

**THE EFFECT OF WATCHING FILM
TO STUDENTS' VOCABULARY MASTERY
AT GRADE XI SMK NEGERI 1 PADANGSIDIMPUAN**

By :
Sri Nardani Hsb, ¹, Eka Sustris Harida² and Fitri Rayani Siregar³

ABSTRACT

Penelitian bertujuan untuk melihat penguasaan kosa kata siswa kelas XI SMK 1 Padangsidempuan. Penulis menggunakan metode menonton film untuk melihat apakah ada pengaruh dalam penguasaan kosa kata. Penulis menerapkan perlakuan sesuai dengan theory yang didapatkannya. Menonton dipilih sebagai metode penguasaan kosa kata karena siswa –siswi SMK 1 karena ketertarikan mereka dengan media televisi. Setelah perlakuan perlakuan yang dilakukan peneliti diketahui bahwa pengaruh yang significant terhadap kemampuan siswa dalam penguasaan kosa kata setelah diberikan film dengan bahasa Inggris.

Kata Kunci: *Menonton Film dan Penguasaan Kosa Kata.*

I. INTRODUCTION

English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level. In some private school it has already been given to the kindergarten/third year's pupil of primary education. In studying English, there are four basic skills that must be mastered.

Educational field has rapidly grown up. English becomes a tool of communication around the world including in educational. Government realizes the important of English language and in Indonesia it is foreign language. As a forward orientation, Indonesian Government had published Indonesia roles

¹Sri Nurdaniah S.Pd.I is an alumnus of English Programs in STAIN Padangsidempuan at 2013..

² Writer is an English Lecturer of English Departement Tarbiyah and Pedagogy Faculty, Institute for Islamic Studies (IAIN) Padangsidempuan

³ Writer is an English Lecturer of English Departement Tarbiyah and Pedagogy Faculty, Institute for Islamic Studies (IAIN) Padangsidempuan

(UUD) No. 2 year in 1989 about national educational system to develop human resource in educational world.⁴ So, English Lesson is very important to the students.

English has mushroomed in every part of the world and become a universal language because it is used in almost all countries, even in number of countries have become the primary language. It has become the standard language used in everyday life such as in government, social, and other formal institution.

There is one of base that must be dominated that is vocabulary because if the people have not vocabulary mastery, they cannot dominate the four skills (listening, reading, speaking and writing). The vocabulary is keys in dominating the four skills. The vocabulary is necessary for everybody in variety of purposes and needs, but there was problematic at SMK Negeri 1 Padangsidempuan in vocabulary mastery.

So, The researcher tried to apply a strategy that is watching film. The researcher gave reason why choice to apply this strategy, because of watching film that the students will had been feel serious but they will be relaxing. So they can receive some vocabularies easily. As stated Hakim said watching the film of Hollywood can be improving the vocabulary mastery and to see the gestures or facial expression can be help to understand the film of Hollywood.⁵ Thus the researcher did the research by applying watching film.

II. METHODOLOGY

The kind of research was quantitative research. The researcher used experimental method in doing this research. Gay says, "Experimental research is the only type of research that can test hypotheses to established cause and effect".⁶

⁴ Kasihani K.E. Suyanto, *English For Young Learners*, (Jakarta: Bumi Aksara, 2010), p. 1.

⁵ Thursan Hakim, *Cara Termuda Membuat Kalimat Percakapan Bahasa Inggris*, accessed from <http://www.MeningkatkanVocabulary.com/>, on Monday, December 17th 2012 at 08.00 pm.

⁶ L. R. Gay and Peter Arisan, *Education Research*, (America : Merrill, 1987), p. 367.

The population of this research is eleventh grade students of SMK Negeri 1 Padangsisimpulan that there are 11 classes and the total are 414 students. The researcher took 72 people that are two classes from all population. Those two classes are 2 AK 2 that the experimental class which were 36 students and 2 AK 3 that the control class which were 36 students.

