

THE EFFECTIVENESS OF USING ENGLISH VIDEO CONVERSATION TOWARDS THE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY AT MTs AN NUR BULULAWANG KAB. MALANG

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Abstract

One necessary subject at schools in Indonesia is English. Because of it is as a foreign language, it is not an easy subject for student, without knowing and mastering about vocabulary, the student can have some difficulties in studying English. It means that vocabulary is very important for the students who are studying English. Using the proper media will help students to get more vocabulary. One of the media is English video conversation. It is considered as the one of the most useful and effective way to teach and to learn English vocabulary. These research problem formulations were: 1) How is the student's vocabulary mastery before being taught by using English video conversation? 2) How is the student's vocabulary mastery after being taught by using English video conversation? 3) Is there any significant difference of student's vocabulary mastery before and after being taught by using English video conversation? The purposes of this study were firstly to know the student's vocabulary mastery before being taught by using English video conversation, secondly is to know the student's vocabulary mastery after being taught by using English video conversation. And thirdly is to know the significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation. Research method in this study was pre-experimental design with quantitative approach. The population of this study was all students of eighth grade at MTs An Nur Bululawang – Malang. While, the sample was VIII F class consisting of 30 female students by means purposive sampling. The research instrument of this study was vocabulary test. The data collected through one group pre-test and post-test were analyzed the data by using Paired Sample test with SPSS 16.00 version. The result showed that the student's mean score of their vocabulary mastery before being taught by using English video conversation was 76.93 and the student's mean score of their vocabulary mastery after being taught by using English video conversation was 90.53. In addition, the result of t-test showed that the significant value was 0.00 smaller than significance level ($0.00 < 0.05$). It means that result of significance value indicated that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is any significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation. English video conversation is effective media to teach vocabulary. By applying this media, the teacher can make students more enthusiastic, can motivate the student to learn, can increase the quality of teaching, and this media can used in teaching learning process to be more successful and add interested student to study English language

Key words: Effectiveness, English video conversation, Vocabulary Mastery

INTRODUCTION

English is crucial for all individuals in the world as a medium of communication globally, or in other words, as a primary language. English is a topic that is required in Indonesia's school (Lauder, 2008; Mattarima & Hamdan, 2011). English is the only foreign language tested in National Examination (UN) for junior and senior high school students. English language mastery includes listening, speaking, reading and writing skills with the basis of vocabulary mastery. Student vocabulary mastery impacted a significantly on language proficiency. According to the research, student who have a larger vocabulary find it easier to use the English language when speaking,

reading, writing, and listening. Lack of vocabulary will make it difficult for students to understand what they read and hear, as well as to communicate their goals (Kusumaningrum and Cahyono, 2011: 127).

English is a basic in junior high school. English learning in junior high school to increase learning motivation, especially vocabulary mastery through interactive and effective learning to mastery the material. Learning media is crucial in the teaching and learning process. According to Arsyad (1996:15), the use of instructional media in the classroom and the intention to spark students' curiosity. The researcher in this study uses video, particularly English video conversations, as a medium for vocabulary instruction. One benefit is the students will improve their skill through the English video conversations. According to Harmer (2001:282), T]the hallmark of video is the visualisation of audio. It provides a moving picture with the ability to speak and make sound, ensuring that the message is understood.

Therefore, the researcher wants to know the student's vocabulary mastery after being taught by using English video conversation. And the hypothesis of this study: "there is no any significant before and after the experiment (Ho)" and "there is any significant after experiment (Ha)". Based on the research problem, the purpose of this study is to know the significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation. Those, this study entitled The Effectiveness of Using English Video Conversation Towards the Eighth Grade Student's Vocabulary Mastery at MTs An Nur Bululawang Kab. Malang.

METHOD

This study uses a quantitative pre-and post-testing approach. The eighth-grade students at MTs AN NUR Bululawang, comprising five classes overall (VIII-A until VIII-F), comprise the research population. The study's sample consists of the VIII-F students of MTs AN NUR Bululawang. There are 30 students, including female. Two tests are being administered as part of the study, pre-test and post-test. Prior therapy, students' mastery vocabulary is assessed with a pre-test, and following treatment, their vocabulary mastery is assessed with a post-test. The researcher may create 30 total tests, including pre- and post-tests. The test is of the multiple-choice kind. The phase after that is validation. In this study, the researcher spoke with an English professor and a teacher at MTs AN NUR Bululawang. After the test has been validated, the researcher is doing an experiment to see how reliable the test is. Data used in the study was the students' post-test and pretest scores. The data was categorized as quantitative data since it was presented as numbers.

FINDINGS

Pre-experimental research was conducted to determine the quality of the use of English conversation videos in vocabulary acquisition of grade 8 MTs AN NUR Bululawang Malang. The frequencies and percentages of the pre-test scores were grouped with SPSS to determine the data set, can be seen in table 1.

Table 1. Descriptive statistic of pre-test

Statistics		
N	Valid	30
	Missing	0
Mean		76,93
Median		74,00
Mode		76

According to table, 30 students scored before receiving instruction utilizing English video discussion. It had a mean score of 76.93, which indicates that 30 students on average received 76.93 points. Students scored an average of 76.93 on the success criteria. The mean was 74 and the median was 74.0. The value with the highest frequency is simply the mode. This indicates that 76 was the most common score, indicating that many students had average grades.

