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Brawijaya Universita Supervisor, Dra. Sri Endah Tabiati, M.Ed. for invaluable guidance, advice, ersita	
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Universitas Brawijaya Universitas PCHAPTER Tiversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita INTRODUCTION rsitas Brawijaya Universitas Brawijaya Universita study, problems of the study, objectives of the study, hypotheses of the study andersitas Brawijaya definition of key terms. ITAS BRAW **Universitas Brawijaya** Universitas 1.1 **Background of the Study** In learning English, there are four skills namely reading, speaking, ersitas Brawijaya listening, and writing. In addition, there are also language components namely rsitas Brawijaya vocabulary, structure, and pronunciation. Vocabulary is an important part in ersitas Brawijaya learning English because it is the key to understand what the students hear and Universita read in school, and to be able to communicate successfully with other people. Iniversitas Brawijaya In learning English the students often have difficulties. The difficulties happen not only at elementary schools or junior high schools, but also at senior ersitas Brawijaya University high schools because the process of learning English as a foreign language is as Universita complex as how children learn language for the first time. Every school in ersitas Brawijaya Universita Indonesia has to give the best service to students by providing professional professional Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita many fields especially in English rawijaya Universitas Brawijaya University schools. Based on the curriculum 1994-2014, English is taught at elementary ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University schools as a local content subject. The subject begins in the fourth grade untilersities Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sixth grade. Teaching English in elementary schools aims to develop the skills of Universitas Brawijaya
Brawijaya	University reading, writing, speaking and listening in order that the students are able toersitys Brawijaya
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Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravin an English lesson, students are expected to master sufficient vocabularyersitas Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava
Brawijaya	Universitas Brawijaya to support their English skill. Knowing sufficient vocabulary will help them in
Brawijaya	University their learning process to get maximum result. However, the main problem facedersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita by many students is that they have difficulties in acquiring new vocabulary whichersitas Brawijaya
Brawijaya	University influence their English skill. It is necessary for teachers to find new teaching Brawijaya
Brawijaya	University and a liversity brawijaya
Brawijaya	Universi media to overcome the problems and to motivate the students. Some teachers use arsitas Brawijaya
Brawijaya	Universit games, pictures, songs, real objects and cartoons as their teaching media iversitas Brawijaya
Brawijaya	Offiversity 1 The state of a wijaya
Brawijaya	Universit enhance the students' creativity in the learning process. niversitas Brawijaya
Brawijaya	Universita One of the alternative media in improving limited vocabulary is Brawijaya
Brawijaya	oniversitas brawijaya
Brawijaya	Universita vocabulary video. The writer uses vocabulary video that has been taken from ersitas Brawijaya
Brawijaya	Universitas youtube. The writer chooses vocabulary video based on the topic that has been ersitas Brawijaya
Brawijaya	Universitas Bi
Brawijaya	Universita teaching fourth grade students of SDN Sugiwaras, Candi, Sidoarjo. The tittle ofersitas Brawijaya
Brawijaya	Universitas Brawijaya video are Fun farm animal song, learn drink and food, learn adjective emotion,
Brawijaya	Universitas Brawija Wijaya Universitas Brawijaya
Brawijaya	Universita what are you wearing today, learn the weather and season song. They are alreadyersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawlin this study, the writer wants to find out the benefit of using videoersitas Brawling and Discourse Brawling and Discourse Brawling and Discourse Brawling and Discourse Brawline Brawl
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravThe writer is interested in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the fourth grade in studying how the students in the stu
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay SDN Sugiwaras Candi, Sidoarjo learn new vocabulary. The writer chooses this Universitas Brawijay
Brawijaya	SDN Sugiwaras Candi, Sidoarjo learn new vocabulary. The writer chooses this Universitas Brawijay
Brawijaya	Universita elementary school as the research location because SDN Sugiwaras got manyersitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay achievements in national level and English is offered as a local content subject in Universitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawlia study is expected to be useful for teachers to know the mastery of which is study is expected to be useful for teachers to know the mastery of the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for teachers to know the mastery of the study is expected to be useful for the study is
Brawijaya	Universita English vocabulary of the fourth grade students of the SDN Sugiwaras, Candi, ersitas Brawijay
Brawijaya	Universitas Br
Brawijaya	Universita Sidoarjo in Academic Year of 2013/2014 before and after being taught by using ersitas Brawijay
Brawijaya	Universitate vocabulary video that consist of words, pictures and sounds. Furthermore the provided Brawijay
Brawijaya	Universit as Brawijay
Brawijaya	Silversit 2 Inversitus Brawnjay
Brawijaya	University vocabulary acquisition easily and enjoyably.
Brawijaya	Universit hiversitas Brawijay
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Brawijaya	Universita 1.2 Problems of the Study Universitas Brawijay
Brawijaya	Universitas Universitas Brawijay Universitas Based on the background of the study above, the problems can be stated as a Brawijay
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Brawijaya	Universitas Brawijay students of the SDN Sugiwaras, Candi Sidoarjo, Academic year of Universitas Brawijay Universitas Brawijay
Brawijaya	Universitas Braw 2013/2014 before being taught by using vocabulary video?vijaya Universitas Brawijay
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Brawijaya	Universitas Brawijaya 2. How is the Mastery of English vocabulary acquisition of the fourth grade Universitas Brawijaya
Brawijaya	Universitas Bray students lof the SDN Sugiwaras, Candi, Sidoarjo, BAcademica year of ersitas Brawijay
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary acquisition of the fourth grade students of the SDN Sugi	Universitas Brawijaya
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Brawijaya	Universitas Braw Candi, Sidoarjo, Academic year of 2013/2014 before and after	_
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Brawijaya	Universitas brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayFrom the problems of the study, the writer determines the purpose	
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universita research as follows:	Universitas Brawijaya
Brawijaya	Universita 1. to know the mastery of English vocabulary of the fourth grade students.	ents of ersitas Brawijaya
Brawijaya	University	1 Inversitas brawilaya
Brawijaya	Universi the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014	
Brawijaya	being taught by using vocabulary video;	hiversitas Brawijaya
Brawijaya	Universit to know the mestery of English vessbylery of the fourth grade stud	hiversitas Brawijaya
Brawijaya	Universit 2. to know the mastery of English vocabulary of the fourth grade students	
Brawijaya	Universita the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014	4 after ersitas Brawijaya
Brawijaya	Universitas (D) SZIII G	universitas Brawijaya
Brawijaya	Universitas being taught by using vocabulary video;	Universitas Brawijaya
Brawijaya	Universita 3. to know the difference between the mastery of English vocabulary	of the Brawijaya
Brawijaya	Ulliveisitas Dia	Ulliversitas Diawijaya
Brawijaya	Universitas Bra fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo in Aca	
Brawijaya	Universitas Brawyear of 2013/2014 before and after being taught by using vocabulary	video. Brawijaya
Brawijaya	Universitas Brawija	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya 1.4 Hypotheses of The Study Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas BrayBased on the problems of the study above, the writer uses alter	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya hypothesis (Ha) which can be formulated as follows: Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Universitas Brawijaya Universitas BravThe Mastery of English vocabulary acquisition of the fourth grade students ersitas Brawijaya of the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 increased Brawijaya Universita after being taught by using vocabulary video Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universita vocabulary of the fourth grade students of SDN Sugiwaras, Candi, Sidoarjo, ersitas Brawijaya Academic year of 2013/2014 before and after being taught by video vocabulary. BRAM **Universitas Brawijaya Definition of Key Terms** Universitas 1.5 The definition of key terms, is necessary to clarify the terms used briefly Universit in order to avoid different interpretations. They can be mentioned as follows: hiversitas Brawijaya vocabulary mastery is the knowledge in vocabulary understanding the meaning of the words used based on the score of pre-ersitas Brawijaya test and post-test of English vocabulary test. The vocabulary video is a video made by Busybeavers consisting of ersitas Brawijaya Universita 2 pictures, words and sounds as teaching media. The students in this study are the students who are studying in the fourthersitas Brawijaya Universitas B grade of SDN Sugiwaras, Candi, Sidoarjo, Academic Year 2013/2014 Iniversitas Brawijaya **Universitas Brawi** Universita 4. Bray SDN 1 Sugiwaras is an elementary located in Sugiwaras, Candi Sidoarjo, ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravChapter two discusses the characteristic of young learner, teaching I	
Brawijaya	Universitas Brawijaya universitas Brawijaya universitas Brawijaya	bulary, Brawijaya
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Brawijaya	University yocabulary video, the media of teaching vocabulary, and previous studies.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya rawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw' Universitas 2.17 Characteristic of Young Learner	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Universita English is very important for Indonesian students, especially for	Universitas Brawijaya
Brawijaya		
Brawijaya	Universi learners because by learning the second language from the earliest ag	ge, theersitas Brawijaya
Brawijaya	Universit	I hiversitas Brawijava
Brawijaya	Universital language will be more easily acquired. According to Chomsky (1976, p. 56)	
Brawijaya	Universit human being is biologically endowed with a language faculty, the language	Lhiversitas Brawijaya
Brawijaya	Silversit.	Till voi Situs Brawijaya
Brawijaya	University acquisition device which is responsible for the initial state of lar	nguageersitas Brawijaya
Brawijaya	Universita development". In brief, the writer may infer that it is in its best state	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita human beings are in the early years which are between 1-12 years old.	Universitas Brawijaya
Brawijaya	Universitas BN // // // // // // // // // // // // //	Universitas Brawijaya
Brawijaya	Universitas Bra Young learners will learn best if the people involved in the teaching learners will learn best if the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the teaching learners will be the people involved in the p	earningersitas Brawijaya
Brawijaya	University process facilitate the learning and take into account the way they learn into the to	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universita practices. Piaget (1973, p. 36). suggested that children developed through s	pecificersitas Brawijaya
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Brawijaya	Universita 1.BravSensor-motor stage (from 0 - 2 years) in which children seemed to	o learnersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawling physical interaction with the world around them.	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawij	
Brawijaya	Universita 2.BravPre-operational stage (from 2 - 7 years) when children need co	oncreteersitas Brawij	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawij	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija	aya
Brawijaya	Universita 3.BravConcrete operational stage (from 7 - 11 years) in which children be		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya conceptualize and do some abstract problem solving, though the Universitas Brawijaya	Universitas Brawij	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	^y Universitas Brawij	aya
Brawijaya	Universitas Brawleam best by doing.	Universitas Brawij	aya
Brawijaya	Universitas Brawijaya	Universitas Brawij	aya
Brawijaya	Universitas Brawla and operational stage (from 11-15) in which children are able	Universitas Brawij	aya
Brawijaya	Universitas Bravabstract thinking. ASB vijaya	Universitas Brawij	
Brawijaya	Universitas Br	Universitas Brawija	aya
Brawijaya	Universitas Young learners can be included into those aged 7-11 years or	withinersitas Brawij	aya
Brawijaya	University concrete operational stage, where they learn best from concrete things a	Universitas Brawij	aya
Brawijaya	University	1 Inversitas Brawii	ava
Brawijaya	Universi them. Piaget believed that children went through the stages above and that	at theyersitas Brawij	aya
Brawijaya	Universit could only move onto the next stage when they had completed the stage	before Brawij	aya
Brawijaya	Universit	hiversitas Brawij	aya
Brawijaya	Universit and were ready to do so (Piaget 1973, p. 36).	niversitas Brawij	aya
Brawijaya	Universita A young learner is mentally and physically different from an adultative state.	լ Jaiversitas Brawij	aya
Brawijaya	Universita:	Universitas Brawij	aya
Brawijaya	Universita elementary school students enjoy studying languages through loads of cl	heerfulersitas Brawij	aya
Brawijaya	Universitas activities in the bright and colorful room. While adults are expected to u	Universitas Brawij	aya
Brawijaya	Universitas B.	Universitas Brawija	aya
Brawijaya	Universita abstract notion since they can think rationally.	Universitas Brawij	aya
Brawijaya	Universitas Brav According to Harmer (2001, p.38) some general characteristics of cl	Universitas Brawij	aya
Brawijaya	Universitas Brawija	Universitas Brawija	aya
