

**TEACHING AND LEARNING VOCABULARY THROUGH
VIDEO CLIP AT THE SECOND SEMESTER OF
THE SEVENTH GRADE OF SMP PGRI 6 BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016**

A Thesis

Submitted as a Partial Fulfillment of

the Requirements for S1-Degree

By:

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2016**

ABSTRACT

TEACHING AND LEARNING VOCABULARY THROUGH VIDEO CLIP AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

By

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The goal of the learning English as a foreign language for the students is to make them to be able to communicate to english. Vocabulary is one of the important language components that need to be taught to support learners in mastering language skill. This research is about teaching vocabulary through video clip to the second semester of the seventh grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2015/2016. The objectives of this research are to describe teaching learning process in teaching vocabulary through video clip, to describe the students' problems and the teacher's problems in teaching and learning process.

In this research, the researcher used qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class VII G as sample which consisted of 38 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing or verification.

The researcher conducted the research in two meetings. After analyzing the data, there are three points of the results. The first, in the process of teaching and learning vocabulary through video clip at SMP PGRI 6 Bandar Lampung in the academic year of 2015/2016 has been conducted. The teacher had not applied all eight steps of video clip. The process did not run well because the teacher was difficult to handle the crowded class. The second, the problems faced by the students in learning vocabulary were that the students had difficulty in pronounce, spell, and memorize new vocabulary. Then students also had less motivation to learn English especially vocabulary. The third, the teacher's problems in teaching vocabulary were that the teacher had difficulties to handle the students that seemed so noisy during process teaching vocabulary by using video clip and the teacher could not monitor students activity well.

Key word : Teaching vocabulary, video clip, descriptive qualitative research



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**TEACHING VOCABULARY THROUGH VIDEO CLIP TO
THE SECOND SEMESTER OF THE SEVENTH GRADE
STUDENTS OF SMP PGRI 6 BANDAR LAMPUNG IN**

2015/2016 ACADEMIC YEAR

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ADMISSION

A thesis entitled: "TEACHING AND LEARNING VOCABULARY THROUGH VIDEO CLIP AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016" By: INDAH PRAVITA SARI, NPM: 1211040135, Study Program: English Education was tested and defended in examination session held on: Wednesday, December 14th 2016.

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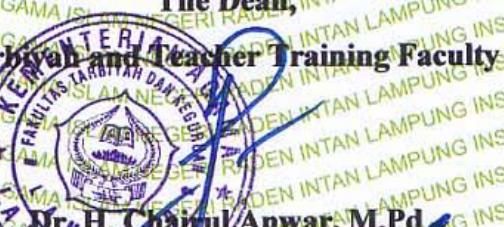
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MOTTO

وَعَلِمَ إِدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنِّيْعُونِي بِاسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ

صَدِيقِنَ ﴿٣﴾

Meaning:"And He taught Adam the names of all things; then He placed them before the angels, and said: "Tell Me the names of these if ye are right.¹"(Q.SAl Baqarah : 31)



¹Abdullah Yusuf' Ali, *The Holy Qur'an Text And Translation*, (New Delhi): Millat Book Centre, 2006), p.8

DECLARATION

I hereby state that this thesis entitled : “Teaching and Learning Vocabulary through Video Clip at SMP PGRI 6 Bandar Lampung in the Academic Year 2015/2016” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,.....December2016,

Declared by,

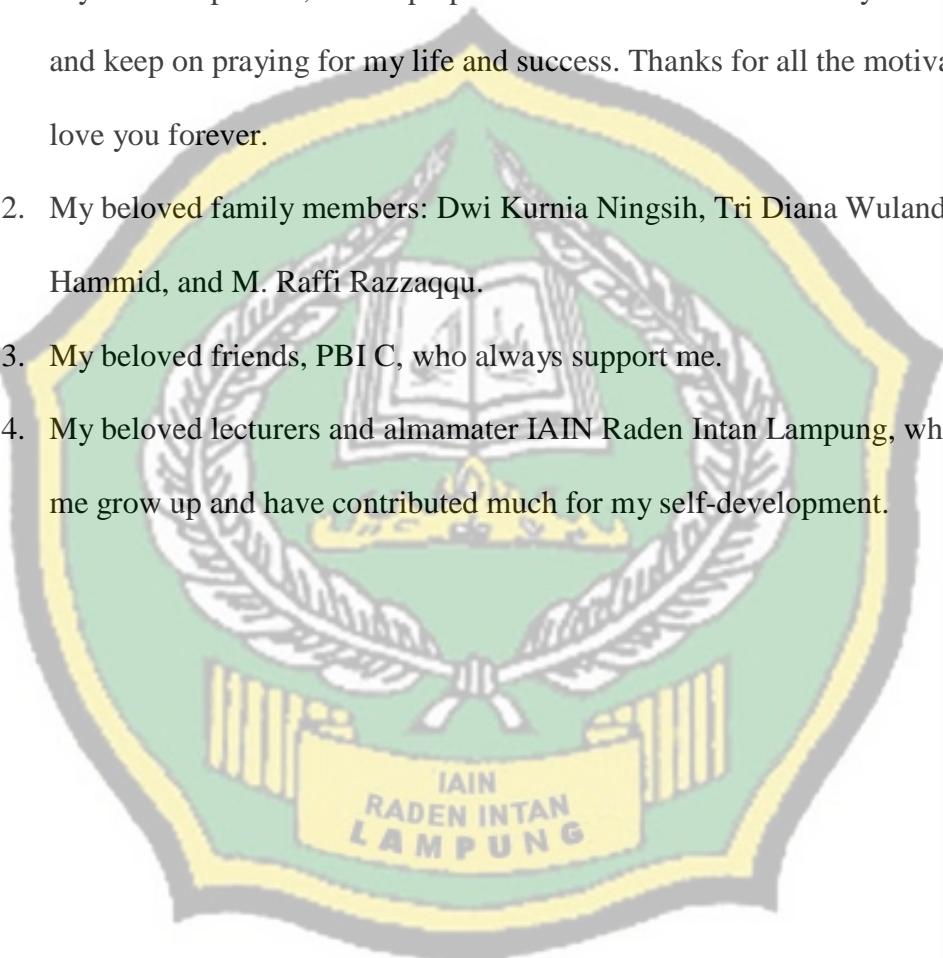
Indah Pravita Sari

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DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Suprapto and Mrs. Masitoh who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
2. My beloved family members: Dwi Kurnia Ningsih, Tri Diana Wulandari, M. Hammid, and M. Raffi Razzaqqu.
3. My beloved friends, PBI C, who always support me.
4. My beloved lecturers and almamater IAIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The name of the researcher is Indah Pravita Sari. She was born on Januari 18th, 1994 in Central Lampung. She is the first child of Suprapto and Masitoh. She has two sisters, Dwi Kurnia Ningsih and Tri Diana Wulandari and two brothers, M. Hammid and M. Raffi R.

She accomplished her formal education at kindergarten at TK Widya Bakti and finished in 2000. Then the researcher entered Elementary School at SD N 2 Perumnas Way Kandis Central Lampung and finished in 2006. After that she continued her school at Junior High School at MTs N 2 Central Lampung and finished in 2009. And then she continued her school at MAN 1 Central Lampung and finished in 2012. At last she continued her study at the State Institute of Islamic Studies (IAIN) of Raden Intan Lampung in 2012.

ACKNOWLEDGMENT

First of all, praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His bleesing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Teaching and learning vocabulary through video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in 2015/2016” is presented to the English Education Study Program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teaching Training Faculty, IAIN Raden Intan Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 14 December 2016

The Researcher,

Indah Pravita Sari

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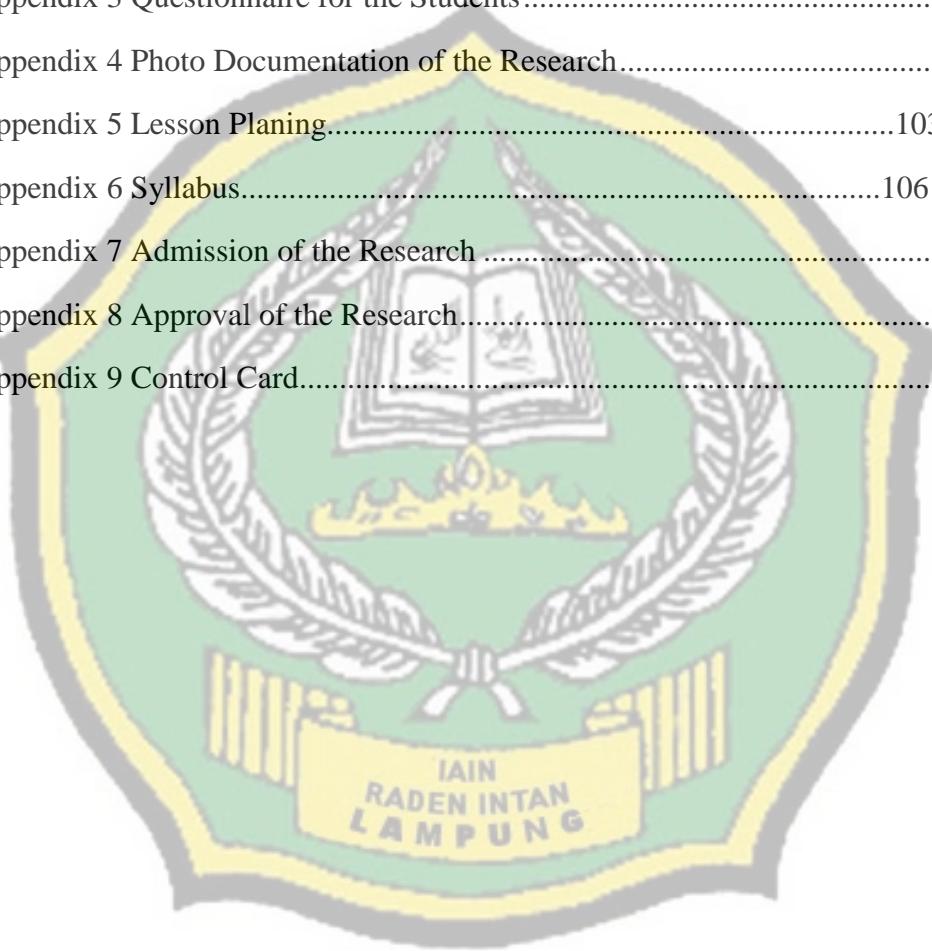
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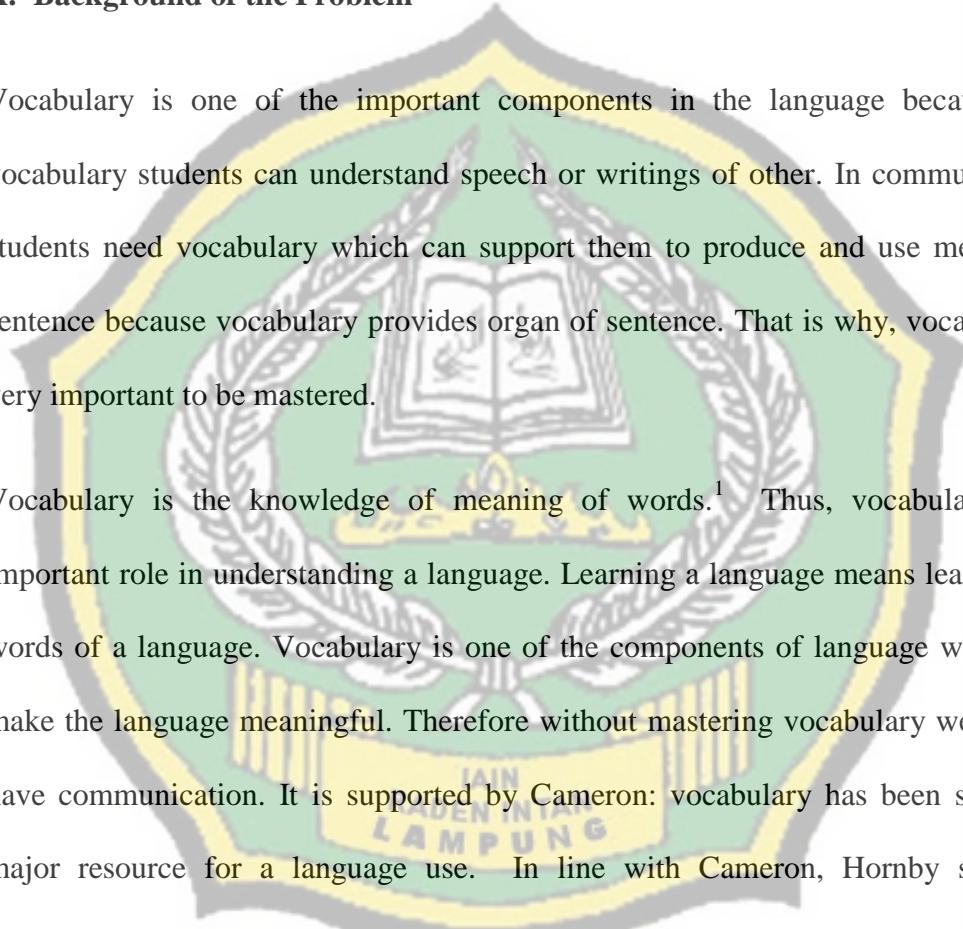


CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important components in the language because with vocabulary students can understand speech or writings of other. In communication, students need vocabulary which can support them to produce and use meaningful sentence because vocabulary provides organ of sentence. That is why, vocabulary is very important to be mastered.



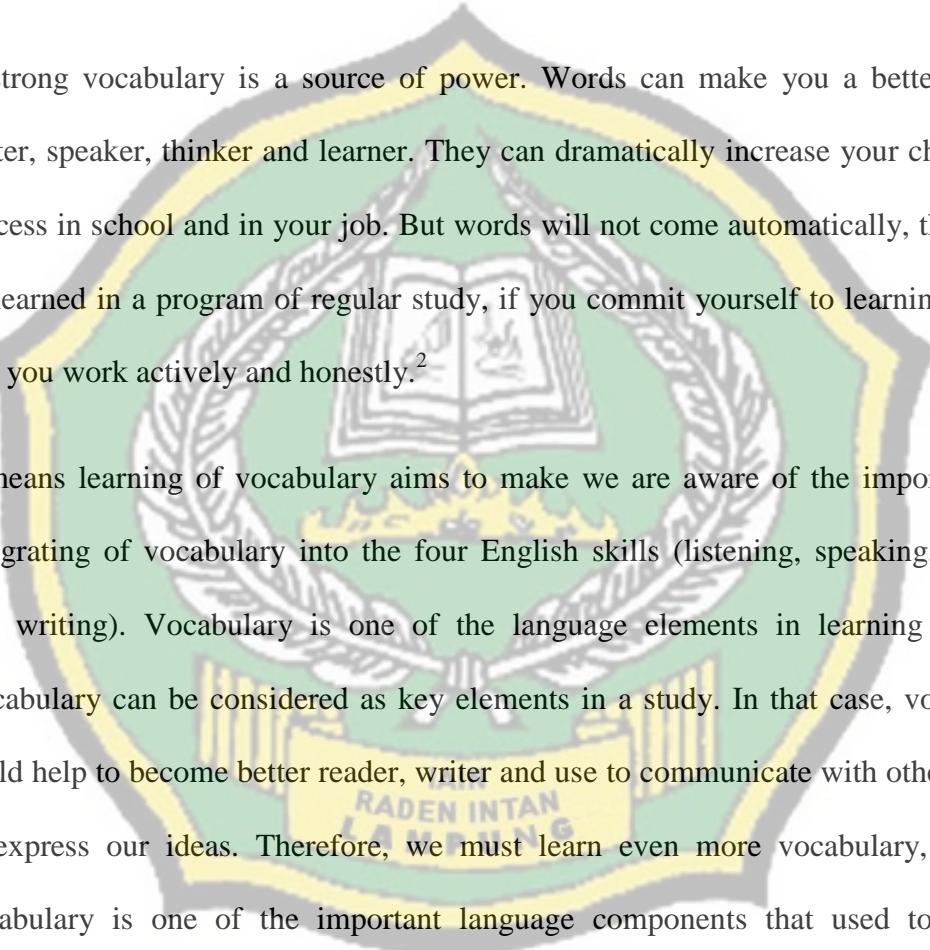
The logo of IAIN Raden Intan Lampung features a central shield with a green base. On the green base, the letters "IAIN" are written vertically above "RADEN INTAN" and below "LAMPUNG". Above the shield is a stylized emblem with a book and a torch. The entire logo is set against a background of concentric circles in yellow, green, and grey.

Vocabulary is the knowledge of meaning of words.¹ Thus, vocabulary plays important role in understanding a language. Learning a language means learning the words of a language. Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary we can not have communication. It is supported by Cameron: vocabulary has been seen as a major resource for a language use. In line with Cameron, Hornby says that vocabulary plays an important role in language: because without vocabulary it is impossible develop language.

