THE EFFECT OF APPLYING PART OF SPEECH VIDEO ON ENGLISH LEARNERS VOCABULARY MASTERY

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Abstract

The objective of the study was finding out the implementation part of speech video and the effect of applying part of speech video has on students' mastery of English vocabulary. Quantitative method with true experimental design was applied. The population of this study is 320 students of the seventh grade students' of SMP Negeri 2 Pangkah. The sample are 64 students divided into two groups, 32 students as the experimental class and 32 students as the control class. Pre-test and post-test design was used as the instrument to collect the data with the validity result 20 questions. The result of the study shows that the significant value is 0,00. Its mean that applying part of speech video is effective to increase students' vocabulary mastery. It can be conclude that the ability of seventh grade students at SMP Negeri 2 Pangkah in mastery vocabulary using Part of Speech Video is very good. Then, the suggestion is this learning method can make the learning vocabulary easier, and increase the creativity of English Teacher.

Keywords: *Part of Speech, Video, Vocabulary*

1. INTRODUCTION

English is a foreign language that is very well known across countries for a long time. In fact, this language has been named an international language that can be used to communicate between countries either orally or in writing. But not only for communication, language also very useful because almost all types of information, work, and entertainment platforms are surrounded by English. That way, students can hear, speak, read, and write in English. To master these four skills in learning a foreign language namely English, of course students must master the vocabulary first to create or understand the meaning of a sentence or paragraph. Keraf (2004, p. 64) this can be seen from the two aspects of language itself, which says that vocabulary is all the words in a language, namely the language component that contains all the information about the meaning and use of words in a language. Second, from the perspective of language users, vocabulary is the wealth of words possessed by a speaker or writer (Iqbalullah, n.d.).

Researcher made observations starting from interviews with one of the teachers who is an English teacher and several students at SMP Negeri 2 Pangkah. The researcher also looked at the conditions of English teaching and learning activities in the classroom, and the researcher looked at the assessment data on English learning outcomes in the school. After the researcher observed during class learning, when students were writing English it turned out that they still very often made movements by looking at examples of English vocabulary that they did not know over and over again, just to make sure what they wrote was correct according to the vocabulary examples what they see. The researcher also saw that students had difficulty doing English assignments about making sentences or texts given by the teacher because they were confused about what they would write first so that the vocabulary would become sentences that were sequenced and correct. Then, the next problem is the students' lack of time in learning English, they only learn English at school where they also have a schedule of learning materials other than English, so that the time to study English is very minimal because they only rely on the school's schedule, it's no wonder students quickly forget what they have learned before.

In addition to applying the material, the researcher also applied learning media to handle the case. The media that will be brought is in the form of a video that has been packaged on the YouTube platform. The researcher concludes that learning foreign languages using videos can increase students attractiveness. In addition to interesting media, learning using videos that researcher will apply can also be used outside of learning time. So, students can re-watch the learning videos that have been distributed according to their study time. Therefore, researcher conducted this research with the title *"The Effect of Applying Part of Speech Video on English Learners Vocabulary Mastery"* An experimental research at SMP Negeri 2 Pangkah in the 2023/2024 academic year**.**

Pendahuluan ditulis dengan Cambria-12 tegak, dengan spasi 1.15. Tiap paragraf diawali kata yang menjorok ke dalam sekitar 1 cm dari tepi kiri tiap kolom.

2. LITERATURE REVIEW

Media

The problems, especially on media issues can be solved with the development ofinnovative learning media, so that teachers can vary the learning that can bring pleasureinthelearning process to the students. Gagne, Briggs et al. (1979) explain that learning mediaisatool that is physically used to convey the content of the subject matter, which consistsofbooks, modules, programmed texts, tape recorders, tapes, video cameras, video recorders, films, slides, photographs, , graphics, television, computers, and so on. One of the learningmedia that can be used is digital story telling. The term of digital storytelling defines as theuse of various form multimedia such as audio, video, web publishing and graphic tosharestories, images, and experiences (Burmark 2004, Robin 2008, Rule 2010), (Endang Sulistianingsih, n.d.).

Learning media has great benefits in making it easier for students to learn subject matter. The definition of learning media according to Azhar (2011) is a tool in the learning process both inside and outside the classroom. It was further explained that learning media is a component of learning resources or physical vehicles that contain teaching materials in the student environment that can stimulate students to learn (Zakky, n.d.).

Video

According to Arief S. Sadiman Video is a medium for sending messages that can provide

sound and moving images. The message can be factual (such as news or important incidents and events) or fictitious (eg a fabricated story) that can be educational or only has the nature of information. Azhar Arshad states that video is an electronic medium for recording, copying, playing back, broadcasting and displaying moving visual media (Asfihan, n.d.). With all the explanations related to learning media, the researcher concludes to implement videos that have been uploaded on the YouTube application platform as audio and visual media as learning media. Learning media can facilitate the learning process of teachers and students for free. Besides of that, they can repeat the material freely outside the study hours provided by the school.

