

**THE EFFECTIVENESS OF USING VOCABULARY VIDEO
TO IMPROVE THE VOCABULARY MASTERY
OF THE FOUR GRADE STUDENTS OF SDN SUGIWARAS
IN ACADEMIC YEAR 2014**

THESIS

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ABSTRACT

Pratama, Tri Andi. 2014. **The Effectiveness of Teaching Vocabulary Using Vocabulary Video to Improve the Vocabulary of The Fourth Grade Students of SDN Sugiwaras in Academic year 2014**. Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Sri Endah Tabiati, Co-supervisor: Wuliatmi Sri Handayani.

Key words: the vocabulary mastery, the vocabulary video, the students, SDN 1 Sugiwaras.

The purpose of this study is to find out the effectiveness of vocabulary video in teaching English vocabulary at fourth grade at SDN Sugiwaras Candi Sidoarjo. This technique can improve and increase student's ability to learn the target language and make them enjoy teaching learning process. It supposes to motivate students to learn English actively by using vocabulary video. Students also are encouraged to get long memorizing of the words and their meaning.

The method that is used in this study is the quasi experimental method by using t-test, to find out the significant difference between recent technique and vocabulary video technique through the score pre-test and post-test.

The result of analysis in the study showed that teaching vocabulary by using vocabulary video is success. Using vocabulary video made process learning effective and made students motivated, so it can be used as an alternative method in teaching vocabulary based on the result of gained post-test students' achievement at the Fourth Grade of SDN Sugiwaras Candi Sidoarjo year of 2014.

The school should give wider opportunity for the teacher to use "Vocabulary Video" as medium on teaching English vocabulary. It is important because this study found significant difference between the mastery of English vocabulary of the fourth grade students of SDN Sugiwaras, Candi Sidoarjo in academic year of 2014 before and after being taught by using vocabulary video.

ABSTRAK

Pratama, Tri Andi. 2015. **Mengajar kosa-kata dengan menggunakan video kosa- kata untuk meningkatkan kosa –kata pada siswa kelas empat di SDN Sugiwaras Candi Sidoarjo Year 2014.**

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Kata Kunci; Kosa-kata dan video kosa-kata

Tujuan penulisan skripsi untuk menemukan efektivitas video kosa kata dalam mengajar kosa kata dalam bahasa Inggris di kelas empat SDN Sugiwaras Candi Sidoarjo. Teknik ini dapat meningkatkan kemampuan siswa untuk belajar bahasa target dan membuat mereka menikmati proses belajar mengajar. Teknik ini diharapkan dapat memotivasi siswa untuk lebih aktif. Siswa juga didorong untuk lebih mampu mengingat lebih lama kosa kata dan artinya.

Metoda yang digunakan dalam penelitian ini adalah metode eksperimen semu dengan menggunakan test-t, untuk menemukan perbedaan yang penting antara tehnik yang terdahulu dengan teknik video kosa kata melalui skor pre-test dan post-test.

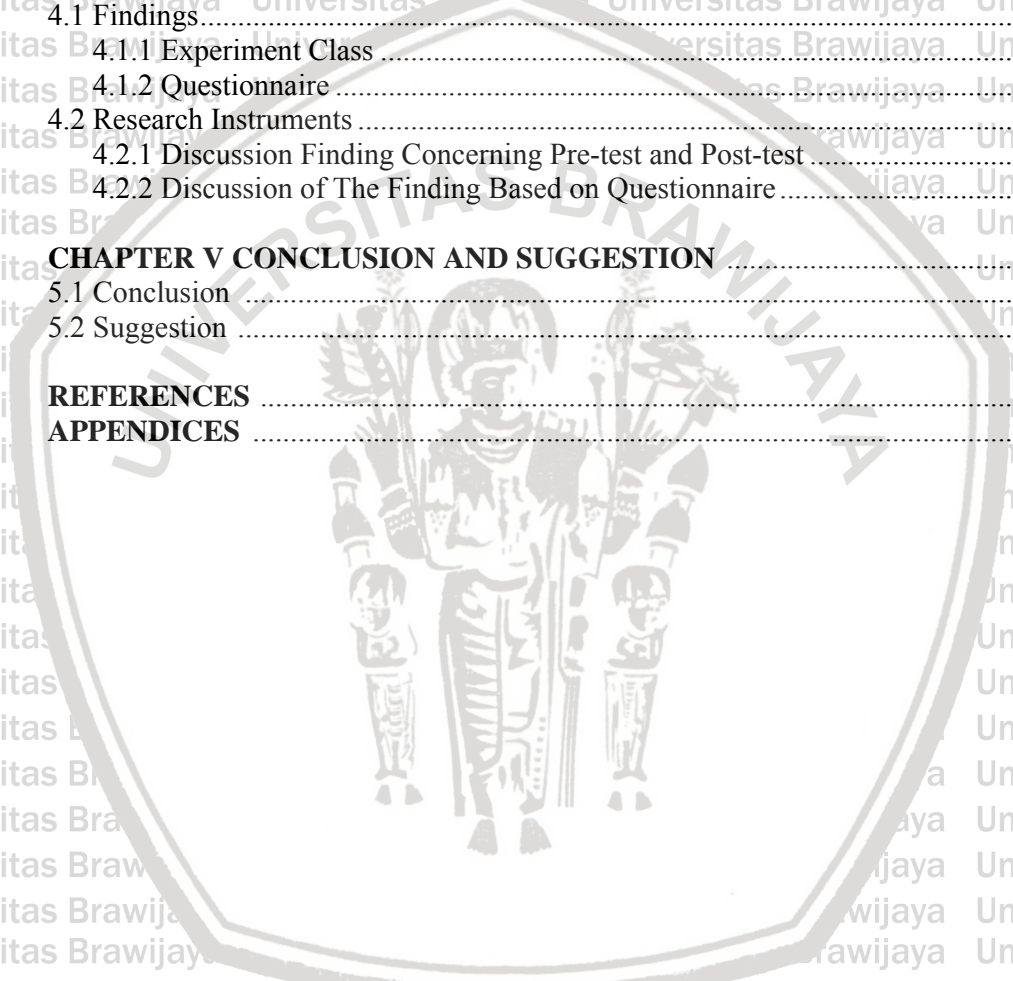
Hasil dari analisa dalam penelitian ini menunjukkan bahwa mengajar kosa-kata dengan menggunakan video kosa kata sukses. Video kosa kata dapat membuat proses belajar efektif dan dapat memotivasi siswa, sehingga dapat digunakan sebagai suatu metode alternatif dalam mengajar kosa kata berdasarkan pada hasil prestasi tes pada siswa kelas empat SDN Sugiwaras Candi Sidoarjo year 2014.

