IMPROVING STUDENTS' VOCABULARY MASTERY BY USING DOCUMENTARY FILM MEDIA AT GRADE XI SMA N 7 PADANGSIDIMPUAN

A THESIS

Submitted tothe State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partialfulfillment of requirementsforthe Graduate Degree of Education (S.Pd) in English

Written By:

NOVITASARI HARAHAP
Reg. No. 13 340 0024

ENGLISH EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020

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2020

LETTER OF AGREEMENT

Term : Munaqosyah   Padangsidimpuan,   2020
a.n.NOVITA SARI HRP   To:
Item : 5 (five) exemplars   Dean Tarbiyah and
                                            Teacher Training Faculty
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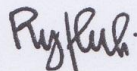   Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **NOVITA SARI HARAHAP**, entitled "**Improving Students' Vocabulary Mastery By Using Documentary Film Media At Grade XI SMA Negeri 7 Padangsdimpuan**", we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
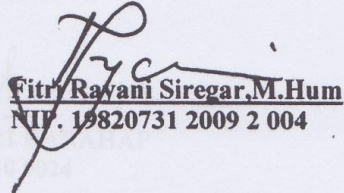
Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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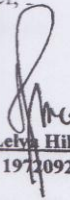
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LEGALIZATION

Thesis	:	IMPROVING STUDENTS' VOCABULARY MASTERY BY USING DOCUMENTARY FILM MEDIA AT GRADE XI SMA N 7 PADANGSIDIMPUAN.
Written By	:	NOVITA SARI HARAHAP
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   Juli 2020
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Title of Thesis : **Improving Students' Vocabulary Mastrery Using Documentary Film Media At Grade SMA N 7 Padangsidimpuan**
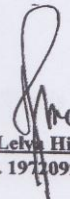
ABSTRACT

This research is talking about Improving Students' Vocabulary Mastery by using Documentary Film Media at Grade XISMA N 7 Padangsidimpuan. The research problem was media, teacher strategy and students' interested and intelligent. The purpose of this research was to determine students' achievement in vocabulary mastery by usingDocumentary Film Media at Grade XISMA N 7 Padangsidimpuan.

The method used in this research used Classroom Action Research by implementing Kemmis design which consisted of four step; planning, acting, observing, and reflecting. In this research, the researcher used two cycle. Moreover, the participants of this research are the class of XI IPA 1 consist of 20 students and also there was collaboration with the English teacher.Meanwhile, the data were derived among from matching words test, and observation notes. Data were analyzed by quantitative (mean score) and qualitative (collecting data, coding, display data, data reduction, verify data, and interpret data).

Based on the research result, showed the improvement mean score of the students. The mean score it was 67 (50.00%) in first cycle and second cycle it was 80 (75.00%). Therefore, it could be concluded that by using Documentary Film Media could improved students' vocabulary mastery in class XI IPA 1.

*Key Word: *Documentary Film Media and Students' Vocabulary Mastery*

Name   : NOVITA SARI HARAHAP

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Faculty/ Department   : Tarbiyah and Teacher Training Faculty/ TBI-1

Title of Thesis   : Improving Students' Vocabulary Mastrery
                                         Using Documentary Film Media At Grade SMA
                                         N 7 Padangsidimpuan

ABSTRAK

Penelitian ini membahas tentang peningkatan penguasaan kosakata siswa dengan menggunakan film dokumenter di kelas XI SMA N 7 Padangsidimpuan. Masalah dalam penelitian ini adalah media, strategi guru dalam mengajar dan juga ketertarikan siswa.Tujuan penelitian ini adalah mengetahui prestasi siswa dalam penggunaan kosakata dengan menggunakan media film dokumenter dikelas XI SMA N 7 Padangsidimpuan.

Metolodologi penelitian ini menggunakan penelitian tindakan kelas dengan menerapkan desain Kemmis yang terdiri dari empat langkah; perencanaan, tindakan, pengamatan dan refleksi.Peneliti menggunakan dua siklus. Selain itu, peserta penelitian ini adalah kelas XI IPA 1 yang terdiri dari 20 siswa dan berkolaborasi dengan guru bahasa inggris. Sementara itu, data berasal dari tes mencocokkan kata, dan catatan pengamatan. Data dianalisis secara kuantitatif (skor rata-rata) dan kualitatif (pengumpulan data, pengkodean, tampilan data, reduksi data, verifikasi data dan interpretasi data).

Berdasarkan hasil penelitian, menunjukkan peningkatan skor rata-rata siswa. Nilai rata-rata adalah 67 (50%) pada siklus pertama dan siklus kedua 80 (75%). Oleh karena itu, dapat disimpulkan bahwa dengan menggunakan media film dokumenter dapat meningkatkan penguasaan kosakata siswa kelas XI IPA 1.

Kata Kunci: *Media Film Dokumenter dan Penguasaan Kosakata Siswa*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Praised be to Allah SWT, the most Creator and Merciful who has given me the health, time, knowledge and strength to finish this thesis with entitled " Improving Students' Vocabulary Mastery By Using Documentary Film Media at Grade XI SMA N 7 Padangsidimpuan". Besides, peace and greeting be upon to the Prophet Muhammad SAW who has brought the human from the darkness era into the lightness era.

This thesis is presented as partial fulfillment of the requirement for getting the degree of strata 1 (S1) at IAIN Padangsidimpuan. It is pleasure to acknowledgement the help and contribution to all of lectures, institution, family and friends who have contributed in different ways hence this is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance, I would like to express my deepest gratitude the following people :

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2. The Rector of IAIN Padangsidimpuan, Prof. Dr. H. Ibrahim Siregar, MCL, who has given chance and time, therefore that I could learn and got some knowledge from IAIN Padangsidimpuan.

10. All of my friends in TBI-1 and also my friends in IAIN Padangsidimpuan, thank you for your help and care to support me starting until finishing this thesis as well. Good luck for us.

As human being, I realize that what she presents of this thesis is still far from the perfection. Therefore, it is such as pleasure for me to get critiques and suggestion from the reader to make this thesis better.

Padangsidimpuan,   June 2020

Researcher

NOVITA SARI HARAHAP
Reg. Number. 13 340 0024

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Generally, vocabulary is all the words in a language. vocabulary has role as the foundation of language competence, because if there is no vocabulary, there is no language. Learning a new language is basically a matter of learning the vocabulary of that language. Moreover, the first lesson of human language is words. It can be proven from the children in their first language acquisition.

When a children speaks firstly, the first thing that she/he says is word and then develop with a sentences as the end of this process. It also occur for foreign language acquisition such as English. The first step to master English is by learning and memorizing vocabulary as much as possible. So, without vocabulary, to master English of students will not be good.

Vocabulary is one of the important elements in language that must be learned by students. To master the four language skill, students must have a lot of vocabulary. If students have mastered vocabulary, they will be able to master four skills: listening, speaking, reading and writing. In other words, students will get difficulties in mastering any language skills without mastering vocabulary first.

Here are some utilities of vocabulary mastery; the first, the students easy to know what the other people say through vocabulary

mastery. As we know a lot of information presented in listening such as radio, native speaker and television. Without a propotional amount of vocabulary, anyone will get difficulties to understand what the people say. Second, vocabulary mastery will prove the students' speaking ability. The students will own ability to speak with every one if they have many vocabulary mastery. Then, when the students speak to the native speaker they will be easy understand what they said. Without it, it is impossible to own speaking competence.

Third, vocabulary mastery will help students to understand the text when they are reading. The students will be easy to get main idea from text. Fourth, vocabulary mastery will help students in writing skill. Written texts are representation of the author's thought, so vocabulary mastery is the way to understand the thought. Based on illustration above, it is undeniably that vocabulary mastery is necessary to everybody in variety of purpose because mastering vocabulary the students can learn language easily.

In other words the first to be master for learner in learning new language especially is vocabulary.However, in teaching vocabulary, there are some problems in teaching learning vocabulary at SMA N 7 Padangsidimpuan. Based on private interview with one of the English teacher Arnisa Ummiati Harahap, stated that students vocabulary mastery still low, it looked from their raport result which most of them

got 65-70 score while the KKM was 75. [1] In brief, students' vocabulary mastery does not fulfill the expectation, and also students' mastery of English vocabulary is still poor. When the researcher observed students SMA N 7 Padangsidimpuan, the students have difficulty in remembering new vocabulary encountered because they never used the language before. It showed the researcher tried to give students new vocabulary and they didn't know different between noun, adjective, verb, and adverb.

Second, as Andre one of the students of classroom XI IPA-1 SMA N 7 Padangsidimpuan said, teacher did not used various media in teaching, teacher usually gives a text, asked them to identified the difficult word, asked students to looked a word up in their dictionary. However, they are reluctant to open their dictionary. They just waited until teacher explained it for them about the difficult words.[2] It made his uninterested for learning vocabulary with the way their teacher did.

According to the problems above, the researcher expects that it needs to be solved. Thereby, the students need something new to encourage them to study vocabulary. There are some factors that influence of students' vocabulary mastery; media, teacher strategy, students interested and intelligent. One of the factors that has big effect to students' vocabulary mastery is media.

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[1]Arnisyah Ummiati Harahap,English Teacher in SMA N 7 Padangsidimpuan, Private Interview3 April 2017 at 09.00 WIB

[2]Andre, Student in Classroom XIIPA-1 SMA N 7 Padangsidimpuan, Private Interview3 April 2017 at 10.00 WIB

Media is a tool that used in learning process. By having media, students will be easier to learn the subject. There are so many media that can be used in learning process, like; visual media, audio media, projected still media, and projected motion media. From the alternative media above, the researcher choose projected motion media; the media that need projector to show examples, Movies, Film, Television Video, Computer and alike. One of the media above that will be used is film.

According to Margono stated that film is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes.[3] Media such as a film has a very significant role to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. A documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purpose of instruction, education, or maintaining a historical record.

Based on the explanation above, researcher will decide to do a research about teaching vocabulary by using media which is interesting, fun, and cheap with the title: "**Improving Stdents' Vocablary Mastery By Using Documentary Film At Grade XI IPA-1 SMA N 7 Padangsidimpuan.**

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[3]Uswatun Hasanah, "The Effectiveness of Cartoon Movie Toward Vocabulary Score at MTS Muslimat" (2016): 29, http://digilib.iain-palangkaraya.ac.id

B. Identification of the Problem

Vocabulary is the total number of words in a language and vocabulary is a list of words with their meanings. It is one of the crucial aspects because the unlimited number of vocabulary in a language.

Based on background of the problems above there are some factors that influence of students' vocabulary mastery; media, teacher strategy, students interested and intelligent.

C. Focus of the Research

As mentioned above, there are some factors that influence of students' vocabulary mastery; media, teacher strategy, students interested and intelligent.

In this research the researcher wants to make a study about how to teach vocabulary for students in secondary school with the media. There are many media that can be used in teaching vocabulary as mention above, but the researcher is not discuss all of the media. Researcher discusses only one media to focus this research. The media is documentary film.

It would be solved through Class Action Research (CAR) by using Documentary Film Media to improve vocabulary mastery of at grade XI SMA N 7 Padangsidimpuan.

D. Formulation of the Problem

From the limitation of the problems above, the researcher formulated this problem was: "To what extend documentary film fedia

can improve students' vocabulary mastery at grade XI SMA N 7 Padangsidimpuan?."

E. Purpose of the Research

The purpose or the aim of the research is to examine out the application of using Documentary Film Media whether it can improve students' vocabulary mastery or not.

F. Significancesof the Research

There are some significances of this study, they are:

1. Practically, for English teachers Documentary Film give good contribution in teaching learning and can be used as a reference and additional source in teaching especially for vocabulary.

2. Theoretically, for students the result of this research can gain a theory which can be used for learning vocabulary. This study can give a good fun experience for students while learning.

3. For another researcher, as additional information to solve the relate problem about vocabulary and they can make it better.

4. For Headmaster of SMA N 7 Padangsidimpuan to developed and encourage English teacher in teaching English language.

G. Definition of Terminologies

To avoid misunderstanding of this research, the researcher will explain as follows:

1. Improving

Improving is going through better work to reach something. Improving is also the last work is better than the first work. This defenition is similiar, to make this defenition relate with this research, improving is a process to make students' learning vocabulary by using documentary film media.

2. Vocabulary Mastery

Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

3. Documentary Film Media

A documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purpose of instruction, education, or maintaining a historical record.

H. Thesis Outline

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow :

1. In chapter one, it consist of background of the problem, identifications of the problem, formulation of the problem, focus of the problem, purposes of the research, the significances of the problem, definition of the key terms and outline of the thesis.

2. In chapter two, it was consist of theoretical descriptions, review of related findings, the frame of thinking, and hypothesis.

3. In chapter three, it was consist of research methodology and in research methodology consist of research design, time and place of the research, the participants, the research cycle, the instrumentation, technique of data analysis.

4. In chapter four, it was the result of the research talking about the analysis of data. This chapter consist of description of data, the comparative result of action, influencing factors, discussion of the research findings, and the treats of the research.

5. In chapter five, consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Vocabulary Mastery

1. Defenition of Vocabulary Mastery

Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) an extensive body of research exist on teaching and learning vocabulary.