The researcher used the techniques of data analysis that are normality and homogeneity, after that researcher used t-test, the explanation below:

a. Normality test

To calculate normality test was used by Liliefors formula, as follow:⁷

- 1) Calculating average and standard deviation by the formula:

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

- 2) Perception x_1, x_2, \dots, x_n made permanent number z_1, z_2, \dots, z_n by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- 3) To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity.

$$F(Z_i) = P(Z < Z_i)$$

- 4) Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price.
- 5) Taking the biggest price among absolute price of the difference and mentioning the price by L_0 .
- 6) If $L_0 < L$ obtained from the critical value test, the Liliefors with the real level $\alpha = 0,05$, hence the distribution is normal.

b. The homogeneity of test

To test whether variants of both homogenous samples, variants equality test, that is:

⁷Darwyan Syah, at. al. *Pengantar Statistik Pendidikan*, (Jakarta: Gaung Persada Press) p. 29.

$$F = \frac{\text{the biggest variants}}{\text{the smallest variant}}$$

Here, after comparing to the F table, its criterion is : if F calculating < F table, then both samples are homogeneous.

In accordance with the formulation of the problem, the technique in analyzing the data was used by t-test, because was aimed to examine the difference of two variables. Such examination performed both on pre-test and pos-test score from the experimental class and control class. T-test formula applied is as follows:⁸

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1 + \sum X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : Test

M₁ : The mean of experimental group

M₂ : The mean of control group

X₂ : The variable of experimental group

Y₂ : The variable of control group

N₁ : The total number of experimental group

N₂ : The total number of control group

III. DISCUSSION

A. Theoretical Description

1. Media

⁸ Sutrisno Hadi, *Statistik*, (Yogyakarta: Fakultas Psikologi UGM, 1987), p. 237.

a. Definition of Media and Film

Media derived from the word *medius* is mediation, mediator, and middle. According Arsyad from Gerlach & Ely, the media that if it is understood guide line is human, matter, or creation that make the students to be able get the knowledge, skills, and attitudes. In the meaning, teachers, books, and the tools of school are media.⁹

Other hand media is mediation or mediator of message from the sender to the receiver of message. As stated Arsyad from Briggs, the media are all of physicals that they can give the message for the students (e.g., book, film, and cassette).¹⁰

Thus, it can be concluded that media is the students' help tool so that they can be applying that they have studied.

b. Kinds of Media

Media is very important to use in learning process, teacher can use many kinds of media, and they are: ¹¹

- 1) Text is public media that used; the media is shown in the all format, such as book and blackboard.
- 2) Audio include a certain that it can be heard, such as radio and tape recorder.
- 3) Visual includes diagram, poster, picture and cartoon.
- 4) Video is the media that show movement, such as DVD, computer animation, and film.
- 5) Engineering has a round three dimension that can be tough and hold by the students, such as plastic model.
- 6) People can be teacher or scholar scientist.

⁹Azhar Arsyad, *Op.cit*, p. 3-4.

¹⁰*Ibid.*

¹¹Sharon E. Smaldino, at. al. *Intruactional Technology and madia for Learning*, (Jakarta: Kencana, 2011), p. 7.

c. The Principles of Using and Developing of Learning Media

As stated Arsyad from Leshin, the principles of using and developing of learning media can be divided by five, they are: media as base of human, publication, visual, audiovisual, and computer.¹²

1) Media as base of human

Media as base of human is the most oldest of media that used to send and communicate the information. This media has benefit, if we have the purpose is for changing the students' attitude in education, for example teacher, instructor, and the group action. As teacher that can direct and influence the process of learning. The teacher or instructor can combine the messages for the first group specifically, and after that the messages are combined as need of learning.

Some the ways that used as interesting the attention

- a) To begin the teaching is to focus on some issues that it is relevant with students,
- b) To inform toward students what wanted and they can do the action, and
- c) To begin for submitting the questions or problems that focus the attention toward the information that it must be studied by students.

2) Media as base of publication

The matter of teaching as base of publication is known textbook, magazine, and guide book.