Sekolah seharusnya memberikan kesempatan lebih banyak kepada guru untuk menggunakan video kosa-kata sebagai media pembelajaran kosa-kata bahasa inggris. Penggunaan video tersebut sangat penting karena penulis menemukan perbedaan yang signifikan terhadap penguasaan kosa-kata bahasa inggris pada siswa kelas empat di SDN Sugiwaras, Candi, Sidoarjo pada tahun 2014 sebelum dan sesudah diajarkan dengan menggunakan video kosa-kata.

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CHAPTER I

INTRODUCTION

This chapter is divided into five subchapters namely: background of the study, problems of the study, objectives of the study, hypotheses of the study and definition of key terms.

1.1 Background of the Study

In learning English, there are four skills namely reading, speaking, listening, and writing. In addition, there are also language components namely vocabulary, structure, and pronunciation. Vocabulary is an important part in learning English because it is the key to understand what the students hear and read in school, and to be able to communicate successfully with other people.

In learning English the students often have difficulties. The difficulties happen not only at elementary schools or junior high schools, but also at senior high schools because the process of learning English as a foreign language is as complex as how children learn language for the first time. Every school in Indonesia has to give the best service to students by providing professional teachers to teach, and facilities that can improve or increase students' abilities in many fields especially in English.

In Indonesia, students learn English for the first time at elementary schools. Based on the curriculum 1994-2014, English is taught at elementary

schools as a local content subject. The subject begins in the fourth grade until sixth grade. Teaching English in elementary schools aims to develop the skills of reading, writing, speaking and listening in order that the students are able to communicate in English fluently (Permendiknas No. 22-23/2006).

In an English lesson, students are expected to master sufficient vocabulary to support their English skill. Knowing sufficient vocabulary will help them in their learning process to get maximum result. However, the main problem faced by many students is that they have difficulties in acquiring new vocabulary which influence their English skill. It is necessary for teachers to find new teaching media to overcome the problems and to motivate the students. Some teachers use games, pictures, songs, real objects and cartoons as their teaching media to enhance the students' creativity in the learning process.

One of the alternative media in improving limited vocabulary is vocabulary video. The writer uses vocabulary video that has been taken from youtube. The writer chooses vocabulary video based on the topic that has been teaching fourth grade students of SDN Sugiwaras, Candi, Sidoarjo. The title of video are Fun farm animal song, learn drink and food, learn adjective emotion, what are you wearing today, learn the weather and season song. They are already published on youtube.

In this study, the writer wants to find out the benefit of using video vocabulary as a medium to teach English vocabulary.

The writer is interested in studying how the students in the fourth grade in SDN Sugiwaras Candi, Sidoarjo learn new vocabulary. The writer chooses this elementary school as the research location because SDN Sugiwaras got many achievements in national level and English is offered as a local content subject in that school.

This study is expected to be useful for teachers to know the mastery of English vocabulary of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo in Academic Year of 2013/2014 before and after being taught by using vocabulary video that consist of words, pictures and sounds. Furthermore the study will prove whether vocabulary video helps students improve their vocabulary acquisition easily and enjoyably.

1.2 Problems of the Study

Based on the background of the study above, the problems can be stated as follows:

1. How is the Mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugiwaras, Candi Sidoarjo, Academic year of 2013/2014 before being taught by using vocabulary video?
2. How is the Mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 after being taught by using vocabulary video?

3. Is there any significant difference between the mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 before and after being taught by using vocabulary video?

1.3 The Objectives of the Study

From the problems of the study, the writer determines the purpose of the research as follows:

1. to know the mastery of English vocabulary of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 before being taught by using vocabulary video;
2. to know the mastery of English vocabulary of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 after being taught by using vocabulary video;
3. to know the difference between the mastery of English vocabulary of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo in Academic year of 2013/2014 before and after being taught by using vocabulary video.

1.4 Hypotheses of The Study

Based on the problems of the study above, the writer uses alternative hypothesis (H_a) which can be formulated as follows:

The Mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 increased after being taught by using vocabulary video

There is a significant difference between the mastery of English vocabulary of the fourth grade students of SDN Sugiwaras, Candi, Sidoarjo, Academic year of 2013/2014 before and after being taught by video vocabulary.

1.5 Definition of Key Terms

The definition of key terms, is necessary to clarify the terms used briefly in order to avoid different interpretations. They can be mentioned as follows:

1. **The vocabulary mastery** is the knowledge in vocabulary by understanding the meaning of the words used based on the score of pre-test and post-test of English vocabulary test.
2. **The vocabulary video** is a video made by Busybeavers consisting of pictures, words and sounds as teaching media.
3. **The students** in this study are the students who are studying in the fourth grade of SDN Sugiwaras, Candi, Sidoarjo, Academic Year 2013/2014
4. **SDN 1 Sugiwaras** is an elementary located in Sugiwaras, Candi Sidoarjo.

CHAPTER II

REVIEW OR RELATED LITERATURE

Chapter two discusses the characteristic of young learner, teaching English to young learners, the general concept of vocabulary, teaching vocabulary, vocabulary video, the media of teaching vocabulary, and previous studies.

2.1 Characteristic of Young Learner

English is very important for Indonesian students, especially for young learners because by learning the second language from the earliest age, the language will be more easily acquired. According to Chomsky (1976, p. 56) "every human being is biologically endowed with a language faculty, the language acquisition device which is responsible for the initial state of language development". In brief, the writer may infer that it is in its best state when human beings are in the early years which are between 1-12 years old.

Young learners will learn best if the people involved in the teaching learning process facilitate the learning and take into account the way they learn into the teaching practices. Piaget (1973, p. 36). suggested that children developed through specific stages, they are:

1. Sensor-motor stage (from 0 – 2 years) in which children seemed to learn through physical interaction with the world around them.

2. Pre-operational stage (from 2 - 7 years) when children need concrete situations to process ideas.

3. Concrete operational stage (from 7 - 11 years) in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing.

4. Formal operational stage (from 11-15) in which children are able to use abstract thinking.

Young learners can be included into those aged 7-11 years or within concrete operational stage, where they learn best from concrete things around them. Piaget believed that children went through the stages above and that they could only move onto the next stage when they had completed the stage before and were ready to do so (Piaget 1973, p. 36).

A young learner is mentally and physically different from an adult. The elementary school students enjoy studying languages through loads of cheerful activities in the bright and colorful room. While adults are expected to use the abstract notion since they can think rationally.

According to Harmer (2001, p.38) some general characteristics of children are: (a) they respond to meaning even if they do not understand the words, (b) they often learn more indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see hear and hear (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) they need for individual attention and approval from their teacher, (f)

they respond well to learning that use themselves and their own lives as main topic in the classroom, (g) they have limited attention span, unless activities are extremely engaged.

