

**USING VIDEO CLIP TO IMPROVE VOCABULARY MASTERY  
AT MADRASAH TSANAWIYAH NEGERI 2 KOTAMOBAGU**

**THESIS**

Submitted as Partial Fulfillment of the Requirements for the Attainment of  
Bachelor of Education Degree of English Education Department

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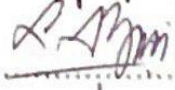
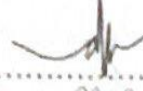

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
INSTITUTE OF ISLAMIC STUDIES MANADO**

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## THESIS RATIFICATION

This thesis titled “Using Video Clip To Improve Vocabulary Mastery At Madrasah Tsanawiyah Negeri 2 Kotamobagu” compiled by Finqy Afifa Badidi with student registration number 17.2.6.006 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on October 25<sup>th</sup> 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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## ABSTRACT

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This research aims to improve vocabulary mastery, find out the learning process in the classroom and students' responses to the use of video clip media. This research was conducted from July to August 2021 and analyzed in accordance to the type of classroom action research with two cycles, by three meetings in every cycle. The research design employed in this research was a model from Kurt Lewin which included four stages. Those were planning, implementing, observing, and reflecting. In the meantime, the research subjects were about 26 students, consisting of 12 boys and 14 girls, from class VIII B of MTs N 2 Kotamobagu in 2021/2022 academic year. Data collection techniques in this research were obtained by using tests, observations, questionnaires, and documentation. In order to analyse the data, the researcher utilized qualitative and quantitative descriptive analysis. Additionally, the success indicator of this research was indicated by the improvement of vocabulary mastery, which was 75% of the number of students who passed the Minimum Completeness Criteria (KKM) of 73. The results of this study indicate an improvement from pre-action to cycle II. Before the action was taken, from 26 students, 9 students achieved completeness (35%) and 17 students (65%) had not achieved the completeness. Meanwhile, after the first cycle of action, 16 students (61%) completed and 10 students (39%) were not completed. After the second cycle of action, students who experienced completeness were 25 students (96%) and 1 student had not completed (4%). Furthermore, the results of observations told that students activities increased at each meeting in cycle I and II. Of the 3 valuable aspects, out of 26 students, only 2 students had a low category. While 24 other students acquired a good or very good category. This enhancement can be seen from learning English by using video clip which could attract students' attention. Eventually, students' responses to the use of video clip media is categorized as positive (86,4%). They already understand the importance of mastering vocabulary in English. Within the calculation, it can be said that Vocabulary mastery by using video clip media in English subject improve students' vocabulary mastery.

**Key Words:** vocabulary mastery, video clip, media

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## ABSTRACT

Finqy Afifa Badidi. 2021. Menggunakan Video Clip Untuk Meningkatkan Penguasaan Kosakata Di Madrasah Tsanawiyah 2 Kotamobagu Tahun Pelajaran 2021/2022. Skripsi Jurusan Pendidikan Bahasa Inggris dan Fakultas Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata, mengetahui proses pembelajaran di dalam kelas dan respon siswa terhadap penggunaan media video klip. Penelitian ini dilaksanakan pada bulan Juli sampai Agustus 2021 dan termasuk dalam jenis penelitian tindakan kelas dengan dua siklus yang terdiri dari tiga kali pertemuan dalam satu siklus, dan desain penelitian yang digunakan adalah model dari Kurt Lewin yang meliputi empat tahap yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 26 yang terdiri dari 12 laki-laki dan 14 perempuan, siswa kelas VIII B MTs N 2 Kotamobagu tahun ajaran 2021/2022. Teknik pengumpulan data pada penelitian ini menggunakan tes, observasi, angket, dan dokumentasi. Kemudian teknik analisis data menggunakan analisis deskriptif kualitatif dan deskriptif kuantitatif. Indikator keberhasilan penelitian ini ditunjukkan dengan peningkatan penguasaan kosakata, yaitu 75% dari jumlah siswa yang lulus Kriteria Ketuntasan Minimal (KKM) yaitu 73. Hasil penelitian ini menunjukkan adanya peningkatan dari pra tindakan ke siklus II. Penguasaan kosakata dengan menggunakan media klip video pada mata pelajaran bahasa Inggris dapat meningkatkan penguasaan kosakata siswa. Sebelum tindakan dilakukan, dari 26 siswa, 9 siswa mencapai ketuntasan (35%) dan 17 siswa (65%) belum mencapai ketuntasan. Setelah tindakan siklus I, 16 siswa (61%) tuntas dan 10 siswa yang belum tuntas (39%). Setelah tindakan siklus II, siswa yang mengalami ketuntasan sebanyak 25 siswa (96%) dan 1 siswa yang belum tuntas (4%). Hasil observasi aktivitas siswa meningkat pada setiap pertemuan pada siklus I dan II. pada 3 aspek yang dinilai, dari 26 siswa hanya 2 siswa yang memiliki kategori rendah. dan 24 siswa lainnya mendapatkan kategori baik atau sangat baik. Peningkatan ini terlihat dari, pembelajaran bahasa Inggris dengan menggunakan video klip yang dapat menarik perhatian siswa. Respon siswa dengan penggunaan media klip video mendapatkan respon positive yaitu 86,4% mereka sudah memahami pentingnya penguasaan kosakata dalam bahasa Inggris.

Kata Kunci: *Penguasaan Kosakata, Video Klip, Media*

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Special thanks to the researcher parents, Laxmy Tompig, Muslan Badidi, and the only brother Digan Anugrah Badidi who have prayed, given love, motivation, and provided material and moral support until the completion of this thesis.

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Thus the author can convey, hopefully the good deeds that they have given will always receive the grace of God Almighty.

Manado, September 2021

The researcher

A handwritten signature in black ink, appearing to read 'Finqy Afifa Badidi', written in a cursive style.

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Manado, 19 Oktober 2021

Penulis



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# CHAPTER I

## INTRODUCTION

### A. Background Of Research

Language is a means of human communication consists of words that have structure which is employed together by a selected community or country in a conventional way. Language does mean a group of words strung together in sentences but each word having a separate identity and meaning. in keeping with Block & Trager, A language could be a system of arbitrary vocal symbols by means of which a group operates. and according to Allen- “Language may be a means of communicating thoughts. It means language isn't only oral and written form but also the symbol to speak with other.”<sup>1</sup>

There are various languages utilized by people within the world. One of them is English. Some people use English because the maternal language. However, other countries use English because of the second language and foreign language. In Indonesia, English may be a foreign language. It implies that English isn't utilized in existence but it's only employed in education. English becomes subject material in Indonesia education from school as local content to the university as an issue. It purposes to extend student’s ability to speak by using English.

In the teaching and learning process, there are many factors that influence the achievement of learning objectives. Often the teaching process runs and

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<sup>1</sup> Husain Noushad, *Language and Language Skills* (Researchgate, 2015).

takes place ineffectively.<sup>2</sup> Various problems in learning English that we often encounter are external problems such as facilities and infrastructure, and then the learning models used. There are also internal problems, which in this case are problems that originate from within students. One example of an internal problem, is a lack of confidence in writing text using English.<sup>3</sup> Not only a problem with writing but also in listening, sometimes not being able to understand what the other person is talking about. Because the mastery of English vocabulary is very minimal, therefore students are less able to understand the meaning conveyed by speakers or when the teacher explains in the learning process. As to become proficient in a foreign language, a learner must learn thousands of words, because the more vocabulary a learner knows the higher he or she tends to be.<sup>4</sup>

Based on preliminary observation, there are many vocabularies that are not understood by students during the teaching and learning process, students are also afraid to mention the English word because it can be wrong in the pronunciation. The use of instructional media is also not going well, the teacher has used various media, such as maps, word cards and photos. However, despite using various media, English teachers at MTs 2 Kotamobagu still have many difficulties in using media in learning English. These difficulties are, for

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<sup>2</sup> Husniyatu Salama, *Pengembangan Media Pembelajaran Berbasis ICT* (Jakarta 2017, 2017).

<sup>3</sup> Hetty Dwi Agustin, 'Improve Motivation and Ability to Write English Recount Text Utilizing Media with the Pbl Method', 2.

<sup>4</sup> Ruben Beltran Chacon, *Insight Into Non Native Vocabulary Teaching and Learning* (Channel View Publications, 2010).

example, designing learning media that is suitable for learning materials and operating IT-based learning media.

In this study, the researchers want to do research by using the Video Clip media. The basis for using learning media in the teaching and learning process can also be found in the Qur'an. The Word of Allah SWT. in surah al-Nahl verse 44 :

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ  
يَتَفَكَّرُونَ. (٤٤)

“We have sent down to you the Qur'an, so that you may explain to mankind what has been revealed to them and that they may think”.

This verse explains that Allah sent down the Qur'an to the Prophet Muhammad so that he would explain to humans the teachings, commands of life that they must pay attention to and practice.<sup>5</sup>

According to Qiraish Shihab (2001), We have sent down to you the Qur'an to explain to mankind the various beliefs and laws contained therein. Also that you invite them to meditate on its contents, in the hope that they will meditate and make it a lesson so that they get the truth.<sup>6</sup>

Likewise, in the problem of implementing learning media, teachers must pay attention to the development of the religious spirit of students, because this factor is precisely the target of learning media. Without paying attention to and understanding the mental development of students or the level of thinking power

<sup>5</sup> Al-Qur'an dan terjemahan. Kementerian Agama Republik Indonesia. 2017.

<sup>6</sup> Quraish Shihab, *Tafsir Al Misbah*, 2001.

of students, it will be difficult for teachers to be expected to be able to achieve success.<sup>7</sup>

Therefore, the researcher used video clips, especially the lingua marina's video, entitled "100 Most Common English Words Beginner Vocabulary". Through video as a learning medium to make student learning activities more focused. In addition, the video clip media in this case provides something that can be seen and heard so that it can motivate students to learn and provide learning experiences to students so that later it will affect the student's vocabulary mastery. Based on the background described above, it is necessary to conduct research on improving students' vocabulary mastery in school using video clip, which is the Lingua Marina channel.

## **B. Research Question**

Based on the background of the research above, the formulation of the problem of this research is:

1. How does video clip improve vocabulary mastery in english subject at Madrasah Tsanawiyah 2 Kotamobagu?
2. How is the vocabulary learning process using the video clip "100 Most Common English Words Beginner Vocabulary" on English subjects?
3. How do the students of Madrasa Tsanawiyah 2 Kotamobagu respond to the video clip media in learning English vocabulary?

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<sup>7</sup> Siti Nur Azizah, 'Media Pembelajaran Dalam Perspektif Al-Qur'an Dan Al-Hadits', *Jurnal Literasiologi*, 6.1 (2021) <<https://doi.org/10.47783/literasiologi.v6i1.242>>.

### **C. Scope Of The Research**

The limitations of the problem that exist in the background are outlined in several.

1. The media of research is the video clip on “100 Most Common English Words Beginner Vocabulary”.
2. The study material is limited to the vocabulary especially noun words.
3. Students who are examined are restricted to students in grade VIII B Madrasa Tsanawiyah 2 Kotamobagu.

### **D. The Benefits of Research**

This research is expected to provide knowledge about English, especially in mastering vocabulary through video clip. the results of this study are expected to contribute as one of the problem solvers of learning in the classroom. And be an evaluation material for video clip to be better and able to attract users to use video clip as a source of learning in accordance with aspects of ease and benefits of use.

### **E. Objective of the Research**

1. Video clip can improve vocabulary mastery in english subject at Madrasah Tsanawiyah 2 Kotamobagu.
2. To know the vocabulary learning process using the video clip “100 Most Common English Words Beginner Vocabulary” on English subjects.
3. To know Students of Madrasa Tsanawiyah 2 Kotamobagu respond to the video clip media in learning English vocabulary.



## **F. Operational Definition Of Term**

Operational definition is an attribute or nature or value of an object or activity that has a certain variation that has been determined by the researcher to be studied and then drawn conclusions.<sup>8</sup> Operational definitions of terms used in the title of this research are as follows:

### 1. Vocabulary

According to Paul Verghese (2007), the words used in a language are vocabulary. And teaching vocabulary is as important as teaching structure. This is often because language is supposed for communication and it's in words that concepts and ideas are enshrined.<sup>9</sup>

### 2. Video Clip

Video clips are short clips of video, usually part of a longer recording. According to berk (2009) that using videos in teaching is not new.<sup>10</sup> Therefore the video clip by Lingua Marina entitled 100 most typical English Words Beginner Vocabulary can be use in teaching and learning.

### 3. Learning Media

Learning media are all things that are used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learning so that it can encourage the learning process.

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<sup>8</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung, 2015).

<sup>9</sup> C. Paul Verghese, *Teaching English As A Second Language* (New Delhi: Sterling Publisher, 2007).

<sup>10</sup> Rolan alan berk, 'Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom', 2009.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review Of Related Literature

In conducting a research, the theories are needed to explain some concept or term applied in the research concerned.

##### 1. Vocabulary

Vocabulary is a number of words that make up language, words used in a particular book or field of study, and a list of words that are accompanied by meanings. Vocabulary is that the collection of words that you simply hear and skim throughout your life, your own vocabulary will never stop growing. The larger your vocabulary is, the more you may understand what you hear and skim. Your writing and speaking will improve, too.<sup>11</sup>

From some of the notions of vocabulary above, it can be concluded that vocabulary is words that are understood both in their meaning and the way they are used by someone. Vocabulary is needed by speaker or writer to understand and use a collection of words they have to express their thoughts and feelings in various spheres of life such as in language activities.

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<sup>11</sup> Diane Smith Helder, *Content-Area Vocabulary Strategies Social Studies* (Weston publisher, 2003).

a. Types of vocabulary

Every type of vocabulary features a different aim and purpose. However, the event of 1 sort of vocabulary facilitates another. The types of vocabulary are discussed below briefly.