Brawijaya	Universita are: (a) they respond to meaning even if they do not understand the wor	ds,r(b)ersitas Brawij	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawij	aya
Brawijaya	Universities Brawijaya Universities Brawijaya they often learn more indirectly than directly, (c) their understanding comuniversities Brawijaya	Universitas Brawij	aya
Brawijaya	Universita just from the explanation, but also from what they see hear and hear (d		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawij	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya generally display an enthusiasm for learning and curiosity about the world a Universitas Brawijaya	around Universitas Brawij	aya
Brawijaya	University them, (e) they need for individual attention and approval from their teach		
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Universitas Brawijaya Universita they respond well to learning that use themselves and their own lives as main rsitas Brawijaya Universitas Brawijaya Universita extremely engaged niversitas Brawijaya Universitas Brawijaya Universita school students can study English well when they feel attracted in the learning ersitas Brawijaya Teaching English to Young Learners **Universitas Brawijaya** Universita^{2,2} Teaching English to young learners as a local content has a goal that the ersitas Brawijaya students are expected to have skills of the language in simple English emphazedersitas Brawijaya on listening, writing, reading and speaking skill using selected topics related to their environmental needs. Related to the objective above, the material for the arsitas Brawijaya Universita fourth grade have topics that they often face in their life. The topics include ersitas Brawijaya University objects inside their class and objects around the school. So, it is easier for them to ersitas Brawijava Universitas understand and absorb the words taught. Universitas Bra To help the learners in learning foreign language Slaterry and Willisersitas Brawijaya Universitas (2003, p. 4) suggest some ways to teach them, namely: (a) to make learning Universita English enjoyable and fun, (b) to not worry to make mistake, to encourage; toersitas Brawijaya Universitas Brawijaya Universitas Brawijaya make sure children feel comfortable and not afraid to take part, (c) to use a lot of Universitas Brawijaya Universitas Brawijaya Universita gestures, action, pictures to demonstrate (d) to talk a lot to them to use English, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya especially about things they can see, (e) to play game, sing a song, and say rhymes Universitas Brawijaya Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita and chants together, (f) to tell simple stories in English, using pictures and	actingersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravFrom the explanation above, the writer concludes that in te	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary to the fourth grade student, teacher should know the character Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas brawlaya to the fourth grade student, teacher should know the character	Universitas Brawijaya
Brawijaya	Universita young learners and make lesson plans with varied activities. Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 2.3 rav General Concept of Vocabulary	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universitas In everyday situation, people say something, express feelings and te	
Brawijaya	University they want to say. All the things need the words, and these words are	called ersitas Brawijaya
Brawijaya	University vocabulary.	niversitas Brawijaya
Brawijaya	Silversi	niversitas Brawijaya
Brawijaya	Universit Vocabulary plays an important role in improving English sk	ills. Itersitas Brawijaya
Brawijaya Brawijaya	Universit becomes one aspect for improving communication skill. Without having of	niversitas Brawijaya
Brawijaya		
Brawijaya	Universita vocabulary, communication will end up in unpleasant situation and ma	Universitas Brawijaya
Brawijaya	University students difficult to continue in making their sentences or ideas. Therefore	
Brawijaya	Universita highly essential for English teacher to help their students in mastering vocal	
Brawijaya	Universitas BM	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universita 2.3.1 Definition of Vocabulary jaya	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universitas BrawVocabulary is an important part in learning English because v	
Brawijaya	Universitas Brawijaya Universitas Brawijaya sufficient vocabulary, students cannot communicate effectively or expres Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	"Universitas Brawijaya
Brawijaya	Universita ideas in both oral and written forms. Keraf (2008) defines vocabulary as a	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya words which means distributing communication with other people. Hornby Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita defines it as all words known to a person or used in a particular book. aya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravBased on the definition above, the writer concludes that the more le	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya acquire sufficient vocabulary, the easier for them to develop their English	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University They can express their ideas, opinion, and feeling cohesively. Thus, the	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya construct readable written texts. So, the teaching learning process of I	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita vocabulary is successfully done. ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita 2.3.2 Types of Vocabulary	Universitas Brawijaya
Brawijaya	Universi	niversitas Brawijaya
Brawijaya	Universi Universi Universi Donoghue (1990) cited by Risdiana (1997, p.3) states that there a	hiversitas Brawijaya
Brawijaya		
Brawijaya	Universit categories of vocabulary namely:	hiversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universita 1. Listening Vocabulary	niversitas Brawijaya
Brawijaya	Universitat	Universitas Brawijaya
Brawijaya	Universitas L Listening vocabulary refers to all the words that children recogni	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita understand when they hear them in oral context. It is the first vocabu	
Brawijaya	Universitas Bra Aya	Universitas Brawijaya
Brawijaya	University develop during the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition stage and is also the one that continued the language acquisition is also the language acquisition acquis	
Brawijaya	Universita grow most rapidly during Elementary school years.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitae Brawijaya Universitae Brawijaya Universitae Brawijaya	Universitas Rrawijava

Provillava	Universitas Proviigus Universitas Proviigus Universitas Proviigus	Universites Proviieve
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravSpeaking vocabulary includes all the words that children use in ev	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya speech. This vocabulary forms the basis for development of the reading Universitation of the reading Universitation of the Indiversitation o	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Writing vocabularyniversitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Reading Vocabulary	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw Reading vocabulary consists of all the words that children recognit	ize and Universitas Brawijaya
Brawijaya	University understand in writing. The students' vocabulary mastery is generally limited	d Whenersitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	University they enter schools. By the time they reach reading maturity in the upper	grades, ersitas Brawijaya
Brawijaya	University their reading vocabulary overtakes and surpasses their oral vocabulary. The	Universitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universi students read, the larger their reading vocabulary.	niversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit 4. Writing Vocabulary	hiversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universita Writing vocabulary is the last to develop and includes only the work.	ds that Universitas Brawijaya
Brawijaya	Universita children can use in compositions. It is closely tied to spelling instruction.	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitae 2.3.3 Kinds of English Vocabulary	Universitas Brawijaya
Brawijaya	Ulliversitas Die V	Universitas Brawijaya
Brawijaya	Universitas BraTeaching vocabulary is important in language acquisition. Vocabulary	is oneersitas Brawijaya
Brawijaya	Universitas Bray element that links the four skills of listening, speaking, reading, and write	
Brawijaya	Universitas Brawija	Universitas Brawijaya
Brawijaya	Universita together. One of the requirements to communicate well in a foreign/lan	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Br According Celci-Murcia (2000, p.76) there are two kinds of voca	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Branductive versus Receptive Vocabulary Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Br Productive vocabulary is the lexical terms which the students can remember ersitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and use appropriately in speaking and writing. Receptive vocabulary in the lexical Universitas Brawijaya
Brawijaya	Universita items which the students are familiar and understand when they meet receptive rsitas Brawijaya
Brawijaya	•
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bra Productive vocabulary is used in speaking and writing, the stage of rsitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita an opportunity to try to use the vocabulary in context. Different from productive rsitas Brawijaya
Brawijaya	Universitas Br
Brawijaya	Universita vocabulary, receptive vocabulary is only presented until the students know the rsitas Brawijaya
Brawijaya	Universitate meaning to understand the context of reading or listening. Vniversitate Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universi 2. Content Words versus Function Words liversitas Brawijaya
Brawijaya	Universit Content words and function words are useful to analyze vocabulary. Content words and function words are useful to analyze vocabulary.
Brawijaya	Offiversity inversity of the first of the fi
Brawijaya	Universit. Content words are words that have a culturally shared meaning in labeling anersitas Brawijaya
Brawijaya	Universita object or action. Content words are absolutely necessary to convey an idea to Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita someone else. For example: nouns, verbs, adjectives, and some adverbs. Universitas Brawijaya
Brawijaya	Universitas Function words are words that have little lexical meaning or have stars Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita ambiguous meaning, but instead serve to express grammatical relationships withersitas Brawijaya
Brawijaya	Universitas Brawijaya other words within a sentence, or specify the attitude or mood of the speaker. For
Brawijaya	Universitas Brawija Wijaya Universitas Brawijaya
Brawijaya	Universita example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs ersitas Brawijaya
Brawijaya	Universitas Brawijaya Function words should be taught as part of grammar and content words as part of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 2.3.4avVocabulary Development awijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Duguellava	Universities Presultano Universities Presultano Universities Presultano	Hairarditas Drawillava
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BraySeven kinds of principles of vocabulary development are describ	bedr by ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya, Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitad BrayBuilding experiential background: ya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bra The most effective step to build vocabulary is to provide students	with versitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University of rich experiences, for examples, taking children to a supermarke	^x Universitas Brawijaya
Brawijaya	Universita museum etc.	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universitas Brawijava	Universitas Brawijaya
Brawijaya	University 2. Relating vocabulary to background	Universitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universi	
Brawijaya	Universit had. Students were asked to respond to new words that required some	sort of Santas Brawijaya
Brawijaya	Oniversity	hiversitas Brawijaya
Brawijaya	University personal observation.	niversitas Brawijaya
Brawijaya	Universita	Iniversitas Brawijaya
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas Building relationship	Universitas Brawijaya
Brawijaya	Universitas Bl	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas Braw Building relationship words is used to explain how new words are	related Universitas Brawijaya
Brawijaya	Universita to each other. For example, students are about to read a selection	aboutersitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universita autobiographies and biographies that include the unfamiliar	wordsersitas Brawijaya
Brawijaya	accomplishment, obstacles and nonfiction along with autobiograph	y Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University biography. Instead of simply presenting them separately, demonstrate hor	w theyersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava	Universitas Brawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	wiiava
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universita 4 Brav Developing depth of meaning vijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awijaya
Brawijaya	Universitas Brawijaya	awijaya
Brawijaya		
Brawijaya	University simulation, Definition, however, may provide only as superficial level of ersitas Bra	awijaya
Brawijaya	Universities Braken While simulation is the thoughtful level of knowledge. Universities Braken While simulation is the thoughtful level of knowledge.	awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Bra	awijaya
Brawijaya	Universitas Brawijaya Universitas Bra	awijaya
Brawijaya	Universitas Brawijaya Universitas Bra	awijaya
Brawijaya	Universitas Brawi	awijaya
Brawijaya	Universitas Br Teachers can promote vocabulary learning by exposing their students toersitas Bra	awijaya
Brawijaya	Universitas Bra	awijaya
Brawijaya	Universitas new words in a range of meaningful contexts and by setting purposeful tasks that inversitas Bra	awijaya
Brawijaya	Universi require the students to use the words many times. Gunning (1992, p.163) suggests ersitas Bra	awijaya
Brawijaya	Historia Duranti San Caratta Duranti San Caratta Duranti San Caratta Duranti San Caratta S	
Brawijaya	Universit Univer	awijaya
Brawijaya	Universit different context so that students experience their shade of meaning.	
