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IMPROVING STUDENTS' MASTERY IN VOCABULARY THROUGH MOVIE LEARNING MEDIA AT THE FOURTH GRADE OF *SDN 1 GUMULUNGLEBAK GREGED CIREBON*

A THESIS

Submitted to English Education Department of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education

Arranged by:

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CIREBON

2013

ABSTRACT

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KIKI SITI N: IMPROVING STUDENTS' MASTERY IN VOCABULARY THROUGH MOVIE LEARNING MEDIA AT THE FOURTH GRADE OF *SDN 1 GUMULUNGLEBAK GREGED CIREBON.*

In a school where at *SDN 1 Gumulunglebak Greged Cirebon*. Language is important In addition, language is not only important in the school but also in the life of the day we need to communicate with each other. Language is a tool to communicate wherever we are, we should be able to put language in place. When we communicate we must control every word that we say that the language does not make people confused especially when we are in the school environment.

Many people who think language is the easy thing, but when we learn more about the language we will find several factors why some people can only be silent when we asked. Although silence is much sense, especially in the school, when the teacher gives his students a question, they just keep quiet especially in learning English. They could only smile and smile therefore before we communicate with them should we need to know, master and memorize vocabulary words that we commonly use to talk in their daily lives.

The writer take the title has some of aims, the aims are to find out the application of movie learning media at grade students' fourth of *SDN 1 Gumulunglebak Greged Cirebon,* to find out students' mastery in vocabulary before and after the application of movie learning media at the fourth grade students' of *SDN 1 Gumulunglebak Greged Cirebon, and* to find out improvement of students' mastery in vocabulary through movie learning media at the fourth grade *of SDN 1 Gumulunglebak Greged Cirebon.*

In this thesis, the writer using classroom action research. According Jackson classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning.

The conclusion the thesis are after the vocabulary test is complete and the results are already there is high score and low score. In the cycle I low score is 6 and high score is 8 before using movie learning becomes 7 and 9 in cycle II after using movie learning media, in the know with the average is 70 becomes 78 in cycle II. So, movie learning media increased students' mastery in vocabulary of *SDN 1 Gumulnglebak Greged Cirebon* at the fourth grade.

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RATIFICATION

This is to certify that the thesis entitled "**Improving Students' Mastery in Vocabulary through Movie Learning Media at the Fourth Grade of *SDN 1Gumulunglebak Greged Cirebon***"written by KIKI SITI NURJANAH (Reg. Number 58430622) was examined and approved on January 31nd, 2013 by the Board of Examiner.

This thesis fulfills one of the requirements for the degree of *Sarjana Pendidikan Islam (S.Pd.I)* of English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.

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PREFACE

In the name of Allah, Most Gracious, Most Merciful. Praise be to Allah, the Cherisher and Sustained of the Worlds. The writer thanks Allah for His graciousness and His mercy that she can accomplish her thesis entitled *"**IMPROVING STUDENTS' MASTERY IN VOCABULARY THROUGH MOVIE LEARNING MEDIA AT THE FOURTH GRADE OF SDN 1 GUMULUNGLEBAK GREGED CIREBON".*** *Shalawat* and *Salam* be always to the prophet Muhammad SAW (peace be upon him) his family, his companions, and his followers.

This thesis is presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfilment of the requirements for the degree of *Sarjana Pendidikan Islam (S.Pd.I).*

There are many people who gave such contribution, support, guidance, and inspiration in writing this thesis. Thus, for the people, the writer would like to express her sincere gratitude:

1. Prof. Dr. H. Maksum Mukhtar, M.A., the Rector of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.
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6. Suntari and Irah, my parents, thanks for giving me prayers, love, support, advice, and everything I need all the time so that I can finish my study in this college.

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7. All the lectures of English Department who have taught and educated the writer during his study at *IAIN Syekh Nurjati Cirebon.*
8. All my friends in PBI-D, thanks for your attention, care, and togetherness.

The writer realizes that this thesis is not perfect. Therefore, any suggestion given for the sake of improvement in the future will be gladly welcomed and appreciated. Expectantly, this thesis will be useful for readers especially for students of English Education Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.

