THE EFFECT OF APPLYING RECIPROCAL TECHNIQUE BY USING VIDEO CAPTION MODES AS A TEACHING MEDIA ON THE STUDENTS' ACHIEVEMENT IN VOCABULARY MASTERY

PROPOSAL

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ABSTRACT

SITI ZAHRA, NPM 1302050095. "The Effect of Applying Reciprocal Technique by Using Video Caption Modes as a Teaching Media on the Students' Achievement in Vocabulary Mastery" Skripsi : English Education Program of the Faculty of the Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2017.

The objective of this research was to find out the significant effect of using video caption modes on the students' achievement vocabulary mastery. The population of this research was the eight grade of SMP Swasta Pelita Medan academic years 2016/2017. The population were 50 students of VIII-A. This research used purposive sampling technique, the research choice one class was 50 students'. The class was taught by using Video Caption Modes in Vocabulary Mastery. Data was collected by using multiple choice test related to the material of the things around us and analyzed the data from the students' answers. After collecting the data by using t-observed formula the results of t-observe were higher than t-table (5,33 > 2,011) with the significant level 0,05 and the degree of freedom was 48 (df) = 48. From the result, Ha was accepted and Ho was rejected. The hypothesis was accepted. The result of this study showed that there was significant effect of using Video Caption Modes as a teaching Media on the Students' Achievement Vocabulary Mastery.

Keywords : Reciprocal Technique, Video Caption Modes, Vocabulary Mastery

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10. All of the element classmates in VII-B Morning class, thank you so much for all the researcher realizes that research is still far from being perfect, constructive critics and comments are highly appreciated and than ALLAH SWT the most almaighty always bless all of you.

Medan 10 April 2017

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching language was not something new for people who have been interested in it since a long time ago. It is caused by the main function of language that is for communication. In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People can not express their opinion and ideas in English without knowing vocabulary. Lack vocabulary mastery can makes them unable to express the opinion properly. We should learn vocabulary in order to develop our language skills.

In many instances people deal with a particular situation by learning specific words related to that context while they have hardly any mastery of grammatical structures. Students who want to learn a target language, have to learn those language components. Vocabulary is one of the language components which should be learned by English Learnes. Vocabulary has role , which parallel with phonology and grammar to help the students to acquisition four language skills.

Active vocabulary refers to the words in which the students can understand and pronounce them correctly and they can apply in terms speaking, writing, listening, and reading. In junior high school, students have learned Handheld Devices. Handheld devices is very important and everything becomes easy to do, but the students found most problems about using Handheld Devices in their

school. The students get some difficulty, because the students' just focus watching to understand the content of the video on Handheld Devices.

Reciprocal technique was a technique which design to get the comprehension of Junior High School students' who could decode but had some difficulties comprehending of text English language. In other word this technique was specially designed to the Junior High School students' or we can say in Indonesia like Junior or Senior High School students.

Willis said that reciprocal is the activity which provide students oportunity to take the role of leader in group after the students' reads some part of the text, another students as a volunter give the oral summarization, and another group add information, the group members give the prediction and the last give the questioning. In this activity students will be grouped and leaded by a leader.

Reciprocal it self based on journal which written by Howard, it is not only students' activities. In this study the researcher and students have the same role. They will conttribute in this activity and help each other. The researcher helps students to accomplish their comprehension skill in vocabulary, and the students help the researcher to make her teaching goal success.

Based on the problem above, the researcher was interested to making research about, *"The Effect of Applying Reciprocal Technique by Using Video Caption Modes as a Teaching Media on the Students' Achievement in Vocabulary Mastery"*.

B. The Identification of the Problems

Based on the background above, there are some problems that be related with this study. The problems can be identified as follows   :

1. The Students got bored in learning vocabulary

2. The Students felt English was difficult

3. The students could not memorize vocabulary and their vocabulary was less

C. The Scope and Limitation

The researcher focused in vocabulary mastery by using video caption modes in teaching vocabulary to eight grade students at SMP SWASTA PELITA MEDAN.

