

## **Enhancing the Students' Vocabulary Mastery in Reading Narrative Text by Using a Video**

**Isnawati Rofiqoh**

MTs Negeri 4 Ngawi, email: [isna.rofiqoh79@gmail.com](mailto:isna.rofiqoh79@gmail.com)

### **Abstract**

*This research aims to find out whether: (1) video can enhance students' vocabulary mastery in reading narrative text in the ninth-grade students of Islamic Junior High School in Paron, Ngawi. (2) the use of video is able to improve the classroom climate. (3) the strengths and weaknesses of implementing video in increasing students' vocabulary mastery in reading narrative text. This Classroom Action Research conducted at the ninth-grade students of Islamic Junior High School in Paron, Ngawi. There were 2 cycles and each cycle consists of four steps, namely: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting the result of the observation. The result of the research shows: (1) video can enhance the students' vocabulary mastery in reading narrative text, (2) the use of video is able to improve the classroom climate. (3) there are some strengths and weaknesses of implementing video in increasing the students' vocabulary mastery in reading narrative text in the ninth grade of Islamic Junior High School in Paron, Ngawi.*

**Keywords:** video, reading narrative text, vocabulary mastery, car

### **INTRODUCTION**

Vocabulary plays irreplicable role in learning a language. It is the most fundamental part and becomes the starting point for everyone in learning the language. This article refers to an action research study on the improvement of vocabulary mastery to read narrative text at an MTsN 4 Ngawi East Java.

Rivers (in Nunan, 1998: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, will unable to use the structures and functions may have learned for comprehensible communication. Wilkins (in Thornbury,

2002: 13) argues that without grammar very little can be conveyed but without vocabulary nothing can be conveyed.

*Permen Diknas No. 22 2006* states that the target of teaching and learning English in Junior High School is students are able to communicate both oral and written form to solve the daily problems. While the purpose of teaching and learning English in Junior High School is students have some capabilities such as: a) developing the competency of communicate both oral and written form in order to get the functional literacy degree, b) having awareness about the essence and the importance of English to compete in global society, c) developing the students' comprehension about the relevance of language and culture.

In many classes in Indonesia, there are so many apprehensive conditions happen which can be described clearly as the problems in teaching and learning. It is caused by some factors including spelling, pronouncing, the word's meaning and the biggest is they were lack to practice English. The facts found showed that the students still low in vocabulary mastery. That matter is indicated from two indicators, those are: first which is viewed from vocabulary mastery and second which is viewed from the situation of the class.

Based on the result of pre- observation, the researcher found problem indicators dealing with the low of students' vocabulary mastery. The indicators are:

a) the students were not able to spell words correctly; b) the students had difficulties in pronouncing words; c) most of the students had difficulties in grasping the meaning of words; d) the students had difficulties in constructing sentences or recognizing words. The problems arise not only from the vocabulary mastery but also the problems come from the classroom climate or situation, they are: a) most of the students preferred to talk to their friend to pay attention to the lesson; b) most of the students were very passive in the class; c) the students were easy to get bored in following the teaching and learning process; d) some students often asked permission to go to the restroom.

From the indicators of the problems above, I concluded some possible causes: a) the students are lack of vocabularies and lack of opportunities to apply English in the class, so they do not have much time to practice pronunciation; b) the teacher teaches students by textbook; c) the students just keep silence and do not care if they do not understand with the material which is delivered by the teacher; d) there is no effective media or technique to teach students; e) most of the students do not have good books and representative dictionary as source of learning.

Some evidences above became my consideration to conduct classroom action research in order to enhance the students' vocabulary mastery especially in reading narrative text. Previously in the class, I did not use any media to improve students' vocabulary mastery yet. I only used handbook and students; worksheet. In this research, I used video as a media in teaching vocabulary mastery in narrative text.

Media itself are very important in teaching and learning process. They help the teacher as means of communication to convey the message more concretely and also motivate the students in learning English. One of the media that can be used in teaching English vocabulary is video. The use of video in classroom can guide the students' activities in an interesting way. Video provides information to eyes and ears, so students can see communication and action (Edge, Julian. 1993: 58). Video can present language in lively way. Video facilitates in the learning of foreign language. Thus, it can increase the students' interest and motivation easily. Video can also be used as a means of communication. A video sequence used in class makes students more ready to communicate in the target language.

From the theory above, video can

be a good alternative technique in teaching to young learner in grasping the learning of foreign language, animation is one of many kind of video that can be media to teach english to young learner. According to Fernandez (2002: 1) animation is "the process of recording and playing back sequence of stills to achieve the illusion of continues motion. Animation is a type of optical illusion. It involves the appearance of motion caused by displaying

still images one after another. Often, animation is used for entertainment purposes. In addition to its use for entertainment, animation is considered a form of art. It is often displayed and celebrated in film festivals throughout the world.

