TEACHING VOCABULARY BY USING VIDEO

TO THE SEVENTH GRADERS OF

MTS ASSALAM BANGILAN TUBAN

SKRIPSI

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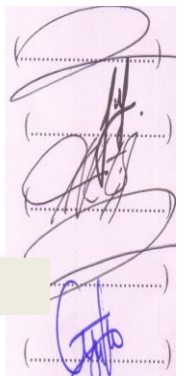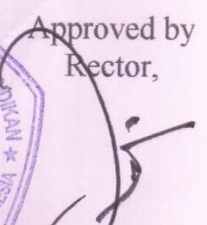## MTS ASSALAM BANGILAN TUBAN

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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, purpose of the study, significance of the study, and definition of the key terms.

A. Background of the Study

English is one of foreign languages in Indonesia country which is very important in the modern era. In this era, English serves as tool to make international relationship with other countries. At this time so many foreigners come to Indonesia, they are free to do trade and people of Indonesia must be able to compete and communicate with foreigners.

In Indonesia, English is the first foreign language, as a compulsory subject at junior high school and senior high school, as mentioned in the 2013 curriculum that English is compulsory subject taught to the students as means to improve themselves in the field of knowledge and technology in order to make citizen intelligent, skillful and have good personality and ready to participate in the national development.

As a result, the objective of English instruction was focused on the development of reading skill to facilitate the transfer of science and technology. The acquisition of speaking skill was considered to be luxury and also perhaps this could endanger the national identity. This view, however, has not changed considerably.

Several factors should be responsible for the changes. First the governments' policy regarding the investment of foreign capitals has invited a significant number of foreign companies has required more employees who can communicate in English both in writing and in speaking. Second, the recent policy to strengthen tourism industries has successfully attracted foreigners to visit the country, especially people from English speaking countries. This has given opportunities especially to the people in town, cities, and tourist resort to have contact with foreigner. Third factor is the advancement in communication technology. The available of modern means of communication in the market such as: radio, telephone, television set, faximiles, telex machines, parabola antennas, videos, and personal computers has provided tremendous opportunities for individuals anywhere in the country to have contacts with foreign cultures which to the present have mostly communicated in the English language.

In order to be successful in teaching English, there are several factors to be considered. Kafiar (in Setiyowati, 2000: 2) states that teaching involves important components: the teacher, the learner, and the setting in which the teaching is done. According Wallace (in Setiyowati, 2000: 2) there are many variables that can make the students success in their language learning, such the teachers, students, instructional material, and media.

The first factor is teachers. They have a great role in teaching-learning process. Teachers play an important role in teaching-learning process. Consequently, they should have certain competence and abilities to be

qualified teachers. Teachers may also contribute to the success of the teaching-learning process by their ability to motivate students to learn.

The second factor is students. Adiono (1993: 77) states that, "The students, as the factor involved in the teaching-learning process, also play an important role due to their unique characteristics". Students should be treated on the basis of their gifts, needs and capability. In learning process students can improved their capabilities, potency and talents if they have intrinsic, extrinsic motivation and interest feeling to study. It will support them to gain good achievement.

The third factor is the instructional material. It provided teachers and students with suitable topics to be presented in accordance to teaching and learning objectives. These materials can bridge over teacher authority and student's needs and competence.

The last factor is media. They influence instructional materials in case that they are able to enliven the teaching-learning process by adding words, pictures, sounds, or even things to be presented. Teaching certain materials using demonstration technique limits opportunities to know and to understand more. Media provides them with suitable solutions.

Gutschow (in Herlinawati, 1999: 19) says that from the view of the teacher, media can generally serve four general purposes:

1. Media can help to simplify the teaching process, and they can help to perfect it.

2. Machines allow teachers to practice the principle of object teaching and illustration.

3. With the help of the media the use of the mother tongue of the students can be avoided.

4. Media are instruments of motivation if they are used in such a way as to stimulate learning.

Freudenstein (in Herlinawati, 1999: 19) add the functions of media when used by individual learners outside the school situation:

1. Media can help to simplify the learning process, and can help to perfect it.

2. Machines allow the students to better understand the content what is being taught.

3. Media help to shape the learning process.

4. Media can stimulate interest in the language program and thus provide for a motivational impulse.

Audio-Lingual method was considered the most successful method in helping learners develop second language competence in the 1950s. At the beginning of the 1960s, however, Generative Transformational Grammar (Chomsky, 1965: 7), including the psychological theories and the results of comparative studies, questioned the theoritical principles of Audio-Lingual Method, i.e., structural linguistics and behavioristic psychology.