Youtube

YouTube has its own advantages as a learning medium. The most popular site on the internet provides added value for education. Apart from being easy for teachers and students to use, YouTube also provides educational information and facilities for discussion and there is a sharing feature on social networks for free (Yudhi and Priana, 2017) argue that there are several YouTube services that can be used by users, namely uploading videos and sharing them so that they can be accessed by other users around Blogs are simple information media that are used online through YouTube channels (Minahasa et al., n.d.)

Part of Speech

Some studies have shown that PoS (Part of Speech) affects the learning of L2 vocabulary, with nouns having an advantage for both incidental (e.g., Horst & Meara, 1999) and intentional learning (e.g., Ellis & Beaton, 1993; Rodgers, 1969), (Samuel Barclay, n.d.). Language cannot be separated from the existence of vocabulary, vocabulary takes a very important role in learning language. Every word has different meaning. Part of speech can help someone in processing and understanding the function of vocabulary into a sentence. Especially in learning English, of course, this part of speech is very useful for forming sentences in English (Husnunnisa, 2022).

Vocabulary

People who learn foreign language must be able to find out every word in the target language as it will be easy to express ideas. Mastering vocabulary can give learners a chance to share ideas, opinions even feelings toward each other in both spoken and written form (Sherina Yuni Priska, Sri Wardhani, n.d.). To make it easier to communicate with other communities, everyone needs toexpandhis vocabulary, need to know as much as the vocabulary in his language. Improvedvocabulary can be done in many ways through reading, listening, and watching (Endang Sulistianingsih, n.d.).

The researcher is interested in conducting a research experiment by applying Part of Speech video to help students at SMP Negeri 2 Pangkah increase their vocabulary and understand the function of vocabulary in a sentence or text with unlimited study time and can be studied repeatedly even outside school study hours. Part of speech is learning material that contains vocabulary with categories according to its function in a sentence or text, where this material is one of the basic materials for students to start learning a foreign language, namely English. This material can help students overcome problems in understanding the meaning and function of words, as well as understanding the order of word placement in writing sentences or texts.

METHOD

In this research, the researcher used quantitative research with true experimental and the form of research design that used by the researcher are pre-test and post-test from the experimental class and control class design. The population that the researcher used in this experiment is grade 7 students of SMP Negeri 2 Pangkah which consists of 10 classes, for one class consists of 32 students. So, there are 320 students for the population. This experimental research requires two samples, 32 students as the experimental class and 32 students as the control class. The variable that the reasearcher used in this research are two variable, namely independent variable is Part of Speech Video and the dependent variable of this research is English Learners Vocabulary Mastery

Data collecting in this research, the researcher used pre-test and post-test to compare the result of the score from both the experimental class and control class with the aim to get the main result. Before the test given to the students, the test has been tested first by validity and reliability. The data that has been collected by SPSS 22. With the technique are: 1) Normality Test, 2) Homogeneity Test, 3) T-test.

RESULT

This research was held on 25 September – 18 October 2023. Conducted in 8 meeting, which is the first meeting for the pre-test, the second until seventh meetings for treatment and the last meeting for the post-test.

Table 1. Result of Pre-test and Post-test

	Score total	Average
Pre-test Experimental Class	1966	61.4
Post-test Experiment Class	2568	80.3
Pre-test Control Class	2074	64.8
Post- test Control Class	2373	74.2

Based on the table above, the average post-test score from the experimental class is greater than the average from the control class, which is 80.3>74.2.

According to the independent sample test from the t-test, the 2-tailed significance value is 0.00, which means the value is < 0.05, so it can be concluded that there is a significant difference between the pre-test and post-test. Researcher use $\alpha = 0.05$ (5%) as a significant standard, if the null hypothesis (H_0) is rejected because the 2-tailed significance value is greater than $\alpha = 0.05$ (5%) and the alternative hypothesis (Ha) was accepted because the 2-tailed significance value was lower than $\alpha = 0.05$ (5%). Thus, it is proven that the 2-tailed significance value is 0.00 or lower than $\alpha = 0.05$ (5%). This means that the use of Part of Speech Video is effective in increasing students' vocabulary mastery.

Meanwhile about the hypothesis is, based on the calculation of the accumulated pre-test and post-test t-tests, it can be concluded that the 2-tailed significance was found to be 0.00, which is smaller than the significance level $\alpha = 0.05$ (5%). Therefore, 2-tailed significance < $\alpha = 0.05$ (5%) which means the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. Thus, this shows that the use of the Part of Speech Video application is effective in improving the vocabulary mastery of seventh grade students at SMP 2 Pangkah.

