$$

2) Median

$$\begin{aligned} Me &= 1 + i \left(\frac{\frac{1}{2}n - fk_b}{fi} \right) \\ &= 63,5 + 7 \left(\frac{\frac{1}{2}30 - 9}{11} \right) \\ &= 63,5 + 7 (0,545454) \\ &= 63,5 + 3,818181 \\ &= 67,31818 \end{aligned}$$

3) Modus

$$\begin{aligned} Mo &= 1 + \left(\frac{fa}{fa+fb} \right) i \\ &= 63,5 + \left(\frac{4}{4+3} \right) 7 \\ &= 63,5 + (0,5714) 7 \\ &= 63,5 + 3,9998 \\ &= 67,4998 \end{aligned}$$

According to the calculations, the control class's post test had a mean score of 67,31 points, a median score of 67,31 points, and a modus score of 67,4998 points.

In the final step, the researcher enters the scores into the table for standard deviation and standard error calculation as follows:

Table 4.11 The Calculation of the Standard Deviation and the Standard Error of the Post Test Scores of the Control Class

Interval (I)	Frequency (F)	Midpoint (X)	X'	Fx'	F(x' ²)
50-56	6	53	2	12	24
57-63	4	60	1	4	4
64-70	11	67	0	0	0
71-77	3	74	-1	-3	3
78-84	2	81	-2	-4	8
85-91	4	88	-3	-12	36
Total	30			-3	75

1) Standard Deviation

$$SD_1 = i \sqrt{\frac{\sum Fx'^2}{n} - \frac{(Fx')^2}{n}}$$

$$SD_1 = 7 \sqrt{\frac{75}{30} - \left(\frac{-3}{30}\right)^2}$$

$$SD_1 = 7 \sqrt{2,5 - (-0,1)^2}$$

$$SD_1 = 7 \sqrt{2,5 - 0,01}$$

$$SD_1 = 7 \sqrt{2,49}$$

$$SD_1 = 7 \times 1,57797338380$$

$$SD_1 = 11,04581368664$$

2) Standard Error

$$SEM_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SEM_1 = \frac{11,04581368664}{\sqrt{30-1}}$$

$$SEM_1 = \frac{11,04581368664}{\sqrt{29}}$$

$$SEM_1 = \frac{11,04581368664}{5,3851}$$

$$SEM_1=2.05118$$

The calculation shows that the control class' post-test score standard deviation is 11.04, and the control class' post-test score standard error is 2.05.

Using SPSS 25.0, the researcher calculates the following post-test scores for the control class:

Table 4.12 One-Sample Kolmogorov-Smirnov Test

		Nilai
N		30
Normal Parameters ^{a,b}	Mean	67.50
	Std. Deviation	11.122
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.078
Test Statistic		.122
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 4.13 Calculation of the Post-Test Scores of the Control Class Using SPSS 25.0 Program

Statistics		Nilai
N	Valid	30
	Missing	0
Mean		67.50
Std. Error of Mean		2.031
Median		65.00
Mode		65
Std. Deviation		11.122
Variance		123.707
Range		40
Minimum		50
Maximum		90
Sum		2025

Table above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the researcher found some values of the Mean which is 67.50, Std. Error of Mean which is 2.03, Median which is 65.00, Mode which is 65, Std. Deviation which is 11.12, Variance which is 123.70, Range which is 40, Minimum which is 50, Maximum which is 90 and Sum which is 2025

2. Experiment Class

a. Pre-Test

The pre-test scores of the experiment class are presented in the following table.

Table 4.14 Experiment Class at the Students' Vocabulary Mastery Test of the Tenth Grade Students of SMK MA'ARIF NU 1 Kembaran in the Academic Year 2022/2023 before being taught by using Anime.

Experiment Class		Experiment Class	
Students Code	Score	Students Code	Score
1	65	16	85
2	40	17	65
3	70	18	60
4	60	19	70
5	50	20	55
6	65	21	60
7	65	22	65
8	70	23	50
9	75	24	55
10	80	25	70
11	85	26	65
12	60	27	60
13	55	28	55
14	45	29	45
15	70	30	50

As can be seen from the data above, the student with the highest score is 85, while the student with the lowest score is 40. The writer used the following formula to calculate the score range, class interval, and temporary interval:

The highest score (H) : 85

The lowest score (L) : 40

The range of score (R) = H – L
= 85 – 40
= 45

The Class Interval (K) = $1 + 3.3 \log n$
= $1 + 3.3 \log 30$
= $1 + 3.3 (1.477)$
= $1 + 4.874$
= 5.875 = 6

Interval of temporary (I) = $\frac{R}{K} = \frac{45}{6} 7,5 = 7 \text{ or } 8$

Therefore, the score range is 45, the class interval is 6, and the temporary interval is 8. The following table displays it using a frequency distribution:

Table 4.15 The Frequency Distribution of the Pre-Test of the Experiment Class

The pre test scores of the Experimental class are presented in the following table.

Interval	Frequency	Mid Point	Relative Frequency(%)	The Limitation of each group
I	F	X		
40-47	3	43,5	10	39,5-47,5
48-55	7	51,5	23,33333	47,5-55,5
56-62	5	59	16,66667	55,5-62,5
63-70	11	66,5	36,66667	62,5-70,5
71-77	1	74	3,333333	70,5-77,5
78-84	1	81	3,333333	77,5-84,5
85-92	2	88,5	6,666667	84,5-92,5
Total	30		100	

The next step, the writer tabulates the score into the table for the calculation of mean, median, and modus as follows:

Table 4.16 The Calculation of Mean, Median, and Modus of the Pre-Test Scores of the Experiment Class

Interval (I)	Frequency (F)	Midpoint (X)	FX	Fk (a)	Fk (b)
40-47	3	43,5	130,5	3	30
48-55	7	51,5	360,5	10	27
56-62	5	59	295	15	20
63-70	11	66,5	731,5	26	15
71-77	1	74	74	27	4
78-84	1	81	81	28	3
85-92	2	88,5	177	30	2
Total	30		1849,5		

1) Mean

$$\begin{aligned} X &= \frac{\sum fx}{N} \\ &= \frac{1849,5}{30} \\ &= 61,65 \end{aligned}$$

2) Median

$$\begin{aligned} Me &= l + i \left(\frac{\frac{1}{2}n - fk_b}{fi} \right) \\ &= 62,5 + 8 \left(\frac{\frac{1}{2}30 - 4}{11} \right) \\ &= 62,5 + 8 (1) \\ &= 62,5 + 8 \\ &= 70,5 \end{aligned}$$

3) Modus

$$\begin{aligned} Mo &= l + \left(\frac{fa}{fa+fb} \right) i \\ &= 62,5 + \left(\frac{5}{5+1} \right) 8 \\ &= 62,5 + (0,833333) 8 \end{aligned}$$

$$= 62,5 + 6,666666$$

$$= 69,166666$$

From the calculation, the mean score is 61,65 median score is 70,5, and modus score is 69,16 of the pre test of the experiment class.

In the final step, the researcher enters the scores into the table for standard deviation and standard error calculation as follows:

Table 4.17 The Calculation of the Standard Deviation and the Standard Error of the Pre Test Scores of the Experimental Class

Interval (I)	Frequency (F)	Midpoint (X)	X'	Fx'	F(x' ²)
40-47	3	43,5	3	9	27
48-55	5	51,5	2	10	20
56-62	7	59	1	7	7
63-70	11	66,5	0	0	0
71-77	1	74	-1	-1	1
78-84	1	81	-2	-2	4
85-91	2	88,5	-3	-6	18
Total	30			17	77

1) Standard Deviation

$$SD_1 = i \sqrt{\frac{\sum Fx'^2}{n} - \frac{(Fx')^2}{n}}$$

$$SD_1 = 8 \sqrt{\frac{77}{30} - \left(\frac{17}{30}\right)^2}$$

$$SD_1 = 8\sqrt{2,566666 - (0,566666)^2}$$

$$SD_1 = 8\sqrt{1,0333 - 0,3211}$$

$$SD_1 = 8\sqrt{2,245566}$$

$$SD_1 = 8 \times 1.4985212711$$

$$SD_1 = 11.988170168$$

2) Standard Error

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SEM_1 = \frac{11.988170168}{\sqrt{30 - 1}}$$

$$SEM_1 = \frac{11.988170168}{\sqrt{29}}$$

$$SEM_1 = \frac{11.988170168}{5,3851}$$

$$SEM_1 = 2.22617410$$

The calculation shows that the pre-test score of the experiment class has a standard deviation of 11.98 and a standard error of 2.22.