Some experts on SLA (Second Language Acquisition) believe that exposure plays an important role in the development of second language mastery. Therefore, it is the teachers' task to give the students as much

exposure as possible. Maximum exposure is obtained through immersion strategy. All learning is done in the target language (English), as what is done in the courses for the English majors. At home the students are asked to listen to the radio and watch TV in English. If it is possible, all reading materials, books, and newspaper should be in English (Huda, 1999:2).

Sulaiman (1994) states that the teachers are very often neglect instructional resources. They prefer to explain the material verbally, therefore they decide not to use them. He also indicates that the most teachers think that video wasting time. So, they do not want to depend on complicated instructional resources, society, real object, and various demonstrations in their teaching learning activities since the textbook provides pictures and exercise.

As mentioned in the 2013 junior high school curriculum that English teachers are supposed to use any kind of media which can stimulate that teaching and learning process. They can be, for example pictures, flash cards, flannel boards, flip cards, charts, diagrams, maps, recordings, real objects.

Scram (1973: 17) said that efficiency of teaching by using media depends on how it is used. Therefore, the teachers should explore effective media and techniques that can a chance the students' motivation during class activity. They effect of this effort is that students can come into the clear concepts of the teachers' presentation.

Wright (in Kasbolah, 1993: 5-6) offers five basic considerations for the selecting   of   the   media   :

1. It is easy to prepare. If it is difficult to prepare, the teacher should not do it. But if it takes a lot of time and she / he can use the media many times with different classes, it is worth of it. Once she / he has built up a picture or object library, she / he does not face any difficulties to prepare many activities using these media.

2. It is easy to organize in the classroom. The teacher has to determine whether the effort to organizing it a complicated activity is worthwhile. She / he has to consider that many activities require organizational time and energy.

3. It is interesting to the students and the teacher. If the activity the teacher considering is unlikely to interest the students, then she / he will question whether it is worth doing.

4. The language and teacher want the students to use it will be authentic to the activity. The students will get more if they use vital to the situation.

5. The activity is going to rise to a sufficient amount of language in order to justify its conclusion in the language lesson. If it does not, the teacher should not do it, unless point three above is enough for the justification for him / her.

   So many times the writer has heard that most of students in SMP or SMA feel that English is a difficult subject. Furthermore, they were not motivated to learn the language becaused the class situation looks boring. They should hear what the teacher talks about without knowing and comprehending what it means and how to say it.

In vocabulary learning, students are difficult to interpret words. Media is needed to facilitate students in receiving and understanding vocabulary lessons. Videos will make students are more enthusiastic in learning. In MTs Assalam Bangilan Tuban there are projector but only in the laboratory. The video taught is simpler and less variation. Only pictures with sound no subtitles. So the students did not understand. The students need more varied video, with subtitles, and sounds. The subtitles make easier for students to understand the material. Another cartoon or animation makes students more interested in learning English.

In terms of the importance and the effectiveness of using video in teaching vocabulary, base on the statement and finding above, the writer can conclude that teachers need teaching media in vocabulary lesson. Video have a very important role in teaching vocabulary in order to activate the students, reinforce teaching learning process, help stimulate motivation for language learners, and give the case study to the learning vocabulary.

Based on background above, the writer is interested in doing research, with title "TEACHING VOCABULARY BY USING VIDEO TO THE SEVENTH GRADERS OF MTS ASSALAM BANGILAN TUBAN".

B. Statement of the Problems

From the background above, the writer formulated as follows:

1. How can video be used in teaching vocabulary at the seventh graders of MTS Assalam Bangilan Tuban?

2. What are the problems faced by the teachers and the students in using video in teaching and learning vocabulary at the seventh graders of MTS Assalam Bangilan Tuban?

3. How is the vocabulary achievement got by students through video as a medium of learning at the seventh graders of MTS Assalam Bangilan Tuban?

C. Purpose of Study

According to statement of the problems, this study has some purposes:

1. To describe how video be used in teaching vocabulary at the seventh graders of MTS Assalam Bangilan Tuban.

2. To find out the problem faced by the teachers and the students in using video in teaching and learning vocabulary at the seventh graders of MTS Assalam Bangilan Tuban.

