TEACHING AND LEARNING VOCABULARY THROUGH VIDEO SONG AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

A Thesis

Submitted as a Partial Fulfillment of the requirements for S1-Degree

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ABSTRACT

TEACHING AND LEARNING VOCABULARY THROUGH VIDEO SONG AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2016/2017

By
FERALIA

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 and learning vocabulary through video song at the first semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the academic year of 2016/2017. The objectives of this research are to describe teaching learning process in teaching vocabulary through video song, to describe the students’ problems and to describe 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 VIII G as sample 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, the process of teaching and learning vocabulary through video song at SMP PGRI 6 Bandar Lampung run well. The second, the students got some problems, they are: the students’ difficulties in pronouncing the words; difficulties in memorizing some words that they had learnt; and the third the teacher got difficulties in guiding the students to come in front of the class because not all the students are brave; in helping the students to remember the words that they forgot; and, in handling the students’ activity, because some students were busy with their activity like chatting and it made the class noisy.

Key words: teaching, learning, vocabulary, video song, and qualitative.
APPROVAL

Titled: TEACHING AND LEARNING VOCABULARY THROUGH VIDEO SONG AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN ACADEMIC YEAR 2016/2017

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Meaning: “And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." (Q.SAl Baqarah : 31)
DECLARATION

I hereby declare that this thesis entitled "Teaching and learning Vocabulary through Video Song at the first Semester of the Seventh Grade Of SMP PGRI 6 Bandar Lampung in the Academic Year Of 2016/2017 Is Completely my own Work. I am Fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.
DEDICATION

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

1. My beloved parents, The date Mr.Cekni (Alm) and Mrs.Jauriah who always wish for my success, and give motivation.
2. My beloved brother and sister, Miko Periyandho, Anisha Marta Lina, Carles Jeksen, Siti, Yayan Saputra, Elma, Lili Agustina, Iswahyudi, thank you for your love and support.
3. My beloved Nephew, Felicia Clara Putri Yudly, Zarifa Riadhus Salihah, Abyzar Adrian Pratama, Rahma Zahira Always keep smile!
5. My beloved friends KKN, PPL and PBI Executive Class.
CURRICULUM VITAE

The name of the researcher is Feralia. She is the youngest children out of from five siblings. Her parents’ names are Cekni (Alm) and Jauriah. She was born in Sukamarga on February 20th, 1994. She has three brothers, Miko Periyandho, Carles Jeksen, Yayan Saputra, and one sister, Lili Agustina.

She graduated from SD N 01 Sukamarga in 2006. After that, she continued her junior high school in SMP N 1 Sukarame and graduated in 2009. She finished her Senior High School from SMA N 1 Lengkusa in 2012. In the same year, she continued to the English Education Study Program of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung.
ACKNOWLEDGMENT

Praise be to Allah SWT the Almighty for letting the researcher finish the thesis as a partial fulfillment for S-1 degree at the IAIN Raden Intan Lampung with the title:

Teaching and Learning Vocabulary through Video Song at the first semester of the seventh grade of SMP PGRI 6 Bandar Lampung in Academic Year of 2016/2017.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable thing from various sides. Therefore, the researcher would sincerely thank:

1. DR. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung.

2. Meisuri, M. Pd, the chairperson of English Education Study Program IAIN Raden Intan Lampung. And the advisor, who has patiently guided and directed the researcher until the completion of this thesis.

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5. The lecturers of English study program of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung.
6. My beloved parents and all of friends, KKN, PPL and PBI C executive class who always give support for the success of the research.

The researcher realizes that this thesis still far from perfect, so she expected and constructive criticisms and suggestions. Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the research sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, Desember ,2016
The researcher,

FERALIA
1211040205
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CHAPTER I

INTRODUCTION

A. Background of the Problem

The function of the language is important for human life. Everybody knows that in all activities people need to communicate each other. Language is a system of communication in speech and writing that is used by people of a particular country.\(^2\) Siahaan states that language is a set of rules used by human as a tool of their communication.\(^3\) In short, language is a tool used to communicate ideas, feelings, beliefs, loves, knowledge, or culture among people.

As an international language, English is one of the languages used by people from different countries to communicate to each other. English is also needed to transfer knowledge technology and culture. Most of books of knowledge of high technology are written in English. Therefore, English as the international language needs to be mastered by people in the world.

In Indonesia, English is a compulsory subject that should be learnt by all students from junior high school to university. Some schools even use English as the main language used in teaching learning activity. The skills that are studied are listening, reading, writing, and speaking.
by someone in learning English but also elements that support language such as grammar, pronunciation and vocabulary.

Talking about vocabulary, the noun vocabulary (or vocab for short) refers to the word used in a language. Thornburry states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.\(^4\) It means that vocabulary has big contribution to support the successful of learning English.

Vocabulary is basic elements to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of English vocabulary. Cameron says “vocabulary is fundamental to using the foreign language as discourse.”\(^5\) Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary we cannot have communication. Some definitions of vocabulary are proposed by some experts. Cameron states that vocabulary is to ‘know’ a word if they can recognize its meaning when they see it.\(^6\) It means that in learning vocabulary we have to know the meaning of it and also use it in context.

Vocabulary is one of the important components in the language because with vocabulary students can understand speech or writings of other. In communication,
sentence because vocabulary provides organ of sentence. As consequence, vocabulary is very important to be mastered. Vocabulary is not only sign of ideas but also a part of language element in the target language. The more vocabulary that student learns the easier they can convey their ideas. So they can convey more effective.

This research only focuses on vocabulary mastery. By using vocabulary, people can get much information. Vocabulary is useful for students, for example students can get important information and knowledge from the students’ vocabulary mastery. According to Linse, “Vocabulary is the collection of words than an individual knows.” According to Richard, “Vocabulary is a set of lexemes, including single words, compound words, and idioms.” From the statement, vocabulary means the total number of words or phrases of language, including single words and idioms that individual knows. When we only know the form and meaning and do not know the implementation of vocabulary it will be useless.

In teaching and learning vocabulary, there are many kinds of media and games used to increase students’ vocabulary. One of media is video song. Video song is activities which the students sing a song and the students translate the difficult words in the song so that they can memorize the vocabulary. According to Harmer, “music is a powerful stimulus for students’ engagement precisely, because it speaks directly to
our emotions while still allowing use our brain to analyze it and it effects if we so wish. In addition, Sevik points out that song is important for teaching tools in creating a safe and natural classroom at ehos and therefore may prove to be helpful in overcoming feelings or shyness and hesitation on the part of learners.

According to the theories above, it can be concluded that song is sound that plays in harmony which can stimulate student’s brain. Song has important role in the teaching and learning process. As tools, song can help the teacher to create an enjoyable class and creative students, so they can create all of ideas very well. Song can appreciate what the feeling inside. Teaching is process done by the teacher to share their knowledge, experience and the material to students. Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching. Harmer argues that video is richer than audio Speaker can be seen, their body movements give clues as to meaning, so do the clothes they wear, location, etc. Background information can be filled in visually.
According to the theories above, it can be concluded that teaching and learning vocabulary by using video song is teaching by giving vocabulary with video song as media that give fun element and easy to understand and motivate students to learn to use video to increase the vocabulary of students in teaching learning process.

According to Lestari, she says in her thesis that using video song is effective to teaching vocabulary.\textsuperscript{14} In addition, Harmer states that student can respond to a writing activity by video, they can describe what they see in video (for example make a procedure text from video). They can write about what they get in video.\textsuperscript{15}

Based on preliminary research done in SMP PGRI 6 Bandar Lampung, it was found that teaching vocabulary through video song was applied there. From the interview, researcher found that students at seventh grade experienced difficulty in mastering vocabulary although the teacher had used video song.\textsuperscript{16} Here is the students’ achievement of vocabulary mastery at the seventh grade.
The Student’s vocabulary score at the First Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic year 2016/2017.

