THE USE OF VIDEO TO IMPROVE STUDENT VOCABULARY AT 7 GRADE SMPN 1 NANGA PINOH

Hidayatul Munawaroh [1]
Hosmila [2]
Rika Safitri [3]
[1,2,3] IKIP Budi Utomo Malang
hidayatulmunawwaroh98@gmail.com

Abstract

The purpose of this study is to explain and describe the use of video media to improve vocabulary of 7 grade students of SMPN 1 Nanga Pinoh in the academic year 2020/2021. This study uses a qualitative descriptive method that focuses on analyzing the use of video to improve student vocabulary. This research is conducted interactively and continuosly until it is comeplete so that there are no questions to continue. The result of this study indicate that most students become more active in participating in the learning proscess using vocabulary. This indicates that the use of video to master vocabulary is considered effective to encourage students during the learning process.

Keyword: video, improving, vocabulary

Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan dan mendeskripsikan penggunaan dari media video untuk meningkatkan vocabulary siswa kelas 7 SMPN 1 Nanga Pinoh pada tahun ajaran 2020/2021. Penelitian ini menggunakan metode deskriptif kualitatif yang berfokus untuk menganalisis penggunaan video untuk meningkatkan vocabulary siswa. Penelitian ini dilakukan secara interaktif dan terus menerus sampai tuntas sehingga tidak ada pertanyaan berlanjut. Hasil dari penelitian ini menunjukkan bahwa sebagian besar siswa menjadi lebih aktif dalam mengikuti proses pembelajaran dan menunjukkan peningkatan penguasaan kosa kata setelah melakukan proses pembelajaran dengan menggunakan

vocabulary. Ini mengindikasikan bahwa penggunaan video untuk menguasai kosa kata dianggap efektif untuk mendorong siswa selama proses pembelajaran.

Kata kunci: *video, meningkatkan, kosa kata.*

Introduction

Very improbable if we want to recognize something but do not know the most important thing from the part. To learn a language, one thing that is very important and we must recognize is the vocabulary of a language. Because vocabulary is the most intimate part for someone in using a language. Language is something coming from the inside of the speaking subject manifest in the meaningful intentional purpose of the individual speaker according to Martinez del Castillo (2015). It's the same in learning English. Vocabulary is the most important thing to master. How can one compose words if the mastery of vocabulary in a language is less.

Vocabulary has a very important role in learning English. Kridalasakna (1993) defines vocabulary as a component of language that demands all information about the meaning and use of words, as well as the wealth of words that a speaker or writer of a language has. According to Tarigan (1993) states that a person's language skills depend on the quantity and quality of the vocabulary they have. The richer a person's vocabulary the greater the possibility that someone is skilled in language. For example, in learning English there are four skills that must be mastered, namely speaking, listening, reading and writing. Manurung (2003) states that the ability of speaking, listening, reading, and writing English depends on the mastery of vocabulary and grammar. This mastery can be used to communicate if a language user can convey it meaningfully. This is influenced by the mastery of vocabulary. Because someone cannot use a language if someone does not master the vocabulary of that language. Thornbury (2004) without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the explanation above, we know the importance of mastering vocabulary in learning English. But the fact of mastering English vocabulary is not easy. This is usually caused by several problems. For example, lack of motivation, teacher learning media tends to be monotonous and boring. Many types of media can be used in the learning process. The types of media are media based on audio, visual to audio-visual based media. Audio-based media is a media with the sense of hearing as a means of capture. Visual-based media is a

media with the sense of sight as the catcher. While audio-visual media is a media that relies on the sense of hearing and the sense of sight as a means of capture. Among these three media bases, audio-visual based media is the easiest to help a student in understanding the learning process. This is because it involves two senses at once. In addition, from the results of research conducted by Ahmad ibn Abd al-Rahman al-Samiraa'I, as quoted by Yasmaruddin, it was found that the level of attainment of knowledge through the sense of sight reached 75%, while through the sense of hearing only 13%, while through other senses , such as taste, touch, smell, knowledge can only be obtained by 12%. The learning environment that is equipped with pictures provides an impact 3 times more powerful and profound than words (lectures).