3. To find out the vocabulary achievement got by students through video as a medium of learning at the seventh graders of MTS Assalam Bangilan Tuban.

D. Significance of the Study

a. The teacher

The teacher in teaching English with video can get optimal result in teaching vocabulary, and motivate the student in class activity especially with video in learning vocabulary

b. The further researcher

The further researcher can analyze other aspects in vocabulary and other skills in English language. This may serve as a basis that will be conducted

E. Definition of the Key Terms

1. Vocabulary is (1) a language component, which contains a information about the meaning and use of words in the language, (2) wealth word owned a speaker, writer or a language, and (3) a list of words that are arranged like dictionary, but with brief explanations and practical.

2. Video is one of effective ways in teaching learning process and getting optimal students skill in learning process, that is by using instruments which can be visualized like picture. Video materials can add interest and variety to teachers' classes. Skillfull use of video material can be great motivator and can add life and color to the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

One of the most important things to help learners to communicate successfully is knowledge of vocabulary. The richer vocabulary we have, the better we can communicate. Hence, in order not to fail on the way of teaching and learning vocabulary, teachers and students must try their best to find out an appropriate method for themselves. Using visual aids is a good way to teach vocabulary and really important, necessary for the new method of teaching and learning. This chapter aims at providing some theoretical background of the study.

A. Theoretical Study

1. Definition of Vocabulary

Vocabulary is all about words the words in a language or a special set of words you are trying to learn. Vocabulary is so important, we even created a web site to help expand yours .Vocabulary growth (Cambridge dictionary). Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speak, listen, read and write (Richards and Renandya, 2002: 266).

Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people will not be able to say anything. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes significant contribution to almost all the aspects of

language. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguist David Wilkins (1972) as cited in Thornbury (2002:16) summed up the importance of vocabulary learning. When people have large amount of vocabulary, they can express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading, or writing skills.

While Harmer (1991:153) made an analogue, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh." It shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless.

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous. Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words.

Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and

Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. To know what vocabulary is, the following are definitions about vocabulary. Oxford Advanced Learners Dictionary Online has applied a meaning of vocabulary as follow:

a. All the words that a person knows or uses.

b. All the words in a particular language.

c. The words that people use when they are talking about a particular subject.

d. A list of words with their meanings, especially in a book for learning a foreign language.

According to Kamil & Hiebert (2007: 23) in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word meanings. Richards (2001: 4) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. Meanwhile, Hornby (1974: 959) defines vocabulary is a total number of words which make up a language with definition or translations.

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. Teaching vocabulary plays important role in language acquisition because the mastery of

vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language (Finocchiaro, 1974: 38)

The other reason is that a large vocabulary helps the English learners in studying other English subjects such as Sociolinguistics, Psycholinguistics, Business Correspondence, etc. It will help them to understand and define many concepts, ideas, expressions that they get in such subjects. It is stated by Bella Fiore (1968: 1) "The larger the vocabulary you build up, the better able you are to define and refine the expression of the images and ideas". Moreover, she said "The more words you master richer become you thought process and the better you distinguish between shades of word meanings, the subtler grows your expression of ideas". In conclusion, vocabulary learning is an unseparate thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for the English learners to get a success in their learning process.

According to the definitions above writer concluded that vocabulary is a word that a person know in a particular language and one of componets of language that has a meaning and definition.

2. Kinds of 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, students should have an adequate number of words. According Celca-Murcia (2000:76) there are two kinds of vocabulary, as follows:

a. Productive versus Receptive Vocabulary

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

Productive vocabulary is used to 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.

b. Content Words versus Function Words

Content words and function words are a useful one in analyzing vocabulary. Content words are those vocabulary items that must to the large and open words classes. Content words that are the words that are

easy accept new words and not use old ones but are not longer useful. For example: nouns, verbs, adjectives, and some adverbs.

Function words are those vocabulary items that must to closed words classes. Function words that are the words do not easy new items or lose old ones. 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

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The

last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

a. High frequency words. These words are almost 80% of the running words in the text.

b. Academic words. Typically, these words make up about 9% of the running words in the text.

c. Technical words. These words make up about 5% of the running words in the text.

d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

3. Definition of Media

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them giving particular information to the students. Media it self according to Azhar (2011: 4) is a tool that to convey or deliver the message of learning. He also said that media is a component of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to   learn.