Based on the points stated by Harmer, the writer assumes that elementary school students can study English well when they feel attracted in the learning process.

2.2 Teaching English to Young Learners

Teaching English to young learners as a local content has a goal that the students are expected to have skills of the language in simple English emphasized on listening, writing, reading and speaking skill using selected topics related to their environmental needs. Related to the objective above, the material for the fourth grade have topics that they often face in their life. The topics include objects inside their class and objects around the school. So, it is easier for them to understand and absorb the words taught.

To help the learners in learning foreign language Slaterry and Willis (2003, p. 4) suggest some ways to teach them, namely: (a) to make learning English enjoyable and fun, (b) to not worry to make mistake, to encourage; to make sure children feel comfortable and not afraid to take part, (c) to use a lot of gestures, action, pictures to demonstrate (d) to talk a lot to them to use English, especially about things they can see, (e) to play game, sing a song, and say rhymes

and chants together, (f) to tell simple stories in English, using pictures and acting with different voices.

From the explanation above, the writer concludes that in teaching vocabulary to the fourth grade student, teacher should know the characteristic of young learners and make lesson plans with varied activities.

2.3 General Concept of Vocabulary

In everyday situation, people say something, express feelings and tell what they want to say. All the things need the words, and these words are called vocabulary.

Vocabulary plays an important role in improving English skills. It becomes one aspect for improving communication skill. Without having enough vocabulary, communication will end up in unpleasant situation and make the students difficult to continue in making their sentences or ideas. Therefore it is highly essential for English teacher to help their students in mastering vocabulary.

2.3.1 Definition of Vocabulary

Vocabulary is an important part in learning English because without sufficient vocabulary, students cannot communicate effectively or express their ideas in both oral and written forms. Keraf (2008) defines vocabulary as a list of words which means distributing communication with other people. Hornby (2001) defines it as all words known to a person or used in a particular book.

Based on the definition above, the writer concludes that the more learners acquire sufficient vocabulary, the easier for them to develop their English skills.

They can express their ideas, opinion, and feeling cohesively. Thus, they can construct readable written texts. So, the teaching learning process of English vocabulary is successfully done.

2.3.2 Types of Vocabulary

Donoghue (1990) cited by Risdiana (1997, p.3) states that there are four categories of vocabulary namely:

1. Listening Vocabulary

Listening vocabulary refers to all the words that children recognize and understand when they hear them in oral context. It is the first vocabulary to develop during the language acquisition stage and is also the one that continues to grow most rapidly during Elementary school years.

2. Speaking Vocabulary

Speaking vocabulary includes all the words that children use in everyday speech. This vocabulary forms the basis for development of the reading and writing vocabulary.

3. Reading Vocabulary

Reading vocabulary consists of all the words that children recognize and understand in writing. The students' vocabulary mastery is generally limited when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes and surpasses their oral vocabulary. The more students read, the larger their reading vocabulary.

4. Writing Vocabulary

Writing vocabulary is the last to develop and includes only the words that children can use in compositions. It is closely tied to spelling instruction.

2.3.3 Kinds of English Vocabulary

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, speaking, reading, and writing all together. One of the requirements to communicate well in a foreign language, adequate number of words acquired.

According Celci-Murcia (2000, p.76) there are two kinds of vocabulary, namely:

1. Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary is the lexical items which the students are familiar and understand when they meet receptive vocabulary in the context of reading and listening materials.

Productive vocabulary is used in speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students know the meaning to understand the context of reading or listening.

2. Content Words versus Function Words

Content words and function words are useful to analyze vocabulary.

Content words are words that have a culturally shared meaning in labeling an object or action. Content words are absolutely necessary to convey an idea to someone else. For example: nouns, verbs, adjectives, and some adverbs.

Function words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker. For example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs.

Function words should be taught as part of grammar and content words as part of vocabulary.

2.3.4 Vocabulary Development

Seven kinds of principles of vocabulary development are described by Gunning (1992, p.159) namely:

1. Building experiential background:

The most effective step to build vocabulary is to provide students with a variety of rich experiences, for examples, taking children to a supermarket, zoo, museum etc.

2. Relating vocabulary to background

It is essential to relate new words to experiences that students may have had. Students were asked to respond to new words that required some sort of personal observation.

3. Building relationship

Building relationship words is used to explain how new words are related to each other. For example, students are about to read a selection about autobiographies and biographies that include the unfamiliar words accomplishment, obstacles and nonfiction along with autobiography and biography. Instead of simply presenting them separately, demonstrate how they are related to each other.

4. Developing depth of meaning

There are two methods of developing depth of meaning: definitions and simulation. Definition, however, may provide only a superficial level of knowledge, while simulation is the thoughtful level of knowledge.

5. Presenting several exposures

Teachers can promote vocabulary learning by exposing their students to new words in a range of meaningful contexts and by setting purposeful tasks that require the students to use the words many times. Gunning (1992, p.163) suggests that students study new words at least ten times. It also helps if words appear in different context so that students experience their shade of meaning.

6. Creating an interest in words

Creating an interest in words, Word Wizard is an example of a competition to create an interest for words in students. Students get points when they note an example of a taught word outside of class and report it to the group. Whoever has the most points becomes the Word Wizard for the week. Children occasionally cause a minor description, for example, at an assembly when a speaker uses one of the taught words and the entire class would remember.

7. Promoting transfer

Students have to learn thousands of words, so teachers also have to show them how to use the tools of vocabulary acquisition: (1) context clues, (2) morphemic analysis and (3) dictionary skills. Context clues refers to words or phrases, stated or implied, in a sentence, a paragraph or a passage that help students to understand new and difficult vocabulary. Morphemic analysis refers to the ability to determine a word meaning through examining its prefix, root or suffix. Dictionary skills refer to skills of looking up words, obtaining appropriate definition and deriving the correct pronunciation.

2.3.5 The Importance of Vocabulary

The students will be able to express their ideas precisely, if they have a good stock of vocabulary. They will be also able to comprehend the reading material, give response, understand other's speech, speak fluently and write about a specific topic if they count with the appropriate words. On the other hand, the students will not be able to participate in conversations, express ideas, and ask for information, if they do not recognize the semantic and pragmatic aspects of the words.

Wallace (1982) argues that vocabulary is one of the important parts of language, because if people speak a language, they need several words to convey ideas. So people can understand what we mean. He also mentions two of the importance of vocabulary, namely:

1. Language exists in two forms, they are spoken and written. Both of them need vocabulary to develop the language.

2. Vocabulary is one of the importance of the language components.

Therefore, vocabulary is needed for production in learning English as a foreign language rather than for recognition.

