THE USE OF 'EASY ENGLISH VIDEO' IN IMPROVING STUDENTS' VOCABULARY

THESIS

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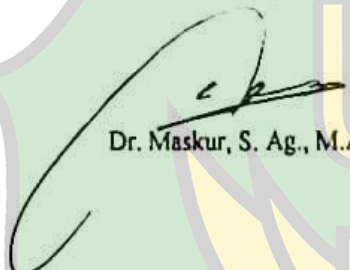for the Bachelor Degree of Education in English Language Teaching

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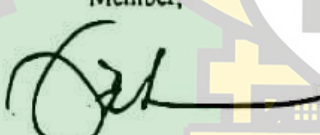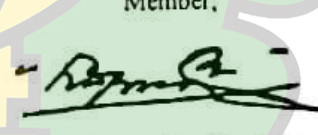
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The Use of 'Easy English Video' in Improving Students' Vocabulary

adalah benar benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat ini saya buat dengan sesungguhnya.

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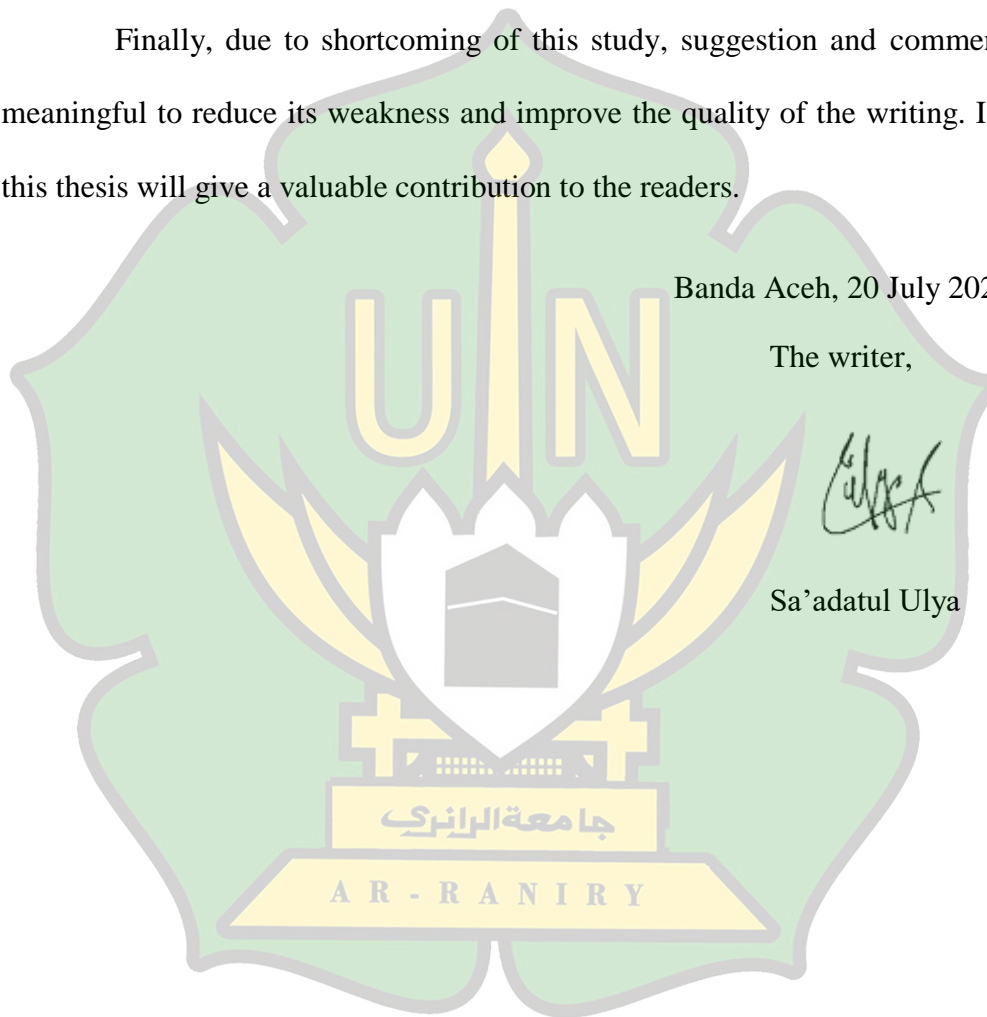
Finally, due to shortcoming of this study, suggestion and comment are meaningful to reduce its weakness and improve the quality of the writing. I hope this thesis will give a valuable contribution to the readers.

Banda Aceh, 20 July 2022

The writer,

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ABSTRACT

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Thesis Title   : The Use of 'Easy English Video' in Improving Students'
                   Vocabulary
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Keyword   : Easy English; improving vocabulary

The researcher conducted this research to discover the students' improvement in learning vocabulary by using the Easy English video. The research question is to find out whether the use of Easy English Video improves students' vocabulary. The sample of this research was class VII-E and VII-F of MTsS Darul Ihsan. In collecting the data, the researcher employed true-experimental research with pre-test and post-test. The findings of the test score showed that the mean of the experimental class post-test is higher than the post-test of the control class, which was proven by using T_{test}. The data were analyzed quantitatively using the SPSS version 20 program. The results of the t-test showed that the experimental class and control class data had a P-value <0.05, namely $0.00 <0.05$. Thus H_0 is rejected, and H_1 is accepted with 29 degrees of freedom. The results showed that the students' improvement in vocabulary who get learning with Easy English video is better than students who get conventional learning. Finally, the researcher concludes that Easy English can improve students' vocabulary.
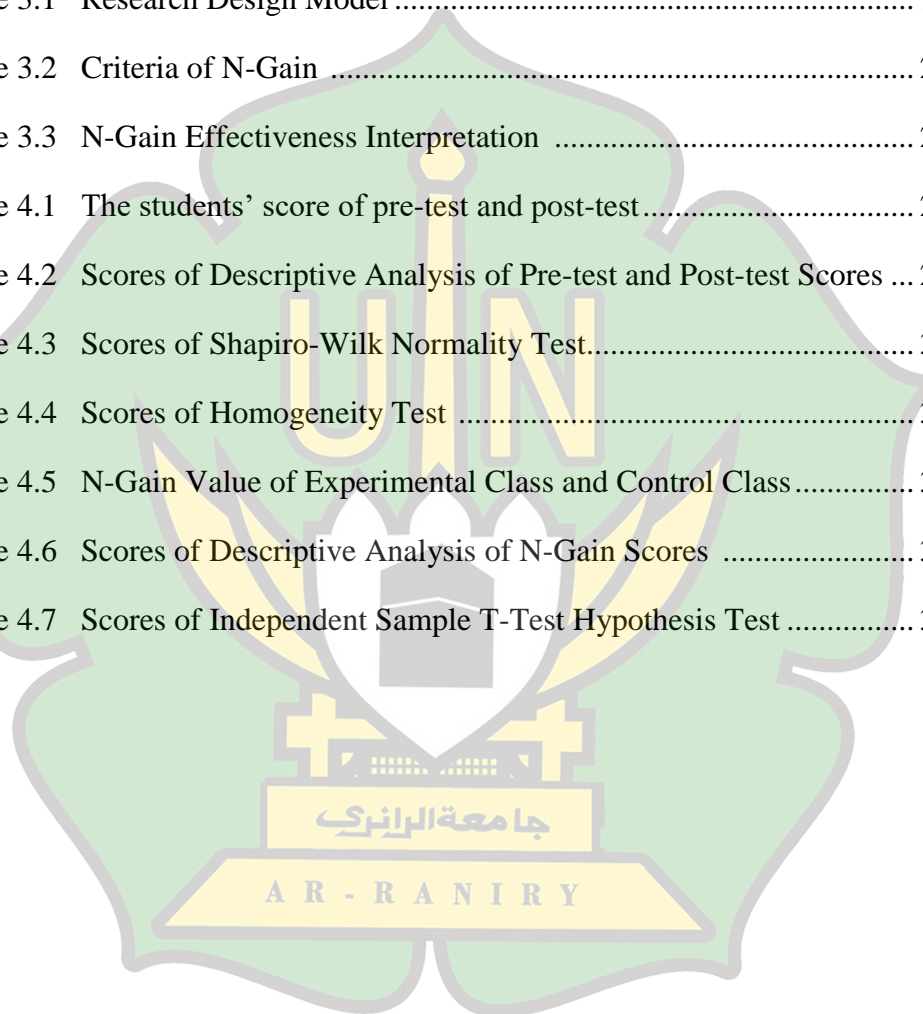
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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is one of the crucial aspects of learning English. People used many words to express and share their opinions to communicate with each other. By knowing the vocabulary, it will be able to create actions in speaking, listening, reading, and writing. As Schmit (2004) argued that people could say a lot of this world if they had a number vocabulary to express. Linse (2005) stated that developing vocabulary is essential for language development. A good English speaker needs a good vocabulary as well. Good vocabulary learning is required to create good communication between each other. However, the teacher must be creative in teaching vocabulary to make the students easy in learning vocabulary and not boring.

