

**DEVELOPING STUDENTS' VOCABULARY THROUGH  
SHORT FUNNY FILMS**

*(A Study at Second Grade Students of SMPN 3 Babahrot)*

**THESIS**



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**THESIS**

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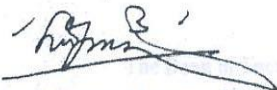
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## **ABSTRACT**

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This study was aimed to know how funny film develops students' vocabulary. Moreover, the study is aimed to know what students' difficulties in developing their vocabulary through short funny films. The data collection was based on three techniques. The first technique of the study of observation. It was designed for obtaining more information about the students' activities in the classroom. The second technique was teaching experiment, it was aimed to provide an opportunity for students to train, to conduct a process directly in classroom. The last technique was test. It was aimed to see the results of students' vocabulary development after watching the films. The data were analyzed quantitatively. The findings of the currents study indicated that short funny films have developed students' vocabulary from junior high school level. This statement was accordance on the results of the pre- test and post- test that was done by the writer. The average score of students from experimental class indicated that there was increasing the score of the post- test given to the students after watching the short funny films.

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FURQAN

## TABLE OF CONTENTS

<b>DECLARATION LETTER .....</b>	
<b>ABSTRACT.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>

### CHAPTER I: INTRODUCTION

1.1	Background of the Study .....	1
1.2	Research Question .....	3
1.3	Aim of Study .....	3
1.4	Terminology .....	3
	1. Vocabulary .....	4
	2. Funny Film .....	6
1.5	The Significance of Study .....	7
	a. For Teacher .....	7
	b. For Students .....	7

### CHAPTER II: LITERATURE REVIEW

2.1	Definitions of Vocabulary .....	8
2.2	The Importance of Vocabulary .....	10
2.3	Types of Vocabulary .....	14
2.4	Methods of Developing Vocabulary .....	16
2.5	Short Funny Films .....	19
	1. Learning English Through Short Funny Film Tape 8 .....	20
	a. Plot .....	20
	b. About the Film .....	20
	2. Seinfeld .....	21
	a. Plot .....	21
	b. About the Film .....	21
2.6	Using Short Funny Films in Developing Students' Vocabulary .....	22

### CHAPTER III: RESEARCH METHODOLOGY

3.1	Research Design .....	23
3.2	Population and Sample .....	24
	1. Population .....	24
	2. Sample .....	25



3.3	Procedure for Collecting Data .....	25
1.	Observation .....	25
2.	Teaching Experiments .....	28
a.	The First Meeting .....	28
b.	The Second Meeting .....	29
c.	The Third Meeting .....	29
d.	The Fourth Meeting .....	29
3.	Test .....	30
a.	Pre-Test .....	30
b.	Post-Test .....	30
3.4	Data Analysis .....	31

#### **CHAPTER IV: DATA ANALYSIS AND DISCUSSION**

4.1	Observation .....	32
4.2	Data Analysis of Experimental Teaching .....	33
1.	Experimental Teaching Day 1 .....	33
2.	Experimental Teaching Day 2 .....	34
3.	Experimental Teaching Day 3 .....	34
4.	Experimental Teaching Day 4 .....	35
4.3	The Data Analysis of Pre-Test and Post-Test of Experimental Class .....	36
1.	The Processing of Pre-test Experimental Class ..	37
2.	The Processing of Post-test Experimental Class..	38
4.4	Discussion .....	40

#### **CHAPTER V: CONCLUSION AND SUGGESTION**

5.1	Conclusion .....	41
5.2	Suggestion .....	42

REFERENCES .....	43
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APPENDICES .....	
------------------	--

AUTOBIOGRAPHY .....	
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## **LIST OF TABLES**

Table 4.1 The Schedule of Classroom Experiment and Control Class Activities

Table 4.2 The Score of Pre-Test and Post-Test in Experimental Class

Table 4.3 Table of Frequency of Pre-Test Experimental Class

Table 4.4 Table of Frequency of Post-Test Experimental Class

## **LIST OF APPENDICES**

- I. Photos
- II. Appointment Letter of Supervisors
- III. Recommendation Letter for Conducting Research in SMPN 3 Babahrot
- IV. Research Confirmation Letter from Southwest Aceh Education Authorities
- V. Research Confirmation Letter from The Head of SMPN 3 Babahrot
- VI. Research Instruments

## **CHAPTER I**

### **INTRODUCTION**

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

English is an international language, and it studied and learned by many people in different countries. They have used it for the worldwide communication. Besides, it is also used as a key for knowledge, science, and technology. So, English is very important to conduct, communication in anywhere and anytime.

The English language consists of four skills: listening, speaking, reading and writing. In understanding these skills, it is necessary to master the language elements, such as grammar, vocabulary, and phonology. Learning English grammar will increase proficiency, particularly in writing English (Omer, E. H. E, 2016, p. 152). Then, vocabulary development refers to the knowledge of the stored information on the meanings and pronunciations of words necessary for communication. Phonology is a study of sounds which is organized, in particular, languages to discover the psychological patterns and the underlying organization of sounds shared by native speakers of a certain language (Panevov'a & Hana, 2010, p. 1).

This research is only concerned about vocabulary. This element is very important to learn. Even though students, in junior high school, have learned English but they still cannot speak English clearly. This may be due to several factors that prevent them from being fluent in speaking. They may be lazy to learn English, shy to talk, and have lack of vocabularies. In any case, the writer is attempt to give an answer which influences these issues to vanish with

creating vocabularies by the entertaining film. The primary reason is the film has a day to day discussion which is anything but difficult to justify by students. Second, there are some fitting jokes for the students who will influence them to appreciate learning English. Additionally, the climate of the class will be joyful and pleasant.

As the crucial element in understanding English, vocabulary is often introduced at the beginning of learning. One of the ways to make students easy to catch vocabulary is by listening. In Nations' article, learning from context defined as, the incidental loudness' of vocabulary from Reading material or hearing to normal oral communication use while the main focus of the learners' attention is on the message of the text editor. Scholars from linguistic contexts, thus includes learning from extensive reading, learning from taking part in a conversation, and learning from listening. According to Maghsoudi (2010), Learning from context does not include deliberately learning words and their definition or version even if these words are presented in isolated conviction context of use.

There were several researches previously done about developing students' vocabularies by using film. One of them is the thesis by Farisati Izza; a student from UIN Ar-raniry Banda Aceh, entitled Increasing Vocabulary Through Barbie Movie. There were two differences among this research and the previous research. First, this research is using short films in developing students' vocabulary. But, the previous research was using cartoon movie for increasing students' vocabulary. Second, the duration of the film was extremely different because this

research was using short film. So, the duration of the film was short. But, the previous research was using a movie and movie had long duration.

The previous research showed that the students made improvement in vocabulary by using Barbie's movie. This fact showed that the result of post-test was higher than pre-test. After that, the average number of students got the highest scores after watching a Barbie movie.

## **B. Research Question**

In regard to the above explanation, there are two research questions in this study, they are:

1. Do the application of funny films develop students' vocabularies?
2. What are the problems faced by the students in developing their vocabulary by using funny films?

## **C. Aim of Study**

The aims of this study are:

1. To know how funny film develops students' vocabulary.
2. To know what students' problem in developing their vocabulary through funny films.

## **D. Terminology**

There are several terms in these theses are needed to be explained or to be explored to avoid unnecessary confusions.

## 1. Vocabulary

“Vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the reason why it is important to learn vocabulary” (Alqahtani, 2015, P. 22). According to Richards (2002), “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”.

According to Hubbard (1983), “vocabulary can be defined as a powerful carrier of meaning”. “Vocabulary knowledge can be viewed from quantitative and qualitative angles. Many people believe that knowing a word means knowing its meaning- breadth of knowledge”. (Ahmad, A. M etall, 2010, p. 72). This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

However, there were some definitions about vocabulary. Vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessing at (Nation, 2001, p. 22). In addition, Henriksen (1996), stated that vocabulary knowledge is often defined as precise comprehension which is operationalized as the ability to translate the lexical items into first language, the ability to find the right definition in a multiple choice task, or the ability to

give a target language paraphrase. This means that vocabulary knowledge requires the ability to react to the words that students do not need to think about.