Cirebon, January, 2013

The writer

Kiki Siti Nurjanah

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In a school where at *SDN 1 Gumulunglebak Greged Cirebon*. Language is important In addition, language is not only important in the school but also in the life of the day we need to communicate with each other. Language is a tool to communicate wherever we are, we should be able to put language in place. When we communicate we must control every word that we say that the language does not make people confused especially when we are in the school environment.Geographically together in security and subsistence they would harmonize as a culture, protecting it with all their power to survive in a world as it was known to them and not very much different from the same principles philosophized today.

Many people who think language is the easy thing, but when we learn more about the language we will find several factors why some people can only be silent when we asked. Although silence is much sense, especially in the school, when the teacher gives his students a question, they just keep quiet especially in learning English. They could only smile and smile therefore before we communicate with them should we need to know, master and memorize vocabulary words that we commonly use to talk in their daily lives.

What then would be the definition of language? Language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly. The transportation of such ideas could be

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acquired by either verbal expression, signing in alphabet (written word) and perhaps if we can imagine two parties with different tongue, signing with gestures and images.

According to Boey (1982: 1), that language is used for communication. Language is a highly organizes system in which each units plays an important part which is related to other parts. According to Encyclopedia of Contemporary Literary Theory (1993: 200),language is a system of differences that generates meaning through its own internal mechanism.

With language he can express ideas, thinking and desire that he has felt. Sometimes the language that used a signals form called as an emotional language. Because, commonly people express their emotional, this is moved in two poles, like comfort, discomfort or pleasure displeasure. In this step, language signs something in the writer's feeling but is not including with the outside of him. It focused in one special place, it is an art. There are so many kinds of art that spread all over the world. There is music, dancing, painting, acting, and also literary. All of these are expression of the artist heart that is showered spontaneously accordance with the situation and condition, which was felt by the artist in a language explanation. Language is used not only in our lives in the neighborhood or in the home, but also the language used in an Environmental in the school which aims to create good communication between teachers and students in the process teaching and learning.

Especially in teaching and learning English. A teacher must understand, master, understand and learn about the vocabulary, or in English we call vocabulary, which aims to facilitate students in speech. Vocabulary is very important because during the learning process between teachers and students should have a good feedback.

The writer take this case because the writer take from the result observation in learning English of *SDN 1 Gumulunglebak Greged Cirebon*, especially in vocabulary

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teachers have yet to find a suitable method in teaching vocabulary especially in grade four. The possession of students to the vocabulary is very important. However, teachers use the lecture method and the game and it makes the students lazy to learn vocabulary. So the student mastery of the vocabulary, especially in grade four very weak. In addition they are very weak low value in learning vocabulary, they only get 70 in English. The data that researchers get on in the fourth grade through oral test by mentioning body parts (Friday 20th July 2012).

Actually vocabulary is needed in learning English. More and more students master the vocabulary, the better the English language and values of students in learning the English language and they are not even embarrassed when I have to speak English with teachers and friends theme. Even they did not be shy when talking to strangers. Learning with the movies, is an effort to serve the home schooling, as well as classroom communities and any families who wish to "learn with the movies;" to make learning come alive through the use of drama and film. The people must know about the vocabulary in the movie, there are some definition of vocabulary.

Hornby (1994:425), defines vocabulary is a total number of words which (with rules combining them) make up a language. Longman dictionary of Contemporary English writer the definition of vocabulary is that it is a list of words. Usually in alphabetical order and with explanation their meanings less complete than a dictionary. From the above definition of vocabulary, it can be concluded that vocabulary is word, phrase idiom or expression that are known, learned and used by a person in daily life for communication.

In addition to the lack of vocabulary, usually students are often embarrassed teacher when someone told him to read or even mention some of the vocabulary and not many students are bored with the material and how to read. Some of the problems

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mentioned above, teachers have tried several methods how can I make it easy to understand the disciples, biased reading and even know the meaning of vocab. Finally, the research at a school that is of *SDN 1 Gumulunglebak Greged Cirebon* at fourth grade by using a movie class learning.

Movie is one of the audiovisual technologies that used as aids of teaching and learning and has material that presented by mechanic tool. By linear characteristic it has. It present dynamic visual and develops based on principle of behaviorism psychology and cognitive, as Arsyad (2003:31), states about the characteristic of audiovisual technology.