Using SPSS 25.0, the writer calculates the following results for the post-test in experiment class:

Table 4.18 One-Sample Kolmogorov-Smirnov Test

		Nilai
N		30
Normal Parameters ^{a,b}	Mean	62.17
	Std. Deviation	11.194
Most Extreme Differences	Absolute	.109
	Positive	.109
	Negative	-.100
Test Statistic		.109
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 4.19 Calculation of the Pre Test Scores of the Experiment Class Using SPSS 25.0 Program

Statistics

		Nilai
N	Valid	30
	Missing	0

Mean	62.17
Std. Error of Mean	2.044
Median	62.50
Mode	65
Std. Deviation	11.194
Variance	125.316
Range	45
Minimum	40
Maximum	85
Sum	1865

Table above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the researcher found some values of the Mean which is 62.17, Std. Error of Mean which is 2.044, Median which is 62.50, Mode which is 65, Std. Deviation which is 11.194, Variance which is 125.316, Range which is 45, Minimum which is 40, Maximum which is 85 and Sum which is 1865.

b. Post Test

The post test scores of the experiment class are presented in the following table.

Table 4.20 Experiment Class at the Students' Vocabulary Mastery Test of the Tenth Grade Students of SMK MA'ARIF NU 1 Kembaran in the Academic Year 2022/2023 after being taught by using Anime.

Experiment Class		Experiment Class	
Students Code	Score	Students Code	Score
1	85	16	80
2	75	17	70
3	80	18	65
4	90	19	75
5	80	20	65
6	75	21	65
7	95	22	70
8	90	23	70
9	80	24	95
10	90	25	75

11	90
12	95
13	80
14	80
15	75

26	95
27	80
28	70
29	75
30	65

As can be seen from the data above, the student with the highest score is 95, while the student with the lowest score is 65. The researcher used the following formula to calculate the score range, class interval, and temporary interval:

The highest score (H) : 95

The lowest score (L) : 65

The range of score (R) = H - L
= 95 - 65
= 30

The Class Interval (K) = $1 + 3.3 \log n$
= $1 + 3.3 \log 30$
= $1 + 3.3 (1.477)$
= $1 + 4.874$
= 5.875 = 6

Interval of temporary (I) = $\frac{R}{K} = \frac{30}{6} = 5$

Therefore, the score range is 30, the class interval is 6, and the temporary interval is 5. The following table displays it using a frequency distribution:

Table 4.21 The Frequency Distribution of the Post Test of the Experiment Class

Interval	Frequency	Mid Point	Relative Frequency(%)	The Limitation of each group
I	F	X		
65-69	4	67	13,33333	64,5-69,5
70-74	4	72	13,33333	69,5-74,5
75-79	6	77	20	74,5-79,5
80-84	7	82	23,33333	79,5-84,5
85-89	1	87	3,333333	84,5-89,5
90-94	4	92	13,33333	89,5-94,5

95-99	4	97	13,33333	94,5-99,5
Total	30		100	

Table 4.22 The Calculation of Mean, Median, and Modus of the Post Test Scores of the Experiment Class

Interval (I)	Frequency (F)	Midpoint (X)	FX	Fk (a)	fk (b)
65-69	4	67	268	4	30
70-74	4	72	288	8	26
75-79	6	77	462	14	20
80-84	7	82	574	21	13
85-89	1	87	87	22	12
90-94	4	92	368	26	8
95-99	4	97	388	30	4
Total	30		2435		

1) Mean

$$\begin{aligned}
 X &= \frac{\sum fx}{N} \\
 &= \frac{2435}{30} \\
 &= 81,16666
 \end{aligned}$$

2) Median

$$\begin{aligned}
 Me &= 1 + i \left(\frac{\frac{1}{2}n - fk_b}{fi} \right) \\
 &= 79,5 + 5 \left(\frac{\frac{1}{2}30 - 12}{7} \right) \\
 &= 79,5 + 5 (0,42857) \\
 &= 79,5 + 2,14285 \\
 &= 81,64285
 \end{aligned}$$

3) Modus

$$\begin{aligned}
Mo &= l + \left(\frac{fa}{fa+fb}\right) i \\
&= 79,5 + \left(\frac{6}{6+1}\right) 5 \\
&= 79,5 + (0,857142) 5 \\
&= 79,5 + 4,2857142 \\
&= 83,7857142
\end{aligned}$$

According to the calculations, the control class's posttest score was 83,78 with a mean score of 81,16 and a median score of 81,64. In the final step, the researcher enters the scores into the table for standard deviation and standard error calculation as follows:

Table 4.23 The Calculation of the Standard Deviation and the Standard Error of the Post Test Scores of the Experimental Class

Interval (I)	Frequency (F)	Midpoint (X)	X'	Fx'	F(x' ²)
65-69	4	67	3	12	36
70-74	4	72	2	8	16
75-79	6	77	1	6	6
80-84	7	82	0	0	0
85-89	1	87	-1	-1	1
90-94	4	92	-2	-8	16
95-99	4	97	-3	-12	36
Total	30			5	111

1) Standart Deviation

$$SD_1 = i \sqrt{\frac{\sum Fx'^2}{n} - \frac{(Fx')^2}{n}}$$

$$SD_1 = 5 \sqrt{\frac{111}{30} - \left(\frac{5}{30}\right)^2}$$

$$SD_1 = 5\sqrt{3,7 - (0,16666)^2}$$

$$SD_1 = 5\sqrt{3,7 - 0,0277777}$$

$$SD_1 = 5\sqrt{3,6722223}$$

$$SD_1 = 5 \times 1.9163043333$$

$$SD_1 = 9.58152166933$$

2) Standard Error

$$SEM_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SEM_1 = \frac{9.58152166933}{\sqrt{30-1}}$$

$$SEM_1 = \frac{9.58152166933}{\sqrt{29}}$$

$$SEM_1 = \frac{6,75135541946}{5,3851}$$

$$SEM_1 = 1.77926531899$$

The result of calculation reports that the standard deviation of post test score of experiment class is 9.58 and the standard error of post test score of experiment class is 1.77.

Table 4.24 One-Sample Kolmogorov-Smirnov Test

		Nilai
N		30
Normal Parameters ^{a,b}	Mean	79.17
	Std. Deviation	9.745
Most Extreme Differences	Absolute	.166
	Positive	.166
	Negative	-.134
Test Statistic		.166
Asymp. Sig. (2-tailed)		.034 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Table 4.25 Calculation of the Post Test Scores of the Experiment Class Using SPSS 25.0 Program

Statistics		
Nilai		
N	Valid	30
	Missing	0
Mean		79.17
Std. Error of Mean		1.779
Median		80.00
Mode		80
Std. Deviation		9.745
Variance		94.971
Range		30
Minimum		65
Maximum		95
Sum		2375

Table above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the researcher found some values of the Mean which is 79.17, Std. Error of Mean which is 1.77, Median which is 80.00, Mode which is 80, Std. Deviation which is 9.74, Variance which is 94.97, Range which is 30, Minimum which is 65, Maximum which is 95 and Sum which is 2375.