Media play a very important role in the teaching and learning process, including foreign language learning. Most people, however, think that Video an only playful technique and a waste of time. Therefore, they decide not to use the media (Brown, 1985: 132).

J.P. Gulford (in Ornstein, 1977: 143) also indicates that Video are needed in order to give a clear concept of information given and to avoid overlapping in decoding information because information can be defined as anything that is discriminated by an individual. Information maybe gained directly through sensing or experiencing environmental objects and events. By representing Video in class, the student will experience directly toward what the teacher wants.

It is not wise to judge that Video are not playful technique and time consuming because the effectiveness of Video for language teaching has be acknowledged. As mentioned by Hubner (1982: 69) that: "In learning anything, including foreign language, media play a very important role because they increase the effectiveness of learning by helpful the pupil to assimilate ideas in a more meaningful and interesting manner. Through the appeal to ear and eye they provide for a systematic improvement of knowledge and skills, as well as a favourable influence on attitudes and appreciation.

Callahan (1982:360) stated that effectiveness of involving media in teaching middle age students as follows: Audio visual materials and devices can add interest and variety to your classes. Skilful use of audio

visual material can be great motivator and can be add life and colour to the classroom. Furthermore, the use of audio visual aids put your point across. Well-used audio-visual aids add the impact of the presentation. The cliche that one picture is wroth a thousand words is true. The more important truth is that the skilfully used audio-visual aid reinforce the presentation so that you have both the picture and the thousand words work for you.

Instruction media have several roles. Three of them are: attention role, communication role, and retention role. The attention role of media is to attract the students' attention, to heighten the students' curiosity, and to convey the information. Media can make the information more attractive. Picture and real objects are easily processed to catch and hold the young learner's attention. (Richards, 1994: 17).

According to Funnie (1998: 264), in role playing, students explore human relation problems by enacting problem situation and than discussing the enactments. Together, students can explore feeling attitudes, values, and problem solving strategies.

The retention role of instruction media concerns retention media, although seen and recorded by learner during the lesson, have their effect later on when the time comes to remember the information. Many people believe that images are better retained in memory than words. It should be noted that memory process are complex, and images are not necessarily the main determinant of retention. Instructional media are use to assist learner tin learning and remembering the important concepts of a lesson.

In communicational role, media can function enhance comprehension and to assist the leaner understanding the massage. Instructional media can increase the communicative power of instruction by explaining the massage contained in the instruction. In other words, the communicative role of media is a way of clarifying the massage by making explicit certain concepts of the lesson.

According to Heinich and Molena (1982: 97) said that, "The primary function of video is to serve as more concrete referent to meaning than spoken or written words". According to Wright (1989: 2), picture contributes to interest and motivation. A sense of contact of the language, and specific reference point can stimulus. He also states that, "Picture can be useful on emphasize the teaching of writing and speaking, listening and reading integrated".

The most contribution of a picture can make is to contribute to the students' understanding of a more general context which may be made up of the pictures, the teachers' actions, the students' actions, sound effects and words. This overall context of new language will have meaning to the students (Wright, 1994: 128).

According to Finocchiaro (1973: 54), video can be used as meaningful practice in structure and vocabulary of English. Gutchow (1981: 67), states that media are instruments of motivation and they can also stimulate interest in language program.

4. **Vocabulary in Foreign Language Learning**

Vocabulary plays an important role in foreign language learning. The development of rich vocabulary is important when the learners acquire the English as a foreign language (Nunan, 1991: 118). Vocabulary becomes an essential part in foreign language learning. The vocabulary that is taught in foreign language learning depends on the objective of the course and the amount of time available for teaching.

In English learning, especially vocabulary learning, there are some factors that influence the students in mastering it. The factors are linguistic and non linguistic. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about the English material. They cannot understand the relation between foreign language and mother tongue which have significant differences in styles and rules. The non linguistics factors are divided into two factors; there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

5. **Teaching English Vocabulary**

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first

than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. According to Hornby (1995. p: 125), "teaching" is defined as giving instruction to somebody"s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration :

 The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation :

 The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery :

 The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

d. Check Question :

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation :

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

6. Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Moreover, learning vocabulary of foreign language presents the learner with several challenges.