The use of movie as one of media which using video it has been used in a common feature in language teaching for many year. It is these days, for a publisher to produce a major course book without a video component added in, and teacher frequently enlivens with off air material or tapes produced for language learning.According to Harmer (2002:282), the use of video in class just listening, with picture', but there are many reasons why video can add a special extra dimension to learning experience.Seeing language in use, cross cultural awareness, the power of creation and motivation.

Movie is a learning theory of Bandura learning movie using the English language in the delivery of content with watching a film, and of methods of learning movie was very satisfactory results more quickly master adults, memorize, understand, read and even know the meaning of each vocabulary is in dialogue in the film. Movie learning is an enjoyable method of learning, because students there when the students can enjoy learning, they usually think about the movies they watch. However, in this study the authors use the body and face movie in learning how to improve vocabulary. The writers interested in creating a thesis entitled "Improving Students Vocabulary

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Through Movie Learning at the Fourth Grade of *SDN 1 Gumulunglebak Greged Cirebon*". So the movie learning very important to people because it can make enjoy some of people in the movie there are language, more understand and clearly.

B. The Identification of The Problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the identification of the problem referred to the problem above, they are the process of teaching and learning of vocabulary ability in the classroom is still monotonous.

1. Some appropriate strategies have not found yet.
2. There is no collaboration between the teacher and the student.
3. The method that is used is still conventional.
4. The students are less in mastering vocabularies.
5. The quality of learning vocabulary ability is low.

The students' learning achievement on the vocabulary ability is still low. Almost the students' are not able to speak English fluently even they have learned English since they are in the elementary school.

C. The Limitation of the Problem

In this research, the researcher will limit the problem into:

1. The problem that the research raised in this research is the application of learning media at the fourth grade of *SDN 1 Gumulunglebak Greged Cirebon.*
2. The problem that the research raised in this research is vocabulary at the fourth grade students' of *SDN 1 Gumulunglebak Greged Cirebon.*
3. The place that research choose is *SDN 1 Gumulunglebak Greged Cirebon.*

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4. The researches do the research to the students' at the fourth grade of *SDN 1 Gumulunglebak Greged Cirebon.*

D. The Questions of the Research

Based on the limitation of problems above, the researcher formulated the problems in this research as follow:

1. How is the application of movie learning media at the fourth grade of*SDN 1 Gumulunglebak Greged Cirebon?*
2. How is students' mastery in vocabulary before and after the application of movie learning at the fourth grade of *SDN 1 Gumulunglebak Greged Cirebon?*
3. How is the improvement of students' mastery in vocabulary through movie learning media at the fourth grade of *SDN 1 Gumulunglebak Greged Cirebon?*

E. The Aims of the Research

In accordance with those real problem above, the aims of this research in this thesis as follows:

1. To find out the application of movie learning media at grade students' fourth of *SDN 1 Gumulunglebak Greged Cirebon.*
2. To find out students' mastery invocabulary before and after the application of movie learning media at the fourth grade students' of *SDN 1 Gumulunglebak Greged Cirebon.*
3. To find out improvement of students' mastery in vocabulary through movie learning media at the fourth grade of *SDN 1 Gumulunglebak Greged Cirebon.*

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F. The Assumption of Research

Based on overview of the previous research findings, some assumption related to the movie learning, are: The use of video in class according to Harmer (2002:282), just in listening , with picture , but there many reasons why video can add a special extra dimension to learning experience. Seeing language in use: one of the main advantages of video is that students' do not just hear language too see it too. Cross culture awareness, video uniquely allows student a look at situations far beyond their classroom. The power creation when students use video cameras themselves, they are given the potential to create something memorable and enjoyable. Motivation: for of all the reasons so far mentioned, must students show an increased level of interest when they have a chance too see language in use as well as her it. When this is couple with interesting task.

The movie learn teaches you English through movies by giving you exposure to everyday conversational English not normally taught in traditional teaching methods. The first product of its kind to launch into the "edutainment" field, Movie learn provides user-friendly learning tools for watching DVD movies on your computer, making learning fun, dynamic and interactive. Infusing entertainment into the learning process, movie learn allows you to watch a movie at your own pace, in the comforts of wherever you may be, and at the same time, offers you a personalized learning experience. By pressing the space bar or enter key on your computer while watching the movie, you are taken into a sophisticated learning interface that explains the English spoken in the movie.

