



Improving Students English Vocabulary Through Watching Video, and Role Play, An action Research at the Fourth Grade Students of SDIT Azzahrah Gowa

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Received: 2023-01-10 Accepted: 2023-07-03
DOI: 10.24256/ideas.v11i1.3493

Abstract

This research aimed to improved the students' vocabulary through short video and role play technique, this research was conducted in SDIT Azzahrah Gowa. In this research, the researcher collaborate video and role play to improving students' English vocabulary. The data had been counted by the researcher, then the researcher consider about the improvement of the students. In conducted this research, the researcher gave the students two technique for improving their vocabulary, especially verb and adjective, the technique were through watching video, and playing role play. The data were got using the test for the students, then the data counted by researcher by using quantitative method of data collection technique, and also through documentation with 6 students in the classroom. The Results of this research showed that role play together the videos can improve the students' vocabulary, especially in verb and adjective vocabulary, it proven by the results of the test, where all of students get significant improvement in every cycle of test.

Keywords: *improvement, Role play, vide.*

Introduction

As the core component of the several language skills, learners had to master vocabulary, because learn English vocabulary is the main point to understand English language. In elementary school vocabulary is the first step to learn. From understanding the vocabulary in early age, the learners would get many knowledge. Because of that vocabulary will be better to get in the first age. In communication the vocabulary become the foundation to build language. From that statements above, vocabulary become the first focus in study English, especially for early learners.

In this study, researcher found some difficulties from early learners in SDIT Azzahrah Gowa who learnt English at the school as the extracurricular learning.

Based on the information that researcher got from the teacher at 4th grade students in SDIT Azzahrah, most of the students were hard in understanding the words that the teacher used while teaching in their classroom, and some vocabulary in their work book. To cover those factors teacher and the researchers collaboratively apply role play, and watching videos technique in the class.

role play is a technique that helps students taking on a role and bring out them in a discussion together, then each person playing their role, Pollard (2008). Video also the great way to improve students' English vocabulary. Moreover learning the video clips can portray settings, action, emotions, and gestures which can improve the important visual stimulus for language practice and learning, Muniandy (2011). The researcher had combined the video with role play to improve students' English vocabulary. Where both of them are the good way to enhance students' in improving their English vocabulary.

Method

The method of this research was action research. Action research is a process where educators examine their practice in the systematic and careful way by using some techniques of research (Khasinah:2013).

On this study, the researcher found the problems which happening in the class, especially the problem of vocabulary, then the researcher proposed the way to make changes and even the improvement. The researcher was also the English teacher who conducted the research in the location of technique and also shared the information. In this study the researcher tried to made the improvement for the students' vocabulary especially in adjective and verb. Thus the strategy the researcher used was role play technique and also the video.

This study had focused on the vocabulary of the students while learning English, and also the improvement of learning and teaching quality, especially the students' English vocabulary on their adjective and verb. This study also needed to improving the students in their English vocabulary through using video and also role play as a technique. Then for collecting the data in this study, the researcher used test and documentation

Action Research

Action research in easy way could be understand as the research which had conducted in the classroom. It could be define also as a learning to overcome the problems in the classroom, or to improved anything relate to some problems of educational for the better done by the teacher, or by the researcher, also could be collaboration between the researcher and the teacher, by their practical actions, or their reflections on the effects of those actions (anisa:2011)

Action research also a process where educators examine their practice in the systematic and careful way by using some techniques of research. The researcher designed a test, and collecting data throughout one month, then, analyzed anything of her students had learnt, then wrote about her. documentation, and also test her students. Those are the typical of the methods of data analysis which the researcher used in this research.

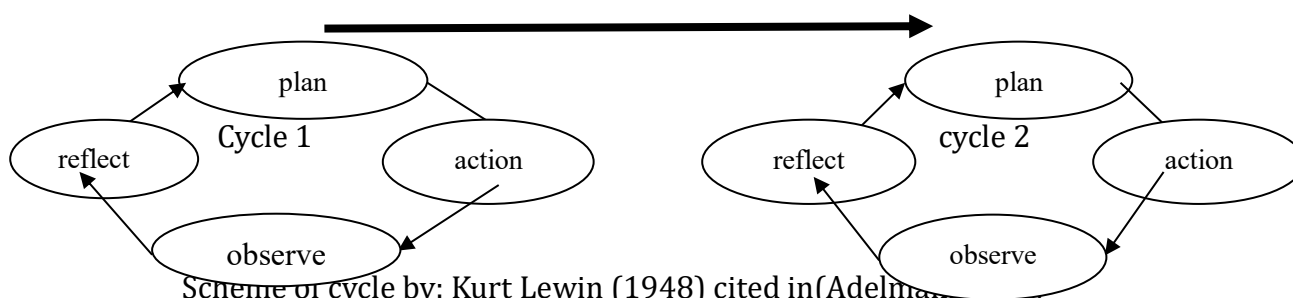
Moreover action research also the activity which could done by collaborative way, where the researcher and also the teacher can together in worked to helped the students faced their problems, and also designed and carried out the research in the classroom (samsusanto:2013).