The words existed in students' minds to be used in an effective or natural. Moreover, in a multiple choice task students react to the multiple definitions of words and they know exactly the meaning of the words to be translated. Then, when students have knowledge of a word they do not take much time to think about the word, they just have to use the word naturally and should have been.

Vocabulary is the knowledge of knowing the meanings of words and therefore, the purpose as a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – type definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences (John. R, 2000, p. 4). Harmer (1991), summarized that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. In addition, Vocabulary is “the total number of words within a language; all the words known as a person or used in a particular book, subject, etc.; a list of words of their meaning, especially one that accompanies a textbook” (Mofareh. A, 1995, p. 24).

Based on the explanation of vocabulary by the experts the writer concluded that vocabulary is an idea that is needed in communicating to express the purpose within the meaning that exists. Vocabulary is also the core



of the ruling elements from the English. Then vocabulary is knowledge about knowing the meaning, use of words, grammar, and purpose of those words. Therefore, it is important to the learner to know the knowledge. Lastly, Vocabulary is the total number of words within a language.

Vocabulary have in like manner is the way that vocabulary information requires word implications learning, as well as it requires the utilization of the words in the fitting setting and normally and furthermore incorporates the connection between new words procured and the ones officially was gained. In this way, instructors should utilize procedures that educate the significance of words in setting and enable understudies to relate the new vocabulary realized and what they definitely knew and enable understudies to remember the words and their implications.

## **2. Funny Film**

The film resembles painting, music, literature, and the dance in this respect, it is a medium that may, but need not, be used to produce artistic results (Rudolf Arnheim, 1997, p. 8). There were plenty of funny films available and some of them were popular films. The title of this thesis was learning English Through Short Funny Film Tape 8 and Seinfeld. Those films have different difficulty levels such as pronunciation and the accent of the actors. These circumstances can attract the learner's motivation the especially visual learner to develop their English by watching. After that, it is available conducted for second grade students of junior high school.

### **C. The Significance of Study**

This study is expected to bring benefit and advantages for the teacher and the students.

a. For the teacher

1. The teacher can motivate students to encourage their vocabulary through films
2. Teaching vocabulary by using short comedy films is fun, enthusiastic, and enjoyable also it is able to improve student's interest.

b. For the students

1. The students are able to develop their English vocabulary through the films
2. Students will be more attracted in learning English without under pressure feeling and forced.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Vocabulary**

Vocabulary is one of the most important elements in mastering a language. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards, 2002, p. 255). Nunan (1999), stated that vocabulary is a list of target language words. Furthermore, according to Red John (2000), vocabulary is the knowledge of knowing the meanings of words and therefore, the purpose as a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary type definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. Harmer (1991), summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. In addition, Vocabulary is the total number of words within a language; all the words known as a person or used in a particular book, subject, etc. A list of words of their meaning, especially one that accompanies a textbook (Hornby, 1995, p. 24).

Vocabulary is the collection of words that an individual knows (Linse, 2005, p. 121). There are some experts who give definitions of vocabulary. Hatch and Brown (1995), define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of a language might use. Vocabulary learning is at the heart of language learning and language use. In fact,

it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language (Laufer, 1997, p. 27-32).

Hatch and Brown (1995), indicated two kinds of vocabulary, particularly as receptive vocabulary and productive vocabulary. Receptive vocabulary potential phrases that beginners understand and apprehend when they are used in context, but which they cannot produce. The kind of vocabulary that beginners understand when they see or meet in studying the textual content, however, do not use it in speaking and writing

In vocabulary teaching, researches, vocabulary knowledge can be divided into internal knowledge and external knowledge, such as the definition or conceptual meaning, its grammar, connotations, pragmatic regulations and the socio-cultural message it carries. The vocabulary does no longer solely refer to the single words, but additionally the chunks such as phrases and idioms.

From the explanation above, the writer concluded that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. After that vocabulary is the list of words from the target language by recognizing the meaning of the words which can be found in a particular textbook or subjects. Furthermore, there are various types of vocabulary such as receptive and productive vocabulary. Also, there are two kinds of vocabulary knowledge which are internal and external knowledge.

## **B. The Importance of Vocabulary**

Understanding the meaning of the words (vocabulary) will help students to learn the lesson provided in school easily. “Vocabulary is used to determine the proficiency a student has in an oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully” (Cardenas, 2001, p. 12). Teachers need to guide them to develop their vocabulary in order to remember the vocabulary continuously by practice. When the students are looking for words from those words in the dictionary have not a good effect on vocabulary mastery.

A very worrying factor for students at school when learning English is the lack of vocabulary. So this is one of the issues that appear in expanded vocabulary. In *How to Teach Vocabulary Effectively* book authored by Ferreira stated that “Researchers usually suggest that vocabulary can be broken down into two forms: oral vocabulary and reading vocabulary. Oral vocabulary by its turn is broken down into speaking and listening to that refers to words that we use in speaking or recognize in listening while reading vocabulary is broken down into reading and writing that refers to words, we recognize or use in print” (Ferreira 2007, p. 15). These two forms of vocabulary are related to receptive and productive vocabulary.

According to Kamil & Hiebert (2005), responsive or uninvolved vocabulary alludes to the words that understudies allot some importance, regardless of the possibility that they have not the foggiest idea about their full definitions. Similarly, Tschirner (2004), stated that “receptive vocabulary refers to words

students understand, but they do not have to use them”. Efficient vocabulary or active vocabulary as being words that students use after they communicate or write. This is an efficient vocabulary consists of speaking and writing abilities (Wesche & Paribkht, 1993, p. 11).

The ability to access that knowledge efficiently such as reading and listening comprehension, speaking and writing fluency are the important factors with the knowledge of word meanings. Thus, vocabulary knowledge helps students with language comprehension. Vocabulary knowledge is the heart of a language comprehension and use (McKeown, et al, 2013, p. 24) . In addition, Barra (1995), recommended that to comprehend a text successfully students need to have sufficient word knowledge. In other words, the comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient of word knowledge to understand what they read. The students can understand a writer’s message only if they know the meaning of most of the words used in a text. Still, Nation (2001), stated that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. In this way, having understudies with a lot of vocabulary learning is fundamental to language understanding.

Vocabulary help students with language production. Hubbard (1983), stated that the more words a student knows the more precisely that students can express

the exact meaning he/she wants to. In light of this view, to interact successfully need to know an expansive number of word implications. Likewise, “vocabulary is used to determine the proficiency a student has an oral context. This means that vocabulary is a basic segment to decide how much a student can convey effectively. In this way, students need to conquer the absence of vocabulary information so as to interact successfully. Language teachers should center around powerful direction to instruct vocabulary to help the students to build up their vocabulary learning keeping in mind the end goal to impart effective. In any case, the target point of the direction was not generally in the vocabulary” (Cardenas, 2001, p. 15).

There are a few reasons why vocabulary is getting to be noticeably critical. Sumita Roy stated that “A large vocabulary is beneficial in perfecting in four skills of language understanding, speaking, listening, reading and writing.” So that, let the writer tell you about the four skills one by one. Firstly, entire words that we create are vocabularies. This situation controls us to build up our vocabulary to state something with simple. By knowing the just constrained vocabulary, once in a while, making the speaker needs to disclose in complex approach to get it. In Isabel’s book, she said that “a large and rich vocabulary is a hallmark of an educated individual.” Sumita Roy also explained that “an extensive vocabulary adds to the self-confidence of language used.” So, when a speaker has a certain feeling then the speaker looked incredible and astonishing. That is the reason vocabulary winds up plainly fundamental component in talking.

Secondly, when a speaker conveys information to the listener, the listeners need to comprehend what is the speaker's point. Consequently, the listeners have to know a lot of vocabulary. For instance, the speaker says something such as "mailings," "format," or "subtitle," meanwhile, the listeners sometimes cannot get the point because they do not know the meaning. Horsfall and David (2001), stated that "you will need a wide vocabulary both understand and to make yourself understood in a variety of situations." This case makes the vocabulary is to be an important element.

Thirdly, in academic writing, we certainly need rich in vocabulary. Whitaker (2008), stated that the final place of vocabulary education is an educational vocabulary, which includes both phrases that carry their that means across disciplines .The language we use in academic writing is exactly should academically. However, the academic vocabulary is very broad. Therefore, it is difficult to write in the academic line without knowing the academic vocabulary.