According to experts, they have the different definition of vocabulary. The first one the researcher adopt definition of vocabulary from Hornby, defines vocabulary as : (1) all the words that a person knows or uses; (2) all the words in particular language; (3) the words that people use when they are talking aboute particular subject; (4) a list of words with their meaning.[4] It means that a language that people used to talk a certain topic consist of a number of words.

Cameron stated that vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because if we want to be able to speak, write and listen nicely we have to know vocabulary first. A person said to "know" a word if

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[4]Retraningtyas Wulandari Wisnu putri, "Improving Vocabulary Mastery through Games" (2017): http://eprints.uny.ac.id

they can recognize its meaning when they see it. It means that in vocabulary learning, we have to know, understand the meaning, and can use it in sentence.[5] Vocabulary is the first aspect to be learned for mastering english well. Finnochiario stated that vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.[6] So, vocablary is the way someone able to communicated.

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.[7] Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are; the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocation of the word, the register of the word, the association of the word and the frequency of the word.[8] Based on some defenition above, it can be concluded that

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[5]Lyne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p.11.

[6]M. Finnochiario, *English as Second Language Form Theory to Practice*, (New York: RegentPublishing Company .inc, 1974), p.2.

[7]William Collins,*Webster's New Twentieth Century Dictionary*, (America: The United States of America, 1979),p. 604.

[8]Norbert Schmitt, *Vocabulary in Language Teaching,* (New York: Cambridge University Press, 2000), p.5.

vocabulary is one of the English components which has to be mastered and acquired by students in learning new language. Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skill better.

2. **Purpose of Vocabulary**

Purpose of vocabulary mastery is also to have knowledge about a word itself and its elements as expained by Inbaraj. He states that objectives of learning vocabulary is to know a word in a target language that may mean the ability to: recognize it in its spoken/written form, recall it when needed, relate it to an appropriate objective or concept, use it in the appropriate grammatical form, pronounce it, speak in a recognizable way, spell it clearly and correctly, use it with words that correctly goes with it.[9] It can be concluded that teaching vocabulary can develops the students' understanding of words elements.

3. **Kinds of Vocabulary**

According to Scott Thorn Burythere are two kinds of vocabulary, they are: Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other

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[9]J. Inbaraj, *English Language Teaching*, (Chennai, India: Tamilnadu Textbook Corporation 2008) p. 156

words within a sentence, or specify the attitude or mood of the speaker.

1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place. Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together. Examples of conjunctions: and, but and or.

3) Determiner

Determiners are definite article, indefinite article, possessive, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.

4) Pronoun

(Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us,* and *it* are all personal pronouns), (Reflexive pronouns are formed by adding self or selves to certain personal pronouns. They reflect back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves,* and *themselves* are reflexive pronouns. There is no such word as *their selves*), (Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This*, *that*, *these*, and *those* are demonstrative pronouns), (Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which*, and *whose* are interrogative pronouns), (Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another*, *both*, *everyone*, *most*, *no one*, and *several*)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

1) Noun

A noun is a word used to name a person, place, thing, or idea. We can classify or group nouns into the categories: (Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan), (Common nouns label general groups, places, people, or things. Example: School), (Concrete nouns label things experienced through the senses of sight, hearing, taste smell, and touch. Example: Hamburger), (Abstract nouns label things not know able through the senses.

Example: Love), and (Collective noun label groups as a unit. Example: Family).

2) Verb

A Verb is a word that shows action (*runs, hits, and slide*) or state of being (*is,are, was, were, and am*).

3) Adjectives

Adjectives tell what things or peoplelook like, what kind they are. Examples of adjectives: size (*large*), color (*yellow*),shape (*round*), appearance (*pretty*).

4) Adverb

Adverbs are words that modify verbs, adjectives, and other adverb. Example ofadverb: beautifully, quickly.[10]

In conclusion, that there are two kinds of vocabulary. First is grammatical words that are consisted byprepositions, conjuctions, determiners, and pronouns. Second content words that are consisted by noun, verb, adjectives and adverbs.

4. **Roles of Vocabulary**

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury stated that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."[11] John and Shane state, "The importance of vocabulary knowledge has long been recognized in the development of reading skills".[12] Bromley states that vocabulary holds some important roles in teaching learning process. They are :

1) Promoting fluency

2) Boosting comprehension

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[10]Scott Thornbury, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002,) p.4.

[11]Thornbury, *How to Teach Vocabulary*, (London: Longman, 2004), p.73.

[12]Shane, *Teaching Effective Vocabulary*, (Departement for Children: University Press, 2009), p. 134.

3) Improving achievement

4) Enhancing thinking and communication[13]

Based on explanations above we concluded: first, the role of vocabulary is very important to be able to use the language productively. Second, role of vocabulary is not only for communicating orally, but also in written form and to master the language skills someone needs to master the vocabulary first. Third, role of vocabulary is students will be able to improve achievement and enhance communication if students can master vocabulary well.

5. **Aspect of Vocabulary**

According to Robert Lado aspect of vocabulary included: meaning, spelling, pronunciation, word classess and word use.

1) Meaning

When teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways, such as guided discovery and using dictionaries.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letter and sound. Spelling there may be different written form for the same word within the same variety of English, due the fact they belong to different varieties as happen with many British or American English term.

3) Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language. Most of words have only one pronounciation, but sometimes a word has two or more pronounciations. It can be seen from some words is read, which pronounciation /ri:d/ and /red/. English pronunciation is difficult

[13]Broemly, *The Language and Literacy Spectrum*, (New York: The New York State, 2004) , p. 65.

to learn because it is not related to the spelling of words. The students want to able to speak English well with understable pronunciation so that they can communicate without annoyance and it makes receiver to communicate.

4) Word classess

Word classess are categories of word and the word classifacation in based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nounss, verbs, adjectives, adverbs, pronouns, prepositions, conjuctions, and interjections.

5) Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.[14]

From the explanation above, it can concluded that there are five aspect of vocabulary. Those are meaning, spelling, pronunciation, word classess and word use.

B. Review on Media in Teaching Learning

1. Definition of Media

Media one component of learning, the world media comes from Latin means meaningful tool or means of communication. Media is anything used to convey messages from the transmitter to receiver so that it stimulates mind, feeling, attention and students' enthusiasm, in order to encourage the creation of the learning process of self learners.

Media are often considered as teaching aids which could be defined as any tools that could give concrete experience and learning motivation, and improve students' comprehension and learning

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[14]Robert Lado, *Language Teaching: A Scientific Approach*, (Newyork: McGraw Hill, 1964), p. 11

retention. National Education Association (NEA) states that media are form of communication, print, audio-visual and the equipment. Media should be able to be manipulation, can be seen, heard and read.

Gagne states that media is any component in students' environment that stimulates them to study such as book, film, and tapes. The media is anything that can be used to channel messages from the sender to receiver so that can inflame the mind, feelings, concern, and student interest such that the learning occurs.[15] So, media is the tool to stimulates students in learning.

According to Heinich, a medium (plural media) is a channel of communication for example include film, television, diagram, printed materials, computer and instructor.[16] Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.[17] Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom.[18] Sands stated that instructional process in which media, as teacher language,

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[15]NeatyMuttahidah, "Improving Students Vocabulary Through Vocabulary Card" (2011) : http://repository.uinjkt.ac.id

[16]Heinich, Molenda, Rushell, *Instructional Media and Technologies for Learning*, (New Jersey: Prentice Hall, 1996), p.30.

[17]Jeremy Harmer, *The Practice of Language Teaching,* (Cambridge: Ashford Color Press, 2007), p.177.

[18]Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed.*,(USA: Allyn and Bacon, 1996), p.67.

deliver message to the students.[19] Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students.

It can be concluded that media are channels of communication used to convey information from the transmitter to the receiver. Related to teaching and learning that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment. The example include book, film, diagram, television, and printed materials.

2. Kinds of Media

There are several kinds of learning media, including:

1) Visual Media
   The media which can show information that justcan be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
2) Audio Media
   Radio, the media which can show information that just can be heard. For example Tape Recorder, Language Laboratory, Mp3 player and the like.
3) Projected Still Media
   The media that need projector to show the information which inform of no motion picture/writing. For example, Over Head Projected (OHP), and power point slide.
4) Projected Motion Media
   The media that need projector to show the information which inform of motion picture/writing. For example, Movies, Film,

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[19]Lester B. Sands, *Audio- Visual Procedures in Teaching*, (New York: University of California, 1965), p.5.

Television, Video (VCD, DVD, VTR), Computers and the like.[20]

From the explanation above, there are four kinds of media. Those are visual media, audio media, projected still media, and projected motion media.

3. Advantages of Media

Media in teaching learning process can create effective communication between teacher and students. Media as a tool in teaching learning process contain the aspect of learning tools and teacher's technique that are very close with teaching methods. It is used to stimulate the students' motivation and interest to the lesson. Furthermore, teacher can be apply the media as a strategy to make students' learning foreign language easier, more enjoyable, effective, creative and transferrable to the new situation.

According to Celce Murcia give some advantages of media in language learning: Media serve as important motivation in the language teaching process. Audio visual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world. Media provides a way of addressing the needs of both visual and auditory learners. By

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[20]Arsyad Azhar, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2009), p.36.

bringing media into the classroom, teachers can expose their students multiple input sources. Media help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

Media provides a means of presenting material in a time efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily. [21] From explanation above, it can be concluded that media plays an important role as teaching aids in the communication between teacher and students in achieving the instructional objective. Besides that, media can stimulate the students' motivation and interest to the lesson, so that students will be attracted to join the lesson.

C. Review on Documentary Film

1. Definition of Documentary Film

Film is is an art potrayts man's interpretation of life. It expresses a certain theme, idea or story to shown on televison or cinema.Film is a motion of picture, the cellulose acetate strips or rolls of reproduction projected on a screen, highly developed film containing on area carrying synchronized recorded sound. Film is a cinema picture, movie, roll of thin flexible material used in photo grapy.

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[21]Celce Murcia, *Teaching English As A Second or Foreign Language*, (Newyork: Newbury House, 2001), p.461.

According to Margono stated that film is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes.[22] According to Hornby, film is a series of pictures recorded with sound that tell a story, shown on television or the cinema.[23] The advantages of using film,besides strengthen their understanding of those new vocabulary, the students can also learn the visual image of the things they learn so that they will remember the words, the meaning and how to use those words in their daily life.

Media such as a film has a very significant role to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class.A documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purpose of instruction, education, or maintaining a historical record. Documentary film is a practice of film making that deals with actual and factual (and usually contemporary) issues, institutions, and people; who purpose is to educate, inform, communicate, persuade,,

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[22]Uswatun Hasanah, "The Effectiveness of Cartoon Movie Toward Vocabulary Score at MTS Muslimat" (2016): 29, http://digilib.iain-palangkaraya.ac.id

[23]Sri Nardani Hsb, Eka Sustri Harida, Fitri Rayani Siregar, "The Effect of Watching Film To Students' Vocabulary Mastery At Grade XI SMK N 1 Padangsidimpuan," *TAZKIR: English Education: English Journal for Teaching and Learning* Vol 1 No 2, (2014): http://jurnal.iain-padangsidimpuan.ac.id/index.php./EEJ/article/view/117. P. 95

raise consciousness, or satisfy curiosity; in which the viewer is commonly addressed as a citizen of a public sphere; whose materials are selected and arranged from what already exist (rather than being made up); and whose method involve filming 'real people' as themselves in actual locations, using natural light and ambient sound.

Robert Flaherty defined Documentary film as the artistic representation of actuality.[24] Pare Lorentz defines a Documentary film as a factual film which is dramatic.[25] Ralph Singleton defines documentary film is an actual film, these events are documented using ordinary people.[26] From the explanation above it can be concluded documentary film is a factual film present information by illustrate various aspect of life to educate or entertain.

2. Kinds of Documentary Film

There are several kinds of documentary film, they are:

1) Trip Report

You've watched the Jejak Petualang, Roaming, or Backpaker program? If so, maybe all three can be categorized in documentary travel reports. This type can be said with other terms, namely travelogue, travel films adventures. It can be said that type of documentary film is anthropological documentation from ethnologist or etnographers. And along with its development, it discusses many that are adapted to the message and style to be conveyed.

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[24]Patricia Aufderheide, *Documentary Film A Very Short Introduction*, (New York: Oxford University Press, 2007), p.03.
[25]Documentary Film, http://web.archieve.org/parelorentzcenter.

[26]Documentary Film, https://idseducation.com/articles/14/pendapat-ahli-mengenai-pengertian-film-dokumenter/

2) History

It's a little difficult to make this type of historical documentary. Because after all, the historical genre is one that relies heavily on the reference of events, because the accuracy of the data is maintained and as much as possible there should be nothing wrong in presentation. If you have a chance to see Metro Files on Metro TV, this is one example.

3) Biography

This type of documentary tells the story of a person, whether he is known by the general public, who has uniquesness, greatness, or maybe other aspects. This type of biography is divided into several groups among others, namely potraying one's human interest, biography namely chronological analysis for example, born until a person's death or success, and the last is a profile that usually addresses the positive aspects of the character.

4) Nostalgia

It could be said that the type of documentary film is not so far with the type of history. It's just that this type of one emphasizes more on flashback or traces of the events of a person or group.