According to the theory above it can be concluded that without vocabulary we cannot communicate each other and also without vocabulary it is difficult to learn

¹ Elfrieda H Hiebert, Michael L. Kamil, *English Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates Publishers, 2005)p.3

foreign language. Vocabulary is very important component in language learning because vocabulary is used to express our ideas such as in speaking, writing, and reading. Therefore, as a language in international communication, it is clearly needed by many learners to deliver through and interact in variety of situation.



A strong vocabulary is a source of power. Words can make you a better reader, writer, speaker, thinker and learner. They can dramatically increase your chances of success in school and in your job. But words will not come automatically, they must be learned in a program of regular study, if you commit yourself to learning words, and you work actively and honestly.²

It means learning of vocabulary aims to make we are aware of the importance of integrating of vocabulary into the four English skills (listening, speaking, reading and writing). Vocabulary is one of the language elements in learning English. Vocabulary can be considered as key elements in a study. In that case, vocabulary could help to become better reader, writer and use to communicate with other people to express our ideas. Therefore, we must learn even more vocabulary, because vocabulary is one of the important language components that used to support learners to master language skills. Without mastering vocabulary, the learners will have difficulties in mastering the language skills.

² Sherrie L Nist, Carole Mohr, *Improving Vocabulary Skill* (New Jersey: Townsend press, 2002)p.6

In fact, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially for beginner. This idea supported by Thornbury, he says in learning vocabulary the students have difficulties in pronunciation, spelling, grammar, length and complexity of words, meaning, range, connotation and idiomactic.³ It means in learning vocabulary the students have difficulties in pronouncing the words, how to spell and write the word, how to use in grammatical pattern correctly, how to choose appropriate meaning of the words, the students are also still confused in using the word based on context. In addition, the students are still confused when they found words that are idiomatic.

Based on preliminary research in SMP PGRI 6 Bandar Lampung, it was found that teaching vocabulary through video clip was applied there. The result from the interviewed of the researcher with the English teacher at seventh grade, she stated that the students found difficulties in mastering vocabulary although she has used video clip and the teacher has difficulties in handling crowded class in teaching learning process. In addition, the students felt so difficult and less motivation to learn.⁴ In other words, the teacher should be creative in using some media to make students feel interested in teaching learning process and good media will support learning English. It can be seen from the table of the score of English subject at seventh grade of SMP PGRI 6 Bandar Lampung based on the criteria minimum of

³ Scott Thornbury, *How to Teach Vocabulary* (Edinburgh Gate: Longman,2002)p.13

⁴ Interviewed from English teacher of the seventh grade SMP PGRI 6 Bandar Lampung,
Mrs. Windarti, S.Pd on January 15th 2016

mastery (KKM). From the interview, English standard values in Seventh Grade of SMP PGRI 6 Bandar Lampung was 70. Here is the students' achievement of vocabulay mastery at the seventh grade :

Table 1

**Students' score for vocabulary test in Seventh Grade of SMP PGRI 6
Bandar Lampung in the Academic Year of 2015/2016.**

No	Score	The number of students								
		VII A	VII B	VII C	VII D	VII E	VII F	VII G	Total	Percentage
1	<70	25	24	22	23	21	23	28	166	62%
2	≥ 70	14	13	17	15	19	15	10	103	38%
Total		39	37	39	38	40	38	38	268	100%

Source: Document of English score at the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2015/2016

Based on table 1.1, the total students failed category is higher than the pass category. There are 166 students in failed category (62%), and 103 students in pass category (38%). It can be inferred that the achievement of the students in English subject is still low especially in class VII G. It means that the student of VII G still have difficulties to learn and less motivation in mastering vocabulary eventhough the teacher has used video clip.

Based on the problem above, the research conducted this research entitled “Teaching and Learning Vocabulary Through Video Clip at Second Semester of

the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic year of 2015/2016”.

B. Identification of the Problems

Based on the background of the problems that has been discussed above, the problems of the research are formulated as follows:

1. The teacher had difficult in teaching vocabulary.
2. The teacher had difficulties in handling crowded class.
3. The student had difficulty in pronouncing, spelling, and memorizing new vocabulary.
4. The students' vocabulary mastery was still limited.
5. The students had low motivation to learn vocabulary.

C. Limitation of the Problems

Based on the background of the problem and identification of problem above, the researcher focused this research only on the process of eaching and learning vocabulay through video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the academic year of 2015/2016.

D. Formulation of the Research

In this research, the formulation of the problems were formulated as follows:

1. How is the process of teaching and learning vocabulary by using video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung?
2. What are the teacher's problems in the process of teaching vocabulary by using video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung?
3. What are the student's problems in the process of learning vocabulary by using video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung?

E. Objective of the Research

Based on the formulation of the problems, the objective of the research is:

1. To know and describe the teaching and learning vocabulary by using video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the academic year of 2015/2016.
2. To know the teacher's problems in teaching vocabulary by using video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the academic year of 2015/2016.
3. To know the student's problems in teaching vocabulary by using video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the academic year of 2015/2016.

F. Uses of Research

The researcher expects that there are some uses of the research as follows:

1. For the students

By using video clip, it is expected that the students are more interested and motivated in learning English, so that their English vocabulary will be developed and it gives positive effect on their English achievement.

2. For the teacher

By using video clip, the teachers can improve their creativity in teaching learning process, so that the goal of teaching learning can be achieved.

3. For the school

It is expected that this research can provide useful input in improving the quality of learning at school.

G. Scope of Research

Researcher divided the scope of the research into four parts, they are:

1. Subject of the research

The subject of the research was the second semester students seventh grade of SMP PGRI 6 Bandar Lampung in academic year of 2015/2016.

2. Object of the research

The objects of this research was the use of video clip in teaching English vocabulary.

3. Time of research

The research was conducted at second semester the seventh grade of SMP PGRI 6 Bandar Lampung in 2015/2016 academic year.

4. Place of the research

The research was be conducted at SMP PGRI 6 Bandar Lampung.



CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved.

Setiyadi states, “the way to teach English as a first language is not necessarily different from the way to teach English as a foreign language.”¹ It means that teaching English in the countries where English is only a foreign language may differs to teach English in the countries where English is a first language.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.² It means that the students who learned English as a foreign language have little opportunities to use their English in real life situation. In Indonesia, English has been introduced as a foreign language in Elementary School, Junior High School,

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p. 21

² David Wilkins, *Linguistics in Language Teaching* (London, Edward Arnold Publisher, 1980) p7

Senior High School, and University level. At Junior High School level, it is taught to the students as a compulsory subject. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading and writing as well as some language components like grammar, pronunciation and vocabulary. On the objective, teaching a foreign language is to provide the students with the skills which enable to communicate orally with the speakers of other nationalities who also learn this language. This is supported by the school-based curriculum (KTSP) stating that the graduate standard competence of students of Junior High School for English subject should include the mastery of the four language skills.

From the theory above, it can be concluded that teaching English in the countries where English is only a foreign language may differ from teaching English in the countries where English is a first language. Students who learned English as a foreign language have little opportunities to use their English in real life situations. Indonesian people only learn English in the class or their school. Therefore, there are only some people who speak English. In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication.

B. Concept of Teaching and Learning

1. Concept of Teaching

According to Harmer, “Teaching means that to give (someone) knowledge or to instruct or to train (someone).³ It means that to show somebody how to do something or to change somebody’s ideas. Moreover, Brown states, “teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom technique.”⁴ It means that teaching is that teaching is the teacher as guide and facilitator for the students in process teaching and learning.

According the theory above, it can be concludes that teaching English is art of transferring knowledge from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge and learning is the process of the students to understand and master the lesson or the subject that the teacher give to them. In addition, teaching English should be put as the first priority to achieve the goal of teaching English.

³ Jeremy harmer, *how to teach English* (London : Longman,2002),p.56

⁴ Douglas Brown, *The principle of language learning and teaching* (San Fransisco State University: Longman, 2000), p.7

2. Concept of Learning

Learning is a process of changing from not knowing to knowing. Particularly, this research discusses the learning process of vocabulary in English. According to Brown, “learning can be defined as changes in behavior. Learning can be defined as changes in behavior”.⁵ It means that getting knowledge not only from study, but it can be from experience, or instruction. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill, understanding a scientific law, changing attitude. The change is not merely incidental or natural in the way the human appearance change as people get older.

According the theory above, the researcher concludes that teaching is process of transferring knowledge or instruct from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge from not knowing to knowing of the students to understand and master the lesson or the subject that the teacher give to them, and getting a knowledge not only from study, but it can be from experience, or instruction. It has to be run together dependently and continually, because this is systematic activity which many components that cannot be separated.

⁵ Douglas Brown, *Opcit*, p. 7

C. Concept of Vocabulary

1. Definition

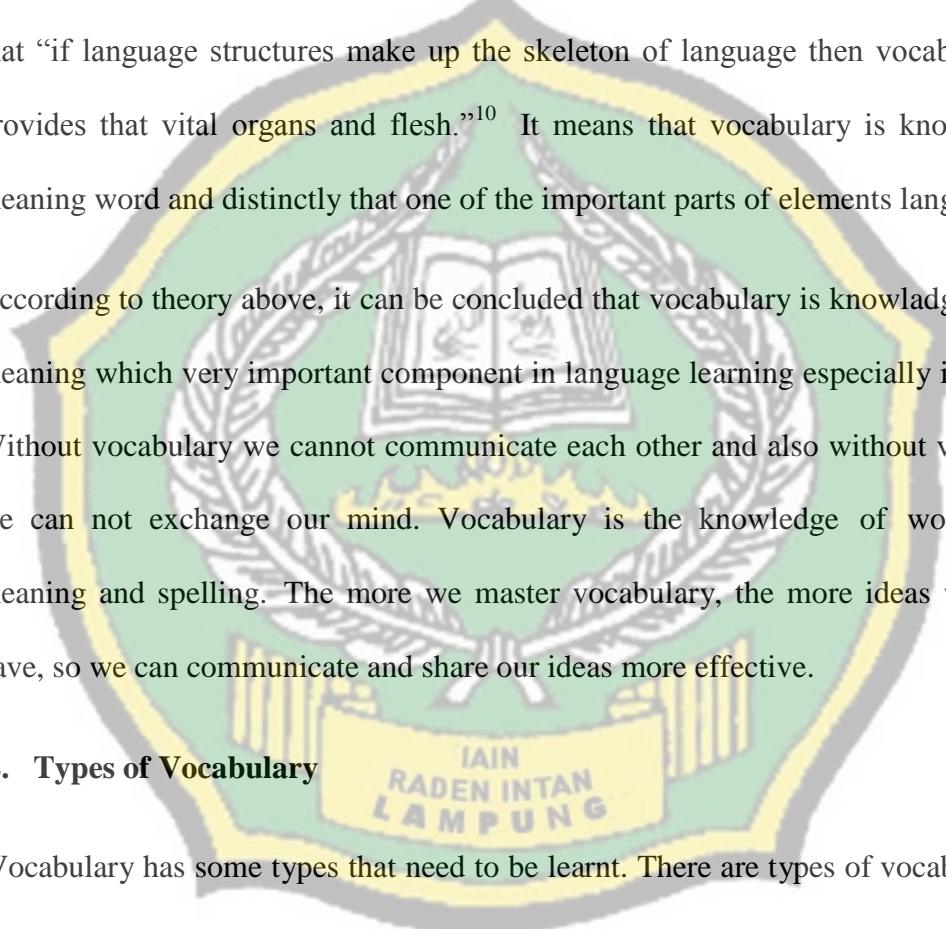
Vocabulary is one of the language components that can affect macro skill because vocabulary one of the important thing in learning English. Thornburry states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.⁶ It means that vocabulary has big contraction to support the successful of learning English. Without vocabulary they can not develop their language skills namely, listening, speaking, reading, writing and translating. Elfrieda states that: vocabulary is the knowledge of meanings of words.⁷ It means that vocabulay is knowledge of meaning word. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words when we listen or read them. Productive vocabulary includes words that we use when we speak and write.

⁶ Scott Thornburry, *How to Teach Vocabulary*, (London: Pearson Education Limited, 2002), p.13

⁷ Elfrieda H Hiebert, Micheal L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: lawrence Erlbaum Associated Publishers, 2005), p.3

According to Thornbury, all languages have words.⁸ It means that by using of words people can say what they felling, share they idea, and can communication fluently. Thornbury also says that the coming of new words is never stop.

In other words, vocabulary is the knowledge of meanings of words.⁹. Harmer says that “if language structures make up the skeleton of language then vocabulary that provides that vital organs and flesh.”¹⁰ It means that vocabulary is knowladge of meaning word and distinctly that one of the important parts of elements language.



According to theory above, it can be concluded that vocabulary is knowladge of word meaning which very important component in language learning especially in English. Without vocabulary we cannot communicate each other and also without vocabulary we can not exchange our mind. Vocabulary is the knowledge of words, word meaning and spelling. The more we master vocabulary, the more ideas we should have, so we can communicate and share our ideas more effective.

2. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry.

⁸ *ibid.* p. 1

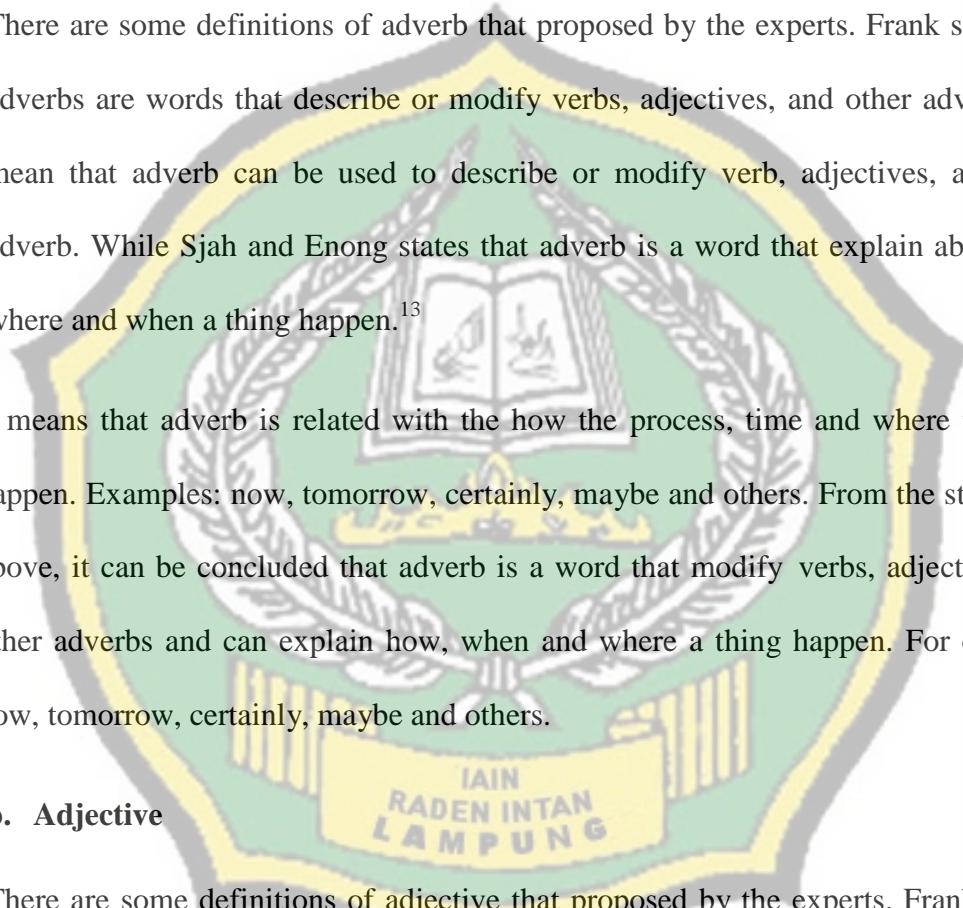
⁹ Elfrieda H Hiebert, Michael L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: Lawrence Erlbaum Associates Publishers, 2005)p.3

¹⁰ Jeremy Harmer, *the Practice of English Language Teaching*, (London : Longman, 1988), p. 53

He explained that there are at least four types of vocabulary.¹¹ There are adverb, adjective, noun, and verb.

a. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹² It mean that adverb can be used to describe or modify verb, adjectives, and other adverb. While Sjah and Enong states that adverb is a word that explain about how, where and when a thing happen.¹³



It means that adverb is related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others. From the statements above, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

b. Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.¹⁴

¹¹ *Ibid*, Scoutt Thornburry, p. 4

¹² Marcella Frank, *Modern English a Practical Reference Guide*, (New York University, 1972), p. 141

¹³ Sjah and Enong, *Modern English Grammar*,(Jakarta,Cv Simplex),p.72

¹⁴ Marcella Frank, *Op.Cit*, p.109

It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun, but it fills other positions as well. While Sjah and Enong state that adjective is a word that uses to expand and narrow the meaning of noun.¹⁵ It means that adjective is a word that describes noun. For examples: beautiful, good, small and others.

According to theory above, it can be concluded that adjectives is a word that describes noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

c. Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.¹⁶ Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.¹⁷ It means that noun is related with name of something like place, plant, people and other. For example: John, students, house, chair, roses, cat.