Brawijaya	Universita niversitas Bra	awijaya
Brawijaya	Universitas Bra	
Brawijaya	Universitas Creating an interest in words Universitas Universitas Universitas	
Brawijaya	University of the Control of the Con	!!
Brawijaya	Universities Creating an interest in words, Word Wizard is an example of a competition Brackets	awiiava
Brawijaya	Universita to create an interest for words in students. Students get points when they note an ersitas Bra	
Brawijaya	Universitas Bra	
Brawijaya	Universitas example of a taught word outside of class and report it to the group. Whoever has	awiiava
Brawijaya	University the most points becomes the Word Wizard for the week. Children occasionally exits Bra	
Brawijaya	Universitas Brawijay Universitas Bra	
Brawijaya	University cause a minor description, for example, at an assembly when a speaker uses one ersity Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas BrayStudents have to learn thousands of words, so teachers also have to	showersitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya them how to use the tools of vocabulary acquisition: (1) context clud Universitas Brawijaya	es, (2) Universitas	Brawijaya
Brawijaya	Universita morphemic analysis and (3) dictionary skills. Context clues refers to wo		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya phrases, stated or implied, in a sentence, a paragraph or a passage that	Universitas	Brawijaya
Brawijaya			
Brawijaya	Universities students to understand new and difficult vocabulary. Morphemic analysis re		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya			
Brawijaya	Universitä suffix. Dictionary skills refer to skills of looking up words, obtaining appro		
Brawijaya Brawijaya	Universitas Br Universita definition and deriving the correct pronunciation.	Universitas Universitas	
Brawijaya	Universita	Universitas	
Brawijaya	Universi 2.3.5 The Importance of Vocabulary		Brawijaya
Brawijaya	Universi 2.3.3 The importance of vocabulary		Brawijaya
Brawijaya	Universi The students will be able to express their ideas precisely, if they	have aersitas	Brawijaya
Brawijaya	Universit good stock of vocabulary. They will be also able to comprehend the r	1 1	
Brawijaya	Universit	I Iniversitas	Brawijava
Brawijaya	Universita material, give response, understand other's speech, speak fluently and write	e aboutersitas	Brawijaya
Brawijaya	Universita a specific topic if they count with the appropriate words. On the other has	nd, theersitas	Brawijaya
Brawijaya	Universitas	Universitas	Brawijaya
Brawijaya	University students will not be able to participate in conversations, express ideas, and	ask for ersitas	Brawijaya
Brawijaya	Universita information, if they do not recognize the semantic and pragmatic aspects	of the ersitas	Brawijaya
Brawijaya	Universitas Brau aya	Universitas	Brawijaya
Brawijaya	Universitas words.	Universitas	
Brawijaya	Universitas Brawija wijaya	Universitas	
Brawijaya	Universitas BrayWallace (1982) argues that vocabulary is one of the important p		
Brawijaya	Universities Brawing because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because if people speak a language, they need several words to conversities because it is not conversities because	convey	Brawijaya
Brawijaya	Universita ideas. So people can understand what we mean. He also mentions two		
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Brawijaya	Universitaa BrawLanguage exists in two forms, they are spoken and written. Both of	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 2.BravVocabulary is one of the importance of the language components.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravTherefore, vocabulary is needed for production in learning English	shUasiaersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas brawing age rather than for recognition. Separating and the second	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universita 2.4 ray Teaching Vocabulary ASB vijaya	Universitas Brawijaya
Brawijaya	Universitas Br Universitas Teaching vocabulary has an important role in teaching English as a	Universitas Brawijaya foreign
Brawijaya		
Brawijaya	University language. (Thornbury, 2004) To be able to teach as effectively as possible	
Brawijaya	Universi Universi important to know, how words are remembered and stored in students' mir	Miversitas Brawijaya
Brawijaya		
Brawijaya	Universit how long term memory is organized.	niversitas Brawijaya
Brawijaya	Universit Universit Universit	hiversitas Brawijaya
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Brawijaya	Université keep in mind. The list below is based on the work of Cynthia and Jo	
Brawijaya	Universital (2004):	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas L 1. Encouraging wide reading	Universitas Brawijaya
Brawijaya	Universitas Bit	Universitas Brawijaya
Brawijaya	Universitas Bra Wide reading is the effective way to help students acquire vocabular	Universitas Brawijaya
Brawijaya	Universitas BrawWide reading is the effective way to help students acquire vocabular	
Brawijaya	Universities students will acquire vocabulary through incidental learning, as they read of	
Brawijaya	Universitas Brawijay. Universita own. Wide reading should include texts with varied levels of difficulty. S	Universitas Brawijaya
Brawijaya		
Brawijaya	reading at or below their current levels will not dramatically increas	e their
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita yocabulary. When students read texts that consist primarily of unknown	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita they usually become frustrated. To help them get the most out of inci	identalersitas	Brawijaya
Brawijaya		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning, they should read some books for fun. Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bray Most of the words acquired through incidental reading are learned the	¹ rough ersitas	Brawijaya
Brawijaya	University context. Students learn from context by making connections between th	eUniversitas	Brawijaya
Brawijaya	Universitas Brawijaya Prawijaya	Universitas	Brawijaya
Brawijaya	Universitas word and the text in which it appears. They also learn vocabulary the		
Brawijaya	Universities Brated exposures, gaining more comprehension of the words' meaning	Universitas gs and	Brawijaya
Brawijaya	Universitas	Universitas	Brawijaya
Brawijaya	Universital functions by seeing them several times in different contexts.	Universitas	
Brawijaya	Universi		Brawijaya
Brawijaya	Universi 3. Using Prefixes, Suffixes, and Roots		Brawijaya
Brawijaya	Universit	/ !!	Brawijaya
Brawijaya	Universit The fourth grade in elementary schools is a good time to start le Universit	arningersitas	
Brawijaya Brawijaya	how to figure out the meanings of words by using prefixes and suffixes, and	roots.	
Brawijaya	Universita Prefixes and suffixes can help students learn, remember words, and read the		
Brawijaya	Universitas For example, science texts often include words that use the same pro-	Universitas	Brawijaya
Brawijaya	Universitas I	Universitas	Brawijaya
Brawijaya	University repeatedly, such as bio-in bio-sphere, biology, biodegradable, biolumines	cence, ersitas	Brawijaya
Brawijaya	universitas Braand biochemical. Knowing that "bio" means life can help students recognize	Universitas e these	Brawijaya
Brawijaya	and biochemical. Knowing that "bio" means life can help students recognized Universitas Braw		
Brawijaya	Universita words in context and also improve their comprehension about these words.		
Brawijaya	Universitas Brawijaya	Universitas	
Brawijaya	Universitas Bravilaya Graphic Organizers — Universitas Brawijaya	Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya Brawijaya	University words they are acquiring and will help them solidify the knowledge they		
Brawijaya			
Brawijaya	Universitä gained. Graphic organizers can be used to develop students' understandin	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita particular concept or group of thematically related words. For exam	pleninersitas Brawijaya
Brawijaya	Universitas Brawijaya	icestor, Universitas Brawijaya
	Universita carnivore, gigantic, extinct, and ferocious. Then, begin instruction by hav	ring theersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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		Universitas Brawijaya
	Universitas Brawijaya	Universitas Brawijaya
	Universitas Bray Reading aloud can be a good strategy to use with students wh	
Brawijaya	Universitas Bridger vocabulary, even advanced and older students will enjoy the activity	Universitas Brawijaya
Diawijaya	Universitas	Olliversitas brawijaya
	Universita Universita Universita Discussion can greatly enhance any vocabulary instruction. Studen	Universitas Brawijaya
	Universi a little vocabulary acquisition benefit from the knowledge contributed by	
	Universit Universit Classmates, and misunderstandings of word. In addition, as students wait	Thiversitas Brawijaya
Brawijaya	University called on, they often practice responses silently. Discussions can be more	
Brawijaya	Universita having students act out or pantomime words or engage in debates about	Universitas Brawijaya
Brawijaya		John Versitas Brawijaya
	Universita meanings.	Universitas Brawijaya
3 - 3	Universitas I. V. Livi V. G. 14-14	Universitas Brawijaya
	Universities B. In addition, according to Good and Brophy (2008) in Good et al.	