In junior high school, English lesson is one of the crucial subjects that must be taught, especially in Islamic boarding schools. In the boarding school, students must communicate in two languages, English and Arabic. Based on the observation at MTsS Darul Ihsan, most of the students had difficulties in speaking or communicating with each other. It's due to their lack of vocabulary.

The students were given 12 new vocabularies every week, and they had to memorize them to improve their communication. All the language activities that have been carried out have not yielded such great results. Students are asked to learn every vocabulary that has been given, but they will forget it. This was

1

proven when they were again asked about the vocabulary they had just memorized and forgotten. As a result, students' communication is very limited due to their lack of vocabulary, especially vocabulary related to nouns and verbs.

On the other hand, students are bored and not interested in learning vocabulary because the methods used are only writing, reading, and memorizing. Therefore, innovation is needed so that students memorize and write vocabulary and need to be given practical examples of vocabulary and vocabulary descriptions so that it is easy for students to remember and difficult to forget. The students don't know where and when they can use the vocabulary in their daily life. Thus, they will communicate like what they want to speak without thinking about whether the use of vocabulary is correct or not.

Along with the times, the improvement of students' vocabulary is also supported by media learning. The media learning used by a teacher in learning activities is an important influence for creating effective teaching and learning activities. One of the media that teachers can apply is audiovisual media. Azar (2012) explained that video is advantageous and effective in learning vocabulary. Through video, students can improve their communicative skills and provide a chance for learners to use the target language.

Furthermore, learning by using video can improve students learning vocabulary. Recently, some relevant studies have been related to enhancing vocabulary. Aulina (2021) entitled "The Implementation of Word Wizard Game in Learning Vocabulary." The researcher employed a qualitative narrative to investigate students' responses in learning vocabulary through Word Wizard

Game. The participants were students of grade one SMP. The result showed that the game helped students remember and find new vocabulary. Students are also very excited and interested in learning vocabulary. The following relevant study was from Mu'minati (2020) entitled "Improving Students' Vocabulary Mastery through Picture Word Inductive Model (PWIM) at the Eight Grade of SMP Negeri 1 Baraka Kab. Enrekang." The researcher used pre-experimental research. The result showed that the students' ability in vocabulary mastery is higher after being taught using the Picture Word Inductive Model. In addition, the results of the pre-test scores were lower than the post-test scores.

Moreover, Sinta (2014) entitled "Improving Students' Vocabulary Through Picture of Advertisement at the ninth year of SMP Negeri 9 Palopo." The researcher employed classroom action research (CAR) with two cycles. The result showed that students' participation in the first cycle was low. Only one student was enthusiastic about the learning process, but in the second cycle, student participation increased. So, picture advertisement is an effective way to improve students' vocabulary.

Based on what is discussed above, there are significant differences between the three previous studies. Previous research used the image and game methods to increase students' vocabulary, while this study used audio-visual or video methods. The videos used show pictures and the correct pronunciation to increase students' vocabulary effectively. Besides, the teacher must be careful in choosing a good video for students. The video that can be a media for improving

students' vocabulary is Easy English Video, which is different from the footage applied by the two researchers above.

Easy English is a video that provides a variety of English lessons to help English learners. One of the focuses is on vocabulary learning, where there is a lot of vocabulary adapted to each group. This makes students more focused and can distinguish each use of vocabulary according to their respective places or context. In addition, the Easy English video uses an animation feature that shows the shape of objects from a vocabulary.

B. Research Questions

Based on the background of the study above, the research question to this study is "Does the use of Easy English Video improve student vocabulary?"

C. Research Aims

Following the research questions above, the research aim of this study is "To find out whether the use of Easy English Video improves students' vocabulary."

D. Hypothesis

The hypothesis that would like to draw by the researcher related to the problems of the study above, are:

a. H_0 : The use of Easy English Video does not improve students' vocabulary significantly.

b. H_1 : The use of Easy English Video significantly improves students' vocabulary.

E. Significance of Study

This study has advantages for students, teachers dan other researchers. The benefits of this study this video might be helpful, especially for students who lack vocabulary. It's beneficial to learn through video because the video is also sorted according to the theme and usage rules. Next, for teachers, this research can be one of the media or references where it is expected to give new strategies to deliver the material through video. At last, for research, this study is helpful as the additional information to those interested in dealing with the improvement of vocabulary.

F. Terminology

To avoid misunderstanding and misinterpretation, the researcher should explain some terms as the following:

1. Easy English Video

The video makes a better contribution to the teaching and learning process, especially in the case of studying English vocabulary (Harji et al., 2010). In this study, the video is Easy English Video which facilitates many simple videos about English with content for the learners and beginners.

Easy English video is a youtube channel created as a medium for learning languages for foreigners. This channel is one of the channels recommended by many people, which can be seen from the number of subscribers is 2.32 million. This channel has a variety of playlists consisting of various videos grouped according to their context, such as conversations, idioms, phrases, grammar, vocabulary, etc. Each playlist has many videos grouped according to their

categories. This research focuses on vocabulary and will use one of the videos for grouping vocabulary into an adjective and verb categories.

2. Improve

Hornby (2006) pointed out that improvement means making better quality or more productive. In this study, improvement means students' percentage to measure the understanding of Oral vocabulary. The researcher will apply a pre-test and post-test to determine whether students improve.

There are five tips to improve students' vocabulary:

1) Take a systematic approach to vocabulary practice

2) Read the meaning

3) Teach vocabulary in context

4) Teach vocabulary specific to the content

5) Word association

3. Vocabulary

Schmitt (2010, as cited in Yunus & Saifuddin: 2019) that vocabulary is a crucial part of language proficiency which has the componennts for language learner to communicate such as, read, write or comprehend a foreign language. Hence, vocabulary is a necessity that students must learn, or they will have difficulty speaking, listening, reading, and writing. In this study, the video that will be used is Easy English Video as a media to help students improve their vocabulary.

The vocabulary that will be learned by the students are about feelings and emotions, because the researcher found that the students lack in this context. The example of the vocabulary are sad, nervous, guilty, disappointed, hungry, etc.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary refers to the word has the rule as the primary point that someone should learn to communicate effectively. Vocabulary should be considered the list of words for a particular language that each language speaker might use (Hatch & Brown, 1995).

According to Penny Ur (1984), he stated that "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new vocabulary item may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words." In Oxford Learners Pocket Dictionary, vocabulary is all the words that people know or use, which are all the words in a language that lists their meaning for learning a foreign language (2008).

Based on some terms about vocabulary above, the researcher can say that vocabulary is a group of words that have the function as the link to someone to communicate in their daily lives. Hornby (2006) stated that vocabulary is all words someone uses when talking about a particular subject in a specific

language. People need to learn and know the vocabulary to start conversations with others. Moreover, the research concludes that vocabulary is the essential element of language that someone needs to communicate with others effectively.

2. Types of Vocabularies

According to Hibert and Kamil (2005), there are two types of vocabulary; productive and receptive vocabulary. These will be explained below:

a. Productive Vocabulary

Productive vocabulary is defined as the words that students use in writing and speaking. When someone uses words to share their idea when they speak or write, they use productive vocabulary. In line with Webb (2005), productive vocabulary can be thought of as an active word process because learners can generate words to express their thoughts and feelings that are understood by others.