¹⁵ Sjah and Enong, *Op.Cit*, p. 27

¹⁶ Marcella Frank, *Op.Cit*, p.6

¹⁷ Djalinus Sjah and Azimar Enong, *Op.Cit*. p.15

According to theory above, it can be concluded that noun is one of the most important parts of speech that can be used to name people, place, plant, object, animal, quality and abstract concepts.

d. Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.¹⁸ Its varying arrangements with nouns determine the different kinds of sentences statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that shows measure and condition of a thing.¹⁹

It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others.

From the statement above, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject. Vocabulary is a listing of all words that need to be known and learnt and the types of vocabulary are adverb, adjective, noun and verb. All the types of vocabulary need to be known and learnt for the successful of mastering vocabulary. In this research the teacher use vocabulary as general such us adverb, adjective, noun and verb.

¹⁸ Marcella Frank, *Op.Cit*, p.47

¹⁹ Djalinus Sjah and Azimar Enong, *Op.Cit*, p.30

D. Concept of Teaching and Learning Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting vocabulary that he/she will teach. Both the students and teacher need to know how it talks about language at various point during learning and teaching.²⁰ In teaching vocabulary teacher must make the conditional class and should be realized that learning a language always deals with a large number of words that it is difficult for the students to memorize difficult words. Knowing how words are described and categorized can help us understand the decisions that syllabus planners, material writers and teachers make when it comes to teaching of vocabulary.²¹ In teaching vocabulary, the teacher has responsibility to make students successful. English teacher not only gives the students a list of word but also relates them to context of words in motivating the students. Teacher is a guide who help the students in discovering the meaning of word. The purpose of learning vocabulary is to understand the meaning of word and use it in concrete sentence. How to make the students memorize some word easily, the teacher has to create more effective ways to teach vocabulary.

According to the theory above, it can be concluded that teaching vocabulary is not more than just presenting new words. Teacher must create the conditional class and

²⁰ Jeremy, Harmer, *How to Teach English*, (New England: Longman, 1998). p.34

²¹ Scoot Thornbury *op.cit*, p. 3

should be realized that learning a language always deals with a large number of words that is difficult for the students to memorize difficult words.

E. Problem in Teaching and Learning Vocabulary by Using Video Clip

1. Teacher's Problem in Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he/she will teach. According to Thornbury the five factors that are related to teaching set of words that must be considered by the teacher in teaching vocabulary:

- a. The level of the learners (whether beginners, intermediate, or advanced)
- b. The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- c. The difficulty of the items (whether for example, they express abstract rather than concrete meaning or whether they are difficult to pronounce).
- d. Their 'teachability'- whether, for example they can be easily explained or demonstrated.
- e. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be

needed for the former, the number of items is likely to be fewer than if the aim is only recognition.²²

It means that the teacher problems in teaching vocabulary are the level of learners, the familiar kind of vocabulary, the problems in teaching vocabulary, the criteria easily explained of vocabulary, and being learned for productive (speaking and writing) or respective skill (listening and reading).

In addition, according to Jeremy there are four problems in teaching video clip faced by the teacher:

- a. Poor quality tape and disk

Poorly filmed and woodenly acted material will not engage students who are use to something better. When deciding wheher to use videotape or disk we have judge whether the quality is sufficiently good to attract our students interest.

- b. Poor viewing conditions

We have to be sure that students can see and hear the video the monitor must big enough for the people at the back of the class to see the screen clearly.

²² Scoot Thonbury, How to Teach Vocabulary, (London: Pearson Education Limited, 2002), p. 75-76

c. Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time.

d. The length of extracts

Some people think that more than two or three minutes of video sends students to sleep.²³

It means that there are four problems teacher using video clip. There are poor quality tape and disk, poor viewing conditions, stop and start, and the length of extracts.

From the explanation above the researcher elaborate the teacher problem in teaching vocabulary by using video clip, there are:

- a. The level of learners
- b. The familiar kind of vocabulary
- c. The problems in teaching vocabulary
- d. The criteria easily explained of vocabulary
- e. Being learned for productive (speaking and writing) or respective skill (listening and reading)
- f. Poor quality tape and disk
- g. Poor viewing condition

²³ Jeremy harmer, *The Practice Of English Language Teaching*, (Person education Limited, dinburgh, 2007) ,p283

- h. Stop and start
- i. And the lenght of extract.

Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he/she was taught. All of those problems should be solved to make the teaching process successful in the class.

2. Student's Problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. In learning vocabulary, students may have problems. They include:

- a. Pronunciation: Research shows that difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. Spelling: sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity, long words seem to be more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.

d. Grammar, also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not.

e. Meaning, when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students. Range, connotation, and idiomatically, words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too.²⁴

It means that the student's problem of learning vocabulary are: Pronunciation, Spelling, Length and complexity, Grammar, and Meaning.

From the explanation above, it can be concluded that in learning vocabulary, the students may have some problems and difficulties. Some of those problems are the students felt that the teacher explanation for meaning or definition, pronunciation, spelling and grammatical function is boring, students only think of vocabulary learning as knowing the primary meaning of new words. Students usually only acquire new vocabulary through new words in their textbooks or when they are given by teachers during classroom lessons and they do not want to take risks in applying what they have learnt.

F. Concept of Media

1. Concept of Media

²⁴ Scoot Thonbury, *Op.Cit.* p. 27-28

Media is a means of communication and some of information. Derived from the latin word meaning the term refers to anything that carries information between a source and a receiver. Example include video, television, diagrams, printed materials, computer programs, and instructors. Media are tools of mediator or conductor a message from sender to receiver.²⁵ It means that media as a tool to send message or information from sender to receiver. In addition Ashar say that the function of media as a strategy and assist equipment in teaching learning process.²⁶ It means that media are mediator has a function as a strategy and assist equipment to teach.

According to Arsyad, teaching media can be classified into three categories. Media are tool of mediator in teaching learning process. Media has a function as a mediator to bring information from a sender (teacher) to receiver (students).²⁷ It means that there are some media to use in teaching and learning process to bring information from sender to receiver.

According to the theory above, it can be concluded that media is a tool to delivering the massage or the information to the receivers when process teaching and learning in the classroom. Media is using material that absorption by viewing and listening to understanding word.

2. Kinds of Media

²⁵ Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT Raja Grafindo Persada: 2000), p.3

²⁶ H. Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, Jakarta, 2012), p. 27

²⁷ Azhar Arsyad, *Op.Cit.* p.170

According to Harmer there are three types of video:

a. Off-air programs

Off-air programs are programs which are recorded from a television channel. The programs should be engaging for the students. Some off-air videos is very difficult to understand for the students in certain level. It is because of a high preponderance of slang or regional vernacular in some videos.

b. Real-World Video

The teachers and students can use published videotape materials such as feature films, exercise “manuals”, wildlife documentaries, or comedy that there are no copyright for using the video. However, the length of the extract and the comprehensibility should be considered.

c. Language Learning Videos

Language learning videos are videos which are used to accompany coursebooks. The advantage is they have been designed with students at a particular level in mind. Meanwhile, the disadvantages are they will fail the quality test if the production is poor, the situation and language are in authentic, or the content is too unsophisticated.²⁸

²⁸ Jeremy harmer, *The Practice Of English Language Teaching*,(London: logman, 1988), p.284

In this research, the researcher uses audio language learning videos named video clip as the interaction media, because by using video clip it can motivate the students to learn and pay attention to the material given.

G. Concept of Video

One of audio visual media is video. According to Walyatalatof, video is a kind of media that can be used by teacher to show or perform to the students on how to do something or to make something.²⁹ It's means that video is kind of media as a tool to send message or information from sender to receiver.

In other word that video is a program, movie, or other visual media product featuring moving images, with or without audio.³⁰ It's mean that video is a program moving images consist of audio.

According to Harmer use of video has been common feature in language teaching for many years. It is rare theses days for a publisher to produce a major course book without a video component added in, and teacher frequently enliven their classes with off air material or tape procedure for language learning.³¹ It's means that video has become a common media and frequently used by teacher in teaching and learning English process.

²⁹ Walyatalatof Umie, Thesis *The Influence Of Using Videos Toward Students Procedure Text Writing Ability*, p.23

³⁰ Shahla Yassaei, *Using Original Video and Sound Effects to Teach English*, Vol.1 (2012), p1

³¹ Jeremy harmer, *Op.Cit.* p.282

According to the theory above, it can be concluded that video is a kind of media as tool or mediator that has function to make the message clear, give motivation in teaching and learning process to bring or send message or information from sender (teacher) to receiver (students). Video has become a common media and frequently used by teacher in teaching and learning English process.

H. Concept of Video Clip

Representing music through video clips has changed the way in which individual songs are produced and promoted. Videos clip can be considered short movies, lasting three or four minutes at most, in which a song is accompanied by images in movement.³² It means that video clip is short movies which consist of image and song in movement lasting three or four minute at most.

In addition according to Muniandy video clip is multimedia that can provide great visual stimulus through its combination of illustrations, sounds, graphics, and text. Mixture of sound, pictures, mental images, perceptions, figures, text and others can facilitate student engagement and improve learning process. Video clips can portray settings, action, emotions and gestures that can provide important visual stimulus for language practices and learning.³³ It means that video clip is combination of sound,

³² Mariselda Tessarolo, *The Perception of the Song and its Video Clip*. Vol. 3 (2001), p.2

³³ Balakrishnan Muniandy & Sathiayapriya Veloo, *Managing and Utilizing Online Video Clips for Teaching English Language: Views of TOESL Pre Service Teacher*, Vol.13, (2011), p.175

texts, and picture that can provide important visual stimulus for language practices and learning.

In other word that video clip consists of frames, and each frame can be considered as a transformed picture of the reference frame.³⁴ It means that video clip consist of frame, the frame can be transformed become a picture.

From the theory above, it can be concluded that video clip is a frame which transformed picture and video clip is short movies, which consist of image in movement and combination of sound and text lasting three or four minute at most that can provide important visual stimulus for language practices and learning. Video clip is different from other video because of the short duration. These video clips can be played on the computer or television.

I. Teaching Vocabulary through Video Clip

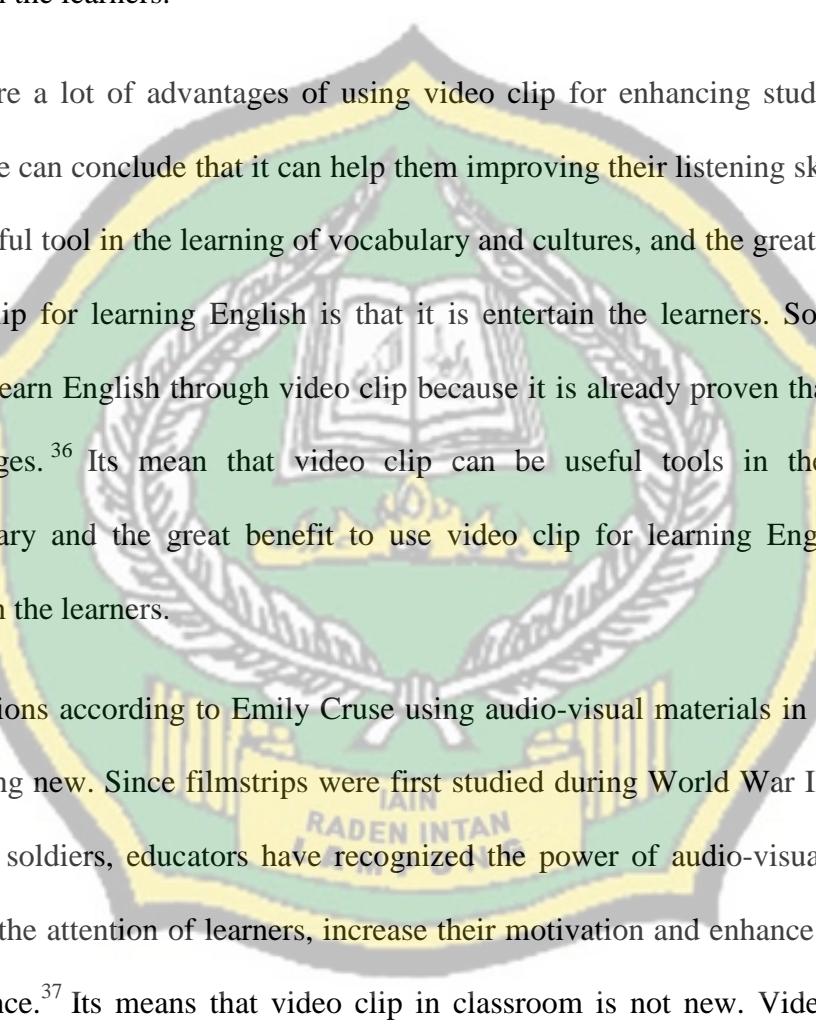
Video clips bring training and teaching to life and can be used to help emphasize ideas and lessons, and promote discussion. Funny and entertaining clips can make learning more enjoyable.³⁵ Its mean that teaching video clip can be used to help the lesson and funny and entertaining clips can make learning more enjoyable.

Most people enjoy watching video clip. They can often be a welcome change from the routine of learning a foreign language. For the English learners, using video clip

³⁴ Raymond H. Chan, *Resolution Enhancement for Video Clips: Tight Frame Approach*, (2005), p. 406

³⁵ CETL • Old Library 1142 • University of Wisconsin-Claire • Eau Claire WI 54702-4004
Phone: 715-836-2385@uwec.edu

for learning English can be really nice because it can help them improving their listening and speaking skills, it can also be useful tools in the learning of vocabulary and cultures, and the great benefit to use movies for learning English that it is entertain the learners.



There are a lot of advantages of using video clip for enhancing students' listening skill. We can conclude that it can help them improving their listening skill, it can also be a useful tool in the learning of vocabulary and cultures, and the great benefit to use video clip for learning English is that it is entertain the learners. So, the students should learn English through video clip because it is already proven that it has many advantages.³⁶ Its mean that video clip can be useful tools in the learning of vocabulary and the great benefit to use video clip for learning English that it is entertain the learners.

In additions according to Emily Cruse using audio-visual materials in the classroom is nothing new. Since filmstrips were first studied during World War II as a training tool for soldiers, educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience.³⁷ Its means that video clip in classroom is not new. Video clip can be increase student's motivation and enhance their learning experience. So the video clip is good for students to teaching learning vocabulary in classroom.

³⁶ Sumonta Damronglaohapan, Erika Stevenson Rajamangala University of Technology Sriwijaya, Songkhla, Thailand *Enhancing Listening Skil through Movie Clips on Youtube* (2013), p.13

³⁷ By Emily Cruse M.Ed, *Using Educational Video Clip in the Classroom: Theory, Research and Practice Curriculum Director, Library Video Company* p.1

From the theory above it can be concluded that teaching vocabulary through video clip is good for the students in classroom and video clip can be useful tools in the learning of vocabulary and the great benefit to use video clip for learning English that it is entertain the learners.

Teaching vocabulary can be done through four phases, that are: introducing, modeling, practicing, and applying. Them can be described as follows:

- a. *Introducing* : The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
- b. *Modeling* : The teacher gives an example and act as a model.
- c. *Practicing* : The teachers train the students to imitate and practice.
- d. *Applying* : The students applying in the right situation with the teacher help.³⁸

Procedure to use Video Clip:

1. Pick a particular video clip to provide the content or illustrate a concept or principle.
2. Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for.
3. Introduce the video briefly to reinforce purpose;
4. Play the clip;

³⁸ Scott Thornbury, *How to Teach Vocabulary*, (London: Pearson Education Limited, 2002), p.29

5. Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise;
6. Set a time for reflection on what was scene;
7. Assign an active learning activity to interact on specific questions, issues, or concepts in clip;
8. Structure a discussion around those questions in small and/or large group format.³⁹

Videos clip can be used in many ways other than just one student at a computer. They should also be used as a “shared experience” and an in class teaching aide. Teachers should play video clip in the classroom and share it, as you would a book or any print item. Don’t be afraid to pause, rewind, fast forward the video clip. Use it as a tool for reference of language and study points. Think of the video as a malleable material, like any other classroom material for learning. Generally video activities are divided into 3 main types or stages:

1. Pre-viewing: Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest.

³⁹ Ronald A. Berk, *Multimedia Teaching with Favorite Video Clips: TV, Movies, YouTube, and mtv in the School Classroom*, International Journal of Technology in Teaching and Learning, Vol 5 No 1 ,(2009),p.10

2. Viewing: Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video.
3. Post Viewing: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, roleplay or complete exercises during this stage.⁴⁰

I. The Strengths and the Weakness of Using Video Clip

1. The Strengths of Teaching Using Video Clip

According to Harmer there are some strengths of teaching using video clip, as follow:

- a. Seeing language in use

One of the main advantages of video is that the students do not just hear language, they see it do.

- b. Cross-cultural awareness

Video uniquely allows students a look at situations for beyond this classroom.