D. The Formulation of the Study

The problem of this study were formulated as follows :

1. Was there any significant effect of using video caption modes on students' vocabulary mastery?

2. How many percentage was the effect of using video caption modes on students' vocabulary mastery?

E. The Objectives of the Study

The objectives of the study was the follows :

1. To found out the significant effect of using video caption modes on students' vocabulary mastery

2. To found out how many percentage the effect of using video caption modes on students'vocabulary mastery

F. The Significance of the Study

The result of this study were hope to give some significances, not only theoritically but also practically there are :

a. Theoritically

The study was develop knowledge understanding about the using video caption modes as a teaching media on the students achievement in vocabulary mastery.

b. Practically

1. For Teacher

This study can help the teacher to teach vocabulary in the class. It also helps the teacher to teach in new technique which is more interested than using conventional technique.

2. For Students

The students can understand used video caption modes and the students achievement in vocabulary mastery. This technique also motivates the students to get higher quality in vocabulary mastery by applying this technique.

3. Other researcher and readers as references and input which in the effect of applying reciprocal technique by using video caption modes as a teaching media on the students' achievement vocabulary mastery.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoritical Framework

Teaching should not be always based on one or two strategy, they can be various, are teacher ask to be creative so that the class will not be passive students will be stimulated to be more interested in learning and the result is expected from the process of teaching and learning will be well transferred to the students.

1. Description of The Effect

The effect in language is one condition which is different from the previous condition that caused by something. Effect also can give positive and negative value. Finally result of the effect in process teaching is to improving the ability of the students.

The word "effect" is a change or something of a similar nature you make it come into being or bring it successful conduction. In English dictionary said that an effect of something is a change or result which a process one something else some scientific phenomena which involves the name Doppler effect as follow :

a. If someone does something or effect to do it to impress people

b. If you effect a change you bring

c. Something take effect from a certain time it starts to operate them the form "effect" can genarally mean, anything brought about by cause or

agent, and the power of ability to bring produced on the main of the obsserver or hearer.

The definition of the second one to fit the action rather that the process in doing something. In term of the statistic this concept should be make operational and miserable. Based on quotation about, it is concluded that it can effect positive regard after doing something and it also will applied to method, system or technique administrated to the students which is sure to give result.

2. Video Caption Modes

Video caption, also known as same language subtitles and benefit everyone watches videos caption especialy for the students. Caption are particulary benefit for person watching videoin their non-native language for students.

Using videos or films as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications (Yang, Huang, Tsai, Chung & Wu, 2009) as quoted by (CK Huang, 2013:02). Researchers have indicated that multimedia learning materials are more useful than traditional paper-based instruction (Mackey & Ho,2008) as quoted by (CK Huang, 2013:02).

Videos which provide visual, contextual, and non-verbal input provide foreign language learners with simulataneous visual and aural stimuli which can make up for any lack of comprehension resulting vocabulary.

Moreover, captions have been perceived as the most useful and efficient auxilary for watching videos (Hsu, 1994) as quoted by (CK Huang, 2013:02), while videos with authentic accents have been recognized as being a good learning resource for language learners (Dahbi, 2004) as quoted by (CK Huang, 2013:02).

3. The Purpose of Video Caption Modes

A caption is a text that is displayed dynamically while the video is playing. Caption may serve several purpose there are the students can deploy videos with hearing disabilities and than the students can look video without mking noise.

Researchers have indicated that the students need to receive a great quantity of comprehensible input so as to achieve the objective of language learning when they learn foreign language or second language (Krashen, 1985) as quoted by (CK Huang, 2013:02). When students watching videos in foreign language, the contribution of comprehending and connecting the foreign language and its meaning is limited if they cannot understand what they have heard.

Therefore, using captions and subtitles is useful in enhacing the effectiveness vocabulary mastery. Scholars have defined subtitles on the on screen text in the students native language combined with with a second language soundtrack in the video. While the caption are the on screen text in the original language combined with a soundtrack in the same language (Markham 2001) as quoted by (CK Huang, 2013:02) .

Therefore in this study the term subtitles refers to on screen Chinese combined with English soundtrack, while captions refers to on-screen English text combined with an English Soundtrack. In addition, bilingual subtitling has been defined as on-screen text in both the students' native language and the target language combined with a targett language soundtrack (Katchen et al, 2001) this is bilingual subtitling as used in this study refers to English audio with simultaneous appearsnce of English and target-word in the text on the screen. Furthermore the target words represent the new or key vocabulary of the target lesson in the following discussions.

4. The Advantages of Using Video Caption Modes

According by Danan (2004) as quoted by (CK Huang, 2013:02) stated that captions visualize the auditory information of the foreign language which the learners hear in the video. Researchers have further indicated that videos with captions facilitate vocabulary.