According to Hatch and Brown (1995), productive vocabulary is words students understand well, pronounce correctly, and use appropriately in speaking and writing. It can be said that the word that someone uses is a familiar word, frequently used, and well-known.

b. Receptive Vocabulary

Receptive vocabulary is assumed as the words that students understand the meaning of when listening or reading. Hiebert and Kamil (2005) stated that the words used are often less well-known and less frequently used. In learning receptive vocabulary, the teacher usually will give the meaning of the word to the

students by providing how to use the word in a sentence, then asking them how to spell and pronounce it. Hatch and Brown (1995) argued that receptive vocabulary is words students understand and recognize but cannot produce correctly.

3. The Importance of Learning Vocabulary

Learning vocabulary is essential in learning a language, and some experts have supported it. Macaro (2001) said that students need more practice to be good at vocabulary mastery. Practice means students need more experiences, which can be obtained from learning activities.

Wilkins (1982) pointed out that very little can be delivered without grammar. In contrast, with no vocabulary, someone can provide nothing. It explained that someone could say everything they want to express if they know the vocabulary, but it's useless without knowing the vocabulary or the word. Supporting Thornbury (2002) argued that there is no significance in improving English when someone spends their time learning grammar. Thus, the importance of English improvement can be determined if someone learns more words and expressions day by day.

Table 2.1
Vocabulary Assessment Rubric.

No	Rated Aspect	Indicator	Scor
1.	Translate the vocabulary	Students could translate the vocabulary very well	20
		Students couldn't translate the vocabulary well	10

2.	Read the vocabulary	Students could read the vocabulary very well	20
		Students couldn't read the vocabulary well	10
3.	Pronounce the vocabulary	Students could pronounce the vocabulary very well	20
		Students couldn't pronounce the vocabulary well	10
4.	Write the vocabulary	Students could write the vocabulary very well	20
		Students couldn't write the vocabulary well	10
5.	The implemention or use the vocabulary in learning	Students could implement the vocabulary very well	20
		Students couldn't implement the vocabulary well	10
Max score			100

To determine the skill of learners' speaking, listening, reading, and writing is from their vocabulary. Vocabulary is the link between the four skills of speaking, reading, listening, and writing (Huyen & Nga, 2003). To master all these four skills, students should master someone in vocabulary by learning it. The lack of vocabulary will lead the student to a big problem in learning English. The students who know many English words will help them share their thoughts, and they will easily communicate and have a conversation with other people.

Therefore, learning vocabulary is crucial for the students to improve their English skills.

4. The Difficulties of Learning Vocabulary

Kayaoglu (2011) argued that it is not easy to remember many vocabularies and learn new vocabulary by memorizing them simultaneously. It's hard for the learners to remember the vocabulary instantly, especially for a second language or foreign language learners.

Learning vocabulary includes seeing, listening, and using words in a meaningful context (William, 2011). The students will face difficulties in their life by knowing the words but don't know how to use them. They need to know where and when the vocabularies are used. Students who are not using English as their first or native language will face some difficulties learning vocabulary. These difficulties are the main focus that the teacher has to focus on and deal with.

There are some difficulties in learning vocabulary. Some students might think that the teacher's explanation is boring, and it makes the students have no attention. To deal with this issue, the teacher should change and try techniques that may motivate and make fun of learning. Students forgot the vocabulary that they had just learned. Thornbury (2002) stated that the teacher is not aware that vocabulary is helpful for students' communication. It causes the student to learn the vocabulary only as of the subject, not as the thing that they need in their life. Another common difficulty students face is understanding the meaning of vocabulary itself, the usage, and the pronunciation of the word.

Thornbury (2002) stated that there are some difficulties in learning a word or vocabulary:

1. Pronunciation

Many research claims that pronunciation is one of the big problems in learning vocabulary. Some words have the same pronunciation but not the written one, and some words have similar written but different to pronounce it.

2. Spelling

Wrong spelling causes mismatched sound-spelling. Some words contain silent letters such as foreign, headache, honest, muscle, etc. The students need to focus and know the word that should be spelled and not.

3. Meaning

Most students have difficulty finding the same meaning in two words. For example, listen and hear, make and do. This case needs more explanation from the teacher to the students.

B. Video

Audiovisual media or also called video, can be divided into two categories. The first is the original audiovisual tools, such as film, video, and television, where the sound of moving images. Second, the visual sound, which means the audio is provided in the form of cassettes, such as opacity, slides, and other optical equipment (Wulandari et al., 2021). In learning vocabulary, using video can communicate and be the benefit technique to teach the students. Hariyono (2020) assumed that video facilitates language in real terms because it helps

students deliver the meaning of vocabulary and attracts their interest in learning vocabulary.

Rahayu (2013) entitled "Improving Students' Vocabulary Through Magic English Video Watching," stated that the students were more interested, and active in mastering the vocabuary. The use of video can help the learning and teaching process run effectively. The following relevant study was from Azis and Sulicha (2016) entitled "The Use of Cartoon Films as Audio-Visual AIDS To Teach Vocabulary." The researchers claimed that the use of video has the positive impact in aspect of cognitive, affective, and psychomotor to the students in developing vocabulary.

Hamalik (1996) stated that a video is a tool which can communicate better with students than other forms of media can do because it contains elements such as action, location, and music to reinforce the message in learning vocabulary. Many videos can be adapted to the teaching and learning vocabulary, for example, Easy English Video.

C. Easy English Video

Easy English is a YouTube channel, which has videos contain lots of conversation on various topic that can help students improve their English vocabulary and spoken English. The video used a cartoon or animated picture display that can make students feel interested in learning (Easy, 2018). In addition, every vocabulary or conversation contained in the Easy English video shows conditions that are in accordance with what is being discussed. This video

makes students remember vocabulary easily and quickly. The pronunciation of the words in this video is clear ,and simple sentences for each vocabulary are provided. The English level used in the video ranges from beginner to upper-intermediate.

In summary, Easy English is one of the best YouTube Channels that provides videos about English, especially in the aspect of vocabulary. This video has also been prepared for beginners who learn English to improve their English skills.

D. Advantages and Disadvantages in Using Video in Learning Vocabulary

1. Advantages of Using Video

Using video in learning vocabulary has several advantages that can help students understand and improve English skills. According to Barry and King (1988), there are several advantages of using video in learning vocabulary:

1. Effective time saving
2. Interesting stimulus
3. Increasing the level of student participation
4. Helping students communicate via video
5. The classroom would be more attractive and inviting

Since there are many English videos that teachers can use in learning vocabulary, it will help learners have fun learning. Students' interest has a significant point in motivating them to be more focused on the learning process. Watching the video will allow the students to listen to how the native speaker

pronounces the words (Rahayu, 2013). Besides, using video can improve students' ability in other aspects, such as listening, speaking, and reading.

2. Disadvantages of using Video

Talking about the disadvantages of using video is not far from the need for the internet network . Since the video is provided on YouTube, it also needs a quota. Besides, the teacher has difficulty previewing the material through video if the amounts of students are vast (Rahayu, 2013). In addition, learning using teacher videos requires preparation where the teacher must prepare a lot of equipment such as in-focus, BlueTooth speakers, laptops or computers, data cables, and others.

The suitability of the video is also one of the shortcomings, where some videos are not appropriate for the level of student education. Therefore, teachers need to adapt the learning videos to the age of the students or the level of education so that the learning activities run effectively. There are many ways to minimize the disadvantages of using video. The disadvantages don't make the education stop teaching, but it motivates and inspires to have a better innovation in the teaching and learning process.

E. Test of Vocabulary

in this research, the researcher used test to measure student's achievement. The main reason by doing test is that gave us information about how well our

students proceed in their learning of English (Pavlu, 2009). The test that will be used in this research is vocabulary test.

Thornbury (2002) stated that testing vocabulary happens in arrangement tests or demonstrative tests to discover out students' level of knowledge. The test will be carried out twice, namely a test before treatment or called a pre-test. The second test is a test after giving treatment (post-test). There are three kinds of test that will be given in this research, such as multiple choice, matching, and pronunciation test. The total of questions are fifteen of multiple choice, five of matching, and five of pronunciation. Each questions will be counted as five score if it was correct, and it is different from the calculation of the pronunciation test.