Brawijaya	Universitas Bra teachers of EFL at elementary schools should be able to select the fol Universitas Braw	Universitas Brawijaya
	Universitas general aspects of effective teaching namely: Universitas Brawijay awijaya	Universitas Brawijaya Universitas Brawijaya
	Universita 1. Appropriate expectations. Teachers need to form accurate and appr Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	expectations for student learning. Expectations that are too high or too low	lessen ereitae Brawijaya
	University student achievement. In addition to stating appropriate expectations for	
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita performance, teachers must work to help students over time to exceed 1	presentersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya expectations and help students realize the growth they have made.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 2. Supportive classrooms. Students learn best in classrooms where academ	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya social goals are clear and where caring communities are afforded. Support	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Puniversitas Brawijaya
Brawijaya	Universita classrooms make students take intellectual risks. In supportive classrooms f	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitä 3. Opportunity to learn. Classroom learning is best when most available	
Brawijaya Brawijaya	Universitas Br Universita used for academic work in which students are highly engaged. Students of	Universitas Brawijaya
Brawijaya	A CONTRACT OF THE CONTRACT OF	
Brawijaya	University learn material that they do not study or practice. Although this point University	seems Brawijaya
Brawijaya	Universi obvious, in too many classrooms students do not get to read original docu	iments, ersitas Brawijaya
Brawijaya		
Brawijaya	Universit to explain their answers, to challenge the thinking of teachers and peers	and so liversitas Brawijaya
Brawijaya	University forth. What students are assigned to learn and their degree of involvement is	
Brawijaya	Universita are the strongest known predictors of student achievement.	Iniversitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita 4. Curriculum alignment. Content is aligned to create a visible and cohere	nt planersitas Brawijaya
Brawijaya	Universita for achieving curriculum goals. Teachers carefully differentiate between mo	Universitas Brawijaya
Brawijaya	Universitas Bl	Universitas Brawijaya
Brawijaya	Universita less important content.	Universitas Brawijaya
Brawijaya	Universita 5. Coherent content. Content is organized and explained in sufficient de	Universitas Brawijaya
Brawijaya	Universitas Brawija (wijaya	Universitas Brawijaya
Brawijaya	University allow student to learn meaningfully.	Universitas Brawijaya
Brawijaya	6. <i>Thoughtful discourse</i> . Questions are planned and allowed that involve standards.	universitas Brawijaya tudents
Brawijaya		
Brawijaya Brawijaya	Universita in sustained discussion and exploration of key ideas. Thoughtful discourse	
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya for various opinions to be raised and to explore alternative explanation universitas Brawijaya	ons for Provide Brawiigue
Brawijaya Brawijaya	University historical and contemporary events. Thoughtful discussion goes beyond de	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita what "is" to explaining why, addressing issues of value, and considering future as Itas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** implications. Universitas Brawijaya Universitas Brawijaya Universita 7. Scaffolding students' ideas and task involvement. The teacher actively supports Ital Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya student learning activities and strives to help students understand concepts more Universitas Brawijaya University fully. Just as teacher scaffolding can help students to achive learning goals at a state Brawijaya higher level. Good scaffolding can help students to move from the present to the Universita future Universita 8. Practice/application. Students need ample opportunity to apply and practice ersitas Brawijaya new learning. Distributed practice with concepts in diverse contexts enhances long ersitas Brawijaya term retention of learning. Critics of current teaching methods often scorn the factorisitas Brawijaya that teaching in schools, at best, prepares students for acts of "near transfer." That ersitas Brawijaya is, students can use extant knowledge to solve problems that are similar to whatersitas Brawijaya they have studied. Universita 9. Goal-oriented assessments. Test, quizzes, and papers need to focus on ersitas Brawijaya important curriculum goals. Such assessments help students to focus upon sita important content and allow them to practice applying important information ersitas Brawijaya Universitas Oddly, teachers sometimes believe that preparing students for the test is unfair or University wrong. Students need to know that their daily activities are important and that ersit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya they serve as advance organizers for showing what knowledge teachers think is Universitas Brawijaya Universitas Brawijaya Universita important and how students can best display that knowledge. Brawijaya Universitas Brawijaya Vijava Universitas Brawijava Universitas Brawijava Universitas Brawijava In brief, there are several techniques and strategies for teaching vocabulary Universita to keep in mind. The teacher should know their students characteristic to use rsitas Brawijava Universitas Brawijaya Universitas Brawijaya

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Brawijaya	University techniques and strategies which work best to help them improve their vocabulary sites	Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universitas BravVocabulary video is broadcasting visual images of vocabulary consisting ersitas	
Brawijaya	Universitas Brawijay Universitas Of the words nictures and sounds. The writer uses vocabulary video that has been	Brawijaya
Brawijaya	University of the words, pictures and sounds. The writer uses vocabulary video that has been exists	
Brawijaya	Universitas taken from youtube. The writer chooses vocabulary video based on the topic that	Brawijaya
Brawijaya	Universitas Universitas has been teaching fourth grade students of SDN Sugiwaras, Candi, Sidoarjo. The resitas	Brawijaya
Brawijaya Brawijaya		
Brawijaya	title of video are Fun farm animal song, learn drink and food, learn adjective	Brawijaya
Brawijaya	University emotion, what are you wearing today, learn the weather and season song. They are are a season song.	
Brawijaya	Universit	Brawijaya
Brawijaya	aiready published on voullibe	Brawijaya
Brawijaya		Brawijaya
Brawijaya	Universitation (Iniversitation of Iniversitation	
Brawijaya	Universitas Media of Teaching Vocabulary Universitas Universitas	
Brawijaya	Universitas Media in a process of teaching are not new for teachers. Most of the rsitas	Brawijaya
Brawijaya	Universitas teachers use media to help them give particular information to the students. For Universitas	Brawijaya
Brawijaya	Universitas Bra Universitas	Brawijaya
Brawijaya	University the teachers of elementary school, the using of media is very important in learning arsitas	Brawijaya
Brawijaya	Universitas Brawija Universitas Brawijaya Universitas Universitas Brawijaya Universitas	
Brawijaya		
Brawijaya	Universitas Bradedia come from the word medium. According to Hamalik (1982) in the risitas	
Brawijaya	Universitas Brawijaya	Brawijaya
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Brawijaya Brawijaya	Universitae Brawijaya Universitae Brawijaya Universitae Brawijaya Universitae Brawijaya Universitae	Brawijaya Brawijaya
Brawijaya	teaching and learning process at school	Brawijaya
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Brawijaya	Universitas Br In this study, the writer uses video vocabulary as medium of teaching rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya English vocabulary. In teaching vocabulary, teachers should not teach them Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita separately, word by word. It will make the students know the meaning of the rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya words only and they still find difficulties in applying the word into sentences or Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Teachers should try to teach as clearly as possible about the meaning of the words ersitas Brawijaya
Brawijaya	Universitas Br Universitas by showing pictures, illustrating, or giving the similar meaning with their nativeersitas Brawijaya
Brawijaya	
Brawijaya	Universita languages as media. Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universi Universi 2.6.1 Kinds of Instructional Media Diversitas Brawijaya
Brawijaya Brawijaya	Universit Universit There are some visual teaching media that attract students in learning ersitas Brawijaya
Brawijaya	A VOCE WAY A REAL PROPERTY AND A REAL PROPERTY
Brawijaya	Lieuweite Control of the State State Pictures, Fedita, Charles, Cartoons, and Fedi
Brawijaya	Universita objects (Kasbolah, 1995, p. 71). The other media that are very useful for teaching Brawijaya
Brawijaya	Universita young learners are flash cards, puppets and video. Universitas Brawijaya
Brawijaya	Universitas L Universitas Brawijaya
Brawijaya	Universitas Brawijaya A Universitas Brawijaya
Brawijaya	Universitas Bra
Brawijaya	Universitas Brav _{Still} pictures are photographic (or photographic like) representating ersitas Brawijaya
Brawijaya	Universitas Brawija
Brawijaya	Universita people, places, and things. The still pictures most commonly used in instructionersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya are photographs, postcards, illustrations from books, periodicals, catalogs, and so
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita on The most benefit of a picture can make the student understand the contextersitas Brawijaya
Brawijaya	Universitas Brawijaya Which may be made up of pictures, the teacher's actions, the student's actions, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University sound effects and words. This overall context of new language will have meaning a situation Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to the students (Wright 1994 p. 128)
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawliaid (1995, p. 71) defines realia as the visual instructional aids which ersitas Brawliaya
Brawijaya	Universitä are most closely associated with a direct purposeful learning experience. The rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas examples of realia are plastic fruit, kitchen utensils, dolls, cars, furniture, etc. Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universi A chart is a combination of pictorial, graphic, numerical or vertical ersitas Brawijaya
Brawijaya	University
Brawijaya	University University Presents a clear visual summary. According to Finocentary (1904, niversitas Brawijaya
Brawijaya	Universit p. 9) in Farida (1997), the series of pictures on a chart will be found extremely ersitas Brawijaya
Brawijaya	Universita I niversitas Brawijaya
Brawijaya	helpful in giving extensive practice in numerous structures with a limited known Universitas Brawijaya
Brawijaya	University vocabulary. In giving the sentence pattern, a teacher should make sure all wordsersitas Brawijaya
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Brawijaya	Universitas Brawijaya
Brawijaya	Universita have been shown or have touched some objects. For this reason, teachers are esitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University suggested to make a collection of everyday objects, including such things as a suggested to make a collection of everyday objects, including such things as
Brawijaya	Universitas Brawijaya tickets, versitas Brawijaya bottles, a fruit, vegetables, Brawijaya dishes, Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita (Finocchiaro, 1973, p. 96). For example, the teacher uses apples, bananas, and ersitas Brawijaya
Brawijaya	University peaches. The teacher emphasizes the meaning of the objects by showing and ersitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universita demonstrating them into some relevant activities such as eating them, and puttingersitas Br	rawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universitas Bray According to Suleiman (1985), to be effective, pictures or drawings that ersitas Br	rawijaya
Brawijaya	Universita are used in flash cards must fulfill some criteria. The criteria are as follows: (1) ersitas Br	
Brawijaya	Universitas Brawijay rawijaya Universitas Br	rawijaya
Brawijaya	University the pictures must be good, clear, interesting, easy to understand and big enough to ensure Br	
Brawijaya	Universities Br show detail; (2) the pictures must be important and appropriate with the problem	rawijaya
Brawijaya	Universitas Br	
Brawijaya	University discussed; (3) the pictures must be right and authentic. It means that the pictures ersites Br	
Brawijaya	University have the same condition as the real things; (4) the pictures must be simple.	rawijaya
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Brawijaya Brawijaya	University meaning of the pictures. This is a second of the pictures. The pictures is a second of the pictures is a second of the pictures. The pictures is a second of the pictures is a second of the pictures. The pictures is a second of the pictures is a second of the pictures. The pictures is a second of the pictures is a second of the pictures is a second of the pictures. The pictures is a second of the pictures is a second of the pictures is a second of the pictures. The pictures is a second of the picture is a second of t	
	Universita Diversitas Br	
Brawijaya Brawijaya	f. Puppets Universitas Br	
Brawijaya	136.7 1 15.1 E 110.5 NGV	
Brawijaya	Universitas Br Universitas L Universitas Br Universitas Br	rawijaya
Brawijaya	University can see any young child with a stuffed animal, toy car, or object that can become ersity Br	avrijaya
Brawijaya	Universitas Bra	rawiiaya
Brawijaya	an extension of the body and voice, and people will see a born puppeteer. Universitas Braw	rawijaya
Brawijaya	Universita Therefore, the teacher must be able to make and provide puppets in the classroom ersitas Br	
Brawijaya	Universitas Brawijay Liniversitas Br	rawijava
Brawijaya	Puppet is a perfect way for children to tell story. Cox (1999, p.180) states that a	rawijaya
Brawijaya	University simple way to relieve and retell a story is through the use of puppets. By making ersitas Br	rawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Br	rawiiava
Brawijaya	University puppets, students can play a part of or an entire story or create their own story ersitas Br	awijaya
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University based on a story's characters. Making puppets should be kept simple and story's characters. s Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya meaningful to students. The teacher can also ask the students to make puppets. In this study, video vocabulary is chosen as a medium of teaching English Universita vocabulary. The writer uses video vocabulary of Busybeavers video as the rsitas Brawijaya medium to teach English vocabulary. **Universitas Brawiia Previous Studies** In this study, the writer used two previous studies, the first is "A study on ersitas Brawijaya the students' ability by using Scrabble Game to increase students Englishersitas Brawijaya Vocabulary Mastery at Second Class of SMPN Tanjung Pinang" by Noriman (2012) from The Faculty of Tarbiyah Institute of Miftahul Ulum Tanjung Pinang ersitas Brawijaya He used Thornbury's theory for his analysis. The sample of his research is the Universita students in Second Class of SMPN Tanjung Pinang. He got results that scrabble ersitas Brawijaya University game increased students' vocabulary mastery, the students who enjoyed learning activities were more relax and got better scores on the test. The second is "The use of puppet toys as the media to teach vocabularyers it as Brawijaya to the fourth grade students of SDN 1 Bandar Batang" proposed by Wibowo Universita (2001). He used puppet toys to teach vocabulary to elementary school students. Brawijaya Universitas Brawijaya Universita He observed the puppet in teaching vocabulary. He wanted to find out the extentersitas Brawijaya of student's achievement in vocabulary mastery by the use of the puppet in University teaching. He gave some treatments to students during the teaching learning rsitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universita process. The result was that using the pupper to teach vocabulary to elem Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brav Based on that finding, the writer is curious to use video vocabula	ry as a
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita medium in teaching learning process. Hence, in this study, the writer w	ants to reites Brawijaya
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Brawijaya	examine "the effectiveness of teaching vocabulary by using the video voca	abulary ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universita at elementary school" (for the fourth grade of SDN Sugiwaras Sidoarjo	Universitas Brawijaya
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Brawijaya Brawijaya	Universitas Universita The similarities of two previous studies with this thesis are all o	Universitas Brawijaya
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Brawijaya	Universi Universi all of them uses the difference technique to improve vocabulary of young l	I hiversitas Brawijaya learner.