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>VI A</th>
<th>VI B</th>
<th>VI C</th>
<th>VI D</th>
<th>VI E</th>
<th>VI F</th>
<th>VI G</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt;70</td>
<td>25</td>
<td>24</td>
<td>22</td>
<td>23</td>
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<td>62%</td>
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<tr>
<td>2</td>
<td>≥ 70</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>19</td>
<td>15</td>
<td>10</td>
<td>103</td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>39</td>
<td>37</td>
<td>39</td>
<td>38</td>
<td>40</td>
<td>38</td>
<td>38</td>
<td>269</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Document of English vocabulary score at the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year 2016/2017.

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

B. Identification of the Problems

Based on the background of the problems that have been discussed above, the
3. The teacher has applied video song, but the result is not really good.

C. Limitation of the problems

In this research, the researcher limits the problems of the research to make it more focused. In SMP PGRI 6 Bandar Lampung, there are many interesting aspects to study, but the researcher only focuses on the use of “Video Song” to teach vocabulary at SMP PGRI 6 Bandar Lampung.

D. Formulation of the research

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

1. How is the process of teaching and learning vocabulary by using video song at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in 2015/2016 academic year?

2. What are the teacher’s problems in the process of teaching vocabulary by using video song at the second semester of the seventh grade SMP PGRI 6 Bandar Lampung in 2015/2016 academic year?

3. What are the students’ problems in the process of learning vocabulary by using video song at the second semester of the seventh grade of SMP PGRI 6 Bandar Lampung in 2015/2016 academic year?
2. To know the teacher’s problems in teaching and learning vocabulary by using video song at SMP PGRI 6 Bandar Lampung.

3. To know the students’ problems in learning vocabulary by using video song at SMP PGRI 6 Bandar Lampung.

F. Uses of research

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

1. For the students

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

2. For the teacher

   By using video song, the teachers can improve their creativity in teaching process, so that the goal of 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.
a. Subject of the research

The subjects of the research are the seventh grade students of SMP PGRI 6 Bandar Lampung along with the English teacher.

b. Object of the research

The object of the research is teaching vocabulary through video song.

c. Time of research

The research was conducted at the first semester of 2016/2017 Academic Year.

d. Place of the research

The research was conducted at SMP PGRI 6 Bandar Lampung.
A. Concept of Teaching

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. Teaching is process that done by the teacher to share their knowledge, experience and the material to students. It means that teaching is not only about sharing teacher’s knowledge and material but also sharing about experience, such as an aphorism “experience is the best teacher.” In other book Harmer states , “teaching means that to give (someone) knowledge or to instruct or to train (someone), it means that to show somebody how to do something or to change somebody’s ideas”. It can be interpreted that teaching is an activity that makes someone has a new knowledge and makes someone has an ability to do something.

Then Brown states that 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.\textsuperscript{19} It other words, teaching is the way we guide our students, we give a facility and our way to make a good condition in learning process. In teaching we have to understand the way our students learn, so we can make a good decision about what we have to do in learning process such as a method, technique or style of teaching.

From the theory above, it can be concluded that teaching is activity that is designed to help someone how to do something that causes someone to understand an activity that make our students have a new knowledge, experience and also makes our students know about how to get information. In teaching, teacher has to guide their students, give a facility, and also make a good condition in learning. In teaching we should be considered about our philosophy of education, a method that we will use, and our style in teaching.

\textbf{B. 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 especially about noun. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by studying, experiencing, of instruction. It is relatively permanent change
organism, and also some forms of practices, perhaps reinforced practices. Learning can be defined as changes in behavior. This change occurs as a consequence of experience in some forms of practices. Learning can be defined as changes occur as a consequence of experience in some specify situation. The change brought about by developing a new skill, understanding a scientific law, and attitude. The change is not merely incidental or natural in the way the human appearance change as people get older.\textsuperscript{21}

According to the theories above, it can be concluded that learning is the process of getting the students understand for the lesson that the teacher gives to them. In addition, learning gives a change to the students such as developing a new skill, understanding a scientific law, and attitude.

C. Concept of Vocabulary

1. Definition

According to Lines, “Vocabulary is the collection of words than an individual knows.”\textsuperscript{22} According to Richard, Platt and Weber say, “Vocabulary is a set of lexemes, including single words, compound words, and idioms.”\textsuperscript{23} From the statement the researcher makes decision that vocabulary means the total number of words or
phrases of language, including single words and idioms that individual knows. When we only know the form and meaning and do not know the implementation of vocabulary it will be useless.

Vocabulary is necessary in language learning, because without vocabulary we cannot understand a language. Vocabulary is needed in all aspects of language and without vocabulary; we cannot say information very well. In other word vocabulary is the basic element of a language which will make a language can understand and have meaningful. Thornbury says that vocabulary plays an important role in language; because without vocabulary it is impossible develop language. Cameron says that “vocabulary is fundamental to using the foreign language as discourse.” According to the theories above researcher can conclude that vocabulary is very important component in language learning especially in English. Without vocabulary we cannot communicate each other and also without vocabulary we can not to exchange our mind. Vocabulary is very important component in language learning because vocabulary is used to express our ideas. Our skill can say good if we can mastery vocabulary better such as in speaking, writing, and reading. So, How we can speak very well if we have no vocabulary, how we can make good written if we lake in vocabulary, how we can understand the meaning from a story. So vocabulary is very
important component of language and it is very useful for our daily activity in the class.

2. Concept of Vocabulary Mastery

Vocabulary is an important element of language. According to Cameron, vocabulary is central to the learning of foreign language.\(^{26}\) It means that vocabulary should be mastered in language learning especially in teaching and learning English as foreign language. Moreover, Thornbury states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.\(^{27}\) It states that vocabulary has big contribution to supporting the successful of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

Therefore, we have to master the vocabulary well. According Guskey, mastery is a term that all educators use and believe they understand well.\(^{28}\) Moreover, Oxford English dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.\(^{29}\) It can be concluded that mastery is comprehensive knowledge which means a great skill or complete knowledge.

From the definitions about vocabulary and mastery, it can be stated that vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part
of specific language. The mastery here is restricted to the vocabularies that were taught to the students.

3. 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 explanations is explained by Thornburry. He explained that there are at least four types of vocabulary. There is a. Adverb b. Adjective c. Noun d. Verb. Those can be described as follows:

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. It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that adverb is a word that explains about how, where and when a thing happen. It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and others.
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.\(^{33}\) It is often identified by special derivational endings or by special adverbial modifiers that precede it. It most usual position is before the noun it modifies, but it fills other positions as well. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.\(^{34}\) It means that adjective is a word that describe noun. For examples: beautiful, good, small and others.

From the statements before, it can be concluded that adjectives is a word that describe 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. 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. It means that noun is related with name of something like place, plant, people and others. For examples: John, student, house, chair, rose, cat, honesty.

From the statements before, it can be concluded that noun is one of the most important parts of speech that can use 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. Arrangements with nouns determine the different kinds of sentences statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah...
condition of a thing.\textsuperscript{38} 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 before, 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.

**D. Concept of Teaching and learning Vocabulary**

Vocabulary is the vital component or important thing of the language. The students should know the difficult or complexity of word, and as the teacher should decide how to teach vocabulary more interesting on the class. One of the goals in teaching English has aim giving introduce vocabulary. Teaching English has aim giving introduction the language which means that the teaching process has benefit in the existing context of situation. According to wallace, there are six principles on which teaching vocabulary is to be based, they are:\textsuperscript{39}

a. Aims

The aim have to be clear for the teacher, he or she should consider how many list of
b. Quantity

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by learners? If there are too many words, the learners may be confused, discourage, and frustrated.

c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it also possible for the teacher to take responsibility of choosing the vocabulary to be taught for the students. In other words, the students are put in a situation when they have to communicate and get the words they need.

d. Frequent Exposure and Repetitions

It is seldom, however that we remember a new ord simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers
f. Situation Presentation

The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking (from informal to formal).

