

THE IMPLEMENTATION OF VIDEO CLIP IN TEACHING ENGLISH VOCABULARY

THESIS

Submitted in fulfillment of the Requirement for Degree of Bachelor in
English Education Department



HUSEN
1403046004

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG 2020**

THESIS PROJECT STATEMENT


I am a student with the following identity:

Name : Husen
Student Number : 1403046004
Department : English Education Department

certify that the thesis entitled:

THE IMPLEMENTATION OF VIDEO CLIP IN TEACHING ENGLISH VOCABULARY is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 11th February 2020

The Researcher

NIM: 1403046004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus 2 Semarang 50185
Telp. (024)7601295, Fax. 024-7615387
www.walisongo.ac.id

RATIFICATION

Thesis with the following identity

Title : **THE IMPLEMENTATION OF VIDEO CLIP IN
TEACHING ENGLISH VOCABULARY**

Name of Students : Husen

Student Number : 1403046004

Department : English Department


Field of Study : English Education

had been ratified by the board of examiner of Education and Teacher Training
Faculty of Walisongo State Islamic University and can be received as one of any
requirements for gaining the Bachelor Degree in English Education.


Semarang, August 8th, 2020

THE BOARD OF EXAMINERS

Chairperson,


Dr. Siti Tarwiyah, SS. M.Hum.
NIP. 19721108 199903 2 001


Secretary,


Lulut Widyaningrum, M. Pd.
NIP. 19800803 200901 2 010

Examiner I,


Daviq Rizal M. Pd.
NIP. 19771025 200701 1 015

Advisor I,


Nadiyah Ma'mun, M. Pd.
NIP. 19781103200701 2 016



Advisor II,


Dr. Hj. Siti Mariam, M. Pd.
NIP. 19650727 199203 2 002

ADVISOR NOTE

Semarang, 11th February 2020

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identify:

Title : **The Implementation of Video Clip in
Teaching English Vocabulary**
Name : Husen
Student Number : 1403046004
Department : English Education Department

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University and to be examined at Munaqasyah Session.

Wassalamualaikum wr. wb.

Advisor I,



Nadiyah Ma'mun, M.Pd

NIP. 19781103 200701 2 016

ADVISOR NOTE

Semarang, 11th February 2020

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identify:

Title : **The Implementation of Video Clip in
Teaching English Vocabulary**
Name : Husen
Student Number : 1403046004
Department : English Education Department

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University and to be examined at Munaqasyah Session.

Wassalamualaikum wr. wb.

Advisor II,



Dr. Hj. Siti Mariam, M.Pd
NIP. 19781103 200701 2 016

ABSTRACT

Title : **THE IMPLEMENTATION OF VIDEO CLIP IN
TEACHING ENGLISH VOCABULARY**

Writer : Husen

Student Number : 1403046004

This study aimed at explaining the implementation of video clip to teach English vocabulary for Elementary students. Besides, this study also focused to investigate the barrier of implementation of video clip to each vocabulary. This study applied descriptive qualitative method to display the result of the research. The collection of data was conducted with two instruments: written exercise and interview. The written test consists of 20 questions that must be answered by students at the time. Furthermore, the written test was used to investigate about how the progress was made by students using this kind of method and how good students catch information from the media. Meanwhile, interview was used to gather data from the teacher of the students. There was only one English teacher that was interviewed to collect the necessarily data. There were 26 populations in a class at SD Al- Irsyad Al- Islamiyah Semarang. Based on the result of the data collection, it turned out that 66% out of 26 students could successfully implement this method in learning. In the other hand, 34% out of 26 students did not show significant progress in learning using this method. The barrier found out from the implementation of this method was the lack of Students awareness to catch the information from the video rather than watch the pictures displayed.

Keyword: elementary school, video clip, vocabulary.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

All praises to Allah, the Lord of the World. To Muhammad, His messenger, solutions are always be presented.

I realized that without advice, motivation, guidance, assistance, and encouragement from people and organizations, this thesis would not be accomplished. I would like to convey my appreciation for this opportunity to:

1. Dr. Hj.Lift Anis Ma'shumah,M.Ag. the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M.Pd the head of English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
3. Nadiyah Ma'mun,M.Pd, and Dr.Hj.Siti Mariam,M.Pd. as the advisors, thanks for their generous invaluable guidance, motivation, and suggestion for this thesis from the beginning until the end.
4. All lecturers in Education and Teacher Training Faculty for valuable knowledge and guidance.
5. All of my family members who always give me love, pray, and support in finishing this thesis.
6. All remarkable figures I have ever met in Forum UMKM Rembang.
7. All of my friends in PBI especially my classmates in PBI A 2014 (ABuzz Army).
8. Keluarga Meong is my second family in Puduk Payung Banyumanik Semarang Municipality.
9. Kak Hasan is my twin who always supporting me and pray in finishing this thesis.

Finally, the writer will gladly acknowledge constructive criticism to improve this thesis, and I hope that this research can be useful for further studies linked to this study subject.

Semarang, August 9th 2020

The researcher,

MUSCH
NIM: 1403046004

DEDICATION

This thesis is devoted wholeheartedly to all my beloved individuals whose names may not all be listed. Without their genuine dedication and encouragement, this thesis could not be finished. This thesis is devoted in particular to my tremendous parents (Abd.Rochim & Masiyati), who always devote their affections and offer infinite moral, physical and financial assistance until this thesis comes to fruition.

MOTTO

Success is not final, failure is not fatal: it is the courage to continue that counts

(Winston Churchill)¹

¹ <https://www.finansialku.com/kata-kata-bijak-winston-churchill/> (accessed on May 29, 2020, 13 : 22)

TABLE OF CONTENTS

TITLE	
THESIS STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE	iii
ABSTRACT	v
ACKNOWLEDGEMENT	vi
DEDICATION	vii
MOTTO	viii
TABLE OF CONTENTS	ix
LIST OF APPENDICES	xii
CHAPTER I : INTRODUCTION	13
A. Background of the Study	13
B. Research Question	14
C. Objectives of the Study	15
D. Significances of the Study.. ..	15
CHAPTER II: REVIEW OF RELATED LITERATURE	16
A.Review of Previous Research.....	16
B.Review of Related Literature	19
1. Audio Visual Media	19
2.The Importance of Vocabulary	20
3.English Language Teaching	21
4.Conceptual Framework	23

LIST OF APPENDIXES

Appendix 1	Research Letter	35
Appendix 2	Observation Framework	36
Appendix 3	Observation Result	40
Appendix 4	Questionnaire	46
Appendix 5	Interview guideline for the English teacher	49
Appendix 6	Transcript of interview	50
Appendix 7	Student List	52
Appendix 8	Documentation	53

CHAPTER I

INTRODUCTION

This chapter discusses background of research, question of the research, objectives of the research and significances of the research.