Fourthly, the element that makes vocabulary very important is reading. Steven A. Stahl (2006), stated that one of the fundamental reason's teachers are involved in developing students' vocabulary is to help them be a better reader .However, most students cannot understand the meaning because, for them, most of the vocabulary from the book is complicated and hard to understand. Shortly, if we have limited vocabulary, it will affect misunderstanding atmosphere.

The last reason why vocabulary becomes an important element in developing students' vocabulary is by watching comedy films. There are many English comedy films that very incredible and fun to watch some of them have subtitles,



but also some of them are not. Therefore, it's nice for the teacher to choose the films both. Because it will increase English skills and also leads the students to add more vocabulary. There are three English comedy films that watched by them those are Monty Pythons, Funny English Conversation, and Friends. Those films have different difficulty levels such as pronunciation and the accent of the actors. These circumstances can attract the learner's motivation the especially visual learner to develop their English by watching.

### **C. Types of Vocabulary**

All vocabulary is classified into two types, which called active vocabulary and passive vocabulary. Hornby (2000), Active vocabulary is the vocabulary that is used in daily activity both in speaking and writing. While passive vocabulary is the vocabulary that we do not use it, although we understand it. Raudhah (2012), Passive vocabulary additionally called receptive vocabulary capability the vocabulary that wants to understand and comprehending other's word and writing. In contrast, energetic vocabulary is the words that are produced by way of the user. Furthermore, the active vocabulary divided into two kinds manage active vocabulary and free lively vocabulary. Controlled energetic vocabulary is the vocabulary that arranged systematically and the free energetic vocabulary is the vocabulary that produced spontaneously and freely like free talking.

Based on the explanation above, the active vocabulary is the words which are used in speech and writing. Nevertheless, passive vocabulary is the vocabulary that used to understanding the writing or hearing something. So, it is mean if an

active vocabulary has a role when producing words, and the passive vocabulary appears when comprehending other's words.

Receptive vocabulary and productive vocabulary are two important terms for a more global understanding of vocabulary learning. Receptive vocabulary implies the understanding of the meaning of a word that founded in speech or writing. A productive vocabulary is the collection of words available within a learner's interlanguage for production. These concepts have been made more detailed and precise by Laufer and Goldstein (2004), who defined vocabulary in a hierarchy of four levels, firstly active recall meaning is being able to use the target word. Secondly, passive recall is the understanding the meaning of the target word. Thirdly, active recognition is recognizing the word when given its meaning. Then lastly, passive recognition is the ability to recognize meaning when given options.

According to Grave (2006), active and passive vocabulary divided into two kinds oral and written. Then, the oral that highlight by him is divided into two types receptive oral and receptive written, and also productive, oral and productive written. A Receptive oral is a vocabulary that we understand by hearing the other's words, while the receptive written is the vocabulary that we use in comprehending in others writing. In contrast, productive oral is the vocabulary we produce in our speech and conversation, and productive written is the vocabulary that we write in our writing.

Based on some the statements above, the writer concluded that there are two kinds of vocabulary, which are active and passive vocabulary. Those two kinds divided two subordinate active oral and active written also including passive oral

and passive written. The difference between active oral and active written is active oral is the vocabulary produced orally, while active written is the vocabulary produced in writing or another meaning is printed vocabulary. Then after that, the difference between passive oral passive written that is the passive oral is the vocabulary that is used to understand others' speech while the passive written is the vocabulary that used to understand others' writing or in reading books.

#### **D. Methods of Developing Vocabulary**

There are many ways to improve vocabulary. In improving vocabulary it is important to know the goals in order to choose the best way in which the learners want to learn. There are some tips from some sources to increase vocabulary those are:

For the first tip, ESA Regions (2006), explained that knowing the background knowledge and prior experiences of students its play a large role in vocabulary development. As students build connections between known words and unknown words, they develop a deeper understanding of their reading. Thus, the more experiences children have with reading or being read to before they enter school, further background knowledge. They have to support the understanding of their reading. The usage of frontloading method supplied amount of speaking and experiences that enable college students to advance vocabulary by means of having access to their prior knowledge before analyzing content. When college students have the possibility to use their prior knowledge, they showcase an make

bigger in vocabulary and content material knowledge. In addition, college students show their grasp as they engage with the challenging content material.

Reading as much as possible is good to increase vocabulary. Fran Lehr (2012), “the more we need, especially novels and literary works, also the magazine and newspapers so the more will be exposed to”. There are some benefits for us if we do this. Through reading, we will find words that we do not know yet before, it is the way out to find more words that make us curious and want to find the meaning of the words. Then step by step our vocabulary will be increased.

Then, creating a meaningful context for children to learn words is by creating conversations that help children in using unfamiliar words. A teacher use the language in classrooms determines the quality of the conversations that can help children's development of language and vocabulary. In this way, by making a setting in which children have an intentional discussion using words and investigating the meaning of these words in the setting of related experiences can support and construct children's word information.

In the current methodology two primary tendencies set apart: techniques in which the trainer has the most essential position and chooses the gadgets students will study opposing two to the one where the focal point two shifts away from the teacher to the students. This makes students more responsible for their very own getting to know and allows to meet individual wishes of each student (Gairns & Redman, 1986, p. 4)

In current years, there has been a major shift in point of view within the language, educating the profession concerning the nature of what is to be

taught. In simple terms, there has been an exchange of emphasis from imparting language as a set of form grammatical, phonological, and lexical.

The grammar-translation method of overseas language instructing is one of the most common methods, dating back to the late nineteenth and early twentieth centuries. It used to be at first used to educate 'dead' languages (and literatures) such as Latin and Greek (Thuleen, 1996, p. 4).

The next method was communicative approach. The first concern of communicative approach is a language acquisition rather than conscious learning. According to Krashen, “acquisition is a natural process, similar to the way children develop ability in their first language. It is the subconscious process when students are not aware of the fact they are acquiring language, but it is using the language for communication” (Krashen, 1987, p. 10).

After that, by using conversation with an open - ended question, can develop students' vocabulary. The language that teachers use in their school rooms determines the quantity and first-rate of the conversations that can support children's language and vocabulary development. One way to create significant context for teens to study phrases is to create conversations that support children's use of unfamiliar words. This statement was reinforced by Dickinson and Smith (1994), showed that asking open-ended Questions resulted in providing children with more opportunities to talk and use language. In addition, the influential research on dialogic reading (p: 325).

Furthermore, When students encounter unknown phrases they can use knowledge of word parts (root words, suffixes and prefixes) to help determine the

meaning. Structural analysis of a word draws the student's attention to the individual units of meaning of the word, also known as morphemes. A free morpheme, or root word, can stand alone example like cut. While a bound morpheme needs to be attached to another morpheme example, such as ing, un, and two free morphemes can combine to form a compound word example: airplane (Blachowicz & Fisher, 2004, p. 4).

### **E. Short Funny Films**

The term of comedy has a very long history and is regularly paired with tragedy. The two are the basic types of drama one in which the outcomes of a story are generally happy and the other in which they are in all likelihood to reason extremely good pain to the characters. A simplify a definition of comedy films is "comedy films are supposed to make the audience laugh" (Lacey & Stafford, 2002, p. 3)

Film and literature are two extraordinary matters with a similar aim to create sublimity in human creativeness and understanding. Both film and literature work hand in hand to boost the growth of human civilization. And they are the complimentary in nature and one is no substitute to the other, like letters and sounds in human communication. Film and literature encourage and enrich everyone (Ramrao, T.N, 2016, p. 150).

There are two different films in this research that going to use for assessing students' vocabulary. Those are Learning English Through Short Funny film tape 8 and Seinfeld.

## **1. Learning English Through Short Funny film tape 8**

### **a. Plot**

There are several scenes in the film, the first scene complains about the hotel guests about the service she had in the hotel and did not suit her ask or hoped for. After that, the phone operator checked the hotel guest and found out the guest has mistakenly entered the hotel. The second scene about three people sitting in a coffee shop afterward appeared a friend of theirs who just had an accident to make his vehicle destroyed. The incident started for his car slipped by the fish, subsequently hit the parking bar. After that, his car hit another car from behind, last destroyed by a piano that fell from the sky. The third scene was two women talking about body care, later come to their male friends and interested to do the treatment, especially in the face. Then the last scene is about having dinner at home with lots of food served, but the food is not eaten because of the Baker is on a diet.