According to Harmer (2003: 282) there are many reasons why video can add a special, extra dimension to the learning experience:

1. Seeing language-in-use: one of the main advantages videos is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and another visual clue. Thus, the students observe how intonation can match facial expression.
2. Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms. It is great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.
3. The power of creation: when the students use video cameras themselves, they are given the potential to create something memorable and enjoyable. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves 'doing new things in English'.
4. Motivation: for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Moreover Jones (1997: 5) also lists advantages of video in ESL. It can give learners a window out of the classroom into real English-speaking environment. It helps learners identify the speaker in video and become more interested in what people say in video more easily. The other benefit of video is that learners get a lot of information from the speaker's body language, gestures, expressions, and behaviour. Video also gives learners an opportunity to acquire new vocabulary.

Based on views about video above, it is beneficial to English vocabulary to the students by using video.

## **RESEARCH METHODOLOGY**

In conducting the study, I used classroom action research. In the procedures of action research, there are four steps, namely: planning, implementing, observing, and reflecting. There are two kinds of technique of collecting the data that are used in this research, they are: quantitative and qualitative data. The quantitative data are gotten from the students' score from the beginning of the research up to the end of the research. The data come from the test given. The qualitative ones are collected by observations, interviews, and questionnaires.

This study was conducted in Islamic Junior High School in Paron, Ngawi, East Java which is located in Jalan Raya Ngawi – Jogorogo Km. 17 Gentong Paron Ngawi. It has been conducted in three months from March to May 2022. I conducted this research in the class IXE that consists of 33 students (21 males and 12 females).

Descriptive analysis and statistic descriptive were used to analyze the data of the research. There were four steps in analyzing the qualitative data:

a) comparing incidents applicable to each category, b) integrating categories and their properties, c) delimiting the theory, and d) writing the theory. While, statistic descriptive is used to analyze the quantitative data and there were four kinds of assesment score. To calculate the students' correct answer in spelling, meaning, half part of words, and reading test, I used the formula as shown below:

$$S = \frac{R}{N} \times SM$$

S = The students' mastery in % R = The students' right answer

N = The maximum score of the whole answer

SM = Standard Mark (100)

To calculate the increases of the total indicators between the pre-test and the post-test, I used the formula as follow:

$$\bar{x} = \frac{\sum X}{n}$$

$\bar{x}$  = mean (the score)

$\sum X$  = Total Score

N = Number of students

If the students' mean score is increasing from the pre-test to the post test, it means that the research is successful.

|                |              |              |     |              |     |      |  |
|----------------|--------------|--------------|-----|--------------|-----|------|--|
| Mean           |              |              |     |              |     |      |  |
| ing            | 1.9          | 28.          | 2.7 | 69.          | 7   | 70.0 |  |
| Impli          | 7            | 1            | 6   | 1            |     | 3    |  |
| cit            |              |              |     |              |     | 0.7  |  |
| Mean           | 0.8          | 82.          | 1.7 | 85.          | 5   | 75.7 |  |
| ing            | 2            | 0            |     | 0            |     | 6    |  |
| Word           |              |              | 2.0 |              | 1.7 |      |  |
| Mean           | 1.5          | 76.          | 9   | 69.          | 3   | 86.3 |  |
| ing            | 2            | 0            |     | 7            |     | 6    |  |
| Referen        |              |              |     |              |     |      |  |
| ce             |              |              |     |              |     |      |  |
| <b>Total</b>   |              |              |     |              |     |      |  |
| <b>Average</b> | <b>57.45</b> | <b>68.95</b> |     | <b>73.64</b> |     |      |  |

## RESEARCH FINDINGS AND DISCUSSION

The summary of the research is presented in Table 1 below.

Table 1. The Score Improvement of Students' Vocabulary Mastery in Reading Narrative Text

| Aspect of Vocabulary Mastery | Max score | Pre-Test |     | Test 1 |     | Test 2 |     |
|------------------------------|-----------|----------|-----|--------|-----|--------|-----|
|                              |           | raw      | std | raw    | std | raw    | std |
| 1. Spelling                  | 1         | 6.7      | 67  | 8.1    | 81. | 9.     | 94  |
| 2. Pronuncia                 | 0         | 24.      | 60. | 23.    | 2   | 4      | 70  |
| tion                         | 4         | 1        | 2   | 8      | 59. | 2      | 85  |
| 3. Meaning                   | 0         | 5.3      | 53  | 8.5    | 4   | 8      | 72  |
| 4. Word in                   | 1         | 13.      | 67. | 16.    | 85. | 8.     |     |

|                |          |            |            |            |            |          |            |
|----------------|----------|------------|------------|------------|------------|----------|------------|
| Use            | 0        | 4          | 1          | 9          | 1          | 5        |            |
|                | 2        |            |            |            | 67.        | 1        |            |
|                | 5        |            |            |            | 5          | 8        |            |
| <b>Total</b>   | <b>8</b> | <b>49.</b> | <b>58.</b> | <b>57.</b> | <b>67.</b> | <b>6</b> | <b>75.</b> |
| <b>Average</b> | <b>5</b> | <b>5</b>   | <b>3</b>   | <b>3</b>   | <b>3</b>   | <b>4</b> | <b>2</b>   |

While the Improvement of students' score in Reading skill is presented in table 2.