- 1) Synonyms are words that contain the same central meaning, but differ in word value. A synonym could be a word having the identical or nearly the identical meaning as another word in certain contexts.<sup>12</sup>

Example: smart = clever

Beautiful = pretty

- 2) Antonym is a word that has the opposite meaning in other words.

Example: strong > <weak

Far > < close

- 3) Originally, the word "homonym" comes from the conjunction of the Greek prefix homo-, meaning "same", and suffix -ónymos, meaning "name". Thus, it refers to two or more distinct concepts sharing the "same name" or signifier. Homonym is the same word and pronunciation or the spelling, but the meaning is different.<sup>13</sup>

Exmple : Blue= color and Blue = feeling sad

Lie = horizontal position and Lie = a lie

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<sup>12</sup> Richard Nordquist, *Grammar and Composition Textbooks*. (new york).

<sup>13</sup> Ahmed Mohammed Ali, *Homonymy in English and Arabic*, 2010.

- 4) According to Manik Joshi (2014) Homographs have “same spelling, different pronunciation, and different meaning.” are words with the same writing but have different pronunciations and meanings.<sup>14</sup>

Example : Bat = equipment in baseball sports

Bat = Nocturnal Animal

Bow = bow or bend

Bow = the front of the ship

- 5) Homophones are words that have the same pronunciation, but have different spelling and meaning.<sup>15</sup>

Example : Sell: sell

Cell: cell, prison

Die: die

Dye: coloring

- 6) Hypernym and Hyponym

Generally the words hypernym are a category and hyponym are members of the word hypernym. According Manik Joshi (2014) hyponyms is a word for example football to denote a particular item from a general category for the example game. thus, the game is the hypernym of football, football is a hyponym of game.<sup>16</sup>

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<sup>14</sup> Manik Joshi, *Homonyms, Homophones and Homographs: Vocabulary Building*. (Standard Copyright License, 2014).

<sup>15</sup> Joshi.

<sup>16</sup> Joshi.

Example :1. Hypernym: color

Hyponym: red, orange, green, blue, and so on

2. Hypernym: Fish

Hyponym: dolphins, mackerel, sharks, betok,  
anchovies, sardines, stingray,

tilapia, and so on.

## 2. Vocabulary mastery

Vocabulary mastery is one's ability to recognize, understand, and use words properly and correctly by speaking and writing. According Henry and Pongrantz (2006) that “mastering a language means having the ability to grasp the vocabulary and its phonologic system both in speech and in writing. It means learner who learns English as the second language must comprehend the meaning of the words and is ready to use them in sentences.”<sup>17</sup>

Tarigan (2015) also provides an explanation regarding to vocabulary mastery that the quality of one’s language skill depends on the quality and the quantity of the vocabulary itself. In brief, it could point out that the more he masters the vocabulary; the better student uses their language skill.<sup>18</sup>

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<sup>17</sup> Henry and Pongrantz, ‘Some Effects of Nature and Frequency of Vocabulary Instruction on The Knowledge and Use of Words’, 2006.

<sup>18</sup> H. G. Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung, 2015.

Students can express their ideas both in oral and written form effectively with vocabulary mastery. Extensive knowledge of vocabulary teaching and learning must be provided by teachers, especially language teachers.

In addition, Schmitt and Mccharty (1997: 326) state "Receptive and productive knowledge may prove the only realistic way to measure the depth of vocabulary knowledge". Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, ready to pronounce correctly and use constructively in speaking and writing.

Based on the description above it can be concluded that the mastery of vocabulary is understanding and the ability to use a number of words contained in a language. With adequate vocabulary mastery, a person will be able to speak well and fluently, both productive and receptive abilities such as speaking and writing.

The quality of a person's language skills depends on the quantity and quality of the vocabulary they have. The richer the vocabulary we have, the more likely we are skilled in language.<sup>19</sup>

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<sup>19</sup> H. G Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2015).

### 3. Learning Media

Learning media are tools or means or intermediaries used in the process of interaction between teachers and students to encourage the occurrence of teaching and learning process with the aim of gaining knowledge, skills and strengthening what is learned and helps to realize quality learning goals. The word media comes from the Latin language which means "middle, intermediary, or introduction" in Arabic وسائل which means the intermediary or introduction of messages from the sender to the recipient of the message (Azhar Arsyad 2013).<sup>20</sup>

Muhammad Ali stated that learning media is interpreted as everything that can be used to channel messages, stimulate thoughts, feelings, attention and will of students so that it can encourage the learning process.<sup>21</sup>

So it can be concluded that the media is a tool that can be used to channel messages and can stimulate the mind, can arouse enthusiasm, attention, activities and student participation so that it can support the process of teaching and learning that is expected between teachers and students. Learning can be declared effective if by using instructional media, students better understand the subject matter delivered by the instructor.

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<sup>20</sup> Azhar arsyad, *Media Pembelajaran* (jakarta: Raja Wali pers, 2017).

<sup>21</sup> Ali A Muhammad, *Guru Dalam Proses Belajar Mengajar* (PT Sinar Baru Algensindo, 2002)  
<[https://www.google.co.id/books/edition/Guru\\_dalam\\_proses\\_belajar\\_mengajar/TPfdjwEACAAJ?hl=id](https://www.google.co.id/books/edition/Guru_dalam_proses_belajar_mengajar/TPfdjwEACAAJ?hl=id)>.

a) Visual Media

Visual Media may be a tool or learning resource which contains messages, information, especially subject material, which is presented in a stimulating and artistic manner and applied using the sense of sight. It means visual media that may be send of knowledge by the students like picture, illustration, and sketch.

b) Audio Media

Media Audio is or hearing media is a kind of learning media or learning resource that contains messages or material presented in a motivating and artistic manner and applied using only the senses of hearing. Therefore, media audio could be a learning with media to easy get information by using of hearing.

c) Audio – Visual Media

Audio Visual media comes from the word media which implies an intermediate form employed by humans to convey or spread ideas, ideas, or opinions so the ideas, opinions or ideas expressed reach the intended recipient. Audio visual media could be a form of learning media or learning resource that contains messages or subject material that are made interesting and creative by using the sense of hearing and vision. It implies that, audio visual media may be a media to learning by voice and film.



#### 4. Video

Video is an electronic media for the recording, copying, playback, broadcasting, and display of moving visual media. Video is one medium that's very effective for used in the educational process, both individual, group and mass learning. Azhar Arsyad argued that video has various roles aside from being a variety of entertainment, video can even be used as a medium of learning.<sup>22</sup> Video as an audio-visual medium that displays motion is increasingly popular in our society.

Videos are classified in several categories (such as: educational videos, video classes, e-lessons, screen captures, vodcasts (video podcast) and web broadcasts (webcast) supported their preparation, different presentation techniques and academic goals. While videos may encompass previews/short presentations a couple of specific topic or include information, they'll also record the entire class hour.<sup>23</sup>

The use of video within the classroom can facilitate learning because it can generate learning motivation, bring the realities of existence into the classroom, and contextualize language naturally. this is often something that's important in stimulating four language skills.

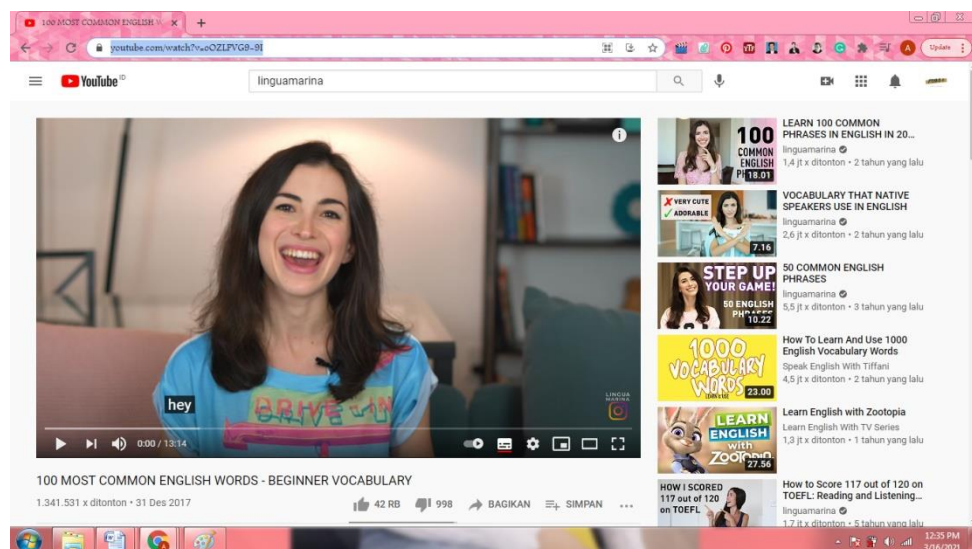
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<sup>22</sup> Azhar arsyad.

<sup>23</sup> Ilker Kosterelioglu, 'Student Views on Learning Environments Enriched by Video Clips', *Universal Journal of Educational Research*, 2016.

## 5. The Use Of Video Clip

There are a lot types of video that may be wont to teach vocabulary. However, a video clip is healthier to teach vocabulary. A video clip could be a short segment of video or a video which has been take several short segments. The video clip entitled 100 Most Common English Words - Beginner Vocabulary, by Lingua Marina Mogilko. This video can improve students' vocabulary. Because not only mentioning the word, but marina also provides examples and contexts about the word.



**Figure 2 1 100 Most Common English Words Video**

The video which has a duration of 12 minutes was uploaded on December 31<sup>th</sup>, 2017. This video can make it easier for students to understand every word she mentions. In a clear way to convey it can also motivate students to increase vocabulary.

## B. Previous related studies

First research by Sry Sutrisna 2020 entitled, Using Video Clip To Improve Oral Ability Of The Eight Year Students Of Junior High School 7 Parepare. The population was the eight year students of junior high school 7 parepare and the sampel was 50 students. this reseach used quasi-experimental design in two groups. video clip for experimental class, and student's book for control class. the result of the data analysis show that the student's oral ability improve significantly. it was shown by the mean score of pre-test of experimental class was (401.2) and post test was (634.2) it shows that by using video clip, it can improve oral ability of the eight year students of junior high school 7 parepare significantly. the result after analyzing data by using t-test formula was (4.04) and t-table value was ( 1.67). it meant that t-test unequel with t-table, H0 was rejected, Ha was accepted and that there is significant difference between the student who are taught oral by using video clip with who are taugh using student's textbook of eight year students of junior high school 7 parepare.<sup>24</sup>

Secondly research by Dewi Puspita Sari 2019, Entitled Improving Students' Speaking Skills By Using Video Clips For Seventh Grade Students' Of Smp N 02 Jogonalan. This action research which was conducted in two cycles with two meetings in each cycles. The most subjects of this research were 32 students of sophistication vii c at smp n 02 jogonalan, klaten. The

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<sup>24</sup> Sry Sutrisna, 'Using Video Clip To Improve Oral Ability Of The Eight Year Students Of Junior High School 7 Parepare', 2020.

information obtained were qualitative and quantitative. The action implemented during this research were implementing the employment of video clips, giving more explanation associated with grammatical rules, pronouncing word corretly, and providing activities that enable the scholars to complement their vocabulary, preparing worksheets for the scholars, and making use of the lcd projector optimally. The results of the research show that implementation of the video clips within land teaching and learning process improve the scholars speaking skills. Students can pronounce words correctly and find new vocabulary from the expressions employed in the video clips. They'll also appear more courageous, confident and fewer nervous during the speaking process. Moreover,they have improved their motivation and their anthusias in english learning. Furthermore, after comparing the ample post-test 1 and post-test 2, there was a rise from 61,67 to 79,59.<sup>25</sup>

The third Ningrum, Rini Setiya. 2019 entitled,Teaching Vocabulary by Using Video to the Seventh Graders of MTS Assalam Bangilan Tuban. The researcher uses descriptive method analysis, it's some way by doing classification of information that resulted to explain the issues which happened in population, and so be analyzed with theories have relation with the issues, later it's taken as conclusion. Finally the author can make conclusion as follows: Video media is one in all material utilized in English teaching-learning at MTS Assalam Bangilan Tuban. quite video media utilized in English teaching activities at MTS Assalam Bangilan Tuban are such as: story

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<sup>25</sup> Dewi Puspita Sari, 'Improving Students' Speaking Skills By Using Video Clips For Seventh Grade Students' Of Smp N 02 Jogonalan', 2019.

and dialogue. Teachers get video media from the internet, tv, vcd etc. Before using video media in their English teaching learning activity, the teacher prepare everything which has relation with video media, start from: laptop, lcd projector, tv, electronic equipment etc. While, the issues are faced by students in using video media such as: they're sometime difficult to know material of video media, so difficult to seen by the scholars particular they sit on the last row. to beat the issues are faced by the teacher, the teacher makes video media himself if the teacher has free time; The main value in students' teaching and learning activities increased but some remained or decreased, after using video media in activities.<sup>26</sup>

Research by Nurcahyani, Ika Trisna 2018, entitled The Effectiveness of Using Video Blog on Students' speaking Skill of Recount Text at Eight Grade of middle school. This pre-experimental design is included in a quantitative approach using one group pretest and posttest. The population of this study was eight grade students of SMPN 1 Sunbergempol which contains 10 classes with total of the students 370. The sample of the study was VIII C of SMPN 1 Sunbergempol which incorporates 30 students. in pre-test and post-test was oral test by using instruction, it was the instrument used of this research . during this study, the researcher conducted three step of research there were: pre-test, treatment and post-test. the info analyzed by using paired sample T-test processed by using IBM SPSS Statistics 16. The finding of the study showed there was the various score of pretest and posttest. The mean of

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<sup>26</sup> Rini Setiya. Ningrum, 'Entitled, Teaching Vocabulary by Using Video to the Seventh Graders of MTS Assalam Bangilan Tuban', 2019.