2.4 Teaching Vocabulary

Teaching vocabulary has an important role in teaching English as a foreign language. (Thornbury, 2004) To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized.

There are several strategies and techniques how to expand vocabulary to keep in mind. The list below is based on the work of Cynthia and Johnson, (2004):

1. Encouraging wide reading

Wide reading is the effective way to help students acquire vocabulary. The students will acquire vocabulary through incidental learning, as they read on their own. Wide reading should include texts with varied levels of difficulty. Students reading at or below their current levels will not dramatically increase their vocabulary. When students read texts that consist primarily of unknown words,

they usually become frustrated. To help them get the most out of incidental learning, they should read some books for fun.

2. Emphasizing learning from context

Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn vocabulary through repeated exposures, gaining more comprehension of the words' meanings and functions by seeing them several times in different contexts.

3. Using Prefixes, Suffixes, and Roots

The fourth grade in elementary schools is a good time to start learning how to figure out the meanings of words by using prefixes and suffixes, and roots.

Prefixes and suffixes can help students learn, remember words, and read the texts. For example, science texts often include words that use the same prefixes repeatedly, such as *bio*-in *bio-sphere*, *biology*, *biodegradable*, *bioluminescence*, and *biochemical*. Knowing that "bio" means life can help students recognize these words in context and also improve their comprehension about these words.

4. Using Graphic Organizers

Using graphic organizers will provide the students with more exposures to words they are acquiring and will help them solidify the knowledge they have gained. Graphic organizers can be used to develop students' understanding of a

particular concept or group of thematically related words. For example, in teaching about dinosaurs, the teacher teach the vocabulary words: *ancestor*, *carnivore*, *gigantic*, *extinct*, and *ferocious*. Then, begin instruction by having the students brainstorm the words related to dinosaurs.

5. Extending Instruction through Reading Aloud and Discussion

Reading aloud can be a good strategy to use with students who have smaller vocabulary, even advanced and older students will enjoy the activity.

Discussion can greatly enhance any vocabulary instruction. Students with a little vocabulary acquisition benefit from the knowledge contributed by their classmates, and misunderstandings of word. In addition, as students wait to be called on, they often practice responses silently. Discussions can be more fun by having students act out or pantomime words or engage in debates about word meanings.

In addition, according to Good and Brophy (2008) in Good et al. (2009), teachers of EFL at elementary schools should be able to select the following general aspects of effective teaching namely:

1. *Appropriate expectations*. Teachers need to form accurate and appropriate expectations for student learning. Expectations that are too high or too low lessen student achievement. In addition to stating appropriate expectations for student

performance, teachers must work to help students over time to exceed present expectations and help students realize the growth they have made.

2. *Supportive classrooms*. Students learn best in classrooms where academic and social goals are clear and where caring communities are afforded. Supportive classrooms make students take intellectual risks. In supportive classrooms focus is placed on learning, not simply on “knowing” of right and wrong answers.

3. *Opportunity to learn*. Classroom learning is best when most available time is used for academic work in which students are highly engaged. Students can not learn material that they do not study or practice. Although this point seems obvious, in too many classrooms students do not get to read original documents, to explain their answers, to challenge the thinking of teachers and peers and so forth. What students are assigned to learn and their degree of involvement in work are the strongest known predictors of student achievement.

4. *Curriculum alignment*. Content is aligned to create a visible and coherent plan for achieving curriculum goals. Teachers carefully differentiate between more and less important content.

5. *Coherent content*. Content is organized and explained in sufficient depth to allow student to learn meaningfully.

6. *Thoughtful discourse*. Questions are planned and allowed that involve students in sustained discussion and exploration of key ideas. Thoughtful discourse allows for various opinions to be raised and to explore alternative explanations for historical and contemporary events. Thoughtful discussion goes beyond defining

what “is” to explaining why, addressing issues of value, and considering future implications.

7. *Scaffolding students’ ideas and task involvement.* The teacher actively supports student learning activities and strives to help students understand concepts more fully. Just as teacher scaffolding can help students to achieve learning goals at a higher level. Good scaffolding can help students to move from the present to the future.

8. *Practice/application.* Students need ample opportunity to apply and practice new learning. Distributed practice with concepts in diverse contexts enhances long term retention of learning. Critics of current teaching methods often scorn the fact that teaching in schools, at best, prepares students for acts of “near transfer.” That is, students can use extant knowledge to solve problems that are similar to what they have studied.

9. *Goal-oriented assessments.* Test, quizzes, and papers need to focus on important curriculum goals. Such assessments help students to focus upon important content and allow them to practice applying important information.

Oddly, teachers sometimes believe that preparing students for the test is unfair or wrong. Students need to know that their daily activities are important and that they serve as advance organizers for showing what knowledge teachers think is important and how students can best display that knowledge.

In brief, there are several techniques and strategies for teaching vocabulary to keep in mind. The teacher should know their students characteristic to use

techniques and strategies which work best to help them improve their vocabulary mastery.

2.5 Vocabulary Video

Vocabulary video is broadcasting visual images of vocabulary consisting of the words, pictures and sounds. The writer uses vocabulary video that has been taken from youtube. The writer chooses vocabulary video based on the topic that has been teaching fourth grade students of SDN Sugiwaras, Candi, Sidoarjo. The title of video are Fun farm animal song, learn drink and food, learn adjective emotion, what are you wearing today, learn the weather and season song. They are already published on youtube.

2.6 Media of Teaching Vocabulary

Media in a process of teaching are not new for teachers. Most of the teachers use media to help them give particular information to the students. For the teachers of elementary school, the using of media is very important in learning activities.

Media come from the word medium. According to Hamalik (1982) in the field of education, media can be called instrument, method and technique used to communicate and influence effectively between the teacher and the student in the teaching and learning process at school.

In this study, the writer uses video vocabulary as medium of teaching English vocabulary. In teaching vocabulary, teachers should not teach them separately, word by word. It will make the students know the meaning of the words only and they still find difficulties in applying the word into sentences or paragraphs.

Teaching elementary school students is considered as teaching children. Teachers should try to teach as clearly as possible about the meaning of the words by showing pictures, illustrating, or giving the similar meaning with their native languages as media.