### **b. About The Film**

The film is taken from the YouTube site, uploaded by American spoke English on 4th May 2012 learning English through short funny film. This is a comedy film to people learning English.

## **2. Seinfeld**

### **a. Plot**

One day the Kramer told Mickey that the pants were loose so he thinks that he is slim and Seinfeld also think so. Then Seinfeld quip Kramer that

when Kramer is young, he always wears jeans. After that, Kramer was challenged to wear back his jeans which are old, but he was late to realize that his old jeans already and no longer fit to wear so as making him uncomfortable himself even the people around him

#### **b. About The Film**

Seinfeld is an American situation comedy that ran for nine seasons on NBC, from 1989 to 1998. It was created by Larry Jacques-Louis David and Hun Seinfeld, the latter starring as a fictionalized version of himself. Set predominantly in an apartment building in Manhattan's Pep pill Due West Side in New York City, the appearance feature films a handful of Jerry's supporters and acquaintances, particularly best friend George Costanza (Jason Alexander the Great), former girlfriend Elaine Benes (Julia Louis-Dreyfus), and neighbor across the hall Cosmo Kramer (Michael Richards). It is often described as being "a show about nothing," as many of its episodes are about the minutiae of daily biography. Seinfeld is widely considered being one of the greatest and most influential sitcoms ever made. It has been ranked among the best goggle box shows of all time in publishing such as Amusement Weekly, Rolling Stone, and TV Usher.

#### **F. Using Short Funny Films in Developing Students' Vocabulary**

At the time of research conducted, the use of film as a medium in developing vocabulary students is needed. There are two films that are used by the writer of learning English through short funny tape 8 film and Seinfeld. The writer



provided the scope that became the focus of students in obtaining vocabulary such as Verb, Adjective, Noun, Subject, and To-Be. In the first vocabulary through the film that students got were spoken, tired, call, van, fishes, fine, road, and others. While the second film students also get vocabulary like you, put, push, I, help, and others.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

A concept can be defined as a “structured, explanatory, abstract and coherent set of interconnected statements about a reality”. Theory can be differentiated according to their range as standard theories, middle-range theories or local theories. While time-honored theories try to grant distinctly commonplace or overall explanations of a wide variety of phenomena, nearby theories try to provide an explanation for surprisingly specific conditions (Schwaninger & Groesser 2008, p. 450). Middle-range theories are “theories that lie between the minor, but necessary working hypotheses that evolve in abundance during day-to-day research and the all-inclusive systematic efforts to develop a unified theory that will explain all the observed uniformities of social behavior, social organization and social change” (Merton, 1968, p. 39)

Research designs are plans and the techniques for research that span the selections from wide assumptions to specific strategies of data collection and analysis. This plan includes various decisions, and they want not be taken in the order in which they make sense to me and the order of their presentation here. The general decision includes which design must be used to study a topic. Informing this selection must be the worldview assumptions the researcher brings to the study; procedures of inquiry (called strategies); and particular strategies of data collection, analysis, and interpretation. The choice of a research design is also based on the nature of the research problem or issue being addressed, the

researchers' private experiences, and the audiences for the study. (Cresswell, 2008, p. 3).

The remaining quality and success of research are regularly a reflection of the time and effort invested in developing research ideas and concepts, a stage of planning that consists of becoming familiar with the literature. Because the probability that a research concept will arise in a vacuum is vanishingly small, the probability of having a excellent research idea is greater for an investigator with experience and understanding of the literature than it is for a novice.

This research was categorized in quantitative research. Based on the book of *Doing Quantitative Research in Education* by Daniel Muijs “Quantitative research is Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)” (Muijs, 2004, p. 1).

The writer was used the quantitative research because the process of analyzing data to answer the research question was average or mean.

## **B. Population and Sample**

### **1. Population**

“Population is a generalization region consisting of objects or subjects that become quantities and certain characteristics set by researchers to be studied and then drawn conclusions” (Sugiyono, 2008, p. 7). The population in this research was all of second-grade students of SMPN 3 Babahrot, Babahrot, Aceh Barat Daya, consisting of 49 students.

## **2. Sample**

In the book *Petunjuk Praktis Penelitian Pendidikan* sample is a smaller group taken from the population (Ghony, p: 105). For sampling, there are methods that can be applied that is a random sampling method and non-random sampling method. In this case the random sampling is subdivided into three simple random sampling, systematic random sampling, and stratified random sampling.

Based on the existing methods the authors used a simple random sampling method. The method is a method of selecting subjects from a predefined population by using a random selection tool, and each individual of that population has equal opportunity to be a sample. There were many devices in a random sampling study that can be used one of the ways used by the writer is to close the eyes and guess which class is selected through guesswork. Therefore, class VIII A is selected as a sample in which the sample into the experimental class that has been done by the writer. The sample of this research was the students of class VIII-A which consists of 17 male students and 8 female students.

## **C. Procedure for Collecting data**

In this research, the writer used some techniques to collect data. The techniques were used by the writer were;

### **1. Observation**

According to the book *Metode Penelitian Untuk Skripsi dan Thesis Bisnis* observation is a technique that requires the engagement of researchers either

directly or indirectly to the object of research. Instruments in use can be a sheet of observation, guidance and other guides (Umar. H, 2001, p. 51). In the book *Metodologi* Observational research is a data collection tool that is done by observing and record systematically toward the indication in the investigation (Narbuko, 2013, p. 70).

To obtain more data during the focus group interview, another data collection technique was used observation. According to Slack et al. (2001), during an observation, researchers should have a clear idea about what is being observed. Then they should choose the most suitable kind of observation to use with their specific participants. Also, they have to take into consideration the time to conduct their observation.

There are different kinds of observation, Slack et al (2001), stated that the first category of observation is participant or non-participant observation. The main difference between these kinds of observations is that in participant observation, the observer is part of the group. Therefore, he or she should be as objective as possible in his or her observation. In contrast, in a non-participant observation, the researcher does not participate directly in the activities being observed. To complement this second kind of observation, researchers can use direct or indirect observation. Through direct observation, researchers observe the participant's behavior as it occurs and in indirect observation they observe the effect of participant's behavior. Finally, researchers can use structured observation, observers either predetermine what

to observe, or carry out unstructured observation, which implies monitoring all the behavior during their observation.

Based on the description of the above theory the authors conclude that the observation is a data collection technique that requires researchers directly or indirectly in researching an object and record systematically toward the symptoms which investigated. After that, an instrument that can be used by a researcher to investigate is the observation sheet or observation guide.

Observations can be overt or covert. Overt is everyone knows they are being observed while covert is nobody knows they are being watched and the observer is concealed. Nevertheless, the writer used overt observation because of the ethical issues connected with hidden observations. Also, the writer chose direct observation. It is aimed to obtain observations directly done by the teacher in the classroom when the teacher was teaching English lessons from a prescribed curriculum.

The former method was conducted by the writer was observation. It was designed to obtain more information about the state of the schools. Especially class that became the target of research that is class VIII B of SMPN 3 Babahrot about the ability of their vocabulary. Observations carried out during the three days. In this case, the writer was interested in getting more information about the activity of the students in the classroom, especially in the class that became the target of the research.

## **2. Teaching Experiment**

Experimental teaching is a method of teaching where students are directly involved to observe events or events that occur in an object brought by the teacher's guidance. As a teaching method that provides an opportunity for students to train to conduct a process directly, students are fully engaged to find the facts in collecting data, controlling the variables and solve the problems it faces significant.

In order to think creatively, students need the freedom of thought to develop and appreciate the opinions and reasoning power. Though the experimental method was expected to provide opportunities for students to think critically and creatively.

The experiment was held in SMPN 3 Babahrot. Teaching experiments were done in class VIII A. The writer chose class VIII A as an experimental class because of the random sampling. The purpose of this experimental teaching was to see the comparison with the test results between pre-test and post-test, whether any changes before and after watching the funny film that done by the writer. The number of meeting which were transmitted on four times each.

### **a. The First Meeting**

At the first meeting, the writer got into the class, then fixed a brief introduction about himself and asked the students to present themselves. After the introductory session, the writer directly did the pre-test for the students to review the extent of mastery of English vocabulary so far that

they already knew a long twenty minutes. The time remaining on the pre-test exam carried out for discussion.