3) Media as base of visual

Media as base of visual holds the important character in the process of learning. This media can speed up the

¹² Azhar Arsyad, *Op.cit*, p. 81-96.

understanding and strengthen the memory. The form of visual can be divided by four, they are:

- a) Picture as image, photo, painting that they show a something.
 - b) Diagram that draw the relationship of concept, organization, and the structure of matter content
 - c) Map that show the relationship of room among of elements in the matter content.
 - d) Graphic as table, chart that give the pictures or numbers.
- 4) Media as base of audiovisual

The media as base visual fuse in using the sound. For example, video, film, slide with tape, and television. One among of the important action in media as base Audio-visual is writing the manuscript and storyboard that need some preparations, and research.

- 5) Media as base of computer

The computer has different function in education and training. The using of computer as media of learning generally as the process of instructional, they are:

- a) Applying, organizing, arranging, and scheduling of teaching,
- b) Evaluating the students,
- c) Collecting the students' data,
- d) Doing statistic analysis as the data of learning, and
- e) Making the developing note of learning.

This research uses the audiovisual media. Audiovisual is the media that in addition to contain sound and contain the picture too as film and video.¹³ In this research, the researcher wants

¹³Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana, 2008), p. 172.
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research is the effect of watching film to students in the process of learning and teaching.

d. Process of Learning and Teaching as Process Communication

The process of learning and teaching is process of communication that the process of message delivery from the source of message through the media to the message receiver. The media is among of source of studying that can be given the message, help to surpass it. The different style of studying, interest, intelligence, and handicap can be help with using the media. The media can be books, photo or picture, video, and film.¹⁴

According to Pike, to add the media of visual in learning will raise the memory from 14% to 38%. The research shows improvement until 200% when the vocabulary is taught with using the media of visual.¹⁵

The available media become the process communication is success. Media helps process of learning and teaching.

e. Media Film

1) Definition of film

According Hornby,¹⁶ the film is a series of moving pictures recorded with sound that tell a story, shown on television or the cinema/movie theater.

2) Advantages and Disadvantages of Film

There are some advantages of using media film in the process of teaching and learning. Nasution said that the advantages of film are:

¹⁴ Arief S. Sadiman, at al. *Media Pendidikan*, (Jakarta: PT Raja Grafindo, 1996), p. 11-14.

¹⁵ Komaruddin Hidayat, *Active Learning*, (Yogyakarta: Pustaka Insan Madani, 2009), p. 3.

¹⁶ A.S. Hornby, *Loc.Cit.*

- a) The film is very good for explaining a process of teaching and learning,
- b) Every student can be learning the something from the film that is smart or not smart,
- c) History film can be drawing the events in the past,
- d) The film can be bringing the students from country to other country, and
- e) The film can be repeated for adding the explaining.¹⁷

Film must be chosen that the lesson will be given to students is suitable. The teacher must be more known an available film and the film must be seen by the teacher before the students see it.

If the teacher does not see the film that it will be dangerous to students, for example in the film there is negative that pornographic, it is not good to students. If the teacher gives it without given the tasks to students and they is not serious again for studying. Thus, they are some disadvantages of film to students.

2. Vocabulary Mastery

a. Definition of vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences.¹⁸

¹⁷Nasution, *Teknologi Pendidikan*, (Jakarta: Bumi Aksara, 2005), p. 104.

¹⁸Cameron, *Loc. Cit.*

As stated Horward and Etienne, the vocabulary is a representative collection of the words that exist in English language.

Wilkins states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.¹⁹ Or other hand, the vocabulary is a representative collection of the words that exist in English language.²⁰

It means that vocabulary is a collection of English words. So, researcher concludes that vocabulary mastery is a skill in mastering vocabulary, specifically in mastering English vocabulary to understand reading, writing, speaking, and listening.

b. Kinds of Vocabulary

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverbs and soon. The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. They are:²¹

¹⁹ Wilkins, *Vocabulary*, accessed from <http://www.Meaning Vocabulary .com//>, <http://Wikipedia.com//> vocabulary, on Saturday, March 24th2012, at 03.30 pm.

²⁰ Horward Jackson and Etienne Ze Amvela, *Words, Meaning, and Vocabulary*, (London: Casell, 2000), p. 118.

²¹ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 5-8.

1) Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea. Example:

- a) It is a *magazine*.
- b) There is an *umbrella*.