2.6.1 Kinds of Instructional Media

There are some visual teaching media that attract students in learning activities. In general, they are still pictures, realia, charts, cartoons, and real objects (Kasbolah, 1995, p. 71). The other media that are very useful for teaching young learners are flash cards, puppets and video.

a. Still Pictures

Still pictures are photographic (or photographic like) representing people, places, and things. The still pictures most commonly used in instruction are photographs, postcards, illustrations from books, periodicals, catalogs, and so on. The most benefit of a picture can make the student understand the context which may be made up of pictures, the teacher's actions, the student's actions,

sound effects and words. This overall context of new language will have meaning to the students (Wright, 1994, p. 128).

b. Realia

Heinich (1995, p. 71) defines realia as the visual instructional aids which are most closely associated with a direct purposeful learning experience. The examples of realia are plastic fruit, kitchen utensils, dolls, cars, furniture, etc.

c. Charts

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. According to Finocchiaro (1964, p. 9) in Farida (1997), the series of pictures on a chart will be found extremely helpful in giving extensive practice in numerous structures with a limited known vocabulary. In giving the sentence pattern, a teacher should make sure all words (for pictures) could fit logically into it.

d. Real objects

Students understand and retain the meaning of a word better when they have been shown or have touched some objects. For this reason, teachers are suggested to make a collection of everyday objects, including such things as newspaper, tickets, posters, bottles, fruit, vegetables, cans, dishes, etc (Finocchiaro, 1973, p. 96). For example, the teacher uses apples, bananas, and peaches. The teacher emphasizes the meaning of the objects by showing and

demonstrating them into some relevant activities such as eating them, and putting them into refrigerator.

e. Flash cards

According to Suleiman (1985), to be effective, pictures or drawings that are used in flash cards must fulfill some criteria. The criteria are as follows: (1) the pictures must be good, clear, interesting, easy to understand and big enough to show detail; (2) the pictures must be important and appropriate with the problem discussed; (3) the pictures must be right and authentic. It means that the pictures have the same condition as the real things; (4) the pictures must be simple.

Complicated pictures will make students confused and failed to find the real meaning of the pictures.

f. Puppets

According to Cox (1999, p. 177), children are natural puppeteers. People can see any young child with a stuffed animal, toy car, or object that can become an extension of the body and voice, and people will see a born puppeteer.

Therefore, the teacher must be able to make and provide puppets in the classroom.

Puppet is a perfect way for children to tell story. Cox (1999, p.180) states that a simple way to relieve and retell a story is through the use of puppets. By making puppets, students can play a part of or an entire story or create their own story

based on a story's characters. Making puppets should be kept simple and 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 vocabulary. The writer uses video vocabulary of Busybeavers video as the medium to teach English vocabulary.

2.7 Previous Studies

In this study, the writer used two previous studies, the first is "A study on the students' ability by using Scrabble Game to increase students English Vocabulary Mastery at Second Class of SMPN Tanjung Pinang" by Noriman (2012) from The Faculty of Tarbiyah Institute of Miftahul Ulum Tanjung Pinang. He used Thornbury's theory for his analysis. The sample of his research is the students in Second Class of SMPN Tanjung Pinang. He got results that scrabble 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 vocabulary to the fourth grade students of SDN 1 Bandar Batang" proposed by Wibowo (2001). He used puppet toys to teach vocabulary to elementary school students. He observed the puppet in teaching vocabulary. He wanted to find out the extent of student's achievement in vocabulary mastery by the use of the puppet in teaching. He gave some treatments to students during the teaching learning

process. The result was that using the puppet to teach vocabulary to elementary school students was very beneficial for them.

Based on that finding, the writer is curious to use video vocabulary as a medium in teaching learning process. Hence, in this study, the writer wants to examine “the effectiveness of teaching vocabulary by using the video vocabulary at elementary school” (for the fourth grade of SDN Sugiwaras Sidoarjo in the academic year 2013/2014).

The similarities of two previous studies with this thesis are all of them made experiment to improve vocabulary of young learners and the differences is all of them uses the difference technique to improve vocabulary of young learner.

Noriman (2012) used scrabble game to increase students English vocabulary mastery at Second Class of SMPN Tanjung Pinang, Wibowo (2001), used of puppet toys as the media to teach vocabulary to the fourth grade students of SDN 1 Bandar Batang, and the writer will use the video vocabulary at elementary school for the fourth grade of SDN Sugiwaras Sidoarjo.

CHAPTER III

RESEARCH METHODS

Chapter three provides information about the methodology of the research that the writer applies to his study. They are research design, sample and population, research instrument, steps in experimental research, data collection and data analysis.

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 experiment was called quasi experiment. Meanwhile, Arikunto (1998, p.41) the research design aimed to give the responsibility for setting the next steps to make the result more accurate and objective. And the subject of this research was the fourth grade students of SDN 2 Sugiwaras Candi Sidoarjo which consist of 1 class. In this study, there were two variables, they were:

1. Independent variable was “The use of Vocabulary Video” as a medium of teaching English”.

2. Dependent variable was “The mastery of English vocabulary”.

This experimental method dealt with one experimental class. The experimental class was the class which got the treatment on vocabulary video. The experimental class was given the pre-test and post-test in order to measure the improvement of students' vocabulary. The pre-test was used to find out the students' vocabulary and the post-test was used to look how far the improvement of students' vocabulary after the treatments.

Formula used to find out the result as follow:

$$K = T1 \times T2$$

There are three stages in one-group pre-test and post-test design (Ali, 1984, p.136):

1. The researcher holds a pre-test to find out the student's vocabulary mastery before being taught by using vocabulary video. The pre-test is formulated as T_1 .
2. The researcher applies the experimental treatment to the subjects. The students are taught by using vocabulary video. The experimental treatment is formulated as X .

3. The researcher conducts a post-test to measure the student's vocabulary mastery after being taught by using vocabulary video. It is formulated as T2.

In analyzing the results of pre-test and post test, *t-test* was used to compare the means' difference of two tests. *t-test* was used to analyze pre-test and post test score and to investigate whether or not the difference of pre-tests and post-test means were significant.

In this study, *t-test* was calculated using SPSS 17 for Windows Program. After getting sign (2-tailed) value, then it was compared with the standard significant value at the level of significance = 0,05. If sign (2-tailed) \leq standard significant: There was a significant difference and the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected and If sign (2-tailed) \geq standard significant: There was no a significant difference and the alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted.

3.2 Sample and Population

Sample and population are important elements in the research. The sample is a group of participants whom the writer actually examines in an empirical investigation and the population is a group of people whom the study is about (Donyei, 2007, P. 96).

In this case, the population was the entire students of the fourth grade of SDN Sugiwaras Candi Sidoarjo, academic year 2013/2014. The number of population was 30 students. The writer used the whole population as the sample of

the research because of the limitation number of population which was only 30 students.

3.3 Research Instrument

The research instruments were video vocabulary, tests, field notes, and questionnaires.

3.3.1 Video Vocabulary

In this study, the writer was interested in using video vocabulary which had a relationship with the object or the theme in the English material to be introduced to the students. The writer played the video vocabulary in front of the class. The title vocabulary video was Fun farm animal song, learn drink and food, learn adjective emotion, what are you wearing today, learn the weather and season song. They were already published on Youtube.