Based on explanation above, it can be concluded the principles in teaching and learning vocabulary, such as aim, quantity, need, frequent exposure, repetition, and meaning situation presentation. Besides, teacher’s principles are an important aspect of their belief systems, and it is result of teaching experience, training, or their own experience as learns. Good principles of teaching and learning are useless without good teacher’s principles in teaching process. So, there is compatibility between principle of teaching learning and teaching principle. Then the aim of teaching learning can be gained.

Thornbury have five factors that are related to teaching set of words that must be considered by the teacher:

1. The level of the learners
2. The learners likely familiarity with words
3. The difficulty of item
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).\textsuperscript{40}

From the definition above, the researcher concludes that teaching vocabulary must know about five factors above to be a good teacher like level of learners, learner’s likely familiarity with words, difficulty of item, their teaching ability in listening and reading.

Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting vocabulary that will teach. Both the students and teacher need to know how it talks about language at various points during learning and teaching.\textsuperscript{41} 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 writes and teacher make when it comes to teaching of vocabulary.\textsuperscript{42} In teaching vocabulary, the teacher has responsibility to make students successful. English teacher not only gives the students a list of words but also relates them to context of words in motivating the students. Teacher is a guide who helps the students in discovering the meaning of word. The purpose of learning vocabulary is
students memorize some word easily, the teacher has to create more effective ways to teach vocabulary.

E. Problem in Teaching and Learning Vocabulary

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 considered by the teacher:

1. The level of the learners (whether beginners, intermediate, or advanced)

2. The learners’ likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).

3. The difficulty of the items (whether for example, they express abstract rather than concrete meaning or whether they are difficult to pronounce).

4. Their ‘teach ability’- whether, for example they can be easily explained or demonstrated.

5. Whether items are being learned for production (in speaking and writing) of 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.43

From the explanation above it is clear that students have different level and teacher should encourage their students to gain success in learning the language. 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. Students’ Problems 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. Pronunciations, research show that are 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 learners.

b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of 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, learners are likely to confuse them. Words with multiple meaning can also be troublesome for learners.

Range, connotation, and idiom activity, 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.

According to the theory above the researcher can conclude that the student’s problem of learning vocabulary is: 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 learning as knowing the primary meaning of new words. Students usually only acquire new vocabulary
F. Concept of Media

1. Concept of Media

According to Arsyad, the use of instructional media in teaching learning can generate new desires and interest, generating motivation and stimulation of learning activities and even bring the psychological effects on students. Media is thing or tools that can be used to send message and can stimulate the mind can generate attention, excitement, and willingness of the learners that can foster learner’s self in the teaching and learning process. But in the other word, to understanding the media in the learning and teaching process it can defined as the graphic, photographic, or electronic means to capture and process the visual or verbal activity and information. Media also can called as a everything that can be used in teaching and learning to give information, messages, feelings, concerns, and can stimulate the ideas of learners’. So media can help the students in the learning process in the classroom. Daryanto says that media are tools to send the message and information to the receivers. Daryanto notes that there are some functions of media:

a. To make the message clear.
b. To handle the limitation of room, time, energy, and the five of senses.
c. To gain the motivation of learning, interacting direly between the students and
d. To make the students be appropriate with skills and the ability of visual, auditory, and kinesthetic.

e. To give the same stimulation, experience and perception.

f. To deliver the message of the lesson to the students.

2. Kinds of Media

According to Arsyad teaching media can be classified into three categories. They are:

a. Visual media

They are media that can be seen. It can be formed of picture, moving picture, moving picture or animation and flashcard.

b. Audio media

They are media that can be listened. It means that audio media has sound which is listened by students. The content messages is in the form of audiotape form such as vocal cord/tape recorder and video compact disk which can stimulate through feeling, idea of the students.

c. Audio visual media

They are media that have sound and picture. Video is an example from audio visual media in teaching and it has a visualization because it is produced to
In this study, the researcher uses audio media named song as the interaction media, because by using song it can motivate the students to learn and pay attention to the material given.

G. Concept of Video Song

One of audio visual media is video. According to Umie, 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. According to Harmer that students can respond to a vocabulary activity by video, they can describe what they see in video (for example get list of vocabulary from video and then translate that). They can write about what they get in video.

According to the theories above, it can be concluded that video is kind of media which show moving picture and sound like reality. In the teaching and learning vocabulary English, teaching with video is can apply in the class, because it so helpful students to understand the material and can follow utterance of the native speaker. In addition Heimei said that students love video because video presentation is interesting, challenging, and stimulating to watch. It means that beside video can send the message well, video is fun to watch because the students can see expression,
situation, and condition when the speaker say. So, teaching and learning vocabulary by using video is not bored.

According to Qurnia thesis song is a set of or group of words which are contacted in/or not in poetic phrases, sentences, or composition with the musical accompaniment. Song is one of teaching media that can be used to teach any material, it used to create more relaxing in learning foreign language. It also can be used to teach vocabulary, because in the lyrics of songs there are several kinds of vocabularies. Using song in teaching learning language is not a new technique. Many materials have been designed to use songs to teach vocabulary, syntax, and objective of discussion. According by the statement of Harmer “music is a powerful stimulus for students’ engagement precisely, because it speaks directly to our emotions while still allowing use to use our brain to analyze it and it effects if we so wish. In the statement above it means that song or music can make modification atmosphere or prepare the students for new activity in the classroom.

Song is very useful and important because we can make class more enjoyable and more colored if we choose them well. In addition Sevik points out that song are important for teaching tools in creating a safe and natural classroom at ethos and therefore may prove to be helpful in overcoming feelings or shyness and hesitation on
the part of learners.\textsuperscript{53} It mean song have important role in the teaching and learning process. As tools song can help the teacher to make create an enjoyable class and creative students, so they can outpour all of idea very well. Song have many meaning, song can appreciate what the felling inside. Some people have a song and it can appoint a personality.

Video song is picture moving contain of song a new way for music groups to promote songs and amuse the audience.\textsuperscript{54} 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.\textsuperscript{55} Song is very useful and important because we can make class more enjoyable and more colored if we choose them well. According to Sevik, points out that song is important for teaching tools in creating a safe and natural classroom at ethos and therefore may prove to be helpful in overcoming feelings or shyness and hesitation on the part of learners.\textsuperscript{56} According to the theories, it can be conclude that song has important role in the teaching and learning process. As tools, song can help the teacher to create an enjoyable class and creative students, so they can output all of idea very well. Song has many meaning song can appreciate what the feeling inside.
In addition according to Muniandy video song 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 songs can portray settings, action, emotions and gestures that can provide important visual stimulus for language practices and learning. It means that video song is combination of sound, texts, and picture that can provide important visual stimulus for language practices and learning. In other word that video song consists of frames, and each frame can be considered as a transformed picture of the reference frame. It means that video song is a frame which transformed picture.

From the theories above, it can be concluded that video song is a frame which transformed picture and video song 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 song is different from other video because of the short duration. These video songs can be played on the computer or television.

There are some experts of language methodology also agree that using song is a good way to learn vocabulary. Song are connected with a feeling natural and happy. For
they are familiar with the song. Video song could be found to give practice in a elements and components of language and could be use for different types of communication to assess the effectiveness of learning vocabulary through video song in the classroom, it can helping the teacher to find out whether students benefit from such experience. Moreover, it is crucial to see what the song can be effective in process learning and help the students feel comfortable and enjoyed in the subject of vocabulary.

H. Concept of Teaching and Learning Vocabulary through Video Song.

Teaching vocabulary is clearly more than just presenting new words. Teacher to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching.\(^{59}\) It means that the teacher have mastery the vocabulary more than students, So if he/she want to teach they are must know the point of language and vocabulary that will transferring in learning and teaching process.