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Brawijaya Brawijaya	Universit Noriman (2012) used scrabble game to increase students English voca	niversitas Brawijaya
Brawijaya	mastery at Second Class of SMPN Tanjung Pinang, Wibowo (2001), u	used of Brawijaya
Brawijaya	Universita puppet toys as the media to teach vocabulary to the fourth grade students of	
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	1 Bandar Batang, and the writer will use the video vocabulary at elementary at element	nentary Universitas Brawijaya
Brawijaya	Universita school for the fourth grade of SDN Sugiwaras Sidoarjo.	Universitas Brawijaya
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Universitas Brawijaya Universitas ECHAPTER III iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya RESEARCH METHODS Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University that the writer applies to his study. They are research design, sample and arsitas Brawijaya s Brawijaya population, research instrument, steps in experimental research, data collection Brawijaya Universita and data analysis. **Universitas Brawijaya** Iniversitas Brawijaya 3.1 Research Design This experimental research used one group pre-test, post-test design, because it was done in one group only without other control group. So, that this ersitas Brawijaya experiment was called quasi experiment. Meanwhile, Arikunto (1998, p.41) the Universita research design aimed to give the responsibility for setting the next steps to make a situation Brawijaya Universitas the result more accurate and objective. And the subject of this research was the University fourth grade students of SDN 2 Sugiwaras Candi Sidoarjo which consist of legitas Brawijava Universitas Branch this study, there were two variables, they were: Universitad BrayIndependent variable was "The use of Vocabulary Video" as a medium of ersitas Brawijava **Universitas Brawijaya** teaching English".
Universitas Brawijaya **Universitas Brawijaya** University 2.Bray Dependent variable was "The mastery of English vocabulary".aya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita experimental class was the class which got the treatment on vocabulary video. The rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya experimental class was given the pre-test and post-test in order to measure the Universitas Brawijaya Universita improvement of students'vocabulary. The pre-test was used to find out the Islas Brawijaya Universitas Brawijava students'vocabulary and the post-test was used to look how far the improvement **Universitas Brawijaya** University of students' vocabulary after the treatments. Universitas Brawijaya Universitas Brawijaya Universitas Formula used to find out the result as follow: Iniversitas Brawijaya niversitas Brawijaya $K = T1 \times T2$ hiversitas Brawijaya There are three stages in one-group pre-test and post-test design (Ali, 1984, ersitas Brawijaya Universitas p.136): Universita 1.B. The researcher holds a pre-test to find out the student's vocabulary mastery ersitas Brawijaya Universitas Brabefore being taught by using vocabulary video. The pre-test is formulated as Universitas Brawijaya Universitas Brawi Universitas 2. Brawli researcher applies the experimental treatment to the subjects. The Universitas Brastudents are taught by using vocabulary video. The experimental treatmentersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brais formulated as X. sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya Universitas Brawija Uni
Brawijaya Universitas Brawija Significant value at the level of significante = 0.05. If sign (2-tailed) ≤ standardersitas Brawija Universitas Brawija Universitas Brawija Significant Universitas Brawija Universitas Brawi
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Universitas Brain analyzing the results of pre-test and post test, **rtest* was used to compareersitas Brawijaya Universitas Brawij
Universitas Brain analyzing the results of pre-test and post test, **rtest* was used to compareersitas Brawijaya Universitas Brawij
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Brawijaya Universitas Brav in this study, t-test was calculated using SPSS 17 for Windows Program ersitas Brawijaya Universitas Bra
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significant: There was a significant difference and the alternative hypothesis (Ha) ersitas Brawijay universit univ
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Brawijaya Universita standard significant: There was no a significant difference and the alternative rsitas Brawijay Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universit
Brawijaya Universita standard significant: There was no a significant difference and the alternative ersitas Brawijaya Universita hypothesis (Ha) was rejected and null hypothesis (Ho) was accepted. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Brawijaya Universitas Brawijaya Un
Brawijaya Universitas hypothesis (Ha) was rejected and null hypothesis (Ho) was accepted. Universitas Brawijaya Universitas Brawija
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Brawijaya Universitas Brain this case, the population was the entire students of the fourth grade of ersitas Brawija
Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya SDN Sugiwaras Candi Sidoarjo, academic year 2013/2014. The number of Brawijaya Universitas Brawijaya
Brawijaya Universita population was 30 students. The writer used the whole population as the sample of ersitas Brawija
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Brawijaya	Universita the research be	cause of the limitation number	er of population which was	only 30ersitas E	Brawijaya
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Brawijaya	Universitas Brawijaya	h Testaman and	as Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas 3.3 Researce	eh Instrument	rawijaya	Universitas E	Brawijaya
Brawijaya		earch instruments were video	vocabulary, tests, field no		
Brawijaya	Universitas Br	251	Ya Wa	Universitas E	
Brawijaya	Universita questionnaires.	The state of the s	業	Universitas E	
Brawijaya	Universita		の点で	Universitas E	
Brawijaya	Universi Universi 3.3.1 Video V	ocabulary	TOWN Y	niversitas E	
Brawijaya	Ollivoisi	NAR CONTRACTOR		niversitas E	
Brawijaya	Universit In this s	study, the writer was interested	ed in using video vocabular	y which ersitas i	Brawijaya
Brawijaya Brawijaya	Ulliversit	hip with the object or the th	MICE 14.7		Ji awijaya
Brawijaya					
Brawijaya	Universita introduced to the	ne students. The writer played	the video vocabulary in fro	nt of the Universitas E	Prawijaya Prawijaya
Brawijaya		vocabulary video was Fun fari	m animal song, learn drink a		
Brawijaya		emotion, what are you wearing			
Brawijaya	Universitas B	emotion, what are you wearing	g today, learn the weather an	 I I to de constitución. 	
Brawijaya		e already published on Youtub			
Brawijaya	Universitas Braw	4 1	. jaya		
Brawijaya	Universitas Brawija		wijaya		
Brawijaya	Universita 3.3.2 av Tests		rawijaya		
Brawijaya	Universitas Brawijaya	ter used a test in his study a	Sinversitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	, , , , , , , , , , , , , , , , , , ,	e-test and post-test. The purpo	0 01		
Brawijaya	Universitas Brawijaya	in mastering English vocabu	Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas Brawijaya				
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita The purpose of giving the post – test was to find out the result the voca	Universitas Brawijaya
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mastery after being taught by using video vocabulary. Universitas Brawijaya	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Bravin this test, the writer used 50 multiple choice about food and	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya clothes and colors, farm animal and wild animal, season and weather. To multiple to the colors of the co	neasure
Brawijaya		
Brawijaya	University the test validity, the writer used a test that had been validated by two teach	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawi Universitas Brawi Universitas Brawi Universitas 3.3.3 Field Notes	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 3.3.3 Field Notes	Universitas Brawijaya
Brawijaya		
Brawijaya	Universit Field notes were used to observe the situation of the class during University	g each liversitas Brawijaya
Brawijaya	Universi cycle of this study. There were three components that the writer observes, na	amely: ereitae Brawijaya
Brawijaya	University	niversitas Brawijaya
Brawijaya	Universit 1) The situation of the class	niversitas Brawijaya
Brawijaya	Universit	askedersitas Brawijaya
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Brawijaya	Universita them, the writer concluded that they gave much attention to his explanation Universita	Universitas Brawijaya
Brawijaya	Universitathe study.	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas B. The participants of the students	Universitas Brawijaya
Brawijaya	Universitas Bra If the students did what writer ordered, he concluded that they	
Brawijaya	Universitas Bray jaya jaya jaya	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawns Universitas Brawns Universitas Brawns Universitas Brawns Lawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitas Brawijaya If the student could pronounce the vocabulary given in the last tre Universitas Brawijaya Universitas Brawijaya	atment Universitas Brawijaya
Brawijaya	Universita better than in the beginning, the writer concluded that they made pro-	
Brawijaya		Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya

Universitas Brawijaya Universita 3.3.4 av Question naire ersitas Brawijaya Universitas Brawijaya Universitä giving the questionnaire was to support the primary data. The writer gave 5ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya questions to be answered. The task of the students was just to answer with "yes" Universitas Brawijaya Universitas Brawijaya Universita or "no" vijaya BRAWI **Universitas Brawija Universitas Bray Universitas Brawijaya** Iniversitas Brawijaya 3.4 The Steps in Experimental Research hiversitas Brawijaya This study was undertaken in three steps, namely, pre-test, treatments and ersitas Brawijaya post-test. To make the steps in this research clear, the writer conducted: Pre-test 1. Pre-test consisted 50 items taken from the module used in the school. Brawijaya University There are 5 chapters in the book containing topics such as: food and drink, clothesersitas Brawijava Universitas and accessories, animal, adjective, and season and weather. Universitas Bra. The writer took 10 items every chapter. The instrument for pre-test was ersitas Brawijaya Universitas validated by two teachers of the school. The teacher suggested the writer to Universita provide pictures. The writer took pictures from the internet. After the pictures ersitas Brawijaya Universitas Brawijaya Were added, the instrument was considered valid and ready to be used as pre-test Universitas Brawijaya Universitas Brawijaya Universitasin Appendix 1. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	versitas Brawijaya
Brawijaya	Universitas BravThe writer conducted four treatments. The treatment was based of	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	versitas Brawijaya
Brawijaya	Universitas Brawijaya	versitas Brawijaya
Brawijaya	Universita vocabulary, then he introduced the food and drink in the video vocabulary (each	
Brawijaya	Universitas Brawijaya	versitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universita	versitas Brawijaya
Brawijaya	Universita the vocabulary correctly and wrote on the blackboard. Having finished	
Brawijaya	Universitas Brawijaya Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Br	versitas Brawijaya
Brawijaya	Universita pronouncing and writing, the students were asked to repeat the teacher three time	
Brawijaya	wild their world by the state of the transfer of the state of the stat	versitas Brawijaya
Brawijaya		versitas Brawijaya
Brawijaya		
Brawijaya	check the students understanding the lesson.	versitas Brawijaya
Brawijaya		versitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	as in the first treatment, but each vocabulary video was different in each	versitas Brawijaya
Brawijaya	Universit treatment. If in the first treatment the vocabulary video was about food and drink	
Brawijaya		
Brawijaya	the second was about ciothes and color, the third was about farm and wild anima	versitas Brawijaya
Brawijaya	Universita and in the last treatment of the vocabulary video was about season and weather	versitas Brawijaya
Brawijaya	Universities 1	versitas Brawijaya
Brawijaya	5. I obt test	versitas Brawijaya
Brawijaya	Universitas Bra Post-test was the same as pre-test. Pre-test consisted 50 items taken from	
Brawijaya	Universitas Branch the module used in the school. There are 5 chapters in the book containing topic	
Brawijaya	Universitas Brawija Universitas Brawija	versitas Brawijaya
Brawijaya	University such as: food and drink, clothes and accessories, animal, adjective, season an	dersitas Brawijaya