B. Data Analysis

1. Testing of Normality

Using the SPSS 25.0 program, the researcher calculates the experiment and control class's pre- and post-test scores. It is utilized to determine the normality of the data that will be analyzed, regardless of whether or not both groups have normal distributions.

Table 4.26 Testing of Normality of Pre-Test and Post Test of Experiment and Control Class

		Tests of Normality		
		Shapiro-Wilk		
	Class	Statistic	df	Sig.
Students Score	Pre Test Experiment	.971	30	.560
	Post Test Experiment	.919	30	.025
	Pre Test Control Class	.947	30	.137
	Post Tesr Control Class	.958	30	.273

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation uses SPSS 25.0 program, when the researcher applied Shapiro-Wik to the normality of the test, it was evident that the Sig (value) in the Shapiro-Wik table was 0.025 and = 0.05. This indicates that Ha was accepted and Sig (value) was rejected, respectively. Because the experimental class's data did not follow a normal distribution, the researcher was unable to use the independent sample t-test, the non-parametric man-whitney statistic, or the normality test.

2. The Result of Hypothetical Test

After the researcher knew that the data were not normal in experimental class, the data were then analyzed by using non-parametric statistic a Wilcxon and Mann Whitney U Test, in order to know the significance of the treatment effect. The hypotheses were :

Ha :There is a significant effect of anime a towards the students' vocabulary mastery at the first semester of the tenth grade of SMK Ma'arif NU 1 Kembaran.

Ho :There is no significant effect of anime towards the students' vocabulary mastery at the first semester of the tenth grade of SMK Ma'arif NU 1 Kembaran.

While the criteria for acceptance and rejection of the hypothesis are:

Ha is accepted if Sig. (p_{value}) $\leq \alpha = 0.05$

Ho is accepted if Sig. (p_{value}) $> \alpha = 0.05$

Table 4.27 Test Statistics^a

	Students Score
Mann-Whitney U	198.500
Wilcoxon W	663.500
Z	-3.749
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on the result obtained in the table above, it is clear that value of significant generated Sig. (pvalue) or Sig. (2-tailed) of the equal variance assumed = 0.000, and $\alpha = 0.05$. It means that Sig. (pvalue) < $\alpha = 0.05$. So, H₀ is rejected and H_a is accepted. Based on the computation, it can be concluded that there was significance effect of using anime as a media on the students' vocabulary mastery at the first semester of the tenth grade students' of SMK Ma'arif NU 1 Kembaran.

C. Discussion

The result showed that the average score of control class was 59.43333 and the average score of experimental class was 61.65. The normality test showed that the data were normal. Therefore, it can be concluded that the two groups, experimental class and control class had the same mastery at the beginning of the research. Afterward, the students were taught by using Anime in the experimental class and using normal lesson in control class. The material was three topics for three treatments.

At the end of the research, post-test was given to measure the improvement of students' vocabulary in both classes after treatment done. The average score control was 67.7 and the average score in the experimental class was 81.16666 It was also supported by the result of the data analysis. It showed that using anime as a media in teaching vocabulary seemed to be applicable at the first semester of the tenth grade students' of SMK Ma'arif NU 1 Kembaran. Anime as a media encouraged the students to be more active and can develop their motivation in learning English especially in vocabulary.

The way to encourage the student to be more active in teaching and learning process, the teacher should apply a method, strategy or media. Therefore, learning vocabulary would be more effective and would make the students be more active

in the class if the teacher used helpful and interesting media. Due to use anime as a media can make the students active and interesting in learning vocabulary

As shown in the thesis of Yunita Widyawaty⁶⁹, she discovered that the cartoon movies helped in teaching a foreign language in order to be able to communicate in a simple English, and the researcher also found that the students felt motivated by the use of anime, as shown by the vocabularies made by the students. According to the previous studies in chapter II, the researcher took three similar topics about anime as a media to teach vocabulary, and all of the theories that are described are confirmed. Based on this thesis's findings, the second previous study is included in Umi Zelumutia's thesis⁷⁰. The findings of the researcher and these findings are confirmed, and there was a similarity. The anime is a good media for teaching English to improve students' vocabulary mastery. The final thesis is Uswatun Hasanah's claim that anime aid students in learning English, particularly by enhancing their vocabulary⁷¹. The author came to a similar conclusion as well. Therefore, all of the theories and findings of previous studies are supported by the aforementioned explanation.

Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So in this case, the researcher would like to say that anime is a good media to teach vocabulary. Therefore it was along with the researcher's assumption at the beginning of the research that normal lesson has not significant influence towards students' vocabulary mastery

The researcher result has shown that there was significant effect of using Anime as a Media on the students' vocabulary mastery. From the result above, it can be seen that the average score of students' descriptive text that were taught by

⁶⁹ Yunita Widyawaty, "*The Use Cartoon Movie to Improve Students' Vocabulary Mastery*", Thesis, Salatiga University, 2010, p.5.

⁷⁰ Umi Zelumutia, "*The Influence of Animation Movie Towards Students' Vocabulary Mastery at The First Semester of Seventh Grade of SMP Taman Siswa Bandar Lampung in the Academic Year 2018/2019*," 2019, 103, <https://journal.unnes.ac.id/sju/index.php/elt/article/download/2418/2219>.

⁷¹ Hasanah, Uswatun, "*The Effectiveness of English Cartoon Movie*". (Palangkaraya, 2016).

using Anime as a Media was higher than those who are taught by using normal leasson.

According to the result of data analysis by using SPSS, the result showed that the mean score of post test between experimental class and control were slightly different. The score of post test in experimental class showed mean was 79.17 and score post test in control class showed mean was 62.17. It means that the students' score has increased after giving the treatment. Next, the Research analyzed the data of normality test the score showed that the data not normality, and then The researcher tested the data by using Wilcoxon and Mann Whitney Test. Mann Whitney Test included nonparametric statistic which was used to test the data with the unnormal distribution data

Based on the result of hypothesis test the testing of hypothesis, the result of Mann Whitney Test was hypothesis (H_0) is accepted and alternative hypothesis (H_a) is refused. It means that the treatments had no influence of using Anime. Based on analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was hypothesis (H_0) is accepted and alternative hypothesis (H_a) is refused.

In conclusion, the researcher conclude thst using anime as a media encourage the students to be more active and can develop their motivation in learning English especially in vocabulary. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So in this case, the researcher would like to say that inducative approach is a good media to teach vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher would like to give conclusion and suggestion about the result of study. The conclusion of the study is the resumes of chapter I till chapter III and the answer of the problem of the study which the finding is based on the result of data analysis. The suggestion is expected to make batter improvement and motivation for students, teacher and researcher related with the teaching learning of vocabulary by anime

A. Conclusion

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: There is a significant effect of anime as a media towards students' vocabulary mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true, that is to say, anime as a media can give a significant influence to improve students' vocabulary mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by anime as a media in teaching vocabulary. It could be showed by a mean score of pre-test in experimental class was 61.65 and post-test in experimental class was 81.16 and the mean score of pre-test in control class was 59.43 and the mean score of post-test in control class was 67.7. It showed that the students' pre-test and post-test score in experimental class were higher than students' post-test score in control class

Based on the research conducted at the tenth graders of SMK Ma'arif NU 1 Kembaran, where the writer used experimental design, the writer put forward conclusion that the students could get better vocabulary score through anime as a media.

B. Suggestion

Teachers, students, and other researchers are invited to consider a few suggestions based on the findings of the study.

1. The Teacher

According to the findings of the research, anime gave effect on the vocabulary score of tenth-grade students at SMK Ma'arif NU 1 Kembaran. As a result, the researcher suggests that teachers should choose teaching methods with greater creativity and innovation in order to inspire students' enthusiasm and motivation. They might be able to locate useful instructional materials that would pique their students' interest in learning English, particularly vocabulary. Because students' vocabulary scores could be improved by using anime as a form of media, the teacher needs to continue using anime in the upcoming school year.

