

**THE EFFECT OF APPLYING MULTI MEDIA VCD FOR TEACHING
VOCABULARY TO THE FIRST GRADE STUDENST OF
SMP NEGERI 5 STABAT**

SKRIPSI

*Submitted In Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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**FACULTY TEACHERS TRAINING AND EDUCATION
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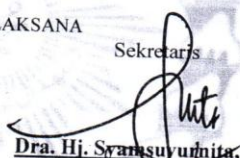
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
I-Maret-2016	Chapter IV	
	- Discussion and Finding	
3-Maret-2016	Chapter V	
7-Maret-2016	- Conclusions - Suggestions	
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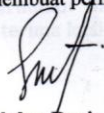
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ABSTRACT

Sri Wulan Dari. 1102050189. The Effect of Applying Multimedia VCD for Teaching Vocabulary to the First Grade Students' of SMP Negeri 5 Stabat. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan.

This study was aimed to find out the effect of using multimedia VCD on the students' achievement in vocabulary. This study were finding out is there any significance effect of applying multimedia VCD for teaching vocabulary and to find out the students' difficulties in mastering vocabulary. The population was 258 students and the sample of this research was took two classes of the population of 63 students which were chosen by using cluster random technique and divided into experimental group and control group. This research was conducted by the experimental research. The instrument of the study was dividend into pre-test and post-test consist of 20 items of multiple of choice test about verb. Based on the analyzing the data, it can be concluded that there were effects of applying multimedia VCD for teaching vocabulary proven by the result of the $t_{observed}$ compared to t_{table} , it was $t_{observed} > t_{table}$ ($4.31 > 1.67$). The students difficulties were: a) Students often mistakes the vocabulary in the sentence, or do not know how put the vocabularies in the sentences, b) Students do not know about the form of vocabulary such as participle and past verbs, present participle verbs, and c) Students often mistakes in using the vocabularies into a sentence which accordance to the tenses.

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This study is entitled “*The Effect of Applying Multimedia VCD for Teaching Vocabulary to the First Grade Students of SMP Negeri 5 Stabat*” in writing this study, there were many difficulties and problems faced by the research and without any helps from the following people, it may impossible for her to finish this study.

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Medan, 16 March 2016
The Research

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. At present the role and status of English is that it is the language of social context, political, socio cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector.

In studying English, there are four language skills must be simultaneously achieved by the students. They are; speaking, reading, listening and writing. Writing processes are a certain degree of finality and demand real proficiency from the research. English lesson is influenced by the some other aspect. One of them is the influence of the first language acquisition. It is often found in English from Indonesia, which is usually English form sentence, but using Bahasa Indonesia grammatical rule. The mistakes of English pronunciation is often done in English subject.

It is a great advantage for English learners to have a great deal of number of vocabulary, especially for the students of junior high school. “Without conveyed” (Wilkins in Thornbury, 2002:13). This is how the linguist Wilkins summed up the importance of vocabulary learning. It means that even though

someone's grammar is not good, he/she will be able to keep talking because of having many English words.

One of the most important things in language is communications. It means that every learner's should be able to communicate. Learner needs to master the language components in order to obtain the language skill. Learning English vocabulary is one the most crucial task for English language learners, lack of vocabulary can be a crucial factor to learners to understand English (Graves, 2009:2). Vocabulary is one of the important aspects of language taught to students as a foreign language. To develop the language skills reading, listening, and writing in mastering a language, the students should be able to use the vocabulary correctly.

Based on the researcher's experience in the Practice Teaching Learning, it was found that the students were difficult in understand the meaning of words, and having low motivation in learning vocabularies, another proof was that most of students were got lower score and incomplete the KKM of 70, another problem occurred because most of students do not use the language laboratory effectively and efficiently in practicing English.

Considering the previous explanation, it can be concluded that teacher should use variation strategies in teaching vocabulary. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching available now, in this study, the audiovisual aids of VCD are used to improve students' vocabulary in English. VCD can be a powerful stimulus for students' engagement precisely because is speaks directly to our emotions while still allowing to us to use brains to analyze it and its effect if we so wish. VCD are

included in teaching media, the use of VCD in the classroom can stimulate very positive associations to someone who study language. The VCD can make students' know and remind English verbs. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.

In teaching vocabulary using multimedia VCD is improving the aspect of listening and writing, while in the process of learning, the students should listen carefully to what the students watch, and then trying to write or used the new vocabulary they got in a sentence or paragraph form. Vocabulary is an important aspect to be acquired in English, especially in writing English, students writing will get better if only they have much vocabulary. So, in teaching using multimedia VCD will improve the students' vocabulary item especially in listening and writing.

Based on the explanation above, this study is trying to analyze about "The Effect of Applying Multimedia VCD for Teaching Vocabulary to the first Grade Student's of SMP Negeri 5 Stabat.

B. The Identification of the Problem

The Problems of this research was identified as follows:

1. The effect of using multimedia VCD in teaching vocabulary.
2. The students' achievement taught by using multimedia VCD to the students' vocabulary.
3. The students' difficulties in teaching vocabulary using multimedia VCD.

C. The Scope and Limitation

The scope of this study was about vocabulary and it was limited on using multimedia VCD in teaching vocabulary. Here, the research focuses on the first grade students' of SMP Negeri 5 Stabat.

D. The Formulation of the Problem

The problems of this study were formulated as the following.

1. Is there any significant effect of applying multimedia VCD for teaching vocabulary?
2. Which one is better, the students' achievement taught by using multimedia VCD than the students' achievement taught by using recitation method in learning vocabulary?
3. What are the students' difficulties of applying multimedia VCD for teaching vocabulary?

E. The Objectives of the Study

The objectives of the study were as follows.

1. To investigate the significant effect of applying multimedia VCD for teaching vocabulary,
2. To investigate the better method to the students' achievement taught by using multimedia VCD and the students' achievement taught by using recitation method in learning vocabulary.
3. To investigate the students' difficulties of applying multimedia VCD for teaching vocabulary.

F. The Significance of the Study

The findings of the research were expected to be useful.

1. Theoretically

This study is hoped to be useful for the development of teaching and science especially in learning English as second language.

2. Practically, this study is hoped to be useful for:

- a. The Teacher of English as a contribution for them in improving and enriching their teaching strategies, and as a means of improving the students' Comprehend in vocabulary.
- b. The students', they have been get experience of using multimedia VCD in gaining new vocabulary. It can help them to improve their achievement in comprehend vocabulary.
- c. Other researchers who are conducted a much more about comprehending the vocabulary, and try to find out some other methods applicable to teach vocabulary.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In doing this research, theories are needed to explain all the terms in this study which has taken from many sources to avoid misunderstanding between the research and the reader. So that research and the reader may have the same interpretation to this study.

1. Description of Effect

Stevenson (2002) stated that the term effect can be generally meant by a change that something causes in something else; a result. The word “effect” is meant by a result or change of something. As stated Slavin (2003:21) that the term effect can be generally meant by something that is produced by a cause; result; or consequence. The definition of the second seems to fit the actions rather that process in doing something. In terms of the statistics, this concept should be made operational and measurable. It is actual production. Finally, that there is benefit which can be taken as the result that refers to the positive sense.