Table 2.2
The rubric of pronunciation test (Harris, 2007)

	5	The pronunciation is very clear and easily understood.
Pronunciation	4	Easily understood the word. Despite, the influence of mother tongue can be detected.
	3	The pronunciation is not really clear, but it can be understood by the listener.
	2	The pronunciation is not clear.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

To conduct this study, the researcher used quantitative research. Quantitative research is a type of educational research in which the writer decides what to study, reviews these numbers, analyzes in an unbiased, objective manner, and conducts the inquiry (Cresswell, 2008). Arikunto (2010) stated that one type of experimental design is True Experimental Design. This study applied True-experimental research in which the researcher provided specific treatments by using video to improve students' vocabulary. This experiment used a pre-test and post-test design, which is described by the following pattern:

Table 3.1
Research Design Model (Arikunto, 2010)

Experimental class	O_1	X_1	O_2
Control class	O_1	X_2	O_2

Where :

O_1　　　: *Pre-test*

O_2　　　: *Post-test*

X_1　　　: Treatment by using video

X_2　　　: Treatment without using video

B. Teaching Design

According to Agustan (2011, as cited in Setiadi: 2013) "The stages that will be taken in this study are in accordance with the experimental method". The pretest-posttest control group designs include:

1) Determine the population, 2) Determine the sample, 3) Carry out the initial test/ pre-test, 4) Giving treatment, 5) Carry out the final test/ post-test, 6) Compile pre-test and post-test scores, 7) Processing data, 8) Analyze data, 9) Conclusions.

The researcher describes the research steps in the picture shown below:
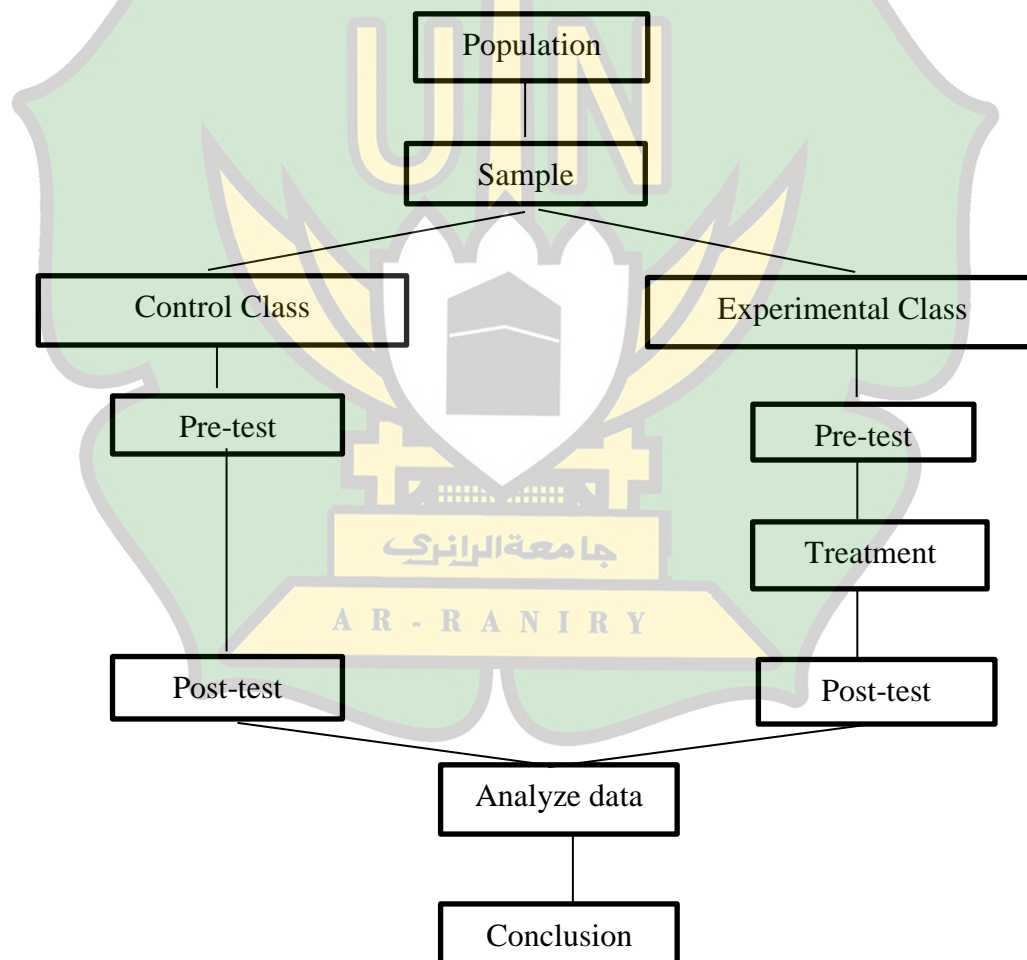

Figure 3.1 *The Steps of True Experimental Research*

C. Population and Sample

1. Population

The population is the whole object to be examined in a study. Creswell (2008) claimed that a population is a group of individuals with the same characteristics. Thus, the population of this study was the first-grade students of MTsS Darul Ihsan in Aceh Besar, which consists of 246 students.

2. Sample

Arikunto (2010) explained that a sample is a finite number of elements in the population that represent the population. The sampling technique used in this study is simple random sampling, where the item in the population has a chance to be selected in the sample. Therefore, the researcher took the subject as the sample, the students in class VII-E, consisting of 35 students, as the experimental class, and class VII F consisting of 36 students as the control class.

D. Data Collection

The data was collected by using a test to measure the improvement of students' vocabulary. A test is a measuring tool used to assess the results obtained by students. There are two kinds of tests, pre-test, and post-test. The researcher gave the pre-test before the treatment to the students to figure out the student's improvement in learning vocabulary in the experimental and control classes. In the practical class, students are taught using video media, while they are taught without video media in the control class.

After the treatment, students were given a post-test to know the improvement of their vocabulary in the experimental class and control class. The

type of test used in this research is a vocabulary test. This test consists of several essay questions that students need to fill out.

The researcher was conducted the true-experimental teaching in five meetings for experiment class and for control class in order to know whether the use of video improves students' vocabulary or not.

1. True Experimental Teaching

The researcher taught students by using the video as a strategy for experimental group of students, and traditional strategy for control group. Here are the details of experimental class:

1). The First Meeting in experiment class (June 19th, 2022)

The researcher entered the classroom and introduced herself to the students. She also explained about the purpose of her research and why English learners need to learn about vocabulary. After five minutes self-introduction, she checked the student's attendance list and called their names. Moreover, in order to know students improvement in vocabulary, the researcher gave the pre-test to the students.

2). The Second Meeting in Experiment Class (June 21th, 2022)

For the second meeting in experiment class, the researcher began the class by checking the attendance list and then introduced the Easy English Video to the students. Next, the researcher showed the video of vocabulary content to the students and played it for twice.

Afterward, the researcher gave meaning and explanation about the vocabulary that has been showed in the video. Thereafter, the researcher

asked the students to follow how to pronoun the vocabulary one by one. At the end, the students wrote the vocabulary and its meaning.

3). The Third Meeting in Experiment Class (June 26th, 2022)

For the third meeting in experiment class, the researcher began the class by checking the attendance list. Next, the researcher played the video for twice, while the students focused to the video. Then, the students asked the students to make a simple example of each vocabulary by guiding them during their activity. Finally, the students presented their example in front of class.

4). The Fourth Meeting in Experiment Class (June 27th, 2022)

For the fourth meeting in experiment class, the researcher asked the vocabulary in the past two meetings to remind the students. Then, the researcher played the video. Next, the researcher divided the students into pairs and asked them to implement the vocabulary into their daily communication by making short conversation which is related to the vocabulary. Afterward, the researcher asked students to present the task in front of the class.

5). The Fifth Meeting in Experiment Class (June 28th, 2022)

For the fifth meeting in the experiment class, the researcher gave them post- test of vocabulary about the same question as in the first meeting. The researcher used post-test in order to know if there any improvement of students' vocabulary after she gave them treatment using Easy Englidh Video.

Here are the details of control class:

1). The First Meeting in Control Class (June 20th, 2022)

The writer entered the classroom and introduced herself to the students. She also explained about the purpose of her research and why English learners need to learn about vocabulary. After five minutes self-introduction, she checked the students' attendance list. Moreover, in order to know students' improvemnet in vocabulary, the researcher gave the pre-test to the students.