- c. The power of creation

When students use video cameras themselves they are given the potential to create something memorable and enjoyable

- d. Motivation

⁴⁰ Shahla Yassaei, *Using Original Video and Sound Effects to Teach English*, Vol.1 (2012), p2

For all of the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.⁴¹

2. The Weakness of Teaching Using Video Clip

According to Harmer there are some weakness of teaching using video clip, as follow:

a. The nothing new syndrome

Just switching on the monitor in classroom is not especially exciting for a television and internet viewing population. Both in our choice of video material and in the way we exploit it, we have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b. Poor quality tape and disk

Poorly filmed and woodenly acted material will not engage students who are used to something better. When deciding whether to use videotape or disk we have judge whether the quality is sufficiently good to attract our students interest.

⁴¹ Jeremy harmer, *The Practice Of English Language Teaching*, (Person education Limited, dinburgh, 2007) ,p283

c. Poor viewing conditios

We have to be sure that students can see and hear the video the monitor must big enough for the people at the back of the class to see the screen clearly.

d. Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time.

e. The length of extracts

Some people think that more than two or three minutes of video sends students to sleep.

f. Finger and thumb

Students can be irritated by teachers who can not find what they want or get back to where they have just been on the tape or disk.⁴²



⁴² Jeremy harmer, *The Practice Of English Language Teaching*, (Person education Limited, dinburgh, 2007) ,p283

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.¹ It means that in this research the researcher would describe and explain the research by using written words.

In addition according to Sugiono, qualitative research is naturalistic research method because the research did on natural setting.² It means that in this research the researcher just payed attention and analyses the process teaching and learning.

According to the theory above it can be concludes that Qualitative is research design that naturalistic or the researcher research in natural condition based on phenomena in that place. By this qualitative research, the researcher focused on the Teaching and Learning Vocabulary through Video Clip at the Second Semester of the Seventh Grade of Junior High School. This research described the process of Teaching and Learning Vocabulary through Video Clip and the problems face by the teacher in

¹ Ag. Bambang Setiyadi, *Metode Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 219

² Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta), 2012, p.7

teaching vocabulary by using video clip. By this way, the researcher hopes that this research would reveal this matter clearly for the sake of English learning improvement in the classroom.

B. Research Subject

The subject of this research was the English teacher and class of students at the seventh grade, which selected purposefully by considering their score of vocabulary. There were seventh classes which consist of 268 students. In this research, researcher used the data from VII G class at first semester. The researcher took one class as the subject of this research and the data do to obtain from the students of class VII G consists of 38 students as the sample is based on the data of students' achievement that has the lowest score for all class.

Nasution states that in terms of the perception of qualitative research, nonprobability sampling tends to have the characteristics, traits or certain characteristics.³ In addition, one of the non-probability sampling is purposive sampling: sometimes it can be called judgmental sampling. According to Sugiyono, "Non-probability sampling is a sampling technique that does not provide the opportunity/equal opportunity for each element or member of the population to be selected into the

³ S. Nasution, *Metode Research Penelitian Ilmiah*, (PT. Bumi Aksara, Jakarta, 2009), p. 9

sample.”⁴ Then to select the sample as the source of data the researcher used purposive sampling technique.

According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.⁵ Therefore, the researcher took one class as the sample of this research and the data is obtained from the students of VII G class consists of 38 students as the sample is based on the data of student’s average score that have the lowest score for all classes. Here was the average score of vocabulary mastery from each class in SMP PGRI 6 BANDAR LAMPUNG.

Table 2

The Student’s vocabulary score at the Second Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung of 2015/2016 in the academic year.

No	Class	Average Score
1	VII A	71
2	VII B	69
3	VII C	64
4	VII D	65
5	VII E	67
6	VII F	68
7	VII G	63

Source: Document of English score at the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2015/2016

⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Alfabeta, Bandung, 2009), p.300

⁵ Marguerite, et.al, *Methods in Educational Research: From Theory to Practice*, (San Francisco: 2006), p.152

From the data above, it can be concluded that students at seventh grade have various achievement. The class that has lowest achievement is VII G and the class that has highest achievement is VII A. The researcher used class VII G as a sample of this research, because of class VII G, has the lowest average score. In short, the subject of this research would students in class VII G which of 38 students and the respective English teacher.

C. Data Collecting Technique

In this research, there were some steps that will conduct in gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the researcher conducted the observation, interview, questionnaire as triangulation of the data of this research. The steps are as follows:

1. Observation

Observation is defined as the systematic observation and recording of the symptoms seen in the research object.⁶ Hadi said that Observation is complex process, a process that composed of a variety of biological processes and psychological processes.⁷ In this observation, the researcher using passive participation means the research is present at the scene of action but does not interact or participate.⁸

⁶ S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007) p. 158

⁷ Sugiyono, *Op.Cit*, p.145

⁸ *Ibid*, p.227

Based on the theory above it can be conclude that observation is defined as the systematic observation and recording a process that composed. The researcher was not involve directly in the classroom activity. The researcher only made a note during the teaching learning process. In this case, the researcher only noted, analyzed and made inferences about the object under study. Nevertheless, before the teaching learning begun, the researcher and the teacher prepared a lesson plan and discussed the material.

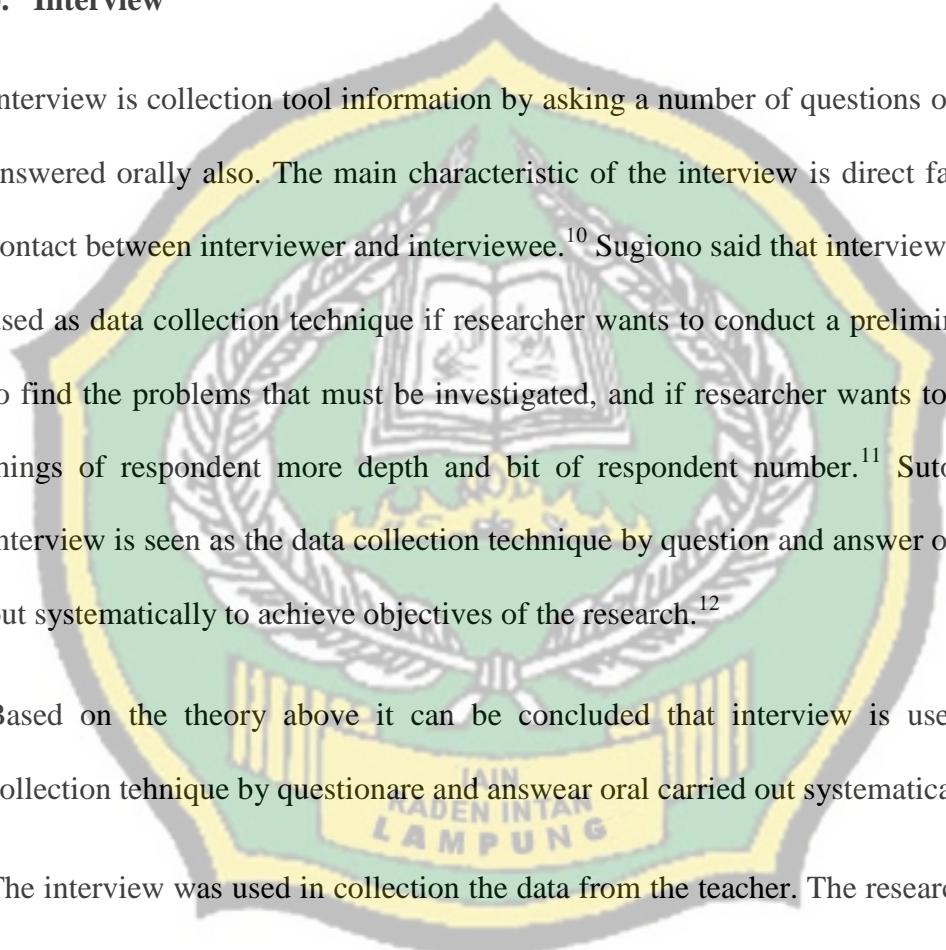
2. Questionnaire

Questionnaire is printed from the data including questions or statements to which the subjects are expected to respond.⁹ In this research the resercher need to get some information which support the data. The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influents the students learning process and to confirms the answers given by their teacher. From collected data through questionnaire, the researcher found out the students respond toward the teaching and learning process. From collecting data through questionnaire, the researcher knew students response toward the teaching and learning process.

⁹ Suharsimi Arikunto, *Op.Cit*, p.226

The researcher distributed the questionnaire after the process of teaching vocabulary through video clip. The aim was to find out problems faced by the students in learning vocabulary through video clip.

3. Interview



Interview is collection tool information by asking a number of questions orally to be answered orally also. The main characteristic of the interview is direct face-to-face contact between interviewer and interviewee.¹⁰ Sugiono said that interview method is used as data collection technique if researcher wants to conduct a preliminary study to find the problems that must be investigated, and if researcher wants to know the things of respondent more depth and bit of respondent number.¹¹ Sutoyo added interview is seen as the data collection technique by question and answer oral carried out systematically to achieve objectives of the research.¹²

Based on the theory above it can be concluded that interview is used as data collection technique by question and answer oral carried out systematically.

The interview was used in collecting the data from the teacher. The researcher asked the teacher about her opinion of the activity in teaching learning process problems. In addition, this interview aims to make sure about the result of the observation and to get more data related to this research.

¹⁰ S. Margono, *Op. Cit.* p. 165.

¹¹ Sugiono, *Op. Cit.* p. 137

¹² Anwar Sutoyo, *Op.Cit* p.152

D. Research Instrument

To collecting the data, the researcher used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.¹³ It consists of observation, interview, and questionnaire. The description of those instruments is as follows:

a. Observation

In this research, researcher is an observer to got the data, researcher was not involved directly in the classroom activity. The researcher made note during the teaching learning process. In this case the researcher only took note, analyze, and make inferences about object under learn. By using this instrument the researcher will use specification as follows: (see appendix 1)

b. Questionnaire

The researcher gave questionnaire to the students, to know the further opinions and the aspect that may influents the students learning process and to confirm the answers from their teacher. The researcher used the questionnaire to get the detail information of students' problems in learning vocabulary through video clip. The questionnaire can be described as follows:

¹³ Ag Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing*, (Yogyakarta, Graha Ilmu, 2006) , p. 246

Table 3
Questionare Guideline for the Students

No	Components of Questionnaire	No. item
1	To know the students' problems in learning vocabulary through video clip	1,2,3,4,5

c. Interview

The interview is used in collecting the data from the teacher. The researcher asked the teacher about her opinion of the activity in teaching learning process including problem in English speaking by the students. The intended of interview was to gain a deeper understanding from the teacher of students' problem in vocabulary. Meanwhile the interviews grills will use by the researcher are as follows:

Table 4
Interview Guideline for the Teacher

No	Component of interview	No. item
1	To know the teacher problems in teaching vocabulary.	1,2,3,4
2	To know the teacher problems in using video clip.	5,6,7,8,9

E. Research Procedure

To obtain the accurate data, the researcher followed the procedures of research in the following steps based on Creswell's, Educational Research.¹⁴

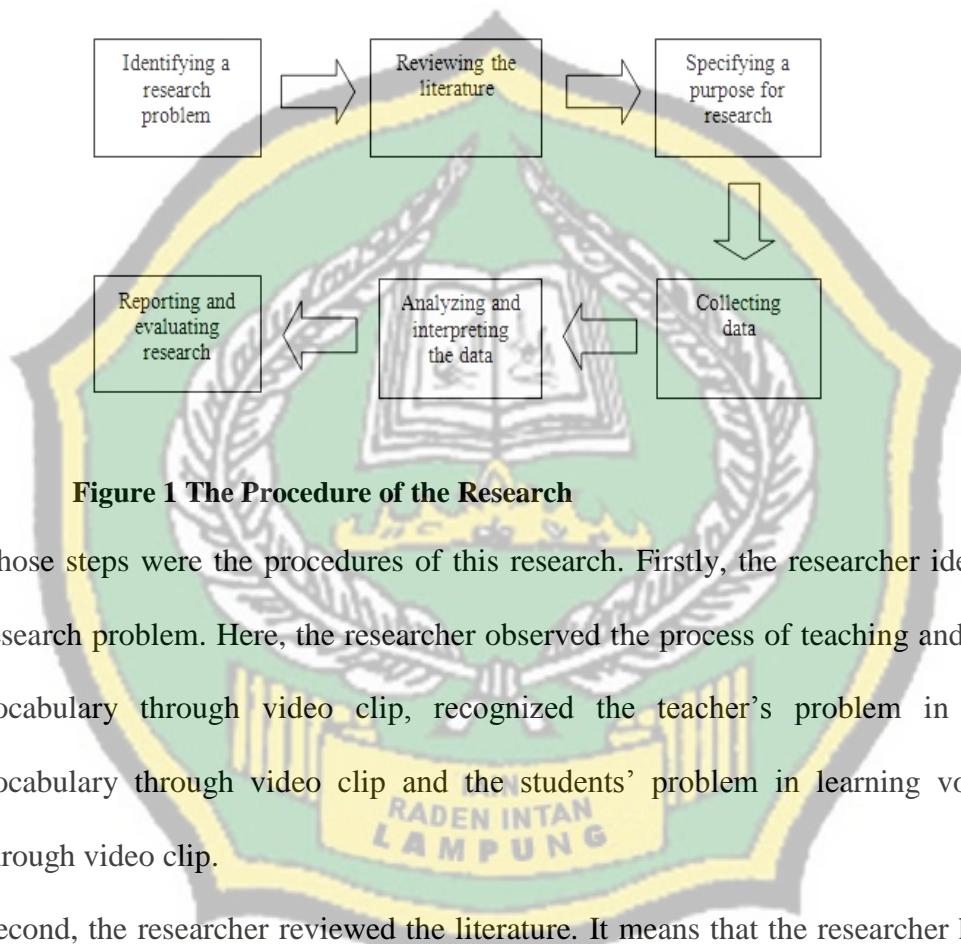


Figure 1 The Procedure of the Research

Those steps were the procedures of this research. Firstly, the researcher identified a research problem. Here, the researcher observed the process of teaching and learning vocabulary through video clip, recognized the teacher's problem in teaching vocabulary through video clip and the students' problem in learning vocabulary through video clip.

Second, the researcher reviewed the literature. It means that the researcher has some basic theories that related to her research. The grand theories that the researcher use in her research are the theory of vocabulary and video clip.

The third procedure of this research was specifying a purpose for this research. The purposes of this research were the answers of research problem that the researcher

¹⁴ Creswell. *Op.Cit*, p.7

make. Next procedure was collecting the data. The researcher collect the data by observing, interviewing, giving questionnaire and documenting. Analyzing and interpreting the data were the fifth procedure of this research. This procedure has done by the researcher after collecting the data. She drew the conclusion; represented it in tables, figures, and pictures to summarize it; and explained the conclusions in words to provide answers to the research questions.

The last procedure was reporting and evaluating research. After conducting the research, the researcher developed a written report and distributes it to select audiences that can use the information.

F. Trustworthiness of the Data

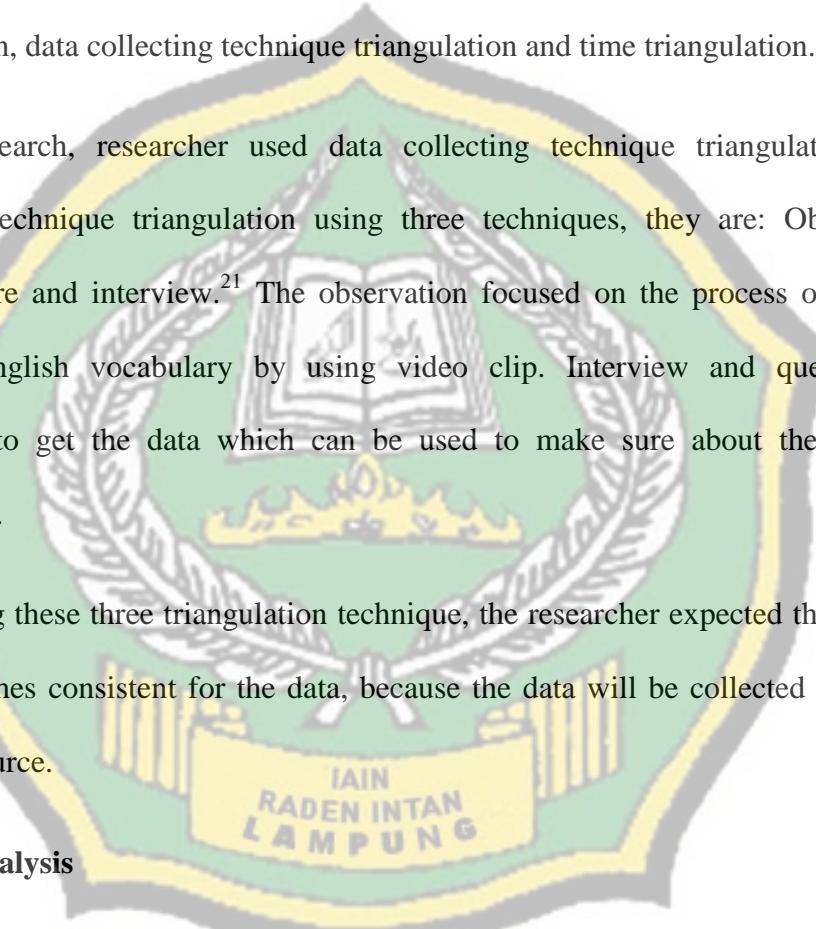
Validity is decision degree between data that occur on object of the research and capacity that can reported by researcher.¹⁵ Validity of the data is not the data that no difference between reported data by the researcher with the real data that occur on research object. ¹⁶ Burns added in qualitative educational research, validity is an essential criterion for evaluating the quality and acceptability of research.¹⁷ In another word, the researcher has to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To made the data valid, triangulation is employed.