**b. The Second Meeting**

At the second meeting, the writer continued teaching vocabulary intensively by using short funny film that watched by the students. The first film they learned was the film Learning English through Short Funny Film Tape 8. After watching the film, students were given drills to test vocabulary derived from the film. Then the rest of the time remaining used for discussion of the vocabulary of what was hard to understand of the vocabulary.

**c. The Third Meeting**

At the third meeting, the writer continued teaching the vocabulary using the short funny film in which students have an interest in developing their vocabulary. The second film used is Seinfeld. After the film finished, the students divided into several groups to do exercises given by the writer. It was designed to hone the ability of cooperation among students. After the training session was over, the rest of the time from the exercise was used for a brief discussion.

**d. The Fourth Meeting**

At the fourth meeting, it was the final meeting, which conducted by the writer. At this meeting the writer performed a post-test, it was aimed to see the results of the learning that have been made at several meetings ago.



The writer provided some exams that related to something already acquired by the students. So that they can resolve the exams correctly.

### **3. Test**

The writer analyzed the students' development in vocabulary by giving them tests. There were two tests that the writer gave in order to measure the students' development, pre-test, and post-test. The pre-test was given before teaching. This was aimed to view basic skills of students in vocabulary and what they have seized recently. After through the teaching experiment, then it followed by post-test. It purposed to see the results of students vocabulary development after watching the films.

#### **a. Pre Test**

In this part of the test, the writer used multiple choice model of the test to assess the students' vocabulary. Questions were contained by vocabulary on films. The purposed of this test was to see students' vocabulary before teaching experiment. The test conducted in experimental class and control class.

#### **b. Post-Test**

At this part of the test, the writer provides some exams that aimed to see the development of students' vocabulary abilities after the writer taught in the experimental class. In the experimental class, the writer taught students by using funny films to develop their vocabulary. The types of tests given to the students were multiple choice. The exams were contained of vocabulary from the films.

**D. Data Analysis**

Statistical data processing was based on the coding of research data with numbers. The data analysis techniques can be done through two perspectives between descriptive quantitative analysis or inferential quantitative analysis. But in this study the author used the descriptive quantitative analysis and significance tests. Quantitative descriptive included mean which means, group, standard deviation, rank score, frequency between categories, distribution, variation, median group, mode, and rank (Ghony, p: 203)

The writer analyzed the data in two aspects observation and test. The observation was aimed to collect the data and information about the school. While the test was aimed to know whether any changes before and after teaching experiments.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

The writer analyzed the data on two aspects which were analysis of observation and analysis of test. The observation was aimed to collect the data from the school such as the location of the school, then described it, into information such as the numbers of students, attendance list, and list of schedules. The tests were using the pre-test and the post-test. It was aimed to know whether any differences before and after watching the films.

#### **A. Observation**

The location of this research was SMP Negeri 3 Babahrot which is located at Jl. Teladan I, Cot Seumatok Village, Babahrot Sub-District, Southwest Aceh District. Total students of SMP Negeri 3 Babahrot were 161 students, consisting of 92 men and 69 women. The distribution of the students was class VII\_53 students (26 male and 27 female), class VIII\_49 (25 male and 24 female), and class IX\_59 students (41 male and 18 female).

The process of collecting data took place from the 8<sup>th</sup> of January to the 24<sup>th</sup> of January 2018. This was done during students learning activities in the classroom. Before the writer took place the class, firstly the writer asked permission of the English teacher who taught regularly in class VIII-A for this research went properly. Mrs. Emelia, S.pd, was the English teacher who taught regularly in class VIII-A. Before the writer taught the students, firstly the writer collected the data in preparation such as attendance list, the schedule of subject. Secondly the writer

prepared the instruments of research. The instruments were the pre-test and the post-test. The schedule of activities can be seen in the following table:

**Table 4.1 The Schedule of Classroom Experiment and Control Class Activities**

No.	Day/ Date	Time (Minutes)	Activity
1.	Monday /8 January 2018	120 Minutes	Pre-test Experimental Class and First Meeting
2.	Wednesday /10 January 2018	80 Minutes	Second Meeting in Experimental Class
3.	Monday/ 22 January 2018	120 Minutes	Third Meeting in Experimental Class
4.	Wednesday /24 January 2018	80 Minutes	Final Meeting in Experimental Class

*Source: Research Schedule*

## **B. Data Analysis of Experimental Teaching**

### **1. Experimental Teaching Day 1**

On the first day of the observation there were some activity in the room that happened. The students got a pre- test aimed looking for at the students' early abilities. Then the students answered the assessment sheet. During the pre-test the students did it seriously with evidence that they did not come out and entered of the room. At the time of the pre-test the students were also caught sight of his friend who might the writer considered it cheating. So that at that moment the writer rebuked them for do not with repeating the cheats again.

After the pre-test session ends, then the writer and the students did a question and answer session and conducted the discussions about the English lesson.

## **2. Experimental Teaching Day 2**

On the second day of observation there is activity that happened. The students got their learning through film media. The first film they watched was Learning English Through Short Funny Film Tape 8. The response that occurred was that they were very excited and enthusiastic because in reality they lacked learning through the use of unique media as well as related to their likes. During the course of their learning watching the film with enthusiasm and greatly enjoying and loving it. Based on the writer's instructions before, the students were expected to find a vocabulary that had been limited by the writer by making notes to serve as a collection of vocabulary. After watching the session was completed, then the students have a discussion about the vocabulary that had been in and before they went home the writer gave them homework.

## **3. Experimental Teaching Day 3**

On the third day of observation there were activities that existed among the students that were discussed the learning back at the previous meeting. After which the students continue the learning through the second film of Seinfeld. In the second film they are seeing a bit constrained because the duration of the conversation of the characters in the film rather quickly so that made them complained because the conversation was faster than the previous film. So the writer decided for repeated the film. Then that the students can

collect the vocabulary. After watching the session finished, then the students had a discussion about the vocabulary that have been obtained until went home.

#### **4. Experimental Teaching Day 4**

On the last day students were given post-test assessments by the writer. It aimed to see whether or not the students develop before and after the experimental teaching. During the post-test, the students none of them came in and out of the room because the writer also took the initiative for closed the door. So that there were no influence happened from the outside.

After the experimental teaching had been undertaken by the writer to know the development of students' vocabulary through short funny films, the writer concluded that in the learning process the writer found some interesting thing. First, the students become interested in learning English because of the learning done through films. The two have been the disruption of previous learning such as going out and entering the room became minimized, not even at all. It happened because the students did not want to pass the story path of the films.

During the learning, the students collected the vocabulary by notes taking on their books. It aimed to be a reminder for them. After the session of watching the films were completed, then the writer tested them about the vocabulary they had after the watching session. There were some students who responded so well that was indicated they could get a new vocabulary through the films.

### C. The Data Analysis of Pre-Test and Post Test of Experimental Class

Below was the VIII\_A student's data as an experimental class of 25 students, which consisted of 17 male students and 8 female students.

**Table 4.2 The Score of Pre-Test and Post-Test in Experimental Class**

No	NISN	Student's Initial	Pre-Test	Post-Test
1	0042718975	AP	58	75
2	0043594533	DM	60	81
3	0025177170	DV	60	78
4	0028345534	FJ	63	78
5	0004125566	HB	56	71
6	0031511820	HW	53	67
7	0014199322	JA	50	60
8	0040096501	MSH	54	69
9	0043750012	MF	58	71
10	0044331135	MS	60	78
11	0036532276	MW	54	69
12	0031511809	MN	56	71
13	0047011996	PZ	50	65
14	0045621920	RA	63	81
15	0049767627	RS	70	75
16	0048425291	RM	66	81
17	0047161354	RJ	52	65
18	0032587314	SL	58	71
19	0031512047	SS	66	83
20	0051869921	SB	64	69
21	0037971698	SF	58	75
22	0059988132	SM	58	75
23	0042718963	YH	63	83
24	0031512053	ZH	52	67
25	0047612534	FY	70	85
	<b>Lowest Score</b>		<b>50</b>	<b>60</b>
	<b>Highest Score</b>		<b>70</b>	<b>85</b>