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Repetition is an important aid to learning and having to actively recall
seeing a word over and over. It can be interpreted that repeating words helps students remember words better than just seeing the words.

In teaching and learning process teacher have to create a fun element in the class such as using a media or interesting technique, so the students will not boring. One of the media is video song. According to Harmer argues that video is richer than audio. Speaker can be seen; their body movements give clues as to meaning, so do the clothes they wear, location, etc. Background information can be filled in visually.

According to the theories above, it can be concluded that teaching vocabulary through video song is teaching by giving vocabulary with video song as media that give fun element in teaching learning process and students hopefully can get many new words that will useful to them in language learning and language use.

Procedure of teaching vocabulary by using video song:

1. Pick a particular video song 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 video song.
5. Stop the video song at any scene to highlight a point or replay video song 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 video song.

8. Structure a discussion around those questions in small and/or large group format.  

I. Advantages and Disadvantages of Teaching and Learning Vocabulary through Video Song.

Every methods and strategy have the advantages and disadvantages, video song is no exception. Video song has the advantages and disadvantages that need to be known, they can be described as follows:

1. The Advantages
   a. There are many vocabulary will appear
   b. The student are active and busy with the media
   c. It create a fun and enjoyment
   d. It create a competitive and cooperative situation.
a. Only creative student can play this media

b. The crowded class will happen. 

From the explanation above, it can be known that video song will make the students enjoy and easy to learn word. Using video song in teaching and learning vocabulary the crowded class will happen, also only creative students can play this media. Its mean that teacher have to take care about it when applying video in teaching and learning process.
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 subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely. In other words, qualitative research serves the data in descriptive form. Qualitative research is naturalistic research method because the research did on natural setting. It means in qualitative research, researcher in doing research can not make own schedule because in conducting the research, researcher as observer just followed the schedule of the school. In this qualitative research, researcher focused on teaching and learning vocabulary through video song at the first semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the academic year of 2016/2017.

B. Research Subject.

The subjects of this research were the English teacher and class of students at the seventh grade selected purposefully by considering their score of vocabulary. There
students of class VII G consisted of 38 students as the sample based on the data of students’ achievement that had the lowest score for all class. Here is the achievement of vocabulary from each class at first semester of the seventh grade of SMP PGRI 6 Bandar Lampung.

A. Table 2

The Student’s vocabulary score at the First Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic year 2016/2017.

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>The number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>VI A</td>
<td>VI B</td>
</tr>
<tr>
<td>1</td>
<td>&lt;70</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>≥ 70</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>39</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: Document of English vocabulary score at the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year 2016/2017

From the data above, it can be concluded that students at seventh grade have various achievements. The class that has lowest achievement is VII G and the class that has highest achievement is VII E. The researcher used class VII G as a sample of this research, because class VII G had the lowest average score. In short, the subject of
C. Data Collecting Technique.

In this research, there were some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher conducted the observation, questionnaire and interview to get the data for this research. The steps were follows:

1. Observation

Observation is to explain the situation that is examined, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals. Observation is proper used in the research which related with teaching learning process, students’ activity and problems which may arise. In this research the researcher functions as observer to get the data, the researcher did not involve directly in the classroom activity. The researcher only made a note during teaching learning process. By using this instrument the researcher used specification as follows:

<table>
<thead>
<tr>
<th>Components of Observation</th>
<th>No. item</th>
<th>Total item</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know the teacher uses video song in teaching learning process</td>
<td>1,2,3,4,5,6,7,8</td>
<td>8</td>
</tr>
<tr>
<td>To know the teacher’s problems in teaching the classroom</td>
<td>1,2,3,4,5</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Questionnaire

The researcher gave questionnaire to the students. Questionnaire was printed from the data including questions or statements to which the subjects are expected to respond. Direct relationship between the subject and researcher need to get some information which supports the data. The researcher gave the questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students’ learning process and to confirm the answers given by their teacher. From collecting data through questionnaire, the researcher found out the students’ response toward the teaching and learning process. Meanwhile, the interviews grills used by the teacher were as follows:

Table 4
Questionnaire Guideline for the Students

<table>
<thead>
<tr>
<th>No</th>
<th>Components of Questionnaire</th>
<th>No. item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To know the students’ pronunciation problems in learning vocabulary by using video song.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>To know the students’ spelling problems in learning vocabulary by using video song.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>To know students’ the difficult about length and complexity of vocabulary in the video song.</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>To know students’ grammar problems in learning vocabulary by using video song.</td>
<td>4</td>
</tr>
</tbody>
</table>
3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic. Interviewing provides the researcher a mean to gain a deeper understanding of how the participant interprets a situation or phenomena that can be gained through observation. The interview was used in collecting data from the teacher. The teacher was asked about their opinions of the activity process including problems faced in the use of video song in teaching and learning vocabulary. Meanwhile, the interviews grills used by the researcher as follows:

Table 5
Interview Guideline for the Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Component of interview</th>
<th>No. item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To know how the teacher classify the students in learning vocabulary</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>To know the teacher’s opinion about kind of vocabulary that is familiar to the students</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>To know the teacher’s problems in teaching vocabulary using video song.</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>To know how the teacher teach level of student understanding, suitable or not?</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>To know the teacher opinion about teach vocabulary aims to improve the student</td>
<td>5</td>
</tr>
</tbody>
</table>
D. Research Procedures.

In this research, the researcher used the procedure of the research as follows:

1. The researcher found the population and the sample. The researcher chose the school and the sample.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process was conducted.
3. After teaching and learning process finished by the teacher, the researcher gave the questionnaire to the students.
4. The researcher interviewed the teacher to know her opinion referring to the material and the activity.
5. Analysing the data and making the report.

E. Trustworthiness of the Data

According to Setiyadi, “Basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistent”. As validity is a researcher always try to keep the data must be authentic, life overview of research subjects in an honest and balance. The method commonly used to improve the reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is
1. **Time Triangulation**
   a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
   b. Longitudinal triangulation is the data collected from the same group at different times.

2. **Place triangulation**
   For more accurate data collection in order to be able to use different places for similar data.

3. **Theory triangulation**
   Researcher will collect data based on different theories.

4. **Method triangulation**
   Researcher use different methods for collecting similar data

5. **Researcher triangulation**
   Collect data for the same or similar, can be done by several researchers. Based on the statement above, the researcher used method triangulation because in this research, researcher used different kind of method to collect the data. The uses of triangulation is to enrich the data and make more accurate conclusion. So in qualitative research the triangulation is important because if the researcher wants to
F. 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 verification. These are clear explanation about data analysis process of this research:

1. Data Reduction

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. In this case, the researcher selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire 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
during the initial process of data reduction. Some activities in analysing the data done by the researcher in data display were:

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 vocabulary through video song. By observing the class the researcher knows the process of teaching and learning vocabulary through video song.

b. **Interviewing the teacher**

In this step, the researcher interviewed the teacher to get information about what are the teacher’s problems in teaching vocabulary through video song by asking some questions. By interviewing the teacher the researcher knew what the teacher’s problems are in teaching vocabulary through Video song.

c. **Giving questionnaire**

In this step, the researcher gave questionnaire to the students. This step was conducted to know what is the students’ problem in learning vocabulary through Video song. From data display, the researcher got the conclusion in order to answer all about the research questions in this research.

3. **Conclusion Drawing/Verification**
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. In this step, the researchers drew the conclusion and verify the answer of research question that did in done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the researcher got the conclusion about teaching and learning vocabulary through Video song at the first semester of the seventh grade of SMP PGRI6 Bandar Lampung.
CHAPTER IV

RESULT AND DISCUSSION

A. General Description of Place of Research

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 Sukarame Bandar Lampung. Telephone number is (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 ends at 12.05 p.m. The total number of the teachers is 42 teachers. There are several rooms functioned 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 by a volley ball court and futsal court. The school has the area of 6400 m2.