Table 2. The Improvement of Students' Mean Score of Reading

| Aspects   | Pre-Test |      | Test in Cycle 1 |      | Test in Cycle 2 |       |
|-----------|----------|------|-----------------|------|-----------------|-------|
|           | raw      | std  | raw             | std  | raw             | std   |
| Main Idea | 0.85     | 85.0 | 1.09            | 54.5 | 1.09            | 55    |
| Explicit  | 6.33     | 70.3 | 6.15            | 68.3 | 4.61            | 80.81 |

Based on the result above, it was found that:

- 1) Video can increase the students' vocabulary mastery in reading narrative text. The increases of the students' vocabulary mastery cover four indicators:
  - a. The students are able to spell the words better than the pre- research.
  - b. The students are able to pronounce the words better than the pre-research.
  - c. The students are able to determine the meaning of the new words better than the pre- research.
  - d. The students are able to use the new words especially in the form of sentences better than the pre-research.
- 2) The most significant improvement in terms of the use of vocabularies drawn from video is in the spelling and meaning indicators.

Video appears to result in more positive effects for students, as reflected in improved academic achievement and social competence and behavior. It is an effective media that encourages the students' confidence in

pronouncing or reading the text.

The implementation of video enhanced the students' vocabulary mastery in reading narrative text. It could be seen from the students' achievement of post-test after conducting the cycle.

Each of the improvement is discussed as the research findings as follow:

Firstly, the research finding showed that the students were able to read a story clearly. Before the research, the pre-test showed that only 66% students who were able to spell the words correctly. The rest did not understand how to write English words properly. After the research, 94% students got good result in spelling.

Secondly, the students were able to pronounce the words well. Before the research, only 60% students were able to pronounce English words well. Most of them had difficulties in the different pronounce between English and Indonesian. However, after the research, 70% students were able to pronounce English words well.

Thirdly, the students could grasp the meaning of words better. Before the research, the students had difficulties in grasping the meaning. They lacked of vocabulary, even for some simple words. Only 53% students were able to grasp the meaning of the words in the pre-test. However, after the research, 85% students had good mark in grasping the meaning.

Fourthly, the students were able to use the words properly. Before the research, they could not arrange a simple sentence well because of their lack of vocabulary. Only 54% students were able to use the words well. They had difficulties in differentiate of verb, noun, adjective, and adverb. After the research, 72% students got good result in this indicator.

In addition, the use of video also improved the students' reading skill aspects such as how to find main idea, explicit meaning, implicit meaning, word meaning, and references. They could read a text much better than before the action. They did not read a word in Indonesian way and they comprehended the text better. They followed the teaching and learning process more enthusiastic than before.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the result of the research, after implementing the video in teaching reading narrative text to improve the students' vocabulary mastery in two cycles. It can be concluded that optimizing video can enhance the students' vocabulary mastery in reading narrative text. It can be drawn into several conclusions as follows:

1. Video can increase the students' vocabulary mastery in reading narrative text. The increases of the students' vocabulary mastery cover four indicators:
  - a. The students are able to spell the words better than the pre- research.
  - b. The students are able to pronounce the words better than the pre-research.
  - c. The students are able to determine the meaning of the new words better than the pre- research.
  - d. The students are able to use the new words especially in the form of sentences better than the pre- research.
2. The most significant improvement in terms of the use of vocabularies drawn from video is in the spelling and meaning indicators.

Having concluded the result of the research which is using video in teaching vocabulary in reading narrative text to the ninth grade students of MTsN 4 Ngawi, the researcher would like to propose some suggestions as follows:

1. For Teacher

The reading class commonly seems not so interesting for the students since they just have to read a text, find difficult words, and answer the questions. Most of them thought that it is a boring activity. Consequently, teachers face many obstacles during the teaching and learning process. Therefore, the teachers should apply appropriate teaching media, method, or technique. Teacher should design learning activities where the students enjoy the activity. In addition, teacher should understand the students' character and learning

style so that it will be possible to create conducive classroom atmosphere.

## 2. For Students

Students are usually reluctant to read a text because reading English text is not as simple as Indonesian text. The students have some difficulties in pronouncing words. Video as a media has some advantages such as it is fun to enjoy and learn even the students do not feel that they had learnt something. By watching the video, the students can learn how the words were pronounced and they will imitate it unconsciously. The students can use video as another source to learn English and it can give them new experience in teaching and learning process.

## 3. For Institutions

The institution should encourage and support the English teacher to improve the quality of their teaching. It can be done through providing facilities that enables access to new material and media of teaching and learning. The support also can be in a form good atmosphere in the teaching and learning process. Good atmosphere will affect the classroom climate, and good classroom climate will affect the students' motivation in learning.

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