pretest score was 43.70 and therefore the mean of posttest score was 55.47. it's mean that the null hypothesis (Ho) was rejected and therefore the alternative hypothesis (Ha) was accepted. It is concluded that the utilization of video blog was effective used because the alternative technique in teaching speaking English to extend the students' score of speaking skill. The implication of this study are: (1) first video blog are often utilized by the teachers because the alternative technique in teaching speaking English (2) second the employment of video blog will make the scholars more interest to check (3) the third by using video blog the students can further to explore their ability and it'll increase the scholars' confidents (4) the last the students can also introspection their lack by watching their friends video.<sup>27</sup>

The last research by Esti ermawati 2013 entitled, using video clips to improve the speaking skills of the students of the fourth grade of sengan elementary school 3 (ses 3) in the academic year of 2011/2012 . This Classroom action research in these two cycles, has 3 meetings in each cycle. During this study, the researcher collaborated with english people teacher and fourth grade students of the sengan primary school 3 (ses 3). The findings of the study show that the utilization of video clips within the teaching of speaking improves the students' confidence, motivation, involvement, and aspects of speaking skills. The quantitative data show the development of the mean countless the aspects of the speaking skills. They are 1.05 for fluency, 0.81 for pronunciation, 0.60 for accuracy, and 0.25 for vocabulary. There's

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<sup>27</sup> Ika Trisna Nurcahyani, 'The Effectiveness of Using Video Blog on Students' Speaking Skill of Recount Text at Eight Grade of Middle School', 2018.

also a rise of the common uncountable 0.91857 from 6.7686 (pre-test) to 7.6871 (post test). In keeping with the t statistic, the difference is critical at  $p < 0.05$ .<sup>28</sup>

The fifth studies above prove that research on the use of video clip as a learning media has been widely carried out even though with different method, techniques, and purposes. The results of this study indicate an increase in listening, speaking, and interest in students. It is very clear that the focus of the discussion is different from what the researchers studied. This study aims to investigate the use of clip video, especially the Lingua Marina's video to improve vocabulary mastery in English subjects at Madrasah Tsanawiyah Negeri 2 Kotamobagu. This goal is not only to improve vocabulary, but also can know the learning process and students responses about the video.

Research on improving vocabulary mastery in students according to researchers is very necessary because vocabulary is needed for good interaction between individuals. It is also a key aspect of language learning which consists of a list or set of words that every speaker of the language might use for speaking, listening, reading, and writing. So it feels like it needs to be improved. This research really needs to be done because researchers consider using video clip to improve students's vocabulary mastery.

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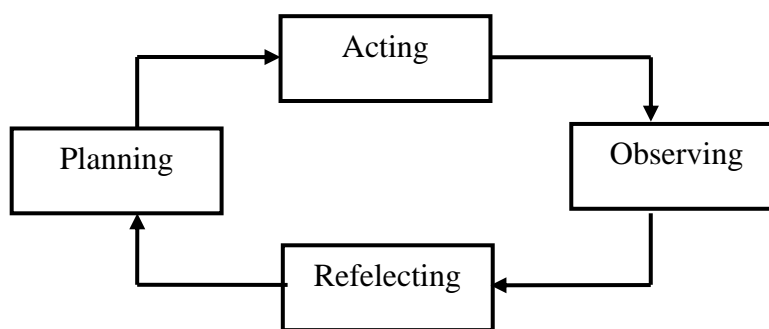
<sup>28</sup> Esti. Ismawati, 'Metode Penelitian Bahasa Dan Sastra', 2011.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher will apply classroom action research. This research aims to improve the vocabulary mastery through the use of video media. Classroom action research is practical research that is intended to improve or enhance classroom learning.<sup>29</sup> Stephen Kemiss 1983 said that CAR is a form of self-reflection carried out by participants such as educators, students, and school principals in social situations including education to improve rationality and truth of social or educational practices that are carried out by themselves, understanding of social practices, institutions or places where the practices are carried out.<sup>30</sup>



**Figure 2 2** Kurt Lewin's research model<sup>31</sup>

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<sup>29</sup> Anjani Pandiangan, *Penelitian Tindakan Kelas* (Yogyakarta: Budi utama, 2019).

<sup>30</sup> David. Hopkins, *Classroom Research* (New York: Open University Press, 2014).

<sup>31</sup> Afi Parnawi, *Penelitian Tindakan Kelas* (Yogyakarta: CV Budi Utama, 2020).



### 1. Planning

The planning phase explains what, when, why, where, by whom, and how the action is carried out. In this study planning is done in collaboration with the teacher. In addition, in this study the party who will take action is the class teacher, while the observers is the researcher. Plan actions to be taken and determine what is needed in the implementation of this research that is about video clip media to improve the vocabulary mastery of MTs N 2 Kotamonagu students especially class VIII B.

### 2. Implementation Of Actions

Implementation of actions in principle is the realization of an action that has been previously planned. In this study the implementation of actions in the form of vocabulary mastery learning activities in the classroom, to improve the vocabulary mastery of class viii B MTs N 2 Kotamobagu students using the video clip media.

### 3. Observation

Observation is an observation activity carried out by a researcher in the classroom on the application of vodeo clip media to improve students' vocabulary mastery.

### 4. Reflection

Reflection is to present the achievement results obtained from the actions that have been taken to determine the strengths and weaknesses of the implementation of the action and obtain a better revised form of further

action. Reflection activities carried out in this study include evaluating the video clip in improving students' vocabulary mastery, planning further actions if the results of the actions carried out previously are not in accordance with predetermined criteria, carrying out actions in the next cycle if the results achieved previously have not reached criteria.

## **B. Research Subjects**

The subjects in this classroom action research are students of class VIII B MTs N 2 Kotamobagu, consist of 26 students. students with details of 12 boys and 14 girls with different character abilities, some with high, medium and low abilities.

## **C. Data Collection Instruments**

The research instrument is a measuring instrument used to measure research variables (Sugiyono, 2011).

### **1. Test**

Test is a tool used to measure knowledge or mastery of measuring objects against a set of certain content and material.<sup>32</sup> Many kinds of types of the test. But, here the researcher used multiple-choice to show how far the students understood the material. Brown (2004: 229) says that "The major techniques used to assess vocabulary are defining and using a word in a

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<sup>32</sup> Djaali and muljono Pudji, *Pengukuran Dalam Bidang Pendidikan* (Jakarta, 2008).

sentence."<sup>33</sup> Several aspects are used in receptive and productive vocabulary assessment, namely Recognition and recall.

Multiple-Choice is carried out by presenting a sentence where there are words that are omitted, and students choose one correct answer from the options given to complete the sentence. This test consists of 25 items. Each item have 4 choices of the answer. The students just chose 1 correct answer. It was conducted in two steps. The test is taken from a collection of questions in *Lingua marina's* video.

1) Pre-test

In this test, the researcher gave a test to the students before giving a treatment. After gave the pre-test, the researcher gave treatment using *Lingua marina* video clip with explained briefly how to use it and how to do it.

2) Post-test

In post-test, the researcher gave a test for the students after the students had got treatments.

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<sup>33</sup> G. Brown H, *Language Assessment Principle and Classroom Practices* (New York: Longman, 2004).

Criteria for improving student vocabulary are measured by the assessment guidelines as follows:<sup>34</sup>

**Table 3.1 Guidelines for Assessing Vocabulary Mastery Ability**

Mastery level	Alphabet	Category
90-100	A	Very Good
80-89	B	Good
73-79	C	Enough
50-72	D	Low
<54	TL	Very Low

## 2. Observation Sheet

Observation sheet is one of the instruments used in data collection. This observation will be carried out to obtain data about Student activities in the use video clip media in learning. Observation sheets for student activities are used during the learning process.

**Table 3.2 Lattice Observation Sheet Student Activities**

Variable	Sub Variable	Aspect	Item Number			
			1	2	3	4
Mastery of English vocabulary through video clip	Process	1. Students learn to interpret noun vocabulary.				
		2. Students are able to remember vocabulary				
		3. Students can mention or use noun vocabulary.				

<sup>34</sup> Hidayatullah, *Penelitian Tindakan Kelas* (Lebak Banten: Setia budi publisher, 2019).

Information :

4: very good

3: good

2: low

1: very low

### 3. Questionnaire

The questionnaire is a data collection tool in which the data will be processed to produce certain information.<sup>35</sup> The questionnaire accommodates of the number of questions that are printed or typed in a particular order on a form or set of forms.<sup>36</sup> The form that contains these questions is submitted to a person or group of people to get answers or responses and information needed by researchers.

In this study, the questionnaire will be distributed to students of Madrasa Tsanawiyah 2 Kotamobagu, class VIII B. to get their answers or perceptions about the use of video clip media.

### 4. Documentation

Document is a piece of written, printed or electronic material that gives information or evidence that serves as an official record. These document terms such as photographs, videos, films, memos, letters, diaries, clinical cases and memorabilia of all kinds can be used as

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<sup>35</sup> Umar Husein, *Metode Riset Bisnis* (jakarta: gramedia pustaka utama, 2003).

<sup>36</sup> Pagadala Sugandi Devi, *Research Methodolog* (Notion press, 2017).

additional information as part of a case study where the main data source is observation or participatory interviews.<sup>37</sup>

Documenting is the process of observing, recording, describing, and analyzing human actions by monitoring, observing, and determining what is happening in an ongoing process.<sup>38</sup> Documentation allows the teacher to guarantee and validate what happened in a particular class.

#### **D. Research Data Analysis**

Analyzing data is a process of processing and interpreting data with the aim of placing various information according to its function so that it has a clear meaning in accordance with the research objectives.<sup>39</sup> The data analysis for each instrument is as follows :

##### **1. Test Analisis**

Descriptive quantitative data analysis is used because the main data is in the form of mastery of English vocabulary and to measure the level of success or the percentage of student learning completeness after the teaching and learning process takes place in each cycle by providing an evaluation in the form of multiple choice test consisting of 25 questions, where each item is

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<sup>37</sup> Setiawan., Albi Anggito, and Johan, *Metode Penelitian Kualitatif*, ed. by Ella Defi Lestari, cetakan pe (CV Jejak, 2018)  
<<https://books.google.co.id/books?id=59V8DwAAQBAJ&printsec=frontcover&hl=id#v=onepage&q&f=false>>.

<sup>38</sup> Gerald j. Pine, *Teacher Action Research* (Singapore: Sage, 2009).

<sup>39</sup> Sanjaya wina, *Penelitian Tindakan Kelas* (Prenada Media, 2016).

4 with a total score of 100 at the end of the cycle. This analysis is calculated using the following simple statistics:

$$Value = \frac{Score}{Maximum\ Score} \times 100\%$$

The minimum completeness criteria done is 73. The total value of the overall test is 100. If the acquisition of post-test scores reaches 73 or more, the mastery of the subject's vocabulary can be said to increase. To find the average with the formula from Hidayatullah 2019.<sup>40</sup>

$$Mx = \frac{\sum x}{N} \times 100\%$$

Information:

Mx = Average value

$\sum x$  = The total score of students' scores

N = Student numbers

100 = Fixed number

## 2. Data Analysis for Observation Sheet

Data analysis techniques from the observation sheet of student learning activities are as follows:

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<sup>40</sup> Hidayatullah.

Determine the percentage per an aspect of student activity as measured by the formula according Hidayatullah (2019).

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

f = The number of students who do the activity

N = Number of students

### 3. Analysis Questionnaire

The analysis technique of the questionnaire results on students' perceptions about the use of video clip media, the benefits of the media, and the frequency of media use in learning using an attitude scale. The form of the attitude scale in this study uses the Likert Scale.

4: totally agree

3: agree

2: disagree

1: strongly disagree

The results of the assessment are classified into 4 interval classes, and the formula:

$$\text{Response percentage} = \frac{\sum \text{data score obtained}}{\sum \text{Number of Students}} \times 100\%$$



Determine the average percentage of student activity as a whole with the formula:

$$rP = \frac{\sum F}{\sum a}$$

$rP$  = The average percentage of student responses

$\sum F$  = Total percentage

$\sum a$  = Number of items

#### **E. Indicator**

The success indicator in this research is to increase students' vocabulary mastery from cycle to cycle:

1. There is an increase in each student's vocabulary mastery by using video clips.
2. Student learning outcomes reach 75% with the Minimum Completeness Criteria (KKM) of 73 at the end of the cycle.

## **CHAPTER IV**

### **FINDINGS AND DISSCUSSION**

#### **A. Findings**

This research was conducted at Madrasah Tsnowiyah Negeri 2 Kotamobagu, with the aim of knowing whether there was an improvement in students' vocabulary mastery by using video clips. The subjects of this study were students aged 13-14 years or grade 8 especially VIII B with a total of 26 students consisting of 12 males and 14 females.

The research procedure is repeated and will be stopped if the child's ability to master vocabulary using clip video has been achieved as expected or has increased according to the indicators. Therefore, this study have 2 cycles where the first cycle fails or has not reached the expected completeness criteria, and is continued with the second cycle. In the second cycle there has been an increase by exceeding the expected.

The data presented in this study were obtained from observation sheets, pre-tests, post-test, questionnaire and also documentation

#### **1. Observation Result**

The results of classroom action observations in the first cycle there were 3 meetings on the 14th, 19th and 21th. It can be seen in the table below.