2) Verb

It is the word which expresses an action, condition or existence. Example:

- a) Mr. Herman is *teaching* mathematic.
- b) The students are *playing* football.

3) Adjective

It is a word used to describe or qualify nouns. Example :

- a) Mr. Herman is *clever*.
- b) This magazine is *expensive*.

4) Adverb

It is a word to modify a verb, an adjective or another adverb or word used to explain how, where, when and why an action. Example:

- a) Mrs. Nurul is teaching in *the classroom*.
- b) I go to campus.

5) Conjunction

It is a word used to combine one word to another one, or one sentence to another one. Example:

- a) I called him *before* I go.
- b) Irma and I go to the STAIN.

6) Pronoun

It is the word which can take the place of a noun. Example:

- a) They are *my* lecture.
- b) *He* goes to office.

7) Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example:

- a) Hurrah! I am the winner.
- b) Oh my god, I can't believe it's real.

8) Preposition

It is a word used to explain the relation between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence is known as a preposition. Example:

- a) She is angry *with* me.
- b) I deposited my money *in* the bank.

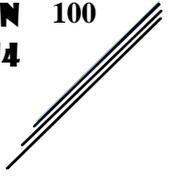
c. Teaching Vocabulary

1) Background to the Teaching of Vocabulary

Vocabulary teaching and learning must fit into the broader framework of a language course. Vocabulary is very important. If we master the vocabulary so we will not master four skill that are listening, speaking, reading and writing. Therefore, there is teaching vocabulary.

2) The status of vocabulary in the curriculum

For much of this century, the principal focus of language teaching has been on the grammar of the language. While grammar translation approaches to the teaching of language provided a balanced diet of grammar and vocabulary, audio-linguistics suggested that the emphasis should be strongly on the acquisition of the basic grammatical patterns of the language. One of the most influential structural linguistic of the day went so far as to argue that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom.



Since then, however the status of vocabulary has been considerable enhanced. This has come about partly as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension based methods such as the Natural Approach.

In 1983, River argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, it will be unable to use the structures and functions we may have learned the comprehensible communication.²²

The consensus of opinion seems to be that the development of a rich vocabulary is an important element in the acquisition of second language.

3) Principle for Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in variety of teaching and learning situations.

Based on explanation, the more principles how the way teaching vocabulary that the students memorize vocabulary rapidly. But in this research, the researcher uses watching film strategy.

d. Developing Audio-Visual Media in Teaching Vocabulary

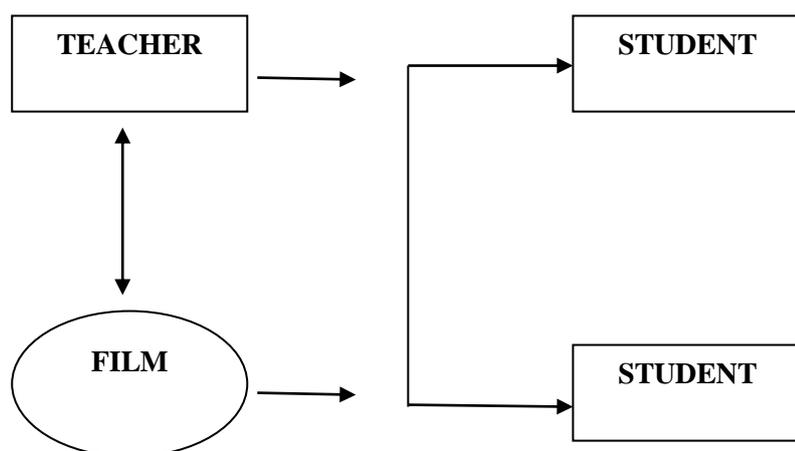
The most of teachers still use conventional method in the process of learning and teaching English, it is seen when I was PPL

²²David Nunan, *Language Teaching Methodology*, (Malaysia: Longman, 1998), p. 117.

in SMK Negeri 1 Padangsidempuan. Lecturing method is one of the regular method that teacher use in teaching vocabulary. This classical learning phenomenon will affect the result learning. The main problems for teachers are many distortions, besides that, students' interpretation to the material of learning will be less enough.