¹⁵ Sugiono *Op.Cit* p.267

¹⁶ *Ibid*

¹⁷ Anne Burns, *Collaborative Action Research for English Language teacher*, (Cambridge: Cambridge University, 1999) p. 160.

Wiersma said that Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.¹⁸ Burns added triangulation is to gather multiple perspectives on the situation being studied.¹⁹ So that there are triangulations, source triangulation, data collecting technique triangulation and time triangulation.²⁰



In this research, researcher used data collecting technique triangulation. Data collecting technique triangulation using three techniques, they are: Observation, questionnaire and interview.²¹ The observation focused on the process of teaching learning English vocabulary by using video clip. Interview and questionnaire conducted to get the data which can be used to make sure about the result of observation.

By applying these three triangulation technique, the researcher expected the result of this researches consistent for the data, because the data will be collected more than one data source.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or

¹⁸ Sugiono *Op.Cit.* p.273

¹⁹ Anne Burns, *Op. Cit.* p. 163

²⁰ Sugiono *Op.Cit.* p. 273

²¹ *Ibid* p.274

verification.²² This following figure illustrates the component of data analysis by Miles and Huberman:

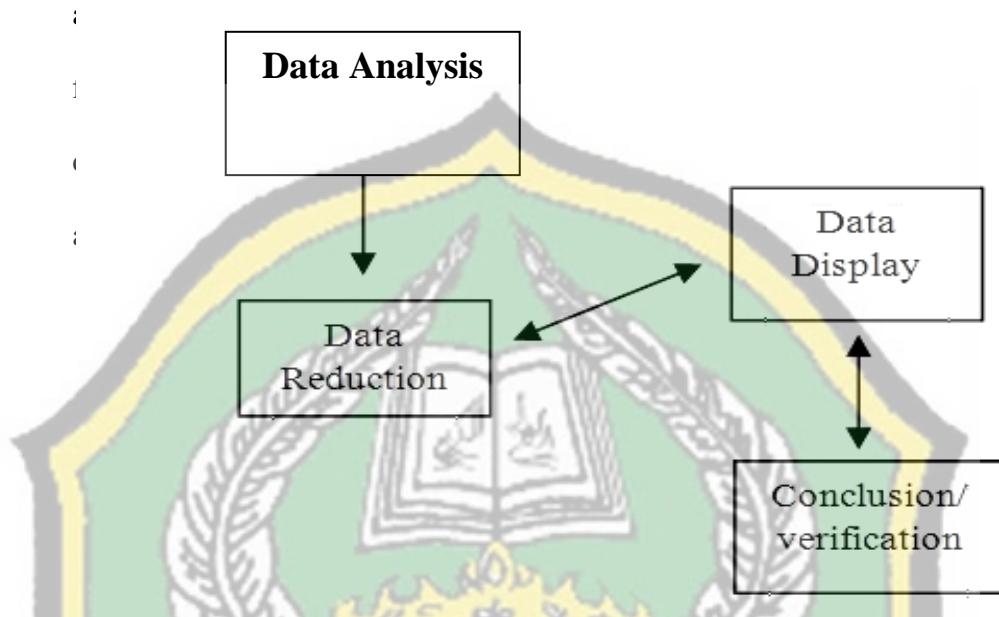


Figure 2 The Component of Data Analysis

Data analysis conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research researcher analyzed the data by using qualitative descriptive with the steps as follows:

1. Data reduction

Data reduction means made summary, choosing the important things, so the data will give describing clearly and the researcher easily to collect the data. It means that in this research the researcher has some steps to collect the data analysis, such as data

²² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

reduction and make a data display to make more easily understood, and then make a conclusion.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.²³ In this case, the researcher selected the data derived from observation on teaching and learning process, interview given to the teacher and questionnaire distributed to the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.²⁴ In this case, the analysis is done based on data collected by each instrument.

Display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays help us to understand what is

²³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications, 1994), p.12.

²⁴ *Ibid*, p.10.

happening and to do something-either analyze further or take action-based on that understanding.²⁵ Berg added the notion of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn.²⁶ Sugiono said that in qualitative research, data presentation can be done in the form of brief descriptions, charts, relations between categories, flowchart etc.²⁷ Some activities in analyzed the data that will be done by the researcher in data display are:

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by noting in the observation sheet to know how is the process of teaching and learning English vocabulary by using video clip. By observing the class the researcher knew how is the process of teaching and learning English vocabulary by using video clip.

b. Interviewing the teacher

In this step, the researcher interviewed the teacher to get information about what are the teacher's problems in teaching English vocabulary by using video clip by asking some question. By interviewing the teacher, the researcher will know what the teacher's problems were in teaching vocabulay English by using video clip.

²⁵ Matthew B. Miles and A. Michael Huberman, *Op.Cit* p. 11

²⁶ Bruce L. Berg, *Op. Cit.* pp. 35-36.

²⁷ Sugiono *Op.Cit* p.249

c. Giving questionnaire

In this step, the researcher gave questionnaire to the students this step would be conducted to know what is students' problems in learning vocabulary English by using video video. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing/Verification

Sugiono express that conclusions in qualitative research may be able to answer the problem formulation that formulate from the beginning, but maybe not, because of the problem and the problem formulation in qualitative research is still tentative and will be developed after research in the field.²⁸ Miles explain that verification may be as brief as a fleeting first thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop.²⁹ Berg added after the data has been collected, reduced, and displayed, analytic conclusions may begin to emerge and define themselves more clearly and definitively.³⁰

In this step, the researcher drew the conclusion and verifies the answer of research question that will be done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher got

²⁸ *Ibid.* pp. 252-253.

²⁹ Matthew B. Miles and A. Michael Huberman, *Log. Cit*

³⁰ Bruce L. Berg, *Op. Cit.* p. 36.

the conclusion about teaching vocabulary through video clip at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung.



CHAPTER IV

RESULT AND DISCUSSION

A. General Description of the Research Place

1. Brief History Of SMP PGRI 6 Bandar Lampung

SMP PGRI 6 Bandar Lampung is located on JL. Letkol H. Endro Suratmin no. 33 Waydadi Sukarami Bandar Lampung Telephone number (0721)701220. It was built on 1986. The activities of teaching learning process are done in the morning. The class starts at 07.15 a.m and end at 12.05 p.m. The total numbers of the teachers are 42 teachers. There are several rooms functioning as the office in the school. The office rooms are headmaster office, teacher office, and administration office. This school also has a library and a computer laboratory. For sport facilities, the school is provided with a volley ball court and futsal court. The school has the area 6400 m².

2. Condition of Teachers and Students of SMP PGRI 6 Bandar Lampung

SMP PGRI 6 Bandar Lampung has 42 teachers, the data of the teachers of SMP PGRI 6 Bandar Lampung can be seen as follows:

Table 5
**Data of Teachers at SMP PGRI 6 Bandar Lampung in Academic Year of
2015/2016**

No	Name of the Teacher	Expertise
1	RIYANTO, S.Pd.	Headmaster
2	YOHANES, S.Pd.	Sport
3	YUDO BASKORO, S.Pd.	Sport
4	SURADIJO, S.Pd.	Indonesian Language
5	Dra. ROSITA RONI	Indonesian Language
6	SUTARNI, S.Pd	Indonesian Language
7	DESI SEPRIYANTI, S.Pd.	Indonesian Language
8	YULIATIN, S.Pd.	English Language
9	SRI LESTARI P., S.S.	English Language
10	WINDARTI, S.Pd.	English Language
11	REPIANA SARI	English Language
12	DESILIA, S.Pd.	Lampung Language
13	Dra. ROSNAHAYATI	Lampung Language
14	ERNA YUWITA, S.E	Lampung Language
15	Dra. NURJAUHARIAH	BK
16	TRI OKTANINGSIH, S.Pd.	BK
17	IRMA NILAWATI, S.Pd.	BK
18	ZULFA MUTIASARI, S.Pd.	IPA
19	YEYEN BUDIARTI, S.Pd	IPA
20	ENDANG PALUPI, S.Pd.	IPA
21	Dra. DWI SUKENGSI	IPA
22	DWI PURWANINGSIH, S.P.	IPA
23	SITI MARYAM, S.Pd.	IPA
24	Dra. Hj. SURYATI	Social Science
25	TIARMA BR. MANIK, S.Pd	Social Science
26	SUGIYANTO	Social Science
27	SANTY PURWANDARI, S.Sos.	Social Science
28	Dra. TRI RAHAYU	Social Science
29	YULI ARIANTI NINGRUM, S.Pd.	Social Science
30	Drs. AHMAD FAUZAN	Mathematic
31	LINDAWATI, S.Pd.	Mathematic
32	IDA SUMARNI, S.Pd.	Mathematic
33	SITI FATIMAH	Tapis
34	ERNAYATI, S.Ag.	Region

35	FERAYANTI, S.Ag.	Religion
36	RATIH TRESNA DEWI, S.Pd.I	Religion
37	MOHAMAD SOLIHIN, S.Pd.I.	Religion
38	Drs. Hi. ABUNAWAS A. USIN	Religion
39	YUSTAHUDIN. S.Ag.	PPKn
40	SUKAMTO, S.Pd.	Art Cuture
41	ETI WAHYUNINGSIH, S.Pd.	Computer
42	HASNOVA RINI, S.Kom.	Computer

(Source : documentation of SMP PGRI 6 Bandar Lampung in academic year of 2015/2016)

B. Result of the Study

The researcher analyzed the result of the study by using data analysis. In this case, there are three major data analysis: data reduction, data display, and conclusion drawing or verification.¹ The following paragraphs are the explanation about data, which collected by the researcher.

1. Data Reduction

Data reduction refers to the process of selecting data, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.² In this step, the researcher selected data that using in this research. There were three ways in collecting the data: observation, interview and questionnaire. The researcher selected the data based on the data collecting, as follows:

¹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan RnD*, (Bandung: Alfabeta, 2012), p.337

² Sugiyono, *Ibid*, p.338

a. Observation Data

The researcher employed an observation (see appendix 1). The observation was conducted to know the process of teaching and learning vocabulary through video clip conducting two meetings. Every meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity, whilst-activity and post –activity. For the second meeting was the same from the first meeting.

The researcher observed the process of teaching and learning vocabulary through video clip, the students and teachers problems during teaching and learning vocabulary through video clip. The data of observation had been identified as described in the following discussion.

1. First meeting

In the first session on May 25th 2016 at 11.15 until 12.05 AM in the afternoon before teaching and learning was done, the teacher had prepared the materials in procedure.

a. Pre-activity (introduction)

Firstly, the teacher started the class by greeting the students. Afterwards, the teacher checked the attendance list and built good relationship or made small talk with students before starting the lesson.

b. Main-activity

She reviewed the last lesson and built students' knowledge about the lesson. After that, the teacher prepared to play the video clip. The teacher introduce the video clip,

the video clip contained about picture and song lyric. The teacher played video clip three times. In watched the video the students sing together with enthusiastic and how to sing the song in the video clip. After watching the video clip, the teacher asked the students about vocabulary. The teacher and the students translated together about vocabulary in the video clip. The teacher asked the students to remember about vocabulary in the video clip. Because in the next meet, the teacher would take point of vocabulary in each students one by one as .

After the students' wached and sang the video clip together, the teacher called the students one by one to ask about vocabulay in video clip. When the student described their vocabulary, another students were noisy, they were busy with their own activity. Some students told each other and any students memorized their vocabulary so it made the class noisy.

c. Close-activity (Closing)

In the close-activity, the teacher closed the lesson. And reminded the students that tomorrow she would take point of vocabulary in the video clip.

2. Second meeting

In the second session on May 26th 2016 at 7.15 until 7.55 in the morning before teaching and learning was begun, teacher had prepared the materials in descriptive.

1.) Pre-activity (Introduction)

The teacher started the class by greeting the students. Afterwards, the teacher checked the attendance list and built good relationship or made small talk with students before starting the lesson. She reviewed the last lesson.

2.) Main-activity

The teacher asked the question about vocabulary in the video clip. In asking the students, the teacher asked by using English and translated in Indonesian because the students' vocabulary is low. The teacher said that the vocabulary mastery in class 7G is very low.

In the last meet the teacher and the students discussed about vocabulary in the video clip and how to sing the song. In the process of teaching and learning there were some students busy with their assignment in other lesson, the lesson were religion's lesson. In this meeting the teacher would check the student one by one because the teacher has told before.

Before checking the students' vocabulary mastery, the teacher played the video clip. After that the teacher called the students one by one to begin the test. The first student was Ade Zaki, he can translate the vocabulary in the video clip. The teacher asked the students one by one for all student. Almost all of students could not answer the meaning of vocabulary but still there were student can answer the meaning of vocabulary. In the teaching and learning process the students were noisy so the class was not conducive. Many students were busy with their own activity, only some students pay attention about the lesson.

After the teacher has asked the student one by one, the teacher played again the video clip and the student sang the song together. After singing the video clip together, the teacher gave motivation to the students so that they can explore their

vocabulary because get the vocabulary from the song is easier. The student could enrich their vocabulary from the song. Because the time were up, the teacher finished the process of teaching vocabulay by using video clip.

3.) Close-activity (Closing)

Before finished their activity, the teacher gave motivation to student. The class was closed with pray together.

b. Questionnaire Data

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of five questions (see appendix 2). The first until fifth question was to know the students' difficulties in teaching learning vocabulay with video clip. The questionnaire was given to the whole students in Class 7 G that consisted of 38 students.

From the result of questionnaire the researcher can conclude that the factors that influence difficulties in learning vocabulary by using video clip were shy, inhibited, nothing to say, low participation, mother-tongue in use, linguistic domain(pronunciation, vocabulary and grammar).

c. Interview

To support the data of observation, the researcher had employed an interview to the teacher to investigate the problems faced by the teacher during teaching vocabulary. There were six questions that the researcher asked to the teacher (see appendix 3).

To support the data of observation, the researcher also employed an interview to the teacher to investigate the problems faced by teacher and students during teaching and learning vocabulary through video clip. There were five questions that the researcher asked to the teacher (see appendix 5). From the result of the interview, the researcher concluded that the teacher had difficulties to handle the class that seemed so noisy because a large class, it was shown by some students who did not pay attention and made noisy by themselves like chatting with other friends. Thus, the teacher could not monitor students' activity well. Furthermore, the students had difficulties in learning vocabulary, such as almost all students easy to understand the vocabulary only their around, the students had difficulties in memorizing new vocabulary, the students did not want to open dictionary and the students had less motivation in learning English especially vocabulary.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Sugiono's theory. A display can be an extended piece of text or diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a) Obsevation Report

1. The First Meeting

For collecting the data, the researcher used observation sheet based on the observation guideline and material. The observation consists of three points. The first point was observed while activity which consisted of eight procedures. The researcher investigated whether the application of the basic procedure applied by the teacher or not. After the researcher observed the process of teaching and learning in the class, the researcher found out the teacher not apply all basic procedure of teaching vocabulary by using video clip. According to Ronald A. Berk, there are eight basic procedures in teaching and learning vocabulary by using video clip. Based on the eight basic procedure in teaching and learning vocabulary by using video the researcher noted the while activity. The explanation of the application of those basic procedure, can be seen it the table below :

Table 6
Application of Basic Procedure

No	Step	Notes
1	Pick a particular video clip to provide the content or illustrate a concept or principle.	The teacher prepare a video clip which contained song lyric.
2	Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for.	The teacher explained the procedure of teaching learning process.

3	Introduce the video briefly to reinforce purpose.	The teacher introduce the video clip to reinforce the purpose.
4	Play the clip.	The teacher play the video clip.
5	Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise.	In the process of teaching learning the teacher stoped the video clip to explained the meaning of vocabulary in the video clip
6	Set a time for reflection on what was scene.	The teacher set a time for reflection to student and translate the lyric on the what was scene.
7	Assign an active learning activity to interact on specific questions, issues, or concepts in clip.	The teacher asked the students to remember vocabulay in the video clip and remamber meaning of vocabulary in the video clip as assignment.
8	Structure a discussion around those questions in small and/or large group format.	The teacher did not ask the students to make a small or big group to dissccuss vocabulay in the video clip, she just ask the students to pay attention to the video clip.