As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words. Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.

Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word

over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

7. **Definition of Video**

Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum. According to Solomon (2004: 349), video segments can illustrate an event or a procedure so that students feel as though they are actually there. With the help of some special equipment, videos can easily be inserted into multimedia presentations.

Smaldino et al (2007) states video versions of the moving image are recorded on tape or disc, in the forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic

media format that employs "motion pictures" to present a message can be referred as video. According to them, a video has the basic characteristic of other motion that is the ability to manipulate temporal and spatial perspective. The ability does not only serve dramatic and creative ends but also has important implications for instructions. It permits the users to increase and decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm. That is at extremely close range or from vast distance.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Last but not least he mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

Process The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts which is freely used anytime. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly

phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement. Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be 26 improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:

a. Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b. Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanations above, it is clear that videos has many advantages. Videos can support the teaching learning process. The students can learn language not only by listen how native speakers pronounce some words but also by observed their facial expressions. They can also learned about culture from other countries what other people in other countries wear, eat, and many more.

According to Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Instead of being fun and useful, they can be demotivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a

little of all the materials available will be suitable for the students and the teaching purposes.

Teachers has to select materials with clear objectives, the students' level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion. He also states that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus.

Before using video, teachers have to ask themselves about following questions:

a. Will the students understand the material? They are familiar with the language used or the visual element makes it fairly clear?

b. Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

c. Do I have some really useful activities with which to exploit the material?

d. Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino et al (2005: 291) states that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

a. Cognitive skills Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

b. Demonstrations Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

c. Virtual Field Trips Videos can take students to places they might not be able to go other wise. Teachers can take their students to the Amazon rain forest, the Jungles of New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video.

d. Documentary Video is the primary medium for documenting actual events and bringing them into classroom.

e. Dramatization Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

f. Discussion Basics By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

B. Relevant Research Results

Many researchers have written about the use of video to enrich the students' vocabulary. They all find that using video as a teaching media plays great role in improving students' English skills especially vocabulary.

Nuriati Fatchul Janah (2012:1-7) did her experimental research in her journal entitled "The Effectiveness of Using Video in Improving English Vocabulary Mastery." The purpose of her research is to find out whether the use of video is effective or not in improving English vocabulary mastery at the fifth grade students of SD Negeri Purworejo in the academic year 2012/2013. The result of this research shows that the use of video is effective in improving the students' vocabulary mastery. Additionally, most of the students agree that video is effective, appropriate, and not boring.

Lu Fang Lin (2010:51-66) writes "English Learners' Incidental Vocabulary Acquisition in the Video- based CALL Program." This study investigated the effects of video-based computer assisted language learning (VBCALL) program on English learners' incidental vocabulary acquisition. She writes technological advancements have deeply affected the methodology of education and general in foreign language. This inclusion of video clips in teaching is becoming increasingly dominant in the second language learning curriculum. This reform reflects the acknowledgement that audio and visual information aids language learning. Video can be a communicative media contribution to the understanding of the target language culture by providing authentic language input and increasing contact in various ways with native

speakers of the target language through video viewing. Native speakers' oral communication in authentic target language contexts can be introduced into the classroom. In general, the results of these studies show that text along with video, pictures, and graphics fosters second language vocabulary acquisition. For example, it investigated immediate and delayed effects of different hypermedia glosses on Turkish students' incidental vocabulary acquisition. The results showed that students having access to word definitions along with pictures and short video clips achieved significantly higher vocabulary scores than those assigned to the definitions only groups.

Tatsuki (1999) in her TESL journal writes about "Video in the Language Lab: Teaching Vocabulary". She states learners who read illustrative sentences (sentences capturing a scene in the movie and model the correct usage of a target vocabulary item) scored better on a multiple choice test than did those who read the narrative only or read the narrative and watched the video. This would indicate that if vocabulary learning is going to be measured by productive use, video is certainly facilitative. If, on the other hand, vocabulary gain is going to be measured via multiple choices testing, video will be most efficient if learners are provided with contextualized sentence models. Either way, video is a useful part of vocabulary learning.

