
INCREASING VOCABULARY MASTERY THROUGH ANIMALS VIDEO AT KINDERGARTEN PGRI BULUCENRANA

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ABSTRACT

The objective of the research was the find out whether or not of animal videos increases vocabulary mastery in PGRI Bulucenrana kindergarten students. This study uses an experimental design. The population of this research is one group, group B in TK PGRI Bulucenrana. In the academic year 2018/2019 with a total population of 12 students. The sample of this study was 12 students. The sample of this study was 12 students or a total sample. This study used media animals video in class. Researchers found that the use of animal videos can increase vocabulary mastery in Bulucenrana PGRI kindergarten students. The average value of the initial test (21,08) is lower than the average value of the final test (77,50), it is also evidenced by the P-Value ($0,000 < 0,05$) a significant level of 0,05. So the researchers concluded that H0 was rejected and H1 was accepted. Based on data analysis, the researcher concludes that: animals video media is effective in increasing vocabulary mastery in Bulucenrana PGRI kindergarten students.

Keywords: mastery, media, video animals, vocabulary.

INTRODUCTION

Reported from vocabulary.com, vocabulary first used in the 1500s to mean a list of words with explanations, the noun *vocabulary* came to refer to the “range of language of a person or group” about two hundred years later. A lot of hobbies, like fishing or knitting, require that you learn their unique vocabulary before you can get the most out of them. If you're in a rush, *vocab* is a faster way to say *vocabulary* (Anonim, 2018). Vocabulary is a set of words that are known to mean and are used by someone in a language. A person's vocabulary is defined as the set of all words that people understand or words that might be used by that person to compose a new sentence. The wealth of one's vocabulary is generally seen as an illustration of their intelligence or level of education.

The video is a technology for capturing, recording, processing, transmitting and rearranging moving images. Usually using celluloid films, electronic signals, or digital media. Video can also be said to be a combination of dead images that are read sequentially at a time with a certain speed. The images combined are called frames and the speed at which images are read is called frame rate, with units of fps (frames per second). Because it is played at a high speed, the illusion of smooth motion is created, the greater the frame rate, the smoother the movement displayed (Pti08, 2008).

Based on understanding, vocabulary is all words understood by people who are used as a means of communication, appreciating ideas, and used knowledge. The video is a picture of a picture that is merged and moves in time with a certain speed. English is an international language used to communicate between countries. In Indonesia, English is the second language used in schools after Indonesian as the first language. English has been introduced early in schools. One of the schools that have started using is a Kindergarten school.

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Azhar Arsyad (2011: 49) states that video images in a frame, where frame by frame is projected through the projector lens mechanically so that on the screen there are live images. Videos are (1) parts that emit images on television sets; (2) recording live images or television programs to be aired on television (Admin, 2018). Understanding of another video, The video is a picture of a picture that is merged and moves in time with a certain speed. Odilia Rocha Erkaya, Iris S. Drower (2012). "Perceptions Of An El Learner On Vocabulary Development" in this journal the researcher said that, This single case study addresses an action research design (Wolcott, 1994) that utilizes observations, interviews, and documents to access what teaching and learning techniques have improved the acquisition of vocabulary of a single intermediate English language (EL) learner from Turkey. Findings are reported and discussed in terms of the student's perceptions of vocabulary learning. The study indicates that there were gains in vocabulary knowledge and use as well as the progression of strategies. In addition, findings also show that the student failed to utilize advanced vocabulary. Strategies when he needed them the most. Implications for future studies for diversified learners are also discussed. Based on several previous related findings, the researchers concluded that improving student's vocabulary mastery by using "live pictures" as a new way to teach students.

METHODS

2.1 Research Design

The design of this research used pre-experimental with one group pre-test, treatment, and post-test design to know the student's ability in vocabulary (Gay et al., 2006:257).

TABLE 1/ Research Design

Group	Pre-Test	Treatment	Post-Test
N	O1	X	O2

(Gay, 2006: 257)

2.2 Population and Sample

The population in this study were PGRI Bulucenrana kindergarten students in the 2018/2019 school year. This only involves one class, group B, so the total population has 12 students. So, the research used total sampling as a technique in selecting samples. Therefore, the number of samples had 12 students.

2.3 Procedure of Collecting Data

The procedure of collecting data presented in chronological order as follows:

2.3.1 Pre-test

The pre-test was be given before taking care by using 30 minutes to find out and examine students' knowledge of the names of poultry animals before providing care using the animal's video.

2.3.2 Treatment

After giving the pre-test the researcher provide care to add students vocabulary using a animals video. The research provided treatment for three meetings and ran 45 minutes of meetings.