Among many different assisted methods for learners who use videos to train their foreign language. According by Liou (2000) as quoted by (CK Huang, 2013:03) found that the highest proportion of the students' used foreign language captions as auxilary support, especially the higher-achieving students'. The replay function was the next, and the assistance of native subtitle was the third ranked strategy when learners needed support.

5. The Disadvantages of Using Video Caption Modes

Therefore, adopting an innovative approach this study provided either full or partial foreign language captions, but did not provide full native subtitles for the learners in any of the groups.

6. Vocabulary Mastery

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, writing).

Vocabulary mastery is always being an essential part of English. Vocabulary mastery is very important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and aplication (selecting an appropriate use of it). Receptive and productive knowledge may prove the only realistic way measure depth of vocabulary knowledge.

Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which

the learners understand, able pronounce correctly and use constructively in speaking and writing.

The purpose of vocabulary test is to measure the comprehension and production of words is speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of particular language.

Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowladge of words because they will get nothing. Without vocabulary. The larger of the students' master vocabulary, the better they perform their language. By having too limited vocabulary, the students' will find difficulties in mastering reading and others skills. Vocabulary mastery means the students' having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning.

The students' are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students' so the students' will learn more easily. Without vocabulary nothing can be conveyed, this is how the linguist David Wilkins summed up the importance of vocabulary learning. His view echoed to students from a recent coursebook (Dellar H and Hocking D, Innovation LPT) if you spend most of your time studying grammar your English not improve very much.

You will see most improvement if you learn more words and expression. You can say very little with grammar but you can say almost anything with words.

7. Vocabulary

Vocabulary is an important aspect in language, you can say very litte with grammar, but you can say almost anything with words. Without grammar very little can be conveyed, without vocabulary nothig can be conveyed. The American Heritage Dictionary, (2006: 1926) as quoted by Putri Maisyarah (2012:16), the definition of vocabulary there are :

7.1 Types of Vocabulary

There are four types of vocabulary which must be known and mastered for any skill, such as reading, listening, speaking and writing. There are   :

a. Reading Vocabulary

A literate person's reading vocabulary is all the words he or she an recogize when reading. This is generlly the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

b. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tune, gestures, the topic of discussion and the social context of the conversation.

c. Speaking Vocabulary

A person's vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of

speech, words are often misused. Tis misuse-thought slight and unintentional-may be compensated by facial expressios, tone of voice, or hand gestures.

d. Writing Vocabulary

Writing Vocabulary is all the words he or she can employ in the writing. Contrary the previous two vocabulary types. The writing vocabulary is stimulated by its user.

7.2 The Importance of Vocabulary

Vocabulary teaching has not always been very responsive to such problems, and teacher have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches such as the *Direct Method* and audiolingualism gave greater priority to the teaching of grammatical structure. In order not to distract from the learning of these structure, the number of words introduced in such courses was kept fairly low.

Those words which were taught were often chosen either because they were easily demonstrated, or because they fitted neatly into the structure of the day. Recognition of the meaning making potential of words meant that vocabulary became a learning objective in its own right.

According to wikipedia the importance of a vocabulary there are :

a. An extensive vocabulary aids expressions and communication.

b. Vocabulary size has been directly linked to reading comprehension.

c. Linguistic vocabulary is synonymous with thinking vocabulary.

d. A person may be judged by others based on his or her vocabulary.

According to Wilkins stated that without grammar, very little can be conveyed, withoout vocabulary, nothing can be conveyed.

7.3 Classification of Vocabulary

7.3.1 Active Vocabulary

Active Vocabulary refers to put item which the learner can use appropriately in speaking or writing and it also called as *productive vocabulary,* although in fact it is more dificult to practice, its mean that to use the productive vocabulary, the students must to know how to pronounce it well, tey must be familiar with cllocation and understading to connotatio meaning f the words. This type is often used in speaking and writing skill.

7.3.2 Passive Vocabulary

Passive Vocabulary refers to language items that can be reognize and understood in the context of reading or listening and also called as *receptive vocbulary.*

7.4 The Difficulties in Learning Vocabulary

There are many problems in difficulties in learning a foreign language, especially in learning vocabulary. As we know that learning vocabulary becomes difficult because of one word does not convert one meaning and the meaning of word in a new language is closely related to the culture of people who use the language and words have general meaning, so that the students' must learn the appropriate meanings of word when the use.