5) Reconstruction

This type of documentary tries to give a reoverview of the events that occured in their entirety. There its own difficulty in presenting to the audience so that it must be assisted in the reconstruction process. The events that can be reconstructed are criminal, disaster, and others, locatin, costume, make up, and lighting that are exactly the same. What you want to achieve from reconstruction is the process of occuring events where live action shoots or animation assistance can be done.

6) Investigation

This type of documentary is indeed an extension of jurnalistic investigation. The events that are raised are generally events that want to be known more deeply, such as corruption in disaster management, a country's mafia network, or something else. Sometimes, this documentary requires a reconstruction to help clarify an events.

7) Comparison and Contradiction

This documentary sets out a comparison, it can be from someone or something like Steve James's risky Hoop Dream film in 1994. Where he spent 4 years on Chicago teenagers of Afro American descent, William Gates and Arthur Agee.

8) Science

This type of documentary is arguably very close to the Indonesian people, such as films from Desa Desa or Desa Flora and Fauna. This type is also divided into two sub genres, namely science documentaries and instructional films.

9) Diary

Like a diary, this type od documentary refers to the record of a person's life that is told to others. His perspective also feels more subjective because it is closely related to what the subject feels about environment in which he lives, events, and events treats his friends around subject. The story structure tends to be linear and chronological, narrative becomees a sound element that is more widely used.

10) Music

You could say that this type oof documentary film becomes young when compared to other types. However, since 1980 this type has been produced more often where Donn Alan Pannebaker was the first to document musical performances.

11) Association Picture Story

This type of documentary film is influenced by experimental films. As the name implies, this film relies on images that are not related but when combined with editing, the meaning that emerges will be captured by the audience through the association formed in their minds.

12) Dokudrama

The last type of documentary is dokudrama. This type is a reinterpretation of real events even in addition to event almost all aspects of the characters tend to be reconstructed. The place is made similiar to the original, the characters are made similiar.[27]

From the explanation above there are twelve kinds of documentary film. Those are trip report, history, biography, nostalgia, reconstruction, investigation, comparison, science, diary, music, association picture story, and dokudrama.

3. Advantages of Film in Teaching Learning

Harmer states the advantages of using movie in teaching and learning process are:

1) Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example: general meaning and

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[27]Kinds of documentary films, http:// idseduction.com/jenis-jenis-film-dokumenter

moods are often conveyed through expression, gesture, and other visual clue. Thus we can observe how intonation can match facial expression. All such paralinguistic feature gives valuable meaning clues and helps viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

A movie uniquely allows students a look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British, body language when inviting someone out, or how Americans speak to waiters. Movie is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film making can provoke genuinely creative and communicative uses of the languages with students finding them doing new things in English.

4) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.[28]

From the explanation above there are four advantages of film in teaching learning. Those are seeing language in use, cross culture awareness, the power of creation and motivation.

5) **Procedures of Using Documentary Film Media in Teaching Learning Process**

Hamalik suggest some principles of using films in classroom. Here are the steps:

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[28]Harmer, Jeremy.*The Practice English Language Teaching.*(New York; Longman, 2004), p.282 .

1) **Teacher preparation**

Teacher prepares the lesson unit, Teacher chooses the appropriate film to achieve his/her learning objectives, Teacher integrates the film with his/her lesson plan, Teacher previews the film prior to the class. By doing do she/he can complete data about the film she/he going to use, Teacher explicitly maps the correlation between the film and other learning activities, such as: activities in laboratory, in library, class discussion, creation and so on.

2) **Class preparation**

Teacher prepares the classroom and all required equipment, Teacher prepares the students readiness for learning through film.

3) **Presentation**

Presenting materials by using film is common. Film should be learned. Even if it is needed, it maybe replayed several times. Teacher has to make sure that the classroom dark who is going to be the operator, and so forth. She/he should also control the room acoustic, atmosphere, and seats.

4) **Follow up and application**

After the film has been played, follow up activities are necessary to reinforce students' mastering the skill and knowledge they have already learned. It can be in the form of test, demonstration, experiments, and project works. After that field trip and interview are carried out.

5) **Recording**

Records in the form of notes, both bibliographic and notes on films' correlation to the materials contain assessment students' reaction to the film and suggestion of the curriculum than can apply the film. Using film particularly useful, not only because students enjoy the medium, but it also allows to practice listening and spoken language skill. Part of teaching film involves teaching vocabulary, whether it is using the moving picture themselves or leading discussion about film.[29]

From the explanation above there are five procedures of using film media in teaching learning process. Those are teacher preparation, class preparation, presentation, follow up and application and recording.

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[29]Hamalik Oemar, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 1962), p.106.

D. Review of Related Findings

The first, the students' improvements on vocabulary mastery through movie was revealed from the differences of the students' mean score before and after the action. Before the action the students' mean score was 32.93, after the researcher did the action to the students, the students' mean score was improved to 65.5.[30]

The second, there was a significant improvement of students' vocabulary mastery after being taugh by movie. It was proved by the mean and also the gain in pre test the students score is 48.29, and in post test it was improved to be 69.37.[31]

The third, based on the result it could be known that the students' vocabulary mastery has improved by using film. The students' mean score of pre test in cycle 1 is 5.04, and the mean score of post test in cycle 2 is 8.53.[32]

The fourth, based on the result it showed that students' vocabulary mastery has improved by using movie. The students' mean score from pre test in cycle 1 is 69.2% and the mean score of post test in cycle 2 is 85.5%.[33]

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[30]Dian Purnama, "Improving Students' Vocabulary Mastery Through Movies" (2018): 64, repository.ar-raniry.ac.id

[31]Lydia Amalia, "Teaching Vocabulary Through Movies To Improve Vocabulary Mastery", (2017): 73, https//digilib.unila.ac.id

[32]Prima Ardya Mukti, "ImprovingStudents' Vocabulary Mastery Using Film" (2012): 45, https//digilib.uns.ac.id

[33]Sigid Arief Prayuda, "Improving Students' Vocabulary Mastery Using Movie" (2015): 55, https//eprints.umk.ac.id

The fifth, the students' vocabulary mastery has improved by using film. The result showed that mean score in pre test in cycle 1 is 4.8 and mean score in post test in cycle 2 is 8.4.[34]

So researcher interested to conduct a classroom action research for improving students vocabulary by using documentary film in different location and also different participant than the fifth of related finding above.

E. Conceptual Framework

Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are; the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocation of the word, the register of the word, the association of the word and the frequency of the word.

Documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purpose of instruction, education, or maintaining a historical record. Based on the explanation above, the researcher can make one assume that Documentary Film Media really gives improved in students Vocabulary Mastery.

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[34]Erlina Puspitarini, "Improving Students' Vocabulary Mastery Using Films" (2014): 58, https//eprints.uns.ac.id

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                          ┌─────────────────┐
                          │     Cycle 1     │
                          └─────────────────┘
┌──────────────────┐                ┌──────────────────────────┐
│     Problems     │───────────────▶│ Students'lack of vocabulary │
└──────────────────┘                └──────────────────────────┘
                                                 │
                                                 ▼
┌──────────────────┐                ┌──────────────────────────┐
│ Problem Solving  │───────────────▶│  Documentary Film Media  │
└──────────────────┘                └──────────────────────────┘
                                                 │
        ┌────────────────────────┬───────────────┼───────────────────────┐
        ▼                        ▼                                       ▼
┌──────────────────┐   ┌──────────────────┐           ┌──────────────────────┐
│ Giving Journey to│   │ Cause and Effect │           │ Students answer the  │
│   Mecca Film     │   │    Analysis      │           │    questions         │
└──────────────────┘   └──────────────────┘           └──────────────────────┘

                          ┌─────────────────┐
                          │     Cycle 2     │
                          └─────────────────┘
                                    │
                                    ▼
┌──────────────────┐   ┌──────────────────────────────────┐
│ Expected Result  │──▶│  Improvement of the Students'    │
└──────────────────┘   │  Vocabulary Mastery              │
                       └──────────────────────────────────┘
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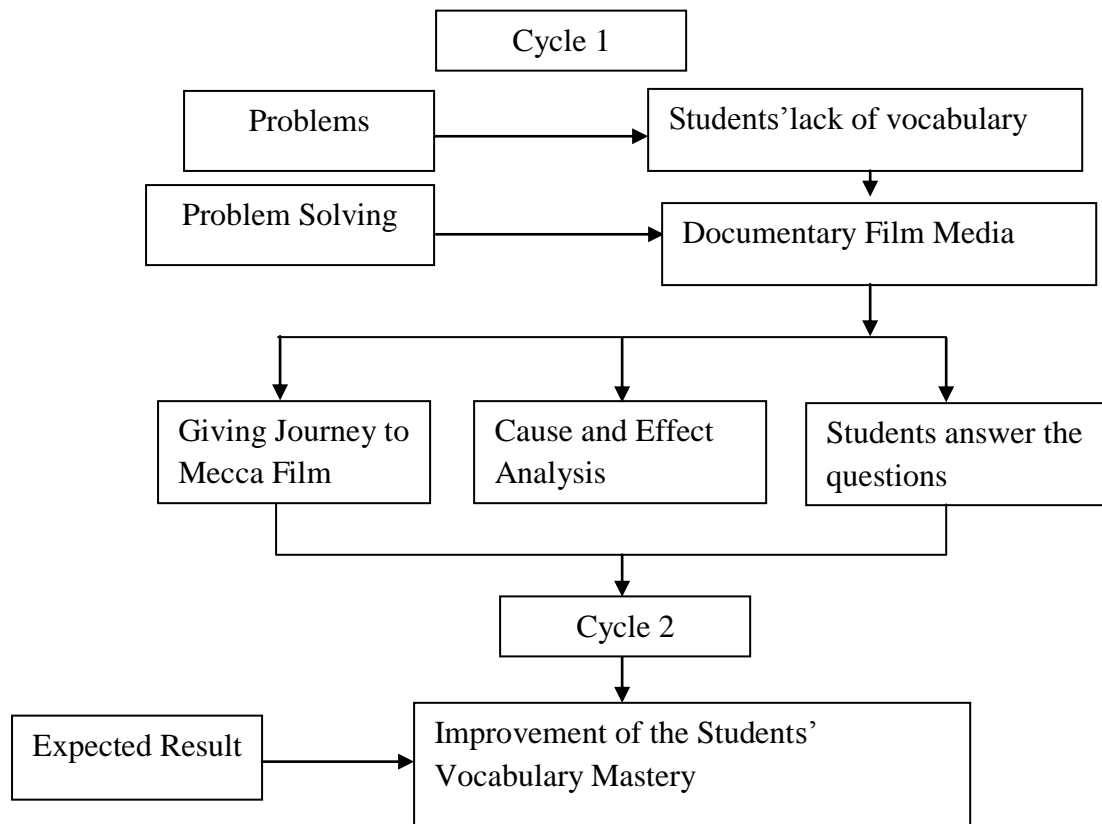
Figure 1.Conceptual Framework

F.   Hypothesis

The hypothesis of action in this research is stated that:

"Documentary Film Media Can Improve Students' Vocabulary Mastery

at Grade XI SMA N 7 Padangsidimpuan".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMA N 7 Padangsidimpuan that is located on Jln. Jenderal A. H. Nasution Padangsidimpuan.This research has been done on 11 August 2017 until 17 February 2020. This action research are accomplish only in XI IPA 1 classroom to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. Participants

The subject of this research is first grade class of XI IPA 1 consists of 11 male and 9 female students. The reason for choosing this class, because the researcher found the problem in vocabulary in this class and the researcher did interview with the English teacher and students in this class.

C. The Research Design

This research is design by classroom action research (CAR). It is design to solve the problem of teaching objectively and systematically. This is useful for increasing and modifying teaching-learning process. It is the important thing and the good strategies to increase the education quality in implementation better. In implementation means the teacher as a part of researcher tries to developing ability and to solving the problems that happen in teaching learning process.

Based on the Gay and Eurasian classroom action research is a type of practitioner research that is use to improve the practitioner's practice, action implies doing or changing something.[35] This research is conduct which is use to improve the teacher's practice in the classroom for reading ability.

Classroom action research is a research which is the combine the procedure in substantive action, be inquiry discipline or someone's effort to understand happen while include in the improving and changing. So, classroom action research used to improve teacher's ability to use some procedure in the class. In general, Classroom Action Research activities involve repeat cycles, each consisting of planning, acting, observing, and reflecting.

Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher should do the return observation while writing to do. Reflection is to propose what have done. The result of one cycle is used to determine the need of the following cycle, until the problems get solved the strategy. The model cycle of Classroom Action Research can be draw as follows :

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[35] L.R. Gay and Peter Airasian, *Educational Research*, New Jersey : Prentice Hall Inc, 2000,p,. 593.