Therefore action research was naturally the scientific teaching method. Action research used by the teachers or researchers to find out what exactly works and what did not works in the classroom. From several teaching strategies based on the Researchers knowledge, they could determine which one was the good technique for their students, or they could following the newest trend of education method.

The Model of Action Research

Action research in this research use the model based on Kurt Lewin's model (1948). The researcher choose this model, because the model were the simplest one compare with the other model of action research. There are four could become the steps which is crucial, which could be extended into six ways included identified the problem, planned some action, monitored some action, reflected the observation based on the result, and revised the plan.

Kurt Lewin formulated his model action research. It could use as follows:



Scheme of cycle by: Kurt Lewin (1948) cited in (Adelina, ...)

Based on Kurt Lewin action research which occurred through complementary in process of consisted of four natural phases of plan, action, observe, and reflect. All phases had explained as follow:

- a. Plan
It was the process to developed some plans critically inform action which is to improve about something would happened.
- b. Act
It is the actions which to applied the plans.
- c. Observe
It was some process about observed of the effect of inform action in critical way when the plans is occurs
- d. Reflect
It was the process of reflecting on the effect as the basic of the further plan. It was also meant to judge the cycle whether success or not. (Anisa:2011)

Data Analysis

Data analysis came from interpretation of the collection of the data. Teaching learning process was the data from observing the data by the researcher. Then the researcher analyzed the data through percentage the descriptive of quantitative in

analysis by gave the score to find the enhancement of achievement of the students through role play and video.

firstly the researcher tried to got the average of vocabulary of the students each action in one cycle. It is also to know about how good the score of the students in a whole of the vocabulary understanding. It used the formula:

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} =mean

n= total of students

x= score of individual

Second, the researcher tried to get the class percentage which had passed the KKM 75 (seventy five). It used the formula:

$$p = \frac{F}{n} \times 100$$

P= percentage of the class

F= score total percentage

N= total of students

Third, after got the mean of score of the students per actions, the researcher then identified whether or not the students improve their score on vocabulary from diagnostic test and also test in each cycle, score in cycle 1 and also cycle 2. In analyzing it, the researcher used the formula:

$$p = \frac{y1 - y}{y} \times 100\%$$

P= improvement students per centation

Y1= test of cycle 1

Y= diagnostic test result

$$p = \frac{y2 - y}{y} \times 100\%$$

P= percentage of students' improvements

Y2= test of cycle 2

Y= diagnostic test result

Findings and Discussion

Cycle 1

In this first cycle the researcher firstly asked to the students to watching video, the kind of video the researcher showed to the students was about shopping on a shoe store, this video were contained many verb and adjective vocabulary to studied. In this moment the researcher asked to the students to paid attention to the verb and adjective vocabulary they would saw on the screen. From this activity the researcher found that, while the students taught the vocabulary using video the response of the students were various, two of them still look like lazy to paid attention on the video they watched. But four of them were enthusiast while watching video

Right after the students had finished watching the video, the researcher divided the student into 5 groups to did role playing based on the video they had watched in front of the class, from the role paying they had done, the researcher found the students were shy while practiced and perform in their role playing. However the activity happened enthusiastically even several of the students still low interest. Moreover related to the students participation in the classroom, five of the students were not interest while practicing their conversation in role playing, but ten of them were actively gave questions while they did not understand about the word they found.

And then about the result of the data test of cycle 1, there were ten students had improved in their understanding of the meaning of some verb and adjective vocabulary, but, even though they finally could had improvement in their understanding of verb and adjective vocabulary they still could not achieve the KKM, and five of them had low score. Instead the researcher felt satisfied, because her effort to improve their students adjective and verb vocabulary had improved, proven by students scores in the post test 1. Beside of that the students seemed could understand more easily about those vocabulary when they using it in conversation. From the reflecting above, the researcher felt satisfied enough, because her effort to improve students' adjective and verb vocabulary had been done proven by score that the students got, although not all target accomplished yet. In this situation the researcher need more effort to improve students' adjective and verb vocabulary, because the researcher want all of the students get the KKM score in their understanding of verb and adjective vocabulary by using role play.