Erna Titis Ismawati (2011) also did her action research in her thesis at the 5th grade of SD N Sanggrahan Surakarta in academic year 2009/2010 entitled "Optimizing Youtube Videos to Enrich Students' Vocabulary." This thesis aims to identify whether and to what extent YouTube videos can enrich

the students' vocabulary and to describe the situation when YouTube videos are applied during the teaching learning process. The result of this study shows that there is enrichment not only in the students' vocabulary but also the quality of teaching learning process. It can be seen from the students' score from pre-test until post-test 2. In pre-test, they scored only 42.64 in average; in post-test 1 they scored 56.17 in average; and in post-test 2 they scored 74.64 in average, it is higher than the English passing grade (KKM/ Krietria Ketuntasan Minimal) that is 60. It can be stated that the vocabulary is increased and the situation became alive when the researcher optimizes YouTube videos as an appropriate media in teaching vocabulary.

C. Conceptual Framework

The students' interest to learnt a foreign language is influenced by the lessons and how the teacher teaches them in the classroom. So, if the teacher wants to teach vocabulary, he/she must be aware of the students' feeling and create a supporting learning media in the classroom. In teach vocabulary, it is necessary for the teacher to select instructional media to gave the students chance to learn through verbal and visual methods by optimizing the facilities available in the school.

Rammal (2006) said that video is considered to be one of media that can be utilized in English teaching and learning process. It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners. Cahyono (2009:129) as cited in

Irawati (2012:2) adds that providing students with sound, image and text, video becomes one of media providing "lively situation" which can evoke students' motivation to learn.

Therefore, video was expected to enrich the students' vocabulary, promoted better learning, improved students' motivation, and increased enjoyment of the learning.
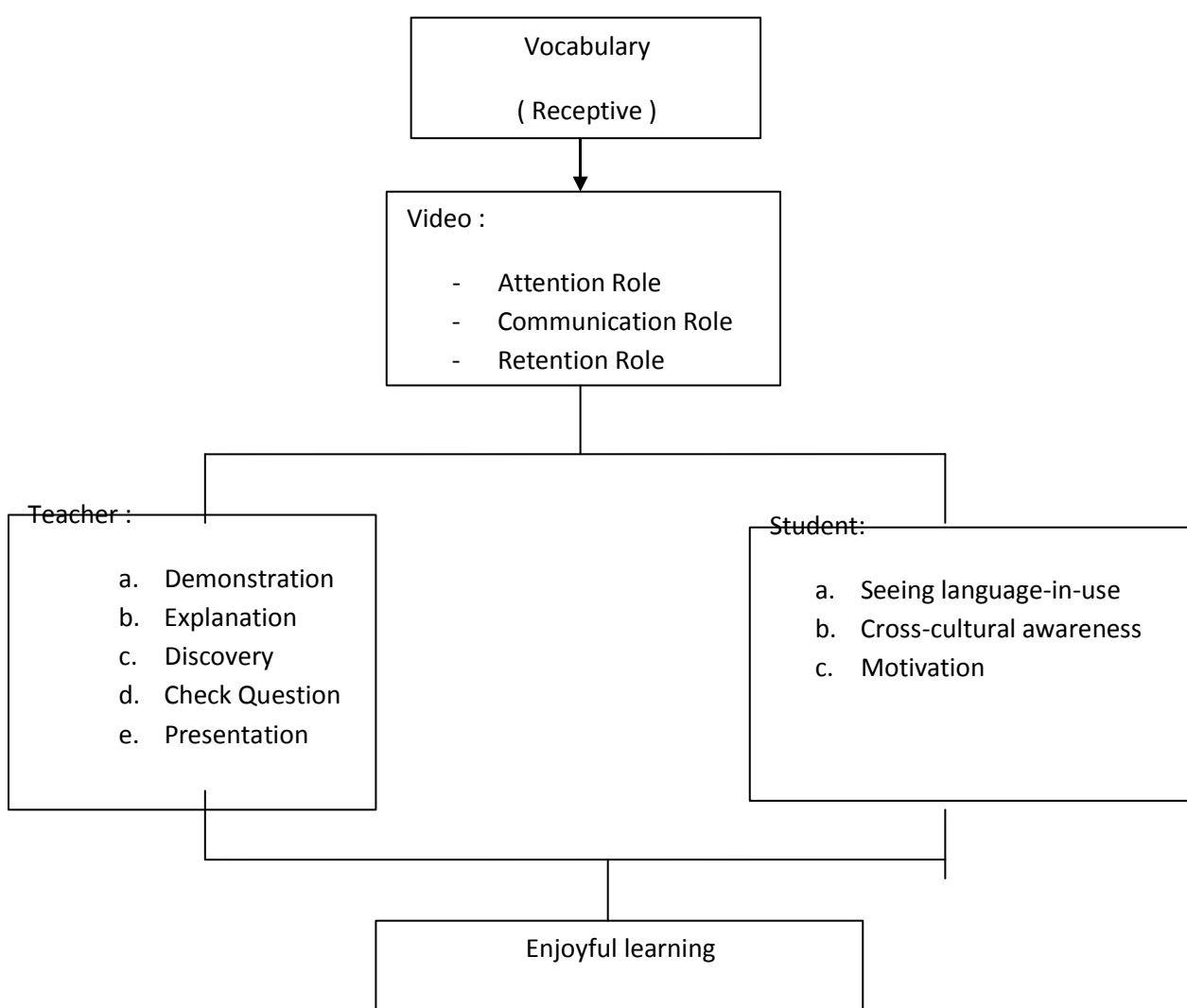
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                    ┌────────────────────────┐
                    │       Vocabulary        │
                    │      ( Receptive )      │
                    └───────────┬────────────┘
                                │
                                ▼
                    ┌────────────────────────┐
                    │ Video :                 │
                    │   -  Attention Role     │
                    │   -  Communication Role │
                    │   -  Retention Role     │
                    └────────────────────────┘