3.3.2 Tests

The writer used a test in his study as the instrument for collecting data. The test was pre-test and post-test. The purpose of giving pre-test was to know the students' ability in mastering English vocabularies before conducting this study.

The purpose of giving the post – test was to find out the result the vocabulary mastery after being taught by using video vocabulary.

In this test, the writer used 50 multiple choice about food and drink, clothes and colors, farm animal and wild animal, season and weather. To measure the test validity, the writer used a test that had been validated by two teachers of SDN 1 Sugiwaras in Appendix 1.

3.3.3 Field Notes

Field notes were used to observe the situation of the class during each cycle of this study. There were three components that the writer observes, namely:

1) The situation of the class

If there were a lot of students raising their hands when the writer asked them, the writer concluded that they gave much attention to his explanation during the study.

2) The participants of the students

If the students did what writer ordered, he concluded that they were motivated.

3) The pronunciation of the students

If the student could pronounce the vocabulary given in the last treatment better than in the beginning, the writer concluded that they made progress.

However, the writer did not take score of it.

3.3.4 Questionnaire

The last technique of collecting data was questionnaire. The purpose of giving the questionnaire was to support the primary data. The writer gave 5 questions to be answered. The task of the students was just to answer with “yes” or “no”.

3.4 The Steps in Experimental Research

This study was undertaken in three steps, namely, pre-test, treatments and post-test. To make the steps in this research clear, the writer conducted:

1. Pre-test

Pre-test consisted 50 items taken from the module used in the school.

There are 5 chapters in the book containing topics such as: food and drink, clothes and accessories, animal, adjective, and season and weather.

The writer took 10 items every chapter. The instrument for pre-test was validated by two teachers of the school. The teacher suggested the writer to provide pictures. The writer took pictures from the internet. After the pictures were added, the instrument was considered valid and ready to be used as pre-test in Appendix 1.

2. Treatments

The writer conducted four treatments. The treatment was based on planning lesson in Appendix 2. In this activity the writer played video vocabulary, then he introduced the food and drink in the video vocabulary (each week the students were shown different videos). After that, the writer pronounced the vocabulary correctly and wrote on the blackboard. Having finished pronouncing and writing, the students were asked to repeat the teacher three times and then asking the students to write the vocabulary in their books.

At least, the writer gave a short test to the students. This activity aimed to check the students' understanding the lesson.

In the second, third and fourth treatment the writer did the same activities as in the first treatment, but each vocabulary video was different in each treatment. If in the first treatment the vocabulary video was about food and drink, the second was about clothes and color, the third was about farm and wild animal and in the last treatment of the vocabulary video was about season and weather.

3. Post-test

Post-test was the same as pre-test. Pre-test consisted 50 items taken from the module used in the school. There are 5 chapters in the book containing topics such as: food and drink, clothes and accessories, animal, adjective, season and weather. Post-test was given after treatment (5 times)

After doing the post test, the students got the result of the last cycle test. Then, the writer gave questionnaires to the students. The students had to answer five questions. The students were given questionnaire about the their opinion

whether they were interested in learning to use a vocabulary video or not, whether the vocabulary video helped the students in learning vocabulary or not, whether the vocabulary video increased the motivation of the students in learning vocabulary or not, whether the vocabulary that the students learned was often used in their daily life or not, whether or not the program that had been conducted should be given continuously. The questionnaire was presented in Appendix 3.

The analysis of the questionnaire was discussed in chapter IV.

3.5 Data Collection

To collect data, the writer conducted several steps in doing the action research, the writer uses several appropriate techniques and methods namely;

1. Asking permission to the headmaster of SDN Sugiwaras to do the experiment that will take four weeks.
2. Giving pre-test to explore the data of vocabulary mastery of students before being taught by using video vocabulary.
3. Teaching vocabulary by using video vocabulary to explore the response of the students when they are taught by video vocabulary. It takes four meetings.
4. Giving post-test to find out the data result of the vocabulary mastery after teaching by using video vocabulary.

3.6 Data Analysis

The writer analysed the data using predictive analytics software (SPSS) by following these steps:

1. Inputting data into SPSS Statistics.
2. Selecting a procedure from the menus to calculate statistics or to create charts.
3. Selecting the variables in the analysis. The variables in the data file are displayed in a dialog box for the procedure.
4. Comparing the mean, and standard deviation from the pre test and the post test and then calculated test of hypothesis

To know the vocabulary mastery of fourth grade students of SDN 1 Sugiwaras Candi Sidoarjo in the academic year of 2013/2014 taught by using vocabulary video, the writer would like to make criteria of the student' test score.

The score was got from the sum of the total correct answer, the writer used this formula:

$$\begin{aligned} \text{Score} &= S \times 2 \\ &= 50 \times 2 \\ &= 100 \end{aligned}$$

Therefore, the highest score will be 100 and the lowest score will be zero.

The data description of the students' test scores will be classified into five criteria.

According to Arikunto (1998, p. 251), the criteria of measuring the test score is as follows:

Score	Category
80-100	Excellent
66-79	Good
56-65	Sufficient
40-55	Low
0-40	Poor

If there is any significant difference between the independent variable (X) and dependent variable (Y), the hypothesis testing is done by the statistic hypothesis as follows:

$$H_0 : ABCF = BBCF$$

$$H_a : ABCF \neq BBCF$$

H_0 : There is no significant difference between the vocabulary mastery of fourth grade students of SDN 1 Sugiwaras Candi Sidoarjo in the academic year of 2013/2014 before and after being taught by using vocabulary video.

H_a : There is any significant difference between the vocabulary mastery of fourth grade students of SDN 1 Sugiwaras Candi Sidoarjo in the academic of year 2013/2014 before and after being taught by using video vocabulary.

ABCF :The vocabulary mastery of fourth grade students of SDN 1 Sugiwaras
Candi Sidoarjo in the academic year 2013/2014 after being taught by
using vocabulary video.

BBCF :The vocabulary mastery of fourth grade students of SDN 1 Sugiwaras
Candi Sidoarjo in the academic year 2013/204 before being taught by
using vocabulary video.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of each activity: pre-test, post-test, and questioners.

4.1 Finding

4.1.1 Experiment Class

Table 4.1

The criteria of measuring the test score of pre-test

Score	Frequency Students	Category
80-100	1 (4%)	Excellent
66-79	12 (40%)	Good
56-65	12 (40%)	Sufficient
40-55	5 (16%)	Low
0-40	0 (0%)	Poor

The writer made criteria of the pre-test score based on five categories namely: the score range from 80 to 100 score was excellent, the score range 66 to 79 score was good, the score rang 56 to 65 score was sufficient, the score range 40 to 55 was low and the score range 0 to 40 was poor. Based on the table above the writer calculated and classified students into that categories. There was 1 student (4%) classified into excellent category, there were 12 students (40%) classified into good category, there were 12 students (40%) classified into sufficient category, there were 5 students (16%) classified into low category and there was 0 student (0%) classified into poor category.