Cycle 2

After conducted the cycle 1, the researcher continued to cycle 2. In this part the researcher still used the same way in teaching vocabulary, the researcher used a video about asking for permission, in this moment the students back to paid attention to verbs and adjectives vocabulary they saw on the screen. Finally in this second cycle the researcher found that the students' response were increase, also the students had paid attention enthusiastically to the video they watched. Then two of them which in the first cycle had low interest, also had focused in this second cycle while watching video.

As same as the first cycle, the researcher back to ask again to the students to practiced and performed the video they had watched by role playing in front of the class. Then the result the researcher found was satisfying, because the students did not shy anymore while practiced and perform their role play. However the activity happened enthusiastically and interest. relate to the students participation, they had being more interest while practicing their conversation in role playing than the first cycle, they also more actively gave questions while they did not understand about the vocabulary they found.

About the result of the data in this cycle 2. Most of the students respond the activity actively. Furthermore all the activities had done very well. The researcher had satisfied because the students have significant improvement from the score they got on cycle 1 test, until cycle 2 test. After that the students had achieved the targets research of minimally 75% students who pass the KKM, therefore the researcher

decided to stop the classroom action research, because it already had succeeded.

The Discussion of the Research

From the students activity in cycle 1, and cycle 2, the researcher found there were an improvement in teaching English vocabulary through watching video and role playing. Start from their diagnostic test, in their diagnostic test, there were 12 from 15 students got score below 75, and their mean score in diagnostic test only 24.1, but then after the students got treatment from the researcher through watching video and role playing, the students improvement showed step by step in every cycle. Firstly their mean score of cycle 1, they got 74,6, and the class percentage which passed the KKM in cycle 1 was 66%. Their mean score did not reached the KKM yet in the first cycle. Also there were still 5 from 15 students got low score.

Then after continued to the second cycle test, the mean score in the test of second cycle was 85, and the class percentage which had passed the KKM was 100%. It means there were 15 students who their score could passed the KKM and there were no students below the score of KKM. The test of cycle 2 had fulfilled the target of classroom action research, which is above 75% students could passed the KKM. It could be said that watching video and role play in classroom action research was succeeded and then the cycle of classroom action research was not need to continue.

Conclusion

After finished the conducting action research in the every steps of the classroom action research, the researcher then gave some conclusion in the result of the research. Moreover based on the conclusion, the researcher then gave some suggestions. But before the researcher gave the conclusion of the result of the research and builded her suggestion, she firstly would to present the summary of the research.

This research used the classroom action research methodology which is to identified some of the problems on vocabulary of the students. It is purposed through the test and documentation in the forth grade students of SDIT Azzahrah Gowa. Which was considered become the class whose the capability of vocabulary was low. The total of the students in the classroom was 15 persons. In this action research which done in classroom, the researcher using the Kurt Lewins' design which include four steps. Those were plan, act, observe, and reflect. And then the data was got from the test, and documentation. And also relate from the test result, there were 47% students had improvement as the mean score of the diagnostic test to the cycle 1 test. On the diagnostic test, there was no one student could passed the KKM, then in the result of the test in first cycle, there were 10 students or 66.6% students in the classroom could passed the KKM, through the mean score of the test is 74.6. then based the result of the cycle 2 in test, there were 15 students or could be said 100% of students in the class could passed the KKM, and their mean score was 85. It was showed that there were significant improvement in their capability learning vocabulary. The Improvement could seen from the result, which they got higher result, start from their diagnostic test, cycle 1 test, until cycle 2 test.

From the research which had conducted in forth grade students in SDIT Azzahrah Gowa, the researcher then got conclusion of the role playing activity

Sakinah Islah Hunnufus, Syamsiarna, Erwin Akib,
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together with watching video could improve the vocabulary of students it could be seen from the score that the students got. Moreover, based on the students respond while the learning and teaching activity in classroom action research, it could be concluded that the students were like to watching video then playing role play technique. It could be seen from their participation in the conversations in class, discussion, and their focus while watching video, they also feeling confident while playing role play.

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