A. Background of The Study

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language inhibits successful communication. Language is a tool for communication in this world. The main thing to convey it is understandable word. To build good communication, we need vocabulary of certain language. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.²

According to Schmitt cited by Mofareh, to stress the importance of vocabulary acquisition emphasizes that lexical knowledge is central to communicative competence and to the acquisition of second language. Further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom the achieving students have the most sufficient vocabulary.³

To learn vocabulary in the early age, we need something interesting media to catch the information easily and memorable. For instance, teacher teaches vocabulary using video. It would increase student's attention and enthusiastic. Cummin and Ciccone stated that the significance of video particularly in language teaching has been underscored with the increase in communicative language teaching theories around the world. The use of video as a source representing the target language and its culture has been found an effective teaching tool. As cited by Coniam, there are other reasons why video has gained attraction in language classroom in addition to communicative and cultural sides. Besides these advantages, it could be concluded that especially language students like learning language through the use of video, which makes language teachers see them as a tool that can motivate learners. Last but not least advantage of videos in classrooms is related with its authenticity.⁴

² Mofareh Al Qahthani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education* Vol. III No.3 2015

³ Mofnareh Al Qahthani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education* Vol. III No.3 2015.

⁴ Betul Bal Gezegin, An Investigation of Using Video Vs Audio for Teaching Vocabulary, *Procedia-Social and Behavioral Science* Vol. 143 NO.450-457 2014.

Audio-visual aid especially video is an instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention.⁵ This aid is commonly used to teach English in particular degree. In relation with education level, audio-visual aid is used in elementary schools to give visual experiences about particular new vocabularies and other lesson. This way can improve the effectiveness of learning for kids.

Audio-visual aid revealed the fact that this method gives a big deal help in stimulating and facilitating of foreign language learning.⁶ This media is very useful to make easier the learner to get experience and to understand the original use of certain words. In relation with boosting English insight, this media plays the vital role in teaching language.

In this case, the researcher only focuses on the implementation of video clip in teaching vocabulary. By using this way, the researcher would show that learning English using another cheerful media like this video clip. As the result, the students are more enthusiastic to learning and understanding vocabularies easily by picture, sound, and clearly writing.

The researcher determines video clip as the object of the research. Children in forth- grade age are excited and would easy to memorize what have they learn before by something cheerful, colorful and energetic. This media teach the students to not only watching, but also they could understand the correct writing of some words, how to pronounce them. Then, they could copy in a good written and repeat the vocabularies correctly. That's why this media could catch their attention more than the researcher just taught them by writing in white board and repeat our sound, because the native speaker's sound is totally different with the researcher's sound. Thus, this way actually helps them as the beginner learners of English.

For the research subject, the researcher chose at the fourth-grade students of Al- Irsyad Al- Islamiyah Semarang. The reason is because this school uses multimedia such video in their English learning process although once a month. So the researcher knew how the students could answer the question after watching the video and understanding the materials and how they could mastery vocabularies which they learned with clearly written and pronounced.

B. Research Questions

1. How is the implementation of video clip in teaching English vocabulary at the fourth grade students of SD Al- Irsyad al Islamiyah Semarang?

⁵ https://en.wikipedia.org/wiki/Audiovisual_education/ (accessed on february 11, 2019, 10:11)

⁶ Ismail CAKIR et al, The Use of Video As Audio-Visual Material in Foreign Language Teaching Classroom, (*TOJEC*, 2006)

C. Objectives of The Study

According to the research problems above, the researcher discovered the objectives of the study as follows:

1. To explain the implementation of video clip in teaching English vocabulary at the fourth grade students of SD Al- Irsyad Al- Islamiyah Semarang.
2. To explain the barriers of the implementation of video clip in teaching English vocabulary at the fourth grade students of SD Al- Irsyad Al- Islamiyah Semarang.

D. Significances of The Study

The researcher wishes that this thesis will be beneficial for everyone, especially as follows:

- a. For EFL Department Students

This research can be used to add more references about teaching English Vocabulary especially using audio visual aid (video clip) for EFL students.

- b. For The reader

The researcher hopes that this research can motivate the reader who are interested in teaching English Vocabulary to be more creative to conduct learning with particular ways.

- c. For The Next Researcher

For further research, the researcher hopes that this can be a resourceful reference.

- d. For Teachers.

The teacher can use the result of study as a feedback on teaching activities and increase his performance in teaching English Vocabulary well, reference, self-reflection and evaluation to improve their teaching after the appropriate teaching method.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research and theoretical framework.

A. Review of Previous Research

The researches about using media (video clip) technique to teach English is not a new research. The researcher took some previous researches related to the same study discussed in this research below. In this research the researcher uses the previous studies as follows: (i) *The Use of Audio-Visual Aids in Teaching English at Satya Wacana Senior High School* (Raisha Arifika Wijaya, 2017), (ii) *Penerapan media Audio Visual dalam Pembelajaran Bahasa Inggris (Studi kasus di SMPN 3 Bawen)* (Maria Goretti, Sri Wahyuningsih, dkk), (iii) *The Use of Audio Visual Media in Teaching Speaking* (Feri Kurniawan, 2016), (iv) *Using Vocabulary Cartoons During Transition Times* (Heidi heath De Stefano, 2015), and (v) *Enhancing Vocabulary Retention by Embedding L2 Target Words in L1 Stories: An Experiment with Chinese Adult E-Learners* (Zi-Gang Ge, 2015). The brief explanations are as follows:

1. The first previous research is a *thesis* from Raisha Arifika Wijaya (Satya Wacana Christian University, 2017) entitled *The Use of Audio-Visual Aids in Teaching English At Satya Wacana Senior High School*. This research is descriptive qualitative research. The objective of the research is to know students' response toward the implementation of audio visual aid in that school. This study focuses on the use of audio-visual aids in teaching English. The next subchapter, the previous researcher regarded the audiovisual as the research object. The last component, the previous researcher regarded the student of Satya wacana High School as the research subject. In this research, the researcher found the result shows that generally, students helped by the use of A.V.As in English class it can be seen from the result that most of the students were helped by the use of A.V.As, especially by power point slides. The finding may provide insight for teachers and readers to develop a better A.V. As so that it can facilitate students well.⁷ The strength of this research gave detail information about instruments used to collect the data. Beside, the description during the research is attached by picture that can give real imagination on how the research was conducted.
2. The second previous research is from Maria Goretti Sri Wahyuningsih, Haris Mudjiman, and Samsi Haryanto (Surakarta State University) entitled *Penerapan Media Audio Visual Dalam Pembelajaran Bahasa Inggris(Studi Kasus di SMPN 3 Bawen)*.⁸ This research is

⁷ Raisha Arifika Wijaya, *The Use Audio-Visual Aids in Teaching English At Satya Wacana Senior High School, Thesis*, Satya Wacana Christian Universty, 2017.P.1-28.

⁸ Maria Goretti Sri Wahyuningsih et.al, *Penerapan Media Audio Visual Dalam Pembelajaran Bahasa Inggris (Studi Kasus di SMP 3 Bawen)*, *Jurnal Teknologi Pendidikan dan Pembelajaran* (Surakarta: Surakarta University, 2015).

descriptive qualitative research. The objectives of this research are to determine the planning of teaching English,

to determine the implementation, and to determine the evaluation of teaching English using audio visual aid. In the previous research, the researcher focuses on the use of media audio-visual English teaching learning. The next subchapter, the previous researcher regarded audio visual media as research object. The last component, the previous researcher regarded student of Bawen 3 Junior High School as the research subject. Based on the research, the finding is that the implementation of audio visual media was used in SMPN 3 Bawen in the early time. It means that during the syllabus making, the planning of using audio visual aid had been considered to be put in the certain lesson. This action was conducted due to the effectiveness of planning that is needed by teacher to teach. From the research there are some highlight points that can be used to consider the next research. The strength of the research was the explanation of the whole result and whole activity during the research. Moreover, the description gives detail imagination of what the research was happening. However, the weakness of the research is the absence of instruments used to get the data. Consequently, people might difficult to find the steps of gathering data from the research.