The steps in teaching vocabulary using video;

2.3.2.1 At the first meeting, the research gives an explanation of the differences between poultry animals.

2.3.2.2 At the second meeting, students of jasmine students display the names of animals in the picture.

2.3.2.3 At the third meeting, researcher train students to write down the names of animals in the picture.

2.3.3 Post-test

After treatment, researchers gave post-test to students to find out the vocabulary of students about poultry animals.

2.4 The Technique of Data Analysis

T-test using SPSS (Statistical Product and Service Solutions) are run to determine the level of achievement of students in each activity; from pre-test to post-test, student scores are calculated individually using the following formula.

2.4.1 Student vocabulary

2.4.1.1 Scoring test: in each correct answer by the student, the score is one and in each incorrect answer the score is zero. Then, scoring the test answer by:

$$\text{Score} = \frac{\text{Students's score}}{\text{Maximum Score}} \times 100$$

(Depdiknas, 2006)

2.4.1.2 Scoring classification of vocabulary

TABLE 2/ Scoring classification of vocabulary

No	Classification	Scoring
1	Very Good	86 – 100
2	Good	71 – 85
3	Average	56 – 70
4	Poor	41 – 55
5	Very Poor	0 – 40

(Depdiknas, 2006:38)

2.4.1.3 Calculating the mean score standard deviation, frequency table, and the value of t-test to identify the difference between pre-test by using inferential analysis in SPSS program for the windows evaluation version.

2.4.1.4 Criteria of testing hypothesis

The criteria of a testing hypothesis are :

- a. If t-table > t-test, H0 was accepted, H1 was be rejected. This means that the use of a animals video cannot increase the vocabulary of kindergarten students.
- b. If t-table < t-test, H0 was rejected, H1 was accepted. This means that the use of a animals video cannot increase the vocabulary of kindergarten students.

RESULTS AND DISCUSSION

1.1 The score of pre-test and post-test.

The findings were obtained through teaching, which was carried out through pre-test and post-test. The results of table 3 are references to previous student achievements.

TABLE 3/ The classification, frequency, and the percentage of pre-test

Classification	Score	f	%
Very Good	86 – 100	0	0
Good	71 – 85	0	0
Average	56 – 70	0	0
Poor	41 – 55	1	8,3
Very Poor	0 – 40	11	91,7
Total		12	100

Table 3 shows the percentage and frequency of pre-test students, no students are classified as very good, good, and average. 1 student got a bad score (8,3%), and 11 students got very bad scores (91,7%).

TABLE 4/ The classification, frequency, and the percentage of post-test

Classification	Score	f	%
Very Good	86 – 100	7	58,3
Good	71 – 85	1	8,3
Average	56 – 70	2	16,7
Poor	41 – 55	0	0
Very Poor	0 – 40	2	16,7
Total		12	100

Table 4 shows that the scores of students in the post-test test results were mostly in the very good category. Students were classified into good snag categories 7 (58,3%), classified in good category 1 (8,3%), classified into average categories 2 (16,7%), and students calcified into very bad 2 (16,7%). Student value data is presented in table 5.

TABLE 5/ The mean score and standard deviation of the students's test

Group	Mean score	Standard deviation
Pre-test	21,08	11,92
Post-test	77,50	29,89

The data in the previous section shows that using animals video media is effective for increasing student vocabulary. This is supported by differences in the average score of the post-test for the experimental group that is higher than the average score of the pre-test for the experimental group. The conclusion of the explanation above, the main purpose of animals video media is to be able to add students' vocabulary so that they can facilitate students in learning English in the future. In addition, it is hoped that by increasing students' vocabulary it can be useful for diverse future studies.

1.2 Probability Value

The hypothesis stated was tested using inferential analysis. In this case, the researcher applied a t-test analysis in pairs using the SPSS 21.0 program. for Windows Evaluation Version. The aim is to find out whether or not there are differences between the results of the students' average pre-test and post-test scores, the calculations are shown as follows:

TABLE 5/ The p-value of the students's vocabulary skill

α	p-value
0,05	0,000

Based on student results obtained and stated in the findings above, the researcher used paired sample t-tests in inferential statistics through the SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In the pre-test and post-test, researchers found that the p-values were lower than α ($0,000 < 0,05$). This means that H_0 is rejected and H_1 is accepted. This means that teaching through animals video has a good effect on students' vocabulary.

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The study indicates that there were gains in vocabulary knowledge and use as well as the progression of strategies. In addition, findings also show that the student failed to utilize advanced vocabulary. Strategies when he needed them the most. Implications for future studies for diversified learners are also discussed.

CONCLUSION

Based on the research conducted at Kindergarten PGRI Bulucenrana, it can be concluded that there were significant differences between students in vocabulary skills. In other words, there is an increase in the vocabulary of students after using animals video media to improve the vocabulary of students in group B in Kindergarten PGRI Bulucenrana.

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