

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

Himawati, Dian. 2011. *The Use of Movies to Improve SD Netral C Yogyakarta Students' Motivation and Vocabulary Mastery*. Yogyakarta: English Language Study Program Sanata Dharma University.

SD Netral C Yogyakarta has had electronic and sophisticated equipment. However, there is still very limited use of the equipment to facilitate the English teaching learning activities. The English teaching learning activities are mostly teacher centered and textbook oriented. The teachers' limited creativity and monotonous activities eventually lead to students' low motivation and low achievement.

The writer then would like to use movies to solve the emerging problems in the framework of a classroom action research (CAR). Before conducting the research, the writer conducted a very simple survey. The results of the survey reveal that movies have important roles in young students' life.

This current research would like to answer two questions which emerged during the practice of the writer's teaching learning activities. The first question was related to the improvement of students' motivation in learning English using *Disney Magic English Series*. The second question deals with the improvement of students' vocabulary mastery in learning English using *Disney Magic English Series*. In addition, the vocabulary being targeted was related to certain topics. The topics are *Parts of Body, Animals, and Colors*. In order to answer the research questions, an action research was conducted to the fourth graders class IV-C2 of SD Netral C Yogyakarta.

The research discovered that there were significant improvements on students' motivation and vocabulary mastery during the use of movies. In the beginning of the research, there was negative trend on students' motivation and vocabulary mastery. Related to students' motivation, there was only one motivation criterion which occurred, attention. The other criteria, relevance, confidence, and satisfaction were unavailable during the lesson. However, at the end of the research, those four motivation criteria were available. Moreover, 83% students showed attention, 36% students' showed relevance, 96% students showed confidence and satisfaction. Related to students' vocabulary mastery, in the beginning, the teaching learning activities failed the standard of successful teaching learning activity. However, at the end of the research, students attained 93 for their average mark. In addition, 96% students passed the Minimum Passing Mark (MPM).

Finally, this research has proven that the use of movies was successful in improving students' motivation and vocabulary mastery. However, considering the practical problems during the research, language teachers and teacher candidates are suggested to investigate students' emotional problem. They are also suggested to explore any types of movies and instructional media during the English teaching learning activities. Further, investigating a similar topic to different research participants is also recommended.

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## ABSTRAK

Himawati, Dian. 2011. *The Use of Movies to Improve SD Netral C Yogyakarta Students' Motivation and Vocabulary Mastery*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma.

*SD Netral C Yogyakarta telah memiliki berbagai peralatan elektronik and peralatan canggih, namun penggunaannya dalam menunjang pembelajaran Bahasa Inggris masih sangat terbatas. Kegiatan pembelajaran Bahasa Inggris masih terpusat pada guru dan buku teks. Kekurangkreatifan guru dan kegiatan pembelajaran yang monoton ini pada akhirnya menyebabkan siswa tidak termotivasi dan berprestasi rendah.*

*Penulis kemudian bermaksud menggunakan film untuk mengatasi permasalahan yang timbul dalam kerangka penelitian tindakan kelas (PTK). Sebelum melaksanakan penelitian, penulis melakukan survei sangat sederhana. Hasil survei tersebut menunjukkan bahwa film telah memiliki peran penting dalam kehidupan siswa.*

*Penelitian ini dimaksudkan untuk menjawab dua pertanyaan yang timbul selama kegiatan pembelajaran. Pertanyaan pertama berkaitan dengan peningkatan motivasi belajar siswa dengan menggunakan film seri Disney Magic English. Pertanyaan kedua berkaitan dengan peningkatan penguasaan kosakata Bahasa Inggris dengan menggunakan film seri Disney Magic English. Kosakata yang dimaksud dalam hal ini terbatas pada topic tertentu, yaitu Parts of Body, Animal, dan Colors. Untuk menjawab pertanyaan penelitian di atas, penelitian tindakan dilaksanakan dengan subjek penelitian siswa kelas IV-C2 SD Netral C Yogyakarta.*

*Penelitian ini menunjukkan bahwa siswa mengalami peningkatan yang pesat dalam hal motivasi belajar dan penguasaan kosakata selama penggunaan film dalam pembelajaran. Pada awal penelitian, motivasi belajar dan penguasaan kosakata siswa menunjukkan hasil yang buruk. Berkaitan dengan motivasi belajar siswa, hanya kriteria perhatian saja yang muncul. Kriteria lain seperti keterkaitan, kepercayaan diri, and kepuasan tidak muncul. Namun, pada akhir penelitian, keempat kriteria ini muncul selama kegiatan pembelajaran. Secara detil, 83% siswa menunjukkan perhatian, 36% siswa menunjukkan keterkaitan, 96% siswa menunjukkan kepercayaan diri dan kepuasan. Berkaitan dengan penguasaan kosakata siswa pada awal penelitian, kegiatan pembelajaran gagal mencapai standar keberhasilan pembelajaran. Namun pada akhir penelitian, siswa mencapai nilai rata-rata 93. Selain itu, 96% siswa dapat mencapai Kriteria Ketuntasan Minimal (KKM).*

*Pada akhirnya, penelitian ini menunjukkan bahwa penggunaan film dalam kegiatan pembelajaran dapat meningkatkan motivasi belajar dan penguasaan kosakata siswa. Namun demikian, berdasarkan permasalahan yang timbul pada saat penelitian, guru dan calon guru Bahasa Inggris disarankan untuk mengkaji permasalahan emosi siswa. Selain itu disarankan juga untuk menggunakan jenis film dan media lain. Namun demikian, penelitian serupa terhadap subjek penelitian yang berbeda juga disarankan.*