2). The Second Meeting in Control Class (June 22th, 2022)

For the second meeting in control class, the researcher began the class by checking the attendance list and then gave them the vocabulary about Adjective. Afterward, the researcher pronounced the vocabulary and gave meaning, explanation about the vocabulary. Thereafter, the researcher asked the students to follow how to pronoun the vocabulary one by one. At the end, the students wrote the vocabulary and its meaning.

3). The Third Meeting in Control Class (June 23th, 2022)

For the third meeting in control class, the researcher began the class by checking the attendance list. Next, the researcher wrote the vocabulary that has been given in the last meeting. Then, the students asked the students to make a simple example of each vocabulary by guiding them during their activity. Finally, the students presented their example in front of class.

4). The Fourth Meeting in Control Class (June 25th, 2022)

For the fourth meeting in control class, the researcher asked the vocabulary in the past two meetings to remind the students. Then, the

researcher divided the students into pairs and asked them to implement the vocabulary into their daily communication by making short conversation which is related to the vocabulary. Afterward, the researcher asked students to present the task in front of the class.

2). The Fifth Meeting in Control Class (June 26th, 2022)

For the fifth meeting in control class, the researcher started the class by checking students' attendance list then explained the purpose of the second meeting. In this meeting the researcher gave the students post-test to measure their vocabulry improvement and compared the result to the experiment class.

E. Data Analysis

The researcher analyzed the data by calculating the pre-test and post-test scores that the researcher had obtained. The next step is to find the mean, variance, and standard deviation of the pre-test and post-test scores of each group. The mean, variance, and standard deviation of each group obtained will then be tested for the normality for each group. Then, test the homogeneity of the pre-test and post-test. After that, the researcher looked for the N-Gain value of each group by comparing the post-test and pre-test scores, and continued to find the mean, variance, and standard deviation of the N-Gain value of each group. Finally, the last step is to test the hypothesis. The data analysis technique performed by the researcher was by using the Statistical Product and Service Solution (SPSS) 20 for Windows software program.

The process of data analysis techniques is as follows:

a. The researcher made a table of pre-test and post-test scores for both classes.

b. The researcher conducted a descriptive analysis of the pre-test and post-test scores for both classes using the SPSS version 20 program. The purpose of the researcher to carry out a descriptive analysis was to describe and describe the research data which included the amount of data, maximum value, minimum value, average, and so on. etc.

c. The researcher conducted a normality test using the SPSS version 20 program. This test was conducted to find out whether the data was normally distributed or not. If both data have a P-value> 0.05, then the data is normally distributed and can proceed to the parametric hypothesis testing stage (Lestari & Yudhanegara, 2015).

d. The researcher conducted a variance homogeneity test using the SPSS version 20 program. This test was conducted to determine whether the data variance was homogeneous or not. If both data have a P-value> 0.05, then the data is said to be homogeneous (Lestari & Yudhanegara, 2015).

e. The researcher compared the pre-test and post-test scores to find the increase (gain) in both classes with the Hake Normalized Gain formula developed by Hake (1999), namely:

$$N - gain = \frac{Scores\ of\ post\ test - Scores\ of\ pretest}{Max\ score\ (100) - scores\ of\ pretest}$$

f. After obtaining the gain value, it is then interpreted using the classification as shown in table 3.2 and table 3.3.

Table 3.2
Criteria of N-Gain (Lestari & Yudhanegara, 2015)

Gain Score	Interpretation
$g>0,7$	High
$0,3<g\leq0,7$	Medium
$g\leq0,3$	Low

Table 3.3
N-Gain Effectiveness Interpretation (Hartati, 2016)

Presentase (%)	Interpretation
< 40	Ineffective
40-55	Less Effective
56-75	Moderately Effective
>76	Effective

g. Researchers conducted hypothesis testing. Testing this hypothesis uses a t-test which aims to compare between the two conditions. Hypothesis testing in this study was carried out using a one-sided test, namely the right-hand test with a significant level of $\alpha = 0.05$. The test was completed using the help of the SPSS version 20 program. The basis for the decision was that if the P-value $\leq$ a, where $\alpha=0.05$, the alternative hypothesis H_1 was accepted and H_0 was rejected, and vice versa (Lestari & Yudhanegara, 2015).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter will explain the results of the research conducted at MTsS Darul Ihsan. This research aims to determine the improvement of student learning outcomes related to vocabulary through Easy English videos. The researcher conducted this research from July 19 to 28, 2022. The researcher gave a pre-test according to the test instrument that the researcher had prepared to determine the student's initial abilities. Then, the researcher continued implementing learning (treatment) in as many as three meetings.

Furthermore, a final test (post-test) was given to see the improvement in student vocabulary outcomes. The results of the pre-test and post-test are processed according to the data processing method that has been determined in chapter III. The researcher will process the data based on the established criteria.

1. The scores of Pre-test and Post-test of Experimental Class and Control Class

The researcher used class VII-E, which consisted of 36 students, as the sample of the experimental class in this study. The students will be given the pre-test with 20 questions in the first meeting. Then, in the second, third, and fourth meetings, the researcher will be given treatment using Easy English Video to improve students' vocabulary. The researcher provided post-test questions at the fifth meeting to see student learning outcomes in increasing vocabulary using

Easy English Video. The researcher will calculate the students' score data to determine if there is an improvement in vocabulary using the Easy English video.

Table 4.1
The students' score of pre-test and post-test

No	Experimental Class Scores		Control Class Scores	
	Pre-Test	*Post-Test*	*Pre-Test*	*Post-Test*
1	43	88	21	45
2	25	79	40	61
3	24	77	22	45
4	31	80	30	53
5	49	92	49	70
6	22	70	23	43
7	47	96	27	47
8	47	92	28	49
9	42	90	34	54
10	37	86	25	50
11	25	73	44	68
12	23	72	32	55
13	52	97	24	50
14	28	77	33	61
15	37	87	46	63
16	51	96	53	75
17	22	71	47	72
18	30	79	43	63
19	28	80	45	70
20	53	98	27	48
21	48	96	40	66
22	50	94	49	70
23	45	90	46	71
24	32	87	37	55
25	49	93	47	62
26	41	89	23	50
27	33	86	22	49
28	27	78	41	64
29	40	88	25	50

30	21	69	51	73
31	32	84	38	58
32	35	85	39	57
33	29	76	31	61
34	43	92	48	69
35	27	77	50	71
36	31	84	39	60

1.1 The score's calculation of descriptive statistics

First step in calculating the scores is finding out the Mean ($\bar{x}$), and Standard Deviation (S) Pre-test Experimental class. The scores of the descriptive analysis that was carried out using the SPSS version 20 program are presented in table 4.2.

Table 4.2
Scores of Descriptive Analysis of Pre-Test and Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of Experiment	36	21.00	53.00	36.08	10.12317
Post-Test of Experiment	36	69.00	98.00	84.67	8.44139
Pre-Test of control	36	21.00	53.00	36.64	10.07161
Post-Test control	36	43.00	75.00	59.11	9.43482

Based on table 4.2, it can be seen that the average value of the control class pre-test is greater than the experimental class pre-test, namely 36.08> 36.64. The average post-test score for the experimental class was greater than that for the control class, namely 84.67 > 59.11.

1.2 The tests of Normality

The second step is testing for normality of Pre-test data istribution. This test is to determine whether the data from each group in this study came from a

normally distributed population or not. The normality test results obtained after
testing using the SPSS version 20 program are presented in table 4.3.

Table 4.3
Scores of Shapiro-Wilk Normality Test

Class	Shapiro-Wilk			Conclusiom
	Statistic	Df	Sig.	
Pre-test of Experiment	0,93	36	0,025	Normal
post-test of Experiment	0,955	36	0,148	Normal
pre-test of Control	0,929	36	0,023	Normal
Post-test of Control	0,944	36	0,068	Normal

In the first output, statistical values were obtained which showed that the
P-value in the pre-test of experimental class was greater than α, namely 0,025>
0,05, the P-value in the post-test of experimental class was also greater, namely
0,148> 0,05. Besides, the pre-test of control class was also greater than α, namely
0,023> 0,05, and post-test of control class was 0,068> 0,05 Thus, it can be
concluded that at the 95% confidence level above data are normally distributed.

