THE EFFECTIVENESS OF USING ENGLISH VIDEO

CONVERSATION TOWARDS THE EIGHTH GRADE STUDENTS'

VOCABULARY MASTERY AT MTs AN NUR BULULAWANG KAB.

MALANG

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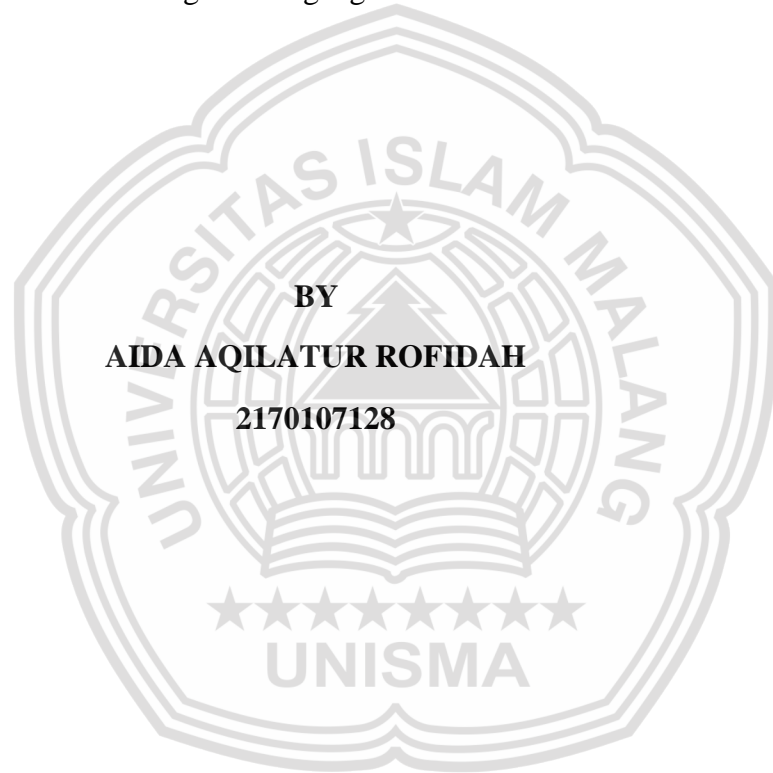
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ABSTRACT

One necessary subject at schools in Indonesia is English. Because of it is as a foreign language, it is not an easy subject for student, without knowing and mastering about vocabulary the student can have some difficulties in studying English. It means that vocabulary is very important for the students who are studying English. Using the proper media will help students to get more vocabulary. One of the media is English video conversation. It is considered as the one of the most useful and effective way to teach and to learn English vocabulary.

These research problem formulations were: 1) How is the student's vocabulary mastery before being taught by using English video conversation? 2) How is the student's vocabulary mastery after being taught by using English video conversation? 3) Is there any significant difference of students' vocabulary mastery before and after being taught by using English video conversation?

The purposes of this study were firstly to know the student's vocabulary mastery before being taught by using English video conversation, secondly is to know the student's vocabulary mastery after being taught by using English video conversation. And thirdly is to know the significant difference of students' vocabulary mastery before and after being taught by using English Video Conversation.

Research method in this study was pre-experimental design with quantitative approach. The population of this study was all students of eighth grade at MTs An Nur Bululawang – Malang. While, the sample was VIII G class consisting of 31 female students by means purposive sampling. The research instrument of this study was vocabulary test. The data collected through one group pre-test and post-test were analyzed the data by using Paired Sample test with SPSS 16.00 version.

The result showed that the student's mean score of their vocabulary mastery before being taught by using English video conversation was 77.29 and the student's mean score of their vocabulary mastery after being taught by using English video conversation was 90.58. In addition, the result of t-test showed that the significant value was 0.00 smaller than significance level ($0.00 < 0.05$). It means that result of significance value indicated that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is any significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation.