Reflect

Plan

CYCLE 1

Observe

Action

Reflect

Revised Plan

CYCLE 2

Observe

Action

D.
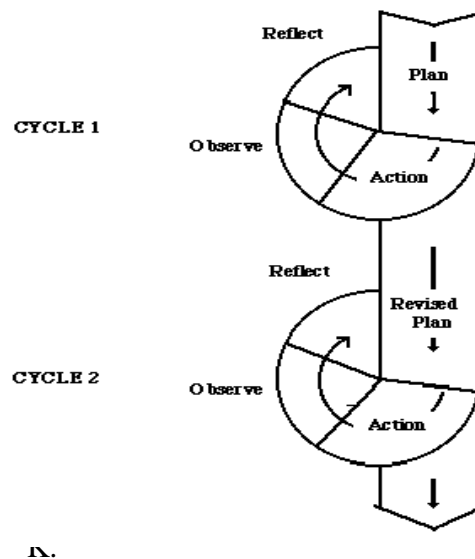
Figure 2.

Cyclical Actions Research Model

based on Kemmis and Mc. Taggart

D. Procedure of the Classroom Action Research

This action research was conducted for two cycles, where in each cycle applied four steps: 1) planning, 2) action, 3) observation, 4) reflection. Cycle I consist of two meeting and cycle II consist of two meeting. So, there were four meeting all together.

This research, the researcher collaborated with the teacher to become a team work that together to solve the students' problem in vocabulary mastery by using Documentary Film.

1) First Cycle

   a) First Meeting

(1) Planning

    (a) Preparing the lesson plan.

    (b) Preparing the classroom and all required equipments.

    (c) Preparing instruments used by students.

    (d) Preparing instruments for teacher and observers' observation.

(2) Action

    (a) Telling the purpose of learning.

    (b) Giving the topic to the students.

    (c) Explaining to the students about vocabulary.

    (d) Tasking the students to know their vocabulary mastery.

    (e) Encouraging and concluding learning.

(3) Observation

    (a) Observing students' vocabulary mastery.

(4) Reflection

    (a) Discussing with the teacher about the action.

    (b) Making any decision for the next meeting.

    (c) Analyzing the data have found.

    (d) Clarifying the problems found in the activity whether in the case of the students or teacher.

    (e) Evaluating and interpret the data gotten from the class and made any decision for the next meeting.

(2) Second Meeting

(1) Planning

    (a) Analyzing the result from first meeting.

    (b) Making more a lesson plan.

    (c) Preparing the media and all the required equipment that will be used in teaching learning activity.

(2) Action

    (a) Eliminating the problems which are found in the first meeting by motivating, encouraging, controlling and managing the class.

    (b) Asking students to paid attention to the film.

    (c) Letting students watching the film.

    (d) Stoping in certain scene then reviews the vocabulary that was presented.

    (e) Asking the meaning and the classess of vocabulary in Indonesian word.

    (f) Tasking students to know their vocabulary mastery.

(3) Observation

    (a) Teaching monitoring students activity when they watching the film.

    (b) Discussing the problem in learning process and giving solution.

    (c) Discussing about vocabulary.

(4) Reflection

(a) Reflection is gathered from the result of vocabulary test through the activities in the classroom.

(5) Second Cycle

b) Third Meeting

(1) Planning

(a) Analyzing the weakness in cycle I to be reflection in cycle II

(b) Preparing lesson plan.

(c) Preparing the classroom and all required equipments.

(d) Preparing instruments used by students.

(e) Preparing instruments for teacher and observers' observation.

(2) Action

(a) Letting the students watching the film.

(b) Dividing the students into 5 groups.

(c) Giving them blank paper and ask them to write the vocabulary appear in that film and also divide the word classess of vocabulary that showed in the film.

(d) Changing the paper to another group to be checked together.

(e) Translating all the vocabulary that students write.

(3) Observation

(a) Teaching monitoring students activity when they watching the film.

(b) Discussing the problem in learning process and giving solution.

(c) Discussing about vocabulary.

(4) Reflection

(a) Analyzing the finding during the observation is done.

(b) Analyzing the weakness and the teacher progress using Documentary Film in teaching learning vocabulary activity.

c) Fourth Meeting

(1) Planning

(a) Making analysis more the result of previous meeting.

(b) Preparing lesson plan.

(c) Preparing the classroom and all required equipments.

(2) Action

(a) Asking students about vocabulary.

(b) Asking student to paid attention to the film.

(c) Letting the students watching the film.

(d) Tasking students about their vocabulary mastery.

(3) Observation

(a) Teaching monitoring students activity when they watching the film.

(b) Discussing the problem in learning process and giving solution.

(c) Discussing about vocabulary.

(4) Reflection

In this cycle, the researcher can reflect the data have found. The reflection will be gathered from the result of vocabulary test through Documentary Film.

E. Instrumentation

In the previous chapter, it was discussed about to improving students' vocabulary with Documentary Film. There were three instruments to collecting the data that used in this research. They were as follows:

a. Test

Test is use primarily to describe the students' performance on a give domain of achievement by given the sample of items adequately as the major concerned and that used by the researcher and collaborator to covered all of information about activities that they observed.

Test is use to know the ability of students where it is sequence of question or practice that used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defined, test as a method of measuring a person's ability,

knowledge or performance in a given domain.[36] The test is used by the researcher measured the students ability in vocabulary and also to find out any problems, weakness regarding the students' ability for each cycle.

Table. 1

Indicator of Vocabulary

No.	Indicator	Component	Number of Item	Item	Score	Total Score
1.	Identifying Meaning	-	1,2,3,4,5	5		20
2.	Identifying Classess of the Words	Noun	7,11,15,22,18	5	4	20
		Verb	6,10,14,17,21	5		20
		Adjective	8,12,19,23,25	5		20
		Adverb	9,13,16,20,24	5		20
Total				25		100

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[36]H. Douglas Brown, *Language Assesment, principals and classroom practice*, Longman: Priyanvada Abeywickrama,2010, p.3.

b. Observation

The other instrument to get the data in this research is observation where it is to get information about phenomenon that occurs in learning teaching process, by doing observation and recording toward visible phenomenon systematically.

There are two kinds of observations here first; observation that is use to know student's development in learning activity. Second; the observation that will be done to know the researcher ability in teaching and learning process. The researcher is an observant. The results of both observations consist of the activities of students and teacher in the classroom.

Gay and Airasian point our field notes are the observes' record what she/he has seen, heard, experienced and though about during and observation session.[37] The researcher observed students' activities and teacher's activity during the teaching learning process and the factors which influence the teaching learning process.

c. Interview

In this research, the researcher used interview to get the data or information that not express in observation. According to Hornby states that interview is to talk somebody and ask questions at a formal meeting to find out if she/he is suitable for job or study.[38] The

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[37]Mary Louse Holly, et all, *Action Research foe Teacher : Travelling the Yellow Brick Road*, (New Jersey: PersonMerril Prentice Hall, 2005), p.144.

[38]A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York : Oxford University Press, 2005),p.788.

interview would concern with the findings from observation notes to get more information. Furthermore, the researcher used the interview to know the condition of the students and also to know the student's problems in vocabulary.

F. Technique of Data Analysis

In this research, the researcher collected the data through test. To test the hypothesis is use qualitative data. The technique for analyzing data uses quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.[39] It involved preparing the data analysis conducting different analysis, moving deeper into understanding of the larger meaning of the data.

Analyzing which use in this research observation, interview, and test on learning process and students' achievement that conduct from observation result. That analyzing based on cycle. Analyzing result in the first cycle is reflect to second cycle. Reflection which is conduct appropriate with first planning. The data collected in each observation from implementation of research cycle, it would analyze descriptively through percentage technique to see have the effect in teaching-learning process. The data analysis that researcher conducted to compare development of students ability for each cycle through the

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[39]Alison Wray, et al, *Project in Linguistics: A Practical Guide to Research Language* (London: Arnold,1998),p. 187.

test or to know means of students' test score for each cycle, is applied

the following formula:

According Sudijono in Nurinait was the formula:

$$X = \frac{\Sigma X}{N} \text{ X } 100\%$$

Where

X   : Mean of the students' score

ΣX   : The total Score

N   : The total number of students'[40]

Then, the researcher tried to categorized which pass target

score of the minimal level criterion – *Kriteria Ketuntasan Minimal*

(KKM). The KKM that must be attained considering vocabulary subject

is 75 (seventy five) which is adapt from school agreement (SMA N 7

Padangsidimpuan).

Based on Sudjiono in Nurjana, the formula as follow,

$$P = \frac{R}{T} \text{x } 100\%$$

Where

P: The percentage of the students

R: The number of the students

T: The total number of students.[41]

Based on the indicator, Riduwan explains in his book "*Belajar*

Mudah Penelitian Untuk Guru-Karyawan Peneliti Pemula"   there are

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[40]Sudijono, *MetodePenelitianPendidikan.* (Bandung: Alfabeta, 2011), p. 44.

[41]Sudijono, p.44.

four range of score of the result test. they are Excellent, good, average/enough and poor.[42]It is shown at table below :

Table 2.
Score of The Result Test

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average/ enough
21-40	Poor

The last, the researcher analyzed the students' vocabulary by using documentary film score from pre-test until post-test. It used to know whether students improve the score or not. Analyzing result in the first cycle is reflected to second cycle.

Reflection which is conduct appropriate with first planning. The data collected in each observation from implementation of research cycle, it will analyze descriptively through percentage technique to see have the effect in teaching-learning process.

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[42]Riduwan, *BelajarMudah Penelitian untuk Guru-KaryawanPenelitiPemula,* (Bandung: Alfabeta, Cet.1,2005), p. 89.

CHAPTER IV

RESEARCH RESULT

This chapter presented the research result. This chapter presented discussion based on the analysis of the data collected from the implementation of Documentary Film Media to improve the students's vocabulary mastery in two cycles. Related to research result, the data was attained from the teaching learning and evaluation.

A. The Data Description

This chapter is presented about the result that had found as long as the researcher and co-teacher had done in the classroom XI IPA-1 SMA N 7Padangsidimpuan. The researcher divided research action in two cycles. It explained about the data from each cycles, doing the first cycle and the second cycle. Moreover, the researcher described the research steps in cycles and findings.

1. First Cycle

The first cycle was conducted for two meetings, it carried out from 21th November 2019 and 23th November 2019. The meetings were done for90 minutes. Every meeting for the implementing Documentary Film Media was done for 2 x 45 minutes or totally time 180 minutes time allotment for this cycle. It was done in the classroom XII IPA-1 SMA N Padangsidimpuan,

consisted of 20 students. The researcher conducted the activity for cycle one as follow:

a. Classroom Learning Process in the First Meeting

The first meeting of implementing Documentary Film Media for the cycle I was held on Thursday, 21th November 2019. The class started at 01.00 pm, at lesson lasted 2 x 45 minutes. As what had been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom.

The lesson plan arranged based on the Documentary Film Media procedures and determining the lesson plan by material was about Journey to the Mecca Film. After researcher had been ready for preparing the lesson plan, she made the test for first cycle. She prepared the worksheet interview for the students. The last in the planning researcher prepared the observation note sheet of the students' activity in teaching process.

The researcher came into the class together with English teacher of XI IPA-1,was Ms Arnisa Ummiati Harahap. The researcher opened the class by greeting the students and checking the students' attendance. There were not students who was absent on that day. Then, the researcher introduced

herself to the students. The researcher explained the purpose was not for teaching like usual but for research to completed data for thesis and the researcher also mentioned the title.

The first, the researcher explained that for her research, and students would tested about their vocabulary mastery, and then the researcher started to explained about vocabulary mastery, purpose of vocabulary, and also kinds of vocabulary. The researcher told to the students focused on kinds of vocabulary about content words, then explained about content words of vocabulary about noun, verb, adjective and adverb.The second, the researcher asked are the students understood about the content words clearly, then gave them chance to asked about something that they dont understood.

The third, the researcher began to asked students about the content words, then asked random students to give 5 examples of noun, verb, adjective and adverb that they knew and wrote it in the white board. Then the researcher checked what they wrote with all of students it was right or wrong, and also asked students the meaning of the words that they wrote in the white board. At the next step the researcher divided the work sheet to the students for tested their vocabulary mastery.

At the end of lesson, the researcher asked the students to told what they have learned in the class that day brief. The researcher gave a conclusion of the lesson and then made the closing to the end the class.

b. Classroom Learning Process in the Second Meeting

The second meeting was conducted on Thursday, November 23th 2019. The researcher came again into the classroom XI IPA-1. Firstly, the researcher greeted the students happily and the students responded it enthusiastic they had been familiar and friendly to the researcher as before.

The researcher continued by checked their attendance list, as before meeting at that day there were not any students who did not come. When the researcher mentioned that the classroom XI IPA-1 was always comfortable to stimulate their motivation, they felt happy and motivated to begin the lesson.

In the second meeting, the English teacher took a seat and gave the researcher a chance to handle the class. In beginning the lesson, researcher was greeting, then the researcher reminded about previous meeting. The researcher asked student again what they have learned.

First, the researcher started to played Journey to the Mecca Film, before that asked the students to kept attention and kept silent while watched the film. It took 20 minutes to

watch the half of the film. Then the research played again the film and stoped it in the middle to asked the student about the meaning of the sentence that appeared and also the classess of the words that consisted in the subtitle of the film.

Second, the researcher gave them a test which related to the content word that they have learned which consisted in the film. Next, the researcher explained that students must followed the instruction in the text. Then answered the question based on their idea. After all of students understood what they had to do, they started to answer.

Hence, the observation was done while the students do the test. Then, the researcher walked around the class to make sure that they work individually. The condition of the second meeting more manageable than the first meeting, the students looked like focus while they do the task. Last, when the bell tinkled, a student helped the researcher to collected their works. Then, the researcher said goodbye to them and left the classroom. She corrected their work and gave a mark as first test of Cycle 1.