2. The 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 IV

The Data of Teachers at SMP PGRI 6 Bandar Lampung in Academic Year of 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Teacher</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RIYANTO, S.Pd.</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>YOHANES, S.Pd.</td>
<td>Sport</td>
</tr>
<tr>
<td>3</td>
<td>YUDO BASKORO, S.Pd.</td>
<td>Sport</td>
</tr>
<tr>
<td>4</td>
<td>SURADIJO, S.Pd.</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>5</td>
<td>Dra. ROSITA RONI</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>6</td>
<td>SUTARNI, S.Pd</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>7</td>
<td>DESI SEPTRIYANTI, S.Pd.</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>8</td>
<td>YULIATIN, S.Pd.</td>
<td>English</td>
</tr>
<tr>
<td>9</td>
<td>SRI LESTARI P., S.S.</td>
<td>English</td>
</tr>
<tr>
<td>10</td>
<td>WINDARTI, S.Pd.</td>
<td>English</td>
</tr>
<tr>
<td>11</td>
<td>REPIANA SARI</td>
<td>English</td>
</tr>
<tr>
<td>12</td>
<td>DESILIA, S.Pd.</td>
<td>Lampung Language</td>
</tr>
<tr>
<td>13</td>
<td>Dra. ROSNAHAYATI</td>
<td>Lampung Language</td>
</tr>
<tr>
<td>14</td>
<td>ERNA YUWITA, S.E</td>
<td>Lampung Language</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>18</td>
<td>ZULFA MUTIASARI, S.Pd.</td>
<td>Science</td>
</tr>
<tr>
<td>19</td>
<td>YEYEN BUDIARTI, S.Pd</td>
<td>Science</td>
</tr>
<tr>
<td>20</td>
<td>ENDANG PALUPI, S.Pd.</td>
<td>Science</td>
</tr>
<tr>
<td>21</td>
<td>Dra. DWI SUKENG SRI</td>
<td>Science</td>
</tr>
<tr>
<td>22</td>
<td>DWI PURWANINGSIH, S.P.</td>
<td>Science</td>
</tr>
<tr>
<td>23</td>
<td>SITI MARIYAM, S.Pd.</td>
<td>Science</td>
</tr>
<tr>
<td>24</td>
<td>Dra. Hj. SURYATI</td>
<td>Social Science</td>
</tr>
<tr>
<td>25</td>
<td>TIARMA BR. MANIK, S.Pd.</td>
<td>Social Science</td>
</tr>
<tr>
<td>26</td>
<td>SUGIYANTO</td>
<td>Social Science</td>
</tr>
<tr>
<td>27</td>
<td>SANTYPURWANDARI, S.Sos.</td>
<td>Social Science</td>
</tr>
<tr>
<td>28</td>
<td>Dra. TRI RAHAYU</td>
<td>Social Science</td>
</tr>
<tr>
<td>29</td>
<td>YULIARIANTI NINGRUM, S.Pd.</td>
<td>Social Science</td>
</tr>
<tr>
<td>30</td>
<td>Drs. AHMAD FAUZAN</td>
<td>Mathematic</td>
</tr>
<tr>
<td>31</td>
<td>LINDAWATI, S.Pd.</td>
<td>Mathematic</td>
</tr>
<tr>
<td>32</td>
<td>IDA SUMARNI, S.Pd.</td>
<td>Mathematic</td>
</tr>
<tr>
<td>33</td>
<td>SITI FATIMAH</td>
<td>Tapis</td>
</tr>
<tr>
<td>34</td>
<td>ERNAYATI, S.Ag.</td>
<td>Religion</td>
</tr>
<tr>
<td>35</td>
<td>FERAYANTI, S.Ag.</td>
<td>Religion</td>
</tr>
</tbody>
</table>
B. Data Analysis

Data analysis is 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 analyzes the data by using qualitative descriptive with the steps as follows:

1. Data reduction

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. 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.
Observation

The observation was conducted to know how was the process of teaching learning vocabulary through video song. The researcher observed the teacher, the students, the teaching learning process and the situation of classroom process. The observation was also used to know the procedure of teaching vocabulary by using video song applied by the teacher. In the observation process, the researcher prepared an observation sheet. This observation was conducted in teaching learning vocabulary through video song activities in two meetings. The data of observation have been identified as described in the following discussion.

1) First meeting

The first session was on October 28th 2016 at 11.15 AM until 12.05 AM in the afternoon. Before teaching and learning was done, the teacher had prepared the materials based on procedure. 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 the teacher introduced video song entitled “I hate to see you heart break”. The video song contained subtitle and image in movement. Then, She reviewed
The teacher asked the students about vocabulary. The teacher and the students translated together about vocabulary in the video song. The teacher asked the students to remember about vocabulary in the video song. Because in the next meeting, the teacher would take point of vocabulary one by one.

After the students’ watched and sang the video song together, the teacher called the students one by one to ask about vocabulary in video song. When the student described their vocabulary, another students were noisy, they were busy with their own activity. Some students talked each other and any students memorized their vocabulary so it made the class noisy. In the close-activity, the teacher closed the lesson, and reminded the students that tomorrow she would take point of vocabulary in the video song.

2) Second Meeting

The second session was on October 29th 2016 at 7.15 AM until 7.55 AM. In the morning before teaching and learning was begun, teacher had prepared the materials in descriptive. 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. Before the teacher start the last lesson the
listen video song carefully. The teacher asked the students about vocabulary in the video song.

In asking the students, the teacher asked by using English and translated into bahasa Indonesian because the students’ vocabulary is low. The teacher said that the vocabulary mastery in class VII G is very low.

In the last meeting the teacher and the students discussed about vocabulary in the video song and how to sing the song. In the process of teaching and learning, there were some students who were busy with their assignment in other lesson, the lesson were religion’s lesson. In this meeting the teacher would ask the student one by one about the vocabulary.

Before checking the students’ vocabulary mastery, the teacher played the video song. After that the teacher called the students one by one to begin the test. The first student was Ade Irma sari, he can translate the vocabulary in the video song. 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 students can answer the meaning of vocabulary. In the teaching and learning process the students were noisy so the class was not conducive. Many students
After the teacher asked the student one by one, the teacher played again the video song and the student sang the song together. After singing the video song together, the teacher gave motivation to the students so that they can explore their vocabulary. The student could enrich their vocabulary from the song. Because the time was up, the teacher finished the process of teaching vocabulary by using video song.

Before finishing their activity, the teacher gave motivation to student. The class was closed by praying together.

b. Questionnaire

The researcher also employed questionnaire to support data from observation and interview. The questionnaire consisted questions (see appendix 2). The first question was to know the students’ interest in learning English. The second until the fifth question employed to know students problems in learning vocabulary. The questionnaire was given to the whole students in class VII G that consisted of 38 students.

c. Interview

To support the data of observation, the researcher had employed an
the teacher’s problems during teaching vocabulary that consisted of three questions. The second point of interview was about the students’ vocabulary that consisted of one question. The third point of interview was to know the students’ participation during the process of learning in the class according to the teacher judgment. The fourth and fifth point of interview was to know the teacher opinion about song.

