

USING CAPTIONED VIDEO CLIP ON GRADE NINE STUDENTS' VOCABULARY ACHIEVEMENT AT MTs PKP JAKARTA ISLAMIC SCHOOL

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ABSTRACT

By combining an audio and visual media like video can be categorized as an effective multimedia to help teacher in teaching and learning process. Besides, many researchers also have done the research on the use of caption on video to improve students vocabulary. This research is aimed to find out whether or not there is an effect of using captioned video clip on students' vocabulary achievement. The research samples were taken by means of cluster random sampling from the population, represented in this research by class IX.B as experiment class and IX.C as the control class with total number of samples being 50 students.

The research was conducted at MTs PKP Jakarta Islamic School. The research method used in this research was Quasi Experimental research and the design was randomized post-test only control group design. To collect the data, the students were given objective test, numbering 35 items.

The findings from the research indicated that there was significant difference that can be seen from the post-test score between the students who received captioned video clip on the experimental class and students who did not receive captioned video clip. It can be seen from the data analysis by using ANOVA that showed F_{observed} (56.705) is higher than the critical value of F_{table} (at the significant level of 0.05 and $df = 1/48$), namely 4.04. It can be concluded that there is significant effect of using captionedvideoclip on grade nine students' vocabularyachievement at MTs PKP Jakarta Islamic School on the academic year 2016/2017.

The key words:Captioned Video Clip, Vocabulary Achievement.

Introduction

In learning English, Vocabulary plays an important role. As Richard and Renandya (2002) stated on their book that vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and writing.

. Based on syllabus of School Based Curriculum (KTSP), one of the aims of learning English is understanding the meaning of functional text and short essay in the form of procedure and report text to interact in the context of everyday life. It can be interpreted that students need to have good comprehension and understanding to fill in the aim of learning English as stated on syllabus.

The Ministry of Education stated that the result of English subject on National Examination fell into 2,84 points which was in 2015 was 60,01 and fell into 57,17 in 2016. From the result, it can be seen that students still cannot fill in the aim of learning English as stated on the syllabus which means that students still have difficulties in comprehension or understanding caused by their lack of vocabulary achievement. It might be happened because the number of question items for English subject is 50 question items provided in English language which means that students need to have lot of vocabulary to understand all the questions which was provided in English language. As Johnson (2014) said that if a person has a poor vocabulary, of course it can greatly affect comprehension. There is strong effect of vocabulary that can affect on students' comprehension. It means students need to know lot of vocabulary to comprehend the text, so they can understand the questions and then answer the questions correctly.

Based on the problem above, selecting an appropriate media can be an alternative to improve students' vocabulary. As stated by Gorjian (2014) the strength of using multimedia tools in enhancing vocabulary learning has also been studied and reported. One of the reason we need teaching aids is to help students increasing their vocabulary. With the variety of teaching aids now available – sound, and silence films, slides, film-strips, radio programs, recordings, maps, globe, charts, and models – it should be possible to enrich and facilitate learning in almost every field (Tyler, 1943).

By combinig video and caption can make language learner easier to improve their vocabulary. Besides, captioned video clip can motivate students in learning English. Koskinen as cited on Harji, Alvi&Letchumanan (2014) asserted that captioned video, which present the combination of the video action with spoken dialogues and printed words, is a powerful tool and a “promising approach

for improving students' reading comprehension, vocabulary and motivation". However, it can be said that there are so many positive effect by using captioned video clip as teaching aid on vocabulary learning. Captions had positive effect on vocabulary learning of inexperienced students (Baltova, 1999 as cited on Shabani and Zanussi, 2015).Based on the explanation above, this research aims to find outthe effect of using captioned video clip on grade nine Indonesian students' vocabulary achievement at MTs PKP Jakarta Islamic School.

Method

Hypotheses

To find out whether or not there is significant effect of using captioned video clip on grade nine students' vocabularyachievement at MTs PKP Jakarta Islamic School, the hypotheses are formulated as follows:

1. Null Hypothesis (H_0)

There is no significant effect of using captioned video clip on grade nine students' vocabularyachievement at MTs PKP Jakarta Islamic School.

2. Alternative Hypothesis (H_a)

There is significant effect of using captioned video clip on grade nine students' vocabularyachievement at MTs PKP Jakarta Islamic School.

Research Design

In this research, the researcher used a *Quasi Experimental* method, in which the treatment condition did not allow a strict control. This research used randomized post-test only control group design as the research design. The first group namely as experimentalthat use captioned video clip as teaching media and the other group namely as control group that did not use captioned video clip. Both groups were given post test after the treatment was given.

Population and Sample

The population of this research is all students on grade nine of MTs PKP Jakarta Islamic School at first semester. The amounts of classes on the grade nine

are 4 classes with the total number of students are around 112 students. To determine the sample of this research, the writer used *Cluster Random Sampling*. The number of students that participate in this research is about 50 (fifty) students divided into two classes consist with 25 students in IX.B as experimental class and 25 students in IX.C as control class

Variables and Measures

In this research, independent variable is Captioned Video Clip. Dependent variable in this research is Vocabulary Achievement. To measure students' vocabulary achievement, the writer took score from indicators of vocabulary, such as students can have ability to indicate the synonym, students can have ability to identify antonym, students can have ability to explain the meaning of words and students can have ability to use the word in a suitable sentence.