3. The third previous research is from Feri Kurniawan (University of Syah Kuala: Banda Aceh) entitled *The Use of Audio Visual Media in Teaching Speaking*.⁹ The research is descriptive qualitative research. This research is descriptive qualitative research. The focus of this research is the use of audio visual aid to teach speaking. The previous researcher regarded audio visual as the research object. The last, the researcher regarded college student of University of Syah Kuala Banda Aceh as the subject of the research. From this research, it showed that the implementation of the method contributed on the improvement of students' speaking skill. There were some categories that became the indicators those are pronouncing, fluency, grammar, and vocabulary in used. The results indicate that the students had a positive response to using the AVM as 92% of the responses were positive towards the use of the AVM method for teaching speaking. Therefore, it is suggested that English teachers who have similar problems should try using AVM for teaching speaking.¹⁰ The strength of this research is the explanation of the research method that was clear enough to be understood. Moreover, the literature review of the research is also quite detail and quite help to support the comprehension of the research. However, the research has weakness due to not attach the instruments used to collect the data.

⁹ Feri Kurniawan, *The Use of Audio Visual Media in Teaching Speaking*, *English Education Journal* (Banda Aceh: University of Syah Kuala 2016).

¹⁰ Feri Kurniawan, *The Use of Audio Visual Media in Teaching Speaking*, *English Education Journal*, Banda Aceh: University of Syah Kuala, 2016.P.180-193.

4. The fourth previous research is a journal from Heidi Heath De Stefano entitled *Using Vocabulary Cartoons During Transition Times*.¹¹ This research is conducted by Heidi Heath De Stefano, elementary teacher in the United States. The journal discussed about the importance of vocabulary for kids in relation with their performance and communication in speaking. The author made a research about the usage of cartoon to be applied in classroom for learning. This is a descriptive research. The focuses of the research used vocabulary cartoons during transition times. The object of the study is vocabulary Cartoons. The last component is research subject. The previous researcher regarded Kids in the transition time age as the research subject. This research has shown that more than half of population in the classroom gave positive feedback about the implementation of the cartoon. The humor in the cartoon movie is a good idea to make children stay alert comfortable to what they are learning. The strength of this journal is the detail description and motive behind the research besides the author explained whose theory has been used and why. But, the weakness of this research is no instrument attached in the journal. Consequently, it is difficult to see the prove or steps used in collecting result.

5. The fifth previous study is from Zi-Gang Ge (China) entitled *Enhancing Vocabulary Retention by Embedding L2 Target*

Words in L1 Stories: An Experiment with Chinese Adult e-Learners.¹² The research is experimental research where there's a treatment for some population used to train the effectiveness of the method. The focus of this research is enhancing vocabulary retention. The research object is vocabulary retention by embedding 12 target words in L1 stories. Then, the subject of the study is Chinese adult e-learners. From this research, the result has shown that story telling can improve the vocabulary mastery for adult learner in China. The method helps learner in mastering and enriching their new vocabulary. Comparing with the conservatives method, telling story is more promising in promoting their ability in a better and effective way. The strength of this research is the data's chart of this research is attached that make the reader can comprehend the result in a clear way and the researcher explained of what instrument used in the research. However, the weakness of this research did not mention the clearly whose theory has been used for the main guidance of the research.

The differences between the current research and the previous one are in having research object and research subject. The current researcher regards video clip in teaching English vocabulary as the research object, while the first previous research used audio visual aids, the second previous research used audio visual, the third previous research used audio visual media, the fourth previous research used vocabulary cartoons, and the fifth previous research used vocabulary retention as the research object. The current

¹¹ Heidi Heath DeStefano , *Using Vocabulary Cartoons During Transition Times*, *Journal, JSTOR*, 2015.

¹² Zi-Gang Ge, *Enhancing Vocabulary Retention by Embedding L2 Target Words in L1 Stories: An Experiment with Chinese Adult eLearners*, *Journal, JSTOR*, 2015.

research regards the forth grader of SD Al- Irsyad Al- Islamiyah Semarang as the research subject. While the first previous research regarded senior high school students, the second previous research regarded junior high school student, the third previous research regarded college students, the forth previous research regarded transition time age kids, and the fifth previous research regarded Chinese adult Elearners.

There are the similarities between the current study and the previous ones in having research focus and research method. The focus is the use of audio-visual to teaching English and the research method is descriptive qualitative research.

B. Review of Related Literature

1. Audio Visual Media

These days, the application of video for education has quite significant demand. The effectiveness and efficiency information can possibly be served by video when the present of it has good content.¹³Video itself belongs to Audio visual media (AVM) in the term of education field.

The word media come from ‘medium’ in Latin that mean carrier or escort, a thing bringing information from the source to the receiver. Media can be classified into visual media, audio media, and audio visual media (AVM) is the medium that can be seen and heard simultaneously. The use of AVM in teaching EFL has become a common practice for English teachers. Nowadays, the internet and the availability for new technology have made the task of language teachers much easier. Teachers can download AVM for learners from the internet. As there are thousands of ready-made AVM designed for language teaching, teachers can easily choose one based on their needs (Ozka, 2002). AVM can facilitate language teaching in diverse ways. It makes classroom learning more interesting and can allay monotony amongst learners. Moreover, it helps learners to generate ideas for discussion. It makes the class more interactive and effective.¹⁴

Sanaky (2009 in Wahyuningsih 2011:12) defines audio visual media as a set of tools which could project images and sounds, Audio-visual media derived from combination of audio and visual media. This enable students to see and listen to the teaching and give amount of teaching possibilities. Sowantharya et al. (2014:385) gave some example of audio visual media application into teaching. They are: New Bulletins,

¹³ B.H. Shekar, Video Clip Retrieval Based on LBP Variance, *ScienceDirect*, 2016.

¹⁴ Mimi Kirana, *The Use Of Audi Visual to Improve Listening*, Banda Aceh: University of Syiah Kuala, 2016. P.233-245.

Chat shows, Movies, Speeches, and Documentaries. There also other kinds of audio-visual media and it can be implemented in the classroom.¹⁵

English is difficult language. Audio-Visual Aids make learning English easy.¹⁶ By using audio visual aids, the students could gain some advantages. Such as, they create interest for learning in the students, they are time saving because they explain the idea easily and precisely, by their use the burden of teacher is reduced, the teacher can improve this own English by aural aids.

2. The Importance of Vocabulary

Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they would not understand what others say. Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading and writing. Thus, vocabulary conveyed their argument and students can easily to do communication.¹⁷

Every language in the world started up with words. The existence of language first come from as words, both in the historical, and the way many people learn for the first time about certain language. Vocabulary is considered as a critical tool for second language learners because most people who are limited in vocabulary are finding difficulty in conducting successful communication.¹⁸

Many researchers have shown that many new learner of second language depending on vocabulary mastery. As cited in maximo, say that there are many reasons to give more attention on vocabulary mastery. First, taking over many vocabularies is the core essential. Second, lack of vocabulary is a major problem for learner of foreign language.¹⁹

Oxford claims that vocabulary is the most sizeable and unmanageable component in learning any language.²⁰ Even though learning vocabulary does not like complicated rules like syntax and phonology, but still that it has tents of thousands of different meanings. These are some other reasons of why

¹⁵ Muhammad Jamaluddin, The Application Of Multimedia Into English Teaching (The Case of The Eight Grade Students of SMP Salafiyah Pekalongan in The Academic Year of 2014/2015), *Thesis* Semarang: Semarang State University, 2015,P.1-64.