Based on the definition given above, it can be conclude that the effect of using audio lingual VCD for the teaching vocabulary means that there are some changes caused by applying multimedia VCD especially in teaching vocabulary. The applying of multi lingual VCD can improve the students’ vocabulary mastery as the result of the teaching process.

2. Description of Strategy, Method, and Technique

Strategy, method and technique are different aspect. Anthony (2002:63) states that strategy is a set of correlative assumptions dealing with the nature of language. A strategy is axiomatic. It is the level at which assumption and believe about language learning are specific. Strategy is treating something in certain way.

Nurgayah (2011:102) stated that a method is a set way and techniques which is used by the teacher in teaching-learning process, in order to reach the students' aims. Method serve as a basic for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions (Larsen, 2002:viii).

While Sanjaya (2006:147) stated that method is a way which used by the teacher to implement a well-prepared plan in a real activity in order to gain the optimal result. From the quotation above, it can be concluded that definition of method is a way in teaching/learning process. When teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they do what they do, they become aware of their own fundamental assumptions, values, and beliefs.

Technique usually requires some sort planning. You would probably used strategy when a new situation. While, in the other hand technique is a procedure or skill to completing a specific task. Material is overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon.

In learning process, teacher is required to have good technique in order to make students can learn effectively and efficiently in accordance to the expected aims. The teaching method is one of method that is chosen by teacher to be applied in the class. Teacher should know what the appropriate method in conveying the subject is.

3. Description of Teaching

Teaching is a complex process. Not only delivered information to the students, but there are many steps that should be done to this activity. Teaching is an activity of organized and arranged environment to get a good achievement. Wool folk as quoted by Soekarwati (1995:32), teaching is an art, science and also a job that takes much time. It called as *art*, because it needs inspiration, instuition, talent, and creativity. It can be called as a *science*, because it needs the ability in mastering knowledge (especially, the subject material) and skill in transferring the knowledge in order to get a better achievement. The reason above can be concluded that teaching takes much time.

According to Rooijakkers (1993:1), “teaching is delivering or transferring knowledge and views” it means, both of teachers and students should understand the material. In other words in teaching and students should have a learning process.

Sardiman (1994:47) defined teaching as follows:

- a. Teaching is an effort to make a comfort condition or system in learning process.
- b. Teaching is delivering the knowledge to students.

- c. Teaching is growing up a thought to the students by hoping of understanding.
- d. Teaching as an activity of organizing and arranged environment and relating to the students in order to make a learning process.
- e. Teaching is an effort creating a comfort condition in learning process.

Naturally, teaching is a learning activity so the teaching activity will be efficiency. According to Medley as quoted by Soekarwati (1995:39) there are four characteristics of an efficient teaching, they are, (a) The understanding of subject material and preparation, (b) Strategies of teaching, (c) Teaching competence, (d) Deciding wisely.

Learning and teaching are two concepts which cannot be separated each other. Learning point to the students who received the material, while teaching is pointing on the teacher who transferred the subject material. Those two concepts are united, that interact each other, teacher-students and even students-students interaction. This is the meaning of learning is a process.

4. Description of Learning

As an effort of education, learning is an important activity. The successful of an education is depending on the learning process which is done by the students. In learning process, students will have an exchange, while in attitude, as a result of their learning process.

Generally, learning defined as an exchange process of attitude, causing of an interaction among of individual with the environments. This kind of interaction is unintentionally. Behaviour of attitude is a wide work.

Sardiman (1994:20) stated that learning is always an exchange of behavioural or even performance, by a link of activities through reading, comprehending, listening and acting. Next, it is cleared by Suryabrata (1995:249) stated that learning will bring an exchange which concern to the new skill and effort, or as a static output of an experience.

In learning process, there are some important general principles to reach the best technique of learning. They are:

- a. Learning process is complex but organized.
- b. Learning needs motivation to reach the optimal output.
- c. Learning is the process of simple to complex.
- d. Learning involves differentiating process (discriminate) and generalized.

(Ali, 1992:22).

Sardiman A.M. In his book "*Interaction and Motivation of Teaching Learning*" stated that "Essentially, learning is a meaningful process, not only a mechanical and routine thing. It can be called *learning is meaningful*". Meaningful learning is:

- a. Learning has a mean and aim.
- b. Basic of learning is something that explored of finding not as a routine.
- c. The output of learning, always bring a comprehending or understanding and a logical reaction or answer.

- d. The output of learning is not depending on a certain place but in another situation.

It needs to know that motivation is an important thing in learning and process it is like a motorist system in students to reach one goal of learning.

We can also ask question about construct like learning and teaching consider again some traditional definition. A search in contemporary dictionaries reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” Oddly, an education psychologist would define learning even more succinctly as “a change in an individual cause by experience” (Slavin, 2003:138). Similarly, teaching which is implied in the definition of learning, maybe defined as “showing or helping someone to learn how to do something, giving, instruction, guiding in the study of something, providing with knowledge, causing to know or understand.” Isn’t it curious that professional lexicographers seem to have such difficulty in devising a definition of something as universal as teaching? More than perhaps anything else such definition reflects the difficulty of defining complex concepts.

Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage system, memory, cognitive organization.
- d. Learning involves active, conscious, focus on an acting upon events outside or inside the organism.

- e. Learning is a relatively permanent but subject to forgetting.
- f. Learning involves some forms of practice, perhaps reinforces practice.

These concepts can also give way to a number of subfields within the disciplines of psychology: acquisition processes, perception, memory (storage) systems, short and long term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, the rule of practice.

Based on the explanation above, it can be simply conclude that learning is a process of getting information or knowledge, and also memory involves some form of practiced.

5. Description of Media

Based on Oxford Learner's pocket dictionary, media is something which is used for a particular person. Education association defines that media is thing that can be manipulated, can be seen, can be heard, and can be talked with instrument which is used well in the teaching learning process, and can influence effectiveness of instructional program.

According to Hamalik (2010:24) there are four classifications of teaching media:

- a) Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
- b) Audited media, such as phonograph record, electric transcript, radio recorder of tape recorder.

- c) Audio visual media, such as film, TV, and three dimensions things.
- d) Dramatization, role play, socio drama, etc.

Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.

6. Description of VCD as Audiovisual Media

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

English communication skill Teaching has been with us for many years and its significance continues to grow. With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favourable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia

technology plays a positive role in promoting activities and initiatives of students and teaching effect in English communication class.

Audio reproduces only on aspect of events, their physical vibration which may be heard or felt. "it allows listeners to concentrate on program content on to create their own corresponding image". Hackbarth (1996:134). "Audio is a media which in only emphasized to the sound to deliver the information and message". Sadiman, et al (2003:114). It means that audio is one of media to produce the sound which can be used in teaching-learning process. By audio media we mean the various means of recording and transmitting the human voice and other sound for instructional purposes. The audio aids most commonly found in the classroom are record player. Audio visual media are very portable and can be used at the field with battery power. VCD are ideal for home study. Many students ready to have their own VCD.