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. In this case, the analysis is done based on data collected by each instrument.

a. Observation

Based on the data in the data reduction, in this part the data are going to be identified and displayed from the two meetings.
1. The First Meeting

The observation consists of three points. 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 did not apply all basic procedures of teaching vocabulary by using video song. According to Ronald A. Berk, there are eight basic procedures in teaching and learning vocabulary by using video song. Based on the eight basic procedure in teaching and learning vocabulary by using video song the researcher noted the while activity. The explanation of the application of those basic procedures can be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Step</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pick a particular video song to provide the content or illustrate a concept or principle.</td>
<td>The teacher prepared a video song which contained subtitle. The title is “I Hate to see your break” and the content of video song is about sympathy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>see, hear, and look for. students to discuss about questions, directions, what the students see, hear and look for, and this guidelines as a textbook for the teacher. The content of paper is a pair of song lyric.</td>
<td>3</td>
<td>Introduce the video briefly to reinforce purpose. The teacher introduces the video song to reinforce the students. Asking the students the purpose introduce the video song, theme of video song, the theme of video song is about sympatric, content of video song, and the singer in the video song. Do the students familiar with the song and know about the content of song.</td>
</tr>
<tr>
<td>4</td>
<td>Play the video song. The teacher plays the video song.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise. In the process of teaching and learning the teacher stopped the video song four times to explain several words the</td>
<td></td>
</tr>
</tbody>
</table>
was scene. students. The students translate the lyric from English into bahasa Indonesia.

| 7 | Assign an active learning activity to interact on specific questions, issues, or concepts in clip. | The teacher asked the students to remember vocabulary in the video song and remember meaning of vocabulary in the video song as assignment. The students asked the teacher about difficult vocabulary in the video song specifically. |

| 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 discuss vocabulary in the video song, she just asked the students to pay attention to the video song. |

The second point of observation was to know the problems faced by teacher in the class activity. The first, the teacher was difficult to handle students because there were 38 students in VII G class. It was overcrowded class. The last, the teacher did not apply all procedures in teaching vocabulary based on Berk.
The last point of observation was to know the students’ problem. After the researcher observed the class activity, the researcher noted that the students were interested with the lesson. Some of students played attention while other did not care. The data of the

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s problems based on Thonbury.</th>
<th>The condition in the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The level of the learners (whether beginners, intermediate, or advanced)</td>
<td>The teacher difficulties to give vocabulary for students because the level of the students is did not same.</td>
</tr>
<tr>
<td>2</td>
<td>The learners’ likely familiarity with the words.</td>
<td>The teacher difficult to give familiar vocabulary to the students because the teacher did not know the familiar vocabulary based on vocabulary ability from the students.</td>
</tr>
<tr>
<td>3</td>
<td>The difficulty of the items.</td>
<td>The teacher did not difficult explain the vocabulary based on video song.</td>
</tr>
<tr>
<td>4</td>
<td>Teach ability.</td>
<td>The teacher easy delivered materials, many students interested with video song.</td>
</tr>
<tr>
<td>5</td>
<td>Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).</td>
<td>The teacher difficult to explain the vocabulary for the students in speaking on writing because the students as only listening and reading and poor of vocabulary.</td>
</tr>
</tbody>
</table>
Table 8
Data of Problems Faced by the Students in the First Meeting

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation.</td>
<td>The researcher noted some of the students had difficulty in pronouncing the word.</td>
</tr>
<tr>
<td>2</td>
<td>Spelling.</td>
<td>Sometimes the students were still wrong in spelling when the teacher ask them.</td>
</tr>
<tr>
<td>3</td>
<td>Length and complexity.</td>
<td>The text in the video song sometimes to long and complex.</td>
</tr>
<tr>
<td>4</td>
<td>Grammar.</td>
<td>The teacher did not teach about grammar.</td>
</tr>
<tr>
<td>5</td>
<td>Meaning.</td>
<td>When the teacher said in english, she must translate in bahasa indonesia because many students can not understand the meaning.</td>
</tr>
</tbody>
</table>
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 followed all steps of teaching and learning vocabulary by using video song. The teacher just follow 5 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>
<thead>
<tr>
<th>No</th>
<th>Step</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pick a particular video clip to provide the content or illustrate a concept or principle.</td>
<td>The teacher only prepared a video song and discusses a little material in the second meeting because the material was discussed in the first</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>they have directions on what to see, hear, and look for.</td>
<td>the material like discuss, questions, directions what to the students see, hear, look for was prepared in the first meeting.</td>
</tr>
<tr>
<td>3</td>
<td>Introduce the video briefly to reinforce purpose.</td>
<td>The teacher did not introduce the video again because in the first meeting the teacher has been introducing the material well.</td>
</tr>
<tr>
<td>4</td>
<td>Play the video song.</td>
<td>The teacher plays the video song too reviewed the last meeting.</td>
</tr>
<tr>
<td>5</td>
<td>Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise.</td>
<td>The teacher stops the video at any scene to discuss of the student’s blanks paper that gave the teacher in the first meeting.</td>
</tr>
<tr>
<td>6</td>
<td>Set a time for reflection on what was scene.</td>
<td>The teacher was set a time for reflection to students like a first meeting to translate the lyric of song.</td>
</tr>
<tr>
<td>7</td>
<td>Assign an active learning activity to</td>
<td>The teacher asked the students to remember vocabulary in the video.</td>
</tr>
</tbody>
</table>
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 discuss vocabulary in the video song, she just ask the students to pay attention to the video song.

The second point of observation was to know the problems faced by teacher in the class activity. The first, the teacher was difficult to handle students because there were 38 students in VII G class. It was overcrowded class. The last, the teacher did not apply all procedures in teaching vocabulary based on Berk, The teacher did not apply number 2, 3, 8. The data of the second point of the observation can be seen as follows:

Table 10

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher problems based on Thonbury.</th>
<th>The condition in the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Structure a discussion around those questions in small and/or large group format.</td>
<td>The teacher did not ask the students to make a small or big group to discuss vocabulary in the video song, she just ask the students to pay attention to the video song.</td>
</tr>
</tbody>
</table>
and it is same like the first meeting. The teacher have problem by the students vocabulary mastery.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The learners’ likely familiarity with the words.</td>
<td>The teacher difficult to give familiar vocabulary to the students. The teacher did not know the familiar vocabulary based on vocabulary ability from the students. Students have different level for student’s ability.</td>
</tr>
<tr>
<td>3</td>
<td>The difficulty of the items.</td>
<td>The teacher did not difficult explain the vocabulary based on video song. The video song makes the teacher easier in the process teaching learning.</td>
</tr>
<tr>
<td>4</td>
<td>Teach ability.</td>
<td>The teacher easy delivered materials, many students interested with video song so the teacher can give more vocabulary from the video song.</td>
</tr>
</tbody>
</table>
The last point of observation was to know the students’ problem. After the researcher observed the class activity, the researcher noted that the students were interested with the lesson. Some of students played attention while other did not care. The data of the observation can be seen as follow.

Table 11

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation.</td>
<td>The researcher noted some of the students had difficulty in pronouncing the word.</td>
</tr>
<tr>
<td>2</td>
<td>Spelling.</td>
<td>Sometimes the students were still wrong in talked spelling when the</td>
</tr>
</tbody>
</table>
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. Questionaire.

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). There was three
Table 12

Result of Questionnaire no. 1

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Respond</th>
<th>Total of the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you think vocabulary is difficult subject?</td>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just so so</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>4</td>
</tr>
</tbody>
</table>

From the table above the first question is investigated the students’ difficulties in English subject, it shows that 28 or 72.5% students choose option A (Yes) indicating that they think English is difficult subject. The second respond shows that 6 or 15.00% students choose B (Just so so) indicating that they felt just so so in English subject. The third respond shows that 4 or 12.5% students choose C (No) indicating that they think English is not difficult subject.

The second point of questionnaire was to know the students’ problem in learning vocabulary consisted of four questions. Here are the students’ answers:
Table 13
Result of Questionnaire no. 2, 3, 4, 5

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Respond</th>
<th>Total of the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Do you find difficult in learning vocabulary?</td>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just so so</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Do you find difficult to pronounce the vocabulary correctly?</td>
<td>Yes</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just so so</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Do you find difficult to comprehend the vocabulary?</td>
<td>Yes</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just so so</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Do you find difficult to memorize the long and knotty vocabulary?</td>
<td>Yes</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just so so</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>4</td>
</tr>
</tbody>
</table>

The second question is investigated the students’ find difficulty in learning vocabulary. The students’ respond of the questionnaire, shows that 22 or 57.5%
7 or 20% students choose C (No) indicating that they did not find difficulty in learning vocabulary.