   ┌──────────────────────────┐        ┌──────────────────────────────┐
   │ Teacher :                │        │ Student:                      │
   │   a. Demonstration       │        │   a. Seeing language-in-use   │
   │   b. Explanation         │        │   b. Cross-cultural awareness │
   │   c. Discovery           │        │   c. Motivation               │
   │   d. Check Question      │        │                               │
   │   e. Presentation        │        │                               │
   └──────────────────────────┘        └──────────────────────────────┘

                    ┌────────────────────────┐
                    │    Enjoyful learning    │
                    └────────────────────────┘
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Chart 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGHY

A. Research Approach

The writer used descriptive qualitative research in this research to described the problems deeply. Mack et.al (2005: 3) added that descriptive research was used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants.

Descriptive research generally carried out with the main purpose, which is to systematically described the facts and characteristics of the studied object and subject appropriately. In a recent development, descriptive research method was also done by many of the research for two reasons. First, derived from empirical observation that most of the research report done in descriptive form. Second, the descriptive method is very useful to get a variety of issues related to education and human behavior. Descriptive studies generally attract researchers because of it is easily understood without requiring complex statistic techniques.

The writer used descriptive method because it is very useful to got data from the research and it is easy to understood because writer must not used a complex statistic techniques.

Subjects in a study are required to got the needed information. Lodico et.al (2006: 266) revealed "Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study". It means that in qualitative research, the researchers select their subject based on the subjects' knowledge which is capable to answer the question.

The subjects of the research were the students and the English teachers at MTS Assalam Bangilan Tuban. Not all of the students of MTS Assalam Bangilan Tuban were taken as sample, but the writer only takes the seventh graders as subjects of the research.

B. Researcher's Roles

The presence of researchers in the field in qualitative research according to Miles and Huberman (1992) is absolute, because researchers act as research instruments as well as data collectors. The advantage gained from the presence of researchers as an instrument is that subjects are more responsive to the presence of researchers, researchers can adjust to research settings, decisions related to research can be taken in a fast and directed manner, as well as information can be obtained through attitudes and ways informants provide information.

According to Nasution (in Sugiyono, 2011: 307-308), the presence of researchers as a harmonious research instrument for qualitative research itself because it has the following characteristics:

1. Researchers as instruments can react to any stimulus from the environment that must be estimated to be meaningful or not for research.

2. The researcher as a tool can adjust to all aspects of the situation and can collect a variety of data at once.

3. Each situation is a whole. There is no instrument that can capture the whole situation except humans.

4. A situation that involves human interaction, can not be understood with knowledge alone, but needs to often feel it, dive it based on our knowledge.

5. Only humans as instruments can draw conclusions based on data collected at one time and use immediately as feedback to obtain confirmation, change, improvement or voluntary action.