The second point of observation was to know the problem faced by teacher in the class activity. After the researcher observed the class activity, the researcher found that, teacher was difficult to handled students because there were 38 students in 7G class. It was overcrowded class, the teacher difficulty in controlling the class well because some students were busy with their work like chatting. The teacher used video clip to support the process of teaching and learning. The data of the second point of the observation can be seen as follows:

Table 7
Data of the Problem Faced by the Teacher in the First Meeting

No	Teacher problems based on Thonbury.	The condition in the field.
1	The level of the learners (whether beginners, intermediate, or advanced)	The teacher did not give vocabulary based on the classification of the students, but the vocabulary based on the material and curriculum.
2	The learners' likely familiarity with the words.	The teacher did not give familiarity the word. She just gave the vocabulary on the video clip.
3	The difficulty of the items.	The teacher could not control the class well because some students were busy with their work like chatting. Furthermore, some students were difficult understanding the word that they had never known before and difficulties in pronouncing and spelling the words well.
4	Teachability.	The teacher easily delivered materials, many students interested with video clip but some of the students looked shy.
5	Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).	The teacher gave vocabulary to help students for production (in speaking and writing) and recognition (as in listening and reading).

No	Teacher problems using video clip based on Jeremy.	The condition in the field.
1	Poor quality tape and disk	The quality video clip is good when process teaching and learning vocabulary
2	Poor viewing conditions	The viewing conditions video clip is very good and the students can see and hear the video clip clearly in teaching and learning process
3	Stop and start	The teacher play the video clip until the end so the students can understand what is about the video clip.
4	The length of extracts	The durations of video clip is good do not too long and do not too short. It is standard.

The last point of observation was to know the students' problem. After the researcher observed the class activity, the researcher found that. The researcher noted that the students were interested with the lesson. The teacher explained about the video clip that some of the students pay attention while other did not care, many students difficulty understanding' the words that they had never known before, pronouncing and spelling the words well. The data of the second point of the observation can be shown as follows:

Table 8
Data of Problems Faced by the Students in the First Meeting

No	Aspect	Explanation
1	Pronunciation.	The researcher noted some of the students had difficulty in pronouncing the word.
2	Spelling.	Sometimes the students were still wrong in spelling when the teacher ask them.
3	Length and complexity.	The text in the video clip sometimes too long and complex.
4	Grammar.	The teacher did not teach about grammar so the students did not understand about the grammar.
5	Meaning.	When the teacher said in english, she must translate in indonesia because many students can not understand the meaning.

2. The Second Meeting

The observation in the second meeting was the same as the first meeting that consisted of three points. The first point was observing while activity, which consisted of eight procedure, the researcher investigated whether the application of the eight basic procedure applied by the teacher or not. In this meeting the researcher noted that the teacher did not follow all steps of teaching and learning vocabulary by using video clip. The teacher just followed seven steps such as the first

meeting. The researcher noted the while activity, The explanation of the application of those basic procedure, can be seen it the table below :

Table 9
Application of Basic Procedure

No	Step	Notes
1	Pick a particular video clip to provide the content or illustrate a concept or principle.	The teacher prepare a video clip which contained song lyric.
2	Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for.	The teacher explained the procedure of teaching learning process.
3	Introduce the video briefly to reinforce purpose.	The teacher introduce the video clip to reinforce the purpose.
4	Play the clip.	The teacher play the video clip.
5	Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise.	In the process of teaching learning the teacher stoped the video clip to explained the meaning of vocabulary in the video clip
6	Set a time for reflection on what was scene.	The teacher set a time for reflection to student and translate the lyric on the what was scene.
7	Assign an active learning activity to interact on specific questions, issues, or concepts in clip.	The teacher asked the students to remember vocabulay in the video clip and remamber meaning of vocabulary in the video clip as assignment.
8	Structure a discussion around those questions in small and/or large group format.	The teacher did not ask the students to make a small or big group to disscuss vocabulay in the

		video clip, she just ask the students to pay attention to the video clip.
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The second point of observation was to know the problem faced by teacher in the class activity. After the researcher observed the class activity, the researcher found that, teacher was difficult to handled students because there were 38 students in 7G class. It was overcrowded class, the teacher difficulty in controlling the class well because some students were busy with their work like chatting. The teacher used video clip to support the process of teaching and learning. The data of the second point of the observation can be seen as follows:

Table 10
Data of the Problem Faced by the Teacher in the Second Meeting

No	Teacher problems based on Thonbury.	The condition in the field.
1	The level of the learners(whether beginners, intermediate, or advanced)	The teacher did not give vocabulary based on the classification of the students, but the vocabulary based on the material and curriculum.
2	The learners' likely familiarity with the words.	The teacher did not give familiarity the word. She just gave the vocabulary on the video clip.
3	The difficulty of the items.	The teacher could not control the class well because some students were busy with their work like chatting. Furtermore, some students were difficult understanding the word that they had never known before and difficulties in pronouncing and

		spelling the words well.
4	Teachability.	The teacher easily delivered materials, many students interested with video clip but some of the students looked shy.
5	Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).	The teacher gave vocabulary to help students for production (in speaking and writing) and recognition (as in listening and reading).

No	Teacher problems using video clip based on Jeremy.	The condition in the field.
1	Poor quality tape and disk	The quality video clip is good when process teaching and learning vocabulary
2	Poor viewing conditions	The viewing conditions video clip is very good and the students can see and hear the video clip clearly in teaching and learning process
3	Stop and start	The teacher plays the video clip until the end so the students can understand what is about the video clip.
4	The length of extracts	The durations of video clip is good do not too long and do not too short. It is standard.

The last point of observation was students' problem faced by students in the class activity. In this meeting, the researcher found that the students faced some difficulties in learning vocabulary by using video clip. The data of the second point of the observation can be shown as follows:

Table 11
Data of the Problem Faced by the Students in the Second Meeting

No	Aspect	Explanation
1	Pronunciation.	The researcher noted some of the students had difficulty in pronouncing the word.
2	Spelling.	Sometimes the students were still wrong in talked spelling when the teacher ask them.
3	Length and complexity.	The text in the video clip sometimes too long and complex.
4	Grammar.	The teacher did not teach about grammar.
5	Meaning.	When the teacher said in english, she must translate in indonesia because many students can not understand the meaning.

b. Questionare Report

The questionnaire was made to support the data from observation and the interview. Through this instrument, the students' problems also can be identified. The questionnaire was given and answered by the whole students of the class G. The numbers of the students were 38 students. The questionnaire was distributed to the

students by taking ten minutes after the study time in the classroom. The questionnaire consisted of five questions (see appendix 2). The first until five questions were to know the problem of the students in learning vocabulary through video clip. The questionnaire was given to the whole students in Class 7 G that consisted of 38 students. Here were the students' answers of questionnaire.

**Table 12
Questionnaire Report**

No	Students' Answer			Percentage		
	A	B	C	A	B	C
1	16 students	12 students	10 students	42.10%	31.58%	26.31%
2	12 students	21 students	5 students	31.58%	55.26%	13.16%
3	5 students	17 students	16 students	13.15%	44.74%	42.10%
4	10 students	15 students	13 students	26.31%	39.47%	34.21%
5	5 students	16 students	17 students	13.15%	42.10%	44.74%

The first question investigated the students' understanding about the lesson. The question was "Can you pr the pronouncing the vocabulary in video clip?" The students' respond of the questionnaire showed that 42.10% or 16 students choose option A (Yes) which indicated that they understood the vocabulary given. The second respond showed that 31.58% or 12 students choose option B (Just so so) which indicated that they were only able to understand parts of the vocabulary. The third respond showed that 26.31% or 10 students choose option C (No) which indicated that they could not able to understand the vocabulary and it must be repeated several times. Based on the students respond in the first question can be

concluded that almost all the students could understand about the material that explained by the teacher.

The second question investigated the students' difficulties in writing vocabulary in video clip. The question was "Did you feel difficult when spelling the vocabulary in video clip?" The students' respond of the questionnaire, showed that 31.58% or 12 students choose option A (Yes) which indicated that they could write vocabulary in video clip. The second respond showed that 55.26% or 21 students choose option B (Just so so) which indicated that they were having difficulty in writing vocabulary in video clip. The third respond showed that 13.16% or 5 students choose option C (No) which indicated that they could not writing vocabulary in video clip. Based on the students' respond, it can be concluded that most of the students were having difficulty in writing vocabulary in video clip.

The third question investigated the students' difficulty when studiying in video clip. The question was "Are the vocabulary in video clip too long and complex?" The students' respond of the questionnaire, showed that 13.15% or 5 students choose option A (Yes) which indicated that they felt difficult when studying in video clip. The second respond showed that 44.74% or 17 students choose option B (Just so so) which indicated that they felt just so so when when studiying in video clip. The third respond showed that 42.10% or 17 students choose option C (No) which indicated that they were difficult when studying in video clip. Based on the students' respond, it can be concluded that most of the students felt just so so when studying in video clip.

The fourth question is investigated the student' pronunciation. The question was "Have you difficult when you translate the meaning vocabulary in viseo clip?" The students' respond of the questionnaire showed that 26.31% or 10 students choose option A (Yes) which indicated that they were able to pronounce the words well. The second respond showed that 39.47% or 15 students choose option B (Just so so) which indicated that they were not really felt difficult in pronounce the words. The third respond showed that 34.21% or 13 students chose C (No) which indicated that they could not pronounce the words well, it means that they had difficulty in it. Based on the students' respond, it can be concluded that most of of students were not really felt difficult in pronouncing the words.

The last question investigated what are the students' difficulties. The questions were "Do you understand the grammar in video clip?" The students' respond of the questionnaire, showed that 13.15% or 5 students choose option A (Yes) which indicated that they felt difficult when studying in video clip. The second respond showed that 44.74% or 17 students choose option B (Just so so) which indicated that they felt just so so when when studiyng in video clip. The third respond showed that 42.10% or 17 students choose option C (No) which indicated that they were difficult when studying in video clip. Based on the students' respond, it can be concluded that most of the students do not understand the grammar in the video clip.

By considering the data gained before, it could be concluded that:

- 1) Almost all the students can understand about the material that explained by the teacher.

- 2) Almost all the students are having difficulty in writing vocabulary in video clip.
- 3) Almost of the students felt just so so when studying in video clip.
- 4) Almost all of the students are not really felt difficult in pronouncing the words.
- 5) Almost of the students did not understand grammar in the video clip.

Through this instrument, it was shown that video clip as a technique could be applied in order to help the students in mastering vocabulary. On the other hand, there were some problems faced by the students in learning vocabulary through video clip at SMP PGRI 6 Bandar Lampung. The problems were about pronouncing the words, memorizing specific words they had learned, and understanding the meaning of words.

c. Interview Report

To support the data from observation, the researcher also employed an interview. The interview was given to the teacher to know her opinion about the process of teaching learning vocabulary through video clip and problems in teaching learning process. According to Thonbury and Jeremy, there are nine problems that faced by teacher: a. the level of the learners (whether beginners, intermediate, or advanced), b. the learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary), c. the difficulty of the items (whether for example, they express abstract rather than concrete meaning or whether they are difficult to pronounce), d their 'teachability'- whether, for example they can be easily explained or demonstrated, e. whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and

reading), f. poor quality tape and disk, g. poor viewing condition, h. stop and start, i. and the lenght of extract.

Based on the result of interview (see appendix 2), the teacher believed that using video clip was a quite good technique for teaching vocabulary. Because of video clip can used to deepen the understanding of the materials, excavating of the materials and edutainment. In other hand, in the interview activity the teacher expressed that there were many problems in teaching learning vocabulary through video clip, they were as follows:

- 1) The teacher stated that she found difficulties to handle the class that seemed so noisy because a large class, some students were busy with their own activities like chatting.
- 2) The teacher could not monitor students' activity well.
- 3) The teacher stated that almost all students did not understand the vocabulary only their around and difficult to understand the words that they had never known before.
- 4) The teacher stated that many students had difficulties in memorizing new vocabulary and do not want to open dictionary.
- 5) Many students had low motivation in learning English especially vocabulary.

3. Data Conclusion

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to

conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.³ In this step, the researcher drew the conclusion and verified the answer of research question that was done in displaying the data by comparing the observation data, interview data, and questionnaire data. In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings are divided into three parts:

1. The Process of the Teaching and Learning Vocabulary through Video Clip

Teaching and learning process was done on two meetings in VII G class. The material was describing people and procedure text. The researcher employed observation checklist, interview and documentation to know the process during teaching and learning and learning vocabulary through video clip. The English teacher had an interactive class at that time, because the teacher applied the humor many times to relieve students' boredom.

The observation was conducted in two meetings. After observing the teaching and learning vocabulary through video clip two meeting were described as follows:

- a. In the first meeting teacher didn't apply all basic procedure by Ronald A. Berk.

The procedure that didn't apply to ask the students to make a small or big group to

³ *Ibid*, p.11.

disscuss vocabulay in the video clip, she just asked the students to pay attention to the video clip.

b. In the second meeting the teacher didn't apply all basic procedure by Ronald A. Berk. Same as the first meeting the basic procedure that didn't apply to ask the students to make a small or big group to dissccuss vocabulay in the video clip, she just asked the students to pay attention to the video clip.

It can be concluded that the teaching and learning vocabulary through video clip was not the same as the theory of Ronald A. Berk. The teacher did not apply one basic procedure in first and second meeting. From first until second meeting the process of teaching and learning run well. Most of the students could follow the lesson and understood the material. The result of teaching and learning vocabulary through video clip was good enough, because the students looked more interested and active.

2. The Teacher's Problem in Teaching and Learning Vocabulary through Video Clip

In the observation the teacher has use steps basic procedure in teaching and learning vocabulary even though not all basic procedure, only one that missing. It means that the teacher had competence but she still had difficulties in teaching and learning vocabulary through video clip.

Based on the result of interview and observation, it can be concluded that the problems related with the theory that appeared in this case were:

- a) The teacher had told difficulties to calm and handle the class that seemed so noisy because a large class, some students were busy with their own activities like chatting during teaching and learning process.
- b) The teacher could not monitor students' activity well.
- c) Almost all students did not understand the vocabulary only their around and difficult to understand the words that they had never known before.
- d) Many students had difficulties in memorizing new vocabulary and did not want to open dictionary.
- e) Many students had low motivation in learning English especially vocabulary.

3. Students Problem in Learning Vocabulary through Video Clip

The researcher employed a questionnaire to know the students' problems in learning vocabulary through video clip. Based on the result of observation and questionnaire that answered by the students, the students had difficulties in pronouncing, spelling, memorizing new vocabulary and almost all the students learnt vocabulary only from their textbook and when the teacher taught the class. Students did not understand about grammar in video clip. Then, students had low motivation in English learning especially vocabulary.

C. Discussion

In this part, the researcher would like to discuss about the finding of the process of teaching and learning vocabulary through video clip, the teacher' problem in teaching and learning vocabulary through video clip and the students' problem in teaching and learning vocabulary through video clip produced by the participants of

seventh grade students of SMP PGRI 6 Bandar Lampung in the second semester academic year 2016/2017 that had been observed.

1. The Process of Teaching and Learning Vocabulary through Video Clip

The researcher employed an observation to know how is the process of teaching and learning vocabulary through video clip and the problems that may raise in the process of teaching and learning. The observation conducted in two meetings. According to Ronald A. Berk, there are eighth basic procedure in teaching and learning vocabulary through video clip, the researcher noted that not all step were did by the teacher. She didn't apply to ask the students to make a small or big group to discuss vocabulary in the video clip, she just asked the students to pay attention to the video clip.

2. The Teacher's Problems in Teaching and Learning Vocabulary through Video Clip

The teacher can run the basic procedure in teaching and learning vocabulary through video clip although not all. It means that the teacher had competence but she still had difficulties in teaching and learning vocabulary through video clip.

Based on the result of interview and observation, it could be concluded that the problems faced by the teacher was the teacher had difficulties to calm and handle the students that seemed so noisy during teaching and learning process and the teacher could not monitor students' activity well caused by the large of students in the class. These the problems were what the teacher got in class in teaching vocabulary through video clip.

3. The Student's Problem in Learning Vocabulary through Video Clip

The researcher employed a questionnaire to know the students' problems in learning vocabulary through make a match technique. Based on the result of observation and questionnaire that answered by the students, the students had difficulties in pronouncing, spelling, memorizing new vocabulary and almost all the students learnt vocabulary only from their textbook and when the teacher taught the class. Then, students had low motivation in English learning especially vocabulary. Furthermore, based on the observation, the researcher found some problems during the implementation of make a match technique in teaching and learning vocabulary, some students are parroting teacher aloud, so seemed crowded.

After the researcher has analyzed and found the finding of the research, hopefully the researcher tries to give contribution of the research to the teaching learning vocabulary for better way. Learning vocabulary should be supported by learning pronunciation, so the students not only have much vocabulary but also they can pronounce the words well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that:

1. Teaching learning process was done on two meetings, the classroom atmosphere in teaching and learning vocabulary through video clip are the students low motivation in learning vocabulary through video clip. According to Ronald A. Berk, there are eighth basic procedure in teaching and learning vocabulary through video clip, but not all steps were done by the teacher. She didn't apply to ask the students to make a small or big group to discuss vocabulary in the video clip, she just asked the students to pay attention to the video clip.
2. The teacher's problems in learning vocabulary through video clip were difficult to handle the class, because some students were busy with their activity like chatting and it made the class become noisy. The students talk with each other when the teacher explain the material. When the teacher play using video clip the students do not know the meaning of lyric in video clip and sometimes the students were crowded.