Audio visual media are easy duplicated in whatever quantities are needed. As with all media, audio instructional devices have limitations tends to fix the sequence of a presentation even though it is possible to rewind the tape and hear a recorder segment again or advance the tape to the upcoming portion. Without someone standing over them or speaking with them face-to face, some students do not pay attention to the presentation. They may hear the presentation but not listen to and comprehend it the initial expense of playback and recording equipment may be a problem.

The media that used in teaching learning process is visual. It includes chalkboard, marker board and picture, other aids model that give the concrete thing.

“Visual media present content in breadth and depth”. It aroused represent Heinrich R (1982:63). Ellyawati (2005:11) “stated that visual aids are the aids that could be seen only”. It can help the teacher in delivering the message or the content of education theme to the learners.

In the classroom situation, the teacher has to try and make up the class as natural or concrete as possible so the pupil are interested to study. As the KTSP (2006:36) “states that one of the characteristics of the junior high school students in learning is concept thing”. It means that the learning process is started from the concert things, those are the things which could be seen, heard, smelled and touched. The teacher can use the objects and situation shown in a picture, film or other visual representation of reality as if they are the actual objects and situation themselves.

7. Description of Vocabulary

When learning a language, learners will be introduced to the components of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary as one of the language components is badly needed in order to master a language. There are some definitions of English vocabulary. Murcia and Olshtain in Mc Cartny, (2000) defined vocabulary in the largest single element in taking a new language for the learner and it would be irresponsible to suggest that it take care discourse driven.

English vocabulary has a remarkable range, flexibility, and adaptability (Nation, 1990:18). Therefore, English seems to have for more words in it is core

vocabulary than other languages. Vocabulary is one components of language aid. There are no language exists without words. Words design or symbol of ideas well as the mean's to enhance peoples' thoughts. The more words we learn, the more ideas we have, and we can share the ideas more effectively because without vocabulary is nothing going to be sold. Vocabulary is one component and supporting elements to the mastery of four language, listening, speaking, reading, and writing. The role of vocabulary cannot be ignored in learning English in order to comprehend the target language. Students should be able to master the vocabulary in order to comprehend the target language. By having adequate vocabularies, the students are hoped to be able to use them in communication. Therefore they can combine word by word in order to communication in English appropriately.

Vocabulary is very useful for anyone as studying a foreign language. Language users construct some words to make sentences and for their communication with other people. If they master many vocabulary', we can write well with more ideas and it can be easier for them to understand a text. Vocabulary is a wealth of words, which is possessed by a certain language (Ardiwinata, 1978:29). The Ardiwinata further limits vocabulary as: 1) all of words, (s), which are in language, 2) words, which are mastered by someone or words, which are used in one science.

The English language contains too many words: teachers need to choose wisely which word student need to learn. The consideration covers are:

- a. Important words-words those are critical to understanding a text.

- b. Difficult words-words with multiple meanings or one easily confused with.

All languages have words, it means they talk about words, they talk about vocabulary. Moreover, vocabulary is the total number of words that establish a language (Hornby, 1986:459). Based on the explanation above, it is assumed that vocabulary is still all the words in dictionary. It is the collection of words that is noun and used by person to speak or the total number of words specific concepts possessed by someone.

Control vocabulary is also maintained (as in many existing series of supplementary readers) and one new principle has been introduced content words outside the given basic vocabulary but of the value in the story is introduced freely with in the structural limits by a prescribed process of repetition.

Vocabulary teaching and learning must fit into the broader framework of a language course. David Nunan (2003:133) make the way to make sure that theme is balanced range of learning opportunities is to see a language course as consisting of four stands. There as follows:

- a) Learning from meaning-focused input

The “learning from meaning-focused input” strand involves learning from listening and reading. For vocabulary learning to occur in this strand, learners need to know 98 percent of the running already. That means that, at most, there should be only one unknown word in every fifty running words. This one unknown word in fifty is something that can be learned through guessing from context and which does not stop comprehension of the text.

- b) Deliberate learning

The deliberate learning strand is something called form-focused instruction, language-focused learning, or language study. It involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translations.

Like the other strands, no more than 25 percent of the course time should be given to this particular strand. It is an essential strand of a course but it should not overwhelm the other strands.

c) Learning from meaning-focused output

The “learning from meaning-focused output” strand involves learning through speaking and writing where the learners’ main attention is on communicating messages. It may seem a little strange to see the productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspects of vocabulary knowledge that they did not need to attend to when listening and reading.

d) Fluency development

Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading, writing with fluency needing to be

developed independently in each of these skills. Fluency development activities should involve only known language items (there should be no unknown vocabulary or grammatical features), should be message-focused, should involve substantial quantities of input and output, and should involve some pressure to perform faster than usual.

7.1. The Importance of Vocabulary

Without grammar, language can be a little conveyed, without vocabulary nothing conveyed. This is how the linguist summed up the importance of vocabulary learning.

Some linguists emphasize the importance of vocabulary as “*crème de la crème*” in language function says: “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say almost anything with words.”

7.2. Types of Vocabulary

Generally, vocabulary could be classified in two categories. There are two types of vocabulary; receptive vocabulary and productive vocabulary (Nation, 1990:31).

a. Receptive

Receptive words are those words that could be understood or comprehended in context. It can be understood only through and reading. Knowing a word involves being able to judge if the word form sounds right or looks right. A larger number of items in receptive vocabulary are words that are very low frequency. Someone does not need to know much about it, because it is rarely used and impossible to memorize all the vocabulary of a certain language. But someone can understand the ideas of utterance contextually not word by word.

b. Productive

Productive words are those words that still used productively both in written and spoken form. It involves how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it usually collocates with. Productive knowledge also involves not using the word too often if it in suitable situation.

8. Teaching Vocabulary through Multimedia VCD

Hackbarth (1996) stated that there are some steps that must be done in using multimedia VCD in teaching vocabulary, that all of steps as follows:

- a) Teacher's preparation; first, teacher should prepare the material. Then, she/he chooses the appropriate program related to the material in order to achieve the goal of teaching hope.
- b) Class preparation; something can be done in class preparation are:

- (1) Explaining the content of the VCD briefly

(2) Explaining some important parts that must be noticed while watching the VCD.

(3) Presentation; after preparing audience, VCD is played.

c) Continuation activity; this activity can be question-answer in order to measure how far students' understanding on material presented. If there is something wrong, the VCD can be played once more. The activities can be:

(1) Reading book about problem played if the book is available.

(2) Making composition about what have been watched.

(3) If necessary, make a test about the material prepared through the VCD. In this research, research did some steps for using VCD in teaching. First, prepared the material, in this case about vocabulary.

Based on the indicators of the vocabulary learning, it can be concluded that the step of using multimedia VCD are as following:

1. Prepare the material vocabulary of synonym and antonym.
2. Play a video which contain picture.
3. Students watch the picture and then identified every vocabulary they know about the picture.
4. Then, the teacher explain about the vocabulary found based on the picture.
5. Teacher asks students to use the vocabulary found in to sentences.
6. Then, teacher concludes the learning process.

