The Effect of Using English Video on Students' Vocabulary Mastery at SMP PSKD 6 Depok

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ABSTRACT

The main objective of this research is to find out whether or not there is any significant effect of using English video on students' vocabulary mastery at SMP PSKD 6 Depok. This study is an experimental research that consists of two classes, the experimental class and control class. The research was done on April 2016 until May 2016. The subject of the research was eighth graders' students VIII B and VIII C at SMP PSKD 6 Depok. The consisted of 20 students. The instruments of the test were pre-test and post-test. The improvement of the eighth graders' vocabulary scores can be seen from the results of the pre-test and post-test. The mean scores of the experimental class in the pre-test was 57.35 points. While the mean scores of the control class in the pre-test was 52.60 points. The average score of the experimental class in the post-test was 71.40 points. While the average scores of the control class in the post-test was 60.00 points. The data obtained clarified that there was a significant effect of using English video on students' vocabulary mastery. By using English video, students' in experimental class ranged of the average score from 57.35 points until 71.40 points. The hypotheses tested in this research showed that there was a significant effect of English video. The value of Sig. of equality variances (0.760) was higher than Sig. α (0.05). This finding indicates that the sample data were taken from homogeneous population variances. Based on the result of the research, it was concluded that the use of English video on students' vocabulary mastery at SMP PSKD 6 Depok. The writer suggests using English video is one of the effective technique to improve students' vocabulary, especially in teaching English in eighth graders.

Keyword*: experimental research, English video, vocabulary*

Introduction

Learning English is meant to provide learners with the competences and performances of using that language. The performances are expected to be actualized in listening, speaking, reading, and writing. Besides, in order to succeed the learning process of the four skills of language, every student should be able to have acquired the sub-language skills, including vocabulary, pronunciation, and grammatical competences. The sub-skills are fundamental to the four skills of language. In other words, without the sub-skills, the students will never meet the goal of language learning, that is capability of producing and receiving language in communication concerns. Among the sub-skills, vocabulary is considered of the most fundamental one. It means that without adequate amount of vocabulary, communication will never occur. Having knowledge of grammar in sufficient amount does not guarantee the success of language learning. Thornbury (2002, p. 13) emphasized that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. Consequently, vocabulary is basic to communication.

Then, students need to understand the meaning of words, which here means as vocabulary. For beginners, the vocabulary is a basic knowledge in learning English. Knowing more words in the English language, it will make other people understand and be understood.

Based on a survey conducted by the Coporation Public Broadcasting (as cited in Harianja, 2013, p.12), media are claimed 'highly-valued as teaching tools' and 'seen as especially effective for reaching visual learners and special populations'. More than half of teachers surveyed described video as "very effective" for teaching students with lerning disabilities or economic disadvantages.

The reseacher considers that in teaching language, particulary English, is very complicated. Many students feel bored and tired of learning vocabulary only through books. Books may not attract to the students' attention in learning vocabulary. A teacher is supposed to be able to consider the internal and external aspects, such as motivation and conducicve classroom. These aspects should be made triggers to provide themselves with necessary knowledge. Harmer (2007, p. 20) remarked teacher's method in teaching could be intrinsnic motivation which motivates th estudents learn. Therefore, it is important for teacher to gain some knowledge of teaching methods and implementation.

The problem to be tackled in this experiment was "Is there any significant effect of using English Video in teaching vocabulary?"

In line with the problem, the hypotheses of this experiment are stated as follows: (1) There is no significant effect of using English video on students' vocabulary mastery at SMP PSKD 6 Depok. (2) There is a significant effect of using English video on students' vocabulary mastery at SMP PSKD 6 Depok.

Vocabulary is also useful for the process of achieving language-teaching objectives, listening, speaking, reading, and writing competence. If someone communicates with others in certain language, he/she should be able the foreign language especially in used vocabulary. Zhilong (2000) stated that "Without vocabulary, one cannot communicate effectively or express idea". Zhilong also emphasized that having a limited vocabulary can become a barrier. Furthermore, Vermeer (as cited in Schmitt 1997, p. 140) stated that knowing the words is the key to understanding and being understood. Without an extensive vocabulary, students will be able to use the structure and functions they have learned for communications. Thus, vocabulary is important because without vocabulary, someone cannot receive and produce language. One has master vocabulary to enable him to use the language, because vocabulary is primary to receiving and producing the language.