3. The students' problems in learning vocabulary through video clip were difficult to pronounce, spell, length and complexity the words, and the students' understanding of the meaning of words is still low.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions:

1. Suggestion for the teacher

- a. The teacher should provide a variety of technique, especially in teaching vocabulary in order to make teaching learning process more interesting and to attract the students in learning English.
- b. The teacher should prepare the material well before she teaches using video clip.
- c. The teacher should monitor the students activity well to decrease the crowded classroom.

2. Suggestion for the students

- a. The students should be more active and have motivation to learn and practice their English at school or out of school to improve their vocabulary.
- b. In learning vocabulary, students should practice the vocabulary they have learned in everyday life.
- c. Keep trying hard and be nice students as always.

3. Suggestion for the Other Researcher

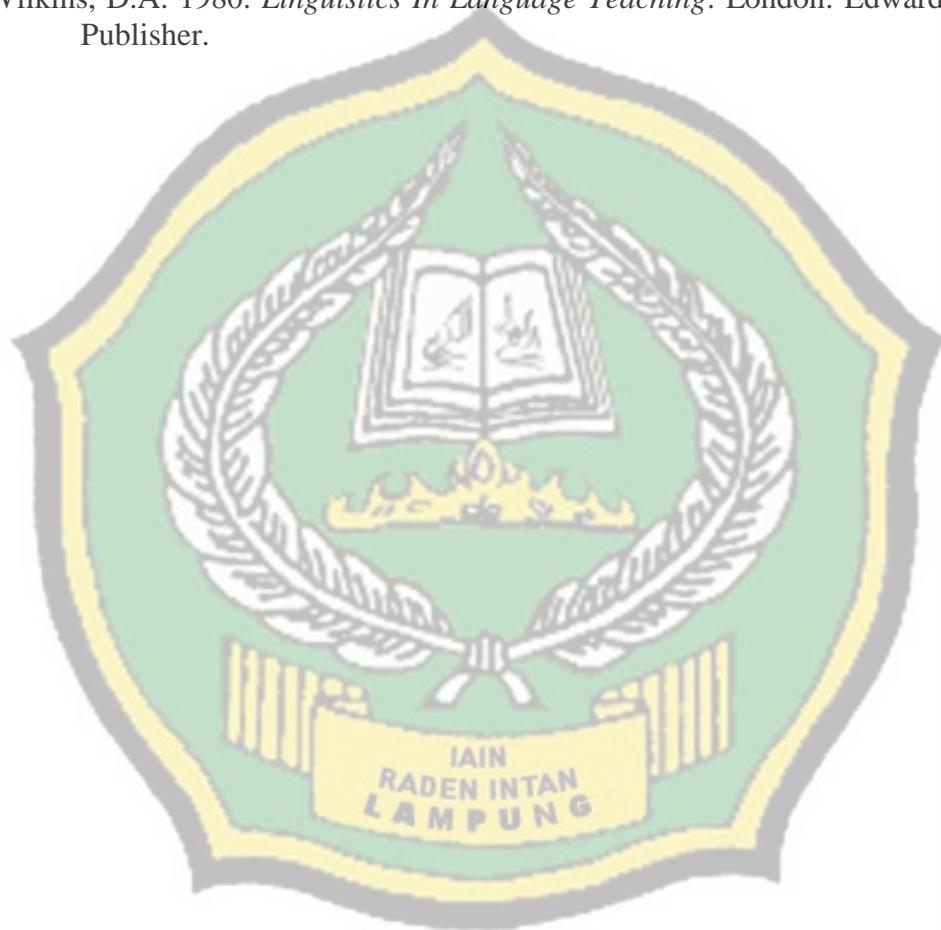
The researcher hopes the result of hstory can help the other researcher to make their own research as the refferences.



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APPENDICES

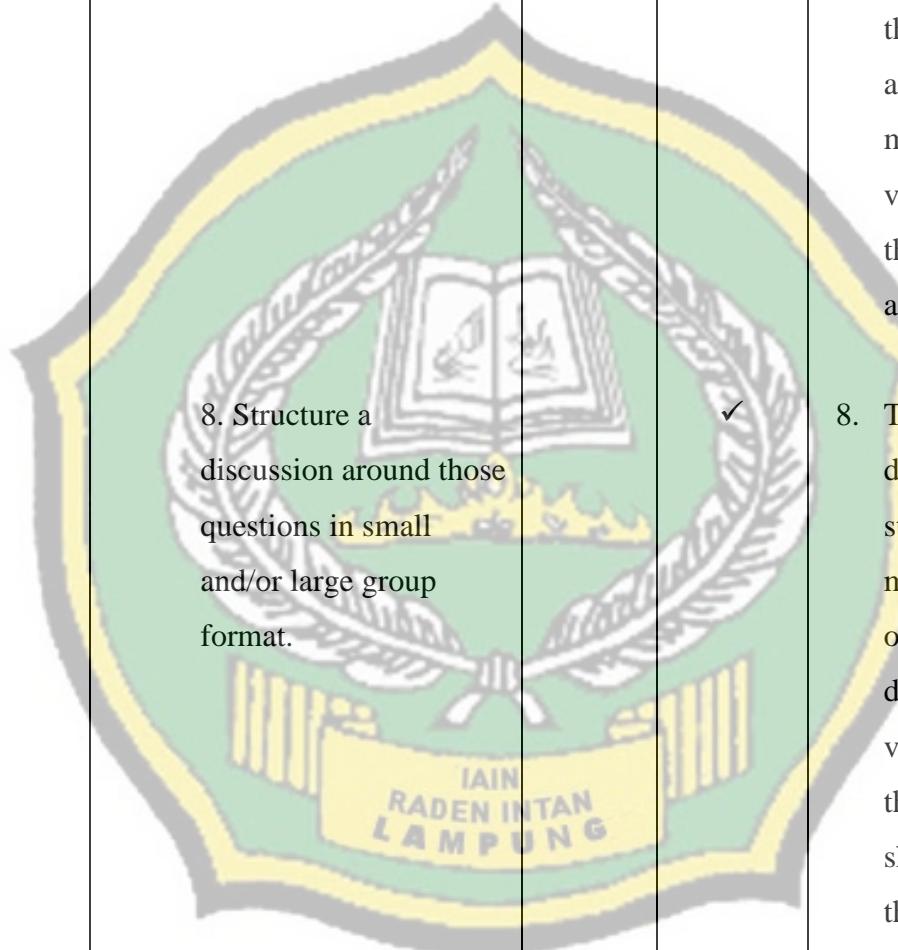
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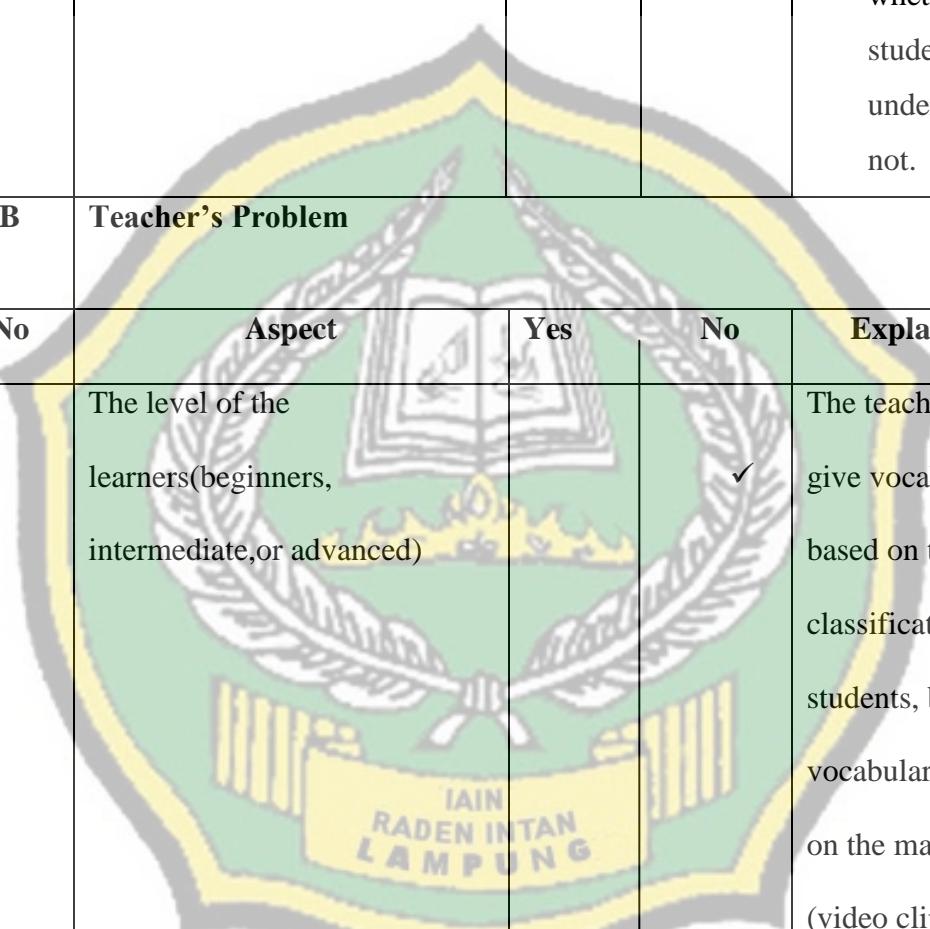
APPENDIX 1
OBSERVATION SHEET

No	Pointer of observation	Yes	No	Explanation
A	Process			
1	Pre : a. The teacher give motivation to the students. b. The teacher reviews the previous material.	✓ ✓		a. The teacher motivated the students patiently and some of students pay attention while others not care. b. The teacher reviewed the material by asking some question to the students randomly. Some of the students can answer the teacher

				question and some of the students just silent cannot answer the teacher's questions.
2	<p>While :</p> <p>The application of the eight step of teaching vocabulary through video clip.</p> <p>1. Pick a particular video clip to provide the content or illustrate a concept or principle.</p> <p>2. Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for.</p> <p>3. Introduce the video briefly to reinforce purpose;</p>	✓ ✓ ✓		<p>1. The teacher prepare a video clip which contained song lyric.</p> <p>2. The teacher explained the procedure of teaching learning process.</p> <p>3. The teacher introduce the video clip to</p>

				reinforce the purpose.
	4. Play the clip;	✓		4. The teacher play the video clip.
	5. Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise;	✓		5. In the process of teaching learning the teacher stoped the video clip to explained the meaning of vocabulary in the video clip
	6. Set a time for reflection on what was scene;	✓		6. The teacher set a time for reflection to student and translate the lyric on the what was scene.

	<p>7. Assign an active learning activity to interact on specific questions, issues, or concepts in clip;</p>  <p>8. Structure a discussion around those questions in small and/or large group format.</p>	✓		<p>7. The teacher asked the students to remember vocabulay in the video clip and remamber meaning of vocabulary in the video clip as assignment.</p> <p>8. The teacher did not ask the students to make a small or big group to disscuss vocabulay in the video clip, she just ask the students to pay attention to the video clip.</p>
3	<p>Post :</p> <p>a. The teacher reviews the</p>	✓		<p>a. The teacher</p>



	material.			gave the students questions to ensure whether the students understood or not.
B	Teacher's Problem			
No	Aspect	Yes	No	Explanation
1	The level of the learners(beginners, intermediate,or advanced)		✓	The teacher did not give vocabulary based on the classification of the students, but the vocabulary based on the material (video clip) and curriculum.
2	The learners' likely familiarity with the words		✓	The teacher did not give familiarity the words. Thus, the students likely

				familiarity with the words because it was very common. Although, some students looked confused to find the meaning of word.
3	The difficulty of the items	✓		The teacher could not control the class well because some students were busy with their work like chatting. Furthermore, some students were difficult understanding the words that they had never known before and

				difficulties in pronouncing and spelling the words well.
4	Teachability	✓		The teacher easy delivered materials, many students interested with video clip.
5	Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading)	✓		The teacher gave vocabulary to help students for production (in speaking and writing) and recognition (as in listening and reading).
No	Aspect	Yes	No	Explanation
1	Poor quality tape and disk			The tape and disk in process of

				teaching and learning using video clip is good.
2	Poor viewing conditions			The viewing conditions in video clip in process of teaching and learning is good and clear. The students interest in see the video clip.
3	Stop and start			The teacher did not stop the video clip in whereever because it can make the students confused.
4	The length of extracts			The teacher use the short video clip because if the video clip to long

			can make the students bored.
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C	Students' Problem			
1	Pronounciation.	✓		The researcher noted some of the students had difficulty in pronouncing the word.
2	Spelling.	✓		Sometimes the students still wrong talked spelling when the teacher ask them.
3	Length and complexity	✓		The text in the video clip sometimes to length and complexity.
4	Grammar		✓	The teacher did not teach about grammar.

5	Meaning		✓	Many students can not understand the meaning when the teacher speak in english.
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APPENDIX 2

INTERVIEW'S QUESTION FOR THE TEACHER

1. How do you classify the students in learning vocabulary?

Bagaimana anda membagi tingkatan-tingkatan siswa dalam belajar vocabulary?

Dalam kelas besar yang berjumlah lebih dari 38 siswa perkelas tidak memungkinkan bagi saya untuk memberikan vocabulary berdasarkan klasifikasi siswa. Tetapi memberikan materi vocabulary berdasarkan materi dan kurikulum yang sesuai dan juga disesuaikan dengan standar kemampuan siswa. Atau jika dalam bentuk reading sederhana mereka akan menggaris bawahi vocabulary yang tidak mereka ketahui dan mereka akan mencari maknanya didalam kamus.

2. Do you think kind of vocabulary that is familiar to the students?

Menurut anda kosa kata seperti apa yang familiar bagi siswa?

Siswa sangat mudah sekali memahami kosa kata yang ada dilingkungan sekitar, atau yang sering mereka lihat dilingkungan mereka.

3. What is your problems in teaching vocabulary using video clip?

Kesulitan atau kendala-kendala apa saja yang anda temui dalam mengajarkan vocabulary menggunakan video clip?

Dalam kelas besar saya kesulitan dalam mengkondisikan siswa, ketika saya menyampaikan materi dan ketika siswa presentasi didepan kelas beberapa siswa kurang memperhatikan, sibuk dengan aktifitas masing-masing seperti mengobrol dan tentunya akan mengganggu siswa lain dalam belajar. Selain itu, begitu

minimnya vocabulary yang mereka pahami walaupun itu dalam bentuk sangat sederhana, masih banyak siswa kesulitan dalam melaftalkan dan mengeja kosa kata dengan benar, dan yang paling mendasar yaitu siswa enggan membuka kamus.

4. Do you think criteria of vocabulary is easily understood by the students? Do you teach vocabulary appropriate with the level of student understanding?

Bagaimana dengan tingkat kesulitan vocabulary yang anda ajarkan, apakah sesuai dengan tingkat pemahaman siswa?

Dalam proses belajar saya selalu memberikan variasi vocabulary dengan tujuan agar siswa dapat memperkaya perbendaharaan kata walaupun terkadang vocabulary tersebut sangat baru dan kurang dimengerti siswa, tetapi itulah tujuan siswa belajar vocabulary, mereka tahu dan paham vocabulary atau kosa kata baru yang belum pernah mereka ketahui sebelumnya. Karena sejauh ini sebagian besar siswa sangat mudah memahami vocabulary yang hanya ada dilingkungan mereka saja.

5. Do you teach vocabulary using video clip aims to improve the student understanding of english such as productive skill (speaking and writing) or receptive skill (listening and reading)?

Apakah vocabulary yang anda ajarkan menggunakan video clip bertujuan untuk membantu siswa dalam meningkatkan pemahaman bahasa inggris seperti productive skill (speaking and writing) atau sebagai receptive skill seperti (listening and reading)?

Tentu saja vocabulary yang diberikan mempunyai tujuan untuk membentuk siswa mengaplikasikannya dalam productive skill dan receptive skill. Video clip selain cocok digunakan sebagai pendalaman materi juga dapat meningkatkan pemahaman siswa terhadap materi yang dipelajari.

6. How the quality of video clip that you use in process of teaching and learning vocabulary ?

Bagaimana kualitas video clip yang anda gunakan dalam proses belajar mengajar kosa kata ?

Kualitas video yang saya gunakan cukup bagus sehingga kosa kata yang ingin saya sampaikan dapat dimengerti siswa dan siswa terlihat sangat tertarik dengan kosa kata yang ada pada video clip tersebut.

7. How the viewing conditions of monitor in the video clip that you use when teaching learning vocabulary ?

Bagaimana kondisi tampilan monitor yang anda gunakan pada video clip ketika proses belajar mengajar kosa kata?