English video conversation is effective media to teach vocabulary. By applying this media, the teacher can make students more enthusiastic, can motivate the student to learn, can increase the quality of teaching, and this media can be used in teaching learning process to be more successful and improve students' interest to study English.

ABSTRAK

Rofidah, Aida Aqilatur. 2023 Efektivitas Penggunaan Video Percakapan Bahasa Inggris Pada Penguasaan Kosa Kata Siswa Kelas Delapan di MTs AN NUR Bululawang Malang. Skripsi Sarjana. Pendidikan Bahasa Inggris Universitas Islam Malang. Pembimbing : (I) Dr. Hj. Mutmainnah Mustofa, M.Pd (II) Dr. Imam Wahyudi Karimullah, S.S.,MA

Keywords: Efektivitas, Video Percakapan Bahasa Inggris, Penguasaan Kosa Kata.

Salah satu mata pelajaran wajib di sekolah-sekolah di Indonesia adalah Bahasa Inggris. Karena merupakan bahasa asing, maka ini bukanlah mata pelajaran yang mudah bagi siswa, tanpa mengetahui dan menguasai kosakata siswa dapat mengalami kesulitan dalam belajar bahasa Inggris. Artinya, kosakata sangat penting bagi siswa yang sedang belajar bahasa Inggris. Penggunaan media yang tepat akan membantu siswa memperoleh lebih banyak kosa kata. Salah satu medianya adalah video percakapan berbahasa Inggris. Ini dianggap sebagai salah satu cara yang paling berguna dan efektif untuk mengajar dan mempelajari kosakata bahasa Inggris.

Rumusan masalah penelitian ini adalah: 1) Bagaimana penguasaan kosakata siswa sebelum diajar dengan menggunakan video percakapan bahasa Inggris? 2) Bagaimana penguasaan kosakata siswa setelah diajar menggunakan video percakapan bahasa Inggris? 3) Apakah ada perbedaan yang signifikan antara penguasaan kosakata siswa sebelum dan sesudah diajar menggunakan video percakapan bahasa Inggris?

Tujuan dari penelitian ini adalah pertama untuk mengetahui penguasaan kosakata siswa sebelum diajar dengan menggunakan video percakapan bahasa Inggris, yang kedua adalah untuk mengetahui penguasaan kosakata siswa setelah diajar dengan menggunakan video percakapan bahasa Inggris. Dan yang ketiga adalah untuk mengetahui perbedaan signifikan penguasaan kosakata siswa sebelum dan sesudah diajar dengan menggunakan Video Percakapan Bahasa Inggris.

Metode penelitian dalam penelitian ini adalah desain pra-eksperimental dengan pendekatan kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas VIII MTs An Nur Bululawang – Malang. Sedangkan sampelnya adalah kelas VIII G yang berjumlah 31 siswi dengan cara purposive sampling. Instrumen penelitian penelitian ini adalah tes kosakata. Data yang dikumpulkan melalui one group pre-test dan post-test dianalisis datanya dengan menggunakan uji Paired Sample dengan SPSS versi 16.00.

Hasilnya menunjukkan bahwa nilai rata-rata penguasaan kosakata siswa sebelum diajar menggunakan video percakapan bahasa Inggris adalah 77,29 dan nilai rata-rata penguasaan kosakata siswa setelah diajar menggunakan video percakapan bahasa Inggris adalah 90,58. Selain itu, hasil uji-t menunjukkan nilai signifikansi 0,00 lebih kecil dari taraf signifikansi (0,00<0,05). Artinya hasil nilai signifikansi menunjukkan hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Artinya ada perbedaan yang signifikan penguasaan kosakata siswa sebelum dan sesudah diajar menggunakan Video Percakapan Bahasa Inggris.