## a. Cycle I

Table 4.1 The Results of Observation Sheet First Cycle

Variable	Sub Variable	Aspect	Item Number	Meeting 1		Meeting 2		Meeting 3	
				F	%	F	%	F	%
Mastery of English vocabulary through video clip	Process	Students learn to interpret noun vocabulary.	Very good	4	15%	5	19%	7	27%
			Good	3	19%	6	23%	7	27%
			Low	11	43%	9	35%	7	27%
			Very low	6	23%	6	23%	5	19%
		Students are able to remember the vocabulary.	Very good	3	11%	5	19%	7	27%
			Good	4	15%	5	19%	8	31%
			Low	10	39%	8	31%	6	23%
			Very low	9	35%	8	31%	5	19%
		Students use noun vocabulary.	Very good	3	11%	5	15%	7	27%
			Good	5	19%	6	23%	8	31%
			Low	9	35%	9	35%	6	23%
			Very Low	9	35%	7	27%	5	19%

Based on Table 4.1, the results obtained at the first meeting of the first cycle for the aspect of "students' ability to interpret noun vocabulary" students who got very good criteria were 4 students (15%), good criteria 5 students (19%), not good criteria 11 students (43%) and not very good criteria 6 students (23%).

For the aspect of "ability to remember vocabulary" students who got very good criteria were 3 students (11%), good criteria were 4 students (15%),

not good criteria 10 students (39%), and not very good criteria 9 students (35%).

For the aspect of "ability to mention or use vocabulary" students who got very good criteria were 3 students (11%), good criteria were 5 students (19%), not good criteria were 9 students (35%), and not very good criteria were 9 students (35%).

From the description of the results of the first cycle in the first meeting, it can be concluded that the student is still lacking in vocabulary mastery. This can be seen from the calculations, there are still many who get the criteria of not good and not very good.

The results of the second meeting explained that the results obtained for the aspect of "students' ability to interpret noun vocabulary" students who got very good criteria were 5 students (19%), good criteria 6 students (23%), not good criteria 9 students (35%) and criteria for not very good 6 students (23%).

For the aspect of "vocabulary recall ability" students who got very good criteria were 5 students (19%), good criteria were 5 students (19%), not good criteria were 8 students (31%). and not very good criteria for 8 students (31%).

For the aspect of "ability to mention or use vocabulary" students who got very good criteria were 4 students (15%), good criteria were 6 students (23%), not good criteria were 9 students (35%), and not very good criteria were 7 students (27%).

Furthermore, the explanation of the results of the first cycle in the second meeting can be concluded that there has been an increase in vocabulary in

students. This can be seen from the calculation results, although there are still many students who get not good and not very good criteria, but the number is smaller than the results of the first meeting.

The results of the third meeting, explained that the results obtained for the aspect of "students' ability to interpret noun vocabulary" students who got very good criteria were 7 students (27%), good criteria 7 students (27%), not good criteria 7 students (27%) and not very good criteria 5 students (19%).

For the aspect of "ability to remember vocabulary" students who got very good criteria were 7 students (27%), good criteria were 8 students (31%), not good criteria 6 students (23%), and not very good criteria 5 students (19%).

For the aspect of "the ability to mention or use vocabulary" students who get very good criteria are 7 students (27%), good criteria are 8 students (31%), not good criteria are 6 students (23%), and not very good criteria are 5 (19%).

Each of these criteria is based on an indicator sheet that has been made by the teacher. very good criteria if the student is able to interpret the video to the end, is able to remember all the vocabulary and is able to mention or use all the vocabulary in the video. Good criteria if the student is able more than enough to interpret noun vocabulary, remember vocabulary, and mention or use vocabulary. Not good criteria if the student is only slightly able to interpret noun vocabulary, remembers some vocabulary, and is able to mention or use certain vocabulary. Not very good criteria if the student is not at all able to interpret the

noun vocabulary that is displayed, is unable to remember vocabulary, and is not able to mention and use vocabulary.

### b. Cycle 2

The results of observations from class actions in the second cycle can be seen in the table below:

**Table 4.2 The Results of Observation Sheet Second Cycle**

Variable	Sub Variable	Aspect	Item Number	Meeting 1		Meeting 2		Meeting 3	
				F	%	F	%	F	%
Mastery of English vocabulary through video clip	Process	Students learn to interpret noun vocabulary.	Very good	7	27%	8	31%	10	39%
			Good	8	31%	11	43%	15	58%
			Low	7	27%	5	19%	1	3%
			Very Low	4	15%	2	7%	0	0%
		Students are able to remember the vocabulary.	Very good	7	27%	9	35%	13	50%
			Good	9	35%	11	43%	11	43%
			Low	6	23%	3	11%	2	7%
			Very Low	4	15%	3	11%	0	0%
		Students use noun vocabulary.	Very good	7	27%	8	31%	11	43%
			Good	9	35%	12	47%	13	50%
			Low	6	23%	3	11%	2	7%
			Very Low	4	15%	3	11%	0	0%

Based on Table 4.1, the results obtained at the first meeting of the second cycle for the aspect of "students' ability to interpret noun vocabulary" students who got very good criteria were 7 students (27%), good criteria 8 students (31%), not good criteria 7 students (27%) and not very good criteria 4 students (15%).

For the aspect of "ability to remember vocabulary" students who got very good criteria were 7 students (27%), good criteria were 9 students (35%), low criteria 6 students (23%), and very low criteria 4 students (15%).

For the aspect of "ability to mention or use vocabulary" students who got very good criteria were 7 students (27%), good criteria were 9 students (35%), not good criteria were 6 students (23%), and not very good criteria were 4 (15%).

The results of the second cycle in the first meeting, it can be concluded that the student already has an increase in vocabulary mastery. This can be seen from the calculation, there is an improvement in very good and good criteria.

The results of the second meeting explained that the results obtained for the aspect of "students' ability to interpret noun vocabulary" students who got very good criteria were 8 students (31%), good criteria 11 students (43%), not good criteria 5 students (19%) and criteria for not very good 2 students (7%).

For the aspect of "vocabulary recall ability" students who got very good criteria were 9 students (35%), good criteria were 43 students (11%), not good criteria were 3 students (11%). and not very good criteria for 3 students (11%).

For the aspect of "ability to mention or use vocabulary" students who got very good criteria were 8 students (31%), good criteria were 12 students (47%), not good criteria were 3 students (11%), and not very good criteria were 3 students (11%).

The explanation at the second meeting can be concluded that there is an increase in the vocabulary of students. This can be seen from the calculation results, although there are still some students who get the low and very low criteria.

The results of the third meeting, explained that the results obtained for the aspect of "students' ability to interpret noun vocabulary" students who got very good criteria were 10 students (39%), good criteria 15 students (58%), not good criteria 1 child (3%) and not very good criteria 0 student (0%).

For the aspect of "ability to remember vocabulary" students who got very good criteria were 13 students (50%), good criteria were 11 students (43%), not good criteria 2 students (7%), and not very good criteria 0 students (0%).

For the aspect of "the ability to mention or use vocabulary" students who get very good criteria are 11 students (43%), good criteria are 13 students (50%), not good criteria are 2 students (7%), and not very good criteria are 0 (0%).



## 2. The implementation of Research

### a. Pre test

The pre test was carried out on July 12, 2021, the test given was a learning outcome test in the form of a test objective in the form of multiple choice, the initial test is carried out with the aim of knowing the students' initial abilities.

**Table 4 3 Student Scores For Vocabulary Mastery On Pre Test**

No	Name	L/P	KKM	Value	Passed/Failed
1	AD	L	73	80	Passed
2	AB	P	73	60	Failed
3	AB	P	73	84	Passed
4	AP	P	73	76	Passed
5	AM	L	73	76	Passed
6	AM	P	73	60	Failed
7	BI	P	73	56	Failed
8	CL	P	73	76	Passed
9	DM	P	73	64	Failed
10	FM	L	73	76	Passed
11	FK	L	73	56	Failed
12	FG	P	73	52	Failed
13	FA	P	73	76	Passed
14	FD	P	73	52	Failed
15	HP	P	73	68	Failed
16	JK	L	73	68	Failed
17	KR	L	73	80	Passed
18	KH	P	73	68	Failed

19	MP	L	73	64	Failed
20	MK	L	73	88	Passed
21	MAI	P	73	68	Failed
22	MP	P	73	64	Failed
23	NS	L	73	56	Failed
24	ND	L	73	56	Failed
25	NP	L	73	52	Failed
26	PD	L	73	70	Failed
Total Value				1746	
Average Value				67,1	
Number of Students Completed				9	
Number of Students Who Did Not Complete				17	

**Table 4.4 Frequency and percentage of Vocabulary Mastery of Pre Test**

Mastery level	Student	Percentage	Alphabet	Category
90-100	-	0%	A	Very Good
80-89	4	15%	B	Good
73-79	5	19%	C	Enough
50-72	14	54%	D	Low
<54	3	12%	TL	Very Low

From the results of the data above, it can be seen that the number of students who passed is less than students who failed. Of the total 26 students, only 9 students managed to reach the KKM, 17 students (65%) had not reached the KKM so that the percentage of completeness obtained was 35%. The average score obtained by class VIII B MTs N 2 Kotamobagu students

regarding vocabulary mastery has not yet reached the KKM determined by the school. The average score must reach 73 or more than 73 if it can be said to be successful or complete. By looking at the results of the data above, it is necessary to take corrective action in learning through learning with video clip media, it is hoped that student learning outcomes can increase.

#### **b. Description of the First Cycle**

##### 1) Planning

Before conducting research, the teacher prepares activity plan (attached), providing video media about noun vocabulary and preparing observation sheets.

##### 2) Implementation

The implementation of the first cycle of actions was carried out on 14, 19, 21 July 2021 with 26 students, 12 boys and 14 girls. The implementation of activities is carried out in 3 activities.

In the initial activity of opening the lesson by greeting and praying together, the teacher also provides motivation and continues with the absence, after that the teacher explains about the learning activities. In the main activity, before the student watches the video, first the teacher explains about vocabulary, prepares the media used, and invites the students to watch the video together. The student is asked to listen to every word and the explanation in the video. The teacher invites students to recognize words, and guides students one by one to mention the noun

vocabulary. Then the teacher repeats the activity until all the students have had a turn. at the end of the activity the students are invited to discuss and ask questions about the video that has been shown, the teacher asks what letters and words are in the video and the student mentions it, the teacher gives awards such as praise for students as well as motivation, after that pray together , greetings and go home.

### 3) Observing

#### a) The first Meeting

There are students who are embarrassed to ask the researcher, and students who are busy when the researcher gives an explanation. Most of the students were silent when the teacher gave an explanation in front of the class because they still did not dare to express their opinion.

#### b) The Second Meeting

Some students are still hesitant to express opinions, only a few students are able to appear or mention the vocabulary in the video. there are still many students who do not understand or can interpret the words mentioned

#### c) The Third Meeting

There are still many students who do not understand or can interpret the words mentioned but not as much as the first and second meetings  
There are still students who are embarrassed to ask the researcher

#### 4) Reflection

Based on the data from the first cycle, it can be concluded that there are still several things that are important notes, including student do not understand what the teacher explains, at the time of showing the video there are still student who do not watch, uncoordinated classroom atmosphere so that many students play. To fix it, the researcher held the next cycle. As for what was improved, all aspects of the students's vocabulary were not good, then the teacher's strategy also still needed to be improved, especially for aspects in the core activities, there were still some aspects that were categorized as sufficient so that the results of the first cycle of research had not yet reached the target to be achieved, for that it was continued again. in the second cycle.

The table below showed the result of students' vocabulary achievement of the post-test score after was taught by using Learn English with video clip especially *Lingua Marina's* video.

**Table 4.5 Student Scores For Vocabulary Mastery On The Post Test I**

No	Name	L/P	KKM	Value	Passed/Failed
1	AD	L	73	92	Passed
2	AB	P	73	64	Failed
3	AB	P	73	88	Passed
4	AP	P	73	76	Passed
5	AM	P	73	80	Passed

6	AM	L	73	76	Passed
7	BI	L	73	60	Failed
8	CL	P	73	80	Passed
9	DM	P	73	68	Failed
10	FM	P	73	84	Passed
11	FK	P	73	68	Failed
12	FG	L	73	60	Failed
13	FA	L	73	80	Passed
14	FD	P	73	64	Failed
15	HP	L	73	76	Passed
16	JK	L	73	72	Failed
17	KR	P	73	84	Passed
18	KH	P	73	76	Passed
19	MP	L	73	76	Passed
20	MK	L	73	92	Passed
21	MA	L	73	76	Passed
22	MP	L	73	76	Passed
23	NS	P	73	72	Failed
24	ND	L	73	60	Failed
25	NP	P	73	60	Failed
26	PD	P	73	76	Passed
Total Value				1936	
Average Value				74,4	
Number Of Students Completed				16	
Number Of Students Who Did Not Complete				10	

**Table 4.6 Frequency and percentage of Vocabulary Mastery of Post Test I**

<b>Mastery level</b>	<b>Student</b>	<b>Percentage</b>	<b>Alphabet</b>	<b>Category</b>
90-100	2	7%	A	Very Good
80-89	6	23%	B	Good
73-79	8	31%	C	Enough
50-72	10	39%	D	Low
<54	-	-	TL	Very Low

The results of the post-test in cycle 1 shown in the table above, it shows that there is an improvement in students' mastery of vocabulary. This is evident from the value of the post-test cycle I which is better than the previous pre-test. The completeness of student learning has also increased. It is proven by the increase in student learning mastery from 35% (pre-test) to 61% (post-test cycle 1). But the mastery of learning is not as expected, at least 75% of the number of students who take the test.

### **c. Description of Second Cycle**

#### **1) Planning**

What the researcher did before the second cycle of research was to plan activities or lesson plans, provide video media about vocabulary, and prepare observation sheets. In cycle II, students were asked to watch videos at home before entering school.

## 2) Implementation

The implementation of the second cycle of actions was carried out on 26, 28, July and 2 August 2021 with 26 students, 12 boys and 14 girls. Implementation of activities carried out in 3 activities.