The fact of English is a multi-meaning language and the way of writing and pronunciation is also different so that it sounds foreign to Indonesian students where basically they have their own language with the same language and vocal writing making it an obstacle for Indonesian students in mastering English. Like the problems faced by 7th grade students of SMPN 1 Wanga Pinoh who are the object of research research. Found in the way they learn English has the same constraints with the statement. When they feel bored in the class, not knowing what is being explained by the teacher causes them to be increasingly left behind in the pursuit of English so that it further worsens their problem of mastering words. Based on the statement above. Researchers are interested in using audio-visual media in the form of video to improve the vocabulary of 7th grade students of SMP Negeri 1 Wanga Pinoh. Because in the learning process, a teacher needs media. Because the main function of the media itself is a teaching tool that can affect the outcome or output of the learning process. According to Taofano (2018) learning media are all things that can be used to channel the sender's message to the recipient, so that it can stimulate thoughts, feelings, attention, and interests learners to study. The resulting impact can be felt not only for students, but for subsequent teachers and researchers.

Based on the background described above, the researcher discusses several things from this study. Namely, how can audio-visual media improve vocabulary at SMPN 1 Wanga Pinoh. With the main objective of this research is to improve student vocabulary by using audiovisual for grade 7 of SMP Negeri 1 Wanga Pinoh. So that if this research is successful it can be used as a reference to help teachers and students in the English learning process but it can also be used as reference material by subsequent researchers.

There are several studies relating to the application of learning using video. This media is used because the video is more able to shape the results of

student learning processes because it involves two main human senses as learning input, namely the sense of sight and hearing.

First, according to Dahlia Manurung in her thesis "The Implementation of Video in Teaching Vocabulary at The Second Grade of Elementay School". He investigated how audio-visual media can improve the vocabulary of Grade 2 Elementary School students. This research method uses descriptive research.

The second study was Rudi Hartono in his journal "The Use of Audio-visual Media to Increase The Students of SMAN 1 Cepiring Kendal". He investigated how audio-visual media improved students' vocabulary. He conducted research with experimental research methods by taking two classes as research subjects. Where the first class as an experimental group and the second class as a control. This study uses tests as material to obtain data. The ultimate goal of this study is to find out the vocabulary of students taught without audiovisual media and to find significant differences between the vocabulary of students taught using audiovisual media and those not taught using audio visual media. .

Research Methods

The method used in this research is descriptive qualitative method. This method is a method used to uncover the final results of a study that cannot be proven by numbers. According to Nazir (1988), descriptive method is a method in determining the status of human beings, an object, a set of conditions, a system of thought or a class of events in the presents. The purpose of this research is to make a systematic description of the factual description of the facts and the nature and relationship between the phenomena under investigation.

Based on the explanation above. In this study, researchers in collecting data using a deductive approach where the donor is an approach that uses logic to draw one or more conclusions based on a set of premises that are given. The subject of this research method is the phenomenon of behavior, motivation and perception descriptively in word processing and naturally. In this research, researchers will analyze using video to improve vocabulary mastery. This research is a study with the object of 7th grade students of SMPN 1 Wanga Pinoh in the academic year 2020/2021. Researchers chose this based on interviews with teachers who conducted the teaching and learning process in the class.

To obtain data, researchers used the process of observation, interviews and tests.

a. Observation

Observation is the activity of a process in recognizing objects with the intention of understanding objects based on previously known ideas. Observations were made to collect data that are carried out directly based on factual phenomena. The instruments used were checklists, field notebooks, laptops, videos.

In this observation carried out during four meetings. The first and second meetings are a learning process using student worksheets. At the third and fourth meetings is the process of applying learning using video media.

In this observation, class observations were made to record the involvement of students in vocabulary mastery in learning through video media. According to Harrington, Birman, and Sherman in Wortham (2005) observation can be used for three major purposes: (1) understand children's behavior (2) to evaluate children development (3) to evaluate learning process.

Therefore the researcher evaluates the learning process by analyzing student behavior and development through video media. The focal point of evaluation during the learning process is to observe whether the video media is effectively applied to assist in mastering vocabulary in achieving teaching objectives. Researchers evaluate student behavior in learning with the expectation that if students exhibit positive behavior they are expected to show positive development as well.

b. Interview

Interview is the process of interaction between researchers and objects by asking questions. The contents of these questions in the form of questions relating to the research subject. The instrument used by the researcher to carry out this process was the question sheet and the text of the notes.

Interviews were conducted by researchers before and after the research process. The object of the interview is the teacher and students. Researchers asked the teacher before and after the application of video media about matters relating to how students' obstacles in mastering English vocabulary before and after teaching using video, how students reacted during the learning process before and after using video and how feedback between the teacher and students during learning process before and after using video.