The researcher implemented the test to know their ability in vocabulary mastery. How thefilm improve students' vocabulary mastery? In the first cycle, the researcher used quantitative data from all meetings. In every two meetings, the

researcher conducted one vocabulary test. In the first test, most of the students were less in noun, verb, adjective and adverb.

Based on the first test in cycle 1, it was found that students' vocabulary mastery still low. It means that they were less in comprehending the film well. The result vocabulary mastery mean score was presented in the following histogram.
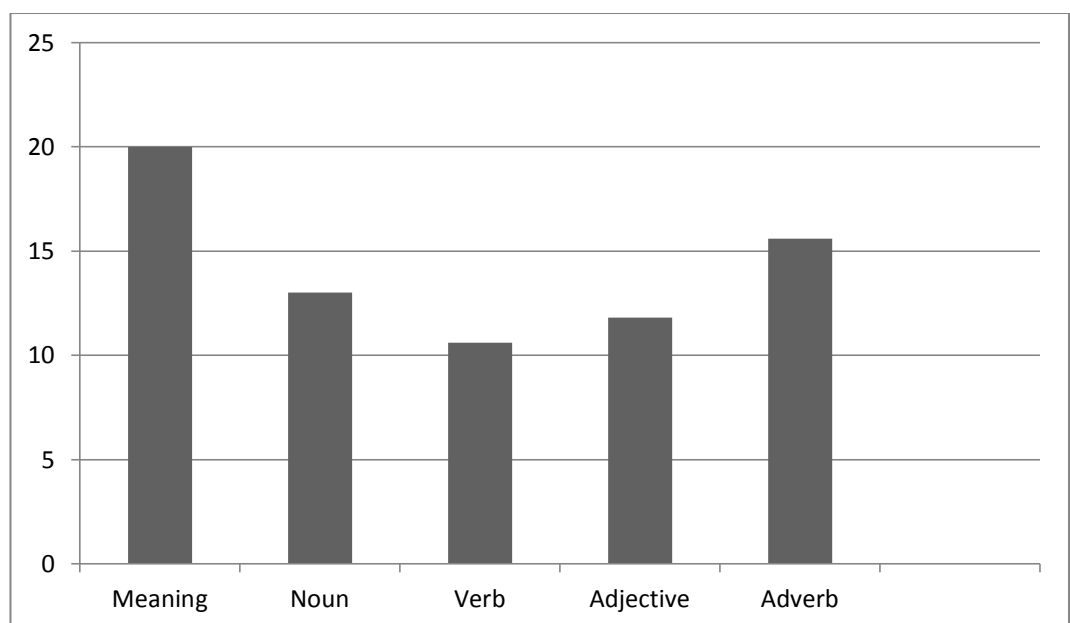
Chart 1. Students mean score in the first cycle

Based on histogram above the percentage of the meaning is 20%, noun 13%, verb 10.6%, adjective 11.8% and adverb 14,8%.

2. **Second Cycle**

The second cycle was conducted for two meetings, it carried out from 26th November 2019 and 28th November2019. The meeting was done for 90 minutes. Every meeting for the

implementing Documentary Film Media was done for 2 x 45 minutes or totally time 180 minutes time allotment for this cycle. It was done in the classroom XI IPA-1 SMA N 7 Padangsidimpuan, consisted of 20 students. The researcher made the activities for the second cycle to solve the problem by giving the solution for the problems in cycle 1. Below were explanations of activities had done in the classroom :

a. Classroom Learning Process in the Third Meeting

For the third meeting the researcher and the English teacher came back to the classroom XI IPA-1 at 26th November 2019. Researcher and the English teacher of XI IPA-1 discussed the result in evaluation in first test, the output of observation, and also the interview with students. Then, discussed again in reflecting step. Based on the discussion result, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle. The researcher modified the previous lesson plan based on the result in the first test. The researcher also prepared more materials.

First, the researcher greeted the students of XI IPA-1 while open the lesson enthusiastically, as usual many of them always looked happy but there were also some of them who felt bored, because it was the last lesson and the weather

seemed so hot at the day and it made some of the students had no motivation to begin to study. In beginning the lesson, the researcher reminded about previous meeting. The researcher asked student again what they have learned.

Second, the researcher started to played Journey to the Mecca Film, before that asked the students to kept attention and kept silent while watched the film. The researcher divived them into 5 group. It took 20 minutes to watched the film.

Third, the researcher gave them blank paper and asked them to write the word that appeared in that film and also divided the word into the classess of the word that had been learned by the previous lesson. After that the researcher asked the students to changed their paper to another group to be checked together, and then the researcher asked each group to wrote their answer in the white board. The researcher checked the answer of the group one by one and also followed by the students, then after all of the group finished the researcher and the students translated all the words that they wrote in the white board together.

After the time limitation has reached, At the end of the lesson, the researcher explained again about the classess of the word. Then, the researcher with all of the students prayed

together and concluded the lesson by greet the students and closed the lesson as the time also has been over.

b. **Classroom Learning Process in the Fourth Meeting**

The fourth meeting was conducted on Thursday, November 28th 2019. The researcher came again into the classroom XI IPA-1. Firstly, the researcher greeted the students happily and the students responded it enthusiastically as they had been familiar and friendly to the researcher as before. The researcher continued by checked their attendance list, as before meeting at that day there were not any students who did not come. When the researcher mentioned that the classroom XI IPA-1 was always comfortable to stimulate their motivation, they felt happy and motivated to begin the lesson.

Seeing that the students have motivated to study, the researcher explained as she has told in the previous meeting that for this meeting became the last time for the last result also for the students in improving vocabulary mastery by using Documentary Film Media. So, the researcher suggested to the students to do their best than before because the researcher so wised that their vocabulary mastery would improve and it would be the last result of their vocabulary mastery to be publicated.

The researcher directly played Journey to the Mecca film, before that asked the students to kept attention and kept silent while watched the film. It took 20 minutes to watched the film. Then, the researcher gave them the test and also suggested to the students to read the instruction of the test. The researcher walked around the students' to observeted when they did the test. After the students finished did the test, the researcher asked them to collected it. The result vocabulary mastery mean score was presented in the following histogram:
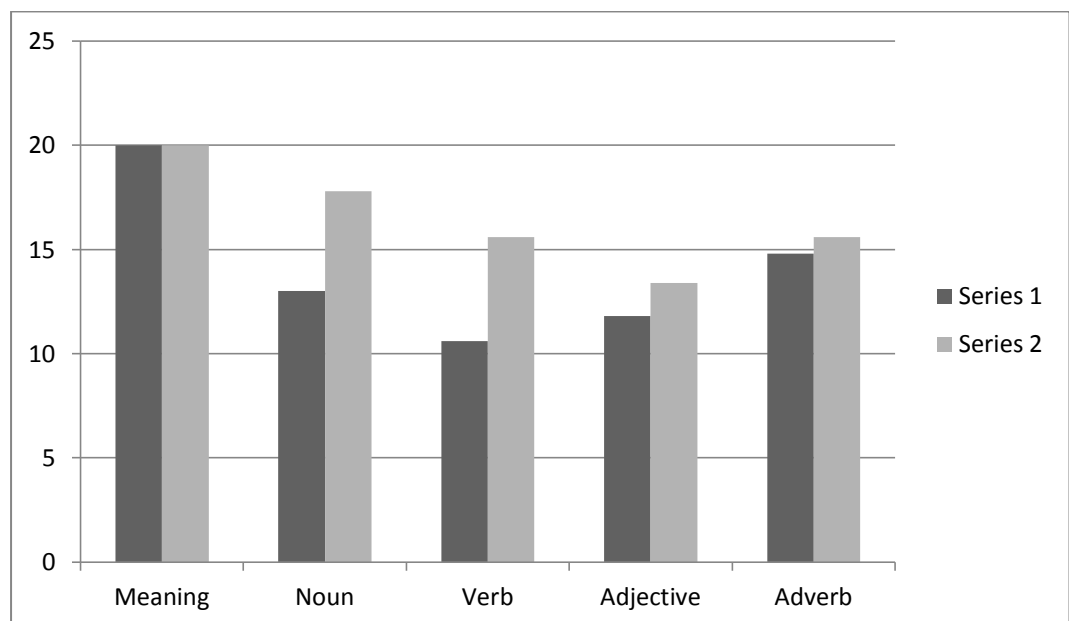
Chart 2. Students mean score in the second cycle

Based on the histogram above showed the meaning is 20%, noun from 13% became 17.8%, verb from 10.6% became

15,6%, adjective from 11.8% became 13.4%, and adverb from 14,8% became 15,6%.

It showed that the studentsvocabulary mastery by using Documentary Film Media was in very good category. The researcher made the conclusion that, through Documentary Film Media in teaching vocabulary mastery, the students' reading comprehension in class XI IPA-1 was improved. Most of the students showed the improvement in identified noun, verb, adjective, adverb, and also translated word.

B. The Comparative Result of The Action

Researcher compared the test result on studentsvocabulary mastery between first cycle and second cycle. Researcher used quantitative in technique of analyzing the data. It would analyze the data based on the score to decide the improvement of students' vocabulary mastery by using Documentary Film Media at Grade XI IPA-1 SMA N 7Padangsidimpuan. Firstly, researcher calculated the students' mean score of the test. Secondly, researcher calculated the percentage of students' improvement in the first cycle and second cycle.

The first test in the first cycle, In this test 10 students found that got the score above the Minimum Mastery Criterion (KKM) was 75 and 10 students more still did not reach score was meant. Based on the test have done in the classroom, the result showed that there were 1

student got score 36, 1 student got score 52, 1 student got score 56, 2 students got score 60, 3 students got score 64, 2 students got 68, 4 students got score 80, 5 students got score 84 and 1 student got score 88.

Based on the calculation, the mean score of the class XIIPA-1 SMA N 7Padangsidimpuanin the first test was 67. It showed that the students' vocabulary mastery by using Documentary Film Media still into enough categories. The second percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle is 50%.

Second test in the second cycle, the score of the students improved. Many of the students got the score above Minimum Mastery Criterion (KKM) was 75. It concluded that there were showed that 1 student got score 64, 3 studeeents got score 68, 1 student got score 72, 3 students got score 76, 2 students got score 80, 1 student got score 80, 7 students got score 88, 1 students got score 92, 1 students got score 96.

From the total number of the students that were consisted of 20 students in the classroom XI IPA-1, there were five students who did not pass the Minimum Mastery Criterion (KKM). It showed that the studentsvocabulary mastery by using Documentary Film Media was in good upto very good category. Through Documentary Film Media the students' vocabulary mastery in class XI IPA-1 showed the good improvement. The calculation of the students' mean score in the second

cycle is 80.Then, the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in second cycle is 75%.

Based on the explanation above, it can be concluded that the mean score and percentage of the second test showed the improvement from the first test. In the first test the mean score 67/50.00% it was included low category. The improvement meanscore in second test was 80./75.00% it was included good category.

Table 3. Students Mean Score Vocabulary Mastery
in Cycle 1 and Cycle 2

Indicator	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Identifying Meaning	20%		20%	
Noun	13%		17,8%	
Verb	10,6%	50%	15,6%	75%
Adjective	11,8%		13,4%	
Adverb	14,8%		15,6%	
Total	67%		80%	

The calculation result of $t_0 = 6.931$, t_{table} with df = 19, level of significance in t_{table}5% is 31,410. It can be known that the result of t_0 is bigger than t_{table}, It is 5.721>31.410, based on the result, it means that there is a significant improvement between students' vocabulary mastery result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (80) is greater than first cycle (67).

It showed that "Documentary Film Media Influenced to Improve the Students' Vocabulary Mastery at grade XI IPA-1 SMA Negeri 7 Padangsidimpuan.

C. Discussion of the Research Findings

One purpose this research is to describe the students' vocabulary mastery by using Documentary Film Media at Grade XI IPA-1 SMA N 7 Padangsidimpuan.

The mean score it was 67 the percentage was 50.00% in first cycle and second cycle it was 80 the percentage was 75.00%. Therefore, it could be concluded that by using Documentary Film Media could improved students' vocabulary mastery in class XI IPA-1. According to the theories that stated by Margono film is a good alternative media in teaching learning vocabulary is proved by this thesis result that showed the improvement from cycle 1 to the cycle 2.

The students' improvements on vocabulary mastery through movie was revealed from the differences of the students' mean score before and after the action. Before the action the students' mean score was 32.93, after the researcher did the action to the students, the students' mean score was improved to 65.5.[43] According ro Arif

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[43]Dian Purnama," Improving Students' Vocabulary Mastery Through Movies, (2018).

Sadiman film or movie is a media which have a very big ability in helping teaching - learning process. So, we can call movie or film as one of educational media. It was proved by this research which is there is significant improvement from cycle 1 to cycle 2.

Based on the explanation above, the researcher concluded that this research showed there was the improvement of the students in vocabulary mastery and helped proved what had been provenbefore.

D. The Threats of the Research

In doing the research, the researcher found some limitation in the research, they are:

1. The researcher could not unsure the result score of the students based on their real ability.

2. The researcher could not vouch the students were honest in doing the test.

3. The researcher could not vouch the students focus on watching the Journey to the Mecca Film.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that Documentary Film Media indeed improve the students' vocabulary mastery at classroom XI IPA-1 SMA N 7Padangsidimpuan. It based on the students' vocabulary mastery score, the mean score in the first cycle was 67 the percentage was 50.00% and second cycle it was 80 the percentage was 75.00%.