*Source: The Result of Data Processing*

### 1. The Processing of Pre-Test Experimental Class

$$\begin{aligned}\text{Range } (R) &= \text{Highest Score} - \text{Lowest Score} \\ &= 70 - 50 \\ &= 20\end{aligned}$$

$$\begin{aligned}\text{Many Class } (K) &= 1 + (3.3) \log N \\ &= 1 + (3.3) \log 25 \\ &= 1 + (3.3) (1.39794) \\ &= 1 + 4.613202 \\ &= 5.613202 \\ &= 6\end{aligned}$$

$$\begin{aligned}\text{Interval Class } (I) &= \frac{R}{K} \\ &= \frac{20}{6} \\ &= 3.33 \\ &= 4\end{aligned}$$

Based on the data above, the writer made the table of frequency for the pre-test as follows:

**Table 4.3 Table of Frequency of Pre-Test Experimental Class**

Class	Frequency ( <i>fi</i> )	Median ( <i>xi</i> )	<i>fi.xi</i>
50 – 53	5	51.5	257.5
54 – 57	4	55.5	222
58 – 61	8	59.5	476
62 – 65	4	53.5	214



66 – 69	2	67.5	135
70 – 73	2	71.5	143
<b>Total</b>	<b>25</b>		<b>1447.5</b>

Based on the table, the writer found mean score ( $\bar{x}$ ) and standard deviation ( $SD$ ) as follows:

$$\begin{aligned}
 \text{Mean Score } (\bar{x}) &= \frac{\sum f_i \cdot x_i}{\sum f_i} \\
 &= \frac{1447.5}{25} \\
 &= 57.9
 \end{aligned}$$

Based on the result of the pre-test, the writer found that the students' skill in vocabulary was 57.9.

## 2. The Processing of Post-Test Experimental Class

After tabulating the data of pre-test of experimental class, the writer did some steps to analyze the data of post-test as follows:

$$\begin{aligned}
 \text{Range (R)} &= \text{Highest scores} - \text{Lowest Scores} \\
 &= 85 - 60 \\
 &= 25 \\
 \text{Many Class (K)} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 25 \\
 &= 1 + (3.3) (1.39794) \\
 &= 1 + 4.613202 \\
 &= 5.613202
 \end{aligned}$$

$$= 6$$

$$\text{Interval Class } (I) = \frac{R}{K}$$

$$= \frac{25}{6}$$

$$= 4.16$$

$$= 5$$

Based on the data above, the writer made the table of frequency for post-test as follows:

**Table 4.4 Table of Frequency of Post-Test Experimental Class**

Class	Frequency ( <i>fi</i> )	Median ( <i>xi</i> )	<i>fi.xi</i>
60 - 64	1	62	62
65 - 69	7	67	469
70 - 74	4	72	288
75 - 79	7	77	539
80 - 84	5	82	410
85 - 89	1	87	87
<b>Total</b>	<b>25</b>		<b>1855</b>

Based on the table, the writer found mean score (*xi*) and standard deviation (*SD*) as follows:

$$\text{Mean Score } (xI) = \frac{\sum fi.xi}{\sum fi}$$

$$= \frac{1855}{25}$$

$$= 74.2$$

After analyzing the data, the results showed that the mean score of post-test was 74.2 and the mean score of pre-test was 57.9. It explained

that the vocabulary of the students in the experimental class by using short funny films have increased 16.3 points ( $74.2 - 57.9 = 16.3$ ) for the mean scores.

#### D. Discussion

Based on the research finds, the writer concluded that the students of the second year of SMPN 3 Babahrot have made improvement vocabulary by using short funny films. This can be seen in the pre-test and the post-test results where  $\bar{x}$  of pre-test was 57,9, and  $\bar{x}$  of post-test was 74,2. This **means** that  $\frac{57,9}{74,2} \times 100\% = 78\%$ . So the average score of the students before and after the test is 78%.

Whereas, if individually traced there is also an increase as in the example of students who get the lowest score in the pre-test session such as HW, FY, PZ, and JA. The students got the first score in the pre-test session under the value of 54. However, after the writer did teaching experiments the students had an increase in the post-test value of HW=67, JA=60, PZ=65, and FY=85 if in averaged that  $\frac{277}{4} \times 100\% = 69.25\%$ . So their individual average score of the students after the post-test is 69.25%.

After that, based on the observation, the writer found some problems of the students in vocabulary development through short funny films. Firstly, some of them cannot catched all the vocabulary from the films. It was existed because of conversation in the films was fast. The last problem was the students did not know the storyline of the films, it happened because of related to the first problem.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of research on developing student's vocabulary through short comedy film in SMPN 3 Babahrot on learning English then drawn the conclusion that:

- a. Short funny film has successfully developed vocabulary students from junior high school level. This statement was in accordance to the results of the pre-test and post-test that was done by the writer. The average students of the experimental class indicated that there was an increase as the value of the post-test given to the students after watching the short funny films.
- b. The results from the observation showed that students had some problems in vocabulary development through short funny films. The film had fast conversation levels, then it was affected to the understanding about the situation and the storyline that was occurring within the films.
- c. Based on the results of the research that was conducted during the experimental class there were several problems that occurred. Firstly, sometimes there were some loud conversations that unexplained vocabulary passes through. Secondly, and the last, their vocabulary mastery was lacking so that not all of conversations caused laugh effects of every conversations contained in the films.

## **B. Suggestion**

After the author discusses the conclusions from the results of the research, then the author wants to give some suggestions. Suggested advice based on problems encountered by the writer during the learning in English mate. After that, here are some suggestions:

- a. As a teacher, it must be creative in providing learning materials.  
Sometimes a teacher must condition learning according to student interest.  
In this case, watching is one of their interests. Therefore, a teacher should also choose the right film for instructional media.
- b. Teachers should motivate more students to increase the interest of learning so that they can compete in this globalization era, especially in English learning.
- c. Based on the results of the research, there was a significant difference about post-test and pre-test. This was caused by any differences in before and after teaching experiments. Therefore, the writer suggested to readers and teachers can be used this media as a tool to develop students vocabulary. Although many genres of films were existing in this world, but by using comedy genre the students expected to enjoy learning process in the class without any pressure so that it can eliminate students' stress.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-7338/UN.08/FTK/KP.07.6/09/2017**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Juli 2017

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
1. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Pertama  
2. Rita Hermida S.Pd.I., M.Pd Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi :  
Nama : Furqan  
NIM : 231324253  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Developing Students' Vocabulary through Short Funny Films (A Study at Second Grade Students of SMPN 3 Babahrot)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 4 September 2017

An. Rektor  
Dekan,



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 11779 /Un.08/TU-FTK/ TL.00/12/2017

20 Desember 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Furqan
N I M	: 231 324 253
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. P. Nyak Makam, Gampong Pango Aceh Besar

Untuk mengumpulkan data pada:

**SMPN 3 Babahrot**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Developing Students' Vocabulary through Short Funny Films (A Study at Second Grade Sudents of SMPN 3 Babahrot)**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan  
Kepala Bagian Tata Usaha,  
  
M. Saja Farzah Ali

BAG. UMUM BAG. UMUM

Kode 5055



**PEMERINTAH KABUPATEN ACEH BARAT DAYA  
DINAS PENDIDIKAN**

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Nomor : 421.3/ 06 /2018  
Lampiran : -  
Perihal : Surat Izin Penelitian

Blangpidie, 4 Januari 2018

Kepada Yth.  
Kepala SMPN 3 Babahrot  
di-

Tempat

1. Sehubungan dengan Surat dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-11779/Un.08/TU-FIK/TL.00/12/2018 Tanggal 20 Desember 2018, Perihal Mohon Izin Untuk Mengumpulkan data Menyusun Skripsi.
2. Pada prinsipnya kami tidak keberatan dan dapat memberikan izin sejauh tidak bertentangan dengan ketentuan yang berlaku untuk mengumpulkan Data di SMPN 3 Babahrot kecamatan Babahrot Kabupaten Aceh Daya, selama 14 (Empat Belas) hari kerja TMT. 5 s/d 20 Januari 2018, Kepada nama yang tersebut dibawah ini :

Nama : FURQAN  
NIM : 231 324 253  
Program Studi : Pendidikan Bahasa Inggris

Dengan judul : **"Developing Stundents' Vocabulary through Short Funny Films (A Study at Second Grade Students of SMPN 3 Babahrot "**

3. Dengan ketentuan sebagai berikut :
  - a. Melakukan Konsultasi dengan Kepala Sekolah yang dikunjungi.
  - b. Tidak mengganggu proses belajar mengajar pada Sekolah tersebut.
4. Demikian Surat izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

a.n Kepala Dinas Pendidikan  
Kabupaten Aceh Barat Daya,  
Sekretaris.  
  