Validity and Reliability

Research instrument is a measuring instrument that is used in research so that the result measurement can be processed. The research instrument was developed from the vocabulary indicators. Before the post test is given, the researcher analyzed its validity, reliability, difficulty index and discrimination power by using SPSS 16.0. After the items have been analyzed, the good items that valid, reliable, satisfactory and medium were chosen to obtain good data. The question items were left 38 numbers. But it was only used 35 good question items to simplify the data analysis.

Procedure

Procedures of the research are:

- 1. Planning.** Planning phase of this research is preparing and arranging the research design to get the research data. Before conducting the research, the writer formulates the hypothesis based on some related theories and design teaching plan using summarization strategy in teaching reading comprehension

2. **Collecting Data.** The data were collected by giving post test to the students in experiment class and control class.
3. **Data Analysis.** The data collected from the sample classes were analyzed by using ANOVA after the pre-requisite analyses of normality and homogeneity have been fulfilled.
4. **Reporting.** The research finding is reported and written based on the formal frame of writing.

Result

The research data were analyzed descriptively and inferentially. The descriptive statistic can be seen on the following table.

Table 1 :Descriptive Statistics

		Control Class (IX.C)	Experiment Class (IX.B)
N	Valid	25	25
	Missing	0	0
Mean		78.12	81.16
Std. Error of Mean		1.010	.998
Median		77.00	82.00
Mode		77	77 ^a
Std. Deviation		5.052	4.989
Variance		25.527	24.890
Skewness		-.277	-.002
Std. Error of Skewness		.464	.464
Kurtosis		-.137	-.458
Std. Error of Kurtosis		.902	.902
Range		20	20
Minimum		68	71
Maximum		88	91
Sum		1953	2029

a. Multiple modes exist. The smallest value is shown

From the table above, Mean (Average Score) of Experiment Class was 81.16 and Control Class was 78.12. In experiment class, the maximum score was 91 and the minimum score was 71 while in control class, the maximum score was only 88 and the minimum score was 68.

It indicated that students who used captioned video clip were higher than students who did not use captioned video clip. After the data were analyzed descriptively, the data were analyzed inferentially using One-Way ANOVA. The data were tested its normality (Kolmogorov-Smirnov) and its homogeneity (Levene) as pre-requisite data analysis. The result of data analysis is presented as follows:

Table 2 : ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	572.827	7	81.832	56.705	.000
Within Groups	24.533	17	1.443		
Total	597.360	24			

The calculation showed that significance value is 0.000. The significance value $0.000 < 0.05$, so H_0 (sig. value > 0.05) was rejected and H_a (sig. value < 0.05) was accepted. $F_{observed}$ also can be used to find out whether or not there is an effect of variable X on Y through comparing with F_{table} . To find out F_{table} , the writer used degree of freedom (df) (1 ; 48), namely (4.04). The writer found that there is effect of variable X on variable Y because $F_{observed}(56.705) > F_{table}(4.04)$. It can be concluded that there is significant effect of variable X (Captioned Video Clip) on variable Y (Vocabulary Achievement).

Discussion

Teaching aid can be useful in the class. Captioned video provide some dialogues or narration which will help students to develop their vocabulary. It can be seen from the differences between the average score or mean of control class and experiment class. However, there is one student in the control class who get

good score at the pos-test and there is also a student in the experiment class who get low score from the post test. This condition might be happened because there are some factors that the writer cannot control tightly.

The writer found that students in the experiment class showed good reaction while learning by using captioned video clip compared to the control class. They give more attention on the class and showed good motivation while learning English. This statement is also in parallel with Danan (2004) who believed that whenever the captions are provided, the viewers are quite motivated to understand what is shown or said on television. It means that using captioned video clip has positive effect on vocabulary learning.

The result from the experiment that showed the good effect of using captioned video clip on students' vocabulary also verify the findings of the previous researchers who also did a research of the effect of captioned video clip to improve language learners' vocabulary such as Yukseland Tanriverdi (2009), Pasban, Forghani and Nouri (2015), Gernsbacher (2015), Danan (2004), and Gorjian (2014).

This finding of the research is also in harmony with the finding of the previous research done by Shabani and Zanussi (2015) who mentioned that the experimental group get the higher mean score in the post-test than the control class (mean of experimental group= 14.65, mean of the control group= 13.35). They also stated that experimental group had improved significantly at higher level than control group in target vocabulary learning.

Statistically analysis in this research which was calculated by using One-Way ANOVA on SPSS reveals that H_0 is rejected and H_a is accepted. It means that the treatment by using Captioned Video Clip on students' vocabulary achievement has significant effect to increase students' vocabulary achievement.

Conclusion

The research findings revealed that there is significant effect of Summarization Strategy as teaching strategy on students' reading comprehension. The use of captioned video clip gives positive effect on students who do not have enough stock of vocabulary. After watching the video, students on experimental class become more active to ask the teacher about the new vocabulary that they have seen on the video. Some of them also try to answer the meaning by using their dictionary. Besides, they also get knowledge about the use of the word. They are not only achieving the new words but also they know about the use of those words. This is different from the control class. Students on the control class only focus on write what teacher has given on the whiteboard, only few students who asked about the meaning of the new word. Most of the students on control class not really pay attention on the new words. It is suggested for students, teachers and school must apply this teaching aid because it is very effective in improving students' vocabulary. however, the future researcher can use better research methodology, better instrument, larger number of samples and longer lead time in order to get better result.

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