C. Data Sources

To find out the data needed in this study, the writer used four instruments: an observation on the teaching vocabulary process in the class; an observation to get some information from the teacher relevant to the English teaching methods used and others; a questionnaire to look for the data concerns with the scores, documentation, and task. The implementation of the instruments is as follow:

1. Observation

Purpose of this observation is to find out the process of teaching vocabulary, especially the teaching technique used by English teacher who

was used video in their class activities. The writer also looks at around the classroom situation and school environment. Moreover, this method can add information obtained in order to be more perfect.

2. Questionnaire

The writer uses two kinds of questionnaire, the first is given to the teachers who used video in their class activities, and the second is given to the students. The teachers' questionnaire is about statement of the problems in this thesis. While, the students' questionnaire is the same as the teachers' questionnaire but it is added with more questions, such as: what activities their teachers use video, why they like or dislike use video in their English learning-teaching activities.

3. Documentation

Documentation is used in investigating the syllabus, the material and the results of the evaluation. The documentation is done particularly to collect data of the form and the size measurement of video. Documentation was obtained from collected documents.

4. Task

A task is a classroom activity or exercise that has (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange. Task is a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they

perform some set of work plans. (Lee 2000:32). The writer used multiple choice tasks to collect data from the students after learning.

D. Procedure for Data Collection

The proces of collecting data was done in stages as follows: First, the writer observed the students while they were studying English. The purpose of this observation was to find out the data on the techniques of teaching English. Second, the writer gives questionnaire to the students. the last is documentation. It was used to look for the data concerning with the scores of the students in English.

E. Data Analysis Techniques

Data analysis is the process of systematically searching and arranging the transcripts, field note, and other materials that the writer accumulate to increase understanding of them and to enable her to present what she has discovered to others. Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what she will tell others.

In data analysis, the writer used descriptive method analysis; it is a way by doing classification of data that resulted to described the problems which happened in population, and then be analyzed with theories have relation with the problems, later it is taken as conclusion.

Qualitative data was gained from field notes, observation, interview, students' questionnaire that are analyzed by data triangulation. The data were analyzed through the following steps:

1. Collecting the data

   The data of this study comes from the result of collecting the data which was being done in the students and teacher game and song subject. The researcher observed and wrote down every object of researcher based on what researcher has found during research took place.

2. Documentation and Identification

   Documentation was process of documenting the data. It was done after collecting the data. After the data being documented, the accuracy of questionnaire result was identified. Identifying was done with give code in the questionnaires . The data from questionnaire was given code to helped researcher identified the data.

3. Classification

   Classification was the process of classifying all sufficient data based on a category. After answering all the students' questionnaires, the researcher started to make a classification based on students' answer from the questionnaire.

4. Interpretation

   After classification the data, researcher had to interpret data, gave the meaning to information, evaluated, concluded, responded appropriately and predicts the result, identification & evaluation. But, before interpreting

the data, the researcher has to analyze the result of the data from the questionnaire that already being given to the students by descriptive text.

F. Triangulation

In qualitative research there were some techniques that can be used to increase the researcher data validity. The validity of the study is very important in a research. One of them is triangulation. Bogdan & Bicklen (1998: 101) stated that "triangulation is used to convey the idea to establish a fact that needs more than one sources of information".

In this research, the researcher used triangulation to check the validity of the data. Moleong (2008: 303) explains that "triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data". Denzin (in Lexy 2008: 330) revealed that there are four kinds of triangulation techniques: (1) source triangulation, (2) methdology triangulation, (3) investigator triangulation and (4) theoretical triangulation.

a. Source Triangulation

Source triangulation uses different source to get the same data. It used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collecting method or others.

b. Methodology Triangulation

This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The

emphasis is on the use of different data collecting method and to point out the same source to test the data validity.

c. Investigator Triangulation

Investigator triangulation means that the validity of the research can be tested by some other researchers. From some researchers' point of view and interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the research validity.

d. Theoretical Triangulation

This triangulation mean uses more than one perspective of theory to discuss the research problem. From those types of triangulation method, the researcher used methodology triangulation because to check the validity of the data the researcher uses different method to cross check the data. The results of vocabulary test related to the video content were compared to the results of questionnaire about the video. It meant that, to get the validity of the data in this research, the researcher not only conduct a vocabulary test but also questionnaire.