The third question is investigated the students’ difficulty in pronounce vocabulary correctly. The students’ respond of the questionnaire, showed that 24 or 62.5% students choose A (Yes) indicating that they find difficulties in pronounce vocabulary correctly. The second respond shows that 8 or 22.5% students choose B (Just so so) indicating that they were not really felt difficulty in pronouncing vocabulary correctly. The third reason shows that 6 or 15.00% students choose C (No) indicating that they could not have difficulty in pronouncing vocabulary correctly.

The fourth question is investigated the students’ difficulties in comprehend vocabulary. The students’ respond of the questionnaire showed that 19 or 50.00% students choose A (Yes) indicating that they were have problem in comprehend the vocabulary correctly. The second respond show that 9 or 22.5% students choose B (Just so so) which indicated that they were not really have difficulties in comprehend the vocabulary correctly. The third respond show that 10 or 27.5% students choose C (No) indicating that they did not have difficulties in comprehend vocabulary correctly. The fifth question is investigated the students’ difficulties in memorizing
choose B (Just so so) indicating that they felt just so so in memorizing and knotty the vocabulary. The third respond showed that 4 or 12.5% students choose C (No) indicating they found difficulties in memorizing and knotty the vocabulary.

It shows most of the students answered (Yes) for all question. It means that the students had difficulties in learning vocabulary especially the students had difficulties in pronouncing and memorizing the meaning of the words.

From the table above, it shows that most of the students were happy in teaching and learning vocabulary through video song because most of the students answered (yes) four number of the question. The last question answered (yes) by many of the students. It means that the students had difficult in pronouncing the words, remember some words that they have learn before, and they felt difficult in understanding meaning of the words. Through this instrument, it shows that song 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 song at SMP PGRI 6 Bandar Lampung. The problems were about pronouncing the words and memorizing the meaning of the words they have learned.

c. Interview
vocabulary. There were five questions that the researcher asked to the teacher (see appendix 3).

At the first point of interview was to know the teacher’s problem during teaching vocabulary that consisted of four questions. The first question was “Can you control the class when you teach vocabulary?” the teacher explained that sometimes, she got difficulties in controlling the class because some of the students were busy with their activity like chatting and it made the class become noisy. The second question was “Do you use standard text book in teaching vocabulary? “ The teacher explained that she use standard textbook, because the teacher prepared the material from the book, sources such as “Effective English” and sometimes she use lyric of song. The third question was “Do you think that this media is suitable to be used in teaching vocabulary? “The teacher explained that this media is suitable to be used in teaching vocabulary, because the students looked happy and excited in class activity through this media. The fourth question was “Did you use any aids in teaching vocabulary? “ The teacher explained that she used song lyric, tape recorder, and laptop to make students easier to learn English.

The second point of interview was the students’ vocabulary that consists of
The third of interview was to know the students’ participation during the process while learning in the class according to the teacher judgment that consists of one question. The question was “Are the students active in learning vocabulary through video song? “ The teacher explained that most of the students were active in the process of teaching and learning vocabulary through song.

The fourth point was to know the teacher opinion about song consisted of four questions. The first question was “Do the students enjoy in learning vocabulary through video song? “ The teacher explained that the students were looked happy and excited in class activity. The second question was “Do you follow all of the procedures when teaching vocabulary through video song? “ The teacher explained that she did not follow all the procedures of video song. The third question was “Do you find difficulties in teaching vocabulary through video song? “ The teacher explained that she got difficulty when asked the students were translated words. Sometimes the teacher also had difficulty in helping the students to remember the words that they forgot by giving a clue or something else. The last question was “In your opinion, what are the difficulties faced by students in learning vocabulary through video song? “ The teacher explained that the students were difficult to remember the words that they had to say and answer translates the words”. By
to use the vocabulary during the classroom process. However, based on the interview, the problem occurred from the teacher point of view can be concluded as follow:

1. It was difficult to ask the students to translate the word into Indonesia.
2. It was difficult to help the students to remember the words that they forgot.
3. It was difficult for the teacher to handle the students’ activities, because some students were busy with their own activity like chatting and it made the class noisy.

3. Conclusion Drawing / Verification

The last step of analyzing the data is conclusion drawing/verification. 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. 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
finding of the research. In this part, the discussion and findings are divided into three parts:

a. **The process of the Teaching and Learning Vocabulary through Video Song**

Teaching and learning process was done on two meetings in VIII G class. The material was describing song lyric. The researcher employed observation checklist, interview and documentation to know the process during teaching and learning vocabulary through video song. 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 song two meeting were described as follows:

1) In the first meeting teacher didn’t apply all basic procedure by Berk. The procedure that didn’t apply to ask the students to work in pairs to discuss vocabulary in the song lyric, she just asked the students to pay attention to the song lyric.

2) In the second meeting the teacher didn’t apply all basic procedure by Berk. Same as the first meeting the basic procedure that didn’t apply to ask the students to work in pairs to discuss vocabulary in the song lyric, she just asked the students to pay attention to the song and song lyric.
learning run well. Most of the students could follow the lesson and understood the material. The result of teaching and learning vocabulary through video song was good enough, because the students looked more interested and active.

b. The Teacher’s Problem in Teaching and Learning Vocabulary through Video Song

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 song.

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. Teacher got difficulties in handled students because in VIII G class consists of 38 students. It is overcrowded class.

b. The students talk with each other when the teacher explained the material.

c. The teacher often spoke Indonesia because students’ vocabulary was still low.

   Sometimes the teacher spoke English and she must translate into Indonesia.

c. Students Problem in Learning Vocabulary through Video Song
meaning/function. The students had difficulties in understanding the meaning, memorizing of words and pronounce the words.

4. Research Finding
In this part, the researcher would like to discuss about the finding of the process of teaching and learning vocabulary through video song, the teacher problem in teaching and learning vocabulary through video song and the students’ problem in teaching and learning vocabulary through video song 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 Song
The researcher employed an observation to know how is the process of teaching and learning vocabulary through video song and the problems that may rise in the process of teaching and learning. The observation conducted in two meetings. According to Ronald A. Berk, there are eight basic procedures in teaching and learning vocabulary through video song, the researcher noted that not all step were did by the teacher. She didn’t apply to ask the students to work in pairs to discuss vocabulary in the song lyric, she just asked the students to pay attention to the listen of song.
The teacher can run the basic procedure in teaching and learning vocabulary through video song although not all. It means that the teacher had competence but she still had difficulties in teaching and learning vocabulary through video song.

Based on the result of interview and observation, it can be concluded that there are some problems faced by the teacher:

a. When the teacher played the song the students did not know the meaning of lyric in song and sometimes the students were crowded.

b. The teacher was difficult to handle students in large classroom because in seventh G class consist of 38 students. It was overcrowded class and their vocabulary was still low.

c. The students were not discipline in classroom. They were busy with their own activity like chatting.

Give more explanation on each problem so that the reader can see the problems clearly. Then, link the problems to the theories you have used in chapter 2. As the last, conclude whether the teachers’ problems are in accordance with the theory.

3. The Students’ Problem in Learning Vocabulary through Video Song

The researcher employed a questionnaire to know the students’ problem in learning
b. The students had difficult in spelling the word in song when the teacher ask them.

c. The text in song lyric sometimes too long and complex.

d. Many students can not understand the meaning and memorizing lyric of the song.

Give more explanation on each problem so that the reader can see the problems clearly. Then, link the problems to the theories you have used in chapter 2. As the last, conclude whether the teachers’ problems are in accordance with the theory.