Kondisi monitor yang saya gunakan ketika mengajarkan kosa kata sangat bagus. Siswa dapat melihat dan mendengar yang ada pada monitor dengan sangat jelas. Gambar yang ditampilkan pada video clip tersebut juga sangat jelas.

8. Do you start and stop the video clip when you want in process of teaching learning vocabulary ?

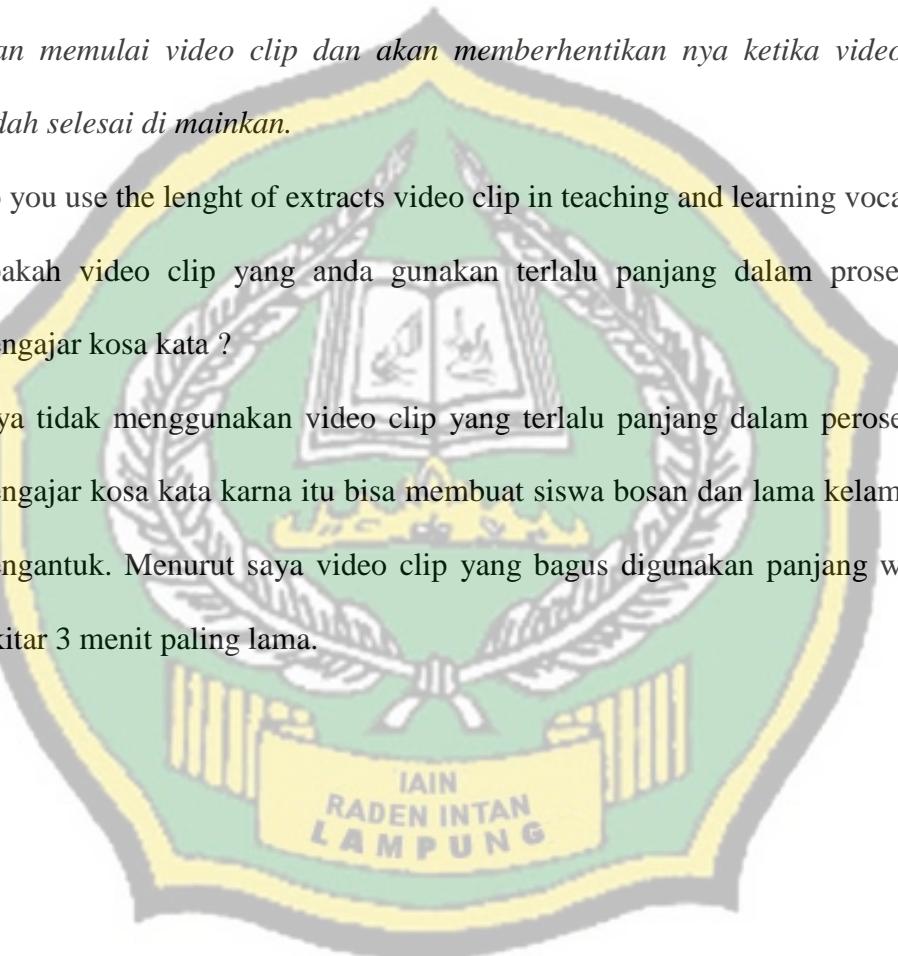
Apakah anda memulai dan memberhentikan video clip sesuka anda pada peroses belajar mengajar kosa kata?

Tidak, karna jika saya memberhentikan video clip sesuka saya itu akan membuat siswa menjadi bingung, hanya sedikit yang akan di mengerti oleh siswa. Saya akan memulai video clip dan akan memberhentikan nya ketika video clip itu sudah selesai di mainkan.

9. Do you use the lenght of extracts video clip in teaching and learning vocabulary ?

Apakah video clip yang anda gunakan terlalu panjang dalam proses belajar mengajar kosa kata ?

Saya tidak menggunakan video clip yang terlalu panjang dalam peroses belajar mengajar kosa kata karna itu bisa membuat siswa bosan dan lama kelamaan akan mengantuk. Menurut saya video clip yang bagus digunakan panjang waktu nya sekitar 3 menit paling lama.



APPENDIX 3

QUESTIONNAIRE

Responden : Siswa/Siswi

Nama :

Kelas :

Tempat :

I. Penjelasan

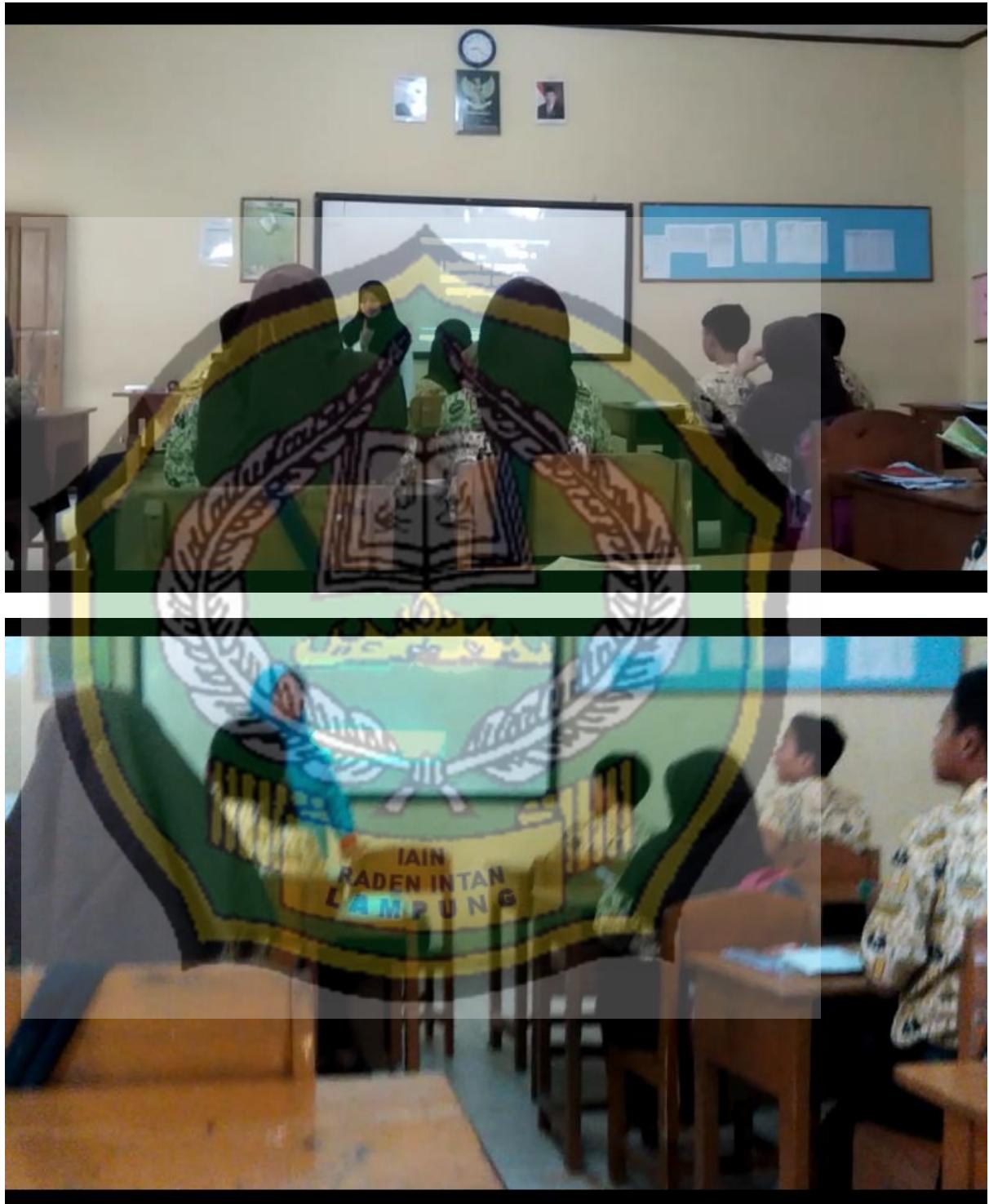
Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris khususnya materi vocabulary dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai bahasa inggris anda, oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan ini sejujur-jujurnya dan sejelas-jelasnya.

II. Isian Kuesioner

Saya mengharapkan anda kiranya berkenan memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu huruf A, B, atau C.

1. Apakah kamu bisa mengucapkan dengan baik kosakata yang ada pada video clip tersebut ?
 - a. Ya
 - b. Biasa saja
 - c. Tidak
2. Apakah kamu mengalami kesulitan ketika mengeja kosakata yang ada pada video clip ?
 - a. Ya
 - b. Biasa saja
 - c. Tidak
3. Apakah menurutmu kosakata yang ada pada lirik video clip tersebut terlalu panjang dan kompleks ?
 - a. Ya
 - b. Biasa saja
 - c. Tidak
4. Apakah kamu mengalami kesulitan saat mengartikan kosakata yang ada pada video clip tersebut ?
 - a. Ya
 - b. Biasa saja
 - c. Tidak
5. Apakah kamu mengerti tata bahasa yang ada pada video clip tersebut ?
 - a. Ya
 - b. Biasa saja
 - c. Tidak









SILABUS PEMBELAJARAN

Sekolah :

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 7. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta	1. Percakapan singkat memuat ungkapan-ungkapan : Contoh: A : <i>Pass me the pencil, please!</i> B : <i>Sure. Here you are.</i> A : <i>Give me a piece of paper, please!</i> B : <i>Sure, Here You are.</i> A : <i>Did you come here yesterday?</i> B : <i>I did.</i> 2. Tata Bahasa	1. Tanya jawab tentang berbagai hal terkait materi 2. Membahas kosakata dan tata bahasa: <i>noun phrase, adjective, adverb, verb</i> yang terkait dengan meminta dan memberi jasa, meminta dan memberi barang, meminta dan memberi fakta 3. Mendengarkan percakapan sesuai dengan materi 4. Menjawab	Merespon ungkapan-ungkapan : 1. Meminta & memberi jasa 2. Meminta & memberi barang 3. Meminta & memberi 4. Menjawab	Tes lisan a. Tes tulis b. Unjuk kerja Tes lisan	Merespon ungkapan Matching T / F Merespon tindakan Memberi jawaban singkat	1. Listen to the expression and respond to it 2. Listen to the expression and match it with the suitable response 3. Listen to the dialogue and decide whether it is TRUE or FALSE. 4. Pass me the pencil, please. 5. Give short answer	2x40 menit	- script percakapan - rekaman media elektronik: kaset, VCD , DVD film - Video

	<ul style="list-style-type: none"> • Simple Past tense • Quantifiers <p>3. Kosa kata</p> <ul style="list-style-type: none"> • Kata terkait tema • Kata terkait jenis teks <p>4. Ungkapan Baku</p> <p>Sure</p> <p>Please</p>	<p>pertanyaan sesuai dengan isi percakapan</p> <p>5. Menjawab pertanyaan tentang struktur percakapan</p>	fakta					
❖ Karakter siswa yang diharapkan :	<p>Dapat dipercaya (Trustworthiness)</p> <p>Rasa hormat dan perhatian (respect)</p> <p>Tekun (diligence)</p> <p>Tanggung jawab (responsibility)</p> <p>Berani (courage)</p>							
7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal	<p>Percakapan singkat memuat ungkapan-ungkapan :</p> <p>Contoh :</p> <p>1.A: <i>What do you Think?</i> B: <i>Not bad</i></p> <p>2.A: <i>I like tea</i> B: <i>I dont I like milk</i></p> <p>3.A: <i>Are you sure ?</i> B : <i>I am</i></p> <p>4.A: <i>Are you?</i></p>	<p>1. Mendengarkan dan merespon introduction tentang topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan merespon penjelasan kosakata dan tatabahasa tentang topik materi yang akan dipelajari</p> <p>3. mendengarkan percakapan transaksional dan interpersonal tentang topik materi yang</p>	<p>Merespon ungkapan-ungkapan :</p> <p>1. Meminta dan memberi pendapat</p> <p>2.Menyatakan suka dan tidak suka</p> <p>3.Meminta klarifikasi</p>	<p>Tes lisan</p> <p>Tes Lisan</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p> <p>pilihan ganda</p> <p>jwbn singkat</p>	<p><i>Respond to the following expressions orally.</i></p> <p>1. A: <i>What do you think?</i> B: 2. A: <i>What do you like to drink?</i> B:</p> <p>3. A: <i>Are you sure?</i> B: a. Ok b. Fine c. Alright d. I am</p> <p>4. A: <i>I'm happy</i> B: <i>Are you?</i></p>	<p>2x 40 menit</p>	<p>Script percakapan di buku teks</p> <p>Rekaman percakapan buatan: CD ,VCD ,DVD, film</p> <p>Rekaman percakapan otentik</p> <p>Video</p>

	<p><i>B : Yes, I am</i></p> <p>Tata Bahasa</p> <ul style="list-style-type: none"> • Verb : Like, need, want <p>Kosa kata</p> <ul style="list-style-type: none"> • Daily need • Kata terkait jenis teks <p>Ungkapan Baku</p> <ul style="list-style-type: none"> • Not bad • Great 	<p>4. dipelajari mengidentifikasi tindak turut ungkapan-ungkapan yang diperdengarkan</p> <p>6. merespon ungkapan-ungkapan yang diperdengarkan</p>	<p>4. Merespon secara interpersonal</p>				<p><i>A:</i></p>	
❖ Karakter siswa yang diharapkan :	<p>Dapat dipercaya (Trustworthiness)</p> <p>Rasa hormat dan perhatian (respect)</p> <p>Tekun (diligence)</p> <p>Tanggung jawab (responsibility)</p> <p>Berani (courage)</p>							



RENCANA PELAKSANA PEMBELAJARAN

(RPP)

Nama Sekolah : SMP PGRI 6 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII (Tujuh) / 2

Standar Kompetensi : 7. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 7.1 Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta

Indikator : Merespon ungkapan-ungkapan

1. Meminta dan memberi jasa
2. Meminta dan memberi barang
3. Meminta dan memberi fakta

1. Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat :

- a. Memahami ungkapan-ungkapan meminta dan memberi jasa
- b. Memahami penjelasan meminta dan memberi barang
- c. Memahami pertanyaan tentang meminta dan memberi fakta

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthiness)

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

Berani (courage)

2. Materi pembelajaran

a. Communication practice

- Percakapan yang memuat ungkapan-ungkapan :
Express and respond
Express and match it with the suitable response

b. Grammar practice

Contoh :

A: *Pass the pencil, please !*

B: *Sure. Here you are.*

A: *Give me piece of paper !*

B: *Sure, here you are.*

A: *Did you come yesterday ?*

B: *I did.*

Alokasi waktu : 2 x 40 menit

3. Metode pembelajaran: three phase technique

4. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan tegur sapa
- Mendata kehadiran siswa
- Menanyakan materi yang telah disampaikan

Motivasi :

- ✓ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ✚ Menanyakan pemahaman siswa tentang video lirik lagu berbahasa Inggris
- ✚ Menanyakan tentang video lirik lagu berbahasa Inggris
- ✚ Menuliskan beberapa contoh lirik lagu dan memberi contoh cara pelafalannya

Elaborasi

Dalam kegiatan elaborasi, guru:

- ✚ Menayangkan video lirik lagu berbahasa Inggris
- ✚ Meminta siswa menuliskan lirik lagu yang ditayangkan

- ✚ Meminta menirukan pengucapan kata-kata yang dianggap masih sulit

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ✚ Mendiskusikan isi dari video lirik lagu
- ✚ Meminta siswa untuk melafalkan kembali video lirik lagu
- ✚ Meminta kesempatan kepada siswa untuk bertanya tentang hal-hal yang belum dipahami

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ✚ Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/ simpulan pelajaran
- ✚ Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terperogram
- ✚ Memberi umpan balik terhadap proses dan hasil pembelajaran
- ✚ Menugaskan siswa untuk membuat daftar kosakata yang terdapat pada video tersebut
- ✚ Menyampaika rencana pembelajaran pada pertemuan berikutnya

5. Penilaian

Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Instrumen	Instrument/ Soal
Merespon ungkapan-ungkapan : <ol style="list-style-type: none"> 1. Meminta dan memberi jasa 2. Meminta dan memberi barang 3. Meminta dan memberi fakta 	Tes lisan a. Tes tulis b. Unjuk kerja Tes lisan	Merespon ungkapan Matching Merespon tindakan Memberi jawaban singkat	1. Listen the expression and respond to it 2. Listen to the song video and compleate then dialogue.

A. Instrument :

➤ *Listen to the express and respond to it*

B. Pedoman Penilaian

Nilai maksimal masing-masing element= 25

Nilai maksimal = 100

$$\text{Nilai perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 10$$

C. Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

6. Sumber belajar

- A. Buku teks yang relevan
- B. Video yang relevan
- C. Gambar- gambar yang relevan

Mengetahui,

Kepala SMP PGRI 6 Bandar Lampung

RIYANTO, S.Pd

Bandar Lampung, 25 Mei 2016

Guru Mapel Bahasa Inggris,

WINDARTI, S.Pd