Percakapan video bahasa Inggris adalah media yang efektif untuk mengajarkan kosa kata. Dengan menerapkan media ini, guru dapat membuat siswa lebih bersemangat, dapat memotivasi siswa untuk belajar, dapat meningkatkan kualitas pengajaran, dan media ini dapat digunakan dalam proses belajar mengajar agar lebih berhasil dan meningkatkan minat siswa untuk belajar bahasa Inggris.

CHAPTER I

INTRODUCTION

The chapter contained study background problems, hypothesis, objectives, significance, scope and limitation, as well as key definition.

1.1 Background of the Research

English is crucial for all individuals in the world as a medium of communication globally, or in other words, as a primary language. In addition, English is used as the language of instruction in schools. In 1955 at the School Conference, it was stated that English is very important to be taught in learning in Indonesia (Lauder, 2008). Despite the British no longer colonizing, English has grown to be an important component of the country's institutions. According to Lauder (2008), learning English is essential due to the necessity of the language for conducting business and connecting with surrounding nations in South East Asia, including Singapore, Malaysia, India, and others.

English is a topic that is required in Indonesia's school (Lauder, 2008; Mattarima & Hamdan, 2011). English is the only foreign language tested in National Examination (UN) for junior and senior high school students. English language mastery includes listening, speaking, reading and writing skills with the basis of vocabulary mastery. Where, vocabulary is the basis of skills using English (David, 1991:9). It implies that if students are proficient in vocabulary, learning English it be simpler for them. Wilkin (in Sri Kusuma, 2013) that vocabulary is crucial in language and communication.

Student vocabulary mastery impacted a significantly on language proficiency. Vocabulary is the consignment of words in a language. It implies that a person's ability to speak English fluently increases with vocabulary mastery. Junior high school students in nations where English recognized as foreign language can use their vocabulary to communicate with

people in their immediate surroundings (Hornby, 2000). Students are required to master approximately 2000 vocabulary words after learning for a certain period of time (Scott, 2003: 21).

According to the research, student who have a larger vocabulary find it easier to use the English language when speaking, reading, writing, and listening. Lack of vocabulary will make it difficult for students to understand what they read and hear, as well as to communicate their goals (Kusumaningrum and Cahyono, 2011: 127). Acquiring a vast vocabulary is crucial for English language learners since learning the language will facilitate the acquisition, comprehension, and improvement of knowledge throughout the lives.

English is a basic in junior high school. Even if they were aware of English in elementary school, still experience difficulty retaining the recent words in their temporary memory, which causes students to rapidly forget the new words their teacher has introduced. However, a variety of teachers have employed various strategies to aid students in learning English, improving their comprehension of the material, and making vocabulary retention easier. However, there are instances where a teacher's method—such as drilling through a lecture or having students memorize words—can cause them to become passive in their vocabulary development.

English learning in junior high school to increase learning motivation, especially vocabulary mastery through interactive and effective learning to mastery the material. Learning media is crucial in the teaching and learning process. According to Brown (2001: 257), learning media has a big impact on the success of student learning. According to Arsyad (1996:15), the use of instructional media in the classroom and the intention to spark students' curiosity, motivation, and stimulation can have psychological consequences on them. Clear communication of the message can also be achieved through the media, which can also help teachers save energy, inspire students to study, improve the quality of their instruction, and

pique students' interest in learning English. In order to achieve learning objectives, teachers frequently employ the media as a teaching tool. Actually, a teacher can employ a variety of media, including audio and video aids, to help students' vocabulary. Radio and music are examples of auditory aids, whereas television, movies, and other visual media are examples of audio-visual aids.

The researcher in this study uses video, particularly English video conversations, as a medium for vocabulary instruction. It is regarded as one of the best and most practical ways to learn and comprehend English language. It is a form of media that uses technology to portray an object's activity and picture in real time, complete with sound. Video is a technology for recording, processing, storing, transmitting and reconstructing still images into motion electronically, Harmer (2001:283), as cited by Permatasari (2013:2). One benefit is the students will improve their skill through the English video conversations. According to Harmer (2001:282), The hallmark of video is the visualization of audio. It provides a moving picture with the ability to speak and make sound, ensuring that the message is understood.

