



EFFECT OF VIVA VIDEO MEDIA TO IMPROVE ENGLISH VOCABULARY MASTERY TO ENGLISH LEARNERS

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Abstract

The objectives of the research were to find out: (1) whether or the effect Of viva video media to Improve english vocabulary mastery in the Eighth-Grade of SMP Negcri 4 Baranti and (2) whether or the effect Of viva video media to Improve english vocabulary mastery in the Eighth-Grade of SMP Negeri 4 Baranti. This research employed mixed method design that applied experimental and control group. The population of the research was the Eighth Gradestudents of SMP Negeri 4 Baranti. Total number of population was 60 students and two classes of them were taken as sample by using cluster sampling technique, class VIII.B as experimental group and class VIII.C as control group. The number of each class was 20 students so the total sample of the research was 40 students. The result of data analysis showed that there was significant difference between achievement of the students the effect Of viva video media to Improve english vocabulary mastery Eighth Grade students of SMP Negeri 4 Baranti. It was proved by the mean score of experimental group was higher than control group in post-test ($73.94 > 63.94$). Furthermore, the result of the t-test value (2.814) was greater than t-table ($\alpha = 0.05; df = 38$; t-table = 2.0858) which means that H_0 was accepted. The data analysis of questionnaire showed that the students had high interest toward the effect of viva video to improve vocabulary mastery. It was supported by 4 students (20%) who were strongly interested, 14 students (70%) who were interested and 2 students (10%) who were moderate. The mean score of students' answers in questionnaire (79.55) was classified as interested category. Based on the data analysis, the researcher concluded that: (1) the effect Of viva video media to Improve english vocabulary mastery; (2) the effect Of viva video media to Improve english vocabulary mastery was interesting for the students.

Keywords: Vocabulary, Viva video

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui: (1) apakah atau pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris di kelas VIII SMP Negcri 4 Baranti dan (2) apakah atau pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris di kelas VIII SMP Negeri 4 Baranti. Penelitian ini menggunakan rancangan metode campuran yang menerapkan kelompok eksperimen dan kontrol. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 4 Baranti. Jumlah populasi 60 siswa dan diambil dua kelas sebagai sampel dengan teknik cluster sampling, yaitu kelas VIII.B sebagai kelompok eksperimen dan kelas VIII.C sebagai kelompok kontrol. Jumlah setiap kelas adalah 20 siswa sehingga jumlah sampel penelitian adalah 40 siswa. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan antara prestasi belajar siswa. Pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris siswa kelas VIII SMP Negeri 4 Baranti. Hal ini dibuktikan dengan nilai rata-rata kelompok eksperimen lebih tinggi dari kelompok kontrol pada post-test ($73,94 > 63,94$). Selanjutnya hasil nilai t-test (2,814) lebih besar dari t-tabel ($\alpha = 0,05$; $df = 38$; t-tabel = 2,0858) yang berarti H_0 diterima. Analisis data kuesioner menunjukkan bahwa siswa memiliki minat yang tinggi terhadap efek viva video untuk meningkatkan penguasaan kosakata. Hal ini didukung oleh 4 siswa (20%) yang sangat tertarik, 14 siswa (70%) yang tertarik dan 2 siswa (10%) yang sedang. Rerata skor jawaban siswa dalam angket (79,55) tergolong dalam kategori tertarik. Berdasarkan analisis data, peneliti menyimpulkan bahwa: (1) pengaruh media video viva terhadap

peningkatan penguasaan kosakata bahasa Inggris; (2) pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris menarik bagi siswa.

Kata Kunci: kosa kata, Viva video

INTRODUCTION

Vocabulary is one of the language aspects that are very important for communication English. If we have less vocabulary, we will not understand what people say. Vocabulary is needed to improve the four language skills that consist of listening, speaking, reading and writing. Vocabulary is the most important language aspect. Dr. Taffy E. Raphael (1985) Vocabulary, broadly defined, is knowledge about words and word meanings. However, this definition is inadequate, as it sweeps over some important distinctions. First of all, words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words used in print. In communication, the students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provide organ of sentence.

Vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively. Vocabulary is the total number of words in a language (Homby, 1995; 1331). Vocabulary is an important part to mastery English well. According to Piaget's theory, a child at the age of 7 to 10 years is always interesting in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them.

With a limited vocabulary anyone will also has a limited understanding in terms of English such as speaking. It is true that it might be impossible to learn a language without mastering in vocabulary. Then it becomes the problems confronted by English language learners. Because of the limited vocabulary, the learners can not communicate to others clearly. Sometimes it is difficult to group the idea transmitted to

them. The acquisition of a large number of vocabularies can help the students to speak. Regarding the important role of English, Today, let's talk about why English is the most important language in the world. Considering the size of the country it beggars belief how the English language has remained at the forefront of languages students desire to learn (www.newflashenglish.com).