All of these problems had been solved by the first and second cycle. Moreover, the researcher concluded that Documentary Film Media could improve to students' vocabulary mastery at classroom XI IPA-1 SMA N 7 Padangsidimpuan.

B. Suggestion

The researcher would give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestion were:

1. For the teacher, become the reference to teach vocabulary mastery even if it in the different kind of film. Documentary Film Media is able to improve the student's vocabulary mastery. Therefore, researcher are suggested to apply various activities and medias in Documentary Film Media to improve the quality of the English teaching and learning process.

2. For the other researcher, this research was focused on implementing activities in vocabulary mastery for teaching and learning process. Specifically, this research concerns about the improving students' vocabulary mastery by using Documentary Film Media. Therefore, the other researcher may conduct the action research through Documentary Film Media also in the other aspects of study.

3. For the Students, it hoped that by Documentary Film Media students more interesting in teaching vocabulary mastery.

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APPENDIX I

Siklus I (First Meeting)

Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : SMA Negeri 7 Padangsidimpuan
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/1
Tema   : Vocabulary
Alokasi Waktu   : 45 menit

A.   Standar Kompetensi

1. Memahami instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

B.   Kompetensi Dasar

1. Merespon instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

C.   Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi, menyebutkan, menuliskan kosa kata yang terdapat dalam *film dokumenter* yang diberikan oleh guru.

2. Siswa dapat mejawab pertanyaan- pertanyaan berdasarkan *film dokumenter* yang diputar oleh guru.

D.   Indikator Pembelajaran

1. Siswa dapat mengartikan dan mengidentifikasi kata benda, kata kerja, kata sifat dan kata keterangan pada kosa kata yang terdapat dalam *film dokumenter* yang diberikan oleh guru.

2. Siswa dapat menjawab pertanyaan- pertanyaan berdasarkan *film dokumenter* yang diputar oleh guru.

E. **Materi Pembelajaran**

1. Film Dokumenter

F. **Tehnik Pembelajaran**

1. Group Work

G. **Langkah-langkah Pembelajaran**

a. **Kegiatan Pendahuluan**

1. Merespon salam dan tegur sapa yang disampaikan oleh guru.

2. Merespon pemeriksaan kehadiran yang dilakukan oleh guru.

3. Mempersiapkan media pembelajaran.

4. Menyimak penjelasan guru tentang tujuan pembelajaran yaitu tentang vocabulary dari film dokumenter.

b. **Kegiatan Inti**

1. Guru menjelaskan tujuan pembelajaran.

2. Guru memberikan topik pembelajaran kepada siswa

3. Guru menjelaskan tentang vocabulary kepada siswa

4. Guru memberikan tugas untuk menguji vocabulary siswa

c. **Kegiatan Penutup**

1. Melakukan refleksi pembelajaran (kesan, manfaat yg siswa peroleh dan kesulitan yang siswa hadapi) dipandu oleh guru.

2. Memberikan motivasi kepada siswa berdasarkan nilai-nilai moral yang terdapat dalam hasil karangan siswa.

3. Menyimak komentar dan arahan guru untuk pertemuan berikutnya.

4. Merespon salam penutup yang disampaikan oleh guru.

H. **Sumber dan Media Pembelajaran**

a. Sumber Pembelajaran

- buku pelajaran bahasa inggris kelas xi

- internet

b. Media Pembelajaran

- Film Dokumenter

- Proyektor

- White Board

5. Tugas Terstruktur

1. Menjawab soal berdasarkan film yang diputar.

6. Penilaian

Indikator pencapaian kompetensi	Tehnik penilaian	Bentuk instrument	Instrument soal
1. Mengidentifikasi arti dari vocabulary 2. Mengidentifikasi kelas kelas vocabulary	Tes tertulis	Matching word	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 25.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 4.

Jumlah skor keseluruhan 4 x 25 =100.

Padangsidimpuan,   2019

Vallidator   Researcher

Arnisah Ummiati Harahap, S.Pd   **Novita Sari Harahap**

NIP. 19760615 200502 2 003   **NIM. 13 340 0024**

Siklus I (Second Meeting)

Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : SMA Negeri 7 Padangsidimpuan
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/1
Tema   : Vocabulary
Alokasi Waktu   : 45 menit

A.   Standar Kompetensi

1. Memahami instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

B.   Kompetensi Dasar

1. Merespon instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

C.   Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi, menyebutkan, menuliskan kosa kata yang terdapat dalam film dokumenter yang diberikan oleh guru.

2. Siswa dapat mejawab pertanyaan- pertanyaan berdasarkan film dokumenter yang diputar oleh guru.

D.   Indikator Pembelajaran

1. Siswa dapat mengingat dan mengidentifikasi kata kerja dan kata benda pada kosa kata yang terdapat dalam film dokumenter yang diberikan oleh guru.

2. Siswa dapat mejawab pertanyaan- pertanyaan berdasarkan film dokumenter yang diputar oleh guru.

E.   Materi Pembelajaran

1. Film Dokumenter

F.   Tehnik Pembelajaran

1.   Group Work

G.   Langkah-langkah Pembelajaran

a.   Kegiatan Pendahuluan

1.   Merespon salam dan tegur sapa yang disampaikan oleh guru.

2.   Merespon pemeriksaan kehadiran yang dilakukan oleh guru.

3.   Mempersiapkan media pembelajaran.

4.   Menyimak penjelasan guru tentang tujuan pembelajaran yaitu tentang vocabulary dari film dokumenter

b.   Kegiatan Inti

1.   Guru menyuruh siswa agar memperhatikan film yang akan ditonton.

2.   Guru menyuruh siswa menonton film.

3.   Guru menghentikan film untuk mengulas vocabulary yang ditampilkan didalam film.

4.   Guru menanyakan arti dan kelas kata dalam bahasa indonesia.

5.   Guru memberikan tugas untuk menguji vocabulary siswa.

c.   Kegiatan Penutup

1.   Melakukan refleksi pembelajaran (kesan, manfaat yg siswa peroleh dan kesulitan yang siswa hadapi) dipandu oleh guru.

2.   Memberikan motivasi kepada siswa berdasarkan nilai-nilai moral yang terdapat dalam hasil karangan siswa.

3.   Menyimak komentar dan arahan guru untuk pertemuan berikutnya.

4.   Merespon salam penutup yang disampaikan oleh guru.

H.   Sumber dan Media Pembelajaran

a.   Sumber Pembelajaran

- buku pelajaran bahasa inggris kelas xi

- internet

b.   Media Pembelajaran

- Film Dokumenter

- Proyektor

- White Board

I. Tugas Terstruktur

1. Menjawab soal berdasarkan film yang diputar.

J. Penilaian

Indikator pencapaian kompetensi	Tehnik penilaian	Bentuk instrument	Instrument soal
1. Mengidentifikasi arti dari vocabulary 2. Mengidentifikasi kelas kelas vocabulary	Tes tertulis	Matching word	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 25.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 4.

Jumlah skor keseluruhan 4 x 25 =100.

Padangsidimpuan,   2019

Vallidator   Researcher

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APPENDIX II

LEARNING MATERIAL I

Journey To The Mecca Film

Once in their lives, muslims are called upon to make an extraordinary journey each year they gather in the city of Mecca, to perform a series of rites that celebrates of prophet Abraham, father to jews, christians, and muslim alike. These rites are called the Hajj. For thousand of years, pilgrim have risked their lives to reach Mecca. Among them, a 14th century a law student from Maroko named Ibn Battuta.

3000 miles, Mecca is 3000 miles to the east. Some say it is too far, but i am determined to make this journey as so many have in the past, and so many willing in ages to come. Some will come by the sea, others on the backs of beast. Many more will arrive by foot. Long ago the prophet Abraham was tested here, and his family nearly died, but their lives was saved. In gratitude Abraham built the holy Kabah the house of god. Pilgrim tell me that to reach Kabah and stand before it changes the heart.

I am ready now to leave the safe shores of my home to see with my eyes what i have to see in my dreams. I flew on the wings of giant birds to Cairo up he nile. Then across the red sea to Mecca.

Hamza : you flew to Mecca? On the wings of the bird?

Battuta : yes

Hamza : people do not fly my friend to mecca or anything else. Why you insist on making the Hajj now. You are only 21 years old. Think of what you are giving up. Your law career is just begin.

Battuta : what i will learn can only help my career.

Hamza : you insist on traveling alone, and no one traveling alone.

Battuta : if i am to die, let it be on the road to Mecca.

Hamza : if you reach Cairo, when you reach Cairo you must seek out Ibnu Muzaffar, he is a friend of our family, he is a powerful and learned man, give him this letter. He will help you and tell him of your dream. See what he has to say.

Battuta : i will i promise

On the day of my departure, my father gives me a magnificient horse, gold, and his blessing. From my mother i receive the irham two lengths of plain white cloth i will wear in Mecca. And then as a bird forsakes it is nest i forsake my home and family not knowing if we will ever to see each other again.

I might traveled alone in the safe of the Karapan or the comfort of a sailing ship but i have the tools to navigate and find my own way. The sun guides me day by day, the stars are my companion at the night. Travelers have told me the danger expected on the roads to Mecca but i believe those braveful to take the risk will receive the greatest reward.

Battuta : if i am to die let it be on the road to mecca. Such as a boastful words i spoke to my friend hamza.

Highwayman : you will return now to tangier?

Battuta : i will not return until i reach Mecca, until i have performed the hajj.

Highwayman : bandits lie in wait along every road you will need protection.

Battuta : from you and your band of thieves?

Highwayman : i travel alone, same as yourself.

Battuta : you must take me for a fool.

Highwayman : I make no judgement. I simply offer you my protection and you may pay me upon safe arrival in Cairo.

Battuta : you have stole my money.

Highwayman : i gave it to the poor.

Battuta : how would i pay you?

Highwayman : you have rich friend in Cairo

Battuta : i would rather die here in the desert.

Highwayman : peace be upon with you tell me what does a young man such as yourself expect to find in Mecca?

Battuta : the hajj is a way to new lands to reach Mecca and to see the holy Kabah is the greatest of all journey.

Highwayman : and for this you risk your life?

Battuta : it is written in the Quran ig god helps you and no one can overcome you

Highwayman : and if he abandons you who can help then. Much wisdom can be found in the Quran, we leave at daybreak. Get the horses down, stay behind him.

After many months in the desert, we finally reach the Nile river. It excels in the sweetness of it taste and the treasure that lies at its end, it is the mother of all cities, peerless in it is beauty and bounty a marvel learning charity Cairo.

Muzaffar : Hamza writes me about your dreams

Battuta : yes i flew to Mecca

Battuta yes i flew to Mecca on the great of wings of bird

Battuta : is it a common dream?

Muzaffar : tell me what you saw

Battuta : i flew over desert, up a great river and across a slender ribbon of sea

Muzaffar : the red sea, did your dream end at Mecca?

Battuta : no, i continued on

Muzaffar : you shall reach your destination, if you heed the wisdom of those around you. The prophet Muhammad peace be upon with him. Said go in search of knowledge even if your journey takes you to china

Highwayman : do you intend you continued on to Mecca by way of the red sea.

Battuta : yes

Highwayman : and you have to decide this route because of your dream?

Battuta : it is also the shortest way

Highwayman : the shortest. Certainly not always the safe test.

Battuta : i am behind in time

Highwayman : war is being to the red sea waged.

Battuta : Wars are always being waged

Highwayman : and are wisely avoided

Battuta : my mind is set

Highwayman : please understand. you may not find passage to Mecca.

Battuta : a risk i must take

Highwayman : a foolish risk

Battuta : the hajj will not wait. I will cross the red sea. My mind is set.

Highwayman : i strongly advised that you go by way of Damascus join the great hajj caravan.

Battuta : our arrangement was for your protection not your advice.

Highwayman : indeed

Battuta : i am no longer your responsibility

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Vallidator   **Researcher**

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APPENDIX III

RESEARCH INSTRUMENT OF VOCABULARY MASTERY

Test 1 (Cycle 1)

A. **Pengantar**

1. Instrument ini bertujuan untuk menyaring data dari siswa/i tentang adakah pengaruh dari penggunaan documentary film media pada vocabulary mastery siswa Oleh sebab itu jawablah sesuai dengan kemampuan anda.

2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

B. **Petunjuk**

1. Bacalah pertanyaan berikut dengan seksama!

2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.