2. The Students

According to the findings of the research, using anime to teach vocabulary can help students improve their vocabulary scores. As a result, students should actively write down any new words they learn when using animation movie media to learn English. Students should practice the vocabulary they must learn in their environment, even with friends or their teacher, and they must manage their time during the learning process because learning vocabulary takes time.

3. The Other Researcher

The researcher is aware that the study design in this thesis is extremely straightforward. In this instance, numerous flaws remain to be discovered. The author would like to offer some suggestions for additional research. Future specialists are proposed to lead a comparable report on different abilities or parts like composition, tuning in, perusing, or talking expertise or jargon to improve the educating English.

C. Limitation of the Study

In this study, the writer focuses on 10th graders of SMK MA'ARIF NU 1 Kembaran as research subject. The research subject is 10th graders of SMK MA'ARIF NU 1 Kembaran. The research object is limited on using English Anime movie media in teaching vocabulary. Kinds of vocabulary are noun, verb and adjective.

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Appendix 1



LEMBAGA PENDIDIKAN MA'ARIF NU
KABUPATEN BANYUMAS
SEKOLAH MENENGAH KEJURUAN
MA'ARIF NU 01 KEMBARAN – BANYUMAS

1. TEKNIK OTOMOTIF (TERAKREDITASI B)
2. BUSANA (TERAKREDITASI B)
3. TEKNIK JARINGAN KOMPUTER DAN TELEKOMUNIKASI (TERAKREDITASI B)
Jl. Ponpes Mamba'ul Ushulil Hikmah – Linggasan – Kembaran – Banyumas – 53182
Telp. 081391552280 E-mail: smk_maarif.kembaran@yahoo.co.id

Nomor : 153/LPM/33.26/SMK-12/B/XI/2022 Kembaran, 14 November 2022
Lamp : -
Hal : Balasan Penelitian

Kepada Yth.
Ketua Jurusan **Tadris**
Di tempat

Bismillahirrohmanirrohim
Assalamu'alaikum warohmatullohi wabarokatuh

Dengan Hormat,

Yang bertanda tangan dibawah ini :
Nama : Astajib Syariful Asyhar, S.T
Jabatan : Kepala Sekolah

Menerangkan bahwa,

Nama : Adam Arifin
Nim : 1717404046
Semester : 10 (Sepuluh)
Program Studi : Tadris Bahasa Inggris

Benar-benar telah melakukan penelitian mulai dari tanggal 18 Juli 2022 s/d 10 Agustus 2022 di SMK Ma'arif NU 1 Kembaran Kec. Kembaran Kab. Banyumas untuk menyusun skripsi dengan judul **"THE EFFECTIVENESS OF ANIME AS THE MEDIA TO TEACH VOCABLUARY TO THE 10 GRADES STUDENTS OF SMK MA'ARIF NU 1 KEMBARAN"**.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Wallahul Muwafiq Ila Atwamith-thariq
Wassalamu'alaikum Warohmatullohi Wabarokatuh

Kepala Sekolah

Astajib Syariful Asyhar, S.T.

Appendix 2

		Correlations																	
		x25	x26	x27	x28	x29	x30	x31	x32	x33	x34	x35	x36	x37	x38	x39	x40	Total	
x01	Pearson Correlation	.20	.293	-.120	.239	.760**	.447*	.760**	-.175	.293	.447*	.351	.040	.098	.040	.040	.488**	.618**	
	Sig. (2-tailed)	.29	.116	.529	.203	.000	.013	.000	.354	.116	.013	.057	.834	.608	.834	.834	.834	.006	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x02	Pearson Correlation	.03	.558**	-.203	.074	.217	.208	.217	-.095	.257	.484**	.109	.031	.106	.217	-.155	.031	.257	.561**
	Sig. (2-tailed)	.81	.001	.281	.698	.250	.271	.250	.618	.171	.007	.568	.871	.578	.250	.414	.871	.171	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x03	Pearson Correlation	.69	.671**	-.147	.169	.388*	.079	.388*	.015	.327	.315	.247	.176	.327	.176	-.035	.176	.499**	.707**
	Sig. (2-tailed)	.173	.000	.437	.373	.034	.679	.034	.935	.078	.090	.188	.352	.078	.352	.853	.352	.005	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x04	Pearson Correlation	.34	.582**	.200	.535**	.000	.111	.000	.294	-.145	-.250	-.196	.000	-.145	-.224	-.224	-.224	.218	.142
	Sig. (2-tailed)	.81	.001	.288	.002	1.000	.559	1.000	.115	.443	.183	.299	1.000	.443	.235	.235	.235	.247	.456
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x05	Pearson Correlation	.00	.218	-.134	.200	.000	-.167	.000	.049	.218	-.042	.049	.000	.218	.224	.000	.224	.218	.405*
	Sig. (2-tailed)	.88	.247	.481	.288	1.000	.379	1.000	.797	.247	.827	.797	1.000	.247	.235	1.000	.235	.247	.026
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x06	Pearson Correlation	.75	.365*	-.175	.117	.293	.024	.098	-.043	.365*	.036	.171	-.098	.206	.293	.293	.488**	.206	.452*
	Sig. (2-tailed)	.55	.047	.355	.539	.116	.899	.608	.822	.047	.849	.366	.608	.274	.116	.116	.006	.274	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x07	Pearson Correlation	.05	.385*	-.105	.288	.088	.196	.351	.135	-.043	.294	.423*	.088	-.043	.088	.088	.088	.385*	.535**
	Sig. (2-tailed)	.81	.036	.581	.122	.645	.299	.057	.478	.822	.115	.020	.645	.822	.645	.645	.645	.036	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x08	Pearson Correlation	.89	.267	.356	.802**	.149	.259	.447*	.196	-.218	.111	.196	.149	-.218	-.149	-.149	-.149	.509**	.446*
	Sig. (2-tailed)	.40	.154	.053	.000	.432	.167	.013	.299	.247	.559	.299	.432	.247	.432	.432	.432	.004	.014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x09	Pearson Correlation	.34	.218	-.134	-.134	.224	.389*	.447*	.049	.218	.583**	.294	.000	.036	.447*	.000	.000	.400*	.336