1.3 Test of Homogeneity of Variance

The homogeneity test results obtained after testing using the SPSS version
20 program are presented in table 4.4.

Table 4.4
Scores of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.204	3	140	0,311
1.011	3	140	0,390

It can be seen from the output above that the P-value for Levene's test are 0.311 and 0,390, because these value are greater than α = 0.05, then at the 95% confidence level the variances of the two data are homogeneous.

1.4 Calculation of N-Gain Value from Pre-test and Post-test scores

Comparing the Pre-test and Post-test scores was carried out to find the inmprove in value (Gain) that occurred after learning in each group which was calculated by the Normalized Gain (N-Gain) formula, namely equation (i) as described in the previous chapter so that the data presentation of the N-Gain score is obtained as follows:

Table 4.5
N-Gain value of Experimental class and Control Class

No	N-Gain of Experiment Class	No	N-Gain of Control Class
SE1	0,79	SC1	0,30
SE2	0,72	SC2	0,35
SE3	0,70	SC3	0,29
SE4	0,71	SC4	0,33
SE5	0,84	SC5	0,41
SE6	0,62	SC6	0,26
SE7	0,92	SC7	0,27
SE8	0,85	SC8	0,29
SE9	0,83	SC9	0,30
SE10	0,78	SC10	0,33
SE11	0,64	SC11	0,43
SE12	0,64	SC12	0,34
SE13	0,94	SC13	0,34
SE14	0,68	SC14	0,42
SE15	0,79	SC15	0,31
SE16	0,92	SC16	0,47
SE17	0,63	SC17	0,47
SE18	0,70	SC18	0,35
SE19	0,72	SC19	0,45
SE20	0,96	SC20	0,29
SE21	0,92	SC21	0,43
SE22	0,88	SC22	0,41

SE23	0,82	SC23	0,46
SE24	0,81	SC24	0,29
SE25	0,86	SC25	0,28
SE26	0,81	SC26	0,35
SE27	0,79	SC27	0,35
SE28	0,70	SC28	0,39
SE29	0,80	SC29	0,33
SE30	0,61	SC30	0,45
SE31	0,76	SC31	0,32
SE32	0,77	SC32	0,30
SE33	0,66	SC33	0,43
SE34	0,86	SC34	0,40
SE35	0,68	SC35	0,42
SE36	0,77	SC36	0,34
MEAN	**0,77**	**MEAN**	**0,36**

First step in calculating the scores is finding out the Mean ($\bar{x}$), and Standard Deviation (S) Pre-test Experimental class. The scores of the descriptive analysis that was carried out using the SPSS version 20 program are presented in table 4.6.

Table 4.6
Scores of Descriptive Analysis of N-Gain Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental class	36	61.00	96.00	77.4444	9.79925
Control class	36	26.00	47.00	35.9722	6.39413

1.5 Hypothesis Test

After the data from N-Gain the two classes (Experimental class and Control class) are collected, the next step is to calculate or compare the results of the two calculations. The calculation results obtained using the SPSS version 20 program are presented in table 4.7.

Table 4.7

Scores of Independent Sample T-Test Hypothesis Test

	Independent sample t-test		
	T	Df	Sig. (2-tailed)
Experimental Class	21,266	70	0,000
Control Class	21,266	60,230	0,000

Based on the table above, it can be seen that the results of the independent sample t-test on the experimental class and control class data have a P-value <0.05, namely 0.00 <0.05. Based on these results, H_0 is rejected and H_a is accepted. It can be concluded that the improvement in students vocabulary learning outcomes who get learning with the Easy English video is better than students who get conventional learning.

B. Discussion

The researcher used Easy English videos to increase students' vocabulary in class VII MTsS Darul Ihsan. This study aims to determine the improvement of students taught by using Easy English videos with students taught by conventional learning. Based on the results of research data analysis that has been carried out using the t-test, it is found that the hypothesis which reads "The use of Easy English video significantly improves students' vocabulary" can be accepted.

Learning outcomes data in the form of pre-test and post-test scores can be seen in table 4.1 for the experimental class and the control class. The pre-test scores for the experimental and control classes were obtained before the teaching and learning activities started. The average score for the experimental class was 36.08, and the control class was 36.64. The post-test score for the experimental

class was obtained after students received learning using the Easy English video with an average score of 84.67. The control class post-test score was obtained after students received conventional learning with an average value of 59.11. The average N-Gain value for the experimental class is 0.77, which is included in the high category, and the average N-Gain value for the control class is 0.36, which is included in the medium category.

The increase in learning outcomes supports the researcher's hypothesis that the improvement in student learning outcomes taught by using Easy English videos is better than students taught by conventional learning on vocabulary material at MTsS Darul Ihsan. This result is in line with Haslida (2018) research that using short English videos can increase student vocabulary at MTsN 7 Aceh Besar students. The research results evidence that the post-test score is higher than the pre-test.

Based on the data analysis results in this study, the t-test also showed that the results of the t test where the P-value <0.05 is 0.00 <0.05. Thus H_0 is rejected, and H_1 is accepted with 29 degrees of freedom. Easy English Video is also very suitable to be applied because this learning process positively influences students' enthusiasm for learning vocabulary. This result is in line with research conducted by Aziz and Sulicha (2016), which states that the application of the use of video has a positive influence on the cognitive, affective, and psychomotor impacts of students in increasing vocabulary.

While learning Easy English videos, researchers found that this method effectively saved time, provided excitement, and classroom were more interesting.

This result is in line with Barry and King (1988), several advantages of using video, such as effective time saving, interesting stimulus, increasing the level of students participation, and the classroom were more interesting. It is proven by the increase of the scores of student learning outcomes in the post-test, which is higher than in the pre-test. Besides that, the class atmosphere is also more attractive because using videos makes students interested in learning and not bored. Therefore, It can be concluded that the increase in student learning outcomes who receive learning using Easy English Video is better than students who receive traditional knowledge.
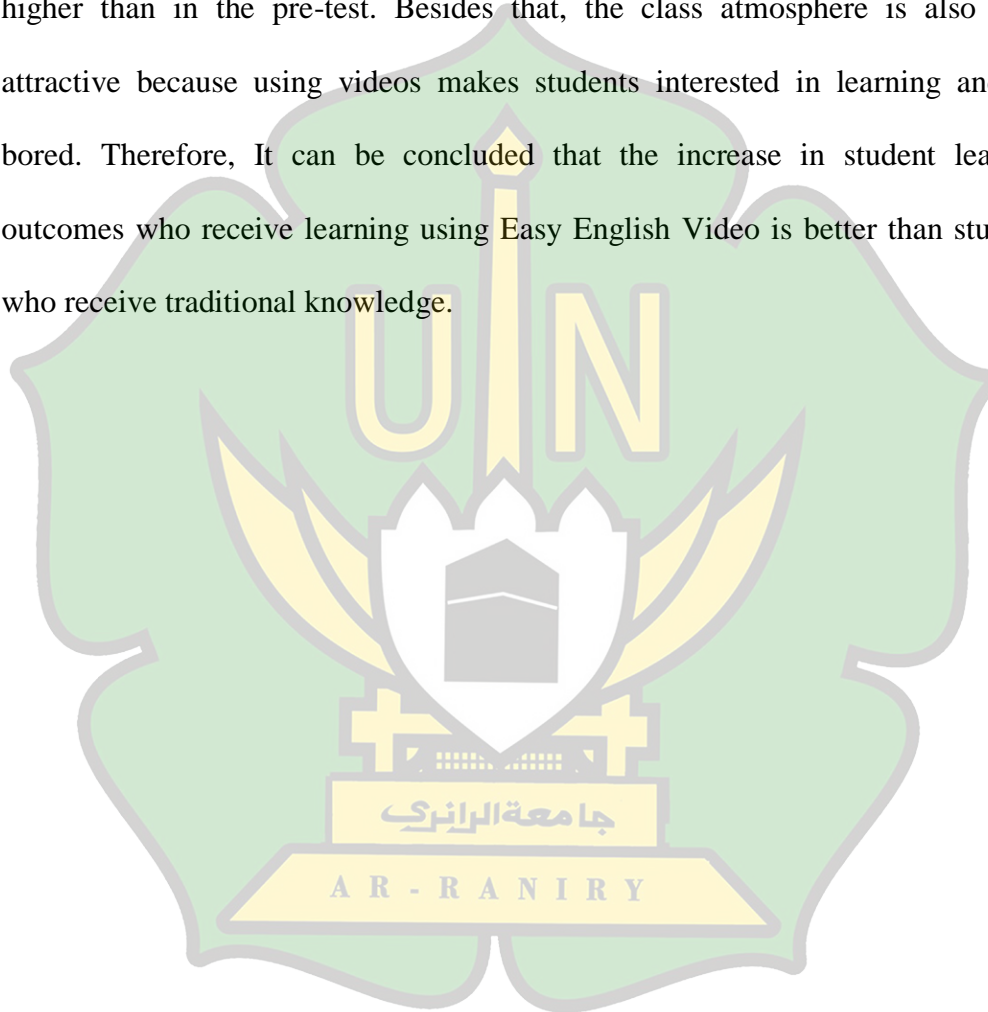
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The results in the previous chapter show that using Easy English video can improve students' vocabulary for first-grade students at MTsS Darul Ihsan. The result of students' post-test scores in the experimental class, 84.67 was higher than students' post-test scores in the control class, 59.11. The N-gain scores shown high scores, where the mean N-gain scores of the experiment class were 0.77, and the N-gain scores of the control class were 0.36. Also, the improvement of students' vocabulary shown in t-test calculation where H_1 (the use of Easy English Video significantly improves students' vocabulary) is accepted. In other words, using Easy English video can improve students' vocabulary.