DISCUSSION

This research aims to find out whether Part of Speech Video is effective in improving students' vocabulary mastery. This research was conducted at SMP Negeri 2 Pangkah which is located in Pangkah District, Tegal Regency. The subjects of this research consisted of 64 students, 32 experimental class students and 32 control class students. The pre-test is given to determine students' initial vocabulary mastery. Then the researcher learning activities used the application of Part of Speech Video and conventional learning. After providing treatment, the researcher gave a post-test. To analyze this research data using SPSS 22.

Based on the calculation of data findings from the calculation description in the previous subchapter above, it can be seen the difference in scores between the pre-test and post-test of the two sample classes in this study. This is proven by the average post-test results for the experimental class being higher than the average post-test results for the control class. The average post-test score for the control class was 74.16, while the average post-test score for the experimental class increased by 80.25 after being given treatment using Part of Speech Video.

The significance of this research data was found to be distributed normality, this was proven by the normality test using SPSS 22. The data presented was 0.200 for the pre-test in the experimental class and 0.014 for the post-test in the experimental class. Meanwhile, the pre-test score for the control class was 0.200 and the post-test score for the control class was 0.154. It can be concluded that the pre-test and post-test scores are higher than $\alpha = 0.05$.

Based on the homogeneity test, it shows that the significance of the pre-test and post-test is greater than $\alpha = 0.05$. This can be seen from 0.033 being greater than $\alpha = 0.05$ (0.033 > 0.05). This means that the pre-test and post-test data are proven to be homogeneous.

Apart from that, based on the Independent Sample T-test data analysis, it was proven that (Ha) was accepted and (H_0) was rejected. It can be seen that the statistical significance obtained by the 2-tailed significance result is 0.000, which is lower than $\alpha = 0.05$ (5%). Therefore, it is proven that the use of Part of Speech Video has a significantly different effect on students' vocabulary mastery compared to the use of conventional methods.

From those data findings, it can be concluded that teaching English using Part of Speech Video as a learning medium for the seventh grade of SMP 2 Pangkah is effective. These findings relate to research conducted by (Hermansyah et al., 2022), the researcher stated that: (1) the effect of viva video media to improve english vocabulary

mastery, (2) the effect of viva video media to improve english vocabulary mastery was interesting for the student. (Johanes Dimara, n.d.), also have an opinion that the use of fairy tale video in developing students' vocabulary was quite effective. Then, there are those too (Dewa Gede Krishnadana, Putu Kerti Nitiasih, 2021) state that the use of educational learning video was very effective for boosting and improving students vocabulary skills. The respondents also are very positive about this media and students became more active in learning English. In conclusion, the use of video can be applied to all students according to (Hikmah, 2021). Based on the results of the research and discussion, it is said that these video applications have a significant influence as learning media in developing students vocabulary knowledge. As a final conclusion, it is stated that the implementation of Part of Speech Video have a good influence on students vocabulary mastery because the vocabulary test scores after the researcher carried out the post-test treatment were higher than the pre-test vocabulary test scores. Apart from that, the use Part of Speech Video showed good effects when applied to class VII students at SMP 2 Pangkah.

CONCLUSION

The effect of implementing the Part of Speech video on English language learners to test students' vocabulary mastery at SMP Negeri 2 Pangkah can be concluded as follows: This section discusses the research conclusions, the formulation of the problem in this research, namely how to apply part of speech video in students' vocabulary mastery and how the effect of part of speech video affects students' vocabulary mastery. Obtaining a hypothesis from the results of this quantitative research, researcher used SPSS 22 to process pre-test and post-test instrument data from true experimental research which required two research samples, namely 64 grade 7 students of SMP Negeri 2 Pangkah who were divided into two groups, namely the experimental class and control class. The average post-test score in the experimental class was 80.3, while the average post-test score in the control class was 74.2. These results show that the experimental class that was treated with the application of Part of Speech had a higher score compared to the control class that did not receive treatment or used learning as usual. Therefore, it can be concluded that the ability of grade 7 students at SMP Negeri 2 Pangkah for the

2023/2024 academic year in mastering vocabulary using Part of Speech Video is very good.

SUGGESTION

The results of the scores from the experimental class and the control class have significant differences. In this case, the researcher provides suggestions to other researchers as a reference for learning activities in schools in mastering vocabulary using parts of speech videos in the future. The following are suggestions that researcher provide:

a. For English Teacher
   This learning method can make it easier for teachers to apply learning material. Apart from that, this method can increase teacher creativity in teaching and learning activities at school to overcome student boredom in class.

b. For Future Researchers
   Future researchers are advised to conduct research using the same media. Because, in learning a language in the four skills, namely reading, listening, speaking and writing, the first thing that is needed is mastery of vocabulary. With learning media, students have the opportunity to learn at any time and are able to increase students' interest in the material being studied. Learning using media certainly increases students' interest in learning. However, you still have to pay attention to the level of student focus in learning so that they really use the media as best as possible according to the instructions

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