

THE EFFECTIVENESS OF USING VIDEO IN IMPROVING ENGLISH VOCABULARY MASTERY AND READING COMPREHENSION AT FIFTH-GRADE STUDENTS OF SD NEGERI PURWOREJO IN THE ACADEMIC YEAR 2012/2013

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ABSTRACT

This research is aimed to find out whether the use of video effective or not in Improving English Vocabulary Mastery and Reading Comprehension at Fifth Grade Students of SD Negeri Purworejo in the academic year 2012/2013.

Type of research quantitative with an experimental method. The population of this study is the fifth-grade students of SD Negeri Purworejo. There are 38 students in the fifth-grade class A, so the population is 38 students. the researcher takes all of the students in the fifth-grade that are 38 students as sample. The researcher used saturated sampling technique to take the sample from the population for the research, because the researcher uses all members of population as a sample. The independent variable is the use of video in learning vocabulary. In improving student's vocabulary mastery and reading comprehension are the dependent variable. The researcher used test as the instrument in this research. The techniques of analyzing the data are descriptive statistics in finding mean, mode, median, standard deviation and inferential analysis is used to prove the hypothesis test. The critical value used in test is $\alpha = 0.05$.

The result of the analysis shows that before giving treatment, the mean score of pre-test of vocabulary mastery is 67.5 and of reading comprehension is 75 . After giving the treatment, the mean score of post-test of vocabulary mastery test is 80 and of reading comprehension test is 85 . Besides, to find out whether H_a is accepted or rejected the researcher consulted to the t test. The result of t-value is 10.934 on vocabulary mastery test and 9.532 on reading comprehension test, then the researcher consults to the critical value on the t-table using 5% (0.05) level significance and the degree of freedom is 38. It means that in the vocabulary test t-value > t-table (10.934 > 2.021) and in the reading test t-value > t-table (9.532 > 2.021). Based on the result of this research, it can be concluded that the use of video is effective in improving English vocabulary mastery and reading comprehension at fifth grade students of SD Negeri Purworejo in academic year 2012/2013.

Key words: *vocabulary mastery, reading comprehension, video*

A. Background of the Study

Based on the 1994 curriculum, English at elementary school level is taught as local content to serve the need of the local community. At this level, the students just learn the simple English patterns including the four basic language skills. They are listening, reading, speaking, and writing. The program begins from the fourth grade until the sixth grade. The basics can help them to be more intensive in learning English. The aim is to facilitate students with the ability to listen, speak, read, and write simple materials in English by emphasizing on the communicative skills in a number of topics which are relevant to the need of local community, such as, industry, tourism, and arts in Central Java (GBPP Mulok SD,1995:2). And based on Regulation of National Education Minister No 22 of 2006 on the Content Standard and Regulation of graduation in the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), English becomes compulsory chosen subject for all students from grade one until grade six.

Teaching English for elementary school is not an easy thing. Teaching English for elementary school students is not the same as adult because they have different characteristics and need special treatment. If the teacher cannot teach the students properly, the students will not enjoy the learning process. Consequently, the learning process might be fail.

Generally, the material of elementary school emphasize on the ability to enrich their vocabulary of English language. As far as we know, vocabulary is one of the important language components the students should be mastered. Fauziati (2005:155) states that Vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form.

The English teacher of elementary school need to consider about three things; the children's characteristic, the technique and the media. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners because they have different characteristic. The simple and interesting technique must be chosen so the students will enjoy the teaching learning process. The media is also the thing which is important to help the teacher in translating and

interpreting the topic. So, the students will be easy to understand or just know what the topic is about.

There are several media of teaching vocabulary, such as, flashcards, videos, pictures, storytelling, games, songs, etc. In this study, the researcher used video as the media to teach vocabulary to the fifth year student of SD Negeri Purworejo.

B. Research Method

The researcher used test as the instrument in this research. The researcher does the test twice. The first is pre-test of the research, is a test before giving treatment. Then the second is post test, is given after giving treatment. The comparison of pre-test and post-test results measures the amount of progress a learner has made.

The descriptive analysis is used to describe variable of the research that is the effectiveness of using video in improving student's vocabulary mastery. To analyze the data, the researcher applies an appropriate technique to find out the The techniques are mean analysis and standard deviation analysis. Additionally, the mean, mode, median, standard deviation, the lowest score, and the highest score are also used to analysis the data.

The inferential analysis is used to provide an answer to the question whether or not there is any effectiveness of using video (the independent variable) in improving English vocabulary mastery (the dependent variable). The inferential analysis in this study includes test of normality, test of homogeneity, and test of hypothesis.

D. Research Finding and Discussion

1. Descriptive Analysis

a. Result of Vocabulary Test

Based of descriptive analysis of pre test and post-test table by calculated manually and used SPSS above, the researcher concluded that the highest score (H) of were 95 and 100. The lower score (L) were 50 and 55. The range (R) of both test were 45. The median (Me) were 75 and 85. The modes (Mo) were 85 and 90. Total score (T) or summary were 2850 and 3230. And the standard deviations (SD) were 11.74 and 9.29.

Table 19. Frequency and percentage for both pre-test and post-test

Percentage	Grade	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
80-100	A	17	30	44.73%	78.95%
66-79	B	10	7	26.31%	18.42%
56-65	C	9	0	23.69%	0%
40-55	D	2	1	5.26%	2.63%
0-39	E	0	0	0%	0%
Total		38	38	100 %	100 %

The table frequency and percentage for both pre-test and post-test above showed that no one student in both tests got score 0 to 39 with percentage were 0%. The students who got score 40 to 55 were 2 students and 1 student with percentage were 5.26% and 2.63%. The students who got score 56 to 65 were 9 and 0 students with percentage were 23.69% and 0%. The students who got score 66-79 were 10 and 7 students with percentage were 26.31% and 18.42%. The students who got score 80 to 100 were 17 and 30 students with percentage were 44.73% and 78.95%.

The number of subject in this research was 38 with the degree of freedom is 37. In the t-table for 5% alpha level and the degree of freedom among 30 until 40 the definite critical value on the table was 2.021. (H_0) was accepted if $t\text{-value} \leq t\text{-table}$ or (H_0) was rejected if $t\text{-value} > t\text{-table}$. It means that in the vocabulary test $t\text{-value} > t\text{-table}$ ($10.934 > 2.021$) and in the reading test $t\text{-value} > t\text{-table}$ ($9.532 > 2.021$). Thus, the null hypothesis (H_0) was rejected and hypothesis alternative (H_a) was accepted. In Paired Sample Statistic showed that mean of pre-test were 67.50 and 75.00; and mean of post-test was 80.00 and 85.00, it means that mean of pre-test lower than mean of post-test. So, the hypothesis that the use of video is effective in improving English

vocabulary mastery and reading comprehension at fifth grade students of SD Negeri Purworejo was accepted.

D. Conclusion

The use of video is effective in improving English vocabulary mastery and reading comprehension at fifth-grade students of SD Negeri Purworejo in academic year 2012/2013. It can be concluded that data of research were normal and homogeneous. The acceptance of the hypothesis is based on the t value is higher than t table. It means that the null hypothesis is rejected and the hypothesis analysis is accepted.

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