Vocabulary is one of the language skills that important in learning a language. Acquiring adequate amount of vocabulary becomes the requirement of successful communication. Vermeer (as cited in Schmitt, 1997, p. 140) stressed knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. It can be stated that in interaction of language the main important thing is grasping the meaning. Grammar knowledge is not absolute in understanding the language.

Teaching vocabulary is a complex task because it includes how to teach it effectively. A good teacher should use appropriate technique and practices of certain word uses, so that the objectives can be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. As Gaims and Redman (2003, p. 73) suggested some techniques of language of vocabulary teaching. Covering, visual aids, verbal explanation, and contextual guesswork. In using visual aid technique, a teacher can use movie or English video. The teacher uses speaker and projector to show the movie. One of the visual aids is projector. In

using verbal explanation, the teacher should select and provide words to be taught based on the students' level, the aims and the time allocated. Teacher can explain the meaning of the words. This technique is often a quick and efficient way of explaining unknown words. However, usually make the students bored in contextual guesswork, the students learn vocabulary from a text. The students can understand the meaning the meaning of difficult words from a text through English video.

To sum up, video plays roles as an effective educational tool for all students and gives positive impact of special population of students in gaining greater attention all the time.

Methodology

This research used an experimental method. It was conducted to find out the effect of English Video on students' vocabulary mastery. The data were presented quantitatively. The research included three activities: administering the pretest; extending the treatment to the groups; and administering the posttest. It was done in two groups, the experimental group and the control group. At the beginning of this research, the researcher administered pretest to the two groups in order to know the students' initial vocabulary knowledge. After that, in experimental group, the researcher taught using English video; while in the control group without English video In the last meeting, the researcher administered post-test to both groups to see the effect and the significance of English video on students' vocabulary mastery. Data collection instrument is a device used to collect data needed in a research. In this research, the researcher used a test (the pre-test and post-test) as the technique and instrument in collecting data. The instrument was a multiple choice typetest. In this research, to assess the validity and reliability of vocabulary assessment, the instrument was given to be checked by experts, the teachers and the advisor to see the appropriateness. Their comments were taken into consideration before editing the final copy of the test. Furthermore, the experts were requested to assess the accuracy and stability of vocabulary test for the eighth graders of SMP PSKD 6 Depok and to judge the multiple choice in terms of measuring the instruments.

Finding and Discussions

1. Participants the Control Group

Table 1.
The Partcipants' Achievement on Vocabulary in Control Group

Scores	Mean	Minimum	Maximum
Pre-Test	52.60	36	68
Post-Test	60.00	28	94

Table 1 shows that in control group, there was an increase of score in post-test. It can be seen through the gained scores of the pre-test and post-test. In the pre-test, the mean was 52.60 points, the minumum score was 36.00 points, and the maximum score was 68.00 points. After teaching, the mean score of the post-test increase to 60.00 points, the minimum score reduced to 28.00 points, and as the impact, the maximum score increase to 94.00 points.

2. Participants the Experiment Group

Table 2.
The Partcipants' Descriptive on Vocabulary in the Experimental Group

Scores	Mean	Minimum	Maximum
Pre-Test	57.35	36	88
Post-Test	71.40	10	96

Table 2 shows that in the experiment group, there was increase of score in the post-test. It could be seen through the gained scores of the pre-test and post-test. In the pre-test, the mean was 57.35 points; the minumum score was 36.00 points, the maximum score was 88.00 points. After teaching, the mean score of post-test increase to 71.40 points; the minimum score to 10.00 points, and the maximum score to 96.00 points.

Then, the normality test, the researcher used Kolmogrov-Smirnov. The normality test was carried out through the post-test scores of the control and experiment group. The hypotheses of normality test are commonly formulated as follows:

Ho: The sample data are taken from normally-distributed population.

H1: The sample data are not taken from normally-distributed population.

The criteria to make decision for normality test should obey the following statistic hypotheses of normality:

Ho: If Sig.value > Sig.α, Ho is accepted; while if Sig.value ≤ Sig α, Ho is rejected; where α is the signifance level (0.05). In normality test, the research used Kolmogorov-Smirnov. The results of the normality test of the post-test scores is displayed in Table 3.

Table 3.
Results of Normality Test

Group		Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Post-test	control	.182	20	.083
	experiment	.069	20	.200[*]

Based on the Table 3, the Sig. value (0.083)>Sig. α (0.05) for the control group. For the experimental group, the Sig. value (0.200) > Sig α (0.05). It means that Ho was rejected and Ha was accepted. In other words, the distribution of the data were normal. The sample data in the control group also indicated normal. It is evidenced through the Sig (0.083) > α (0.05).