The first activity of opening the lesson by greeting and praying together, the teacher also provides motivation and continues with the absence, afterward the teacher explains about the learning activities. In the main activity, before the student watches the video, first the teacher explains about vocabulary. the teacher prepares the media used, then the invites the students to watch the video together, the student is asked to listen to to each word and also the explanation within the video. The teacher invites students to recognize words, and guides students one by one to mention the noun vocabulary. Then the teacher repeats the activity until all the students have had a turn. at the end of the activity they are invited to discuss and ask questions about the video that has been shown, the teacher asks what letters and words are in the video and they mentions it, the teacher gives awards such as praise for students as well as motivation, after that pray together , greetings and go home.

## 3) Observing

### a) The first Meeting

Students can be conditioned and not crowded when given an explanation by the researcher. Learners look active in the learning



takes place. Students who don't understand or can't interpret words.

Now they are starting to understand and can interpret some words.

b) The Second Meeting

Students have the courage to ask questions about words that they do not understand. Students who are passive have started to be active.

Students can already remember some of the words mentioned in the video

c) The Third Meeting

Students have an improvement compared to the meeting in cycle 1.

The class atmosphere is well controlled, students begin to relax in the learning process, there are many students who can understand or interpret every word, besides that they can remember and mention as well.

4) Reflecting

In this second cycle, the activities that were still lacking in the first cycle were seen and increased in the second cycle, the student began to understand what the teacher explained, they began to watch the video carefully, and began to focus and be interested in the video being shown, class management is under control. The increase in students's vocabulary is as expected, the teacher's strategy has also improved quite well. Because students's vocabulary skills and teacher activities have increased as expected, the study was stopped.

**Table 4.7 Student Scores For Vocabulary Mastery On The Post Test II**

No	Name	L/P	KKM	Value	Passed/Failed
1	AD	L	73	96	Passed
2	AB	P	73	76	Passed
3	AB	P	73	92	Passed
4	AP	P	73	80	Passed
5	AM	P	73	88	Passed
6	AM	L	73	84	Passed
7	BI	L	73	76	Passed
8	CL	P	73	80	Passed
9	DM	P	73	76	Passed
10	FM	P	73	92	Passed
11	FK	P	73	80	Passed
12	FG	L	73	76	Passed
13	FA	L	73	84	Passed
14	FD	P	73	84	Passed
15	HP	L	73	80	Passed
16	JK	L	73	88	Passed
17	KR	P	73	94	Passed
18	KH	P	73	80	Passed
19	MP	L	73	80	Passed
20	MK	L	73	100	Passed
21	MA	L	73	88	Passed
22	MP	L	73	84	Passed
23	NS	L	73	84	Passed
24	ND	P	73	72	Failed
25	NP	P	73	76	Passed
26	PD	P	73	88	Passed

Total Value	2176
Average Value	83,6
Number of Students Completed	25
Number of Students Who Did Not Complete	1

**Table 4.8 Guidelines for Assessing Vocabulary Mastery of Post Test II**

<b>Mastery level</b>	<b>Student</b>	<b>Percentage</b>	<b>Alphabet</b>	<b>Category</b>
90-100	5	19%	A	Very Good
80-89	15	58%	B	Good
73-79	5	19%	C	Enough
50-72	1	4%	D	Low
<54	-	-	TL	Very Low

Based on the results of the post test II, it showed that vocabulary mastery increased. This is evident from the post test scores in cycle 2 which are better than the previous test scores. Mastery of student learning also increased. It is proven by the improvement in student learning completeness from 61% (post test 1) to 96% (post test 2) and students who did not complete 1 student which is 4%. Students who do not complete are given a retest with the same test, but still not complete.

The mastery of learning is in accordance with what is expected, at least 75% of the number of students who take the test.

### 3. Questionnaire result

This questionnaire is used to determine the response to the implementation of learning that has been carried out. Questionnaire were distributed to 26 students at the end of the second cycle, and was held on Monday 9, 2021 after the completion of the post test II at 09.25 in the eighth class room.

**Table 4.9 The Result of Questionnaire**

No	Statement	Students Response				Percentage			
		STS	TS	S	SS	STS	TS	S	SS
1.	Belajar menggunakan klip video membuat saya lebih memahami kosakata baru.	1	2	9	14	3%	8%	35%	54%
2.	Dalam pembelajaran bahasa inggris menggunakan media vidio dapat menghilangkan rasa bosan	1	3	7	15	3%	12%	27%	58%
3.	Pembelajaran menggunakan video sangat menarik dan menyenangkan.	1	3	9	13	3%	12%	35%	50%
4.	Saya dapat mengikuti pelajaran dengan baik dengan menggunakan video.	0	1	3	22	0%	3%	12%	85%
5.	Belajar menggunakan klip video Lingua Marina membuat saya lebih menyukai pelajaran bahasa Inggris.	3	3	5	15	12%	12%	19%	57%
6.	Teks yang dapat ditampilkan	2	2	4	18	8%	8%	15%	69%

	memudahkan saya untuk memahami dan mengetahui cara mengucapkan kata yang benar.								
7.	Setiap kata yang disebutkan dalam video memiliki contoh, membuat saya lebih memahami cara menggunakan kata bahasa inggris.	1	3	3	19	3%	12%	12%	73%
8.	Penerapan media vidio sangat cocok diterapkan pada pembelajaran bahasa inggris.	2	3	4	17	8%	12%	15%	65%
9.	Belajar menggunakan klip video memungkinkan saya untuk menghafal kosakata dengan mudah.	1	2	2	21	3%	8%	8%	81%
10.	Video yang ditampilkan menarik dan dapat dimengerti	0	2	9	15	0%	8%	34%	58%
11.	Dengan menonton video membuat pelajaran bahasa Inggris menjadi lebih mudah.	1	2	7	16	3%	8%	27%	62%
Total		13	26	62	185	46	103	239	712
Average						4,2	9,4	21,7	64,7
						13,6		86,4	

\*SA =strongly agree, A =agree, D = disagree; SD = strongly disagree.

Based on the table above, the results of the questionnaire on student responses to the use of media video clips in learning, obtained an average percentage of 86,4%. Students who gave a positive response or who answered strongly agree were 64.7% and agree obtained 21,7%.

While students with negative responses or those who answered strongly disagreed 9,4% and disagreed 4.2%.

The results of the calculation inform that of the 26 respondents for the first statement at most 54% stated strongly agree and the remaining 35%, 8%, 3%, answered agree, disagree and strongly disagree. Furthermore, students who answered strongly agree to the second statement amounted to 35%, and the numbers were 27%, 12%, 3%, answered agree, disagree and strongly disagree.

In the third statement, students answered strongly agree amounting to 50% and the remaining 35%, 12%, 3% answered agree, disagree, and strongly disagree.

The fourth statement students answered strongly agree amounted to 85% and the remaining 12%, 3%, 0% answered agree, disagree, and strongly disagree.

The fifth statement students answered strongly agree amounted to 57% and the remaining 19%, 12%, 12% answered agree, disagree, and strongly disagree.

The next statement students answered strongly agree amounted to 69% and the remaining 15%, 8%, 8% answered agree, disagree, and strongly disagree.

Then the statement that the seven students answered strongly agreed amounted to 73% and the remaining 12%, 12%, 3% answered agree, disagree, and strongly disagree.

The next statement students answered strongly agree amounted to 65% and the remaining 15%, 12%, 8% answered agree, disagree, and strongly disagree.

The ninth statement of students answered strongly agree amounted to 81% and the remaining 8%, 8%, 3% answered agree, disagree, and strongly disagree.

In the next statement students answered strongly agree amounted to 58% and the remaining 34%, 8%, 0% answered agree, disagree, and strongly disagree.

The last statement students answered strongly agree amounted to 62% and the remaining 27%, 8%, 3% answered agree, disagree, and strongly disagree.

From each statement item, the dominant students answered strongly agree or agree, from 26 students only 6 students or a few of them answered strongly disagree or disagree with the statement above.

#### **4. Documentation**

The documentation obtained from the object of research is the attendance list for class VIII B, lesson plans whose format is obtained from the school, and photos of the teaching and learning process, as well as assignments taken by representatives of 2 people who have passed the KKM and who did not pass as attaché.

## B. Discussion

The research was conducted at MTs N 2 Kotamobagu, aimed to improving the vocabulary mastery of class VIII B students, to know the learning process and the students response to the use of video clip media. The research was carried out starting from pre-action, first-cycle, and second-cycle action.

In this learning students can learn to interpret, remembering, mentioning the meaning and writing down English vocabulary shown by video clips, especially 100 most comments English beginner vocabulary. This is supported by the facts obtained from teaching and learning activities and treatment during the research process. This is based on the following theory: The larger the student's vocabulary, the more students can understand what they hear and read at a glance, then writing and speaking will also improve.<sup>41</sup> Mastering a language means having the ability to grasp the vocabulary and its phonologic system both in speech and in writing.<sup>42</sup> And Tarigan (2015) said, vocabulary mastery that the quality of one's language skill depends on the quality and the quantity of the vocabulary itself. In brief, it could point out that the more he masters the vocabulary; the better student uses their language skill.<sup>43</sup>

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<sup>41</sup> Diane Smith Helder.

<sup>42</sup> Pongrantz.

<sup>43</sup> H. G. Tarigan.



### 1. The Result Of Students Vocabulary Mastery Test

To improve students vocabulary mastery, the media selected in this study is a video clip. From this study, it can be explained that the use of Video Clip media can improve students' vocabulary mastery, especially in class VIII B Madrasah Tsanawiyah Negeri 2 Kotamobagu. And the improvement of the vocabulary mastery can be seen of the post test I and post tes II below:

**Table 4 10 Comparison of pre-test and post-test I, II**

Action	Passed		Failed		Average
	Total Student	Percentage	Total Student	Pcentage	
Pre Test	9	35%	17	65%	67.1
Cycle I	16	61%	10	39%	74,4
Cycle II	25	96%	1	4%	83,6

From the table above, it can be seen that the average value obtained by students before the action was 67.1. There were only 9 students who achieved the minimum completeness criteria (KKM 73) with a percentage of 35% while students who had not passed the minimum completeness criteria were 17 with a percentage of 65%. Then in the first cycle of action, the percentage of students' completeness is 61%. Of the 26 students, as many as 16 students achieved completeness while the students who failed were 10 students. there is an increase even though many students have not achieved mastery because they study less seriously. The teacher has motivated them to increase their enthusiasm for learning, besides that they are also required to watch this video from Lingua

Marina at home. then in the second cycle increased to 96% completeness learning with an average value (83.6), as many as 25 students can reach the limit of completeness, and 1 student have not achieved completeness. The students who failed were slow learners who needed additional time and special attention to accompanying them to study. The research success criteria have been achieved, then the action is stopped until the second cycle.

## **2. The Result Of Learning Process Using Video Clip**

The learning process in the class is that student watches the video, continued with the teacher explaining about vocabulary, prepares the media used and invites the students to watch the video together. The student is asked to listen to every word and the explanation in the video. The teacher invites students to recognize words and guides students one by one to mention the noun vocabulary. Repeats the activity until all the students have had a turn. At the end of the activity, the students are invited to discuss and ask questions about the video that has been shown, the teacher asks what letters and words are in the video and the student mentions it. Although there are still several problems, including students who do not understand what the teacher explains, at the time of showing the video there is still a student who does not watch, uncoordinated classroom atmosphere so that many students play. There are students who are embarrassed to ask the teacher and students who are busy when the teacher gives an explanation. Most of the students were silent when the teacher gave an explanation in front of the class because they still did not dare to express their opinion. All aspects of the students'

vocabulary were not good enough, but have an improvement. But in the second cycle change, the students have an improvement compared to the meeting in cycle I. The class atmosphere is well controlled, students begin to relax in the learning process, there are many students who can understand or interpret every word, besides that they can remember and mention as well. They began to watch the video carefully and began to focus and be interested in the video being shown,

Students can be conditioned and not crowded when given an explanation by the researcher. Learners look active in the learning that takes place. The learning process in learning English using video clips from *Lingua Marina* succeeded in increasing students' vocabulary.

The result of learning vocabulary using the video clip “100 Most Common English Words for Beginners Vocabulary” in English subjects can be known based on the student activity observation sheets in cycles I and II.

**Table 4.11 Comparison The Result of observation sheet cycle I and II**

Variable	Sub Variable	Aspect	Item	Cycle I		Cycle II	
				F	%	F	%
Mastery of English vocabulary through video clip	Process	Students learn to interpret noun vocabulary.	Very good	7	27%	10	39%
			Good	7	27%	15	58%
			Low	7	27%	1	3%
			Very Low	5	19%	0	0%
		Students are able to remember the vocabulary.	Very good	7	27%	13	50%
			Good	8	31%	11	43%
			Low	6	23%	2	7%
			Very Low	5	19%	0	0%

	Students use noun vocabulary.	Very good	7	27%	11	43%
		Good	8	31%	13	50%
		Low	6	23%	2	7%
		Very Low	5	19%	0	0%

From the table above, it can be seen the comparison of student assessments on the three aspects. The results of learning observations increased at each meeting in cycles I and II. On 3 valuable aspects, out of 26 students only 2 students have a low category. And 24 other students get a good or very good category. With this increase, it means that students' activities in the english learning process using video clips are good.

### 3. The Result Of Questionnaire

The table below shows the result of students' responses to the use of video clips in learning English.

**Table 4 12 The Result of Questionnaire**

Scale		Total	Percentage	Average	Response
4	Strongly agree	185	712%	64,7	Positive
3	Agree	63	239%	21,7	
2	Disagree	26	103%	9,4	Negative
1	Strongly Disagree	13	46%	4,2	

Based on the data obtained from the table above, respondents gave answers based on a scale of 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). Which get the results 64.7%, 21.7%, 9.4%, 4.2%.

Student responses to video clip media in learning English vocabulary, from the results of questionnaires conducted by researchers with students after researchers implemented learning using Video Clips, student responses were very good, they felt they could remember new vocabulary so that during the final test they could understand the questions and can do the questions well, this can be seen from the average student response is 86,4% answered well and very well. only a few answered disagree 13.6% of the eleven statements.