¹⁶ Jemima Daniel, *Audio Visual Aids in Teaching of English*, India: Bharath Institute of Science and Technology, 2013,P.1-4.

¹⁷ Ida Ubaidah Hidayati, The Use of Think, Pair, Share Learning Method to Improve Vocabulary Masteryof The Second Class Students of Muhammadiyah Vocational High School Salatiga in Academic Year 2011/2011, *Vision Journal* (Semarang: FITK UIN Walisongo, 2011).

¹⁸ Mofareh Al Qathani, The Importance Of Vocabulary In Language Learning And How To Be Taught, *International Journal of Teaching and Education* vo. III NO. 3, 2015.

¹⁹ Mofareh Al Qathani, The Importance Of Vocabulary In Language Learning And How To Be Taught, *International Journal of Teaching and Education* vo. III NO. 3, 2015.

²⁰ Mofareh Al Qathani, The Importance Of Vocabulary In Language Learning And How To Be Taught, *International Journal of Teaching and Education* vo. III NO. 3, 2015.

vocabulary knowledge is so important to be achieved by learners. First, vocabulary is strongly correlated to reading comprehension. Second, vocabulary is predictor of student's comprehension. Third, lack of vocabulary knowledge can negatively affect learning content.²¹

3. English Language Teaching

English is regarded as foreign language in the countries where English is mostly treated as an academic subject in the school's system and it is not widely used outside the classroom. English is regarded as a second language in countries where English is widely used and it is perceived as essential to success.²²

Language learning is something complex in the process²³. English is a foreign language, students cannot understand it as they understand their mother-tongue. Therefore, teaching of English becomes difficult for us, in the teaching of language, the main purpose of the use of audio visual aids is to enable the teacher to make his lesson effective and interesting. In the teaching of English the teacher uses the direct method.

Teaching is a communication. It is often defined as the ability to speak, but the wider than the communication of language and speech. In a good communication there are three important aspects.

These are: the person giving the information, the message/information that is to be passed and the receiver. Therefore, Quill stated that the communication is the dynamic process in which a process of messenger encoding and decoding of the recipient, information exchange occurs, the delivery of the feelings (emotion). There are specific goals and no submission of ideas. It could be taken into account that communication always involves two or more individuals and most importantly the desire, intent, or purpose message sender of the message can be received and understood by the recipient of the message. Thus, communication is an important aspect to express feelings, ideas, desires and needs.²⁴

For effective communication the message must be decoded rightly, if not, the message becomes distorted. According to Asokhia,

“Language is a code restricted to those that are familiar whit it, to non-users, it is mysterious and complex. For good understanding therefore, teachers must be aware that learners are abstracting. Meaning does not exist in

²¹ Pamela J. Dunston, Andrew M. Tyminski, What's The Big Deal About Vocabulary? *National Council of Teachers of Mathematics. JSTOR*, 2013.

²² Lalu Thohir, Motivation in a Foreign Language Teaching and Learning, *Vision Journal*, (Semarang : FITK UIN Walisongo, 2017).

²³ Ismail CAKIR et al, The Use of Video As Audio-Visual Material in Foreign Language Teaching Classroom, *Turkish Online Journal of Educational Technology (TOJEC)*, 2006).

²⁴ Farid Noor romadlon, Promoting English Vocabulary for Autistic Students by Using Speech Teraphy (An Action Research in Sunan Muria Extraordinary School Kudus), *Vision Journal*, (Semarang : FITK UIN Walisongo, 2017).

*isolation or in the words but in the context which words are used. L2 user/learners must be well exposed to usages of words through teaching aids as guides to learning grammar, concepts, spellings, and even pronunciation.*²⁵

Language is considered a tool and a system used by people to communicate with others by using sounds, symbols, and words to express meaning, ideas, and thoughts. As International language, English is spoken in many international events and it is used as a medium for information in education, science, technology, culture, etc. In Indonesia, English is one of the compulsory subject that taught in educational institution from junior high school to University.²⁶

In relation with teaching, vocabulary remains some problem about how to deliver it to the learners in an effective way. Many theories about it have been written but still some problems of memorization remain. According to Wallace, there are some principle that can be used to successfully teach vocabulary. First, Aim- what is to be taught, which words, and how many. Second, need- target vocabulary should respond student's real needs and interests. Third, exposure and repetition are frequently. Fourth, meaningful presentation- clear and unambiguous denotation or reference should be assured.²⁷

According to Douglas, preference that learners show towards either visual or auditory input are called learning style. Visual learners are learners who learnt best by absorbing material through something could be seen by eyes. While auditory learners are learners who learn best by something could be heard by ears. In the reality, most successful learners utilize both visual and auditory, the other may different one learner from another.²⁸

From the explanation of understanding of communication above, there are fourth important things related to communication. First, the communication must involve two or more people. Second, communication is an exchange of two ways information. Third, involves understanding. Fourth, the most successfully learners are they who learn use both visual and auditory.

²⁵ M.O.Asokhia, *Improvisation/Teaching Aids: Aid to Effective Teaching of English Language*, (Nigeria: Ambrose Alli University, 2009), P.79-85.

²⁶ Mimi Kirana, The Use Of Audio Visual To Improve Listening, *English Education Journal* (Banda Aceh: University of Syiah Kuala, 2016), P.233-245.

²⁷ Tatik Assa'diyah, The Use of Visual Aids to Improve Vocabulary Mastery On The Eight Grade Students of SMPN 1 Kedung Jepara in The Academic Year 2013/2014, *Thesis* (Salatiga: STAIN Salatiga. 2014).

²⁸ H. Douglas Brown, *Principles of Language Learning & Teaching*, (New York: Harper and Row Publisher, 1980), P. 122.

4. Conceptual Framework

The researcher before conducting the research certainly makes a research conceptual framework, because the conceptual framework represents the synthesis of the researcher's literature on how to explain a phenomenon. It maps out the action needed in a study given it is prior knowledge about the perspectives of other researchers and their observation on the research subject.

In other words, the conceptual framework is the researcher's understanding of how certain variables in his study are connected to each other. As such, it identifies the variables needed in research investigations. This is a "map" of the researcher in conducting an investigation.²⁹

In this research, the researcher before made an observations, the steps taken were to make an observations framework whose contents contained several aspects of observation consisting of opening, core activities, and closing, besides that the researcher observed all activities carried out by the teacher and students. After that the researcher made the results of the activities of the teacher and students about the implementation of video clip in teaching English vocabulary. And then the researcher also made a question framework for interviewing the teacher so that before interview activity begin the researcher questions about the implementation of video clip in teaching English vocabulary and make it easier interviews to complete this research.

²⁹ <https://simplyeducate.me/2015/01/05/conceptual-framework-guide/>
(accessed on May 10, 2020, 18:35)

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this research including research design, unit of analysis, and source of data, collection and technique of data analysis.