After the researcher has analyzed and found the finding of the research, hopefully the researcher can 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 song are the students looked active in learning vocabulary through video song. According to Ronald A. Berk, there are eight basic procedure in teaching and learning vocabulary through video song, but not all steps were done by the teacher. She didn’t apply to ask the students to work in pairs to discuss vocabulary in the song lyric, she just asked the students to pay attention to the song.

2. The teacher’s problems in learning vocabulary through video song 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 song, the students do not know the meaning of lyric in song and sometimes the students were crowded.

3. The students’ problems in learning vocabulary through video song were difficult
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 song.
   
   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 daily activity.
   
   c. Keep trying hard and be nice students as always.

3. Suggestion for The Other Researcher

The researcher hope this thesis can help the other researcher to make their thesis. As
REFERENCES


APPENDICES
APPENDIX 3

INTERVIEW 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. According to your opinion, what 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.*
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 melafalkan dan mengeja kosa kata dengan benar, dan yang paling mendasar yaitu siswa enggan membuka kamus.

4. How is the difficulty level of vocabulary taught to the students? Do you think the vocabulary are appropriate to the level of students’ 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
Apakah vocabulary yang anda ajarkan menggunakan video lagu bertujuan untuk membantu siswa dalam meningkatkan pemahaman bahasa inggris seperti productive skill (speaking and writing) atau sebagai receptive skill seperti (listening dan reading)?

*Tentu saja vocabulary yang diberikan mempunyai tujuan untuk membentuk siswa mengaplikasikannya dalam productive skill dan receptive skill. Video song selain cocok digunakan sebagai pendalaman materi juga dapat meningkatkan pemahaman siswa terhadap materi yang dipelajari.*
APPENDIX 2
QUESTIONNAIRE

Responden  : Siswa/Siswi
Nama        :
Kelas       :
Tempat      :

I. Penjelasan

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 hurus A, B, atau C.
1. Apakah kamu bisa mengucapkan dengan baik kosakata yang ada pada video song tersebut?
   a. Ya
   b. Biasa saja
   c. Tidak

2. Apakah kamu mengalami kesulitan ketika mengeja kosakata yang ada pada video song?
   a. Ya
   b. Biasa saja
   c. Tidak

3. Apakah menurutmu kosakata yang ada pada lirik video song tersebut terlalu panjang dan kompleks?
   a. Ya
   b. Biasa saja
   c. Tidak

4. Apakah kamu mengalami kesulitan saat mengartikan kosakata yang ada pada video song tersebut?
   a. Ya
   b. Biasa saja
   c. Tidak

5. Apakah kamu mengerti tata bahasa yang ada pada video song tersebut?
   a. Ya
   b. Biasa saja
   c. Tidak
### APPENDIX 1
**OBSERVATION SHEET**
Observation Result of the First meeting

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPECTS</th>
<th>YES</th>
<th>NO</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Does the teacher pick a particular video song to provide the content or illustrate a concept or principle?</td>
<td>YES</td>
<td></td>
<td>The teacher prepared a video song which contained subtitle. The title is “Hate to see your break” and the content of video song is about sympathy.</td>
</tr>
<tr>
<td>2</td>
<td>Does the teacher prepare specific guidelines for student or discussion questions so they have directions on what to see, hear, and look for?</td>
<td>YES</td>
<td></td>
<td>The teacher prepared specific guidelines, the guidelines is a paper with the contained is song lyric for the students to discuss about questions, directions, what the students see, hear and look for, and this guidelines as a textbook for the teacher. The content of paper is a pair of song lyric.</td>
</tr>
<tr>
<td>3</td>
<td>Does the teacher introduce the video briefly to reinforce purpose?</td>
<td>YES</td>
<td></td>
<td>The teacher introduces the video song to reinforce the students. Asking the students the purpose introduce the video song, theme of video song, the theme of video song is about sympatric, content of video song, and the singer in the video song. Do the students familiar with the video song?</td>
</tr>
<tr>
<td></td>
<td>Highlight a point of replay video for a specific in-class exercise?</td>
<td>Stopped the video song four times to explain several words the meaning of vocabulary in the video song.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Does the teacher set a time for reflection on what was scene?</td>
<td>YES</td>
<td>The teacher set a time for reflection to students. The students translate the lyric from English into bahasa Indonesia.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Does the teacher assign an active learning activity to interact on specific questions, issues, or concepts in video?</td>
<td>YES</td>
<td>The teacher asked the students to remember vocabulary in the video song and remember meaning of vocabulary in the video song as assignment. The students asked the teacher about difficult vocabulary in the video song specifically.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Does the teacher structure a discussion around those questions in small and/or large group format?</td>
<td>NO</td>
<td>The teacher did not ask the students to make a small or big group to discuss vocabulary in the video song, she just asked the students to pay attention to the video song.</td>
<td></td>
</tr>
</tbody>
</table>

**B Teacher problems:**

<table>
<thead>
<tr>
<th></th>
<th>The level of the learners (beginners, intermediate, or advanced)</th>
<th>The teacher difficulties to give vocabulary for students because the level of the students is did not same.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YES</td>
<td>The teacher difficulties to give vocabulary for students because the level of the students is did not same.</td>
</tr>
<tr>
<td>2</td>
<td>The learners’ likely</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>The difficulty of the items</td>
<td>NO</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>----</td>
</tr>
<tr>
<td>4</td>
<td>Teach ability</td>
<td>YES</td>
</tr>
<tr>
<td>5</td>
<td>Whether items are being learned for production (in speaking and writing) of for recognition only (as in listening and reading)</td>
<td>YES</td>
</tr>
</tbody>
</table>

C Students’ problem:

<table>
<thead>
<tr>
<th></th>
<th>Pronunciation.</th>
<th>The researcher noted some of the students had difficulty in pronouncing the word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Spelling</td>
<td>Sometimes the students still were wrong in spelling the words when the teacher asked them.</td>
</tr>
<tr>
<td>3</td>
<td>Length and complexity</td>
<td>The text in the video song sometimes too long and complex.</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>The teacher did not teach about grammar.</td>
</tr>
<tr>
<td>5</td>
<td>Meaning</td>
<td>Many students cannot understand the meaning when the teacher spoke in English.</td>
</tr>
<tr>
<td>NO</td>
<td>ASPECTS</td>
<td>YES</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
<td>-----</td>
</tr>
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<td></td>
<td>A Process</td>
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</tr>
<tr>
<td>3</td>
<td>Does the teacher introduce the video briefly to reinforce purpose?</td>
<td>NO</td>
</tr>
<tr>
<td>4</td>
<td>Does the teacher play the video song?</td>
<td>YES</td>
</tr>
<tr>
<td>5</td>
<td>Does the teacher stop the video at any scene to highlight a point of replay video for a specific in-class exercise?</td>
<td>YES</td>
</tr>
<tr>
<td>6</td>
<td>Does the teacher set a time for reflection on what was scene?</td>
<td>YES</td>
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<td></td>
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### B Teacher problems:

<table>
<thead>
<tr>
<th></th>
<th>The level of the learners (beginners, intermediate, or advanced)</th>
<th>The teacher difficulties to give vocabulary for students because the level of the students is did not same and it is same like the first meeting. The teacher have problem by the students vocabulary mastery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The learners’ likely familiarity with the words</td>
<td>YES The teacher difficult to give familiar vocabulary to the students. The teacher did not know the familiar vocabulary based on vocabulary ability from the students. Students have different level for student’s ability.</td>
</tr>
<tr>
<td>2</td>
<td>The difficulty of the items</td>
<td>NO The teacher did not difficult explain the</td>
</tr>
</tbody>
</table>
materials, many students interested with video song so the teacher can give more vocabulary from the video song.

|   | Whether items are being learned for production (in speaking and writing) of for recognition only (as in listening and reading) | YES   | The teacher difficult to explain the vocabulary for the students in speaking on writing also because the students as learning only listening and reading and poor of vocabulary in the teaching learning process. |

C **Students’ problem:**

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