Among the four language skills, writing is regarded as the most difficult skill which not even all native speakers of English truly master it. Nevertheless, in SMPN 4 BARANTI the teaching and learning of English vocabulary involves only giving lists of vocabulary items and asking the students to memorize them. As a result, the students were not motivated to learn English vocabulary and the spelling. Therefore, the students need a more interesting way to learn the meaning and how to get more vocabulary.

One of the way to know development student's whether they are interested in learn about vocabulary is through viva video media. Why I say that because this is very objective for learning students, viva video have many new vocabulary it inside application which is very important to know. Besides that students will also learn to make videos.

Based on the explanation above, this research focused to take sample at the second year students of SMP Negeri 4 BARANTI to find out The Effect of Viva video media to improve simple English vocabulary.

METHODS

Research Design

The researcher applies pre-experimental design (The One-Group Pretest-Post-test Design) to know the students ability in

vocabularyThe One-Group Pmtest-Post-test Design involves a single group that is pretested (O),exposed to a treatment (X), and post tested (O)

The class will be given pre-test and post-test in which the pre-test administers to measure prior competence of vocabs mastery while the post-test administers to measure the effect of the treatment. The design is presented in the following:

Table 3.1

Group	Pre-test	Treatment	Post-test
N	O ₁	X	O ₂

Table 3.1 Researcgh Design

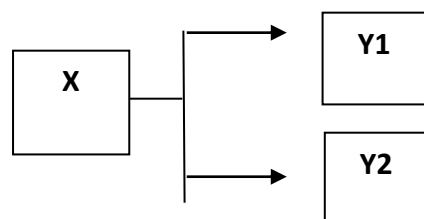
O₁ : Pre-test

O₂ : Post-test

X : The treatment

Variable Design and Operational Definitions

Figure 2 : Variable Design



Where:

X : The Viva video aplication

Y1 : The Student's Vocabulary mastery

Y2 : Students Interest

The are two variable at this research namely independent variable (X) and dependent variable (Y). Independent variable is the use student vocabulary mastery and student's interest.

Operational Definitions Of Variable

To make clear the variables in this research, the researcher had described operational definition as follows::

a. The vocabulary mastery is the student's achievement in knowledge of words and word meaning in English.

b. Viva Video application is a media that can train to the students and can add new vocabulary. Also to identifying kind and meaning of the word as train make slide Video English Language.

FINDINGS AND DISSCUSSION

FINDINGS

This section the researcher was discussed what about researcher was found in the field of the research. The findings presented of the students' achievement in vocabulary mastery The Students' Vocabulary.

a. Scoring classification of students' pre-test.

After giving a test, the researcher analyzed the students' score of V1113 as experimental group and V1112 as control group. The scoring classification of the students score is presented in table 4.1.

Table 4.1 the classification of Students Score for Experimental Group and Control Group on Pre-test

CLASSIFICATION	Score	Experimental Group	Post test
		F (%)	F (%)
Very good	86-100	0	0
Good	71-85	0	0
		1	0
Fair	56-70	5	0
		5	6
Poor	41-55	14	30
		14	14
		70	70
Total		20	20
		100	100

Discussion

The description of collected data as explained in the previous section showed the students reading test from 29 students at MTS DDI Kulo in academic years 2017/2018. it can be concluded that the highest score pre test was 70 and the lower score was 40. After their gave treatment, which was using webtoon, the result of the post test was different from the pre test. The lower score was 60 and the highest score was 80. The students' competence of pre test before they were given treatment was poor, but after they were given treatment was good. It means that the using webtoon in reading was succes

the students' reading ability were improve after the treatment by using webtoon. It was proved by the mean score of post test that higher than the mean score of pre test ($80 > 60$). It increased to good level from poor level.

Based on the students' result obtained and stated in findings above, the researcher used paired sample t-test in inferential statistic through SPSS 21.0 program for windows evaluation versions to the test hypothesis. In pre-test and post-test, the researcher found that p-value was lower than α ($0.000 < 0.05$). This meant that H_0 was rejected and H_1 was accepted. It meant that the use of webtoon could improve students' reading ability in the first year students of MTS DDI Kulo.

CONCLUSION

The discussion section deals with the findings that derived from descriptive statistic and inferential statistics, some theories, and the interpretation of test result both of the groups. After doing that, the researcher generally presented the description of the data that were gained from the questionnaire based on the students' interest toward the application viva video media.

a. The Students' vocabulary mastery

by using viva video media

The description of the collected data through the test as explained in the previous section showed that the students' Vocabulary mastery was improved after the treatment by using viva video media especially for expen'mental group. It was proved by the mean score of post-test for experimental group was higher than the mean score of pre-test for experimental group ($73,94 > 54.60$). It became average level from poor level.

b. The Students' Interest toward the Using viva video media in vocabulary mastery.

The result of the findings showed that the Eighth-Grade students of SMP Negeri 4 baranti had high interest on the using viva video media in vocabulary mastery. It was proved by the mean score of the questionnaire was 79.55 which was classified into interested category.

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Finally, The researcher realizes that this thesis is far from being perfect. Therefore, the researcher expects some suggestions and criticism for this thesis. At last, the researcher hopes that this thesis will be beneficial for all.

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