Two academics have carried out earlier studies to determine the effectiveness of videos in vocabulary instruction. The researcher can learn from those earlier studies when conducting fresh study.

The first study, "The Effectiveness of Using English Video Conversation towards the Seventh Grade Student's Vocabulary Mastery at SMPN 1 Sumbergempol Tulungagung," was carried out by Suhaila Saesahed (2018) from IAIN Tulungagung. Once the junior high school students were trained using English video conversations, it was determined that they had achieved a good vocabulary level. Students that use English video conversation are excited and enthusiastic since they are in a novel and favorable learning environment.

The second study, "The Effectiveness of Using Cartoon Video in Teaching English Vocabulary at the Second Grade Students of SMP Islam Gondang," was carried out by Resti

Pangastuti (2014). The study's findings indicated that watching cartoon videos giving motivation to students to learn vocabulary. Research has shown that the use of cartoon videos significantly affects students ' vocabulary acquisition of English. For the time being, the researcher is interested in doing research using experimental studies and audiovisual medium, such as videos.

The researcher's efforts to clarify the vocabulary challenges are based on the previously described situation. Therefore, the purpose of the research is to investigate the application of the method through an experimental study of the use of video conversations in English language learning as a medium for vocabulary learning under the heading *"The Effectiveness of Using English Video Conversation Towards the Eighth Grade Students' Vocabulary Mastery at MTs An Nur Bululawang. Malang"*

I.2. Research Problem

1.2.1. How is the students' vocabulary mastery before being taught by using English video conversation?

1.2.2. How is the students' vocabulary mastery after being taught by using English video conversation?

1.2.3. How is the significant difference of students' vocabulary mastery before and after being taught by using English Video Conversation?

1.3. Objective of the Research

1.3.1. To analyze the students' vocabulary mastery before being taught by using English video conversation.

1.3.2. To know the students' vocabulary mastery after being taught by using English video conversation.

1.3.3. To know the significant difference of students' vocabulary mastery before and after being taught by using English Video Conversation.

1.4. Research Hypothesis

1.4.1. Null Hypothesis (Ho) that there is no any significant difference before and after the experiment.

1.4.2. Alternative Hypothesis (Ha) that there is any significant difference after the experiment.

1.5. Significance of the Research

1.5.1. For the Students

- The improvement of students' vocabulary.

- The students' ability to learn by heart, comprehend, and master vocabulary will improve.

- Students will find the teaching and learning process entertaining and joyful.

1.5.2. English Teachers

- Invites English teachers to talk about and work together to use strategies "English video conversation".

- Offering English teachers, a little assistance and a different approach to teaching usage of media, "English video conversation"—or adapting vocabulary instruction.

1.5.3. Future Researchers

Future scholars can use this research as a reference for prior studies that looked at similar issues.

1.6. Scope and Limitation of the Research

1.6.1. Scope

The use of video conversations to help students master vocabulary.

1.6.2. Limitation

This study was limited to the vocabulary acquisition of eighth-grade students at MTs An

Nur Bululawang Malang through English video in order to maximize its impact.

1.7. Definition of Key Terms

Ensuring that are no misunderstandings or uncertainties regarding the terminology

employed, the investigator provided the following definitions of the terms:

1.7.1. Effectiveness

Any appreciable change in the students' vocabulary mastery scores between

before and after using English video conversations to teach them is an indicator

of effectiveness.

1.7.2. Vocabulary Mastery

The entire number of words with meaning and usage in English video

conversations is known as vocabulary.

1.7.3. English video conversation

An interactive video chat in English between two or more persons is called an

English video conversation.