A. Research Design

The researcher used descriptive qualitative research in this research. This research is qualitative research. According to Wolcott, qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned and offering further questions to be asked.³⁰

Dove stated that qualitative research cares about a process not a result or a product. This is different from common research especially quantitative research which cares about them.³¹

The qualitative researcher views social phenomena holistically. This explains why qualitative research studies appear as broad, panoramic views rather than micro-analysis. The more complex, interactive and encompassing the narrative, the better the qualitative study.³²

A. Unit of Analysis

The unit of the analysis of this research focused on the implementation of video clip to teach vocabulary. So in this case, the unit of the analysis is vocabulary.

B. Source of Data

The data of the study are in from written and spoken. The written one is taken from student's exercise after they watch the video. The spoken one is taken from interview with one of the teacher at that school. The subject of the study was taken from the fourth grader of SD Al- Irsyad Al- islamiyah Semarang.

³⁰ John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches (Second Edition)*, (California: Sage Publications, Inc, 2003), p. 182.

³¹ Mohammad Ali and Muhammad Asrori, *Metodologi & Aplikasi Riset Pendidikan*, (Jakarta: PT. Bumi Aksara, 2014), p. 123.

³² John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches (Second Edition)*, (California: Sage Publications, Inc, 2003), p. 182.

C. Technique of Data Collection

In this research, the researcher used document or written file of student's exercise as secondary source in collecting the data. The

primer source is used interview with one of the teacher of that school. As Sugiyono statement, that collecting the data could be done by any settings, sources and ways. If we look the research from the data, so collecting the data could use primary source and secondary source. Primary source is source that directly gives the data to the collector of the data, and secondary source is source indirectly give the data to the collector of the data, for instance via other person or via document.³³ In this research, the researcher used technique of data collection by using document (written) and direct data from interview. The data of this study is obtained by doing the following steps. The first is students asked to mention noun that they know. The second is students asked to discuss with their group to determine vocabularies from the teacher then classified them into noun. The third is the teacher plays the video about noun with the meaning and the students observe the video by themselves. The forth is the teacher gives questions related to the video played.

The fifth is students do the exercise about noun.

D. Technique of Data Analysis

In this sub chapter the researcher has seven steps in analyzing the data. The steps in analyzing the data are as follows. The first is preparations. In this research, there are 26 students and 20 questions.

The second is segmenting the vocabularies into noun. In this step, the researcher used video clip to show the vocabularies. The third is Coding. Qualitative data need to be reduced and transformed (coded) in order to make them more readily accessible, understandable, and to draw out various themes and patterns.³⁴ In this research, the researcher conducted coding the name of students symbolized by alphabet (A, B, C, etc.), number of questions symbolized by number (1, 2, 3, etc.) The fourth is tabulation. It is used to inform about how many score obtained by the students. It facilitates the researcher to determine the percentage whether student understand or not. The last is concluding based on the determining of students understood.

³³ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2015), Page 193.

³⁴ Howard Luneand Bruce L Berg, *Qualitative Research Method for Social Science: Ninth Edition*, (England: Pearson Education, 2017), Page 41.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the implementation of video clip in teaching English vocabulary at the fourth grader of SD Al- Irsyad Al- Islamiyah Semarang.

A. Findings

A.1 The Implementation of Video Clip in Teaching English Vocabulary.

The researcher conducted a one month study at Al-Irsyad Al-Islamiyah Elementary School Semarang from November 14, 2019 to December 13, 2020. The researcher used qualitative descriptive in this study, at this school, in learning English, multimedia has been used such as video clips. in the process of learning English starting from fourth grade to sixth grade, therefore the researcher uses Al-Irsyad Al-Islamiyah Elementary School as the object of his research to complete his thesis data and the researcher also chooses fourth grade and his teacher as research subjects to get accurate data source. The use of video clips in the fourth grade, which is once every two weeks a month, here the researcher conducts research on the implementation of video clips in teaching English vocabulary in the fourth grade of SD Al-Irsyad Al-Islamiyah Semarang.

In this study, the researcher took research data through observation and interviews, the researcher made observations in the fourth grade during the learning process using video clips and the researcher also took data sources from the teacher by means of interviews. The researcher conducted observations twice a month and the researcher conducted interviews at the end of the week.

The researcher has made observations in the first semester on November 16, 2019 at 10.00-12.00 am and on December 5, 2019 at 09.00-11.00 am with a fourth grade teacher named Rizki Ai Kusuma Dewi, S.Pd and the researcher preparing himself to enter the fourth grade to make observations with a total of 26 students

In the first observation, the researcher made observations on November 16, 2019 at 10.00-12.00 am. The researcher entered the class with the teacher and students together, and the researcher made observations from the beginning of the learning process to completion. The first is the opening, the researcher observes the teacher when greeting

and asking questions regarding the condition of students in the class and the students respond well and politely. Then the teacher asked the class leader to pray before the learning activity was carried out and the students prayed together quietly and carefully, after that the teacher attended to all students by calling the names of students one by one from beginning to end, then the teacher asked questions about the previous material to the class. The student and the researcher also observed the student's response to the questions given by the teacher, some students answered and some did not answer, after that the teacher turned on the monitor screen to display a video clip about learning English vocabulary in particular, namely the form of nouns. And then the teacher asks the students to pay attention to the vocabulary material displayed on the projector screen, after that the teacher explains the material about English vocabulary in the form of nouns and explains and gives examples of how to pronounce English words correctly and their translations, so that the students pay close attention. However, there are still some students who do not pay attention and that is very natural in the learning process. The researcher also observed the teacher when providing information to the students about the objectives of learning and the benefits of learning vocabulary in English. Besides that, some students asked the teacher about the benefits of learning English vocabulary. The teacher and the researcher also observed when the teacher asked his students to listen and pay attention to the achievement of the material scope and description in the learning activities. After that the researcher observed the teacher when directing the students to form groups of 5 to 6 people by counting from the front row to the back row and the student immediately looked for a partner and formed a perfect group.

The researcher observed the core activities carried out by the teacher to the students, the teacher saw the enthusiasm of the students when paying attention to the English vocabulary material in the video clips that had been described on the monitor screen, the enthusiasm of each group was very good and the students were very happy when enjoying the material vocabulary, because they see English vocabulary material that is very different and not monotonous but in the form of images or audio visuals. After that the teacher gave the opportunity for each group to ask questions about English vocabulary material in the form of nouns, and the teacher really liked it when the students and each group asked questions and thought critically, let alone their curiosity was very high, but there were some students are still embarrassed to ask, some are just paying

attention and some are still playing alone with their theme. Next, the teacher asked each student to prepare themselves to place their respective group positions neatly and the teacher gave the task of each group to look for English vocabulary in the form of nouns in the classroom and around the school and discuss together with each group. -each with 7 minutes and after that the teacher asks each group when it is finished discussing to present the results of each group's work in front of the class with 5 minutes and each group presents the results by introducing each member and the name of the group and each member mentioning the form of nouns in the classroom and around the school in English with their meanings, then for each group that has been presented, the teacher gives the opportunity for each group that is not a percentage to give comments to the group that has a percentage, and so on until the percentage the finished. After the presentation was finished, the teacher also gave comments to each group and also gave good suggestions and criticisms.