The researcher also asked students before and after the research process about what made it difficult for students to master vocabulary, how the process of continuity of learning before and after using video media, what is the

difference between the application of learning with video media with student worksheets media.

    c. Test

The test is done verbally in the learning process before and after using video in order to find out how much vocabulary is mastered by students. In this test the teacher interacts with students using mixed English in Indonesian. The teacher asks students about what is in the discussion material during the learning process.

To analyze data, researchers use;

    a. Reducing Data

The researcher chooses the main data that has a strong relationship with the emergence of positive characteristics of student development during the learning process.

    b. Data Displaying

The process of displaying data in the form of descriptions and sentence structures with the intention that the data has been collected and processed by the researcher as an exact data drawer

    c. Conclusion

The researcher made a conclusion of the data by describing the results of the research after processing the results of the data completely so that in the study there were no continuing questions..

Results and Discussion

This observation process was carried out in four meetings. The first and second meeting, the researcher observed the teacher's learning process and the reaction of students in the class while doing the learning process using student worksheets. Here it is found that, feedback in teaching using this media is less effective because students are so passive and less enthusiastic that even many students look sleepy. This is because the teacher's teaching system is just like a lecture and then does the work in the student worksheet. In addition, the way teachers teach less uplifting students.

At the third and fourth meetings, researchers began to apply the learning process using video media. The procedure in applying video media to add to student vocabualary is;

Pre-Activities

a.   Pre-Activities

Before starting the lesson, the teacher greets and invites to pray together. After that the teacher asked how the students were to break the ice.

Teacher   : "Good Morning, Students."

Students   : "Good morning, Ma'am."

Teacher   : "How are you guys today?"

Students   : "Good, Ma'am"

Teacher   : "Before we begin the lesson, let's pray according to each other's   religion and beliefs. Prayer begins"

Students   : (starts to pray)

Teacher   : "Good children, do you remember the material from last week?"

Shiva   : (Silent)

In the first application of the learning process with this video medium, students lacked response when asked what the learning material was last week. This shows the ineffectiveness of the monotonous learning process using only student worksheets. This shows, at the previous meeting students did not catch the learning material. They only do that learning English is just a school procedure, not a necessity for themselves.

Main Activities

The teacher explains the steps of the game or the use of media to students along with the rules. First the teacher will play the video and students are told to pay attention. Here are some ideas before watching the video so that students are more easily focused on activities.

1) Determine the Topic

Researchers use videos that have been prepared before, researchers use videos that show objects in the classroom. Researchers chose the theme of this video because they often encountered the contents of this video so that they could better remember when practicing with the object media directly. At this first stage, the researcher made sure that the students did not know the English term about nouns in the video. "What objects are in the video?"

2) Language Practice

In addition, researchers also process the activeness of students in class by asking more details about matters relating to the video such as, "What is the description of the object?" and "Where is that thing in your class?"

3) Post Activities

After completing the learning process using video media, the teacher explains again while reviewing the learning material. This is done as an evaluation of learning and improvement of student learning techniques.

Strengths and Weaknesses

Strengths and Weaknesses in the Learning Process by using video to add vocabulary to 7th grade students of SMP Negeri Wanga Pinoh;

For Teachers

a. Learning to master vocabulary using video can be a benchmark of how broad students master vocabulary. As we know, someone can speak and express their opinions because they master the language's vocabulary.

b. Learning with video media, the teacher helps to attract the attention of students. This is because in the learning process not only between teacher and student as an element of the learning process but there is also a unifying media. Here the video also acts as a distraction because the video can stimulate student enthusiasm so that students do not get bored easily in the learning process.

c. By using video media, the teacher has also created variations in student learning. Students become more eager to learn to use video. This is because there is a benchmark of moving images and sounds as a memory in mastering vocabulary.

For students

a. Learning to use video can develop the ability to communicate in English, both in oral and written form. Given the video have motion pictures and sounds that describe the contents of the image so that children are helped in mastering new vocabulary.

b. By using video, students can be more enthusiastic and enthusiastic in learning vocabulary. Because the video display has interesting features so that it can arouse students' motivation in learning.

Conclusion

Based on the discussion above, it was found that it was very effective in learning to master English vocabulary using video media as did the 7th grade student of SMP Negeri 1 Wanga Pinoh. This can be seen from the learning outcomes in which students are more active in interacting in class and giving

positive feedback when interacting with the teacher and his friends. In addition, students also catch new vocabulary faster even though the pronunciation of the vocabulary is still wrong, but they have more memory when learning to use video media than just learning in a monotonous way using student worksheets.

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