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**THE INFLUENCE OF HELEN KELLER MOVIE IN IMPROVING STUDENTS'
VOCABULARY MASTERY AT ELEVENTH YEAR STUDENTS OF
*MAN 1 CIREBON***

A THESIS

Submitted to the English Education Department of Syekh Nurjati State Institute for Islamic
Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in
English Education (S. Pd. I)



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ABSTRACT

IDA FARIDA :THE INFLUENCE OF HELEN KELLER IN IMPROVING STUDENTS' VOCABULARY MASTERY AT ELEVENTH YEAR STUDENTS OF *MAN 1 CIREBON*

Language is a very important means in our lives; we can communicate with others because of language. Vocabulary was one of the most important aspects of language learning. Learning vocabulary is something that is not negotiable because communication will stop when learners lack the necessary words. So to get a satisfactory result, we must use method or strategy to motivate student in learning, and the writer try to use movie as a strategy in teaching vocabulary. The aims of the research in writing this thesis are: To know if the students can improve their vocabulary when the teacher uses Helen Keller Movie as a strategy in learning and teaching vocabulary, to know the students' difficulties in learning English vocabulary by using movies, and to know the students' response learn English using movie.

Movie has beneficial for students as it can educate and entertain. Teacher can add movie in classroom. Movie could develop students to be life-long learner. Movie can be a valuable teaching tool.

The method of the research in writing this thesis is quantitative approach. It means that statistics, tables and graphs, are used to present the results of these methods. The data-information dealing with numbers is measured and interpreted by using statistical analysis. The population of this research is the students of eleventh grade of *MAN 1 Cirebon*.

The State Islamic Senior High School (MAN) 1 Cirebon is located in *Weru – Cirebon*. The school has its own missions and visions that are to carry out students become religious and reach certain quality for academic and non-academic achievement. The school since the first establishment in 1978 has experienced seven changes headmaster.

The result of students' response on watching movie as a teaching strategy is good. The result of students' basic competence as X variable is 68.65. The result of students' achievement after watching Helen Keller is 89.18. Based on the product moment correlation, the result of the influence of Helen Keller on students' vocabulary at eleventh years of *MAN 1 Cirebon* is 1. The writer conducted the research with the hypothesis (H_a) that there is positive influence of Helen Keller movie in improving students' vocabulary at eleventh year of *MAN 1 Cirebon* with degree of freedom (df) is 47.



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PREFACE

In the name of Allah, Most Gracious, Most Merciful, all praises and thankfulness are to Allah. Because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his companions, and his followers up to the end of the world.

This thesis entitled in: ‘THE INFLUENCE OF HELEN KELLER MOVIE IN IMPROVING STUDENTS’ VOCABULARY MASTERY AT ELEVENTH YEAR STUDENTS OF *MAN 1 CIREBON*’ is presented to the English Education Department of *IAIN SyekhNurjati Cirebon* in partial fulfillment of the requirements for the Islamic scholar Degree in English Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised. So, in this opportunity the writer would like to convey her sincere gratitude to:

1. Prof. Dr. H. MaksumMukhtar, M.A. The Rector of *IAIN SyekhNurjati Cirebon*.
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8. Drs. H. Kumaedi, M. Pd. The Headmaster of *MAN 1 Cirebon*.

9. Drs. Lilik , The English teacher of *MAN 1 Cirebon*.

10. All teachers and the administrators of *MAN 1 Cirebon*

11. All my friends who cannot be mentioned one by one for their motivations.

The writer realizes that this thesis is still far from being perfect and of course there are many mistakes both in the content and in arrangement. Therefore, any comment and suggestion given by readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of *SyekhNurjati*State Institute for Islamic Studies.

Cirebon, August 2012

The Writer



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TABLE OF CONTENTS

	Page
Preface	ix
Table of Contents	xi
List of Tables	xiii
CHAPTER I INTRODUCTION	1
A. The Background of the Problem.....	1
B. The Formulation of the Problem	3
1. The Field of the Research.....	3
2. The Kinds of Problem.....	3
3. The Main of the Problem.....	4
4. The Limitation of Problem	5
C. The Questions of the Research	5
D. The Aims of Research	5
E. The Use of the Research.....	6
CHAPTER II THEORITICAL FOUNDATIONS	7
A. Discussion of Understanding Movie	7
1. Learning English on the Movie.....	8
2. The Role of Movie in Education.....	9
3. The Synopsis of Helen Keller Movie.....	10
4. Moral Value of Helen Keller Movie	11
B. The Concept in Teaching and Learning Vocabulary	12
1. The Discussion of Vocabulary.....	13
2. Teaching and Learning Vocabulary Using Movies	16
CHAPTER III METHODOLOGY OF RESEARCH	18
A. The Objective of the Research.....	18
B. The Place and Time of the Research	18
C. The Variables of the Research.....	18
D. The Method of the Research.....	19
E. The Population and sample.....	20
F. The Technique of Collecting Data.....	21
G. The Technique of Analyzing Data.....	22



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CHAPTER IV DISCUSSION AND RESEARCH FINDINGS	25
A. The Historical Background of <i>MAN 1 Cirebon</i>	25
B. The Geographical Location of <i>MAN 1 Cirebon</i>	26
C. The School Building Construction	27
D. The Real Conditions of the School.....	28
1. The Conditions of the Teachers.....	28
2. The Conditions of the Administrators	28
3. The Conditions of Students	29
E. The School Facilities	29
F. The Real Process of Learning and Teaching at <i>MAN 1 Cirebon</i>	30
G. The Research Findings	31
1. The Students’ Vocabulary Mastery before Watching Helen Keller Movie.....	31
2. The Students’ Vocabulary Mastery after Watching Helen Keller Movie	34
3. The Influence of Helen Keller Movie in Improving Students’ Vocabulary Mastery	46
CHAPTER V CONCLUSION AND SUGGESTION	51
A. The Conclusion.....	51
B. The Suggestion	52