Not only that, students also agree that they can follow the lesson well by using videos, especially the video clip by Lingua Marina so that they like English lessons. That's because the text that can be displayed also with examples provided by Lingua Marina makes it easier for them to understand and know how to pronounce English words correctly. Therefore during the learning process they are very easy to say the words in the video. They also think that learning to use video clips is easy to memorize vocabulary because the videos shown are interesting and easy to understand, making English lessons easier. They answered agree or strongly agree if video media is applied in learning English.

The results of this study found that the use of video clips can give a positive impression in learning English because of the response from students in using video clips, especially the video from Lingua Marina entitled "100 Most Common English Words Beginner Vocabulary".

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the results and discussion of classroom action research that has been carried out to improve vocabulary mastery of class VIII B mts N 2 Kotamobagu students by using video clip media, it can be concluded that,

1. The use of video clips on students can improve students' vocabulary. This can be seen from the increase in the average score of students in each cycle for pre test (67.1), post test I (74.4), post test II (83.6). So it is clear that in the second cycle student learning outcomes have reached exceeding the predetermined completeness of 75%. Therefore the use of video clips had a positive impact on increasing students' vocabulary.
2. The vocabulary learning process using the video clip "100 Most Common English Words Beginner Vocabulary" on English subjects, for the cycle I and II, before the student watches the video, first the teacher explains about vocabulary. And then the students watch the video together, asked them to listen to each word and also the explanation within the video. After that they have to recognize words, mention the noun vocabulary one by one. Previously in cycle I students do not understand what the teacher explains, at the time of showing the video there are still students who do not watch, uncoordinated classroom atmosphere so that many students play. But In the second cycle, the student began to understand what the

Teacher explained, they began to watch the video carefully and began to focus and be interested in the video being shown, class management is under control. The increase in students' vocabulary is as expected.

3. In accordance with the objectives to be achieved, that knowing student responses to the use of video clips in learning English, based on the results obtained. Students feel learning using video clips makes them better understand new vocabulary. They think using video is very interesting and fun. In addition, students also feel that they can follow the lesson well by using videos.

Lingua Marina's video clip makes them more interested in English lessons, not only that. The text is displayed and Every word mentioned in the video has an example that makes it easier for them to understand and know how to pronounce and use the correct English word. Learning to use video clips according to them can easily memorize English vocabulary. Most of them also strongly agree if video media is applied to learning English.

**B. Suggestion**

Based on the research results, the subsequent suggestions are put forward:

1. The employment of video media must be adjusted to the educational theme
2. Teachers must be able to give encouragement and encouragement similarly as learning strategies in order that students are motivated and active in every learning activity
3. Every teacher learning is suggested to use appropriate media or teaching aids and methods to boost student's learning outcomes.
4. Teachers are advised to enhance the look in learning to arouse students's interest within the learning that the teacher presents.



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## APPENDICES

### APPENDIX 1 : RESEARCH INSTRUMENT 1 (VOCABULARY TEST )

- 1) A school is the place where students ... with their teachers.
  - a. teach
  - b. work
  - c. play
  - d. study
  
- 2) My uncle parks his car in the....
  - a. house
  - b. veranda
  - c. garage
  - d. warehouse
  
- 3) Intan : Amir, your new shoes are good and really fit in your ..... . You look charming and cool.  
Amir: Thank you Nita, you sre very nice person
  - a. body
  - b. feet
  - c. finger
  - d. hand
  
- 4) indra : what time is it ?  
Budi : it is .... 2.15 p.m  
Indra : oh, I have to go now. I have a piano class at 3 p.m
  - a. Aquarter past two
  - b. A quarter past three
  - c. A half past two
  - d. A half past fifteen
  
- 5) andi eats some cookies and drink some....
  - a. soup
  - b. tea
  - c. pasta
  - d. pies
  
- 6) mice are afraid of ...
  - a. cats
  - b. dogs
  - c. lions
  - d. a group of tiger

- 7) My younger brother went to dentist two days ago because his ..... were in pain.
- a. teeth
  - b. ears
  - c. hands
  - d. fingers
- 8) 8. The number after eight is . . .
- a. nine
  - b. seven
  - c. ten
  - d. eighty
- 9) You can find .... in your kitchen.
- a. pillow
  - b. stove
  - c. television
  - d. sofa
- 10) My mother is a tailor. She sews and makes ... .
- a. books
  - b. foods
  - c. chairs
  - d. clothes
- 11) The man always reads ..... every morning in living room.
- a. newspaper
  - b. radio
  - c. computer
  - d. television
- 12) The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.
- a. throws
  - b. plants
  - c. cuts
  - d. goes
- 13) The child ..... are sick, so she cannot hear anything well.
- a. cheeks
  - b. nose
  - c. eyes
  - d. ears
- 14) Dino : When do you usually get up in the morning?  
Alden : .....
- a. i have breakfast with my family

- b. i get up at 5 a.m.
  - c. i go to bed
  - d. i am sleepy
- 15) we celebrate new year on the ...
- a. second of February
  - b. third of march
  - c. first of January
  - d. fourth of april
- 16) The woman buys fruit in the ....
- a. shop
  - b. drugstore
  - c. greengrocer
  - d. market
- 17) We must call the \_\_\_\_\_ to catch the robber.
- a. Governmant
  - b. Post office
  - c. Police
  - d. Ambulance
- 18) My father is read \_\_\_\_\_ in the office now.
- a. A newspaper
  - b. A television
  - c. A speaker
  - d. A radio
- 19) My grandmother always tell me to wash my \_\_\_\_\_ before eating something.
- a. Teeth
  - b. Face
  - c. Feet
  - d. Hands
- 20) our independent day is on
- a. july
  - b. august
  - c. September
  - d. november
- 21) \_\_\_\_\_ is a spicy food from Indonesia.
- a. Cake
  - b. Rendang
  - c. Pudding
  - d. Chocolate

- 22) We need \_\_\_\_\_ to bring our school books.
- a. Uniform
  - b. Bag
  - c. Pencil case
  - d. Wallet
- 23) Will you go with me to the \_\_\_\_\_ to watch a movie?
- a. Stadium
  - b. Cinema
  - c. Hospital
  - d. Theater
- 24) We buy a book in a \_\_\_\_\_ .
- a. Supermarket
  - b. Fruitstall
  - c. Bookstore
  - d. Music studio
- 25) \_\_\_\_\_ is the place for students to study.
- a. Library
  - b. Classroom
  - c. Teacher's office
  - d. School canteen

## APPENDIX 2 : ANSWER KEY

<b>Answer</b>
<b>1. D</b>
<b>2. C</b>
<b>3. B</b>
<b>4. A</b>
<b>5. B</b>
<b>6. A</b>
<b>7. A</b>
<b>8. A</b>
<b>9. B</b>
<b>10. D</b>
<b>11. A</b>
<b>12. C</b>
<b>13. D</b>
<b>14. B</b>
<b>15. C</b>
<b>16. D</b>
<b>17. C</b>
<b>18. A</b>
<b>19. D</b>
<b>20. B</b>
<b>21. B</b>
<b>22. B</b>
<b>23. B</b>
<b>24. C</b>
<b>25. B</b>



## APPENDIX 3 : STUDENT'S ANSWER SHEET

### PRE TEST

No	The Highes Score		The Lowest Score	
	Name	Score	Name	Score
1	Mohamad Kaku	88	Nurzikani Paputungan	52
2	Ahyana Budjang	84	Findi Dolot	52

## ANSWER SHEET

Name : *Mohamed karu*

Class : *viii b*

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		X		
2			X	
3	X			
4		X		
5		X		
6	X			
7				X
8				X
9	X			
10	X			
11			X	
12			X	
13	X			
14			X	
15			X	
16	X			
17		X		
18			X	
19	X			
20		X		

No	A	B	C	D
21				X
22	X			
23			X	
24			X	
25		X		X

*DD*  
 926  
 33

## ANSWER SHEET

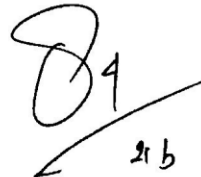
Name : Ahyana Budiang

Class : XI B

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		X		
2			X	
3	X			
4		X		
5		X		
6			X	
7				X
8				X
9	X			
10	X			
11			X	
12			X	
13	X			
14		X		
15		X		
16	X			
17		X		
18				X
19	X			
20		X		

No	A	B	C	D
21				X
22	X			
23		X		
24	X			
25			X	

  
 21 b  
 9 s

## ANSWER SHEET

Name : Nurzikani Paputungan

Class : VIII B

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		X		
2			X	
3		X		
4		X		
5		X		
6	X			
7			X	
8				X
9		X		
10	X			
11			X	
12				X
13			X	
14			X	
15		X		
16			X	
17	X			
18			X	
19		X		
20		X		

No	A	B	C	D
21			X	
22			X	
23				X
24	X			
25				X

So

13 6  
12 5

## ANSWER SHEET

Name : Tmgi Oooi

Class : viii B

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		x		
2			x	
3	x			
4		x		
5		x		
6				x
7				x
8			x	
9	x			
10		x		
11				x
12				x
13	x			
14				x
15				x
16	x			
17				x
18			x	
19	x			
20		x		

No	A	B	C	D
21			x	
22		x		
23			x	
24				x
25			x	

So  
13 6  
12 3

# POST TEST I

No	The Highes Score		The Lowest Score	
	Name	Score	Name	Score
1	Mohamad Kaku	92	Nongles daun	72
2	Aftar Dilapanga	92	Nurzikani paputungan	76

## ANSWER SHEET

Name : Mohamad Kaku

Class : 8b

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		X		
2		X		
3		X		
4	X			
5	X			
6				X
7	X			
8	X			
9				X
10		X		
11		X		
12	X			
13		X		
14			X	
15		X		
16			X	
17	X			
18				X
19		X		
20			X	

No	A	B	C	D
21				X
22			X	
23	X			
24				X
25	X			

*[Signature]*  
8b  
25

## ANSWER SHEET

Name : *Arlet Dimpanga*

Class : *Viii B*

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		X		
2		X		
3		X		
4	X			
5	X			
6				X
7	X			
8	X			
9			X	
10		X		
11		X		
12	X			
13		X		
14				X
15	X			
16			X	
17	X			
18				X
19		X		
20			X	

No	A	B	C	D
21				X
22				X
23	X			
24				X
25	X			

*92*  
-----  
*236*  
*28*



## ANSWER SHEET

Name : Nurzikani Paputungan

Class : VIII B

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		X		
2		X		
3			X	
4	X			
5	X			
6				X
7	X			
8		X		
9				X
10		X		
11		X		
12	X			
13			X	
14			X	
15	X			
16			X	
17	X			
18				X
19		X		
20			X	

No	A	B	C	D
21		X		
22	X			
23	X			
24				X
25	X			

76

yg b  
 6s

## ANSWER SHEET

Name : Nongles Dawn

Class : 0 B

For each answer, please fill in marks like this (x)

No	A	B	C	D
1		x		
2		x		
3				x
4			x	
5	x			
6				x
7	x			
8		x		
9				x
10		x		
11		x		
12			x	
13		x		
14				x
15	x			
16				x
17			x	
18				x
19		x		
20			x	

No	A	B	C	D
21				x
22			x	
23	x			
24			x	
25	x			

72

10 b  
7 s

## POST TEST II

<b>The Highes Score</b>		<b>The Lowest Score</b>	
<b>Name</b>	<b>Score</b>	<b>Name</b>	<b>Score</b>
Mohamad kaku	100	Nongles Daun	72



100 dari 100 poin

Skor dirilis pada 1 Okt 07:19

# ENGLISH SUBJECT

POST TEST II

0 dari 0 poin

Name

\_\_\_\_\_ / 0

Mohamad Kaki

Tambahkan masukan individual

Class

\_\_\_\_\_ / 0

Viii B

Tambahkan masukan individual

100 dari 100 poin

choose the correct answer!

✓ 1. A school is the place where students ... with their teachers.

4 / 4

- a. teach
- b. work
- c. play
- d. study



Tambahkan masukan individual

✓ 2. My uncle parks his car in the

4 / 4



72 dari 100 poin

Skor akhir pada 1 Okt 07:28

## ENGLISH SUBJECT

POST TEST II

0 dari 0 poin

Name

/ 0

NONGLES DAUN

Tambahkan masukan individual

Class

/ 0

VIII B

Tambahkan masukan individual

72 dari 100 poin

choose the correct answer!

✓ 1. A school is the place where students ... with their teachers.

4 / 4

- a. teach
- b. work
- c. play
- d. study



Tambahkan masukan individual

✗ 2. My uncle works in a ...