Brawijaya	Universitas Brawijaya	versitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	versitas Brawijaya
Brawijaya	Universitas BravAfter doing the post test, the students got the result of the last cycle test	
Brawijaya	Universitas Brawijaya	versitas Brawijaya
Brawijaya		
Brawijaya	Universita five questions. The students were given questionnaire about the their opinio	
Brawijaya		versitas Brawijaya
Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	vorcitae Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universita whether they were interested in learning to use a vocabulary video or not, whether ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the vocabulary video helped the students in learning vocabulary or not, whether Universitas Brawijaya University the vocabulary video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video increased the motivation of the students in learning video in lea Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary or not, whether the vocabulary that the students learned was often used Universitas Brawijaya Universitasin their daily life or not, whether or not the program that had been conducted ersitas Brawijaya should be given continuously. The questionnaire was presented in Appendix 3. **Universitas Brawijaya** Universita The analysis of the questionnaire was discussed in chapter IV. Iniversitas Brawijaya hiversitas Brawijaya **Data Collection** To collect data, the writer conducted several steps in doing the actionersitas Brawijaya Universita research, the writer uses several appropriate techniques and methods namely; iniversitas Brawijaya Asking permission to the headmaster of SDN Sugiwaras to do the ersitas Brawijaya Universitas experiment that will take four weeks. Giving pre-test to explore the data of vocabulary mastery of students before ersitas Brawijaya Universita² B Universitas Brabeing taught by using video vocabulary. Universita 3. Bray Teaching vocabulary by using video vocabulary to explore the response of ersitas Brawijaya Universitas Brawięctings. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4. Giving post-test to find out the data result of the vocabulary mastery after Universitas Brawijaya Universitas Braveaching by using video vocabulary, a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas BravThe writer analysed the data using predictive analytics software	
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijaya
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Brawijaya	Universitad BrayInputting data into SPSS Statistics.	Universitas Brawijaya
Brawijaya	Universitas Brayija Selectting a procedure from the menus to calculate statistics or to cre	
Brawijaya	2. Selectting a procedure from the menus to calculate statistics or to cre Universitias Braw	Universitas Brawijaya
Brawijaya	Universitas Brz charts.	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijava
Brawijaya	Universita 3. Selectting the variables in the analysis. The variables in the data file	are Iniversitas Brawijaya
Brawijaya	Universi displayed in a dialog box for the procedure.	iversitas Brawijaya
Brawijaya		
Brawijaya	Universi 4. Comparing the mean, and standard deviation from the pre test and the	e post
Brawijaya	Universit test and then calculated test of hypothesis	niversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
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Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas To know the vocabulary mastery of fourth grade students of S	SDN:Versitas Brawijaya
Brawijaya		
Brawijaya	Universita Sugiwaras Candi Sidoarjo in the academic year of 2013/2014 taught by Universitas B	Universitas Brawijaya
Brawijaya	University vocabulary video, the writer would like to make criteria of the student' tes	
Brawijaya		
Brawijaya	Universitas Brawis. The score was got from the sum of the total correct answer, the writer us Universitas Brawis.	ed this Universitas Brawijaya
Brawijaya	Universitas Brawija Universitas formula:ijay	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya	Universitas Brawijay	/a Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BraTherefore	, the highest score will be	100 and the lowest score will b	oelzero ersitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijay	a Universitas Brawijaya	Universitas Brawijaya
Brawijaya	The data descrip	otion of the students' test so	cores will be classified into five	criteria. Universitas Brawijaya
Brawijaya	Universita According to A		criteria of measuring the test sco	
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Brawijaya	Universitas Brawijaya	Score	Category Rrawi aya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	80-100 66-79	Excellent Good aya	Universitas Brawijaya
Brawijaya	Universitas Brawi	56-65	Sufficient	Universitas Brawijaya
Brawijaya	Universitas Br	40-55 0-40	Low	Universitas Brawijaya
Brawijaya	Universitas /	0-40	1001	Universitas Brawijaya
Brawijaya	Universita	TA A. A. A.	The state of the s	Universitas Brawijaya
Brawijaya	Universi If there is	any significant difference	between the independent varia	ble (X)ersitas Brawijaya
Brawijaya	Universi and dependent	variable (Y) the hypoth	nesis testing is done by the	statistic Brawijaya
Brawijaya	Universi	variable (1), the hypoth	ions testing is done by the	Thiversitas Brawijaya
Brawijaya	Universit hypothesis as for	ollows:		hiversitas Brawijaya
Brawijaya	Universit Ho : ABC	F = RRCF		niversitas Brawijaya
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Brawijaya	Universitas Ha: ABC	[32]		Universitas Brawijaya
Brawijaya	Universita Ho : There is	no significant difference be	etween the vocabulary mastery o	f fourthersitas Brawijaya
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Brawijaya	Universitas Brawijay	rade students of SDN 1 Su	giwaras Candi Sidoarjo in the ac	Universitas Brawijaya
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Brawijaya	Universitas Bravofayear	2013/2014 before and	after being taught by using	y vidėoersitas Brawijaya
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Brawijaya	Universit			niversitas Brawijaya
Brawijaya	Universit			hiversitas Brawijaya
Brawijaya	Universit	TO MARKET		hiversitas Brawijaya
Brawijaya	Universit			niversitas Brawijaya
Brawijaya	Universita			Iniversitas Brawijaya
Brawijaya	Universitas			Universitas Brawijaya
Brawijaya	Universitas	Y 1	NET .	Universitas Brawijaya
Brawijaya	Universitas L		[]	Universitas Brawijaya
Brawijaya	Universitas B		<u>u</u>	Universitas Brawijaya
Brawijaya	Universitas Bra	42 11.2	aya	Universitas Brawijaya
Brawijaya	Universitas Braw	4 10	.jaya	Universitas Brawijaya
Brawijaya	Universitas Brawija		wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	omversitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Linivareitae Krawijava	Linivareitae Krawijava	Liniversitae Brawijava	Linivarcitae Krawijava

D	Hadron Hara Daniella	11	B!		11	D
Brawijaya	Universitas Brawijaya		Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya		Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	CHAPTER IV	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Univer EIND	NG AND DISCUSSI	ON as Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	D Unive	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya This chap	Univer 4				
Brawijaya	Universitas Brawijaya	pier presents the	t initing and discussion	on of each activity: pr	e-test, Universitas	Brawijaya
Brawijaya	Universita post-test, and qu	estioners.		rawijaya	Universitas	
Brawijaya	Universitas Brawi		ASRA	ijaya	Universitas	
Brawijaya	Universitas Br	25111	TO DAY	va	Universitas	
Brawijaya	Universitas /	1/2	学	W. 1	Universitas	Brawijaya
Brawijaya	Universita 4.1 Finding		ATT F		Universitas	
Brawijaya	Universi	350	学 社		niversitas	Brawijaya
Brawijaya	Universi 4.1.1 Experin	nent Class		× 1		Brawijaya
Brawijaya	Universit				hiversitas	Brawijaya
Brawijaya	Universit	N A	Table 4.1			Brawijaya
Brawijaya	Universit		1 able 4.1			Brawijaya
Brawijaya	Universita	The criteria	of measuring the test	score of pre-test	Iniversitas	
Brawijaya	Universitas	The Citteria	of measuring the test	score of pre-test	Universitas	
Brawijaya	Universitas	Fiel.		//	Universitas	
Brawijaya	Universitas L	Score	Frequency Students	Category	Universitas	
Brawijaya	Universitas B	1 2		la la	Universitas	
Brawijaya	Universitas Bra	80-100	1 (4%)	Excellent	Universitas	
Brawijaya	Universitas Braw	((70	10 (400)	Good jaya	Universitas	
Brawijaya	Universitas Brawija	66-79	12 (40%)	Good Jaya	Universitas	
Brawijaya	Universitas Brawijay	56-65	12 (40%)	Sufficient	Universitas	
Brawijaya	Universitas Brawijaya	Universitas		rsitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya		Brawijs (16%) Jnive		Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Unive		Universitas	
Brawijaya	Universitas Brawijaya		Brawij@(0%)Unive		Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Unive		Universitas	
Brawijaya	Universitas Brawijaya	L	Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Brawijaya Unive		Universitas	
Brawijaya			Prawijaya Unive		Universitas	

D ::	11 1 1 D 11	11 1 1	B		D !!	11.1	D
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Univ	ersitas/	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Univ	ersitas/	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Univ	ersitas/	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Univ	ersitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bravrheywri	iter made criteri	a of the pre-test s	core base	d on five ca	tegoriesersitas	Brawijaya
Brawijaya							
Brawijaya	Universitas Brawijaya namely: the sco Universitas Brawijaya	ore range from 80	0 to 100 score was o	excellent,	the score rang	ge 66 to Universitas	Brawijaya
Brawijaya	Universita 79 score was go						
Brawijaya							
Brawijaya	Universitas Brawijaya to 55 was low a Universitas Brawijaya	and the score ran	ge 0 to 40 was poor	r. Based c	on the table ab	ove the Universitas	Brawijaya
Brawijaya	Universita writer calculate						
Brawijaya	Universitas Brawijava			195	Brawijava	Universitas	Brawijava
Brawijaya	Universita (4%) classified	into excellent o	category, there were	e 12 stud	ents (40%) cl	assified universitas	Brawijaya
Brawijaya	Universita into good cate	egory, there we	re 12 students (4)	0%) class	sified into su	ıfficientersitas	Brawijaya
Brawijaya	Universitas Br	4511		1,	va	Universitas	Brawijaya
Brawijaya	Universita category, there	were 5 students	(16%) classified into	o low cate	egory and ther	e was 0ersitas	Brawijaya
Brawijaya	University student (0%) cla	assified into poor	r category	4		Universitas	Brawijaya
Brawijaya	Universi	assiried into pool	reategory.	E.	7	niversitas	Brawijaya
Brawijaya	Universi		Table 4.2		14	hiversitas	Brawijaya
Brawijaya	Universit		Table 4.2	7		hiversitas	Brawijaya
Brawijaya	Universit					11	Brawijaya
Brawijaya	Universit	The criteria	of measuring the tes	t score of	post-test.	niversitas	
Brawijaya	Universita	(30)				Iniversitas	
Brawijaya	Universitas	Score	Frequency Student	ts (Category	Universitas	
Brawijaya	Universitas	1				Universitas	
Brawijaya	Universitas L	80-100	8 (26,6%)		Excellent	Universitas	
Brawijaya	Universitas B	W 24			/ a	Universitas	
Brawijaya	Universitas Bra	66-79	22 (73,4%)		Good	Universitas	
Brawijaya	Universitas Braw		4 1		Jiava	Universitas	
Brawijaya	Universitas Brawija	56-65	0 (0%)		Sufficient	Universitas	
Brawijaya	Universitas Brawijay				wijaya wijaya	Universitas	
Brawijaya	Universitas Brawijaya	40-55 Universities	0 (0%)	ersitas	Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya	Universitas				Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya Univ			Universitas	
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya Univ	ersitas/	Brawijaya	Universitas	
Rrawijaya	Universitas Brawijava	Universites	Rrawijava Univ	oreitae	Rrawijaya	Universites	Prawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas BravThe writer made criteria of the pre-test score based on five categories is its	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas namely: the score range from 80 to 100 score was excellent, the score range 66 to Universitas	Brawijaya
Brawijaya		
Brawijaya	Universita 79 score was good, the score rang 56 to 65 score was sufficient, the score range 40 rsitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas to 55 was low and the score range 0 to 40 was poor. Based on the table above the Universitas	Brawijaya
Brawijaya		
Brawijaya	Universita writer calculated and classified students into that categories. There were 80/5/103	
Brawijaya	Universitas Brawijaya Universitas students (26.6%) classified into excellent category there were 12 students	Brawijaya
Brawijaya	University students (26.6%) classified into excellent category, there were 12 students	_
Brawijaya	Universita (73.4%) classified into good category, there was 0 student (0%) classified into exitas	
Brawijaya	Universitas Br va Universitas va Universitas va Universitas sufficient category there was 0 student (0%) classified into low category and restricted into low categor	
Brawijaya	University sufficient category, there was 0 student (0%) classified into low category and ersity sufficient category.	