Then, test of homogeneity using the variance equality test with both samples criteria has same/homogeneous variance, if the significant score of *Based on Mean* is higher than the significant level (α) 0.05.

The hypotheses of data homogeneity are formulated as follows:

Ho: The sample data are taken from homogeneous population variances.

H1: The sample data are taken from non-homogeneous population variances.

The criteria of decision making for homogeneity test are:

If Sig. value > Sig. α, Ho is accepted; while if Sig. value < Sig. α, Ho is rejected; where α (significance level) = 0.05. The results of the homogenity test use SPSS 2.1 for windows .

Table 4.
Homogeneity Test Result of Post-Test in the Experimental Group and Post-Test in the Control Group

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.095	1	38	.760
	Based on Median	.006	1	38	.941
	Based on Median and with adjusted df	.006	1	36.306	.941
	Based on trimmed mean	.048	1	38	.827

Based on mean in the Table 4, it is shown that the Sig. value is (.760) was higher than the Sig. α (0.05). this finding clearly indicates that the sample data were taken from homogenous population variances. Then, the hypothesis, in hypothesis testing with t-test, the criteria to reject or accept the Ho based on the comparisons between t_{count} with t_{table} as follows:

Significant score (Sig.2 tailed) < Significant level (α) 0.05, so Ho rejected or Ha accepted.

Significant score (Sig.2 tailed) > Significant level (α) 0.05, so *Ho* accepted or *Ha* rejected.

The hypotheses are as follows:

Ho: there is no significant effect of using English video on students' vocabulary mastery at SMA PSKD 6 Depok

Ha: there is significant of effect using English video on students' vocabulary mastery at SMA PSKD 6 Depok"

The hypothesis test findings of post-test score in the experiment class and post- test score in the control class by using independent sample t-test with two tail test at the significant level (α) 0:05 is shown in the Table 5:

Table 5. *The Result of the Post-Test in the Experimental Group and Post-Test in Control Group by Using Independent Sample Test*

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Lower	Upper
Posttest	Equal variances assumed	.095	.760	2.612	38	.013	.3576	2.8224
	Equal variances not assumed			2.612	37.817	.013	.3574	2.8226

Table 5 shows the value of Sig. of equality variances 0.760 was a higher than Sig. α (0.05). It indicated that the sample data were taken from homogenous population variances. Consequently, the result of the test was based on the equal variances assumed. Equal assumed can be defined as that the data rae assumed taken form homogenous population.

Conclusion

Based on the result, it is concluded that most of students think that English is one of the most difficult subjects to learn. Students also feel tired and bored of learning speaking only through traditional method, there is nothing that attracts their interest in learning speaking. Students always find it difficult to express their thought and feeling based on the situation and context when they speak about the topic of discussion.

After the researcher applied English video, the students' achievement in vocabulary improved. It can be seen from the mean score of post-test in the experimental class and post-test in the control class. the mean score of post-test in the experimental class is (71.40 point) and the mean score of post-test in the control class is (60.00 point) from the mean score of the two classes, it can be concluded that there is a significant different between the class which using English Video in students' vocabulary mastery and the class which without English video in

students' vocabulary mastery. The mean score of the experimental class is higher than the mean score of the control class.

Based on the findings, it is summarized that the English video technique gives the significant effect in students' vocabulary mastery to the eighth graders on SMP PSKD 6 Depok. It can be motivated the students to increase their vocabulary mastery. Then, it also makes the learning process become more interest, create a new atmosphere, and make students have enthusiasm to study English.

Suggestion

Considering the advantages offered some suggestions to consider in applying English video on students' vocabulary mastery, the writer came to to a conclusion that in learning English, students need interactions with their teachers and friends. There are many strategies that effect of using English video on students' vocabulary mastery. First, the teacher should able to make cheerful and relaxing atmosphere in learning English in order to make the students feel enjoy to study and interest to do it. Second, the teacher needs an interesting technique to motivate the students in learning English and change the monotonous teaching learning process, for example using English video. Third, the researcher should have to prepare all things if they are interested to use this technique in teaching vocabulary. Fourth, the researcher could make this reseacrh as a good reference, if there is weakness of this research, further reseacrher should be aware of them, so that they will be able to conduct a better research

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