9. Advantage and Disadvantage of Multimedia VCD

Hall & Baumgartner, (1991:260) stated, using multimedia VCD in teaching learning will have benefit as the following:

- a. Increases learning effectiveness
- b. Is more appealing over traditional, lecture-based learning methods.
- c. Offers significant potential in improving personal communications, education and training efforts.
- d. Reduces training costs.
- e. Is easy to use.
- f. Tailors information to the individual.
- g. Provides high-quality video images & audio.
- h. Offers system portability.
- i. Frees the teacher from routine tasks.
- j. Gather information about the study results of the student.
- k. Gains and Holds Attention: People are more interested in multimedia which combine the elements of text, audio, graphics and video. Communication research has shown that the combination of communication modes (aural and visual) offers greater understanding and retention of information.

The disadvantage of using multimedia VCD are as follows.

- a. During playing some VCD, teacher cannot explain any material because it can disturb students' concentration.
- b. Not always easy to configure.
- c. Requires special hardware.
- d. The equipment is sometimes didn't available at scholl.

- e. Not always compatible with the learning material.

B. Conceptual Framework

Mastery vocabulary is important use in writing skill, because if the students master of vocabulary usually they will creative in writing. They can make a good writing and they will good in other skills too.

Thus this study is conducted to find out the effect of applying multimedia VCD on the students' skill of vocabulary and the application of using VCD in the learning process. This research will conduct the English vocabulary mastery test both in pre-test. The research use the descriptive analysis, there are some steps in collecting the data, and testing the hypothesis in order to gain the research result by applying t-test formula.

This research will be tried to explain the effect of using multimedia VCD on the students' achievement in mastering vocabulary, so that the readers can understand about the effect above.

C. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved. In this research, the hypothesis can be stated as follow:

Ha : There is a significant effect of applying multimedia VCD for teaching vocabulary to the first grade students' of SMP Negeri 5 Stabat.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Negeru 5 Stabat in academic year 2015/2016. The reason for choosing this school was accessible in terms of time and the principal has approved the permission of doing the research, then also the same research had never been conducted in there. Vocabulary has multiple meaning for the students. The students always used them false. It is interested to do this research.

B. Population and Sample

1. Population

The population of this study was the first year students of SMP Negeri 5 Stabat, which consist eight classes about 258 students. So, the total number of the students are 258 students, namely as the following table.

Table 3.1
The Population and Sample

No.	Class	Population
1	VII – A	31
2	VII – B	32
3	VII – C	36
4	VII – D	31
5	VII – E	33
6	VII – F	32
7	VII – G	31
8	VII – H	32
Total		258

2. Sample

Sample is part or representative of population of a research. Sugiyono (2013:119) stated that sample is a part of amount and the characteristics which is representative from the population. The sample in this research was taken by using using cluster random sampling technique, 63 students in two classes, VII-B and VII-D, will be taken as the sample. As stated that if the population is in a large number, it is better to take the sample in proportion based on the needs of the research. This research will be an experimental research which conduct by using two groups of class, so this study chosen two classes. The researcher will take two classes, by using cluster random sampling. After random the class, it is decided that the researcher took VII-B and VII-D as the sample in this study, so the sample of the research were as the following.

Table 3.2.
The Sample of the Research

No.	Class	Population
1	VII – D	31
2	VII – B	32
Total		63

C. Research Design

In this research, the research used experimental quantitative method. “Quantitative method is a scientific approach that most of it uses numbers for presenting the data and the result of the research” (Arikunto, 2006:12). This study dealt with the effect multimedia VCD on the students’ vocabulary mastery.

The procedures in administering the test can be show below:

1. Pre-Test

Pre-Test will given to the two classes before the treatment. In the Pre-Test, the students asked to answer some question about common vocabulary. Then, when the time was over, the answer sheet collected. It will conducted in order to know the students' vocabulary achievement before the treatment.

2. Treatment

To find out the of effective of teaching vocabulary by using multimedia VCD, a treatment conductive to the experimental group. Group A as the experimental group and the group B as the control group is comprehend material with same also. Teaching treat the experimental group with multimedia VCD meanwhile the control group is without VCD.

3. Post-Test

After teaching the students' lesson about vocabulary by multimedia VCD, post-test will give to the students. The post-test will be given to look how far achievement after getting treatment, it means to know the effect of treatment in the group A and B and the answer of the post-test corrected actually to find the result.

4. Scoring

In scoring the test, this research use score ranging from 0-100 by counting the correct answer and applying, this formula:

$$S \frac{R}{N} \times 100$$

(Sudijono, 2003:219)

In which: S= Score of the test
R= Number of the correct answer

N= Number of question

D. Instrument of the Research

The instrument for collecting the data in this research, about English vocabulary. In collecting the data need, pre-test and post-test was conducted in both of experimental and control group. After the treatment, the students was tasted by multiple choice test that consist of 20 items about vocabulary in English. The vocabulary includes the used of synonym, and antonym words, take for first year students of SMP. The correct answers were scored 5 and the incorrect answer scored 0.

E. Technique of Collecting the Data

The data collected from the students' answer after answering the test.

1. Giving the pre-test multiple-choice before teaching in experimental group and control group.
2. Teaching vocabulary by applying multimedia VCD in experimental group.
3. Teaching vocabulary by using explanation method in control group.
4. Giving the post-test to get the score of the post-test to collect data after treatment.

F. Technique of Analyzing the Data

The techniques of analyzing the data were as follows.

1. Calculating the score of pre-test and post-test. Measuring the standard deviation of variable X and Y by using Sudijono's formula (2008:331).

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

Note:

$\sum X$ = Total score

N = Total student

S = Standard deviation

2. Evaluation the effect by using T_{test} formula. To prove the hypothesis of the research, the data will be analyzed by applying t-test (Sudjana, 2002:137) formula as the following:

$$t_{\text{counted}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ value,} \quad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}$$

Where: t = the effect

\bar{X}_1 = the means of Experimental group

\bar{X}_2 = the mean of control group

S_1 = the standard deviation or Experimental group

S_2 = the standard deviation of control group

n_1 = the total sample of Experimental group

n_2 = the total of sample of control group.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Description of Data

The research took place at SMP Negeri 5 Stabat. The samples were divided into two classes of research, they are experimental class was treated with the Cartoon film, and control class which used Explanation Strategy. The presentation of the data are shown in the table below.

1. The Score of Experimental Group

The score of the experimental group was calculated by scoring the test, in two kinds, they are pre-test and post-test. The pre-test was an objective of multiple choice test and the post-test was also formed by multiple-choice test. The following table show the score of experimental students in both of the test.

Table 4.1
The score of Pre-test and Post test of Experimental Group

No.	Students' Initial	Raw Score	Score Pre-test	Raw Score	Score Post-test
1	DCR	8	40	17	85
2	MS	9	45	16	80
3	LKR	12	60	17	85
4	ISA	5	25	13	65
5	NA	8	40	15	75
6	AYP	7	35	10	50
7	SWD	9	45	17	85
8	AS	9	45	14	70
9	RPS	12	60	17	85
10	ESP	9	45	15	75
11	MKM	9	45	16	80
12	IA	10	50	15	75

13	KP	10	50	15	75
14	FRA	3	15	9	45
15	IYS	8	40	13	65
16	DAH	11	55	16	80
17	KL	14	70	19	95
18	ASP	14	70	17	85
19	DP	6	30	13	65
20	MIS	9	45	16	80
21	AP	7	35	14	70
22	GH	8	40	13	65
23	SWD	10	50	14	70
24	RP	13	65	17	85
25	FHW	14	70	17	85
26	SET	9	45	15	75
27	KG	10	50	14	70
28	NZN	12	60	15	75
29	RAA	13	65	18	90
30	KE	10	50	17	85
31	MF	10	50	16	80
Total		-	1490	-	2350

Based on the table above it can be shown that there was a big differences between a pre-test score and the post-test score. It means that there was a difference achievement before and after using multimedia VCD in the learning process.