Brawijaya	there was o student (070) classified into poor category.	Brawijaya
Brawijaya		Brawijaya
Brawijaya	Universita Universitas	
Brawijaya	Universitas Universitas	
Brawijaya	Universitas Universitas Universitas	
Brawijaya	Universitas L Universitas	
Brawijaya	Universitas Blad a Universitas	
Brawijaya	Universitas Brat Laya Universitas	
Brawijaya	Universitas Braw Ijaya Universitas	
Brawijaya	Universitas Brawija Universitas	
Brawijaya	Universitas Brawijay	
Brawijaya	Universitas Brawi To know the result of students pre-test and pos-test, the writer made the ersitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya	
Brawijaya		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
Rrawijaya	Universitas Brawijava, Universitas Brawijava Universitas Brawijava, Universitas	Rrawijava

Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijava	Universitas	Brawijava
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	U Student 113	Bra Pre-test	Post-tes	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Braw ijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya		Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Univ ² ersitas	Braw ⁷ Jaya	Universit ⁷² s	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	58	Universit64s	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Univ ₅ "	74	ersit ₇₃ s	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	6	56	68	Brawijaya	Universitas	
Brawijaya	Universitas Brawijay				<u> </u>	Universitas	
Brawijaya	Universitas Brawi	7	AS ⁵⁹ B	70	ijaya	Universitas	
Brawijaya	Universitas Br	8	75	90	va	Universitas	
Brawijaya	Universitas	9	58	78		Universitas	
Brawijaya	Universita	10	57	74		Universitas	
Brawijaya	Universi	11	49	71	7,		Brawijaya
Brawijaya	Universi	100	3071				Brawijaya
Brawijaya	Universit	12	65	72			Brawijaya
Brawijaya	Universit	13	74	75			Brawijaya
Brawijaya	Universit	14	59	65			Brawijaya
Brawijaya	Universita	15	60	74	/	Universitas	
Brawijaya	Universitas	16	73	80	//	Universitas	
Brawijaya	Universitas	TE/		15	///	Universitas	
Brawijaya	Universitas B	17	68	85		Universitas	
Brawijaya	Universitas Bra	18	62	68	a	Universitas Universitas	
Brawijaya Brawijaya	Universitas Braw	19	81	95	aya	Universitas	
Brawijaya	Universitas Brawija	20	65	77	Mjaya Mijaya	Universitas	
Brawijaya	Universitas Brawijay	21	74	89	Tawijaya	Universitas	
Brawijaya	Universitas Brawijaya	Universitas	65		Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya	Universitas 23	_	, -	Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	I 76		Universitas	
Brawijaya	Universitas Brawijaya	Universitas		Universit ⁸⁰ s		Universitas	
Brawijaya	Universitas Brawijaya	Univ25rsitas		Universit72s		Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya		Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Rrawijaya	Universitas Brawijaya		Rrawijaya			Universites	

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawiiava	Universitas	Brawijava
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	raw ijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	raw ijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Br		Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rawijaya	Universitas	
Brawijaya		rawijaya	Universitas	
Brawijaya	Universitas Brawijaya M _x ,M _y 63.16666667 75.9 Br	raw ijaya	Universitas	
Brawijaya	Universitas Brawijay	rawijaya	Universitas	
Brawijaya	Universitas Brawi	ijaya	Universitas	
Brawijaya	Universitas Br	va	Universitas	
Brawijaya	Universitas		Universitas	
Brawijaya Brawijaya	Universita		Universitas	Brawijaya
Brawijaya	Universit			Brawijaya
Brawijaya	Universit	F		Brawijaya
Brawijaya	Universit			Brawijaya
Brawijaya	Universit		niversitas	
Brawijaya	Universita		niversitas	
Brawijaya	Universitas	//	Universitas	
Brawijaya			Linivaraitaa	Dyawiiawa
Brawijaya	Universities Based on the table above, the writer calculated the sum	total of var	iable x Universitas	Brawijaya
Brawijaya	Universita $(\sum x)$ was 1895, the mean of variable x (M_x) was 63, the highest			
Brawijaya	Universitas Bra	aya	Universitas	
Brawijaya	Universitas the lowest score 48.	ljaya	Universitas	Brawijaya
Brawijaya	Universitas Brawija	wijaya	Universitas	
Brawijaya	Universitas BrawThe sum total of variable y (∑y) was 2277, the mean			
Brawijaya	Universities was 76, the highest score was 95, and the lowest score was 64.	rawijaya 	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya	Universitas	
Brawijaya	Universitas Brawlaya Using SPSS software the writer obtained the result Universitas Brawlaya	of sample	Universitas	Brawijaya
Brawijaya				
Brawijaya	University statistics as shown in the table 4.d as follows: University Branching		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br		Universitae	

Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawij Table 4.4 iversitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Samples Paired Statistics tas Bra	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Mean N Std. Deviation Std.	wijaya I. Error Mean
Brawijaya	Universitas Brawijaya		wijaya Universitas Brawijaya
Brawijaya	Universitas Brawij Paira	Before 63.1667 30 8.86715	wija ₆₁₈₉₁ niversitas Brawijaya
Brawijaya	Universitas Brawijaya		wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijay	After 75.9000 30 7.27466	wija ³²⁸¹⁷ niversitas Brawijaya
Brawijaya	Universitas Braw	TAS RD	ijaya Universitas Brawijaya
Brawijaya	Universitas Br	SILL	va Universitas Brawijaya
Brawijaya	Universitas The pair	red sample statistics show summary from the Me	an and Standardersitas Brawijaya
Brawijaya	Universita //		Iniversitas Brawilava
Brawijaya		h comparison. Based on the table above, the mea	
Brawijaya	Universi was lower than	the mean in the post test. The mean of pre-test v	vas 63.1 and the ersitas Brawijaya
Brawijaya	University		I liversitas brawijaya
Brawijaya	Universit mean of post-te	st was 75.9. The mean in the post test increases. It	
Brawijaya	Universit significant diffe	rence before and after the treatment.	niversitas Brawijaya
Brawijaya	Universita		niversitas Brawijaya
Brawijaya	Universitas Using S	PSS software the writer obtained the result of	f paired sample sample Brawijaya
Brawijaya	Ulliversitas		Oniversitas Brawijaya
Brawijaya		nown in the table 4.3 as follows:	Universitas Brawijaya
Brawijaya	Universitas Bl		a Universitas Brawijaya
Brawijaya	Universitas Bra	Table 4.5	aya Universitas Brawijaya
Brawijaya	Universitas Braw		ijaya Universitas Brawijaya
Brawijaya	Universitas Brawija	Tuil ca buildies coll clautons	wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya		wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universities Brawijaya Universities Bra	
Brawijaya Brawijaya	Universitas Brawijay Universitas Brawijay Rai		wijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya		
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra Universitas Brawijaya Universitas Bra	
Brawijaya Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	
		Universitas Brawijaya Universitas Bra	
Brawijaya Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Bra	

Brawijaya	Universitas Brawijaya	Universitas Brawijava	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya				atment/ersitas Brawijaya
Brawijaya				
Brawijaya	the Sig was 0,0	01 0,05. It means the corre	lation before and after treatme	Universitas Brawijaya ent was Universitas Brawijaya
Brawijaya	Universita significant ya	Universitas Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas Brawijaya
Brawijaya				tesnas ersitas Brawijaya
Brawijaya	Universitas Brawijaya	Univer	ed the result of paired sample errsitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawi	ANGD	ijaya	Universitas Brawijaya
Brawijaya	Universitas Braw	GITASB	Ya. va	Universitas Brawijaya
Brawijaya	Universitas J	Paired Sample	es Test	Universitas Brawijaya
Brawijaya	Universita	A A H	F	Universitas Brawijaya
Brawijaya	Universit	Paired Differences	t	df niversitas Erawijaya
Brawijaya	Universit			niversitas Erawijaya
Brawijaya	Universit			hiversitas Brawijaya
Brawijaya	Universit	TO THE MANER OF		hiversitas Brawijaya
Brawijaya	Universit			niversitas Brawijaya
Brawijaya	Universita			Iniversitas Brawijaya
Brawijaya	Universitas			Universitas Brawijaya
Brawijaya	Universitas	丽月刊	Na T	Universitas Brawijaya
Brawijaya	Universitas L			Universitas Brawijaya
Brawijaya	Universitas Bl		a	Universitas Brawijaya
Brawijaya	Universitas Bra	A A	aya	Universitas Brawijaya
Brawijaya	Universita shown in the tal	ole 4.4 as follows:	/jaya	Universitas Brawijaya
Brawijaya	Universitas Brawija		wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Emversitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Rrawijava	Universitas Rrawijava	Universitas Brawijava	Universitas Brawijava

Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya		95% Confidence Interval of	- Halverster - Dwardlave
Brawijaya	Universitas Brawijaya	Universitas Brawija		***************************************
Brawijaya	Universitas Brawijaya	Universitas Brawija Std. Error	the Difference lya Universitas Brawijaya	Universitas Erawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	iya Universitas Bra wijaya	
Brawijaya	Universitas Brawijaya	Deviation Mean	Lower Upper Brawijaya	
Brawijaya	Universitas Brawijava	Universitas P	La Universitas Brawijava	
Brawijaya	Pair 1 Before12.7333	7.50601 1.37040	-15.53612 -9.93054 -9.292	
Brawijaya	UniversitAfterBrawijaya		as Brawijaya	
Brawijaya	Universitas Brawijay		rawijaya	
Brawijaya	Universitas Brawi	MAST	Cable 4.6 diaya	
Brawijaya	Universitas Br	251170	DRA!	
