

ENGLISH VOCABULARY LEARNING PRACTICES WITH MR.D: CLASSROOM ACTION RESEARCH

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Abstract: *This researcher conducted the research to know English vocabulary by utilizing Mr. D YouTube channel because of the problem found when the researcher did internship activities in tenth grade of SMA Yatama academic year 2021/2022. The researcher observed that students acquired less vocabulary because of less creativity in providing a learning media. The method used in this study was Classroom Action Research(CAR). This study was conducted following Kemis and Mc. Taggart model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of three meetings. The data were gathered in this study through observation and test. The results of this research utilizing YouTube indicating that the students' vocabulary skills had improved. Considering the results of action on cycles I and II as described above can researchers describe the results of each cycle. The conclusions of the student learning observation show that the First averages 70 in the second cycle of average value to 82 meaning effectively. It has been demonstrated that using the YouTube channel study media improves results. On the first cycle, students average just 70 (fulfilling KKM), however on the second cycle, they average 82. At the end of the cycle, getting high grades gradually. Furthermore, there is a reaction. Mr. D's YouTube channel has received great feedback from English students and teachers. Finally, the YouTube channel has helped students enhance their language abilities.*

Keywords: *Vocabulary Mastery, YouTube Channel MR. D*

INTRODUCTION

Vocabulary played a role as a key in learning a language since it was impossible to learn a language without learning the vocabulary (Cesarini, Sulaeman, Mulyana, & Yolandri, 2021). It is similar to Groot (2002) as cited in Bueno-Alastuey & Nemeth (2020) that vocabulary knowledge is needed in mastering four language skills, and without sufficient vocabulary, second language learners would not be able to engage in language development activities, such as grammar, reading, and writing tasks. Therefore, students have to know what the meanings of many words to master vocabulary, and to mastering other English skills such as listening, reading, speaking and writing (Lestari, 2018; Wahjuningsih, 2018).



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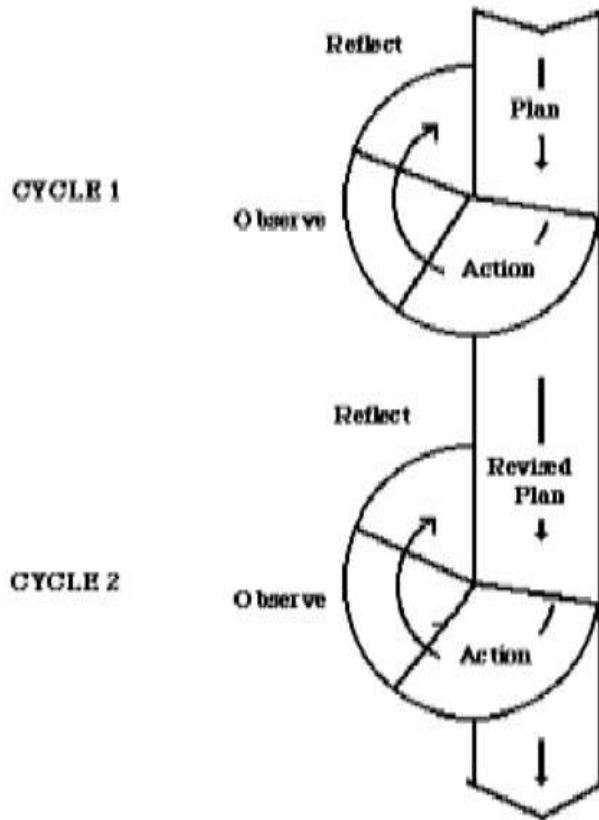
Accordingly, Setiawan & Wiedarti (2020) stated that students have to master English vocabulary first before they produce it through speaking or writing. Similarly, Maritha & Dakhi (2017) stated that one of the skills languages that need to be paid attention to in teaching English is vocabulary.

These problems were caused by the teacher who lack of creativity in providing a learning media, so that students felt bored and did not really paid attention to the learning process. To overcome these problems, the researcher gave the students a media called Mr. D. Sari (2017) found that the use of Mr.D vocabulary in YouTube channel. It can motivate students to be more confident to speak English because they were given enough time to think of what they wanted to talk about. A change of atmosphere and learning media was very useful, because students found it easier to learn when they felt comfortable (Rahayu, 2022). In this research, the researcher used Mr. D YouTube channel to teaching vocabulary in the class. The students can access Mr. D on YouTube. The role of researcher here was directing students to look for the proper video which was relevant to the learning purpose. Based on the several problems above, the researcher conducted this research with a title "English Vocabulary Learning Practice with Mr.D : Classroom Action Research.

METHOD

The design of this research is descriptive quantitative method because the data is provided in numerical and descriptive form. This research is Classroom Action Research (CAR), it's a kind of research the teacher does it in the classroom. This study can be provided new ways andways to improve and increase the number of teachers professionalism thatconveys the learning process and students' learning outcomes. According to Kemis and Mc. Taggart as cited in (Mitsalin & Catur Pamungkas, 2021) these cycles of classroom action research involved identify of problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action plan (reflecting)

Picture 1. Kemmis and Taggart procedure of CAR



From the definition of action research above, it looks like researchers conclude that action research is an action within researchers, and teachers can do it themselves colleagues who involve a group of students and teach improving the quality of the education and learning process, or the students understanding the lesson.