In pre-test, the lowest score was 15 and post-test was 70. While the highest score of experimental class was 45 in pre-test and 95 in post-test. Next, the research tabulated the score of control group. In the pre-test, the students are not prepare well because the students were not taught yet. The condition showed that the students were having some difficult times in answering the questions. Some students didn't answer the question. Some students still difficult in finding meanings. Because in this test, opening dictionary was prohibited. By consulting to

the students score above is still low. But after applying multimedia VCD in the classroom. The students score were increasing. The increasing of the score was because the students are enjoy in learning synonym and antonym. As a result, the students were getting better understanding about synonym and antonym.

2. The Score of Control Group

The score of control class was calculated by scoring the test, in two kinds, they are pre-test and post-test. The pre-test was an multiple-choice test and the post-test were formed by multiple-choice test. The following table shows the score of experimental students in both the test.

Table 4.2.
The Score of Pre-test and Post-test of Control Group

No.	Students' Initial	Raw Score	Score Pre-test	Raw Score	Score Post-test
1	AIS	8	40	15	75
2	PA	10	50	15	75
3	ASP	10	50	14	70
4	SL	10	50	16	80
5	EA	8	40	14	70
6	FA	5	25	11	55
7	IRP	9	45	13	65
8	MAS	6	30	12	60
9	AG	11	55	12	60
10	DP	9	45	11	55
11	FSS	9	45	12	60
12	RAT	11	55	16	80
13	AK	7	35	9	45
14	EW	10	50	13	65
15	AF	10	50	11	55
16	MF	14	70	16	80
17	LT	14	70	17	85

18	AH	10	50	11	55
19	DAP	9	45	10	50
20	IP	9	45	12	60
21	WN	13	65	13	65
22	FAS	13	65	15	75
23	JUS	6	30	9	45
24	MSM	11	55	11	55
25	ASY	9	45	10	50
26	SSY	8	40	15	75
27	JW	5	25	8	40
28	DP	12	60	11	55
29	DSY	10	50	11	55
30	AAF	12	60	13	65
31	RN	11	55	14	70
32	AACS	13	65	16	80
Total		-	1560	-	2030

The table above shows the students' achievement in the control group between pre-test and post-test. Based on the table above, the lowest and the highest score of pre-test were 25 and 75, while in the post-test 40 and 85. There were no much differences between the score pre-test and post-test. The condition of the students in the pres-test showed that the students in the test were less in knowledge, because some students got low score, it means that the students did not really know about the synonym and antonym. After the treatment, the students' score in not much different and the mean of the score is still low.

In order to ease the research in collecting and analyzing the data, a conclusion table is drawn to clear the students' score in pre-test post-test, in both of experimental and control group of the research, as the following.

Table 4.3.

The Total Score in Experimental and Control Group

No.	Students' Initial	Experimental		Students' Initial	Control	
		Score Pre-test	Score Post-test		Score Pre-test	Score Post-test
1	DCR	40	85	AIS	40	75
2	MS	45	80	PA	50	75
3	LKR	60	85	ASP	50	70
4	ISA	25	65	SL	50	80
5	NA	40	75	EA	40	70
6	AYP	35	50	FA	25	55
7	SWD	45	85	IRP	45	65
8	AS	45	70	MAS	30	60
9	RPS	60	85	AG	55	60
10	ESP	45	75	DP	45	55
11	MKM	45	80	FSS	45	60
12	IA	50	75	RAT	55	80
13	KP	50	75	AK	35	45
14	FRA	15	45	EW	50	65
15	IYS	40	65	AF	50	55
16	DAH	55	80	MF	70	80
17	KL	70	95	LT	70	85
18	ASP	70	85	AH	50	55
19	DP	30	65	DAP	45	50
20	MIS	45	80	IP	45	60
21	AP	35	70	WN	65	65
22	GH	40	65	FAS	65	75
23	SWD	50	70	JUS	30	45
24	RP	65	85	MSM	55	55
25	FHW	70	85	ASY	45	50
26	SET	45	75	SSY	40	75
27	KG	50	70	JW	25	40
28	NZN	60	75	DP	60	55
29	RAA	65	90	DSY	50	55
30	KE	50	85	AAF	60	65
31	MF	50	80	RN	55	70
32	-			AACS	65	80
Total		1490	2350	Total	1560	2030

<i>Average</i>	$\frac{1490}{31}$ = 48.07	$\frac{2350}{31}$ = 75.81	<i>Average</i>	$\frac{1560}{32}$ = 48.75	$\frac{2030}{32}$ = 63.44
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B. Data Analysis

Based on the description of data, it can be concluded that the mean of the score between the pre-test and the post-test in both of the classes was 48.07 and 75.81 in experimental group which was using multimedia VCD and the pre-test 48.75 and the post-test was 63.44 in control class which was taught by applying explanation strategy. It shows that this result of the research has a tendency to the research variable, it was the effect of using multimedia VCD for teaching vocabulary. Based on the mean of the score it concluded generally that there is a significant effect using multimedia VCD to the students' achievement in vocabulary.

Before testing the hypothesis, the homogeneity and normality of the group should be calculated, in order to know how are the students' condition in the process of research. So the data that were used in the study can be representatives to all the similar problems of research.

After comparing the score of pre-test and post-test in the experimental and control group of research. In order to answer the formulation of the research, the data of the should be tested using t-test formula.

C. Testing Hypothesis

1. The Effect of Cartoon Film to the Students' Achievement in Mastering Verbs

The research examined the hypothesis by using the below criteria:

$H_a = P \neq 0$	There is a significant effect of using multimedia VCD in teaching vocabulary.
$H_0 : P = 0$	There is no significant effect of using multimedia VCD in teaching vocabulary.

In calculating the effect of using multimedia VCD to the students' achievement in mastering vocabulary, the following formula were used.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ value,} \quad S^2 = \frac{(n_1 - 1) + (n_2 - 1) S_2^2}{(n_1 + n_2) - 2}$$

With the examination criteria α , H_0 is accepted *if* $-t_{(1-\frac{1}{2}\alpha)} < t < t_{(1-\frac{1}{2}\alpha)}$

where $t_{(1-\frac{1}{2}\alpha)}$ is getting by t distribution $dk = (n_1 + n_2) - 2$, $dk = (31 + 32) - 2 =$

61 . $\alpha = 5\% = 0,05$. In the other way, H_0 is rejected. By firstly finding out the Standard Deviation of the post-test between experimental and control class by using

the following formula:

$$S_1 = \sqrt{\frac{n \sum X_1^2 - (\sum X_1)^2}{n_1 (n_1 - 1)}} \text{ (for experimental class)}$$

$$S_2 = \sqrt{\frac{n \sum X_2^2 - (\sum X_2)^2}{n_2 (n_1 - 1)}} \text{ (for control class)}$$

In calculating standard, the table of the score should be changed into the of calculation of standard deviation, as below.

