

**An Analysis of Daily Vocabulary in Cinderella Directed by Kenneth  
Branagh**



**THESIS**

**BY**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
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**An Analysis of Daily Vocabulary in Cinderella Directed by Kenneth  
Branagh**

**THESIS**

**Present to  
Universitas Muhammadiyah Palembang  
in Partial Fulfilment of the Requirements  
For the Degree of Sarjana in English Language Education**

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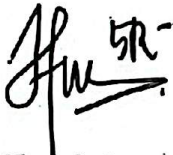
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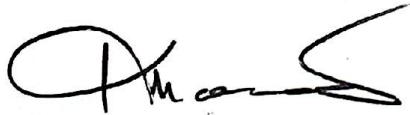
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## MOTTO AND DEDICATION

*“There are no one who doesn't have hard time. Being thankful or giving thanks is one of the key to be happy” – Mark Lee*

*“Pada akhirnya, ini semua hanyalah permulaan” – Nadin Amizah*

### **This is Dedication to:**

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## ABSTRACT

This study aims to analyze the use of daily vocabulary in the film *Cinderella*, directed by Kenneth Branagh. The research employed a descriptive qualitative approach, using documentation as the data collection technique. The data were obtained by repeatedly watching the film, transcribing the dialogues, and identifying and classifying vocabulary items categorized as daily vocabulary. The findings revealed that there were 130 vocabulary items classified into ten categories: greetings, self-introduction, common expressions, asking and giving information, daily activities, time and date, numbers, things around us, people, and food and drink. Among these categories, asking and giving information, people, and common expressions were the most dominant, indicating that interaction and information exchange are central aspects of daily communication represented in the film. Furthermore, the grammatical analysis showed that nouns were the most frequently used part of speech, followed by verbs, adjectives, and adverbs. The vocabulary in the film is presented in meaningful and contextualized situations, such as family interactions, daily routines, and formal communication in a royal setting. In conclusion, this study demonstrates that *Cinderella* can serve as an effective medium for vocabulary learning, as it provides authentic and contextualized language input. The film helps learners understand how vocabulary is used in real-life communication in an engaging and meaningful way.

Keywords: daily vocabulary, film, English language learning, qualitative analysis

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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, any constructive suggestions and criticism are highly appreciated for future improvement. Hopefully, this thesis can be useful for readers, especially those who are interested in vocabulary learning and the use of film in language learning.

Palembang, April 2026

The Researcher

PF

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## **CHAPTER I INTRODUCTION**

This chapter discusses the background of the study, which explains the importance of vocabulary in language learning and the use of film as a learning medium. It also presents the formulation of the problem, the objective of the study, and the significance of the study for students, teachers, and future researchers.

### **A. Background of the Study**

Vocabulary refers to the set of words that a person knows, understands, and uses, including their meanings, pronunciation, and usage in different contexts. Vocabulary can be categorized into active vocabulary, which consists of words frequently used in speaking and writing, and passive vocabulary, which includes words that are recognized and understood but not frequently used. A rich vocabulary is essential for effective communication, reading comprehension, and overall language development.

In recent years, literacy research has expanded its focus beyond traditional classroom instruction to include informal and interest-driven environments, such as film viewing, online media consumption, and fan communities. These contexts provide authentic language exposure, rich cultural references, and engaging narratives that support language learning, especially vocabulary acquisition. English films, in particular, offer contextualized input through dialogue, body language, and visual storytelling, enabling learners to encounter new words, idiomatic expressions, and pragmatic usage that are not always emphasized in textbooks (Reftyawati, 2023).

Narrative films such as *Cinderella*, directed by Kenneth Branagh, provide structured linguistic input through character interactions, plot-driven vocabulary, and emotional contexts that help learners develop deeper associations with words. Dialogues in fairy-tale-based films tend to use accessible yet expressive language, making them effective tools for incidental vocabulary learning. Moreover, learners can rewatch scenes

and imitate expressions, which enhances retention (Permata & Kheryadi, 2022). Previous studies have shown that the use of films in language learning can enhance students' motivation and engagement, leading to improved vocabulary acquisition (Rosalia et al., 2022). However, most existing research focuses on the effectiveness of films as a teaching medium rather than analyzing the types and categories of vocabulary used in films.

Therefore, this study aims to analyze the daily vocabulary in receptive types, focusing on identifying, classifying, and analyzing the vocabulary categories and their use in communicative contexts.

Based on the explanation above, this study aims to analyze the use of daily English vocabulary found in the film *Cinderella* directed by Kenneth Branagh. This study focuses on the process of identifying vocabulary items that appear in the film dialogues, classifying them into specific categories, and analyzing their functions within communicative contexts. In addition, this study also examines the grammatical forms of the vocabulary, such as nouns, verbs, adjectives, and adverbs, in order to provide a more comprehensive understanding of language use in the film.

Based on this context, this study aims to analyze the daily vocabulary used in Kenneth Branagh's *Cinderella* film. The study focuses on identifying the types and categories of vocabulary used in the dialogues and how they are contextualized within the film's narrative. In light of this, the researcher proposes the study entitled: "*An Analysis of Daily Vocabulary in Cinderella Directed by Kenneth Branagh*"

## **B. Formulation of the Problem**

In this research, the researcher will formulate the problem into the following question: "*What types of daily vocabulary are found in Cinderella.*"

### **C. Objective of the Study**

The objective of this study is to identify, classify, and analyze the types of daily vocabulary used in *Cinderella* and to examine how the vocabulary is used in communicative contexts.

### **D. Significance of the Study**

#### **a. For the Student**

This study is expected to help students improve their vocabulary mastery by providing contextualized examples of daily vocabulary used in authentic communication. by learning daily vocabulary found in *Cinderella* directed by Kenneth Branagh. Through this study, students can understand how vocabulary is used in real-life communication contexts, making it easier for them to apply the words in speaking and writing. Additionally, learning through film can increase students' motivation and make the learning process more enjoyable and engaging.

#### **b. For the Teachers**

This study is expected to provide teachers with useful insights into the use of films as a medium for teaching vocabulary. By using *Cinderella*, teachers can introduce authentic and contextualized vocabulary to students. This study can also serve as a reference for developing more creative and interactive teaching strategies, especially in teaching daily vocabulary through audiovisual media.

#### **c. For Future Researchers**

This study is expected to be a useful reference for future researchers who are interested in vocabulary analysis or the use of films in language learning. It can provide additional information and contribute to the development of research in the field of English language teaching, particularly in analysis daily vocabulary in films such as *Cinderella*. Furthermore, this study can inspire other researchers to conduct similar studies using different films or research approaches.

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