3. Jawablah sesuai dengan pendapat anda.

4. Waktu yang tersedia hanya 45 menit.

C. **Soal**

Answer these question below by matching the word to the correct one

1. Jemaah Haji	**a. Thieves**
2. Padang Pasir	**b. Sea**
3. Laut	**c. Horse**
4. Kuda	**d. Pilgrism**
5. Perampok	**e. Desert**

Answer the questions below by matching the words to the correct classess of vocabulary

No.	Words	Noun	Verb	Adjective	Adverb
6.	Gather				
7.	Muslims				
8.	Beauty				
9.	Night				
10.	Perform				
11.	Abraham				
12.	Marvel				
13.	Mecca				
14.	Traveled				
15.	Ka'bah				
16.	China				
17.	Built				
18.	Ibn Battuta				
19.	Far				
20.	Long ago				
21.	Accross				
22.	White Cloth				
23.	Wisely				
24.	Day by day				
25.	Foolish				

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Vallidator   Researcher

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KEY ANSWER OF TEST I

1.	Jemaah Haji	d. Pilgrism
2.	Padang pasir	e. Desert
3.	Laut	b. Sea
4.	Kuda	c. Horse
5.	Perampok	a. Thieves

Noun

- Muslims
- Abraham
- Ka'bah
- White cloth
- Ibn battuta

Adjective

- Beauty
- Marvel
- Far
- Wisely
- Foolish

Verb

- Gather
- Perform
- Traveled
- Built
- Across

Adverb

- Night
- Mecca
- China
- Long ago
- Day by day

APPENDIX IV

Observation Notes Sheet

Students Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : English

Class/ Semester   : XI /1

Days/Date of   :

Cycle   : Cycle I

Observer   :

No	Students Activities	Yes	No	Practice
1.	The students pay attention to the researcher explanation			
2.	The students concentrate to the researcher explanation			
3.	The students are paid attention to the film			
4.	The students make a sign on a passage that they dont understand			
5.	The students make a question about material			
6.	The students active in asking questions			
7.	The students interesting to			

	the researcher's explanation from their question			
8.	The students able to answer the test from the researcher			
9.	The students able to understand about the materi			
10.	The students ask the researcher if they find difficulties			

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Vallidator   **Researcher**

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Observation Notes Sheet

Indicators List of Teacher in Teaching Learning Process First Cycle
Classroom Action Research

Physic Appearance and Written	Yes	No	Note
1. Dressing cleanly and neatly.			
2. Standing and writing face to the students.			
3. Energic and enthusiasm.			
4. Writing and explaining integratedly			
5. Writing is nice and readable.			
6. Writing is read from the all room side.			
7. Having certain sequence system.			
Sound and Classroom Management	**Yes**	**No**	**Note**
1. Audiable sound			
2. Talking intelligibly			
3. Fluenty : every word sounded clearly.			
4. Rhytm : it is clear in the important part.			
5. Neatness control.			
6. Class noise control.			
7. Class formation arrangement.			
Material	**Yes**	**No**	**Note**
1. Explaining the learning objectives			

	Yes	No	Note
2. Relating to the students experience.			
3. Explaining the learning benefit			
4. Relevant to objectives and procedure.			
5. Brief presentation.			
6. Detail and united explanation.			
Procedure	**Yes**	**No**	**Note**
1. Reinforcement and Interaction with Students.			
2. Individual performance reward.			
3. Celebration.			
4. Stimulating students responses.			
5. Stimulating students questions.			
6. Responding students questions.			

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Vallidator   Researcher

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APPENDIX V

LIST OF INTERVIEW

Name :

Class :

1. Apakah kesulitan anda dalam mempelajari vocabulary?
   (What are your difficulties in learning vocabulary)
   Answer:

2. Apakah kesulitan anda dalam mengartikan vocabulary dari soal tersebut?
   (What are your difficulties in translating vocabulary from the question above?
   Answer:

3. Apakah kesulitan anda dalam mengendintifikasi kelas kelas vocabulary dari soal tersebut?
   (What are your difficulties in classifying the classess of vocabulary from the question above?
   Answer:

4. Apakah kesulitan anda dalam megidentifikasi noun dari soal tersebut?
   (What are your difficulties in identifying noun from the question above?
   Answer:

5. Apakah kesulitan anda dalam mengidentifikasi verb dari soal tersebut?
   (What are your difficulties in identifying verb from the question above?
   Answer:

6. Apakah kesulitan anda dalam mengidentifikasi adjective dari soal tersebut?
   (What are your difficulties in identifying adjective from the qestion above?
   Answer:

7. Apakah kesulitan anda dalam mengidentifikasi adverb dari soal tersebut?
   (What are your difficulties in identifying adverb from the question above?

Answer:

8. Apakah kesulitan anda dalam memahami arti dari vocabulary menggunakan film tersebut?
   (What are your difficulties in comprehend the meaning of vocabulary by using that film?
   Answer:

9. Apakah kesulitan anda dalam memahami kelas kata dari vocabulary dalam film tersebut?
   (What are your difficulties in comprehend the classess of vocabulary in that film?
   Answer:

10. Apakah kesulitan anda dalam mememahami film tersebut?
    (What are your difficulties in comprehending the film?
    Answer:

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Vallidator   **Researcher**

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APPENDIX VI

Table. 3

Students' Vocabulary Mastery Score in the First Cycle

No	Students' Initial	Indicators					
		Meaning	Noun	Verb	Adjective	Adverb	Total
1	AMN	20	8	4	4	0	36*
2	AFPT	20	16	12	16	16	80
3	AH	20	4	8	8	12	52*
4	AML	20	12	8	12	16	68*
5	AP	20	16	12	12	20	80
6	DA	20	12	4	8	20	64*
7	DPH	20	12	12	12	8	64*
8	ESS	20	16	12	16	20	84
9	FFH	20	16	12	16	20	84
10	FAP	20	8	12	4	12	56*
11	JIR	20	16	12	16	20	84
12	KL	20	12	20	16	16	84
13	KIM	20	16	8	12	12	68*
14	LM	20	20	16	12	20	88
15	SAH	20	16	0	12	16	64*
16	SAS	20	16	16	16	16	84
17	RKR	20	8	12	4	16	60*
18	RY	20	16	16	12	16	80
19	YSL	20	16	12	16	16	80
20	YR	20	4	4	12	20	60*
	SUM	400	260	212	236	312	1340
		20%	13%	10.6%	11.8%	15.6%	67%

The students who did not pass the passing grade 75 in the first cycle

APPENDIX VII

Siklus II (First Meeting)

Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : SMA Negeri 7 Padangsidimpuan
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/1
Tema   : Vocabulary
Alokasi Waktu   : 45 menit

A. Standar Kompetensi

1. Memahami instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

B. Kompetensi Dasar

1. Merespon instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi, menyebutkan, menuliskan kosa kata yang terdapat dalam *film dokumenter* yang diberikan oleh guru.

2. Siswa dapat mejawab pertanyaan- pertanyaan berdasarkan *film dokumenter* yang diputar oleh guru.

D. Indikator Pembelajaran

1. Siswa dapat mengartikan dan mengidentifikasi kata benda, kata kerja, kata sifat dan kata keterangan pada kosa kata yang terdapat dalam *film dokumenter* yang diberikan oleh guru.

2. Siswa dapat menjawab pertanyaan- pertanyaan berdasarkan *film dokumenter* yang diputar oleh guru.

E. Materi Pembelajaran

1. Film Dokumenter

F. Tehnik Pembelajaran

1. Group Work

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Merespon salam dan tegur sapa yang disampaikan oleh guru.

2. Merespon pemeriksaan kehadiran yang dilakukan oleh guru.

3. Mempersiapkan media pembelajaran.

4. Menyimak penjelasan guru tentang tujuan pembelajaran yaitu tentang vocabulary dari film dokumenter.

b. Kegiatan Inti

1. Guru membiarkan siswa menonton film

2. Guru membagi siswa menjadi 6 kelompok.

3. Guru memberikan kertas kosong dan menyuruh siswa menulis kelas kelas kata yang di tunjukkan dalam film.

4. Guru meminta siwa menukar lembar jawaban untuk diperiksa grup lain.

5. Guru menerjemahkan kata kata yang sudah ditulis siswa.

c. Kegiatan Penutup

1. Melakukan refleksi pembelajaran (kesan, manfaat yg siswa peroleh dan kesulitan yang siswa hadapi) dipandu oleh guru.

2. Memberikan motivasi kepada siswa berdasarkan nilai-nilai moral yang terdapat dalam hasil karangan siswa.

3. Menyimak komentar dan arahan guru untuk pertemuan berikutnya.

4. Merespon salam penutup yang disampaikan oleh guru.

H. Sumber dan Media Pembelajaran

a. Sumber Pembelajaran

   - buku pelajaran bahasa inggris kelas xi

   - internet

b. Media Pembelajaran

    - Film Dokumenter

    - Proyektor

    - White Board

I. Tugas Terstruktur

1. Menjawab soal berdasarkan film yang diputar.

J. Penilaian

Indikator pencapaian kompetensi	Tehnik penilaian	Bentuk instrument	Instrument soal
3. Mengidentifikasi arti dari vocabulary 4. Mengidentifikasi kelas kelas vocabulary	Tes tertulis	Matching word	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 25.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 4.

Jumlah skor keseluruhan 4 x 25 =100.

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Vallidator   **Researcher**

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Siklus II (Second Meeting)

Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA Negeri 7 Padangsidimpuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Tema : Vocabulary
Alokasi Waktu : 45 menit

A. Standar Kompetensi

1. Memahami instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

B. Kompetensi Dasar

1. Merespon instruksi sederhana terhadap kosakata yang ditunjukkan dengan media bergerak dan bergambar (*documentary film*)

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi, menyebutkan, menuliskan kosa kata yang terdapat dalam film dokumenter yang diberikan oleh guru.
2. Siswa dapat mejawab pertanyaan- pertanyaan berdasarkan film dokumenter yang diputar oleh guru.

D. Indikator Pembelajaran

1. Siswa dapat mengingat dan mengidentifikasi kata kerja dan kata benda pada kosa kata yang terdapat dalam film dokumenter yang diberikan oleh guru.
2. Siswa dapat mejawab pertanyaan- pertanyaan berdasarkan film dokumenter yang diputar oleh guru.

E. Materi Pembelajaran

1. Film Dokumenter

F. Tehnik Pembelajaran

1. Group Work

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Merespon salam dan tegur sapa yang disampaikan oleh guru.

2. Merespon pemeriksaan kehadiran yang dilakukan oleh guru.

3. Mempersiapkan media pembelajaran.

4. Menyimak penjelasan guru tentang tujuan pembelajaran yaitu tentang vocabulary dari film documenter

b. Kegiatan Inti

1. Guru bertanya mengenai vocabulary kepada siswa.

2. Guru menyuruh siswa agar memperhatikan film yang akan ditonton.

3. Guru menyuruh siswa menonton film.

4. Guru memberikan tugas untuk menguji vocabulary siswa.

c. Kegiatan Penutup

1. Melakukan refleksi pembelajaran (kesan, manfaat yg siswa peroleh dan kesulitan yang siswa hadapi) dipandu oleh guru.

2. Memberikan motivasi kepada siswa berdasarkan nilai-nilai moral yang terdapat dalam hasil karangan siswa.

3. Menyimak komentar dan arahan guru untuk pertemuan berikutnya.

4. Merespon salam penutup yang disampaikan oleh guru.

H. Sumber dan Media Pembelajaran

a. Sumber Pembelajaran

- buku pelajaran bahasa inggris kelas xi

- internet

b. Media Pembelajaran

- Film Dokumenter

- Proyektor

- White Board

I. Tugas Terstruktur

1. Menjawab soal berdasarkan film yang diputar.

J. Penilaian

Indikator pencapaian kompetensi	Tehnik penilaian	Bentuk instrument	Instrument soal
3. Mengidentifikasi arti dari vocabulary 4. Mengidentifikasi kelas kelas vocabulary	Tes tertulis	Matching word	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 25.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 4.

Jumlah skor keseluruhan 4 x 25 =100.

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Vallidator   **Researcher**

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APPENDIX VIII

RESEARCH INSTRUMENT OF VOCABULARY MASTERY

Test 1 (cycle 1)

A. Pengantar

1. Instrument ini bertujuan untuk menyaring data dari siswa/i tentang adakah pengaruh dari penggunaan documentary film media pada vocabulary mastery siswa Oleh sebab itu jawablah sesuai dengan kemampuan anda.

2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama!

2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.