Table 4.5.
The Calculation Table of Standard Deviation

No.	X₁	X₂	X₁²	X₂²
1	85	7224	75	5625
2	80	6400	75	5625
3	85	7225	70	4900
4	65	4225	80	6400
5	75	5625	70	4900
6	50	2500	55	3025
7	85	7225	65	4225
8	70	4900	60	3600
9	85	7225	60	3600
10	75	5625	55	3025
11	80	6400	60	3600
12	75	5625	80	6400
13	75	5625	45	2025
14	45	2025	65	4225
15	65	4225	55	3025
16	80	6400	80	6400
17	95	9025	85	7225
18	85	7225	55	3025
19	65	4225	50	2500
20	80	6400	60	3600
21	70	4900	65	4225
22	65	4225	75	5625
23	70	4900	45	2025
24	85	7225	55	3025
25	85	7225	50	2500
26	75	5625	75	5625
27	70	4900	40	1600
28	75	5625	55	3025
29	90	8100	55	3025
30	85	7225	65	4225
31	80	6400	70	4900

32			80	6400
Total	$\sum X_1 = 2350$	$\sum X_1^2 = 181700$	$\sum X_2 = 2030$	$\sum X_2^2 = 133150$

Based on the table, the calculation of standard deviation is as below.

$$S_1 = \sqrt{\frac{n \sum X_1^2 - (\sum X_1)^2}{n_1 (n_1 - 1)}} \text{ (for experimental class)}$$

$$SD_1 = \sqrt{\frac{(31.181700) - (2350)^2}{31 (31-1)}}$$

$$= \sqrt{\frac{5632700 - 552250}{31 (30)}}$$

$$SD_1 = \sqrt{\frac{110200}{930}} = \sqrt{118.50}$$

$$SD_1^2 = 10.89$$

And for control class:

$$S_2 = \sqrt{\frac{n \sum X_2^2 - (\sum X_2)^2}{n_2 (n_2 - 1)}} \text{ (for control class)}$$

$$S_2 = \sqrt{\frac{(32.133150) - (2030)^2}{32 (32-1)}}$$

$$= \sqrt{\frac{4260800 - 4120900}{32 (31)}}$$

$$= \sqrt{\frac{139900}{922}} = \sqrt{141.03}$$

$$S_2 = 11.88$$

Because of the data of the students' score is homogeny, so to the test of hypothesis, it use the formula as follows.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ value}, \quad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}$$

So,

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}$$

$$S^2 = \frac{(31 - 1)118.50 + (31 - 1)141.03}{(31 + 32) - 2}$$

$$S^2 = \frac{(30)118.50 + (31)141.03}{(63) - 2}$$

$$S^2 = \frac{3554.84 + 6371.86}{61}$$

$$S^2 = \frac{7926.71}{61}$$

$$S^2 = 129.95$$

$$S = \sqrt{129.95} = \mathbf{11.40}$$

Then,

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{counted} = \frac{75.81 - 63.44}{11.40 \sqrt{\frac{1}{31} + \frac{1}{32}}}$$

$$t_{counted} = \frac{12.37}{11.40 \sqrt{0.063}}$$

$$t_{counted} = \frac{12.37}{11.40 (0.25)}$$

$$t_{counted} = \frac{12.37}{2.87}$$

$$t_{counted} = 4.31$$

The value of t_{table} by $dk = (n_1 + n_2) - 2 = (31 + 32) - 2 = 61$, with the significant rate $\alpha = 0.05$ ($t_{table} = t_{(1-\alpha;dk)} = t_{(0.95;61)}$) is 1.67. So, the value of $t_{observed}$ compared to the t_{table} , $t_{observed} > t_{table}$ ($4.31 > 1.67$). As the criteria of the accepted and the rejected hypothesis, so H_0 was rejected and H_a was accepted. So, it can be concluded that there were any differences of students' vocabulary mastery; it meant by **there is a significant effect using multimedia VCD in teaching vocabulary to the first grade students' of SMP Negeri 5 Stabat.**

2. The better method in teaching vocabulary between using multimedia VCD than the students' achievement taught using recitation method.

Based on the analysis data above, it can be concluded that the students' which are taught by using multimedia VCD has a better score that the students' who are taught by using recitation method. The data showed that the multimedia VCD is better can be shown by the table below.

Table 4.5
The Summary of the Student's Score

	Experimental	Control
Mean (pre-test)	48.07	48.75
Mean (post-test)	75.81	63.44
Total students	31	32

Based on the table 4.5, it can be concluded the students' mean score of experimental which taught by using multimedia VCD is higher than those who are taught by using recitation method by the value of 75.81 in experimental group and 63.44 in the control group. The difference value between experimental and control group mean (post-test) can be a note that the students who are taught by using multimedia VCD has a better understanding than those who did not teach by using multimedia VCD. By consulting to the mean of the score it can be stated that the multimedia VCD in teaching is much suggested, especially in learning about vocabulary.

D. Discussion

After analyzing the data, it can be concluded that the applying of multimedia VCD is suggested, especially in learning vocabulary of synonym and antonym. The students in the class still have some difficulties in learning about synonym and antonym. The difficulties of mean score of experimental group and control group both in the pre-test and the post-test. They were 48.07 and 75.81 in the experimental class and 48.75 and 63.44 in the control class. From the data, it shows that in experimental class, the mean of the pre-test increases after using multimedia VCD from 49.07 to 75.81.

Most of students still do not have vocabularies in mind. So it is difficult for them to find out the synonym or the antonym of one word. By applying the multimedia VCD the students are able to identify the synonym and antonym. So,

it can be concluded that the applying of multimedia VCD was much suggested in learning vocabulary of synonym and antonym.

The Students' Difficulties in Mastering Vocabularies by Applying Multimedia VCD

The differences of mean score of experimental group and control group both in the pre-test and the post-test. They were 48.07 and 75.81 in the experimental class and 48.75 and 63.44 in the control class. From the data, it shows that in experimental class, the mean of the pre-test increases after using multimedia VCD from 49.01 to 75.81. In determining the influence of the effect, the research formulated the students' difficulties in mastering vocabularies. Students often mistakes the vocabulary in the sentence, or do not know how put the vocabulary in the sentences. Students do not know about the form of vocabulary such as participle and past verbs, present participle verbs. Students often mistakes in using the vocabularies into a sentence which accordance to the tenses. Because of the less knowledge about the tenses or sentence structure, students often difficult in using vocabularies. Some of the students are not willing in learning about new vocabularies, so it made them difficult in understanding and made them difficult in writing sentence.

E. Findings

By consulting to analyzing of the data, it is clearly stated that there was an effect of using multimedia VCD for teaching vocabularies to the first grade

students of Junior High School. It can be simply see from the differences of mean score of experimental group and control group both in the pre-test and the post-test. They were 48.07 and 75.81 in the experimental class and 48.75 and 63.44 in the control class. From the data, it shows that in experimental class, the mean of the pre-test increases after using multimedia VCD from 49.07 to 75.81.