Vocabulary is one of the most important elements in language. Many of the vocabulary in English text books have to be learned. Without it no one can speak or understanding the language. Its mean thats people can not write a word or make a sentence well when they do not mastery it. Talking about vocabulary, there are many definitions of vocabulary according to some experts.

Vocabulary is defined as a list o words and often phrases, usually arranges alphabetically and defined translated. The role of vocablary can not be ignored in learning English in order to acquire the four lnguage skills. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skill. The more word we learn, the more ideas we have so we can comunicative the ideas more effectively.

Vocabulary is the stock o word in language, or that is known or used by an individual, or that is associated with the particulr activity. By having or mastering a stock of words someone can communicate with other people with easy and can understanding the information from another sources. Vocabulary is important because it is words which carry the content of what we want to say.

Other some factors that make some word more difficult than others there are:

a. Pronounciation

Research show that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that containt sounds that are unfamiliar to some groups of learners. Many learners find that words with cluster of consonant, such as *strength, crisps, breakfast* and the others.

b. Spelling

Sound spelling mismatches are likely to be the cause of errrors, either of pronounciation or of spelling, and can contribute to words difficulty. While most English spelling is fairly law abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign, listen, headache, climbing, bored, honest, cupboard, and ect.*

c. Length and Complexity

Long words seems to be no more difficultto learn than short ones. But as a rule of thumb, high frequency words tend to be short in English and therefore the leraner is likely to meet them more often, a factor favouring their 'learnability'. Also variable stress in polysyllabic words, such as in word families like *necessary, necessity and necessarily*, can add their difficulty.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of L1. Remembering whether a verb like enjoy, love, or hope is followed by an invinitive (to swim) or an-ing form (swimming)can add to this difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case point: *you make breakfast and make an appointment, but you do the homework and do a questionnaire.* Words with multiple meanings such as *since and still*, can also be troublesome for learners.

f. Range, Connotation and Idiomaticity

There is range, Connotation Idiomaticity in words. It make that words are difficult to be learned, because in idiom two words will have a meaning. Beside that every word has synonym and antonym.

8. Kinds of Vocabulary

a. Receptive Vocabulary

Receptive vocabulary can be understood only through listening and reading. A large number of items in receptive vocabulary are words that are verylow frequency. Someone does not need to know much about it, because it is rarely used and impossible to memorize all of vocabulary of a certain language. But someone can understand the ideas of utterance contextually not wor by word. Because of that condition, someone must know and understand more receptive vocabulary than productive one.

Most of receptive vocabulary can be gained only from experience and would not be greatly increase as result of teaching. Knowing a word included the ability to select the word may include the ability to make the various associations with other related word.

b. Productive Vocabulary

Productive Vocabulary of knowing how to pronounce the word, how to write and to spell it, ho to use incorrect grammatical patterns along with the words that usually collocate with productive vocabulary is also appreciate situation. For instance, as well be talking to friend in the class will be different from talking to people in the hotel.

So, we can develop our vocabulary thought from experiences. For example : manager, leader and etc.

9. Teaching Media

Teaching aids are valuable intructional tools that can help make learning more effective and interesting. Harmer says that a range objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.

Popular print media offer good opportunities for improving learners' vocabulary mastery. Popular electronic meedia provide teachers with excellent resource for improving language skills, such as listening and speaking. It means that there are so many medias that can be used in teaching vocabulary.

Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks, and in modern means such as videos, tape, recorders, computers, overhead projector, and other presenting instructional

activities delivered to the students. In line with them, Harmer says that range of objects, pictures and other things can be used as instructioanl media to present and manipulate language and to involve students in the activities.

Computers, DVDs, interactive whiteboards and to involve and all sorts of other technology are present to one degree or another in every school, and most middle-class children at least. More specially, Sands state that instructional process in which media as teacher language, deliver message to the students. Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

9.1 Criteria in Choosing Teaching Media

The selection of teaching meedia or material is in integral part of curriculum planning and delivery in schools. In teaching media, there are some aspects that teacher or listener should know. The media should directly relate to a curriculum and program on the departments' framework standart and relavant for the students.

The media also support an inclusive curriculum thus helping the students to again awareness and the importance of respectful relations with the other. The media also can motivate students to examine their attitudes behaviour. The media are relevant for the age of the students for whom they are selected. The media provide opportunities to develop the critical capacities. The media should represent a range of views on all issues.