This classroom action research is carried out at SMA Yatama in academic year 2021/2022. The school is located on Jl. Raya Jatiwaringin No.6, RT.006/RW.015, Jatiwaringin, Kec. Pondok Gede, Kota Bekasi, Jawa Barat 17411. And for the time, the researcher conducted from February to June 2021. The researcher holds the research at the tenth grade. More specific at X at the total number of students was 31 because English vocabulary learning of this class is lower and students deficient of motivated in learning vocabulary. Data collection is monitored by observation, which is a methodical and organized process. According to Sugiyono, (2017), data collection techniques are the most strategic step in research because the main purpose of research is getting data. Without knowing data collection techniques, researchers would not have obtained data that met established

data standards

RESULTS

The results of the activity were divided into two sections. These were the results of the post - observation and post-test:

▪ Observation

In this study, researchers also observe the process of learning to teach between teachers and students. As for the research this observation corresponds to that written by researchers according to the study implement plan (RPP). Nevertheless, still many researchers have encountered obstacles, including some students are still passive, there are some students who are not yet willing to cooperate in the group, there were still a few students who were busy and inattentive and also there a few steps in an RPP have not been implemented.

The researcher carried out pre-test to get the students 'score in English Vocabulary Learning. The assessment is obtained from collaborator and researcher. It can be shown in table 1 below:

	Number of Student	Percentage	KKM Score	MeanScore
Teach precycle used the lecture method	8	26%	75	60.3
Cycle 1	10	32%	75	67.5
Cycle 2	16	52%	75	79

Considering the results of action on cycles I and II as described above can researchers describe the results of each cycle. The results of student study increase each cycle on which the precycle used the lecture method and completion questions are only 8 students or 26% with an average score 60.3 after using the peer tutor method on cycle I into 10 student or 32% with an average score of 67.5 and corrected again on cycle 2 sharp has now reached 16 or 52% with an average score of 79.

The researcher carried out test after used MR.D to get students score. It can be shown in table 2 below:

	Number of Student	Percentage	KKM Score	Mean Score
Cycle 1	17	54%	75	70
Cycle 2	25	80%	75	82

Total number of 17 students in the cycle 1 (54%) there are 6 students below KKM (20%). From the data it could suggest that learning is already improving. There is a total of 25 2nd cycle (80%), with 2 undergraduate students (7%). Based on the data, it is possible to infer that learning has improved and that the outcomes have attained a specified success indication of 75%. Because you study at a rate of 80%.

The results show what the teacher does on the execution increased vocabulary using Mr. D the Yatama high school X class has improved the results of students' study or made students able to understand the material being taught. The chart above proves with some of the actions the teacher does primarily in guiding and motivating students to be active there is an increase in the activity of learning and student learning in the eyes desired English lessons and can increase student learning motivation as planned. The study of the teacher's observation sheet has been expanded. Teachers are less active than students. Students are also more enthusiastic in learning. Compromise students are because there are two students that lose attention when learning, and one of these students frequently interferes with other friends while studying

DISCUSSION

Researcher showed the result of CAR in every cycle on the table 3 and chart 1 below:

Table 3. Result of CAR

NO	Test Activities	Mean	Percentage
1	Pre-test	60.3	26%
2	Post-test Cycle 1	70	54%
3	Post-test Cycle 2	82	80%

In classroom action research (CAR) conducted at SMA Yatama Bekasi, in this study used two cycles by YouTube channel MR. D. In the study

researchers have also been able to improve the results of studying English in particular improved vocabulary. The student was able to get results by reaching up to 75 KKM.

In cycle I, before learning teaching activities on you tube, the teacher first gave instruction on why this method was used. This helps students understand and increases their enthusiasm for learning English. In doing so, students can follow the learning process by learning methods according to what teachers and researchers instruct.

Increased results of learning English by applying you tube media can also be proved by increased results test every cycle. In line with the theory of results, according to experts Sudjana, (2014) learning is a student's ability after he accepts his study experience. According to Aminatul Zahroh (2019) results from learning it is a change in behavior, where it can be leads to better conduct, while others to worse behavior. Analysis results proved that students' learning results can increase because of increased teacher performance and student activity during the process of teaching learning activities. Total number of 17 students in the cycle 1 (54%) there are 6 students below KKM (20%). From the data it could suggest that learning is already improving. According to the research, using YouTube to improve vocabulary during the Yatama school year 2021-2022 can improve the results of learning English. This study, like earlier studies, the distinction and quality are that students are guided individually rather than in groups.

According to the research, excellence on the student learning observation sheet is rising from a good category. The students appeared to be interested in following the process despite their good performance. Learning is beneficial, and one may enjoy the process of learning.

CONCLUSION

This study is part of a classroom research project. It aims to improve students' vocabulary through the YouTube channel MR. D. The researchers, English teachers, and students from SMA Yatama Bekasi's class X participated in the research study. This research attained some data related to the use of YouTube channel MR. D technique in improving students' vocabulary. Data analyses precede in this research; the media YouTube Channel MR D at improving students' vocabulary.

Based on the findings of the class action research (classroom action research) that was conducted in two cycles in SMA Yatama lesson year 2021/2022, the following conclusions may be inspired. The YouTube channel learning material has been discovered to improve motivation for attending the 2021/2022 class teacher's lesson at Yatama High School.

The conclusions of the student learning observation show that the First averages 70 in the second cycle of average value to 82 meaning effectively. It has been demonstrated that using the YouTube channel study media improves results. On the first cycle, students average just 70 (fulfilling KKM), however on the second cycle, they average 82. The student who was previously lazy and unwilling to participate in Learning activities became more motivated and thoroughly engaged on learning.

Increased student learning motivation through YouTube study video the increasing results of high school seniors Yatama class year 2021/2022 follow. Average value outcomes may be observed in cycles I and II.

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