0 / 0



## APPENDIX 4 : RESEARCH INSTRUMENT 2 OBSERVATION SHEET STUDENT ACTIVITY

Educational unit : Madrasah Tsanawiyah Negeri 2 Kotamobagu

Class : VIII B

Observer : Finqy Afifa Badidi

Meeting : Meeting 1 Sycle 1

No	Name	Aspect											
		Students learn to interpret noun vocabulary.				Students are able to remember vocabulary				Students can mention or use noun vocabulary.			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
		1	2	3	4	1	2	3	4	1	2	3	4
1	Aftar Dilapanga				√				√				√
2	Agista Bambela	√				√				√			
3	Ahyana Budjang			√				√				√	
4	Al-Mira Podomi			√				√				√	
5	Amelia Mamonto				√				√				√
6	Andra Mokoginta			√				√				√	
7	Bagus Irawan	√				√				√			
8	Chania Lokiman	√				√				√			
9	Dava Mamonto	√					√			√			
10	Fadhilah Makalalag				√				√				√
11	Faradina Kolopita		√				√			√			
12	Farel Gonibala		√			√				√			
13	Fathan Adati		√			√					√		
14	Findi Dolot	√				√				√			
15	Haikal Papatungan		√				√				√		
16	Januar Kombo		√			√					√		
17	Kayla Regina		√					√				√	
18	Kiara Hampan		√			√					√		
19	Mohamad Podomi		√				√				√		
20	Mohamad Kaku				√		√				√		
21	Muhamm Al A'raf		√				√					√	
22	Muh. Papatungan		√				√				√		
23	Nadya Syafiq	√					√			√			
24	Nongles Daun		√				√				√		
25	Nurzikiani		√				√				√		
26	Putri daun		√			√				√			
Total		6	13	5	4	9	10	4	3	9	9	5	3
Mean		23%	43%	19%	15%	35%	39%	15%	11%	35%	35%	19%	11%

## Observation Sheet Student Activities

Educational unit : Madrasah Tsanawiyah Negeri 2 Kotamobagu

Class : VIII B

Observer : Finqy Afifa Badidi

Meeting : Meeting 2 Sycle 1

No	Name	Aspect											
		Students learn to interpret noun vocabulary.				Students are able to remember vocabulary				Students can mention or use noun vocabulary.			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
		1	2	3	4	1	2	3	4	1	2	3	4
1	Aftar Dilapanga				√				√				√
2	Agista Bambela	√				√				√			
3	Ahyana Budjang			√				√				√	
4	Al-Mira Podomi			√				√				√	
5	Amelia Mamonto				√				√				√
6	Andra Mokoginta			√				√				√	
7	Bagus Irawan	√				√				√			
8	Chania Lokiman				√	√				√			
9	Dava Mamonto	√				√				√			
10	Fadhilah Makalalag				√				√				√
11	Faradina Kolopita	√				√				√			
12	Farel Gonibala		√				√			√			
13	Fathan Adati			√					√		√		√
14	Findi Dolot		√			√					√		
15	Haikal Papatungan			√			√					√	
16	Januar Kombo	√						√			√		
17	Kayla Regina			√				√				√	
18	Kiara Hampan		√				√				√		
19	Mohamad Podomi		√			√					√		
20	Mohamad Kaku				√				√				√
21	Muhamm Al A'raf		√				√					√	
22	Muh. Papatungan		√				√				√		
23	Nadya Syafiq		√				√			√			
24	Nongles Daun	√				√					√		
25	Nurzikiani		√				√				√		
26	Putri daun		√				√				√		
Total		6	9	6	5	8	8	5	5	7	9	6	5
Mean		23%	35%	23%	19%	31%	31%	19%	19%	27%	35%	23%	19%

## Observation Sheet Student Activities

Educational unit : Madrasah Tsanawiyah Negeri 2 Kotamobagu

Class : VIII B

Observer : Finqy Afifa Badidi

Meeting : Meeting 3 Sycle 1

No	Name	Aspect											
		Students learn to interpret noun vocabulary.				Students are able to remember vocabulary				Students can mention or use noun vocabulary.			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
		1	2	3	4	1	2	3	4	1	2	3	4
1	Aftar Dilapanga				√				√				√
2	Agista Bambela	√				√				√			
3	Ahyana Budjang			√				√				√	
4	Al-Mira Podomi				√				√				√
5	Amelia Mamonto				√				√				√
6	Andra Mokoginta				√				√				√
7	Bagus Irawan	√					√			√			
8	Chania Lokiman				√	√				√			
9	Dava Mamonto	√					√				√		
10	Fadhilah Makalag				√				√				√
11	Faradina Kolopita	√					√			√			
12	Farel Gonibala			√			√				√		
13	Fathan Adati			√					√				√
14	Findi Dolot		√			√					√		
15	Haikal Paputungan			√				√				√	
16	Januar Kombo		√					√				√	
17	Kayla Regina			√				√				√	
18	Kiara Hampan	√						√				√	
19	Mohamad Podomi			√		√					√		
20	Mohamad Kaku				√				√				√
21	Muhamm Al A'raf		√					√				√	
22	Muh. Paputungan			√				√				√	
23	Nadya Syafiq		√				√			√			
24	Nongles Daun		√			√					√		
25	Nurzikiani		√					√			√		
26	Putri daun		√				√					√	
Total		5	7	7	7	5	6	8	7	5	6	8	7
Mean		19%	27%	27%	27%	19%	23%	31%	27%	19%	23%	31%	27%



## Observation Sheet Student Activities

Educational unit : Madrasah Tsanawiyah Negeri 2 Kotamobagu

Class : VIII B

Observer : Finqy Afifa Badidi

Meeting : Meeting 1 Sycle 2

No	Name	Aspect											
		Students learn to interpret noun vocabulary.				Students are able to remember vocabulary				Students can mention or use noun vocabulary.			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
		1	2	3	4	1	2	3	4	1	2	3	4
1	Aftar Dilapanga				√				√				√
2	Agista Bambela	√				√				√			
3	Ahyana Budjang			√				√				√	
4	Al-Mira Podomi				√				√				√
5	Amelia Mamonto				√				√				√
6	Andra Mokoginta				√				√				√
7	Bagus Irawan	√					√			√			
8	Chania Lokiman				√	√				√			
9	Dava Mamonto	√					√				√		
10	Fadhilah Makalalag				√				√				√
11	Faradina Kolopita	√					√			√			
12	Farel Gonibala			√			√				√		
13	Fathan Adati			√					√				√
14	Findi Dolot		√			√					√		
15	Haikal Paputungan			√				√				√	
16	Januar Kombo		√					√				√	
17	Kayla Regina			√				√				√	
18	Kiara Hampan		√					√				√	
19	Mohamad Podomi			√				√				√	
20	Mohamad Kaku				√				√				√
21	Muhamm Al A'raf		√					√				√	
22	Muh. Paputungan			√				√				√	
23	Nadya Syafiqa		√				√				√		
24	Nongles Daun		√			√					√		
25	Nurzikiani		√					√			√		
26	Putri daun			√			√					√	
Total		4	7	8	7	4	6	9	7	4	6	9	7
Mean		15%	27%	31%	27%	15%	23%	35%	27%	15%	23%	35%	27%

## Observation Sheet Student Activities

Educational unit : Madrasah Tsanawiyah Negeri 2 Kotamobagu

Class : VIII B

Observer : Finqy Afifa Badidi

Meeting : Meeting 2 Sycle 2

No	Name	Aspect											
		Students learn to interpret noun vocabulary.				Students are able to remember vocabulary				Students can mention or use noun vocabulary.			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
		1	2	3	4	1	2	3	4	1	2	3	4
1	Aftar Dilapanga				√				√				√
2	Agista Bambela		√			√				√			
3	Ahyana Budjang			√				√				√	
4	Al-Mira Podomi				√				√				√
5	Amelia Mamonto				√				√				√
6	Andra Mokoginta				√				√				√
7	Bagus Irawan			√			√				√		
8	Chania Lokiman				√	√					√		
9	Dava Mamonto	√					√				√		
10	Fadhilah Makalalag				√				√				√
11	Faradina Kolopita			√				√		√			
12	Farel Gonibala			√				√				√	
13	Fathan Adati			√					√				√
14	Findi Dolot			√				√				√	
15	Haikal Paputungan			√				√				√	
16	Januar Kombo	√						√				√	
17	Kayla Regina			√				√				√	
18	Kiara Hampan		√					√				√	
19	Mohamad Podomi			√				√				√	
20	Mohamad Kaku				√				√				√
21	Muhamm Al A'raf			√				√				√	
22	Muh. Paputungan			√				√				√	
23	Nadya Syafiq		√				√					√	
24	Nongles Daun		√			√				√			
25	Nurzikiani		√						√			√	
26	Putri daun				√				√				√
Total		2	5	11	8	3	3	11	9	3	3	12	8
Mean		7%	19%	43%	31%	11%	11%	43%	35%	11%	11%	47%	31%

## Observation Sheet Student Activities

Educational unit : Madrasah Tsanawiyah Negeri 2 Kotamobagu

Class : VIII B

Observer : Finqy Afifa Badidi

Meeting : Meeting 3 Sycle 2

No	Name	Aspect											
		Students learn to interpret noun vocabulary.				Students are able to remember vocabulary				Students can mention or use noun vocabulary.			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
		1	2	3	4	1	2	3	4	1	2	3	4
1	Aftar Dilapanga				√				√				√
2	Agista Bambela			√				√				√	
3	Ahyana Budjang			√				√				√	
4	Al-Mira Podomi				√				√				√
5	Amelia Mamonto				√				√				√
6	Andra Mokoginta				√				√				√
7	Bagus Irawan			√				√				√	
8	Chania Lokiman				√				√				√
9	Dava Mamonto			√				√				√	
10	Fadhilah Makalalag				√				√				√
11	Faradina Kolopita			√				√			√		
12	Farel Gonibala			√				√				√	
13	Fathan Adati			√					√				√
14	Findi Dolot			√				√				√	
15	Haikal Paputungan				√				√				√
16	Januar Kombo			√				√				√	
17	Kayla Regina			√				√				√	
18	Kiara Hampan				√				√				√
19	Mohamad Podomi			√				√				√	
20	Mohamad Kaku				√				√				√
21	Muhamm Al A'raf			√					√			√	
22	Muh. Paputungan			√					√			√	
23	Nadya Syafiq			√				√				√	
24	Nongles Daun		√					√			√		
25	Nurzikiani			√				√				√	
26	Putri daun				√			√					√
Total		0	1	15	10	0	2	11	13	0	2	13	11
Mean		0%	3%	58%	39%	0%	7%	43%	50%	0%	7%	50%	43%

## APPENDIX 5 : RESEARCH INSTRUMENT 3 (QUESTIONNAIRE)

No	Statement	Students Response			
		1	2	3	4
1.	Belajar menggunakan klip video membuat saya lebih memahami kosakata baru.				
2.	Dalam pembelajaran bahasa inggris menggunakan media vidio dapat menghilangkan rasa bosan				
3.	Pembelajaran menggunakan video sangat menarik dan menyenangkan.				
4.	Saya dapat mengikuti pelajaran dengan baik dengan menggunakan video.				
5.	Belajar menggunakan klip video Lingua Marina membuat saya lebih menyukai pelajaran bahasa Inggris.				
6.	Teks yang dapat ditampilkan memudahkan saya untuk memahami dan mengetahui cara mengucapkan kata yang benar.				
7.	Setiap kata yang disebutkan dalam video memiliki contoh, membuat saya lebih memahami cara menggunakan kata bahasa inggris.				
8.	Penerapan media vidio sangat cocok diterapkan pada pembelajaran bahasa inggris.				
9.	Belajar menggunakan klip video memungkinkan saya untuk menghafal kosakata dengan mudah.				
10.	Video yang ditampilkan menarik dan dapat dimengerti				
11.	Dengan menonton video membuat pelajaran bahasa Inggris menjadi lebih mudah.				

4 = Sangat Setuju

3 = Setuju

2 = Sangat Tidak Setuju

1 = Tidak Setuju

## APPENDIX 6 : QUESTIONNAIRE RESULT

NO RESP	ITEM											TOTAL ANSWER	AVERAGE
	1	2	3	4	5	6	7	8	9	10	11		
R1	3	1	3	3	3	3	4	4	4	4	4	36	37,846
R2	3	3	3	4	4	2	2	4	4	4	3	36	
R3	1	4	4	2	4	3	4	4	2	4	4	36	
R4	4	4	2	4	4	1	4	2	4	4	3	36	
R5	3	3	4	3	2	4	4	4	3	4	4	38	
R6	4	2	3	4	4	4	4	4	4	4	4	41	
R7	3	4	1	4	3	1	4	4	4	4	4	36	
R8	3	4	4	3	4	4	2	4	4	2	4	38	
R9	2	3	4	4	2	4	3	2	2	2	3	31	
R10	3	4	3	4	3	4	4	4	4	3	3	39	
R11	4	4	4	4	4	4	4	4	3	3	4	42	
R12	4	2	3	4	1	4	4	4	3	4	3	36	
R13	4	4	3	4	4	3	4	3	4	4	2	39	
R14	2	4	4	4	4	4	4	1	4	4	4	39	
R15	4	3	4	4	1	4	2	4	4	4	4	38	
R16	3	3	2	4	3	4	4	2	4	4	2	35	
R17	4	4	4	4	4	2	4	4	3	3	4	40	
R18	4	4	3	4	4	4	4	1	2	3	4	37	
R19	4	2	3	4	1	4	4	4	4	4	4	38	
R20	4	4	4	4	4	4	4	4	4	4	3	43	
R21	3	3	4	4	4	3	4	4	4	4	3	40	
R22	4	3	4	4	2	4	1	4	4	3	4	37	
R23	4	4	2	4	4	4	4	4	1	3	1	35	
R24	3	4	4	4	3	4	4	3	4	3	4	40	
R25	4	4	3	4	4	4	3	3	4	3	4	40	
R26	4	4	4	4	4	4	3	3	1	3	4	38	
Jumlah/Item	89	90	89	103	89	90	92	88	88	91	90	x	
Average	90,818												

**APPENDIX 7 : STUDENTS ATTENDEES LIST**

NO	NAMA SISWA	L/P
1	AFTAR DILAPANGA	L
2	AGISTA BAMBELA	P
3	AHYANA BUDJANG	P
4	AL-MIRA PODOMI	P
5	AMELIA MAMONTO	P
6	ANDRA MOKOGINTA	L
7	BAGUS IRAWAN	L
8	CHANIA LOKIMAN	P
9	DAVA MAMONTO	P
10	FADHILAH MAKALALAG	P
11	FARADINA KOLOPITA	P
12	FAREL GONIBALA	L
13	FATHAN ADATI	L
14	FINDI DOLOT	P
15	HAIKAL PAPUTUNGAN	L
16	JANUAR KOMBO	L
17	KAYLA REGINA	P
18	KIARA HAMPAN	P
19	MOHAMAD PODOMI	L
20	MOHAMAD KAKU	L
21	MUHAMMAD AL A'RAF	L
22	MUHAMMAD PAPUTUNGAN	L
23	NADYA SYAFIQA	P
24	NONGLES DAUN	L
25	NURZIKANI PAPUTUNGAN	P
26	PUTRI DAUN	P

## APPENDIX 8 : DOCUMENTATION

### First Meeting In Cycle I

Students are asked to watch the video and the teacher explains about the text that is displayed



### Second Meeting In Cycle I

Students watch and observe the video presented by the teacher, the teacher reviews a little about the material in the video about noun.