Based on the explanation above, the teachers need use the media for solving some barriers in the class. According to Hakim said watching the film of Hollywood can be improving the vocabulary mastery and to see the gestures or facial expression can be help to understand the film of Hollywood.²³ There are many kinds of media that teachers can use in teaching vocabulary, such as film, video, OHP, and others. Audio-visual media will become an interesting media in teaching and learning of vocabulary especially for students. For this research, researcher will present audio-visual media that watching film in teaching vocabulary.

Then, the process communication (the process teaching of learning) is success, because there is media, for example watching film. Like the picture below:



²³ Thursan Hakim, *Loc.Cit.*

There are some reasons why the researcher chooses to use audio-visual media (watching film) in teaching vocabulary, they are:

1. Audio-visual media can take the students' attention and encourage them to study English especially in learning vocabulary.
2. The students need relax in learning, if they are relax; they will understand easily in learning.

3. The Related Theory to the Research

a. Behaviorisict Theory

Researcher explores the effect of watching film to students' vocabulary mastery. The theory that is designed is behavioristic theory. As Abuddin Nata says, behavioristic theory assumption that children do not have potency since born, but the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. In which children growth relate on the concrete term that can be seen and can be researched.²⁴

Then, Jeanne in his book says,²⁵ there are some basic assumption of behavioristic theory about learning. The first assumption is some of the people behavior is the result of experience with environment stimulus. The second is learning can be drawn in association between ancient that can be researched, they are the association between stimulus and response. The third is learning is the effect of behavior changing. The last is learning often event when stimulus and response come in near time.

Next, in Abuddin Nata book also says that, Behavioristic theory is said stimulus and response theory that is separated in three parts, they are

²⁴Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner*, (Jakarta: PT Rajagrafindo Persada, 2009), p. 175.

²⁵Jeanne Ellis Ormrod, *Psikologi Pendidikan*, diterjemahkan dari "Psychology of Education" oleh Wahyu Indianti, (Jakarta: Erlangga, 2008), p. 422-423.

stimulus-response theory, conditioning theory and reinforcement theory.²⁶

- a) Stimulus response theory
- b) Conditioning Theory
- c) Reinforcement theory

So based on the explanation of behavioristic theory above researcher gives the conclusion that in teaching learning process, the teacher must able to give the students many stimulus so that the students are able to give response. In which the Behavioral theory have some assumption, they are: the effect of environment, focus on behavior that can be researched, learning is changed with behavior and the last is the similar principle of learning in all species.

b. The Relation of Behavioristic Theory and Watching Film Strategy to Students' Vocabulary Mastery

The relation of behavioristic theory and watching film strategy to students' vocabulary mastery in which Behavioristic theory is one assumption that behavior and the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. So, behavioral theory is said with stimulus response theory.

Watching film strategy is an approach on the students learning with learning strategies. By watching film strategy a teacher teach students the cognitive skills with make learning experience, with behavior modeling and then to help students to grow these skills base on their effort with giving spirit, support and so on. Next, watching film strategy is a strategy for influencing vocabulary mastery with using media.

²⁶Abuddin Nata, *Ibid.*,p.175-176.

IV. CONCLUSION

Based on the result of data analysis that has described in the previous chapter, the writer gave the conclusion that studying vocabulary by watching film at SMK Negeri 1 Padangsidempuan has a significant. It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 86.66 is better than 83.25 While, result of t-test was gotten $t_{\text{count}} = 1.69$ and $t_{\text{table}} = 1.667$, cause $t_{\text{count}} > t_{\text{table}}$ ($1.69 > 1.667$) with each the sample are 36 and $dk = (n_1 + n_2 - 2) = 70$ with significant level $\alpha = 5 \%$. So, it means hypothesis is accepted. In other words, there is a significant effect of watching film to students' vocabulary mastery at grade XI SMK Negeri 1 Padangsidempuan.

The researcher proved the theory of behavioristic that the learning result is based on stimulus and respond; it is proved that students' vocabulary mastery of SMK Negeri 1 Padangsidempuan by using Watching Film is influenced.

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