Reiser and Dick suggest principles in applying instructional media. Firts, the instructional media should be practical. It menas that teachers should consider the availability of the media and the practically of the media, whether they are easily used in the instructional environment, and what will be the time and the cost involved containing in obtaining them.

Second, the instructional media should be appropriate to the students' characteristics because they perceptions about the media will affect their learning. The last, the instructional media should be a good means of presenting a particular instructioanl activity. It means that the media should support the activity that will be presenteed in the classroom.

9.2 The Function of Teaching Media

Raiser and Dick explain some advantages or importance of the media. One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed, instructional media gives students' required experiences to build their prior knowledge.

Educational researchers and practitioners a like assert that the potential of new technologies for learning is likely to be found technologies are used as tools for learning. Sign and means stated taht in literacy instruction, technology has both traditional and authentic uses. An authentic use of technology is using it as a tool to accomplish a complex

task, for example the students who are creating a written report might use the internet for research, word-processing software to write and format the text, and hypermedia software to add images.

Media are useful in the process of language teaching. Heinich and friend claims instructional media as medium that is used in instruction to deliver material to the learner. The media include film, television, radio, audio, recording, and videos. According to Young and Smith therefore, it makes sense to consider the variety of uses as they illustrate best practices. Sane stated that video is the technology to capture, record and process, transmit and rearrange the moving pictures also video can tutorials, video for learning, and even videos for entertainment or for documentation of activities. It means in teaching English language we can using the video to make the students no feel bored and more video are being produce for language teaching, in other hand, teacher can using video to help the students become better speaking in English and can get vocabulary mastery. Its means they can see what it looks like and sound like.

10. Reciprocal Technique

Recoprocal Technique is a technique which design to get the comprehension of middle school students who could deccode but had difficulty comprehending text effectively. Another statement from Willis Reciprocal is the activity which provide students have an opportunity to take the role of leader in the group after someone read some part of the text, another students as a volunteer

give the oral summarization and another group add information, then group members give the prediction and the last give the questioning. In this activity, students will be grouped and leaded by a leader.

Reciprocal itself based on the journal which written by Howard it is not only students' activities. Here teacher and students have the same role. They will contribute in this activity and help each other. Teacher help students to accomplish their comprehension skill in vocabulary mastery, and the student help the teacher to make her teaching goal success.

10.1 The Purpose of Reciprocal Technique

Mastering vocabulary is one of some for students' who are low proficiency in vovabulary mastery. To solve this problem, teacher must realize what her students' need. Vocabulary in foreign language makes some students' get difficulties, hence some of them can do it well. The low achiever students' must get more attention from the teacher from the teacher. Actually it was because they need more tretment or helping. From this theory those students want or need some guidance.

However the guidance here, not always only come from the teacher. It also can come from the students'. Reciprocal is one the technique in teaching vocabulary that offering the solution to solve the problem. Reciprocal technique will make students' and teacher take turns or contributive in teachers' role in leading discussion.

The main purpose of this technique is improving the students' achievement in vocabulary mastery.ruddel also stated that reciprocal technique

or we can called it, ReQuest (Reciprocal Question) , QAR (Question Answer Relationship), ReQar (Reciprocal Question Answer Relationship) or VSS (Vocabulary Self Collection Strategy) is successfully used in teaching marginalized students with its four strategies.

10.2 The Strategy of Reciprocal Technique

Understanding the strategy inside the Reciprocal is the important thing. According to klingner et al, reciprocal teaching has some steps:

a. Predicting

Predicting involves findings clues is the structure and content of passage that might suggest what will happen next. Their prior knowledge then will be connectedwith the passage and it will determine if the prediction will were correct or not. Usually students predict what they will read by the title.

b. Clarifying

Clarifying make sure the text make sense to the reader. The teacher or the students gain the information as the clarification. They engage with the text and a discussion.

c. Summarizing

In summarizng students make the statement in one – two sentences. It containt ofthe most important ideas. The summary should use the students' own words. Unimportant supporting details do not allow implying in the summary.

d. Question Generating

Questioning here means students should construct the question about the main idea. The question is to check the understanding of the text. Here, the students' can contruct the question usng words such aswho, when, where, and how. Students are thaugth to ask the main idea and it will be betterif the answer is not in written in the text.

B. Conceptual Framework

There are two variables, in this study, the writer decides that the independent variable is reciprocal technique. And the dependent variable is students' achievement in vocabulary mastery. This study will be focused on whether the reciprocal technique effective or not.