Correlations																			
		x25	x26	x27	x28	x29	x30	x31	x32	x33	x34	x35	x36	x37	x38	x39	x40	Total	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
x09	Pearson Correlation	34	.218	-.134	-.134	.224	.389 [*]	.447 [*]	.049	.218	.583 ^{**}	.294	.000	.036	.447 [*]	.000	.000	.400 [*]	.336
	Sig. (2-tailed)	81	.247	.481	.481	.235	.034	.013	.797	.247	.001	.115	1.000	.849	.013	1.000	1.000	.028	.070
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x10	Pearson Correlation	47	.499 ^{**}	-.147	-.147	-.035	.079	.176	.015	.327	.118	.015	-.035	.327	-.035	-.035	.176	.327	.405 [*]
	Sig. (2-tailed)	37	.005	.437	.437	.853	.679	.352	.935	.078	.534	.935	.853	.078	.853	.853	.352	.078	.026
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x11	Pearson Correlation	41	.263	-.161	-.161	-.067	.050	-.067	.207	.099	.264	.207	-.067	-.066	.135	-.067	.135	.263	.409 [*]
	Sig. (2-tailed)	57	.160	.395	.395	.723	.792	.723	.272	.604	.159	.272	.723	.730	.477	.723	.477	.160	.025
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x12	Pearson Correlation	47	.327	-.147	.169	-.035	.079	.176	.015	-.017	-.079	.015	-.247	.155	-.035	-.035	.176	.499 ^{**}	.405 [*]
	Sig. (2-tailed)	37	.078	.437	.373	.853	.679	.352	.935	.928	.679	.935	.189	.414	.853	.853	.352	.005	.026
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x13	Pearson Correlation	89	.309	.094	.378 [*]	.253	.000	.253	.139	.154	.354	.139	.253	.154	.063	.063	.253	.617 ^{**}	.695 ^{**}
	Sig. (2-tailed)	17	.097	.619	.039	.177	1.000	.177	.465	.416	.055	.465	.177	.416	.740	.740	.177	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x14	Pearson Correlation	05	.171	-.105	-.105	-.175	-.131	-.175	-.154	-.043	.049	-.154	.088	-.043	.088	.088	.088	-.043	.095
	Sig. (2-tailed)	81	.366	.581	.581	.354	.491	.354	.417	.822	.797	.417	.645	.822	.645	.645	.645	.822	.619
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x15	Pearson Correlation	47	.155	-.147	-.147	.176	.079	-.035	.247	.499 ^{**}	.118	.247	-.035	.499 ^{**}	.388 [*]	.388 [*]	.599 ^{**}	.499 ^{**}	.497 ^{**}
	Sig. (2-tailed)	37	.414	.437	.437	.352	.679	.853	.188	.005	.534	.188	.853	.005	.034	.034	.000	.005	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x16	Pearson Correlation	05	-.257	.288	.288	.088	-.131	-.175	.135	.171	.049	-.154	.088	-.257	.088	-.175	-.175	-.043	.013
	Sig. (2-tailed)	81	.171	.122	.122	.645	.491	.354	.478	.366	.797	.417	.645	.171	.645	.354	.354	.822	.945
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlations																			
		x25	x26	x27	x28	x29	x30	x31	x32	x33	x34	x35	x36	x37	x38	x39	x40	Total	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x17	Pearson Correlation	.00	.218	-.134	-.134	.224	.389*	.224	.049	.218	.375*	.539**	.000	.218	.447*	.224	.447*	.400*	.544**
	Sig. (2-tailed)	.988	.247	.481	.481	.235	.034	.235	.797	.247	.041	.002	1.000	.247	.013	.235	.013	.028	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x18	Pearson Correlation	.189	.267	.356	.802**	.447*	-.111	.447*	.196	.024	.111	-.131	.447*	.024	-.149	-.149	-.149	.509**	.427*
	Sig. (2-tailed)	.440	.154	.053	.000	.013	.559	.013	.299	.899	.559	.491	.013	.899	.432	.432	.432	.004	.019
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x19	Pearson Correlation	.20	.098	-.120	-.120	.040	-.149	.040	-.175	.098	.000	-.175	.280	.293	.040	.280	.280	.293	.201
	Sig. (2-tailed)	.429	.608	.529	.529	.834	.432	.834	.354	.608	1.000	.354	.134	.116	.834	.134	.134	.116	.287
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x20	Pearson Correlation	.189	.024	.356	-.089	-.149	-.111	-.149	-.131	.024	.111	-.131	-.149	.024	-.149	-.149	-.149	-.218	-.072
	Sig. (2-tailed)	.440	.899	.053	.640	.432	.559	.432	.491	.899	.559	.491	.432	.899	.432	.432	.432	.247	.705
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x21	Pearson Correlation	.171	.408*	-.071	.464**	.239	-.089	.239	-.105	.117	-.134	-.105	-.120	.117	.239	-.120	.239	.408*	.498**
	Sig. (2-tailed)	.08	.025	.708	.010	.203	.640	.203	.581	.539	.481	.581	.529	.539	.203	.529	.203	.025	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x22	Pearson Correlation	.189	.509**	-.089	.356	.447*	.259	.745**	-.131	.024	.389*	.196	.149	.024	-.149	-.149	-.149	.509**	.575**
	Sig. (2-tailed)	.440	.004	.640	.053	.013	.167	.000	.491	.899	.034	.299	.432	.899	.432	.432	.432	.004	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x23	Pearson Correlation	.05	-.043	.288	-.105	-.175	-.131	-.175	.135	-.043	.049	.135	.088	-.043	.088	.088	.088	-.043	-.003
	Sig. (2-tailed)	.81	.822	.122	.581	.354	.491	.354	.478	.822	.797	.478	.645	.822	.645	.645	.645	.822	.986
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x24	Pearson Correlation	1	-.175	-.071	-.071	.239	-.089	-.120	-.105	-.175	-.134	-.105	-.120	-.175	-.120	-.120	-.120	-.175	-.169
	Sig. (2-tailed)		.355	.708	.708	.203	.640	.529	.581	.355	.481	.581	.529	.355	.529	.529	.529	.355	.372
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x25	Pearson Correlation	.75	1	-.175	.117	.098	.267	.293	.171	.206	.218	.171	.098	.206	.098	.098	.098	.574**	.645**

Correlations

		x25	x26	x27	x28	x29	x30	x31	x32	x33	x34	x35	x36	x37	x38	x39	x40	Total	
	Sig. (2-tailed)	.333	.708	.708	.203	.040	.329	.381	.333	.481	.381	.329	.333	.329	.329	.329	.333	.312	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
x25	Pearson Correlation	.75	1	-.175	.117	.098	.267	.293	.171	.206	.218	.171	.098	.206	.098	-.098	.098	.524**	.645**
	Sig. (2-tailed)	.155		.355	.539	.608	.154	.116	.366	.274	.247	.366	.608	.274	.608	.608	.608	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x26	Pearson Correlation	.171	-.175	1	.464**	-.120	-.089	-.120	.288	-.175	-.134	-.105	.239	-.175	-.120	-.120	-.120	.117	-.036
	Sig. (2-tailed)	.08	.355		.010	.529	.640	.529	.122	.355	.481	.581	.203	.355	.529	.529	.529	.539	.852
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x27	Pearson Correlation	.171	.117	.464**	1	.239	-.089	.239	.288	-.175	-.134	-.105	.239	-.175	-.120	-.120	-.120	.408*	.298
	Sig. (2-tailed)	.08	.539	.010		.203	.640	.203	.122	.355	.481	.581	.203	.355	.529	.529	.529	.025	.110
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x28	Pearson Correlation	.139	.098	-.120	.239	1	.149	.520**	-.175	.293	.224	.088	.040	.098	.040	.040	.040	.293	.410*
	Sig. (2-tailed)	.03	.608	.529	.203		.432	.003	.354	.116	.235	.645	.834	.608	.834	.834	.834	.116	.025
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x29	Pearson Correlation	.189	.267	-.089	-.089	.149	1	.447*	-.131	.024	.389*	.523**	-.149	.024	.149	.149	.149	.267	.298
	Sig. (2-tailed)	.140	.154	.640	.640	.432		.013	.491	.899	.034	.003	.432	.899	.432	.432	.432	.154	.110
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x30	Pearson Correlation	.20	.293	-.120	.239	.520**	.447*	1	-.175	.098	.447*	.614**	.040	.098	.040	.040	.040	.488**	.514**
	Sig. (2-tailed)	.129	.116	.529	.203	.003	.013		.354	.608	.013	.000	.834	.608	.834	.834	.834	.006	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x31	Pearson Correlation	.05	.171	.288	.288	-.175	-.131	-.175	1	.171	.049	.135	.614**	.171	.088	.088	.088	.385*	.242
	Sig. (2-tailed)	.81	.366	.122	.122	.354	.491	.354		.366	.797	.478	.000	.366	.645	.645	.645	.036	.198
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x32	Pearson Correlation	.75	.206	-.175	-.175	.293	.024	.098	.171	1	.218	.171	.293	.683**	.488**	.098	.293	.206	.476**
	Sig. (2-tailed)	.155	.274	.355	.355	.116	.899	.608	.366		.247	.366	.116	.000	.006	.608	.116	.274	.008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlations

		x25	x26	x27	x28	x29	x30	x31	x32	x33	x34	x35	x36	x37	x38	x39	x40	Total	
	Sig. (2-tailed)	.81	.366	.581	.581	.645	.003	.000	.478	.366	.002		.645	.366	.057	.057	.057	.036	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x35	Pearson Correlation	.20	.098	.239	.239	.040	-.149	.040	.614**	.293	.224	.088	1	.293	.040	.280	.040	.293	.290
	Sig. (2-tailed)	.29	.608	.203	.203	.834	.432	.834	.000	.116	.235	.645		.116	.834	.134	.834	.116	.120
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x36	Pearson Correlation	.75	.206	-.175	-.175	.098	.024	.098	.171	.683**	.218	.171	.293	1	.293	.293	.488**	.365*	.427*
	Sig. (2-tailed)	.155	.274	.355	.355	.608	.899	.608	.366	.000	.247	.366	.116		.116	.116	.006	.047	.018
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x37	Pearson Correlation	.20	.098	-.120	-.120	.040	.149	.040	.088	.488**	.447*	.351	.040	.293	1	.280	.520**	.293	.410*
	Sig. (2-tailed)	.29	.608	.529	.529	.834	.432	.834	.645	.006	.013	.057	.834	.116		.134	.003	.116	.025
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x38	Pearson Correlation	.20	-.098	-.120	-.120	.040	.149	.040	.088	.098	.224	.351	.280	.293	.280	1	.760**	.293	.246
	Sig. (2-tailed)	.29	.608	.529	.529	.834	.432	.834	.645	.608	.235	.057	.134	.116	.134		.000	.116	.191
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x39	Pearson Correlation	.20	.098	-.120	-.120	.040	.149	.040	.088	.293	.224	.351	.040	.488**	.520**	.760**	1	.488**	.469**
	Sig. (2-tailed)	.29	.608	.529	.529	.834	.432	.834	.645	.116	.235	.057	.834	.006	.003	.000		.006	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
x40	Pearson Correlation	.75	.524**	.117	.408*	.293	.267	.488**	.385*	.206	.400*	.385*	.293	.365*	.293	.293	.488**	1	.851**
	Sig. (2-tailed)	.155	.003	.539	.025	.116	.154	.006	.036	.274	.028	.036	.116	.047	.116	.116	.006		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.69	.645**	-.036	.298	.410*	.298	.514**	.242	.476**	.544**	.454*	.290	.427*	.410*	.246	.469**	.851**	1
	Sig. (2-tailed)	.172	.000	.852	.110	.025	.110	.004	.198	.008	.002	.012	.120	.018	.025	.191	.009	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (Control Class)

Satuan Pendidikan : SMK Ma'Arif NU 1 Kembaran
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Introducing oneself and others
Kelas/Semester : X/I
Waktu : 2 x 50 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. 4.1 Transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..

A. Tujuan Pembelajaran

- Mengidentifikasi makna, tujuan komunikasi, struktur teks dan unsur kebahasaan dalam teks pemaparan jati diri dan hubungan keluarga secara tepat.
- Meminta dan memberi informasi tentang pemaparan jati diri dengan menggunakan unsur bahasa (pronoun, subjective, objective, possessive) secara tepat.
- Mempraktekkan dialog tentang pemaparan jati diri dengan benar.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Guru memeriksa kehadiran peserta didik
3. Menyampaikan tujuan pembelajaran
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

b. Kegiatan Inti (75')

1. Guru memberikan soal pre test sebelum memberikan motivasi dan menjelaskan materi yang akan dibahas
2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik.
 - *“Good morning all, let me to introduce myself. My name is Faiz Rizqi”*
3. Guru memberikan materi tentang Introducing oneself and others untuk dapat dipahami maupun dikembangkan peserta didik.
4. Guru menunjukkan contoh percakapan dengan salah satu siswa yang berisikan perkenalan diri kemudian membiarkan siswa mengamati kegiatan tersebut.
5. Setiap peserta didik diminta untuk membuat percakapan dengan teman di sampingnya kemudian di praktekan di depan kelas.
6. Guru memberikan feedback kepada siswa yang telah mempraktekan percakapan dan memperkenalkan diri di depan kelas.
7. Siswa diberi kesempatan untuk bertanya kepada guru terkait dengan materi yang telah diberikan

c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi tentang materi yang telah disampaikan.

C. Media, Bahan, dan Sumber Belajar

- a. Media, Bahan Ajar : spidol, papan tulis, Worksheet atau lembar kerja (siswa), lembar soal pre test
- b. Sumber Belajar :Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas X

D. Metode Pembelajaran

Saintific learning dan Problem Based Learning (PBL)

E. Penilaian

Penilaian berdasarkan pada hasil lembar penilaian pre test dan diskusi kelompok yang telah dibacakan oleh siswa dari setiap kelompok di depan teman-teman satu kelas

Kepala Sekolah



Astajib Syariful Asyhar, S.T
NIP.

Purwokerto, 27 Juli 2022

Peneliti

Adam Arifin
NIM. 1717404046

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Satuan Pendidikan : SMK Ma'Arif NU 1 Kembaran
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Introducing oneself and others
Kelas/Semester : X/I
Waktu : 2 x 50 menit

Kompetensi Inti	<p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.</p>
Kompetensi Dasar	<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.</p> <p>4.1 transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..</p>

A. Tujuan Pembelajaran

- Mengidentifikasi makna, tujuan komunikasi, struktur teks dan unsur kebahasaan dalam teks pemaparan jati diri dan hubungan keluarga secara tepat.
- Meminta dan memberi informasi tentang pemaparan jati diri dengan menggunakan unsur bahasa (pronoun, subjective, objective, possessive) secara tepat.
- Mempraktekkan dialog tentang pemaparan jati diri dengan benar.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Guru memeriksa kehadiran peserta didik
3. Menyampaikan tujuan pembelajaran menggunakan anime
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

b. Kegiatan Inti (75')

1. Guru memberikan soal pre test sebelum memberikan motivasi menjelaskan materi yang akan dibahas dan menonton anime yang berhubungan dengan materi
2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik.
 - *“Good morning all, let me to introduce myself. My name is Faiz Rizqi”*
 - Anime spy x family
3. Guru memberikan materi tentang Introducing oneself and others untuk dapat dipahami maupun dikembangkan peserta didik.
4. Guru menunjukkan contoh percakapan dengan menonton anime yang berisikan perkenalan diri kemudian membiarkan siswa mengamati kegiatan tersebut.
5. Setiap peserta didik diminta untuk membuat percakapan dengan teman di sampingnya saat menonton anime kemudian di praktekan di depan kelas setelah menonton anime spy x family.
6. Guru memberikan feedback kepada siswa yang telah mempraktekan percakapan dan memperkenalkan diri di depan kelas.
7. Siswa diberi kesempatan untuk bertanya kepada guru terkait dengan materi yang telah diberikan

d. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi tentang materi yang telah disampaikan menggunakan anime sebagai media pembelajaran.

C. Media, Bahan, dan Sumber Belajar

- a. Media, Bahan Ajar : spidol, papan tulis, Worksheet atau lembar kerja (siswa), lembar penilaian pre test, proyektor, anime spy x family
- b. Sumber Belajar : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas X, dan anime spy x family

D. Metode Pembelajaran

Saintific learning dan Problem Based Learning (PBL)

E. Penilaian

Penilaian berdasarkan pada hasil lembar penilaian pre test dan diskusi kelompok yang telah dibacakan oleh siswa dari setiap kelompok di depan teman-teman satu kelas

Kepala Sekolah



Astajib Syariful Asyhar, S.T
NIP.

Purwokerto, 25 juli 2022

Peneliti

Adam Arifin
NIM. 1717404046

RENCANA PELAKSANAAN PEMBELAJARAN
(**Control Class**)

Satuan Pendidikan : SMK Ma'Arif NU 1 Kembaran
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Expressing intention
Kelas/Semester : X/I
Waktu : 2 x 50 menit

Kompetensi Inti	<p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.</p>
Kompetensi Dasar	<p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks.</p>

A. Tujuan Pembelajaran

Siswa terampil menggunakan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Guru memeriksa kehadiran peserta didik
3. Menyampaikan tujuan pembelajaran
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

b. Kegiatan Inti (75')

1. Guru memberikan motivasi dan menjelaskan materi yang akan dibahas

2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik.