Table 4.2

The criteria of measuring the test score of post-test.

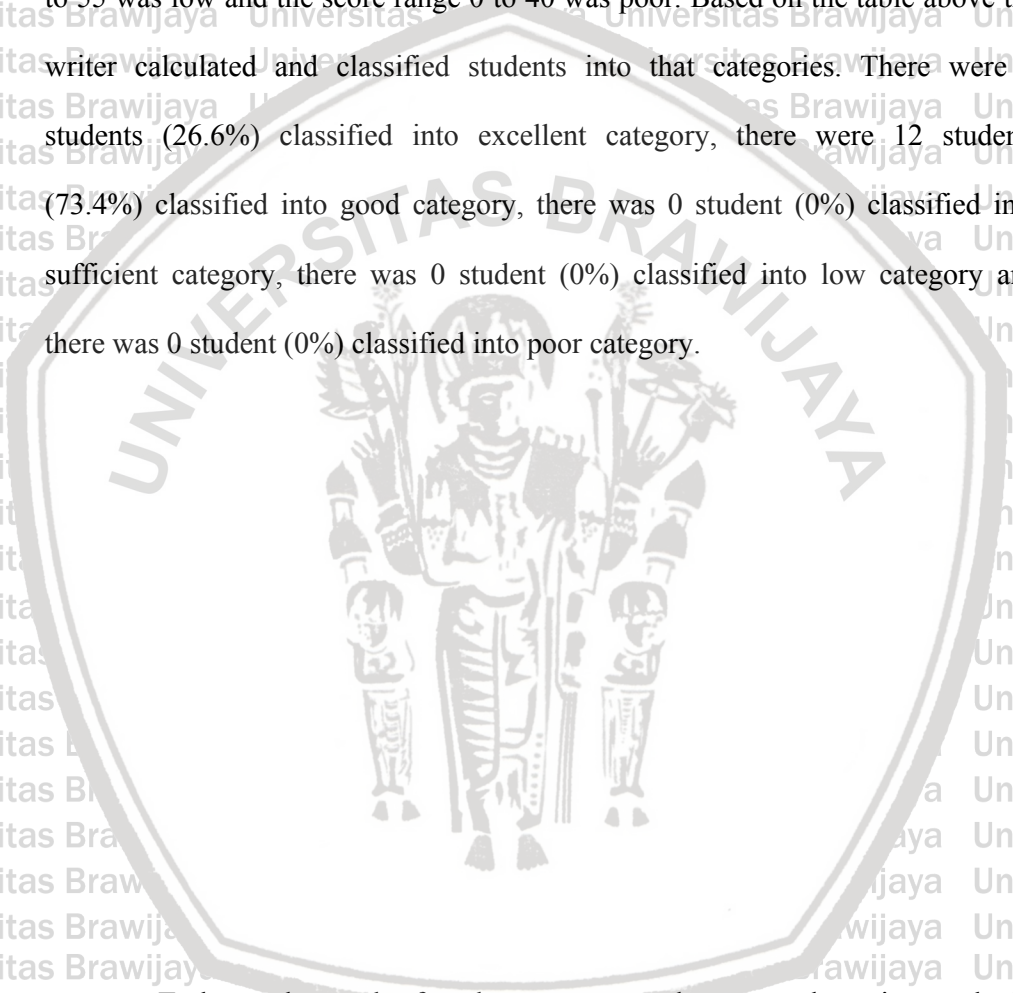
Score	Frequency Students	Category
80-100	8 (26,6%)	Excellent
66-79	22 (73,4%)	Good
56-65	0 (0%)	Sufficient
40-55	0 (0%)	Low
0-40	0 (0%)	Poor

The writer made criteria of the pre-test score based on five categories namely: the score range from 80 to 100 score was excellent, the score range 66 to 79 score was good, the score rang 56 to 65 score was sufficient, the score range 40 to 55 was low and the score range 0 to 40 was poor. Based on the table above the writer calculated and classified students into that categories. There were 8 students (26.6%) classified into excellent category, there were 12 students (73.4%) classified into good category, there was 0 student (0%) classified into sufficient category, there was 0 student (0%) classified into low category and there was 0 student (0%) classified into poor category.

To know the result of students pre-test and pos-test, the writer made the table of the students scores as follow:

Table 4.3

The result of students' pre-test and post-test



Student	Pre-test	Post-test
1	48	75
2	66	79
3	71	72
4	58	64
5	74	73
6	56	68
7	59	70
8	75	90
9	58	78
10	57	74
11	49	71
12	65	72
13	74	75
14	59	65
15	60	74
16	73	80
17	68	85
18	62	68
19	81	95
20	65	77
21	74	89
22	65	70
23	48	76
24	58	80
25	48	72

26	67	83
27	66	74
28	69	82
29	68	76
30	54	70
Total	1895	2277
M_x, M_y	63.16666667	75.9

Based on the table above, the writer calculated the sum total of variable x

($\sum x$) was 1895, the mean of variable x (M_x) was 63, the highest score was 81, and the lowest score 48.

The sum total of variable y ($\sum y$) was 2277, the mean of variable y (M_y) was 76, the highest score was 95, and the lowest score was 64.

Using SPSS software the writer obtained the result of sample paired statistics as shown in the table 4.d as follows:

Table 4.4

Samples Paired Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	63.1667	30	8.86715	1.61891
	After	75.9000	30	7.27466	1.32817

The paired sample statistics show summary from the Mean and Standard deviation of both comparison. Based on the table above, the mean of the pre-test was lower than the mean in the post test. The mean of pre-test was 63.1 and the mean of post-test was 75.9. The mean in the post test increases. It meant there was significant difference before and after the treatment.

Using SPSS software the writer obtained the result of paired sample correlation as shown in the table 4.3 as follows:

Table 4.5

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Before & After	30	.583	.001

Paired samples correlation show the correlation before and after treatment. the Sig was 0,001 \leq 0,05. It means the correlation before and after treatment was significant.

Using SPSS software the writer obtained the result of paired sample test as

Paired Samples Test

Paired Differences	t	df	Sig. (2-
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shown in the table 4.4 as follows:

Pair 1	Before - After	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)
					Lower	Upper	
					-12.73333	7.50601	

Table 4.6

Based on the table sample paired samples test above, the criteria was H_0 (null hypothesis) that was accepted if alpha level was higher than 0.05 ($\alpha > 0.05$). From the data above, it could be seen that $Sig = 0.00 < 0.05$. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It meant that there was an improvement of the students vocabulary after the students were taught by using vocabulary video.