B. Suggestion

The researcher would like to over some suggestions based on the test result. The researcher would like to recommend the teachers and researchers to use Easy English video as their reference in teaching vocabulary. For furter researchers, the results of this research were expected to be considered in further research about using video in improving the students' vocabulary.

For teachers who plan to conduct this research need to pay attention to the preparation of using video such as, sound system and the volume of video. The teachers are advised to be able to develop a variety of fun teaching methods such as the application of the Easy English video to improve students' vocabulary.

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Appendix 1. Appointment Letter from Supervisor

Appendix 2. Recommendation Letter from FTK UIN Ar-Raniry to Cunduct the

Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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Nomor : B-6772/Un.08/FTK.1/TL.00/06/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah MTsS Darul Ihsan

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : SA'ADATUL ULYA / 180203104
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Tgk Glee inem, Gampoeng Siem, Kecamatan Darussalam, Kabupaten Aceh besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of 'Easy English Video' in Improving Students' Vocabulary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Juni 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 Juli 2022   Dr. M. Chalis, M.Ag.

Appendix 3. Confirmation Letter from Madrasah Tsanawiyah Darul Ihsan

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH SWASTA DARUL IHSAN
معهد دار الإحسان للتربية الإسلامية
DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE
NPSN 10100265, NSM 3121100606047; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos. 23373

SURAT KETERANGAN PENELITIAN
Nomor: 063/Mts. 01.045/PP.00.5/2022

Yang bertanda tangan di bawah ini, Kepala MTsS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama   : Sa'adatul Ulya
NIM   : 180203104
Program Studi   : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Tsanawiyah Swasta Darul Ihsan dengan judul:

"The use of Easy English Vidio in Improving Students' Vocabulary"

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, 30 Juni 2022
Kepala,

Rahmawati, S.Pd.I., M.Pd.
NIP. 19800404 200710 2 006

Appendix 4. Instrument of Research

LESSON PLAN

Sekolah   : MTsS Darul Ihsan
Mata Pelajaran   : Bahasa inggris
Kelas/ semester   : VII/ II
Materi ajar   : Vocabulary
Alokasi waktu   : 2 x 40 menit

Standar Kompetensi : Memahami kosa kata dalam bahasa inggris dan maknanya

terkait dengan materi yang dipelajari

Kompetensi Dasar   : Mengetahui dan menyebutkan kosa kata tentang kata sifat

beserta maknanya secara baik dan benar

Indikator   :

1. Mengidentifikasikan kosa kata yang terdapat pada video terkait dengan
    materi feelings and emotions.

2. Mengetahui tentang kosa kata dan maknanya yang terdapat pada video
    terkait dengan materi yang dipelajari.

3. Menyebutkan dan mengucapkan kosa kata yang terdapat pada video terkait
    dengan materi feelings and emotions.

Tujuan Pembelajaran:

1. Siswa mampu mengidentifikasikan koa kata yang terdapat pada video
    terkait dengan materi feelings and emotions.

2. Siswa mampu untuk mengetahui tentang kosa kata dan maknanya yang
    terdapat pada video terkait dengan materi yang dipelajari.

3. Siswa mampu untuk menyebutkan dan mengucapkan kosa kata yang terdapat pada video terkait dengan materi feelings and emotions.

Materi Pembelajaran

Topik : feelings and emotions

Metode Pembelajaran

Teknik : Video Easy English

Sumber Belajar : - Youtube (Easy English)

Langkah – langkah Pembelajaran

Pertemuan 1		
Kegiatan	Deskripsi	Alokasi waktu
Pembukaan	• Peneliti memberikan salam • Membaca doa bersama • Peneliti memperkenalkan diri • Peneliti menjelaskan tujuan kegiatan	7 menit
Kegiatan inti	• Peneliti membagikan soal pre-test • Peneliti menjelaskan tata cara menjawab soal • Siswa mengerjakan soal	70 menit
Penutup	• Doa bersama • Peneliti menutup kelas dengan salam	3 menit

Pertemuan 2		
Kegiatan	Deskripsi	Alokasi waktu
Pembukaan	• Peneliti memberikan salam	17 menit
	• Membaca doa bersama	
	• Peneliti menanyakan kabar siswa dan memastikan siswa dalam keadaan baik untuk belajar	
	1. presentation	
	• Peneliti mengatur posisi duduk siswa	
	• Peneliti dan siswa melakukan beberaa peregangan otot	
	• Peneliti memberikan motivasi tentang belajar bahasa (salah satu bentuk sugesti bahwa belajar bahasa tidak sulit)	
	• Peneliti menjelaskan tentang pembelajaran menggunakan Easy English Video	
	2. Active cocerts	
	• Peneliti memberitahukan siswa tentang materi yang akan dipelajari	
Kegiatan inti	• Peneliti memutarkan Video Easy English terkait vocabulary tentang feelings and emotions	60 menit
	• Peneliti menjelaskan arti dari kosakata yang terdapat di video	
	3. Passive repitition	
	• Siswa mengikuti pengucapan	

	kosakata dengan baik dan benar	
	• Siswa menanyakan kosakata yang tidak diketahui	
	4. Exercise	
	• Siswa menulis kosakata yang terdapat di video beserta artinya	
Penutup	• Peneliti mematikan video Easy English	3 menit
	• Peneliti mengambil kesimpulan tentang pembelajaran	
	• Doa bersama	
	• Peneliti menutup kelas dengan salam	
Pertemuan 3		
Kegiatan	Deskripsi	Alokasi waktu
Pembukaan	• Peneliti memberikan salam	17 menit
	• Membaca doa bersama	
	• Peneliti menanyakan kabar siswa dan memastikan siswa dalam keadaan baik untuk belajar	
	1. presentation	
	• Peneliti mengatur posisi duduk siswa	
	• Peneliti dan siswa melakukan beberaa peregangan otot	
	• Peneliti memberikan motivasi tentang belajar bahasa (salah satu bentuk sugesti bahwa belajar bahasa	

	tidak sulit)	
	• Peneliti memberitahukan siswa tentang materi yang akan dipelajari	
Kegiatan inti	• Peneliti memutarkan video Easy English terkait kosakata feelings and emotions	60 menit
	2. Active concerts	
	• Peneliti menjelaskan makna dari kosakata yang terdapat pada video	
	• Peneliti memperagakan cara pengucapan yang terdapat di video	
	3. Passive repitition	
	• Siswa memperhatikan ulang video yang diputar oleh peneliti	
	• Siswa mengikuti pengucapan kosakata dengan baik dan benar	
	• Siswa menanyakan kosakata yang tidak diketahui	
	4. Exercise	
	• Siswa menghafal kosakata yang terdapat di video	
	• Siswa menyetor kosakata yang terdapat di video dengan pronunciation yang baik di depan kelas	
Penutup	• Peneliti mematikan video	3 menit
	• Peneliti mengambil kesimpulan tentang pembelajaran	
	• Doa bersama	