Finally, the researcher observed in the closing activity, the teacher asked the students, is learning English vocabulary difficult or easy? And the student answered: learning English vocabulary is very easy, because learning it uses video clips, so it's not boring and fun because there are funny pictures and sounds, especially learning English vocabulary through video clips is also easy to understand and learn. And then the teacher asked the student about the barriers to grouping vocabulary including nouns in the classroom and around school. And one of the students answered: I am still confused when classifying vocabulary in the form of nouns that are included in the type of noun in the classroom and around school, because there are nouns that are both in the two types, which I am still confused about which one the noun is in the most appropriate type. After that the teacher gave positive feedback to the students by saying "amazing" and all the students looked happy with the evidence that all the students were smiling. Finally, the teacher encourages each student to study hard every day and the teacher invites all students to end the lesson by reading Alhamdulillah and praying together and then greetings and closing remarks.

In the second observation, On December 5, 2019 at 09.00-11.00 am the researcher entered the class with the teacher and students together, and the researcher made observations from the beginning of the learning process to completion. First, the researcher observed the teacher when greeting and asking questions regarding the

condition of students in the class and the students responded well and politely. Then the teacher asked the class leader to pray before the learning activity was carried out and the students prayed together quietly and carefully, After that the teacher attended to the students by calling names one by one from beginning to end, in the second observation, namely practice questions, the teacher gives questions about the previous material to the student, after that the researcher observes the teacher who is giving questions / exercises to all students about vocabulary in the form of nouns, namely multiple choice and essay exercises and the teacher distributes practice questions one by one to the students. students, after all the questions are evenly distributed, the teacher gives an explanation regarding the problem by reading out the practice questions from number one to the last and all students pay close attention, and the teacher gives 30 minutes of working time, on the sidelines of the work, there are some students who ask about practice questions, such as that means asking how to read it and there are also those who ask about questions with pictures, then after all students have finished working on the practice questions, all students collect practice questions to the teacher, after everything is finished, then the teacher ends the meeting by reading Alhamdulillah together and then greetings and closing remarks.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestions according to this research.

A. Conclusion

The researcher observed the core activities carried out by the teacher to the students, the teacher saw the enthusiasm of the students when paying attention to the English vocabulary material in the video clips that had been described on the monitor screen, the enthusiasm of each group was very good and the students were very happy when enjoying the material vocabulary, because they see English vocabulary material that is very different and not monotonous but in the form of images or audio visuals.

The researcher observed the student's response to the questions given by the teacher, some students answered and some did not answer, after that the teacher turned on the monitor screen to display a video clip about learning English vocabulary in particular, namely the form of nouns.

Then the teacher asks the students to pay attention to the vocabulary material displayed on the projector screen, after that the teacher explains the material about English vocabulary in the form of nouns and explains and gives examples of how to pronounce English words correctly and their translations, so that the students pay close attention. However, there are still some students who do not pay attention and that is very natural in the learning process.

B. Suggestions

From the research of implementation of video clip in teaching English vocabulary the researcher has some suggestions as follows:

1. The teachers of English subject should provide the audio visual aids like video clip to increase students interest in learning English, especially learning new vocabulary. Then teach the students by this media with clearly instruction, in order to the keep students focus on absorbing the material.
2. The college students of English department should understand and know exactly how to treat the students when we teach the students used a media. So both student and teacher are fluent in teaching learning process.
3. The researcher hopes for the next researcher who wants to do the same research in order to analyze the implementation of teaching learning not only analyze students achievement but also students attitude in whole learning process in order to they really understand the material.

REFERENCES

- Ali, Mohammad and Muhammad Asrori, *Metodologi & Aplikasi Riset Pendidikan*, (Jakarta: PT.Bumi Aksara, 2014)
- Al Qahthani , Mofareh. The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education Vol. III No.3* 2015
- Arifika Wijaya, Raisha. The Use Audio-Visual Aids in Teaching English At Satya Wacana Senior High School, *Thesis*, Satya Wacana Christian Universty, 2017
- Andrew M. Tyminski, Pamela J. Dunston. What's The Big Deal About Vocabulary? *National Council of Teachers of Mathematics. JSTOR*, 2013
- Assa'diyah, Tatik. The Use of Visual Aids to Improve Vocabulary Mastery On The Eight Grade Students of SMPN 1 Kedung Jepra in The Academic Year 2013/2014, *Thesis* (Salatiga: STAIN Salatiga. 2014)
- Bal Gezegin, Betul . An Investigation of Using Video Vs Audio for Teaching Vocabulary, *Procedia-Social and Behavioral Science Vol. 143 NO.450-457* 2014
- B.H. Shekar, Video Clip Retrieval Based on LBP Variance, *ScienceDirect*, 2016
- Brown, H. Douglas. *Principles of Language Learning and Teaching*, (New York: Harper and Row Publisher, 1980)
- CAKIR Ismail et al. The Use of Video As Audio-Visual Material in Foreign Language Teaching Classroom, (*TOJEC*, 2006)
- Daniel, Jemima, *Audio Visual Aids in Teaching of English*, India: Bharath Institute of Science and Technology, 2013
- Goretti Sri Wahyuningsih Maria. et.al, Penerapan Media Audio Visual Dalam Pembelajaran Bahasa Inggris (Studi Kasus di SMP 3 Bawen), *Jurnal Teknologi Pendidikan dan Pembelajaran* (Surakarta: Surakarta University, 2015)

Heath DeStefano, Heidi. Using Vocabulary Cartoons During Transition Times, *Journal, JSTOR*, 2015

Hidayati, Ida Ubaidah, The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of The Second Class Students of Muhammadiyah Vocational High School Salatiga in Academic Year 2011/2011, *Vision Journal* (Semarang: FITK UIN Walisongo, 2011)

J. Dunston, Pamela and Andrew M. Tyminski, *What's The Big Deal About Vocabulary?*, *JSTOR*, 2013

Jamaluddin, Muhammad . The Application Of Multimedia Into English Teaching (The Case of The Eight Grade Students of SMP Salafiyah Pekalongan in The Academic Year of 2014/2015), *Thesis*. Semarang: Semarang State University, 2015

Kirana, Mimi. *The Use Of Audio Visual to Improve Listening*, Banda Aceh: University of Syiah Kuala, 2016

Kurniawan, Feri. The Use of Audio Visual Media in Teaching Speaking, *English Education Journal* (Banda Aceh: University of Syah Kuala 2016)

Luneand Bruce L Berg, Howard. *Qualitative Research Method for Social Science: Ninth Edition*, (England: Pearson Education, 2017)

M.O.Asokhia, *Improvisation/Teaching Aids: Aid to Effective Teaching of English Language*, (Nigeria: Ambrose Alli University, 2009)

Noor Romadlon, Farid. Promoting English Vocabulary for Autistic Students by Using Speech Teraphy (An Action Research in Sunan Muria Extraordinary School Kudus), *Vision Journal*, (Semarang : FITK UIN Walisongo, 2017)

Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2015)

Thohir, Lalu. Motivation in a Foreign Language Teaching and Learning, *Vision Journal*, (Semarang : FITK UIN Walisongo, 2017)

W. Creswell, John. *Research Design Qualitative, Quantitative and Mixed Methods Approaches (Second Edition)*, (California: Sage Publications, Inc, 2003)

Zi-Gang Ge, Enhancing Vocabulary Retention by Embedding L2 Target Words in L1 Stories: An Experiment with Chinese Adult e-Learners, *Journal, JSTOR*, 2015

https://en.wikipedia.org/wiki/Audiovisual_education/ (accessed on february 11, 2019, 10:11).