4.1.2 Questionnaire

To complete the data, the writer gave the students questionnaire. The writer distributed the questionnaire on Tuesday, April 8th 2014 and was responded by 30 students about their opinion whether they were interested in

learning vocabulary video or not, whether the vocabulary video helped the students in learning vocabulary or not, whether the vocabulary video increased the motivation of the students in learning vocabulary or not, whether the vocabulary that the students learned were often used in their daily life or not, the opinion of the students whether the teaching used video vocabulary that had been conducted should be given continuously or not. The purpose of giving the questionnaire was to support the primary data. The writer obtained the result of the questionnaire as shown in the table 4.5 as follows:

Table 4.7

The Result of the Questionnaire

No	Item number	“Yes” Answer	“Yes” (%)	“No” Answer	“No” (%)
1	1	24	80	6	20
2	2	30	100	0	0
3	3	25	83.33	5	16.66
4	4	19	63.33	11	36.66
5	5	27	90	3	10

Based on the table above, there were 5 items to be answered with “yes” or “no” For question number 1 about whether the students were interested in

learning vocabulary video or not, there were students 24 (80%) answering “yes” and 6 students (20%) answering “no”. For question number 2 about whether the vocabulary video helped the students in learning vocabulary or not, there were 29 students (96.66%) answering “yes” and 1 student (3.33%) answering “no”. For question number 3 about whether the vocabulary video increased the motivation of the students in learning vocabulary or not, there were 25 students (83.33%) answering “yes” and 5 students (16.66%) answering “no”. For question number 4 concerned with the question whether the vocabulary that the students learned was often used in their daily life or not, there were 19 students (63.33%) answering “yes” and 11 students (36.66%) answering “no”. For question number 5 about whether the vocabulary video increased the motivation of the students in learning vocabulary or not, there are 27 (90%) students answering “yes” and 3 students (10%) answering “no”.

4.2 Discussion

4.2.1 Discussion finding Concerning Pre-test and Post-test

To prove the hypothesis, the data obtained from the experiment was calculated using the t-test formula with assumption as follows:

➤ If sign (2-tailed) \leq standard significant: There was a significant difference and the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

➤ If sign (2-tailed) \geq standard significant: There was no significant difference and the alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted.

According to the research of the analysis of the research, it showed that the value of standard significant was bigger than the value of Sig (2-tailed). So, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. Or it could be said that there is significant influence of using vocabulary video in teaching vocabulary.

It could be concluded that teaching vocabulary using video vocabulary was adequately successful that could be seen from the calculation and from the table of the students' vocabulary the scores by using vocabulary video was increased. It meant there was significant influence of using vocabulary video in teaching vocabulary.

4.2.2 Discussion of The Finding Based on Data Questionnaire

The purpose of giving the questionnaire was to support the primary data.

The writer gave 5 items to be answered. The task of the students was just to answer with “yes” or “no”

Question number 1 asked about the students’ opinion whether the students were interested in learning vocabulary video or not. There were 24 students (80%) answering “yes” and 6 students (20%) answering “no”. Based on the answer of the question number 1, the majority of the students were interested in vocabulary video.

Question number 2 asked about whether the vocabulary video helped the students in learning vocabulary or not. The whole students answer “yes” (3100%). It was surprising that vocabulary video helped the whole students in learning vocabulary.

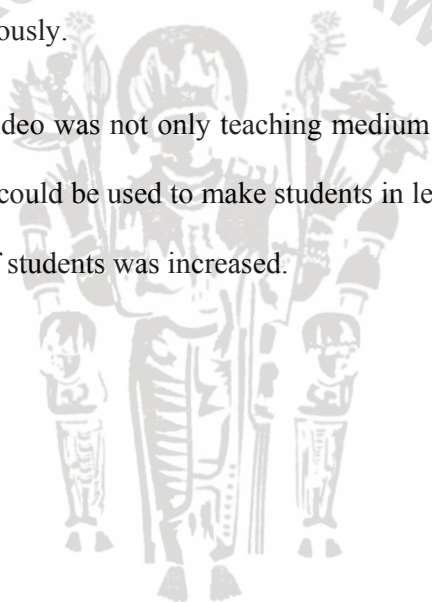
Question number 3 asked about whether the vocabulary video increased the motivation of the students in learning vocabulary or not. There were 25 students (83.33%) answering “yes” and 5 students (16.66%) answering “no”. Based on the answer number 2, the majority of the students were motivated learning vocabulary.

Question number 4 concerned with the question whether the vocabulary that the students learned was often used in their daily life or not. There were 19 students (63.33%) answering “yes” and 11 students (36.66%) answering “no”.

The relation between the vocabulary in the topic offered in this action and the vocabulary that the students often used and needed in their daily life were relevant.

Question number 5 tried to seek the opinion of the students whether or not the program that had been conducted should be given continuously. There were 27 students (90%) answering “yes” and 3 students (10%) answering “no” It was obvious that the majority of the students expected the program to be given regularly and continuously.

Vocabulary video was not only teaching medium which the students were interested in but also could be used to make students in learning, for example after treatment the score of students was increased.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer draws conclusion and gives suggestion based on his findings.

5.1 Conclusions

Based on the analysis in the previous chapter, the writer drew the following conclusion:

- 1) The students' mastery on vocabulary was improved after the vocabulary video was given. It was supported by significant different result of the mean of pre-test was 63.1 and the mean of post-test was 75.9.
- 2) There was significant difference between the mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugiwaras, Candi, Sidoarjo, Academic year 2014 before and after being taught by using vocabulary video. It was supported by result of the value of Sig. (2-tailed) is 0.000 <math>< 0.05</math>.
- 3) Based on the questionnaire, most of the student said that the use of the vocabulary video could help them in mastering

vocabulary. It meant vocabulary video motivated children to learn English vocabulary.

- 4) Vocabulary video was not the only teaching medium which the students were interested in, but also used to make students motivated in learning.

5.2 Suggestions

In this sub chapter, as the end of the chapter, I have some suggestions as follow:

- 1) The school should give wider opportunity for the teacher to use “Vocabulary Video” as medium on teaching English vocabulary. It was important because this research found significant difference between the mastery of English vocabulary of the fourth grade students of SDN Sugiwaras, Candi Sidoarjo in academic year 2013/2014 before and after being taught by using vocabulary video.
- 2) The English teachers should be creative in using media teaching to make student interested and motivated. Hopefully, there would be further studies on teaching English using vocabulary video.

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