### **The Third Meeting In Cycle I**

Students watch the video, observe and understand the material explained through the video media.



### **First Meeting In Cycle II**

Students watch and observe the video presented by the teacher, the teacher reviews a little about the material in the video.





## Second Meeting In Cycle II

Students watch the video, and say what words are in the video



## The Third Meeting In Cycle II

Students are asked to watch the video, observe and understand the material explained through the video media.



### **Pre Test**

Administer pre-test questions and provide time for students to answer questions on the available answer sheets.



### **Post Tes I**

Administer post test questions and provide time for students to answer questions on the available answer sheets.



### **Post Tes II**

Administer post test II questions and provide time for students to answer questions on the available answer sheets.



### APPENDIX 9: TRANSCRIPT

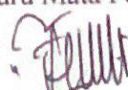
No	Noun	Verb	Adjective	Preposition	Pronoun
1	Time	Have	Good	To	I
2	Person	Do	New	Of	His
3	Year	Say	First	In	They
4	Way	Get	Last	For	Her
5	Day	Make	Long	On	My
6	Thing	Go	Great	At	Their
7	Man	No	Little	By	She
8	World	Take	Own	From	You
9	Life	See	Other	Up	It
10	Hand	Come	Old	About	He
11	Part	Think	Big	Into	
12	Child	Want	High	Over	
13	Eye	Give	Different	After	
14	Woman	Use	Small	The	
15	Places	Find	Large	And	
16	Week	Tell	Next	That	
17	Case	Ask	Early	Not	
18	Point	Work	Young	As	
19	Govermant	Seem	Important	This	
20	Number	Feel	Vhiew	But	
21	Group	Try	Public	Or	
22		Leave	Bad	An	
23		Call	Same	Will	
24			Able	Would	
25			One	There	
26			All		

## **APPENDIX 10 : LESSON PLAN**

<b>Educational unit</b>	<b>MTs NEGERI 2 KOTAMOBAGU</b>
<b>Subject</b>	<b>ENGLISH</b>
<b>Class / semester</b>	<b>VIII</b>
<b>Subject matter</b>	<b>Noun Vocabulary</b>
<b>Time allocation</b>	<b>1 x 30 Menit</b>

(1)	(2)
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Students can understand every word that is mentioned in the video, as well as how the words are used.</li> <li>2. Students can repeat what they hear with correct English pronunciation.</li> </ol>
LEARNING ACTIVITY STEPS	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Greetings and prayers, conditioning students, providing motivation and perception, conveying learning objectives, material coverage, forms of activities to be carried out and forms of assessment.</li> <li>2. <b>Core:</b> Manage learning by watching the video clip by Lingua Marina channel, after which it is discussed together.</li> <li>3. <b>Closing:</b> Summing up the material, doing reflection and motivation, conveying follow-up plans, examining student work and giving awards. The last greetings and prayers.</li> </ol>
ASSESSMENT	<ol style="list-style-type: none"> <li>1. <b>Attitude:</b> Observation</li> <li>2. <b>Knowledge:</b> Written test</li> <li>3. <b>Skills:</b> Performance in the form of face to face.</li> </ol>


 Mengetahui,  
 Kepala Madrasah  
  
Asri Maaku, S.Pd.  
 NIP. 19691104 200312 1 001

Kotamobagu, 14 July 2021  
 Guru Mata Pelajaran  
  
Finqy Afifa Badidi  
 NIM. 17.2.6.006

Educational unit	MTs NEGERI 2 KOTAMOBAGU
Subject	ENGLISH
Class / semester	VIII
Subject matter	Noun Vocabulary
Time allocation	1 x 30 Menit

(1)	(2)
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Students can understand every word that is mentioned in the video, as well as how the words are used.</li> <li>2. Students can repeat what they hear with correct English pronunciation.</li> </ol>
LEARNING ACTIVITY STEPS	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Greetings and prayers, conditioning students, providing motivation and perception, conveying learning objectives, material coverage, forms of activities to be carried out and forms of assessment.</li> <li>2. <b>Core:</b> Manage learning by watching the video clip by Lingua Marina channel, after which it is discussed together.</li> <li>3. <b>Closing:</b> Summing up the material, doing reflection and motivation, conveying follow-up plans, examining student work and giving awards. The last greetings and prayers.</li> </ol>
ASSESSMENT	<ol style="list-style-type: none"> <li>1. <b>Attitude:</b> Observation</li> <li>2. <b>Knowledge:</b> Written test</li> <li>3. <b>Skills:</b> Performance in the form of face to face.</li> </ol>

Mengetahui,  
Kepala Madrasah

  
**Asri Maaku, S.Pd.**

NIP. 19691104 200312 1 001


Kotamobagu, 10 July 2021  
Guru Mata Pelajaran

  
**Fiqy Afifa Badidi**  
NIM. 17.2.6.006

Educational unit	MTs NEGERI 2 KOTAMOBAGU
Subject	ENGLISH
Class / semester	VIII
Subject matter	Noun Vocabulary
Time allocation	1 x 30 Menit

(1)	(2)
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Students can understand every word that is mentioned in the video, as well as how the words are used.</li> <li>2. Students can repeat what they hear with correct English pronunciation.</li> </ol>
LEARNING ACTIVITY STEPS	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Greetings and prayers, conditioning students, providing motivation and perception, conveying learning objectives, material coverage, forms of activities to be carried out and forms of assessment.</li> <li>2. <b>Core:</b> Manage learning by watching the video clip by Lingua Marina channel, after which it is discussed together.</li> <li>3. <b>Closing:</b> Summing up the material, doing reflection and motivation, conveying follow-up plans, examining student work and giving awards. The last greetings and prayers.</li> </ol>
ASSESSMENT	<ol style="list-style-type: none"> <li>1. <b>Attitude:</b> Observation</li> <li>2. <b>Knowledge:</b> Written test</li> <li>3. <b>Skills:</b> Performance in the form of face to face.</li> </ol>

Mengetahui,  
Kepala Madrasah

  
Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

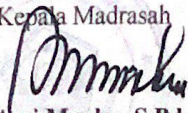
Kotamobagu, 21 July 2021  
Guru Mata Pelajaran


  
Fiqy Afifa Badidi

NIM. 17.2.6.006

Educational unit	MTs NEGERI 2 KOTAMOBAGU
Subject	ENGLISH
Class / semester	VIII
Subject matter	Noun Vocabulary
Time allocation	1 x 30 Menit

(1)	(2)
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Students can understand every word that is mentioned in the video, as well as how the words are used.</li> <li>2. Students can repeat what they hear with correct English pronunciation.</li> </ol>
LEARNING ACTIVITY STEPS	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Greetings and prayers, conditioning students, providing motivation and perception, conveying learning objectives, material coverage, forms of activities to be carried out and forms of assessment.</li> <li>2. <b>Core:</b> Manage learning by watching the video clip by Lingua Marina channel, after which it is discussed together.</li> <li>3. <b>Closing:</b> Summing up the material, doing reflection and motivation, conveying follow-up plans, examining student work and giving awards. The last greetings and prayers.</li> </ol>
ASSESSMENT	<ol style="list-style-type: none"> <li>1. <b>Attitude:</b> Observation</li> <li>2. <b>Knowledge:</b> Written test</li> <li>3. <b>Skills:</b> Performance in the form of face to face.</li> </ol>

Mengetahui,  
Kepala Madrasah  
  
Asri Maaku, S.Pd.  
NIP. 19691104 200312 1 001


Kotamobagu, 26 July 2021  
Guru Mata Pelajaran  
  
Finy Afifa Badidi  
NIM. 17.2.6.006



Educational unit	MTs NEGERI 2 KOTAMOBAGU
Subject	ENGLISH
Class / semester	VIII
Subject matter	Noun Vocabulary
Time allocation	1 x 30 Menit

(1)	(2)
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Students can understand every word that is mentioned in the video, as well as how the words are used.</li> <li>2. Students can repeat what they hear with correct English pronunciation.</li> </ol>
LEARNING ACTIVITY STEPS	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Greetings and prayers, conditioning students, providing motivation and perception, conveying learning objectives, material coverage, forms of activities to be carried out and forms of assessment.</li> <li>2. <b>Core:</b> Manage learning by watching the video clip by Lingua Marina channel, after which it is discussed together.</li> <li>3. <b>Closing:</b> Summing up the material, doing reflection and motivation, conveying follow-up plans, examining student work and giving awards. The last greetings and prayers.</li> </ol>
ASSESSMENT	<ol style="list-style-type: none"> <li>1. <b>Attitude:</b> Observation</li> <li>2. <b>Knowledge:</b> Written test</li> <li>3. <b>Skills:</b> Performance in the form of face to face.</li> </ol>


Mengetahui,  
Kepala Madrasah  
  
**Asri Maaku, S.Pd.**  
NIP. 19691104 200312 1 001

Kotamobagu, 28 July 2021  
Guru Mata Pelajaran  
  
**Fiqy Afifa Badidi**  
NIM. 17.2.6.006

<b>Educational unit</b>	<b>MTs NEGERI 2 KOTAMOBAGU</b>
<b>Subject</b>	<b>ENGLISH</b>
<b>Class / semester</b>	<b>VIII</b>
<b>Subject matter</b>	<b>Noun Vocabulary</b>
<b>Time allocation</b>	<b>1 x 30 Menit</b>

(1)	(2)
LEARNING OBJECTIVES	<ol style="list-style-type: none"> <li>1. Students can understand every word that is mentioned in the video, as well as how the words are used.</li> <li>2. Students can repeat what they hear with correct English pronunciation.</li> </ol>
LEARNING ACTIVITY STEPS	<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Greetings and prayers, conditioning students, providing motivation and perception, conveying learning objectives, material coverage, forms of activities to be carried out and forms of assessment.</li> <li>2. <b>Core:</b> Manage learning by watching the video clip by Lingua Marina channel, after which it is discussed together.</li> <li>3. <b>Closing:</b> Summing up the material, doing reflection and motivation, conveying follow-up plans, examining student work and giving awards. The last greetings and prayers.</li> </ol>
ASSESSMENT	<ol style="list-style-type: none"> <li>1. <b>Attitude:</b> Observation</li> <li>2. <b>Knowledge:</b> Written test</li> <li>3. <b>Skills:</b> Performance in the form of face to face.</li> </ol>

Mengetahui,  
Kepala Madrasah  
  
Asri Maaku, S.Pd.  
NIP. 19691104200312 1 001

Kotamobagu, 2 August 2021  
Guru Mata Pelajaran  
  
Fings Afifa Badidi  
NIM. 17.2.6.006



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr. S. H. Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor  
Lamp  
Hal

: B-1276 /In. 25 / F.II / TL.00.1 /6/ 2021

Manado, 08 Juni 2021

: Permohonan Izin Penelitian

Yth :  
Kepala/Pimpinan MTs Negeri 2 Kotamobagu  
Di Tempat

**Assalamu'alaikum Wr. Wb.**

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : **Finqy Afifa Badidi**  
N I M : 17.2.6.006  
Semester : VIII (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Using Video Clip To Improve Vocabulary Mastery at Madrasah Tsanawiyah II Kotamobagu"**

Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. **Ahmad Mustamir Waris, M.Pd**
2. **Nikmala N. Kaharuddin, M.Hum**

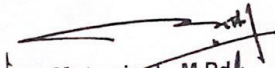
Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d. Agustus 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

**Wassalam**

a.n. Dekan

Wakil Dekan Bid. Akademik dan  
Pengembangan Lembaga

  
**Dr. Mutmainnah, M.Pd**

NIP. 19810716 200604 2 002

Tembusan :

- Rektor IAIN Manado sebagai Laporan



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA KOTAMOBAGU  
MADRASAH TSANAWIYAH NEGERI 2 KOTAMOBAGU  
Jl. Zakaria Imban Nomor 97 Telp. 0434-2621080

### **SURAT KETERANGAN**

NOMOR : B.466 /MTs.23.14/PP.00.5/08/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 2 Kotamobagu :

Nama : Asri Maaku, S.Pd  
NIP : 196911042003121001  
Jabatan : Kepala Madrasah


Dengan ini menerangkan bahwa :

Nama : **Flnqy Afifa Badidi**  
NIM : 17.2.6.006  
Semester : VIII (Delapan)  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah mengadakan penelitian di Madrasah Tsanawiyah Negeri 2 Kotamobagu untuk Skripsi yang berjudul "**Using Video Clip to Improve Vocabulary Mastery at MTs Negeri 2 Kotamobagu**" yang sudah dilaksanakan pada bulan Juni s/d Agustus 2021.

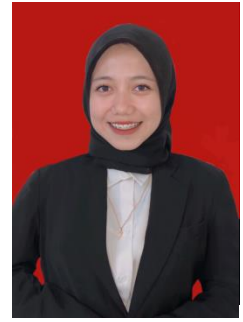
Demikian Surat Keterangan ini dibuat untuk di gunakan seperlunya.

Kotamobagu, 05 Agustus 2021  
Kepala Madrasah

  
Asri Maaku, S.Pd  
NIP. 196911042003121001PP



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Manado, October 2021

The Researcher

Finqy Afifa Badidi

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