<https://simplyeducate.me/2015/01/05/conceptual-framework-guide/> (accessed on May 10, 2020, 18:35)

<https://www.finansialku.com/kata-kata-bijak-winston-churchill/> (accessed on May 29, 2020, 13 : 22)

APPENDIXES

Appendix 1

Research Letter



SD AL -IRSYAD SEMARANG
JL. PETEK NO 82 TERAKREDITASI "A"
TELP. 86400686 SEMARANG 50173

SURAT KETERANGAN
No. 141 / SDALIR / IV / KT / 2020

Yth

Bapak/Ibu Kepala Sekolah di
Semarang

Assalamu'alaikum Wr.Wb

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : Moh. Akhyadi, S.Ag
NIP : -
Jabatan : Kepala Sekolah

Menerangkan bahwa,

Nama : Husen
NIM : 1403046004
Mahasiswa: Universitas Islam Negeri Walisongo Semarang

Telah melakukan riset **THE IMPLEMENTATION OF VIDEO CLIP IN TEACHING ENGLISH VOCABULARY** di SD Al-Irsyad Al-Islamiyah Semarang selama satu bula, mulai tanggal 14 November 2019 sampai dengan 13 Desember 2019.

Demikian surat balasan ini kami sampaikan, atas kerja samanya kami ucapkan terima kasih.

Wassalamu'alaikum. Wr.Wb

Semarang, 15 April 2020
Kepala Sekolah

Moh.Akhyadi, S.Ag

Appendix 2

Observation Framework

School : SD AL-IRSYAD AL-ISLAMİYAH SEMARANG

Class : IV

Semester : First

Teacher : Rizki Ai Kusuma Dewi, S.Pd

Date and Time : November, 16th 2019 – (10.00-12.00 am)

NO.	TEACHER'S ACTIVITIES	Note
	ASPECT OBSERVED	
1.	OPENING	The teacher gives greetings and gives questions related to the condition of students in class.
		The teacher asks the class leader to pray before the learning activities are carried out.
		The teacher gives questions about the relationship of previous knowledge with the material that has been taught.
		The teacher displays a video clip about Vocabulary form noun.
		The teacher asks students to pay attention and pay attention to the vocabulary material displayed on the projector screen.

		<p>The teacher presents vocabulary material with video clip media.</p>
		<p>The teacher gives information about the learning objectives and the benefits of vocabulary learning in English.</p>
		<p>The teacher asks students to listen to the achievement of the scope of the material and the description of the description in the learning activities.</p>
		<p>The teacher directs students to form groups of 5-6 people.</p>
<p>2.</p>	<p>CORE ACTIVITIES</p>	<p>OBSERVE</p> <p>The teacher looks enthusiastic about students listening to vocabulary material in the video clip.</p> <p>ASKING</p> <p>The teacher answers and responds to students who are asking questions</p> <p>The teacher really likes it when students are very critical and curious.</p> <p>Explore</p>

		<p>The teacher sees students forming a group that has been formed</p>
		<p>The teacher asks each group to discuss and group together to form vocabulary in the form of nouns that are around the school.</p>
		<p>ASSOCIATING</p>
		<p>The teacher sees each group making vocabulary in the form of nouns in the school.</p>
		<p>COMMUNICATING</p>
		<p>The teacher asks each group to present the results of their group discussions and will be responded to by other groups.</p>
		<p>The teacher gives the opportunity to respond to students to express their opinions on material that has been presented by other groups.</p>
3.	CLOSING	<p>The teacher provides an opportunity for students to conclude the material that has been submitted</p>
		<p>The teacher asks students about the obstacles when classifying types of vocabulary</p>

		The teacher asks students about the obstacles when classifying types of vocabulary
		The teacher gives feedback on questions
		The teacher encourages learning every day.
		The teacher invites students to say thank God reading as gratitude for the knowledge they have learned
		The teacher greets and closes.

Appendix 3

Observation Result

School : SD AL-IRSYAD AL-ISLAMIAH SEMARANG

Class : IV

Semester : First

Teacher : Rizki Ai Kusuma Dewi, S.Pd

Date and Time : November, 16th 2019 – (10.00-12.00 am)

NO.	TEACHER'S ACTIVITIES	Note	Very Enough	Enough	Good	Very Good
	ASPECT OBSERVED					
1.	OPENING	The teacher gives greetings and gives questions related to the condition of students in class.				√
		The teacher asks the class leader to				
		pray before the learning activities are carried out.				√
		The teacher gives questions about the relationship of previous knowledge with the material that has been taught.				√

The teacher displays a video clip about Vocabulary form noun.			√	
The teacher asks students to pay attention and pay attention to the vocabulary material displayed on the projector screen.			√	
The teacher presents vocabulary material with video clip media.				√
The teacher gives information about the learning objectives and the benefits of vocabulary learning in English.				√
The teacher asks students to listen to the achievement of the scope of the				

		material and the description of the description in the learning activities.			√	
		The teacher directs students to form groups of 56 people.				√
2.	CORE ACTIVITIES	OBSERVING				
		The teacher looks enthusiastic about students listening to vocabulary material in the video clip.				√
		ASKING				
		The teacher answers and responds to students who are asking questions				√
		The teacher really likes it when students are very				
		critical and curious. explore			√	

The teacher sees students forming a group that has been formed				√
The teacher asks each group to discuss and group together to form vocabulary in the form of nouns that are around the school.			√	
ASSOCIATING				
The teacher sees each group making vocabulary in the form of nouns in the school.			√	
COMMUNICATING				
The teacher asks each group to present the results of their group discussions and will be responded to by other groups.			√	
The teacher gives the opportunity to respond to students to				

		express their opinions on material that has been presented by other groups.				√
3.	CLOSING	The teacher provides an opportunity for students to conclude the				√
		material that has been submitted				
		The teacher asks students about the obstacles when classifying types of vocabulary				√
		The teacher asks students about the obstacles when classifying types of vocabulary			√	
		The teacher gives feedback on questions				√
		The teacher encourages learning every day.				√
		The teacher invites students to say thank God				

		reading as				√
		gratitude for the knowledge they have learned				
		The teacher greets and closes.				√

Appendix 4

Questionnaire

QUESTIONNAIRE INSTRUMENT OF THE IMPLEMENTATION OF VIDEO CLIP IN TEACHING ENGLISH VOCABULARY

FULL NAME :

STUDENT NUMBER :

CLASS :

A. Choose the right answer by crossing (x) a, b, c, d for the right answer.

1. What is this?

- a. A Flag
- b. A Clock
- c. A Book
- d. A Pen



2. What is this?

- a. A Paper
- b. A Eraser
- c. A Ruler
- d. A Map



3. What is this?

- a. A Pencil
- b. A Ruler
- c. A Bookshelf
- d. A Marker



4. What is this?

- a. A Pencil Case
- b. A Flag
- c. A Chair
- d. A Lamp



5. What is this?

- a. A Whiteboard
- b. A Table
- c. A Chair
- d. A Broom



6. What is this?

- a. A Door
- b. A Marker
- c. A Ruler



7. What are these?

- a. A Roof
- b. The Books
- c. A Glue
- d. A Crayon



8. What are these ?

- e. A Window
- f. A Scissor
- g. A Chalk
- h. The Glues

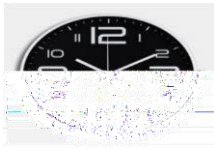


9. What is this?

- a. A bag
- b. A flower Vase
- c. A Map
- d. A Trash Can



10. What is this?
- a. A Picture
 - b. A Clock
 - c. A Lamp
 - d. A Map



B. Choose the right answer!

- | | | |
|-------------------|---|----------------|
| Papan tulis putih | = | a. Students |
| Meja | = | b. Whiteboard |
| Kursi | = | c. Teacher |
| Murid-murid | = | d. Table |
| Guru | = | e. Chair |
| Window | = | d. Kertas |
| Chalk | = | e. Peta |
| School bag | = | f. Jendela |
| Map | = | g. Tas Sekolah |
| Paper | = | h. Kapur |