Based on the testing of hypothesis, the value of $T_{observed} > T_{table}$ it means that there is a significant effect of multimedia VCD on the students' achievement in mastering vocabularies. By the $t_{observed} > t_{table}$ were $4.31 > 1.67$ it means that the using of multimedia VCD is suggested about vocabulary especially to the first grade students of Junior High School.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The conclusions of this research are taken from the analyzing of the data as the following.

1. Based on the testing of hypothesis, the value of $T_{observed} > T_{table}$, it means that there is a significance effect of multimedia VCD on the students' achievement in mastering vocabularies. By the $t_{observed} > t_{table}$ were $4.31 > 1.67$.
2. Based on the analyzing of the data it is found that the students' difficulties were; students' often mistakes the vocabularies in the sentence, students do not know about the form of vocabulary, and students often mistakes in using the vocabularies into a sentence.

B. Suggestions

Based on the occlusions above, it can be suggested to the reader as the following.

1. To teacher using of the multimedia VCD is the one of media that can used to each about vocabulary.
2. To the learner is elaborated and improved their competence in vocabulary and the use of vocabulary into sentence.

3. To the education field as the motivation of the knowledge to the teacher and students to improve the quality of the teaching learning English.
4. To the order research in order to inspire them to conduct the next research, especially about vocabulary and English structure.

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APPENDIX

Instruction

Read the understanding word have some meaning and choose the right answer by crossing (X) a, b, c, d, or e for the test items no. 1-20.

SYNONYM

1. Nita likes Dewi Persik because she is good looking
 - a. Sweet
 - b. Artist
 - c. Figure
 - d. Beautiful
2. Tika has a dream to be a super modal
 - a. Drawn
 - b. Sleepy
 - c. Illusion
 - d. Envy
3. It's ten o'clock at night but my task not been finish yet I feel so dizz
 - a. Hungry
 - b. Tired
 - c. Sick
 - d. Sleepy
4. Delta has a good talent. She can sing well
 - a. Gift
 - b. Ability
 - c. Gossip
 - d. Hobby
5. The bus drove so hurry
 - a. Crash
 - b. Rush
 - c. Hush
 - d. Hustle
6. Cinderella use a beautiful gown when she came to the palace.
 - a. Dress
 - b. T-shirt
 - c. Shorts
 - d. Stocking
7. Ariel is a singer of Noah band
 - a. Piano
 - b. Flute
 - c. Drummer
 - d. Vocalist

8. Marsha jealously with belia because she got new doll
- Danger
 - Envy
 - Envious
 - Issue
9. Ali join to the debate group
- Sign in
 - Sign up
 - Enter
 - Cancel
10. Because of rain for several days in Sukamaju village it cause down
- Food
 - Overflow
 - Flood
 - Drown pour

ANTONYM

11. She has a fast movement
- Quick
 - Energetic
 - Slow
 - Motion
12. She is so terrible my writing.
- Good
 - Awful
 - Great
 - Best
13. Have you checked my invoice?
- Pen
 - Sheet
 - Paper
 - Bill
14. He was so stupid
- Dumb
 - Good
 - Diligent
 - Clever
15. My father always comes on time
- Sees
 - Arrives
 - Does
 - Go

16. She has a very cheap car.

- a. Inexpensive
- b. Expensive
- c. Costly
- d. Very expensive

17. I hate this loud music

- a. Pleasant
- b. Soft
- c. Noisy
- d. Happy

18. She requires a pen.

- a. Needs
- b. Has
- c. Takes
- d. Has

19. This is a big room

- a. Small
- b. Tiny
- c. Tidy
- d. Large

20. She is so beautiful

- a. Pretty
- b. Ugly
- c. Smiley
- d. Goody

ANSWER KEY

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. C | 12. A |
| 3. B | 13. D |
| 4. B | 14. A |
| 5. B | 15. D |
| 6. A | 16. D |
| 7. D | 17. B |
| 8. B | 18. C |
| 9. C | 19. A |
| 10. C | 20. B |

APPENDIX 2

LESSON PLANNING

School's Name	: SMP Negeri 5 Stabat
Subject	: English
Class	: VII
Standard Competence	: To communicate orally and in written by using appropriate language style fluently and accurately in the interactional discourse especially in conversation or the discourse of narrative, explanation, discussion and review with stressing or complex interpersonal meaning and variety textual meaning.
Basic Competence	: Comprehending the interactional discourse in conversation with variety interpersonal meaning and/or the discourse of narrative, descriptive, recount and anecdote.
Indicator	: 1. To express synonym and antonym 2. To practice the synonym and antonym in to a sentence.
Kind of Text	: synonym and Antonym
Theme	: What do you think of the story.
Aspect	: Writing
Time Allocation	: 2 x 40 minutes

1. The aim of the Study

- The students are able to express synonym and antonym
- The students are to practice about the synonym and antonym into sentences.

2. Learning material

Synonym

Words that have similar definitions are as **synonym**. We use synonym constantly in speech and in writing. These are the words that can be synonym interchangeably, but the meaning of the message remains the same. For example, look at these two sentences:

1. The long baseball game lasted over four hours.
2. The lengthy baseball game lasted over four hours.

Antonym

Antonyms are words that have opposite meanings. For example, the antonym of long is short. Often words will have more than one antonym but as with synonym cool or chilly. In order choose the correct antonym, you have to look at all the meanings and how the word is used. Cool can mean stylish as well as chilly so the word cool may not be the best choice.

Example:

Big, huge, bulky, full-size, slight, petite, little

Other examples are:

Happy – sad

Healthy – sick

Smart – stupid

3. Method of Learning

- Multimedia VCD
- Demonstration

4. Learning Strategy

No.	Learning activities	Time allocation
1.	Opening Greeting and checking the students' absence	5 minutes
2.	Main Activity <ul style="list-style-type: none">• The teacher poses a question to the whole class. About synonym and antonym• The students explain about the material• The students watch the example of synonym and antonym in the VCD as media of learning	60 minutes
3.	Closing Concluding the learning material, ask the student to practice their English at home.	15 minutes

5. Source of the study

- English Dictionary
- English hand book (Platinum, Passport to the world)

6. Evaluation

a. Evaluation Technique: Objective test of multiple choice

b. Evaluation guide

For the total score 100

$$Students' score = \frac{Students' right answer}{Maximal score} \times 100$$

Known by,

The Head Master

M. Yunus, S.Pd
NIP. 19640720 199003 1 004

Medan,

The Researcher

Sri Wulan Dari
NPM. 1102050189

2016

ATTENDANCE LIST
EXPERIMENTAL GROUP

No.	Students' Name	Meet 1	Meet 2	Meet 3
1.				
2.				
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42.				
43.				