Movie learn provides definition of keywords or idioms as used in the context of the movie, correct pronunciation through audio files that read out words or phrases, and word usage along with graphic explanation. The movie learn reinforces your

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learning even after watching the movie. You can view and review, or store the words or keywords you learned from the movie by synchronizing your personal learning feature with your personal vocabulary, a unique feature that comes with your clever learn account. Each keyword or words in movie learn has an equivalent word reminder that is sent to you via email as often as you want for easy retention. Thus, movie learns will help you:

1. Sharpen your speaking ability.
2. Enhance your English vocabulary.
3. Increase your knowledge of English idioms, slang and their usage.
4. Improve your reading comprehension skills.

Research in English learning is a scientific activity that aims at investigating the rules that work in the process of English learning. Research activities in English learning cover four steps: observing, describing, analyzing, and explaining. The way each step is done depends on the nature of the data and the objective of the research.

Classroom action research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. Each English learner is basically able to learn English provided that he or she is given the appropriate help as each learner has his or her own style and strategy of learning. Classroom action research for English learning aims at discovering learning-teaching strategies that match learners' style and strategies in learning English. Classroom action research is done in several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle.

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As you look around the almost pitch black classroom, half the students have their heads on desks, one quarter is texting, and the rest are doing homework for other classes. The movie is projected onto the screen at the front of the room, but no one know what's happening. The teacher will get up in twenty minutes to turn it off and ask the class what happened. There will most certainly be people who grumble as the lights turn on and they wake up. So what is the point of this? Most teachers say that videos are a good way to connect the material, but what I have mostly seen is heads connecting to desks. Now don't get me wrong, I don't think movies in school are all bad. They are certainly helpful in language classes for example, among others. However, I do feel for the most part that the movies I have seen in my high school career haven't been that beneficial.

Watching movies in school has turned into a joke, with students getting excited only because they know they will have an easy day. What teachers intend as an educational experience is something that quickly turns into chaos as students brains seemingly turn off.

If the movie is boring, I'll sleep or be on my phone or iPod. If they don't want us to sleep, they should find movies that pertain more to today's world because all of our movies are from the 80s. They should pertain to us," said O'Malley. When a movie really does connect it's great, but most of the time what we see is a boring documentary filmed 30 years ago that has no relevance to us currently. What we need is educational videos that are entertaining, but still hold value. The faculty handbook does have guidelines for video use, stating; "G, PG, or PG-13 may be used and must be related to source content. Videos may be used for instruction purposes only. They must not be used solely for entertainment, reward, motivation or 'fillers.'

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According to the handbook, teachers are not allowed to use videos as time fillers, but then why do we see this happen so much? Half the time it seems like teachers put a movie in only so they can catch up with their work, yet we aren't allowed to work during this time. The teachers need to watch the movie if they're going to make us watch and they usually sit there and grade papers, but then get mad at us for not paying attention when they aren't either," said O'Malley.

When a movie has true educational value, oftentimes it is because the teacher has found a way to connect it to the class. Oftentimes these are not movies made specifically for the class, but something an astute teacher has seen and brought with them as something to add to the class. On the other hand, when a teacher makes movies part of the class, students nod off. If a teacher is not excited about a movie, neither is the student, and teachers know when they are filling time with one. What we need is more short video clips or movies that pertain to our material in a way that help us understand it from a new angle, not movies that force feed us information through a charmingly corny host.

G. The Uses of the Research

Generally, the research product is hoped to be able to increase the development of language learning especially in increasing the students' ability in speaking English.

1. For the Teacher

   The research product is hoped to be able to help the development of knowledge in English vocabulary ability, especially in the implementation of teacher's ability in the process of teaching and learning.

2. For the Student

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The research product to be able to increase the students' ability in speaking English to increase the students' achievement so that learning English more interesting.

3. For the Institution

The research product is hoped as the effort of the improvement on the teacher competency and contribution for them in developing skill.

H. The Frame of Thinking

According to Trianto (2009:6), the process of teaching and learning is an interaction of two direction between teacher and student in which happened intents and pointed communication to achieve a target that has been planned. Hasibuan (2008:3), also said that teaching is the creation of environment system that probably influences the process of teaching and learning. It is involved components that influence each other such the objectives of learning, the material, the teacher, the students, the method that should be used, the means and the infrastructure.