Brawijaya	Universitas /	***	# 1/2	Universitas Brawijaya
Brawijaya	Universita	The Aller	The state of the s	Universitas Brawijaya
Brawijaya	Universi Based o	n the table sample paired	samples test above, the criteria	a was Hoersitas Brawijaya
Brawijaya	UIIIVEISI			I IIIVCI SILAS DIAWIJAYA
Brawijaya	Universi (null hypothesis	s) that was accepted if all	oha level was higher than 0.05 (α> 0.05).ersitas Brawijaya
Brawijaya	Universit From the data	above, it could be seen t	hat $Sig = 0.00 < 0.05$. Therefore	e, for the Prawijaya
Brawijaya	Universit		110 77	I milversitas brawijaya
Brawijaya	Universita hypothesis, the	null hypothesis was re	jected and the research hypoth	nesis was ersitas Brawijaya
Brawijaya	Universita accepted. It me	ant that there was an imp	rovement of the students vocabu	Universitas Brawijaya
Brawijaya	Universitas	展 127		Universitas Brawijaya
Brawijaya	Universitathe students we	re taught by using vocabu	lary video.	Universitas Brawijaya
Brawijaya	Universitas Bl	光 12%		a Universitas Brawijaya
Brawijaya	Universitas Bra	A	aya A	a Universitas Brawijaya
Brawijaya	Universitas Braw			
Brawijaya	Universitas Brawija		wijaya	
Brawijaya	Universitas Brawijay		rawijaya	
Brawijaya	_		Tyt. Omversitas Brawijaya	
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya er gave the students questionn	a Universitas Brawijaya aire The Universitas Brawijaya
Brawijaya				
Brawijaya		•		and Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawija	aya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya			opinion whether they were inte	
Brawijaya	Universitas Brawijaya		aya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya		aya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya		aya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya		aya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya		aya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya		aya Universitas Brawijaya	
Rrawijaya	Universitas Rrawijava	Universitas Brawiis	ava Universitas Brawijava	Liniversitas Brawijava

Brawijaya	Universitas Brawijaya	Universites P	rawijaya Univ	ersitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya			versitas Brawijay versitas Brawijay	
Brawijaya	Universitas Brawijaya			versitas Brawijay versitas Brawijay	
Brawijaya	Universitas Brawijaya			versitas Brawijay	
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya					elped rtheersitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas B	rawijaya Univ	versitas Brawijay	a Universitas Brawijaya reased the a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas B	rawijaya Univ	versitas Brawijay	a Universitas Brawijaya
Brawijaya					ocabularyersitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas B	rawijaya Univ	ersitas Brawijay	a Universitas Brawijaya opinion of a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	s learned were on	en used in their c	iany me of not, the c	a Universitas Brawijaya
Brawijaya	Universita the students who	ether the teaching	used video vocał	oulary that had been o	conductedersitas Brawijaya
Brawijaya	Universitas Brawijaya		The The	as Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawija	continuously or r	ot. The purpose of	or giving the question	naire was a Universitas Brawijaya
Brawijaya	Universita to support the p	rimary data. The	writer obtained th	e result of the question	onnaire as ersitas Brawijaya
Brawijaya	Universitas Br	9/11		412	a Universitas Brawijaya
Brawijaya	Universitashown in the tab	ole 4.5 as follows:	堂 堂	'/,	Universitas Brawijaya
Brawijaya	Universita (72.10			Universitas Brawijaya
Brawijaya	Universi	ENV	Table 4.7	The V	niversitas Brawijaya
Brawijaya	Universi		A Laboratorial	7	niversitas Brawijaya
Brawijaya	Universit	The Resu	ılt of the Questio	nnaire	hiversitas Brawijaya
Brawijaya	Universit		NB / SE	7	hiversitas Brawijaya
Brawijaya	UniverNo Item number	"Yes" Answer	"Yes" (%)	"No" Answer	"No" (%) rsitas Brawijaya
Brawijaya	Universita	(3)			J niversitas Brawijaya
Brawijaya	Universitas 1	24	80	6	/ Universitas Brawijaya
Brawijaya	Universitas				Universitas Brawijaya
Brawijaya	Universitas L 2	30	100	0	Universitas Brawijaya
Brawijaya	Unive rsitas Bl. 3	25	92.22	5	a Universit as Brawijaya
Brawijaya	Universitas Bra	25	83.33	ay ay	
Brawijaya	Universitas Brava	19	63.33	11 Jay	Halland Dunallana
Brawijaya	Universitas Brawija		03.33	wijay	
Brawijaya	Universitas Brawijayu	27	90	3 rawijay	Dunilland
Brawijaya	Universitas Brawijaya	Universities	. orriganjar orrit	ersitas Brawijay	a Universit <mark>as Brawijaya</mark>
Brawijaya	Universitas Brawijaya	Universitas B	rawijaya Univ	versitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas B	rawijaya Univ	versitas Brawijay	
Brawijaya					a" _{yes} "i _{or} ersitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas B	rawijaya Univ	versitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya	tion number 1 a	bout whether the	e students were inte	erested in a Universitas Brawijaya
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya	Universitas Brawijaya			ersitas Brawijay	
Brawijaya	Universitas Brawijaya			versitas Brawijay	
Brawijaya	Universitas Brawijaya			versitas Brawijay	
Brawijaya	Universitas Brawijaya			vorcitas Brawijay	

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita learning vocabulary video or not, there were students 24 (80%) answering "yes" ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and 6 students (20%) answering "no". For question number 2 about whether the Universitas Brawijaya
Brawijaya	Universita vocabulary video helped the students in learning vocabulary or not, there were 29ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students (96.66%) answering "yes" and 1student (3.33%) answering "no". For Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita question number 3 about whether the vocabulary video increased the motivationersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas of the students in learning vocabulary or not, there were 25 students (83.33%) ersitas Brawijaya
Brawijaya	Universita answering "yes" and 5 students (16.66%) answering "no". For question number 4ersitas Brawijaya
Brawijaya	Universitas Br
Brawijaya	Universita concerned with the question whether the vocabulary that the students learned was ersitas Brawijaya
Brawijaya	University often used in their daily life or not, there were 19 students (63.33%) answering Brawijaya
Brawijaya	University and the state of the
Brawijaya	
Brawijaya	University whether the vocabulary video increased the motivation of the students in learning whether the vocabulary video increased the motivation of the students in learning Brawijaya
Brawijaya Brawijaya	Universit vocabulary or not, there are 27 (90%) students answering "yes" and 3 students ersitas Brawijaya
Brawijaya	
Brawijaya	(1070) answering no.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Rawijava
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Braw 4.2.1 Discussion finding Concerning Pre-test and Post-test wijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawlia prove the hypothesis, the data obtained from the experiment was ersitas Brawliaya
Brawijaya	Universita calculated using the t-test formula with assumption as follows: Prawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijava	Universitas Brawijava, Universitas Brawijava Universitas Brawijava, Universitas Brawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Br≽wIf sign (2-tailed) ≤ standard significant. There was a significant dif	ferenceersitas Brawijaya
Brawijaya		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and the alternative hypothesis (Ha) was accepted and null hypothesis Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawwas/rejectediversitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawdifference and the alternative hypothesis (Ha) was rejected an	ndUniiµersitas Brawijaya
Brawijaya	Universitas Brawijaya Lagar Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Hypothesis (Ho) was accepted. Tawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayAccording to the research of the analysis of the research, it showed	
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	University value of standard significant was bigger than the value of Sig (2-tailed).	
Brawijaya	University null hypothesis (Ho) was rejected and the alternative hypothesis (Ho	
Brawijaya	Universi	hiversitas Brawijaya
Brawijaya	University accepted. Or it could be said that there is significant influence of using voca	
Brawijaya	Universit video in teaching vocabulary.	hiversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universita It could be concluded that teaching vocabulary using video vocabulary using vid	abulary Brawijaya
Brawijaya	Universita was adequately successful that could be seen from the calculation and fr	printersitus Brattijaya
Brawijaya	GE, IISIZIIIE SEV	
Brawijaya	Universitas table of the students' vocabulary the scores by using vocabulary vide Universitas	Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	University increased. It meant there was significant influence of using vocabulary v	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Braw Universitas Braw Jaya Jaya	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay rawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya 4.2.2 Discussion of The Finding Based on Data Questionnaire Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravThe purpose of giving the questionnaire was to support the primary data ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravQuestion number 1 asked about the students opinion whether the students ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universities Brawnaya
Brawijaya	Universita answering "yes" and 6 students (20%) answering "no". Based on the answer of students Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University the question number 1, the majority of the students were interested in vocabulary ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universi Universi Universi Universi Question number 2 asked about whether the vocabulary video helped the iversitas Brawijaya
Brawijaya	Throising Starting St
Brawijaya	Universit students in learning vocabulary or not. The whole students answer "yes" (3100%) ersitas Brawijaya
Brawijaya	Universit Universit It was surprising that vocabulary video helped the whole students in learning
Brawijaya	
Brawijaya	Universita vocabulary. Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas Question number 3 asked about whether the vocabulary video increased rsitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya the motivation of the students in learning vocabulary or not. There were 25
Brawijaya	Universitas Blada and Tanana and
Brawijaya	Universita students (83.33%) answering "yes" and 5 students (16.66%) answering "no" ersitas Brawijaya
Brawijaya	Universitas Braw Based on the answer number 2, the majority of the students were motivated
Brawijaya	Universitas Brawija Universitas Brawijaya
Brawijaya	Universitaseaming vocabulary. awijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravQuestion number 4 concerned with the question whether the vocabulary ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University that the students learned was often used in their daily life or not. There were 19
Brawijaya	Universita students (63.33%) answering "yes" and 11 students (36.66%) answering "no". ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Brawijaya	Universitas Brawijaya	Universitas Brawijava	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas Brawijaya
Brawijaya	Universita The relation be			
Brawijaya	Universitas Brawijaya vocabulary tha Universitas Brawijaya	Universitas Brawijaya t the students often used a	Universitas Brawijaya nd needed in their daily lif	Universitas Brawijaya
Brawijaya				
Brawijaya	Universita relevant.ijaya			Universitas Brawijaya
Brawijaya	Universitas Brawijaya			Universitas Brawijaya
Brawijaya	Universitas Bravouestion		•	
Brawijaya	Universitas Brawijaya	Univer	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas the program tha			
Brawijaya	Universita students (90%)	answering "yes" and 3 stud	dents (10%) answering "no"	
Brawijaya	Universitas Braw	a majority of the students	evpected the program to be	Universitas Brawijaya
Brawijaya		e majority of the students	expected the program to be	
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Universitas Brawijaya Universitas BCHAPTER Vniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya CONCLUSIONS AND SUGGESTIONS Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitahis findings/a **Universitas Brawijaya** Universita 5.1 rav Conclusions **Universitas Bray Universitas Brawijaya** Based on the analysis in the previous chapter, the writer drew the following conclusion: Iniversitas Brawijaya hiversitas Brawijaya 1) The students' mastery on vocabulary was improved after the rsitas Brawijaya vocabulary video was given. It was supported by significant different result of the mean of pre-test was 63.1 and the meanersitas Brawijaya of post-test was 75.9. There was significant difference between the mastery of ersitas Brawijaya English vocabulary acquisition of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year 2014ersitas Brawijaya before and after being taught by using vocabulary video. It was supported by result of the value of Sig. (2-tailed) is 0.000 iversitas Brawijaya Graversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3) Based on the questionnaire, most of the student said that the rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya use of the vocabulary video could help them in mastering Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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