**Drs. SABIHISMIRUDDIN**  
Pembina Tk. I/NIP.19640828 199412 1 001



PEMERINTAH KABUPATEN ACEH BARAT DAYA  
**DINAS PENDIDIKAN**  
**SMP NEGERI 3 BABAHROT**  
*Jalan Teladan I - Cot Seumantok Babahrot, Kode Pos 23767*

**SURAT KETERANGAN**

Nomor : 895 / 011/ 2018

Yang bertandatangan dibawah ini :

Nama : **H. AGUSMADI.S.Pd**  
NIP : 19630818 198412 1 002  
Pangkat/Gol.ruang : Pembina Tk.I / IV/b  
Jabatan : Kepala SMP Negeri 3 Babahrot

Dengan ini menerangkan bahwa:

Nama : **FURQAN**  
NIM : 231 324 253  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan Universitas Islam  
Negeri Ar-Raniry Banda Aceh

Benar yang namanya tersebut diatas telah mengadakan penelitian / mengumpulkan data pada SMP Negeri 3 Babahrot pada tanggal 5 s/d 20 Januari 2018, dalam rangka menyusun Skripsinya yang berjudul **"Developing Students' Vocabulary through Short Funny Films A Study at second Grade Students of SMP Negeri 3 Babahrot"**, pada SMP Negeri 3 Babahrot Kabupaten Aceh Barat Daya .

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Babahrot, 22 Januari 2018

Kepala SMP Negeri 3 Babahrot



**H. AGUSMADI.S.Pd**

NIP. 196308181984121002

## APPENDICES

### The Instruments of Assessment and Observation

#### A. Pre-Test

The model of the test that the writer chose were Multiple Choice. Questions were contained by vocabulary on films. The purposed of this test was to determine students' vocabulary before teaching experiment. The pre-test given to the experimental class was equally relevant to conversation about the films.

#### Read the following conversation and answer question 1 to 10.

Cheryl : Hello, I would like to speak to a guest in room 514, thank you.

Mrs. Beatty : Hello

Cheryl : Hello Mrs. Beatty? This is Cheryl from top notch. How is Los Angeles?

Mrs. Beatty : well, the hotel is not very nice, dear.

Cheryl : I'm sorry to hear that. Are you okay? You sound tired.

Mrs. Beatty : my room is on the fifth floor I had to walk up with my luggage.

Cheryl : there is no bellman? No elevator?

Mrs. Beatty : No. and I wanted a non-smoking room with a king-size bed

Cheryl : And I requested that for you

Mrs. Beatty : Well, they gave me a smoking room with a twin size bed, it's all they have .

1. Who is the guest in room 514?
  - a. Cheryl
  - b. Mrs. Beatty
  - c. Waiter
  - d. Bellman
2. What is synonym of "sorry"?
  - a. Regretful
  - c. Happy

- b. Cheerful                      d. Glad
3. What is Antonym of “sorry”?
- a. Joyful                      c. Sad
- b. Regretful                      d. Bad
4. Who is calling Mrs. Beatty?
- a. Mr. Bellman                      c. Mrs. Beatty’s daughter
- b. Cheryl                      d. Mrs. Beatty’s son
5. Who is Cheryl?
- a. Receptionist                      c. Manager
- b. Customer                      d. Secretary
6. Who is Mrs. Beatty?
- a. Receptionist                      c. Secretary
- b. Customer                      d. Manager
7. How is the state of the room booked by Mrs. Beatty?
- a. Very nice                      c. Amazing
- b. Bad                      d. Very good
8. What room is gotten by Mrs. Beatty?
- a. Healthy room                      c. Smoking room
- b. Non-smoking room                      d. Dirty room
9. Why is Mrs. Beatty sound tired?
- a. Because she get to the room with elevator
- b. Because she get to the room with bellman
- c. She had to walk up with her luggage.
- d. She had to walk up by wheel chair
10. What is synonym of “hotel”?
- a. Hostel                      c. Shack
- b. Villa                      d. Cabin

**Read the following conversation and answer question 11 to 20.**

Bob : what happened?

Paul : I was driving on sixth street and there were a lot of fish on the road

Susi : a lot of what?

Paul : fish

Susi : why were there fish in the road ?

Paul : I don't know. Anyway, I tried to turn but I had a problem with the steering wheel.

Bob : the steering wheel broke?

Paul : no. it came off. So I drove over the fish. The fish made the road slippery so when I tried to stop I hit a park car.

Bob : oh no!

Paul : I'm not finished. The car behind me was tailgating so he hit me. A car on the opposite side of the road hit a stop sign the stop sign fell and smashed my hood.

Cheryl : oh, no!

Paul : then, worst of all when I got out to look at the damage, a piano fell on the van.

Susi : what? Where did it come from?

Paul : I don't know. But the van doesn't look good. The bumpers are damaged so is the hood. The doors won't open, the windows won't close, the engine's not working, the headlights are smashed, the horn won't honk and it smells like a fish

11. What happened on the road?

- |                               |                              |
|-------------------------------|------------------------------|
| a. There are many Cars        | c. There are a lot of Fishes |
| b. There are many Motorcycles | d. There are a lot of Birds  |

12. What problem did Paul have on the road?

- a. About the car

- b. About the fish
  - c. About the steering wheel
  - d. About the money
13. What way was passed by Paul?
- a. On sixteen street
  - b. On fifth street
  - c. On twenty street
  - d. On sixth street
14. What happened with steering wheel?
- a. It was broke
  - b. It was lost
  - c. It was came off
  - d. It was fell
15. What happened with the road when the streets were filled by fishes?
- a. Stable
  - b. Safe
  - c. Slippery
  - d. Secure
16. What is synonym of “road”?
- a. Way
  - b. Bridge
  - c. River
  - d. Tunnel
17. What happened with Paul when he drove over the fishes?
- a. He jumped of the car
  - b. He kept driving
  - c. He screamed
  - d. He hit a park car
18. What is antonym of “finished”?
- a. Accomplished
  - b. Flawless
  - c. Unfinished
  - d. Perfected
19. What happened to the van after the collision?
- a. Bumpers and hood were damage

- b. Bumpers were damage
- c. The glass was broken
- d. Flat tires

20. Who is Paul?

- a. A victim
- b. A racer
- c. A soldier
- d. A chef

**Read the following conversation and answer question 21 to 30.**

Susi : Cheryl, your hair looks gorgeous

Cheryl : Thank you. I have a new shampoo bright 'n clean

Susi : I would like to try it. Did you find it at the drugstore?

Cheryl : No, I bought it at my salon on Friday. I'll pick some up for you next time I'm there

Susi : Great, thanks!

Cheryl : Would you like some too, bob?

Bob : I have shampoo, Thanks.

Cheryl : But mine will make your hair softer and cleaner smelling.

Bob : Uh, thanks, but no thanks.

Susi : Come on, bob, don't you care how you look?

Bob : Of course I do. I shampoo, shower, and shave every day.

Susi : That's all?

Bob : Is there more to do?

Cheryl : Don't you use any skin care products?

Susi: Body lotion or skin cream?

Bob : No... should I?



Susi : If you want your skin to stay young and healthy. Do you use any conditioner?

Bob : That's for women.

Cheryl : Lots of men use it too.

Bob : Really?

Susi : Sure. Women like men who take care of their appearance.