3. Jawablah sesuai dengan pendapat anda.

4. Waktu yang tersedia hanya 45 menit.

C. Soal

Answer these question below by matching the word to the correct one

1.	**Bukit**	a.	**Stone**
2.	**Unta**	b.	**Sheep**
3.	**Sungai Nil**	c.	**Hill**
4.	**Domba**	d.	**Camel**
5.	**Batu**	e.	**Nile river**

Answer the questions below by matching the words to the correct classess of vocabulary

No.	Words	Noun	Verb	Adjective	Adverb
6.	Killing				
7.	Zam zam				
8.	Pride				
9.	Damascus				
10.	Prayed				
11.	Devil				
12.	Weak				
13.	Morning				
14.	Running				
15.	Black stone				
16.	Mirachle				
17.	Drink				
18.	Rich				
19.	Medina				
20.	Remember				
21.	Sunset				
22.	Siti hagar				
23.	Poor				
24.	Hair				
25.	Evening				

Padangsidimpuan,   2019

Vallidator   Researcher

Arnisah Ummiati Harahap, S.Pd   Novita Sari Harahap

NIP. 19760615 200502 2 003   NIM. 13 340 0024

KEY ANSWER TEST II

1.	Bukit	c.	Hill
2.	Unta	d.	Camel
3.	Sungai Nil	e.	Nile river
4.	Domba	b.	Sheep
5.	Batu	d.	Stone

Noun	Adjective
a. Zam zam	- Pride
b. Devil	- Weak
c. Black stone	- Mirachle
d. Siti Hagar	- Rich
e. Hair	- Poor

Verb	Adverb
f. Killing	- Damascus
g. Prayed	- Morning
h. Running	- Medina
i. Drink	- Sunset
j. Remember	- Evening

APPENDIX IX

Observation Notes Sheet

Students Activity in Teaching Learning Process

Classroom Action Research

Subject Matter　　　　　　: English

Class/ Semester　　　　　 : XI /1

Days/Date of　　　　　　　:

Cycle　　　　　　　　　　: Cycle II

Observer　　　　　　　　　:

No	Students Activities	Yes	No	Practice
1.	The students pay attention to the researcher explanation			
2.	The students concentrate to the researcher explanation			
3.	The students are paid attention to the film			
4.	The students make a sign on a passage that they dont understand			
5.	The students make a question about material			
6.	The students active in asking questions			
7.	The students interesting to the researcher's			

	explanation from their question			
8.	The students able to answer the test from the researcher			
9.	The students able to understand about the materi			
10.	The students ask the researcher if they find difficulties			

Padangsidimpuan,   2019

Vallidator   **Researcher**

Arnisah Ummiati Harahap, S.Pd   **Novita Sari Harahap**

NIP. 19760615 200502 2 003   **NIM. 13 340 0024**

Observation Notes Sheet

Indicators List of Teacher in Teaching Learning Process Second Cycle

Classroom Action Research

Physic Appearance and Written	Yes	No	Note
8. Dressing cleanly and neatly.			
9. Standing and writing face to the students.			
10. Energic and enthusiasm.			
11. Writing and explaining integratedly			
12. Writing is nice and readable.			
13. Writing is read from the all room side.			
14. Having certain sequence system.			
Sound and Classroom Management	**Yes**	**No**	**Note**
8. Audiable sound			
9. Talking intelligibly			
10. Fluenty : every word sounded clearly.			
11. Rhytm : it is clear in the important part.			
12. Neatness control.			
13. Class noise control.			
14. Class formation arrangement.			
Material	**Yes**	**No**	**Note**
7. Explaining the learning			

	Yes	No	Note
objectives			
8. Relating to the students experience.			
9. Explaining the learning benefit			
10. Relevant to objectives and procedure.			
11. Brief presentation.			
12. Detail and united explanation.			
Procedure	**Yes**	**No**	**Note**
7. Reinforcement and Interaction with Students.			
8. Individual performance reward.			
9. Celebration.			
10. Stimulating students responses.			
11. Stimulating students questions.			
12. Responding students questions.			

Padangsidimpuan,   2019

Vallidator   **Researcher**

Arnisah Ummiati Harahap, S.Pd   **Novita Sari Harahap**

NIP. 19760615 200502 2 003   **NIM. 13 340 0024**

LIST OF INTERVIEW

Name :

Class :

1. Apakah kesulitan anda dalam mempelajari vocabulary?
   (What are your difficulties in learning vocabulary)
   Answer:
2. Apakah kesulitan anda dalam mengartikan vocabulary dari soal tersebut?
   (What are your difficulties in translating vocabulary from the question above?
   Answer:
3. Apakah kesulitan anda dalam mengendintifikasi kelas kelas vocabulary dari soal tersebut?
   (What are your difficulties in classifying the classess of vocabulary from the question above?
   Answer:
4. Apakah kesulitan anda dalam megidentifikasi noun dari soal tersebut?
   (What are your difficulties in identifying noun from the question above?
   Answer:
5. Apakah kesulitan anda dalam mengidentifikasi verb dari soal tersebut?
   (What are your difficulties in identifying verb from the question above?
   Answer:
6. Apakah kesulitan anda dalam mengidentifikasi adjective dari soal tersebut?
   (What are your difficulties in identifying adjective from the qestion above?
   Answer:
7. Apakah kesulitan anda dalam mengidentifikasi adverb dari soal tersebut?
   (What are your difficulties in identifying adverb from the question above?
   Answer:

8. Apakah kesulitan anda dalam memahami arti dari vocabulary menggunakan film tersebut?

   (What are your difficulties in comprehend the meaning of vocabulary by using that film?

   Answer:

9. Apakah kesulitan anda dalam memahami kelas kata dari vocabulary dalam film tersebut?

   (What are your difficulties in comprehend the classess of vocabulary in that film?

   Answer:

10. Apakah kesulitan anda dalam mememahami film tersebut?

    (What are your difficulties in comprehending the film?

    Answer:

Padangsidimpuan   2019

Vallidator   **Researcher**

Arnisah Ummiati Harahap, S.Pd   **Novita Sari Harahap**

NIP. 19760615 200502 2 003   **NIM. 13 340 0024**

APPENDIX XI

Table. 4

Students' Vocabulary Mastery Score in the Second Cycle

No	Students' Initial	Indicators					
		Meaning	Noun	Verb	Adjective	Adverb	Total
1	AMN	20	20	12	12	4	68*
2	AFPT	20	20	16	16	16	88
3	AH	20	16	12	12	8	68*
4	AML	20	16	12	16	16	80
5	AP	20	20	16	16	16	88
6	DA	20	16	16	12	12	76
7	DPH	20	16	16	12	12	76
8	ESS	20	20	16	16	20	92
9	FFH	20	20	16	12	20	88
10	FAP	20	12	12	12	12	68*
11	JIR	20	20	16	16	16	88
12	KL	20	20	20	12	16	88
13	KIM	20	16	16	12	12	76
14	LM	20	20	16	20	20	96
15	SAH	20	16	16	16	12	80
16	SAS	20	20	16	16	16	88
17	RKR	20	12	12	8	12	64*
18	RY	20	20	20	12	16	88
19	YSL	20	20	20	12	12	84
20	YR	20	16	16	8	12	72*
	SUM	400	356	312	268	280	1616
		20%	17.8%	15.6%	13.4%	14.8%	80%

The students who did not pass the passing grade 75 in the second cycle

APPENDIX XII

The formula to calculate mean score in first cycle:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1340}{20} = 67$$

$$\bar{X} = 67$$

The percentage of students who passed the Minimum Mastery Criterion (KKM) in the first cycle

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{10}{20} \text{ x } 100\%$$

$$P = 50.00\%$$

The formula to calculate mean score in second cycle:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1616}{20} = 80$$

$$\bar{X} = 80$$

The percentage of students who passed the Minimum Mastery Criterion (KKM) in the second cycle

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \underline{15} \ \text{x} \ 100\%$$

$$20$$

$$P = 75.00\%$$

Table. 5

The Comparative Students' Score of First Test and Second Test

No.	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	State
1.	AMN	36	68*	Improved
2.	AFPT	80	88	Improved
3.	AH	52	68*	Improved
4.	AML	68	80	Improved
5.	AP	80	88	Improved
6.	DA	64	76	Improved
7.	DPH	64	76	Improved
8.	ESS	84	92	Improved
9.	FFH	84	88	Improved
10.	FAP	56	68*	Improved
11.	JIR	84	88	Improved
12.	KL	84	88	Improved
13.	KIM	68	76	Improved
14.	LM	88	96	Improved
15.	SAH	64	80	Improved
16.	SAS	84	88	Improved
17.	RKR	60	64*	Improved
18.	RY	80	88	Improved
19.	YSL	80	84	Improved
20.	YR	60	72*	Improved
SUM		1340	1616	**Improved**
MEAN SCORE		67	80	**Improved**
PERCENTAGE		50.00%	75.00%	**Improved**

The students who did not pass the passing grade 75

To test the significances of data, the researcher used t-test for too small samples less than 20 students. The formulation of t-test as follow:

No	Name	Cycle 1	Cycle 2	D=X-Y	$\Sigma D = D-MD$	ΣD^2
1.	AMN	36	75	32	22.4	501.76
2.	AFPT	80	80	8	1.6	2.56
3.	AH	52	80	16	6.4	40.96
4.	AML	68	91	12	2.4	5.76
5.	AP	80	74	8	1.6	2.56
6.	DA	64	65*	12	2.4	5.76
7.	DPH	64	78	12	2.4	5.76
8.	ESS	84	88	8	1.6	2.56
9.	FFH	84	87	4	5.6	31.36
10.	FAP	56	78	12	2.4	5.76
11.	JIR	84	85	4	5.6	31.36
12.	KL	84	75	4	5.6	31.36
13.	KIM	68	80	8	1.6	2.56
14.	LM	88	80	8	1.6	2.56
15.	SAH	64	91	16	6.4	40.96
16.	SAS	84	74	4	5.6	31.36
17.	RKR	60	65*	4	5.6	31.36
18.	RY	80	78	4	5.6	31.36
19.	YSL	80	88	4	5.6	31.36
20.	YR	60	87	12	2.4	5.76
	Total	1340/20	1616/20	192/20	116/20	844.8/20
	Mean	67	80.8	9.6	5.8	42.24

To prove the significances, the researcher used t-test for samples less than 20 students. The procedure of interpreting the data were:

$$T_0 = \frac{M_D}{SE_{MD}}$$

M_D = Mean of differences

$$M_D = \frac{\Sigma D}{N}$$

$$= \frac{192}{20} = 9.6$$

ΣD = Number of Difference Score between Second Cycle and First Cycle,

$D = X - Y$

$N = 20$ Students

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{844.8}{20} - \left[\frac{116}{20}\right]^2}$$

$$SD_D = \sqrt{(42.24 - 5.8)}$$

$$SD_D = \sqrt{36.44}$$

$$SD_D = 6.036$$

$$SE_{MD} = \frac{6.036}{\sqrt{20-1}}$$

$$SE_{MD} = \frac{6.036}{\sqrt{19}}$$

$$SE_{MD} = \frac{6.036}{4.358}$$

$$SE_{MD} = 1.678$$

$$t_0 = \frac{M_D}{}$$

$$t_0 = \dfrac{9.6}{\underset{1.678}{\overset{\text{SE}_{MD}}{}}}$$

$$t_0 = 5.721$$

Degree of freedom (df) = N-1 = 20-1 = 19

100 In.14/E.6a/PP.00.9/12/2016   Padangsidimpuan, 16 Desember 2016

: Biasa

: -

: Pengesahan Judul dan Pembimbing skripsi

Kepada Yth Bapak/Ibu
1. Rayendriani Fahmei Lubis, M.Ag   (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum   (Pembimbing II)
Di –

     Padangsidimpuan

     Assalamu'alaikum Wr. Wb.

     Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : Novita Sari Harahap/NIM. 13 340 0024

Jurusan   : Tadris Bahasa Inggris 1

Judul Skripsi   : **Improving Students' Vocabulary Mastery By Using Documentary Film Media at Grade XI SMA NEGERI 7 Padangsidimpuan**

     Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.
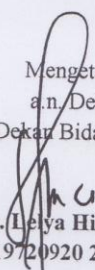
Ketua Jurusan TBI   Sekretaris Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
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Dr. Lelya Hilda, M.Si
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<u>**Pernyataan Kesediaan sebagai Pembimbing**</u>

BERSEDIA/~~TIDAK BERSEDIA~~   BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I   Pembimbing II

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
NIP. 19710510 200003 2 001   **NIP. 19820731 2009 2 004**

Nomor : B - 1866   /In.14/E.1/TL.00/11/2019   14 November 2019
Hal   : Izin Penelitian
             Penyelesaian Skripsi.

Yth. Kepala SMA Negeri 7 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Novita Sari Harahap
NIM   : 13 340 0024
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Batunadua Lingkungan 2

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Students' Vocabulary Mastery By Docmentary Film Media at Grade XI SMA Negeri 7 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

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RESEARCH DOCUMENTATION

SURAT KETERANGAN RISET
Nomor : 071/395/SMA.07/2019

Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidimpuan Kota Padangsidimpuan Provinsi Sumatera Utara menerangkan bahwa :

Nama	: **Novita Sari Harahap**
NPM	: 13 340 0024
Program Studi	: S1 Tadris / Pendidikan Bahasa Inggris
Perguruan Tinggi	: Institut Agama Islam Negeri (IAIN) Padangsidimpuan

Benar telah melakukan Penelitian di SMA Negeri 7 Padangsidimpuan tanggal 21 s/d 28 Nopember 2019 dalam rangka penyelesaian skripsi dengan Judul

" **Improving Student's Vocabulary Mastery By Documentary Film Media at Grade XI SMA Negeri 7 Padangsidimpuan** ".

Demikian surat ini kami perbuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 02 Desember 2019
Kepala Sekolah,

Ervin Aryadi, S.Pd, M.Pd
NIP. 19731218 200502 1 001

CURRICULUM VITAE

A. Identity

Name	: Novita Sari Harahap	
Reg. No.	: 13 340 0024	
Place/Birth	: Batunadua Tonga, November 26 1994	
Sex	: Female	
Religion	: Islam	
Status	: Not Married	
Nationally	: Indonesia	
Address	: Batunadua Jae Padangsidimpuan	

B. Parents

Father's Name : Partomuan Harahap

Mother's Name : Bainur Rambe

C. Educational Background

1. Elementary School   : SD Negeri 200306 Batunadua   (2007)
2. Junior High School   : SMP Negeri 2 Padangsidimpuan   (2010)
3. Senior High School   : SMA Negeri 7 Padangsidimpuan   (2013)
4. Institute   : IAIN Padangsidimpuan   (2020)