The students took post-treatment test on Thursday, February 24, 2022, utilizing an English

video chat as their therapy. It took 60 minutes to complete the post-test. The tests differed in design but were of the same difficulty. There were 25 options in the multiple-choice category. The Post-test taken by 31 students. After receiving therapy, they took this test to determine their level of vocabulary proficiency. Using SPSS, the researcher collected and organised the frequencies and scores in %, can be seen in table 2.

Table 2. Descriptive statistic of post-test Statistics

N	Valid	30
	Missing	0
Mean		90,53
Median		88,00
Mode		92

It shows that 30 students achieved a certain score after the experiment. The score of 90.53 indicates that, on average, 30 students received scores of 90.53. 90.53 is a respectable score based on the students' criteria of accomplishment. The mode is 92 and the median is 88.00. The value with the highest frequency is simply the mode. It indicates that 92 is the most common result, indicating that many students received great marks.

Table 3 provided the following results from the computation of the Paired Sample Test.

Table 2: Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest								
	Posttest	-13,600	6,065	1,126	-15,926	-10,655	-10,300	30	,000

The aforementioned facts made it very evident that the mean score -13.600. The standard deviation at the time was 6,065 was the standard error mean. 95% confidence intervals for the bottom and higher differences were -15.926 and -10.655, respectively, with a t-count of -10.300, a df of 30, and a significance level of 0.000 for two-tailed significance. Ho is rejected, so the conclusion is that there is a difference in vocabulary acquisition before and after the use of English conversation videos as media.

DISCUSSION

Stages of the learning process according to the research methodology. Before using English video conversations to teach the students, the students take a pre-test to determine their level of vocabulary proficiency. Second phase is the students' therapy. The procedure involves teaching vocabulary while conducting an English video discussion. The researcher made learning fun by watching a video together with English dialogue to teach vocabulary. Then a post-test was conducted to determine students' mastery of vocabulary. SPSS 16.0 was used to analyse the data and the mean pre-test score was 76.93 and post-test score was 90.53. This means that there is an increase after using English conversation videos to master vocabulary in class. The result of Paired Sample Test shows the Sig. (2tailed) is 0.000 or <0.05 in the significant level. Where Ho is rejected and Ha is accepted, then there is a significant difference in learning with English conversation videos to master vocabulary. Thus, it can be said that MTs AN NUR Bululawang's use of English video chat to help eighth-graders grasp vocabulary is beneficial.

This outcome is connected to the earlier study that used video to teach vocabulary. The initial study was carried out by Naning Puji Rahayu (2014) using pre-experimental study design with a quantitative method to educate 55 1st grade students at MTs Al Huda Bandung vocabulary accomplishment using a movie with English subtitles. Her study shows that employing videos with English subtitles can boost pupils' vocabulary development. Finally, it can be said that the video with English subtitles is useful for teaching, especially at the senior high school level. Video can show the movement of an item with natural or suitable sound, claims Arsyad (2009:49). Video is an engaging kind of media because it incorporates sound and live picture visualization. Video is a technique of visualising still images into motion through electronic capture, recording, processing and storage and transmission. Harmer (2001:283) as cited by Permatasari (2013:2). The combination of sound, visuals and text as translation integrates the quality of the video. Clark in Herritage (1999:2744), conversations are social constructs based on the premise.

According to the aforementioned hypothesis, using English video conversations in the classroom might increase students' motivation to acquire vocabulary and improve the overall quality of the teaching and learning environment. Video may be an effective teaching tool, particularly for teaching vocabulary. It has various benefits, such makes perfect sense given the findings of the study showing how well English video conversations work to teach vocabulary since they may increase students' enthusiasm in learning new words. According to the results, using English video conversations to teach vocabulary has a good impact on students' vocabulary knowledge. The outcome of analysis proven from the significant differences in the vocabulary knowledge of students before and after instruction using English video conversations. In light of this, it can be said that using English video conversations to teach vocabulary to eighth-graders at MTs An Nur Baluluwang is beneficial.

CONCLUSION

The researcher draws the following conclusions on the usefulness of utilizing English video chat to help eighth-grade students at MTs AN NUR Bululawang developing their vocabulary. Prior to utilizing English video conversations to teach vocabulary, the student's vocabulary knowledge received an average score. The students' mean score of 76.93 demonstrates this. Pre-test scores ranged from 56 to 92, with 92 being the highest possible score. The student's vocabulary mastery improved significantly and received an exceptional grade after being taught utilizing English video conversations. It is evident from the fact that the students' mean score was 90.53. In the post-test, the highest score is 100 and lowest is 72. There is a difference in vocabulary knowledge from before and after the experiment, namely the post-test value is higher than the pre-test. Sig. value of 0.000 from Paired Samples Test through SPSS or smaller than the significance level (0.000.05). Ha is accepted and Ho is rejected. So there is an increase after using English conversation videos for 8th grade students of MTs AN NUR Bululawang Malang.

SUGGESTIONS

For English Teachers, teachers are obliged to improve the quality of learning, also should always pick media or tactics that may be utilized to teach English, especially vocabulary, so that they are not limited to one or two specific teaching methods. To make learning pleasurable and motivating for pupils without being burdensome or boring, teachers should provide engaging material. And for other researchers, as a result, it is advised to do more study by developing and enhancing the technique or to utilize it as a model for other research on English video conversations in various instructional contexts researchers

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