BIBLIOGRAPHY

APPENDIXS



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
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LIST OF TABLES

Table 1 Value “r” Product moment.....	24
Table 2 Map of the School.....	27
Table 3 The Students’ Vocabulary Mastery before Watching Helen Keller Movie..	31
Table 4 Students’ Vocabulary Mastery after Watching Helen Keller Movie	34
Table 5 – 14 The Analysis of questionnaire of no. 1 to 10	37-43
Table 15 The Recapitulation Score of Students’ Response about Movie	44
Table 16 The Recapitulation Percentage of Students’ Response about Movie	46
Table 17 The Value of X and Y Variable	47



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

We live in a world of language. All the activities of ours are intimately associated with language, whether just chatting with friends or in formal activities such as school, college and even in work. People learn and use language to communicate ideas and needs. Language enables us to communicate each other. If we know language, we can speak and be understood by others. In the miracle worker movie, Anna Sullivan said that the language is more important than light for eyes. The essence of language is human activity — activity on the part of one individual to make himself understood by another , and activity of that other to understand what was in the mind of the first (Orro Jespersen, 1924, p. 17). According to American Heritage dictionary, *language* is communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols, such a system, including rules for combining components, such as words, such a system used by a particular group or community. In short, *Language is* a system of signs used to communicate messages.

Learning a language cannot be separated with learning vocabulary. Learning vocabulary is the key to language learning. Vocabulary is a tough and difficult subject. Teaching vocabulary is obviously more than just presenting new words. It is also includes a decision which words should taught and how frequent they are used by speaker of the language. Vocabulary not only deals with the meaning of the sentence



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and word in right place but also usage. Students need to learn vocabulary and also understand its relevant context in a sentence. It is important to learn the meaning of the word and its context in right place.

Vocabulary learning is a principal issue for English learning because vocabulary comprises the basic building blocks of English sentences. Many studies have attempted to improve the efficiency and performance when learning English vocabulary. It is found that children are very easy to get bored and the way of teaching usually makes students lazy and bored. If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students (Ross, 2006). The teachers have to find the suitable methods to motivate the students in order to make them interest in learning English. Teacher needs something interesting attractive which can motivate the students. To motivate them, a teacher needs something new that can stimulate their curiosity (Richards, 2002:19). We can use some activities that can stimulate the students to improve their vocabulary. The activities such as watching a film, listen to news report, and listen to English songs.

Like other teaching and learning devices, watching movie can make the students enjoy the learning process. Film is a form of learning that attracts the media and can be used as teaching strategies by teachers in learning vocabulary, develop listening skills and evaluate what has been seen and heard. Through the use of film, students can obtain a variety of experiences and their interest and make learning fun (Abdul malik: 1995). According to Romiszowski (1998), film is a media of teaching that quite impressive to be used in learning because film combines elements of multi-media such as audio, visual, motion, color and three-dimensional impression.



Based on the reason above, the writer tries to reduce the problems of learning English deals with vocabulary and intends to find out what can be done to help them to improve their vocabulary.

B. The Formulation of the Problem

1. The field of research

The field of research on this thesis is vocabulary building which focus on the uses of audio-visual as media in learning and teaching vocabulary.

2. The Kinds of Problem

The writer would like to mention some of vocabulary problems. Those are:

- a. The students lack knowledge of vocabulary
- b. The students have low vocabulary memorization
- c. The students are rarely using the vocabulary which has been studied
- d. The students are not given enough exercises of vocabulary
- e. The teacher has not found an appropriate method in teaching vocabulary.

To solve the problem, first the teacher has to know what students want; to make them enjoying the vocabulary learning process. Movie can be chosen to motivate students as known that people are interested in to watch movie.

3. The main of the problem

In many ESL (English for Second Language) classes, teachers have devoted much time to teach vocabulary but the result has been disappointing, students still have problems while speaking; they are not able to get the right



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words immediately or correlating the words during conversation. The lack of vocabulary had negative effect to students' English skill. These days, with the growth of technology, teacher tries to use movie as a strategy or technique in teaching English in order to help students in improving students' mastery of English vocabulary. As well as the advantages, using film as a strategy in learning and teaching English also has disadvantages. Film are not always easy to understand and it does take time to fully understand the complexities of a film, speed of speech and clear pronunciation of the cast is one of which must be considered.

Based on the explanation above, the writer wants to know how far the influence of movie in improving students' vocabulary mastery.

4. The Limitation of The Problem

The writer has decided to limit the problem is only talking about the effectiveness of Helen Keller movie in improving students' vocabulary mastery of eleventh grade of *MAN 1 Cirebon*.

C. The Questions of Research

Based on the reason above, the writer has tried to give more attention to:

1. How is students' vocabulary mastery before watching Helen Keller movie?
2. How is students' vocabulary mastery after watching Helen Keller movie?
3. Is there any significant influence of Helen Keller movie in improving students' vocabulary mastery?



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D. The Aims of the Research

1. To know the students' vocabulary mastery before watching Helen Keller movie
2. To know the students' vocabulary mastery after watching Helen Keller movie.
3. To know if there is significant influence of Helen Keller movie in improving students' vocabulary mastery.

E. The Use of Research

Vocabulary is one of the major problems that confronted by second language learner. They complain about anemic vocabulary. They cannot communicate their ideas as clear as they would like to, read the columns of a newspaper; popular magazines, and understand news cast on the radio or television because of the limited vocabulary.

The writer hopes the research product can increase the students' ability in mastering English vocabulary, because their listening-comprehension, writing and reading abilities are in a weak position if they have limited vocabulary.



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