➤ *“What are you going to do after school? ,I am going to”*

3. Guru memberikan materi tentang expressing intention untuk dapat dipahami maupun dikembangkan peserta didik.

4. Guru menunjukkan contoh percakapan dengan salah satu siswa yang berisikan keinginan, niat, rencana dan kemudian membiarkan siswa mengamati kegiatan tersebut.

5. Setiap peserta didik diminta untuk membuat percakapan dengan teman di sampingnya kemudian di praktekan di depan kelas.

6. Guru memberikan feedback kepada siswa yang telah mempraktekan percakapan dan memperkenalkan diri di depan kelas.

7. Siswa diberi kesempatan untuk bertanya kepada guru terkait dengan materi yang telah diberikan

c. Kegiatan Penutup (10’)

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.

2. Melakukan refleksi tentang materi yang telah disampaikan.

C. Media, Bahan, dan Sumber Belajar

a. Media, Bahan Ajar : spidol, papan tulis, Worksheet atau lembar kerja (siswa),

b. Sumber Belajar : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas X

D. Metode Pembelajaran

Saintific learning dan Problem Based Learning (PBL)

E. Penilaian

Penilaian berdasarkan pada hasil diskusi kelompok yang telah dibacakan oleh siswa dari setiap kelompok di depan teman-teman satu kelas

Kepala Sekolah



Astajib Syariful Asyhar, S.T

NIP.

Purwokerto, 3 Agustus 2022

Peneliti

Adam Arifin

NIM. 1717404046

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Satuan Pendidikan : SMK Ma'Arif NU 1 Kembaran
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Expressing intention
Kelas/Semester : X/I
Waktu : 2 x 50 menit

Kompetensi Inti	<p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.</p>
Kompetensi Dasar	<p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuaikonteks.</p>

A. Tujuan Pembelajaran

Siswa terampil menggunakan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Guru memeriksa kehadiran peserta didik
3. Menyampaikan tujuan pembelajaran menggunakan anime spy x family
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

b. Kegiatan Inti (75')

1. Guru memberikan motivasi dan menjelaskan materi yang akan dibahas

2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik.

- *“What are you going to do after school? ,I am going to”*
- *Spy x family*

3. Guru memberikan materi tentang expressing intention untuk dapat dipahami maupun dikembangkan peserta didik.

4. Guru menunjukkan contoh menggunakan anime yang berisikan keinginan, niat, rencana dan kemudian membiarkan siswa mengamati kegiatan tersebut.

5. Setiap peserta didik diminta untuk membuat keinginan, niat, rencana dengan teman di samping nya kemudian di praktekan di depan kelas.

6. Guru memberikan feedback kepada siswa yang telah mempraktekan percakapan dan memperkenalkan diri di depan kelas.

7. Siswa diberi kesempatan untuk bertanya kepada guru terkait dengan materi yang telah diberikan

c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.

2. Melakukan refleksi tentang materi yang telah disampaikan.

C. Media, Bahan, dan Sumber Belajar

c. Media, Bahan Ajar : spidol, papan tulis, Worksheet atau lembar kerja (siswa), proyektor laptop dan anime spy x family

d. Sumber Belajar : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas X dan anime spy x family

D. Metode Pembelajaran

Saintific learning dan Problem Based Learning (PBL)

E. Penilaian

Penilaian berdasarkan pada hasil diskusi kelompok yang telah dibacakan oleh siswa dari setiap kelompok di depan teman teman satu kelas

Purwokerto, 1 Agustus 2022

Kepala Sekolah



Astajib Syariful Asyhar, S.T
NIP.

Peneliti

Adam Arifin
NIM. 1717404046

RENCANA PELAKSANAAN PEMBELAJARAN
(Control Class)

Satuan Pendidikan : SMK Ma'Arif NU 1 Kembaran
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Congratulating others
Kelas/Semester : X/I
Waktu : 2 x 50 menit

Kompetensi Inti	<p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.</p>
Kompetensi Dasar	<p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.3 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

A. Tujuan Pembelajaran

- peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.
- peserta didik dapat melakukan monolog dan dialog serta menulis teks monolog dan dialog untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar sesuai dengan konteks.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Guru memeriksa kehadiran peserta didik
3. Menyampaikan tujuan pembelajaran
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

b. Kegiatan Inti (75')

1. Guru memberikan motivasi dan menjelaskan materi yang akan dibahas
2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik

Congratulating	Responding
I'd be the first to congratulate you on . .	It's very good of you to say so
I'd like to congratulate you on . .	How nice of you to say so
Please accept my warmest congratulation	Thank you very much for saying so

3. Memberikan materi tentang congratulating others untuk dapat dipahami maupun dikembangkan peserta didik.
4. Guru menunjukkan contoh percakapan dengan salah satu siswa yang berisikan ucapan selamat dan meresponnya lalu kemudian membiarkan siswa mengamati kegiatan tersebut.
5. Setiap peserta didik diminta untuk membuat percakapan dengan teman di sampingnya kemudian di praktekan di depan kelas.
6. Guru memberikan feedback kepada siswa yang telah mempraktekan percakapan di depan kelas.
7. Siswa diberi kesempatan untuk bertanya kepada guru terkait dengan materi yang telah diberikan
8. Siswa diberi soal post test untuk di kerjakan sebelum kegiatan penutup

c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi tentang materi yang telah disampaikan.

C. Media, Bahan, dan Sumber Belajar

- a. Media, Bahan Ajar : spidol, papan tulis, Worksheet atau lembar kerja (siswa), lembar soal post test
- b. Sumber Belajar : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas X

D. Metode Pembelajaran

Saintific learning dan Problem Based Learning (PBL)

E. Penilaian

Penilaian berdasarkan pada hasil diskusi kelompok yang telah dibacakan oleh siswa dari setiap kelompok di depan teman satu kelas dan hasil dari post test yang telah dikerjakan

Kepala Sekolah

Astajib Syariful Asyhar, S.T
NIP.

Purwokerto, 10 Agustus 2022

Peneliti

Adam Arifin
NIM. 1717404046

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Satuan Pendidikan : SMK Ma'Arif NU 1 Kembaran
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Congratulating others
Kelas/Semester : X/I
Waktu : 2 x 50 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya 4.3 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

A. Tujuan Pembelajaran

- peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.
- peserta didik dapat melakukan monolog dan dialog serta menulis teks dialog untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar sesuai dengan konteks.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Guru memeriksa kehadiran peserta didik
3. Menyampaikan tujuan pembelajaran menggunakan anime spy x family
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

b. Kegiatan Inti (75')

1. Guru memberikan motivasi dan menjelaskan materi yang akan dibahas
2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik

Congratulating	Responding
I'd be the first to congratulate you on . .	It's very good of you to say so
I'd like to congratulate you on . .	How nice of you to say so
Please accept my warmest congratulation	Thank you very much for saying so

- Spy x family

3. Memberikan materi tentang congratulating others untuk dapat dipahami maupun dikembangkan peserta didik.
4. Guru menunjukkan contoh percakapan dengan menonton anime spy x family yang berisikan ucapan selamat dan meresponnya lalu kemudian membiarkan siswa mengamati kegiatan tersebut.
5. Setiap peserta didik diminta untuk membuat percakapan dengan teman di sampingnya kemudian di praktekan di depan kelas setelah menonton anime.
6. Guru memberikan feedback kepada siswa yang telah mempraktekan percakapan di depan kelas.
7. Siswa diberi kesempatan untuk bertanya kepada guru terkait dengan materi yang telah diberikan
8. Siswa diberi soal post test untuk di kerjakan sebelum kegiatan penutup

c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi tentang materi yang telah disampaikan.