21. What is synonym of "gorgeous"

- |          |             |
|----------|-------------|
| a. Ugly  | c. Lovely   |
| b. Awful | d. Horrible |

22. Where is Cheryl bought her shampoo?

- |              |           |
|--------------|-----------|
| a. Drugstore | c. Market |
| b. Salon     | d. Mall   |

23. What does Cheryl offer to bob?

- |                |               |
|----------------|---------------|
| a. Body lotion | c. Shampoo    |
| b. Conditioner | d. Skin Cream |

24. What is Antonym of "care"?

- |            |                 |
|------------|-----------------|
| a. Be safe | c. Apprehension |
| b. Anxiety | d. Calm         |

25. What is usually bob do for treatment?

- |                       |             |
|-----------------------|-------------|
| a. Shower and shampoo | c. Manicure |
| b. Skin care          | d. Pedicure |

26. What is Susi suggest to Bob?

- |              |               |
|--------------|---------------|
| a. Skin care | c. Oil        |
| b. Shampoo   | d. Skin cream |

27. What are women really like of men based on Susi opinion?

- a. The man who rich and good appearance
- b. The man who take care of appearance
- c. The man who take care of shampoo

- d. The man who take care of body
28. What thing can be used by women and men?
- |                |             |
|----------------|-------------|
| a. Highheel    | c. Lipstick |
| b. Conditioner | d. Mascara  |
29. Who has a new shampoo?
- |           |                |
|-----------|----------------|
| a. Susi   | c. Bob         |
| b. Cheryl | d. Mrs. Beatty |
30. Whose hair looks gorgeous?
- |           |                |
|-----------|----------------|
| a. Susi   | c. Bob         |
| b. Cheryl | d. Mrs. Beatty |

### **B. Post-Test**

The model of the post-test that the writer chose was same as the pre-test model. The questions are still same. The experimental class will be granted a final exam of questions which related to the video conversation. While the control class, will be given a final exam with the same model and the same questions.

1. Cheryl : Hello, I would like to \_\_\_\_\_ to a guest in room 514, thank you.
- Mrs. Beatty : Hello.
- |          |           |
|----------|-----------|
| a. Take  | c. Speak  |
| b. Think | d. Answer |
2. Cheryl : I am sorry to hear that. Are you okay? You sound \_\_\_\_\_.
- Mrs. Beatty : my room is on the fifth floor I had to walk up with my luggage.
- |          |          |
|----------|----------|
| a. Angry | c. tired |
| b. Great | d. well  |
3. Cheryl : Did you \_\_\_\_\_ housekeeping?
- Mrs. Beatty : They are not answering. And there are all these students everywhere. I thought you said that movie stars stay at this hotel.

- a. Call c. Think  
b. Take d. Bring
4. Paul : Hello  
Yellow Woman : Paul, what happened to you?  
Paul : I had an accident with a \_\_\_\_  
a. Motorcycle c. Van  
b. Car d. Truck
5. Man : what happened?  
Paul : I was driving on sixth street and there were a lot of \_\_\_\_ on the road  
a. Monkeys c. birds  
b. Crocodiles d. fishes
6. Cheryl : Oh no, are you ok?  
Paul : I'm \_\_\_\_\_. I was wearing my seat belt, no one was hurt but I think  
we are going to need a new van.  
a. Tired c. fine  
b. Sad d. angry
7. Bob : The steering wheel broke?  
Paul : No. it came off. So I drove over the fish. The fish made the \_\_\_\_  
slippery so when I tried to stop I hit a park car.  
a. River c. bridge  
b. Road d. tunnel
8. Paul : then, \_\_\_\_\_ of all when I got out to look at the damage, a piano  
fell on the van.  
Yellow woman : what? Where did it come from?  
a. Good c. nice  
b. Worst d. delicious
9. Pink woman : Cheryl, your \_\_\_\_ looks gorgeous  
Cheryl : Thank you. I have a new shampoo bright 'n clean  
a. Hair c. Knee  
b. Legs d. Eyes
10. Pink : I would like to \_\_\_\_\_ it. Did you find it at the drugstore?

[illegible]

a. Am                                      c .Have  
b. Was                                     d. Had

a. You                      c. We  
b. I                         d. They

a. Old                      c. Good  
b. Young                  d. Gentle

a. Foot                      c. Hand  
b. Head                     d. Body

a. Make                      c. Wear  
b. Do                        d. Get

a. Slippery                      c. Hard  
b. Heavy                         d. Smooth

17. Bob : It taste terrible.

Cheryl : Oh, \_\_\_\_\_.

- |             |          |
|-------------|----------|
| a. Good     | c. Sorry |
| b. Terrible | d. Nice  |

18. Bob : I can't believe you \_\_\_\_\_ my hair and what did you put in it?

Cheryl : some hair spray.

- |        |         |
|--------|---------|
| a. Put | c. Take |
| b. Cut | d. Pull |

19. Bob : wow, my \_\_\_\_\_ look great! Could I get a pedicure too?

Pink : uh, no!

- |          |          |
|----------|----------|
| a. Feet  | c. Eyes  |
| b. Hands | d. Nails |

20. Bob : How \_\_\_\_\_ I look?

Pink : good

- |         |        |
|---------|--------|
| a. Have | c. Did |
| b. Am   | d. Do  |

21. Cheryl : I \_\_\_\_\_ everything is ready. Why don't we sit down?

- |            |          |
|------------|----------|
| a. Believe | c. Think |
| b. Beat    | d. Bite  |

22. Purple woman : this smells so wonderful! What \_\_\_\_\_ we having to eat?

- |        |         |
|--------|---------|
| a. Do  | c. Did  |
| b. Are | d. Have |

23. Cheryl : there is roast chicken, baked potatoes, salad, broccoli with garlic, red cabbage, and rice. Help yourself, everyone.

Paul : wow. That's a lot of \_\_\_\_\_

- |           |               |
|-----------|---------------|
| a. Meats  | c. Vegetables |
| b. Fruits | d. Chickens   |

24. Cheryl : Vegetables are very \_\_\_\_\_ for you. Mr. Evans, would you like some chicken?

- |            |             |
|------------|-------------|
| a. Healthy | c. Worst    |
| b. Bad     | d. Terrible |

25. Mr. Evans : just \_\_\_\_ thank you. I am not a big chicken eater.
- |             |           |
|-------------|-----------|
| a. Kind of  | c. Trifle |
| b. A little | d. Some   |
26. Kramer : look at this mickey, these \_\_\_\_ are falling apart, uh?
- |           |          |
|-----------|----------|
| a. Shirts | c. Socks |
| b. Shoes  | d. Pants |
27. Jerry : You know, when \_\_\_\_ first met you Kramer, you used to wear jeans, all the time.
- |        |         |
|--------|---------|
| a. I   | c. We   |
| b. You | d. They |
28. Kramer : Jerry, \_\_\_\_ have got to help me!  
Jerry : What is wrong?
- |        |         |
|--------|---------|
| a. I   | c. We   |
| b. You | d. They |
29. Jerry : Alright, alright, undo them, I'll \_\_\_\_ you get them off  
Kramer : I already did, it won't come off
- |         |        |
|---------|--------|
| a. Try  | c. Ask |
| b. Help | d. Put |
30. Jerry : Let me trying to get them from the bottom. Just give me...  
Kramer : Wait! Jerry ! \_\_\_\_!
- |         |         |
|---------|---------|
| a. Push | c. Take |
| b. Pull | d. Put  |

### C. Observation

There were several things observed by the writer in collecting data. The author observes students' activities in the classroom that includes visual activities such as reading, observing the actions of others, or playing. Then the oral activity did by the students such as expressing an opinion, connecting an event offering advice, and discussion. Then listening to students includes listening to the presentation of learning materials, hearing instructions and so on. Furthermore, the last mental

and emotional activities of the students that include remembering, solving problems, analyzing, interest in learning, courage, calm and so on.







## **AUTOBIOGRAPHY**

1. Full Name : Furqan
2. Place/Date of Birth : Alue Jeureujak/August 31<sup>th</sup> 1996
3. Religion : Islam
4. Sex : Male
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Sejati Indah, Limpok, Darussalam, Aceh Besar
9. Email : [furqanhape@gmail.com](mailto:furqanhape@gmail.com)
10. Parents' name
  - a. Father : Alimuddin
  - b. Mother : Rahmawati
11. Parents' Occupation
  - a. Father : Farmer
  - b. Mother : Housewife
12. Parents' Address : Jl. Lapangan Merdeka, Babahrot, Aceh Barat Daya
13. Educational Background
  - a. Elementary School of SDN 1 Babahrot : 2006/2007
  - b. Junior High School of SMPN 1 Babahrot : 2009/2010
  - c. Senior High School of SMN Harapan Persada : 2012/2013
  - d. Ar-Raniry State Islamic University Banda Aceh : 2018/2019