Known by,

Medan,

2016

The Headmaster of SMP Negeri 5 Stabat

The Researcher

Sri Wulan Dari
NPM. 1102050189

ATTENDANCE LIST

CONTROL GROUP

No.	Students' Name	Meet 1	Meet 2	Meet 3
1.				
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Known by,

Medan,

2016

The Headmaster of SMP Negeri 5 Stabat

The Researcher

Sri Wulan Dari
NPM. 1102050189

Name : _____

ANSWER SHEET

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|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
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| 6. | A | B | C | D |
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| 20. | A | B | C | D |

Name : _____

ANSWER SHEET

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| 1. | A | B | C | D |
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| 1. | A | B | C | D |
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| 20. | A | B | C | D |

Name : _____

ANSWER SHEET

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| 20. | A | B | C | D |

Name : _____

ANSWER SHEET

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Name : _____

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| 20. | A | B | C | D |



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form: K-1

Kepada Yth: Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini:

Nama Mahasiswa : Sri Wulan Dari
NPM : 1102050189
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 116 SKS

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Multimedia VCD for Teaching Vocabulary to the First Grade Students' of SMP Negeri 5 Stabat	
	The Use of Chain Pictures as a Medium for Developing Students' Writing Skill of Narrative Text	
	The Use of Cartoon Films as the Media to Teach Vocabulary to the First Grade of SMP Harapan Mekar 2	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Ibu saya ucapkan terima kasih.

Medan, 03 Desember 2014
Hormat, Pemohon,

Sri Wulan Dari

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Kepada : Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Sri Wulan Dari
NPM : 1102050189
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut:

The Effect of Applying Multi Media VCD for Teaching Vocabulary
To the First Grade Students of SMP Negeri 5 Stabat

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Mandra Saragih, S.Pd. M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 03 Desember 2014
Hormat, Pemohon,

Sri Wulan Dari

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : /II.3-AU/UMSU-02/F/2015
Lamp : ---

Hal : **Perpanjangan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr.Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut dibawah ini:

Nama : **SRI WULAN DARI**
N P M : 1102050189
Program Studi : Pend. Bahasa Inggris
Judul Penelitian : **THE EFFECT OF APPLYNG MULTI MEDIA VCD
FOR TEACHING VOCABULARY TO THE GRADE
STUDENTS' OF SMP NEGERI 5 STABAT.**

Pembimbing : Mandra Saragih.,S.Pd.M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut:

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan.
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan.
3. Masa kadaluarsa tanggal: 7 Maret 2016.

Medan, 25 Shafar 1437 H
07 Desember 2015 M

Wasalam
Dekan

Elfrianto, M.Pd
NIDN 0115057302

Dibuat rangkap 5 (lima):

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGIKUTI SEMINAR**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Sri Wulan Dari
N.P.M : 1102050189
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Multi Media VCD for Teaching Vocabulary to the first Grade Students' of SMP Negeri 5 Stabat.

Diketahui oleh:
Ketua Prodi

Medan, Desember 2015

Dosen Pembimbing

(Hj. Dewi Kesuma Nst, SS., M.Hum)

(Mandra Sargih, S.Pd., M.Hum)



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama Lengkap : Sri Wulan Dari
N.P.M : 1102050189
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Multi Media VCD for Teaching Vocabulary to the first Grade Students' of SMP Negeri 5 Stabat.

Pada hari Selasa tanggal 12 bulan Januari 2016 sudah layak menjadi proposal skripsi.

Medan, Januari 2016

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Habib Syukri Nst, S.Pd. M.Hum

Mandra Saragih, S.Pd. M.Hum

Diketahui oleh
Ketua Program studi

Hj. Dewi Kesuma Nst, SS. M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Sri Wulan Dari
N.P.M : 1102050189
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Multi Media VCD for Teaching Vocabulary to the first Grade Students' of SMP Negeri 5 Stabat.

Benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 12, bulan Januari, tahun 2016.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesedian dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Januari 2016

Ketua

Hj. Dewi Kesuma Nst, SS. M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Webside: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN



Saya yang bertanda tangan dibawah ini:

Nama Lengkap : Sri Wulan Dari
N.P.M : 1102050189
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Multi Media VCD for Teaching Vocabulary to the first Grade Students' of SMP Negeri 5 Stabat.

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera utara.
2. Penelitian ini akan saya lakukan sendiri tanda ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2016
Hormat saya
Yang membuat pernyataan

Sri Wulan Dari

Diketahui oleh
Ketua Program studi
Pendidikan Bahasa Inggris

Hj. Dewi Kesuma Nst, SS. M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 – 6631003
Website: <http://fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Nomor : /II.3-AU/UMSU-02/F/2016 Medan, 30 Rab, Akhir 1437 H
Lamp : --- 09 Februari 2016 M
Hal : **Mohon Izin Riset**

Kepada : **Yth, Bapak Kepala**
SMAN 5 STABAT
Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr.Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di sekolah yang bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut:

Nama Mahasiswa : Sri Wulan Dari
N P M : 1102050189
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : **THE EFFECT OF APPLYING MULTIMEDIA
VCD FOR TEACHING VOCABULARY TO THE
FIRST GRADE STUDENTS' OF SMP NEGERI 5
STABAT.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Wasalam
Dekan

Elfrianto, M.Pd
NIDN 0115057302

****PERTINGGAL****



PEMERINTAH KABUPATEN LANGKAT
DINAS PENDIDIKAN DAN PENGAJARAN
SMP NEGERI 5 STABAT

Jalan Diponegoro No. 3 Komplek Kantor Bupati Langkat Telp. (061) 8911301
e-mail: smpn.5stabat@yahoo.id

Nomor : 13/105.3/SMP.35/KP/2016
Lampiran : -
Perihal : Izin Melakukan Penelitian

Kepada Yth;

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UMSU
Di –
Tempat

Berdasarkan Surat 868/II.3/AU/UMSU-02/F/2016 tentang permohonan izin melakukan penelitian, maka saya sebagai Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Stabat menerangkan bahwa:

Nama Lengkap : Sri Wulan Dari
N.P.M : 1102050189
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Multi Media VCD for Teaching Vocabulary to the first Grade Students' of SMP Negeri 5 Stabat

Dapat melaksanakan Penelitian di SMP Negeri 5 Stabat. Demikian surat ini saya sampaikan, atas kerja sama yang baik saya ucapkan terima kasih.

Stabat, 15 February 2016
An. Ka. SMP Negeri 5 Stabat

M. YUSUP, S.Pd
NIP. 19640720 199003 1 004



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 – 6631003
Website: <http://fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

Nomor: 1800/KET/II.3/UMSU-P/F/2016



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama : **Sri Wulan Dari**
N P M : 1102050189
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

Adalah benar telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 07 Jumadil 1437 H
16 Maret 2016 M

Kepala UPT Perpustakaan

H. Irfan Bustami, SH.,M.Hum

CURRICULUM VITAE

Name : Sri Wulan Dari

Place/Date of Birth : Tanjung Pura, 08 March 1994

Sex : Female

Religion : Moslem

Hobby : Travelling and Watching

Parent's Name

 Father : Sutrisno, SP

 Mother : Zainab

Address : Pasar I Stabat Lama

Education : - SD Negeri 057205 Stabat (1999-2005)

 - SMP Negeri I Stabat (2005-2008)

 - SMA Negeri I Wampu (2008-2011)

 - Students of English Departement of Faculty of Teacher
 Training and Education, UMSU 2011 until reaching the
 Degree of Sarjana Pendidikan

 - (2011-2016).

Medan, March 2016
The Research

Sri Wulan Dari