Kegiatan	Deskripsi	Alokasi waktu
	• Peneliti menutup kelas dengan salam	
Pertemuan 4		
Kegiatan	Deskripsi	Alokasi waktu
Pembukaan	• Peneliti memberikan salam • Membaca doa bersama • Peneliti menanyakan kabar siswa dan memastikan siswa dalam keadaan baik untuk belajar 1. presentation • Peneliti mengatur posisi duduk siswa • Peneliti dan siswa melakukan beberaa peregangan otot • Peneliti memberikan motivasi tentang belajar bahasa (salah satu bentuk sugesti bahwa belajar bahasa tidak sulit) • Peneliti memberitahukan siswa tentang materi yang akan dipelajari	17 menit
Kegiatan inti	• Peneliti menanyai kosakata dari pertemuan sebelumnya untuk merangsang ingatan siswa • Peneliti memutarkan video Easy English terkait kosakata 2. Active concerts • Peneliti membagi siswa secara berpasangan	60 menit

	3. Passive repitition	
	• Siswa memperhatikan kosakata yang sudah dipelajari	
	• Siswa menanyakan kosakata yang tidak diketahui	
	4. Exercise	
	• Siswa membuat contoh kalimat dari kosakata yang terdapat di video bersama pasangannya.	
	• Siswa mempresentasikan hasil tugasnya ke depan kelas	
Penutup	• Peneliti mematikan video	3 menit
	• Peneliti mengambil kesimpulan tentang pembelajaran	
	• Doa bersama	
	• Peneliti menutup kelas dengan salam	
Pertemuan 5		
Kegiatan	Deskripsi	Alokasi waktu
Pembukaan	• Peneliti memberikan salam	7 menit
	• Membaca doa bersama	
	• Peneliti mengatur posisi duduk siswa dengan nyaman	
Kegiatan inti	• Peneliti membagikan soal (post-test)	70 menit
	• Peneliti menjelaskan tata cara menjawab soal	
	• Siswa mengerjakan soal	

Penutup	• Doa bersama • Peneliti menutup kelas dengan salam	3 menit

Penilaian   :

Tes kosa kata terdiri dari 8 soal pilihan ganda, 7 soal mencocokkan, dan 5 soal pronounciation. Total soal ada 20 dengan perhitungan 5 poin jika benar. Untuk soal pronunciation terdapat penilaiannya terstruktur seperti di bawah ini:

Pronunciation	5	The pronunciation is very clear and easily understood.
	4	Easily understood the word. Despite, the influence of mother tongue can be detected.
	3	The pronunciation is not really clear, but it can be understood by the listener.
	2	The pronunciation is not clear.

$$\text{score} = \frac{correct\ answer}{Total\ number\ of\ item} \times 100$$

Score	Classification
80 – 100	Very good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
≤ 39	Very poor

PRE –TEST

A. Choose the correct answer from the option a, b, c or d.

1. Lina is ..... because she failed the exam

   a. Brave   b. Bored   c. Upset   d. Happy

2. What the English of "terkejut"....

   a. Proud   b. Happy   c. Surprised   d. Nervous

3. Tina is nervous to speak in the public. The word "nervous" has the meaning...

   a. Takut   b. Gugup   c. Percaya diri   d. Berani

4. What is she feeling...

   a. Tired   b. Cold   c. Hungry   d. Shocked

5. Tina is not going to the school because she is not feeling good. What happen to Tina...

   a. She is sick   c. She is happy

   b. d. She is kind   d. She is sleepy

6. Aku cemburu padamu. What is the English of "cemburu"...

   a. Jealous   b. Shy   c. Angry   d. Happy

7. My brother feels guilty. The word of "guilty" has the meaning...

   a. Bersalah   b. Baik   c. Malu   d. Takut

8. What does the boy feel....

    a. Worried   b. Afraid   c. Confused   d. Relaxed

B. Match the meaning to the vocabulary in the box

9. Mengantuk

10. Haus

11. Berani

12. Gembira

13. Bosan

14. Malu (akan suatu kesalahan)

15. Lelah

- Thirsty
- Ashamed
- Excited
- Hungry
- Sleepy
- Tired
- Brave
- Angry
- Bored

C. Pronounce the vocabulary in below.

- Happy	- sad	- upset	- Excited	- afraid
- Brave	- Amused	- Angry	- Furious	- Ashamed
- Bored	- Cold	- Hot	- confused	- Disappointed
- Tired	- Exhausted	- Hungry	- Thirsty	- Surprised
- Nervous	- Proud	- Puzzled	- Relaxed	- Sick
- Sleepy	- Thoughtful	- Worried	- Shy	- kind
- overwhelmed	- Jealous	- malicious	- Shocked	- Guilty
- Scared	- Content	- In love	- Astonished	- Embarrased

POST –TEST

A. Choose the correct answer from the option a, b, c or d.

1. Lina is .... because she won the exam.

   a. Sad   b. Bored   c. Upset   d. Excited

2. What does "thoughtful" mean....

   a. kelelahan   c. Berpikiran

   b. Penuh pertimbangan   d. kepikiran

3. Tommy is extremely angry right niw.. The word "extremely angry" has the same meaning..

   a. Amused   b. Dissapointed   c. Hot   d. Furious

4. What does the man feel...

   a. Relaxed   b. Happy   c. In love   d. Astonished

5. Bristian is not a malicious boy. The word "malicious" has the meaning....

   a. jahat   b. Buruk   c. Tidak sopan   d. Ganteng

6. Ibu guru kewalahan dengan siswanya. What is the English of "kewalahan"...

   a. exhausted   c. Embarrased

   b. Disappointed   d. Overwhelmed

7. They are disappointed in you because you don't tell the truth. The word of "disappointed" has the meaning...

a. Kecewa   b. Menyesal   c. Bersalah   d. Marah

8. What does happen to the little girl in the picture....

a. Worried   b. Afraid   c. Hot   d. Thirsty

B. Match the meaning to the vocabulary in the right

9. Terkejut

10. Khawatir

11. Puas

12. Tercengang

13. Sedih

14. Takut

15. Marah

- Sad
- Amused
- Angry
- Worried
- Scared
- Shocked
- Content
- Astonished
- Nervous

C. Pronunce the vocabulary in below.

- Happy	- sad	- upset	- Excited	- afraid
- Brave	- Amused	- Angry	- Furious	- Ashamed
- Bored	- Cold	- Hot	- confused	- Disappointed
- Tired	- Exhausted	- Hungry	- Thirsty	- Surprised
- Nervous	- Proud	- Puzzled	- Relaxed	- Sick
- Sleepy	- Thoughtful	- Worried	- Shy	- kind
- overwhelmed	- Jealous	- malicious	- Shocked	- Guilty
- Scared	- Content	- In love	- Astonished	- Embarrased

Appendix 5. Documentation

Experimental Class

Control class

AUTOBIOGRAPHY

1. Name   : Sa'adatul Ulya
2. Place/Date of Birth   : Balohan, 07 April 1999
3. Gender   : Female
4. Religion   : Islam
5. Nationality   : Indonesian
6. Address   : Siem, Darussalam, Aceh Besar
7. Material Status   : Single
8. Occupation/NIM   : Student/180203104
9. The parent
   a. Father's Name   : Ridwan Manan
   b. Mother's Name   : Ratna Dewi
   c. Occupation   : Entrepreneur
   d. Address   : Balohan, Kota Sabang
10. Siblings
   a. Sister   : Khairuni
   b. Young brother   : Syuhada
11. Educational Background
   a. Elementary school   : SDN 20 Sabang (2005-2011)
   b. Junior high school   : MTsS Darul Ihsan Aceh Besar (2011-2014)
   c. Senior high school   : MAS Darul Ihsan Aceh Besar (2014-2017)
   d. University   : UIN Ar-Raniry Banda Aceh (2018- 2022)

Banda Aceh, 20 July 2022

Sa'adatul Ulya