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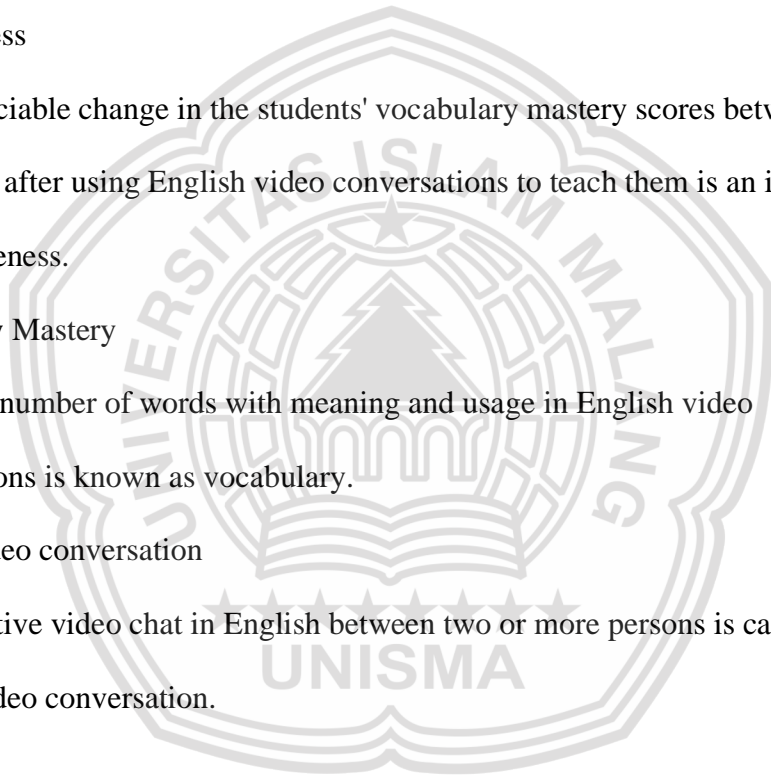
CHAPTER V

CONCLUSION AND SUGGESTION

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The conclusion contains the results of the research that have been described in the finding and discussion.

5.1. Conclusion

The researcher draws the following conclusions on the usefulness of utilizing English video chat to help eighth-grade students at MTs AN NUR Bululawang developing their vocabulary, based on the description in the previous chapter:

1. Prior to utilizing English video conversations to teach vocabulary, the student's vocabulary knowledge received an average score. The students' mean score of 77.29 demonstrates this. Pre-test scores ranged from 56 to 92, with 92 being the highest possible score.

2. The student's vocabulary mastery improved significantly and received an exceptional grade after being taught utilizing English video conversations. It is evident from the fact that the students' mean score was 90.58. In the post-test, the highest score is 100 and lowest is 72.

3. There is a difference in vocabulary knowledge from before and after the experiment, namely the post-test value is higher than the pre-test. Sig. value of 0.000 from Paired Samples Test through SPSS or smaller than the significance level (0.000.05). Ha is accepted and Ho is rejected. So, there is an increase after using English conversation videos for 8th grade students of MTs An Nur Bululawang Malang.

5.2. Suggestion

In light of this, the researcher attempts to make the following recommendations to English instructors, students, and other researchers:

5.2.1. For the teachers

Teachers are obliged to improve the quality of learning, also should always pick media or tactics that may be utilized to teach English, especially vocabulary, so that they are not limited to one or two specific teaching methods. To make learning pleasurable and motivating for pupils without being burdensome or boring, teachers should provide engaging material.

5.2.2. For the students

Although this study demonstrated the efficiency of English video conversations, it is advised that students become more engaged and inventive in order to inspire themselves to learn English, particularly for vocabulary.

Students should not just attend class, hang out with their friends, and listen to the teacher explain things; they should also study on their own. They might get knowledge from their interests, and watching English video conversations can be another approach to expand their vocabulary.

5.2.3. For other researchers

This research is far from being ideal for the researchers. As a result, it is advised to do more study by developing and enhancing the technique or to utilize it as a model for other research on English video conversations in various instructional contexts.

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