Video caption modes is Using videos or films as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications. Researchers have indicated that multimedia learning materials are more useful than traditional paper-based instruction. Videos which provide visual, contextual, and non-verbal input provide foreign language learners with simulataneous visual and aural stimuli which can make up for any lack of comprehension resulting vocabulary. Moreover, captions have been perceived as the most useful and efficient auxilary for watching videos. Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a

foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, writing).

Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowladge of words because they will get nothing. Without vocabulary. The larger of the students' master vocabulary, the better they perform their language. By having too limited vocabulary, the students' will find difficulties in mastering reading and others skills. Vocabulary mastery means the students' having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning.

Reciprocal technique assumed as a technique which has significance effect in teaching media on the students' achievement in vocabulary mastery. It was designed to get the comprehension of middle school students who could decode. In other word, this strategy was specially designed to middle school students or we can say in Indonesia Junior or Senior High School. This technique have four steps and there are Predicting, Questioning, Clarifying, Summarizing. The students will be engaged in their team and will be led by a leader. They will interact with each other, so if reciprocal technique is used in teach using video caption modes, it will give a better on the students achievement in vocabulary mastery.

C. Hypothesis

The theoritical hypothesis that will appear in this study are :

H_0 (Null hypothesis)   : There is no significant effect of reciprocal technique on the students achievement in vocabulary mastery.

H_a (Alternative hypothesis) : There is significant effect of reciprocal technique on the students achievement in vocabulary mastery.

CHAPTER III
RESEARCH METHODOLOGY

A. Location and Time

This research would be conducted at SMP SWASTA PELITA MEDAN. The research would be conducted during the academic year 2016/2017. The reason for choosing this school because the students were not brave to speak English, because they had difficulties in fluency, pronounciation vocabulary. The research wanted to change the behavior in learning English and improved them to speak English.

B. Population and Sample

1. Population

The population of this research would be taken eight grade of SMP SWASTA PELITA MEDAN, which consist of four parallel classes with the total number 198 students of VIII-A, VIII-B, VIII-C, VIII-D. The following is the table of the population.

Table 3.1
Population of Research

No	Class	Population
1	VIII-A	49
2	VIII-B	49
3	VIII-C	50
4	VIII-D	50
Total		**198**

2. Sample

Sample is procedure of taking the data, where only a part of population is take and use to determine the characteristic from the population. The researcher use purposive sampling So the sample of this research is VIII-A as experimental group.

Table 3.2
Sample of Research

No	Class	Sample
1	VIII-A	49
Total		49

C. Research Design

This research was conducted by applied experimental design that was a research to rest and prove a hypothesis by gave treatment the sample. This experimental design to showed whether using video caption modes was a better thaan convengtional method.

Table 3.3
Research Design

No	Group	Pre-test	Treatment	Post-test
1	Experimental	✓	Video Caption Modes	✓

Based on the table, experimental was the class which received by used video caption modes in teaching vocabulary.

D. The instrument for collecting the Data

The instrument of collecting data in this data research was picture test. The students were given picture test which were related to vocabulary that consist 20 questions. The test was conducted in the form of picture test. The total of the right answer 100. The material of the test was took from Internet. The highest score is 100 calculates by using formula:

$$Score = \frac{\text{Total of True Answer}}{\text{Total of Question}} \text{ X } 100$$

E. The Technique for Collecting the Data

1. Pre-test

   Pre-test was conducted to be sample before doing the treatment. The test had given to the experimental class. It was used to measure students ability before applied the treatment. The pre-test were 20 items picture test.

2. Treatment

   Treatment were given the experimental class. The tretment for experimental class was taught uf used video caption modes.

   Treatment of Research in Experimental Group

Teacher gave greeting the students to opn class	Students answered greeting from their teacher as respond to the teacher
Teacher checked the attendences list	Students in the call would raise them hand
Teacher gave pre-test and asked the students to answer the question based on the picture	Students did the pre-testand answer the question based on the picture
Teacher gave 10-15 minutes to do pre-test	Students did the pre-test
Teacher asked the students to collect pre-test	Students collected pre-test
Teacher gave treatment using video caption modes	Students attended class in accordance with the treatment that is given teacher
Teacher gave post-test and ask the students to answer the question based on the pictures	Students did the post-test and answer the questions based on the pictures
Teacher calculated the score	Students submited their work

3. Post-test

   After conducted the treatment in the experimental class, a post-test was administrated. The administrating of the post-test was mean to found out the differences scores of each students. The test would be prepared is such as away in the attempt to knew how the result of teaching using video caption modes.