Appendix 5

Interview guideline for the English teacher

NO.	QUESTION
1.	What media do you use in teaching English vocabulary?
2.	What is your opinion on the use of video clips for teaching English Vocabulary?
3.	How do you learn English vocabulary using video clips?
4.	What kind of assistance do you use to support English vocabulary learning?
5.	How do you implement the video clips in teaching English vocabulary?
6.	How can video clip aids create appropriate teaching?
7.	How can students answer some questions from the teacher / teacher?
8.	How often do you teach English vocabulary using video clips?
	What is the reason?
9.	According to the teacher, what are the advantages and disadvantages of using video clips?
10.	What obstacles have been faced so far in teaching English vocabulary?

Appendix 6

Transcript of interview

TRANSCRIPT OF INTERVIEW

TOPIC : THE IMPLEMENTATION OF VIDEO CLIP IN TEACHING ENGLISH VOCABULARY

DATE/TIME : December, 05TH 2019/ 09.00 AM

SPEAKER : Husen (Interviewer) and Mrs. Rizki Ai Kusuma Dewi,S.Pd (Interviewee)

SCHOOL : SD Al-Irsyad Al-Islamiyah Semarang

1. What media do you use in teaching English vocabulary?

Answer : Video Clip. emm.... So every lesson I always use video clips, to attract students to English Vocabulary material.

2. What is your opinion on the use of video clips for teaching English vocabulary?

Answer : e... My opinion is that students are responsive and quickly understand the material.

3. How do you learn English vocabulary using video clips?

Answer: Very effective Mas..... and interesting for my students.

4. What kind of assistance do you use to support English vocabulary learning?

Answer : Emm.....I use a video clip in the form of a video about the material being taught, so there is an LCD projector and sound system.

5. How do you implement video clip in teaching English vocabulary? Answer: Teaching English material through video clips.

6. How can video clip aids create appropriate teaching?

Answer : Because using this video clip can attract the interest of students who initially thought that learning English was very difficult.

7. How can students answer some questions from the teacher?

Answer :By using a video clip, the students really like to see the material along with the pictures, so it makes it easier for students to answer the question but after using the English learning video clip it is easier for students to understand.

8. How often do you teach English vocabulary using video clips? What is the reason?

Answer : Usually I use it every two weeks because I think it's very effective.

9. According to the teacher, what are the advantages and disadvantages of using video clips?

Answer : The advantage is that students understand the material more quickly. Students are more interested and enthusiastic about receiving material and take part in learning English. Then Students to master the material more easily.

10. What obstacles have been faced so far in teaching English vocabulary? **Answer: The constraints are lazy to memorize vocabulary, then often forget the previous material, sometimes also forget to pronounce the English pronunciation.**

Appendix 7

STUDENTS NAME LIST

NO	NAME	GENDER
1.	Andre Arsavin	Male
2.	Abdurrozaq Ady Putra	Male
3.	Hikmal Akbar	Male
4.	Kanaya Sundhari	Female
5.	Akhmad Fallahurizqullah	Male
6.	Alfahri Prasetya Habibie	Male
7.	Farah	Female
8.	Arzetta Zalfa Musyafa	Female
9.	Fadil Arkan Anindra	Male
10.	Achmad Rossi	Female
11.	Dinda Anastasya	Female
12.	Panji Fauriza Gigih Prakoso	Male
13.	Adli	Male
14.	Nurul Hikmah	Female
15.	Abdurrahman	Male
16.	Ditho Arya Pamungkas	Male
17.	Mahendra Putra Azi Effendi	Male
18.	Dinda Defianabila	Female
19.	Queenza Melati Wiritanaya	Female
20.	Kharisma Fatumatul Nilna	Female
21.	Yusuf Ibrahim	Male
22.	Moch.Khoirul Risqi Maulana	Male
23.	Danica Chelseana Putri	Female
24.	Lavina Nafquita	Female
25.	Muhammad Syehan	Male
26.	Ahmad Naufal Hamdani	Male

Appendix 8



The researcher observed students' learning activities using video clip that were explained by the teacher



The students pays attention to the material about English vocabulary on the monitor screen



The students is working on a questionnaire about English vocabulary around the school given by the researcher



The researcher conducted an interview with the teacher about the implementation of video clip in teaching English vocabulary

CURRICULUM VITAE

I. Personal Details

Name : Husen
Place & Date of Birth : Rembang, 11th February 1996
Address : Mojosari Rt.01/Rw.01/Rw.01 Sedan
Rembang
Sex : Male
Nationality : Indonesia
Email : husen.rochim@gmail.com
Instagram : @husen_neztra
Phone Number : 089538386278

II. Education Details

1. (2002 – 2008) SDN 2 Karas Sedan
2. (2008 – 2011) MTs Riyadlotut Thalabah Sedan
3. (2011 – 2014) MA Riyadlotut Thalabah Sedan
4. (2014 – 2020) UIN Walisongo Semarang

III. Organization Experience

1. (2015-2016) Secretary of HMJ English Education Department Walisongo Semarang.
2. (2015-2016) Entrepreneurship Coordinator of PMII Abdurrahman Wahid Semarang.
3. (2017-2018) Vice Chairman of the Rumah Rupa Walisongo Community (RRW).

IV. Achievement

1. 1st Winner of Business Plan.
2. 2nd Winner of SPB (Sales Promotion Boys) in Jateng Fair.
3. 3rd Winner of Sharia-based young Entrepreneur competition in Central Java.
4. Hope Champion 2 National level Doodle Art.
5. Top ten of National best Entrepreneur Competition.
6. The Jury of Colouring contest between PAUD in Central JavaDIY.
7. The Jury of Calligraphy competition in elementary level IT/MI in Semarang City.
8. The Jury of Caricature competition Jamboree Branch 3 in Semarang City.
9. The Jury of Drawing and colouring contest in Semarang City.
10. The Jury of Religious competition in Semarang City.
11. The Jury of Doodle Art in Rembang City.
12. The Speaker of HMI Craft commissariat Da'wah training.
13. The Speaker of Doodle Art at an Orms Expo in Semarang City.
14. The Speaker of Doodle Art at Village Children's Forum.
15. The Speaker of Doodle Art at a million books in Semarang.
16. The Speaker of Doodle Art at the Class meeting Events.
17. The Speaker of the Rembang UMKM program goes to school.
18. The Speaker of a bouquet of flower training in Semarang.
19. The Speaker of a doodle art training for SMA/MA/SMK throughout Rembang Regency.
20. The Speaker of Start up of Entrepreneurship