C. Media, Bahan, dan Sumber Belajar

- a. Media, Bahan Ajar : spidol, papan tulis, Worksheet atau lembar kerja (siswa), lembar soal post test, laptop, proyektor, anime spy x family
- b. Sumber Belajar : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas X dan anime spy x family

D. Metode Pembelajaran

Saintific learning dan Problem Based Learning (PBL)

E. Penilaian

Penilaian berdasarkan pada hasil diskusi kelompok yang telah dibacakan oleh siswa dari setiap kelompok di depan teman satu kelas dan hasil dari post test yang telah dikerjakan

Kepala Sekolah



Astajib Syariful Asyhar, S.T
NIP.

Purwokerto, 8 Agustus 2022

Peneliti

Adam Arifin
NIM. 1717404046

Appendix 4

Pre Test

Choose the correct answer by crossing a, b, c, d, or e!

KPKR
Zaky Lukman

1. We have built this house with our money, so this land and this house is
- a. Ours
 - b. Theirs
 - c. Hers
 - d. Mine
 - e. His
2. I forgot bring my pen, Can I borrow from?
- a. Yours
 - b. Theirs
 - c. Hers
 - d. Mine
 - e. Ours



3. Which country is the statue above from?
- a. Japan
 - b. USA
 - c. Russia
 - d. England
 - e. Singapore
4. My sister is a nurse. She works in Bunda Hospital. She ... every patient there.
- a. Sees
 - b. Thinks
 - c. Ignores
 - d. Helps
 - e. Forsake
5. John : French Fries and fried chicken are my favorite foods.
Vira : Yes, I like them too. These French Fries and fried chicken are very ...
- a. Salty
 - b. Sour
 - c. Delicious
 - d. Bitter
 - e. Spicy
6. You can find in your kitchen.
- a. Pillow
 - b. Stove
 - c. Book
 - d. Sofa
 - e. Bad

9.9 10.11

Zafy LUEMAN

7. This seems like a **good** hotel. The word bold has opposite meaning to...
- a. Great
 - b. Dirty
 - c. Bad
 - d. Expensive
 - ~~e. Luxury~~
8. Your sister are **bother** me. The word bold has opposite meaning to...
- a. Bless
 - b. Brighten
 - c. Soothe
 - ~~d. Disturb~~
 - e. Annoy
9. The supporter are make a **chaos**. The word bold has opposite meaning to...
- a. Wisdom
 - b. Order
 - ~~c. Start~~
 - d. Mess
 - e. Clutter
10. He is a **fast** runner. The word bold has similar meaning to...
- a. Quick
 - b. Energetic
 - c. Calm
 - ~~d. Slow~~
 - e. Quiet
11. You have a **notice**. The word bold has similar meaning to...
- ~~a. Call~~
 - b. Alert
 - c. Danger
 - d. Stop
 - e. Announcement
12. My mother is a tailor. She sews and makes ...
- a. Books
 - b. Foods
 - c. Jewellery
 - d. Chairs
 - ~~e. Clothes~~
13. My father always reads ... every morning in living room.
- ~~a. Newspaper~~
 - b. Handphone
 - c. Radio
 - d. Computer
 - e. Television
14. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.
- a. Throws
 - ~~b. Plants~~
 - c. Cuts
 - d. Takes
 - e. Goes

15. Dino : When do you usually get up in the morning?
Alden :
- a. I take a shower
 - b. I have breakfast with my family
 - c. I get up at 5 a.m.
 - d. I go to bed
 - e. I am sleepy
16. My friend's ... are sick, so he cannot hear anything well.
- a. Cheeks
 - b. Nose
 - c. Eyes
 - d. Head
 - e. Ears
17. Candy is ... but honey is sweeter than candy.
- a. Sweet
 - b. Salty
 - c. Bitter
 - d. Sour
 - e. Smooth
18. Danu is a ... He teaches Biology in our class. Every student loves him.
- a. Selfish teacher
 - b. Kind teacher
 - c. Emotional teacher
 - d. Arrogant teacher
 - e. Boring teacher
19. Ahmad : Do you have a ?
Shopkeeper : Of course, we do. You can find it in the book section over here.
- a. Football shoes
 - b. Green Heat
 - c. Black pen
 - d. Red apples
 - e. Drawing book
20. Dina : I will wear my white and blue dress to Frieda's birthday party. What do you think?
Vina : I think, the pink one is better for you.
Dina : Really? Okay I will ... the pink dress.
- a. Go
 - b. Lose
 - c. Hang
 - d. Wear
 - e. Throw

Post Test

Choose the best answer by crossing a, b, c, d, or e!

1. He bought shoes in this store last month, so this shoes is
 - a. Yours
 - His c.
 - Hers d.
 - Mine
 - e. Theirs
2. Mr. Sanusi gave this house to his children, so this house is....
 - a. Yours
 - Theirs
 - c. Hers
 - d. Mine
 - e. His



S: 4
B: 16

3. Which country is the statue above from?
 - a. Japan
 - b. USA
 - c. Russia
 - d. England
 - Singapore
4. The clown is so ... He makes all kids laugh and happy.
 - Funny
 - b. Quiet
 - c. Noisy
 - d. Disgusting
 - e. Creepy
5. You can catch the train from the
 - a. Station
 - b. Airport
 - c. Busway
 - d. School
 - e. Hotel
6. You have to show your ... when you get on the bus.
 - a. Bag
 - b. Money
 - Ticket
 - d. Brochure
 - e. Card
7. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work

- c. Play
~~a. Study~~
 e. Sleep
8. Bunga is celebrating her birthday.
 Now Bunga feels
~~a. Happy~~
 b. Easy
 c. Angry
 d. Hungry
 e. Sick
9. She is **foolish**. The word bold has opposite meaning to...
~~a. Dumb~~
 b. Brainy
 c. Wise
 d. Stupid
 e. Silly
10. This toy is **inexpensive**. The word bold has opposite meaning to...
 a. Cheap
~~b. Overpriced~~
 c. Expensive
 d. Economic
 e. Reduced
11. I am **terrible** at Mathematics. The word bold has opposite meaning to...
 a. Awful
 b. Wonderful
~~c. Good~~
 d. Horrific
 e. dreadful
12. Look at the **announcement** please. The word bold has similar meaning to...
 a. Call
 b. Alert
 c. Danger
 d. Stop
~~e. Notice~~
13. The music is **loud**. The word bold has similar meaning to...
 a. Soft
~~b. Blaring~~
 c. Catchy
 d. Smooth
 e. Mild
14. Intan : Amir, your new shoes are good and really fit in your ... You look charming and cool.
 Amir: Thank you Nita.
 a. Body
~~b. Feet~~
 c. Finger
 d. Hand
 e. Head
15. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.

- a. Angry
 - b. Noisy
 - c. Funny
 - d. Quiet
 - e. Scary
16. This exercise was too for me. I got score 100.
- a. Difficult
 - b. Easy
 - c. Expensive
 - d. High
 - e. Good
17. My little sister and brother are very hungry, so I lunch for them.
- a. Prepare
 - b. Wear
 - c. Throw
 - d. Kick
 - e. Develop
18. Diana's barbie is broken. Diana is very now.
- a. Confuse
 - b. Sad
 - c. Happy
 - d. Charm
 - e. Naughty
19. My younger brother went to dentist two days ago because his were in pain.
- a. Teeth
 - b. Ears
 - c. Hands
 - d. Fingers
 - e. Hairs
20. Aulia : Drake, where do you want to go?
Drake : I want to to Europe with my parents and siblings.
- a. Walk
 - b. Stay
 - c. Run
 - d. Move
 - e. Kick

Appendix 5