Based on those explanations, it can be that teaching speaking English is very important. Unfortunately, learning speaking is concerned as a difficult, strained and frightened thing. Almost of the students in speaking English. They are afraid in speaking English because they feel ashamed if they speak and read English are not good enough then their friend laugh at them.

The weakness of students' ability is caused by many factors. First, it related to the condition of students who are lack of vocabulary which will make them unable to say words during speaking class. Second, the students have less motivation in learning English. Third, they rarely practice to use English to communicate and to read of vocabulary. Fourth,most students are not confidence to use English in speaking class. For instance, when the teacher asks them to come forward to have read some

ofvocabulary , they refuse it, they are ashamed to read and to speak English words in front of the class. They prefer to keep silent to read and to speak English because they worried of other students laugh at them. Besides that, the teacher still used conventional techniques when she was teaching English.

To solve the students' problems in vocabulary ability, the teacher should be able to understand and select the appropriate teaching approach or technique to students. This very important, because choosing an appropriate a language teaching approach or technique gives many influences for everything that the teacher does in the classroom. Students are the main unsure in every teaching and learning process because they are subject of the teaching. Teaching without students is very impossible. There are several thing about students that need to be concern in the process teaching and learning such as internet, talent, and difficulties faced by the students (Tarigan, 1986).

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In addition, the writer would like to illustrate the frame of thinking as follows:

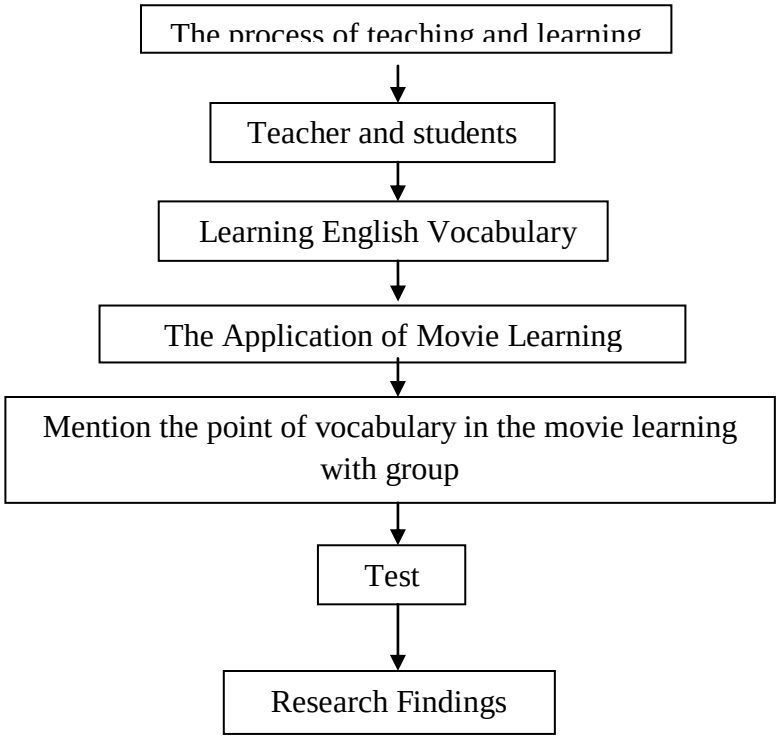

Figure 1.1
Frame of Thinking of Classroom Action Research

When teaching and learning process, the teacher giving and asking about the subject. Before movie learning process the teacher give some of vocabulary to know about the student ability and after that the teacher implementing movie learning process, the teacher asks to students to make a group and mention some of vocabulary in movie learning, finally the teacher give the exercise to the students about the subject of movie learning.

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I. The Hypothesis of Research

Hypothesis of research in this research is neither hypothesis of differentiation nor correlation. The formulation of hypothesis in this research is hypothesis of action. It contains proposed actions to produce an expected improvement (Subyantoro, 2009:44).

This research is planned divided into two cycles, each cycle is done follow the procedure such planning, acting, observing and reflecting. Through those cycles are able to be observed the increase of students' ability in vocabulary. Thus, the hypothesis of action considering carefully the theory improving students' mastery in vocabulary through movie learning in this research, is through the implementation of movie learning is able to improve students' mastery in vocabulary of the fourth grade students *SDN 1 Gumulunglebak Greged Cirebon* in 2012/2013 year.

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