F. The Technique of Data Analysis

   After collecting the data from picture test. The data was analyzed by following procedure :

   1. Listing samples score into two tables, first for pre-test and second for the post-test

   2. Calculating the mean of the students' score by using formula Sudjana (2005: 67)

   $$M = \frac{\sum x}{N}$$

Where :

M = Mean

$\sum x$ = Total students' score

N = Total students'

3. Finding the correlation of the teaching method by formulation

Sugiyono (2013: 183)

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)\sum y^2}}$$

4. Determining T-test by formulation Sugiyono (2013: 184)

$$t = \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t = t-test

n = total sample

1 = Number Constanta

r = correlation of product moment

5. Testing Linear Regression by Formulation Sugiyono (2013: 188)

Y'=a+bX

With:

a= Y'-bx

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x^2)}$$

Where :

Y' = Prediction score

a = Constantor if X=0

b = Regression Coefficient

X = Score independent Variable

6. Finding the significant effect by formulation Sugiyono (2013: 183)

$D=(r_{xy})^2 x100\%$

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data were the students' score in the pre-test and post-test in the experimental class. The experimental class was given pre-test and post-test consisting 20 items multiple choice test. The results of the pre-test and post-test of the experimental class were presented in the following table.

Tables 4.1
The sample score pre-test of the experimental class

NO	Students Initial Names	Pre-test Scores
1	AM	45
2	AP	45
3	AH	50
4	AP	55
5	AA	70
6	AWS	50
7	AA	50
8	AS	70
9	AM	75
10	AS	55
11	AM	55
12	AP	65
13	AS	60
14	AL	60
15	APL	60
16	AP	70
17	ASS	80
18	AR	80
19	AR	55
20	AP	70
21	AS	75
22	AA	70
23	AHP	40
24	AP	45
25	AN	55

26	AP	60
27	AS	85
28	AP	85
29	AS	50
30	ATA	65
31	BM	55
32	CW	45
33	CWP	60
34	CA	70
35	DAS	65
36	DP	80
37	DC	55
38	DA	45
39	DH	60
40	DA	70
41	DE	65
42	DI	80
43	DMS	65
44	DWW	45
45	DP	70
46	DPS	70
47	DP	50
48	DS	50
49	DP	75
50	SS	75

The data of this research, the name of students (samples) and the students'
scores in the pre-test of the experimental class can be seen in the table 4.1. The
data in the table 4.1. showed that the highest score of the pre-test in the
experimental class was 85 and the lowest score was 40.

Tables 4.2
The Sample Score post-test of the experimental class

NO	Students Initial Names	Post-test Scores
1	AM	75
2	AP	80
3	AH	85
4	AP	85
5	AA	75
6	AWS	90
7	AA	85
8	AS	95
9	AM	95
10	AS	80
11	AM	85
12	AP	95
13	AS	80
14	AL	80
15	APL	85
16	AP	90
17	ASS	95
18	AR	95
19	AR	85
20	AP	90
21	AS	85
22	AA	95
23	AHP	75
24	AP	80
25	AN	95
26	AP	90
27	AS	90
28	AP	90
29	AS	70
30	ATA	75
31	BM	75
32	CW	75
33	CWP	80
34	CA	80
35	DAS	70
36	DP	85
37	DC	70
38	DA	70
39	DH	75
40	DA	80
41	DE	75

42	DI	90
43	DMS	70
44	DWW	65
45	DP	80
46	DPS	80
47	DP	75
48	DS	75
49	DP	80
50	SS	85

B. The Data Analysis

Based on the tables above, the following table 4.1 and 4.2 were the scores

differences of pre-test and post-test in experimental group.

Table 4.3
The scores differences of pre-test and post-test in Experimental group

NO	Name	Pre-test (T1)	Post-test (T2)	(T2-T1)
1	AM	45	75	30
2	AP	45	80	35
3	AH	50	85	35
4	AP	55	85	30
5	AA	70	75	5
6	AWS	50	90	40
7	AA	50	85	35
8	AS	70	95	25
9	AM	75	95	20
10	AS	55	80	35
11	AM	55	85	30
12	AP	65	95	30
13	AS	60	80	20
14	AL	60	80	20
15	APL	60	85	25
16	AP	70	90	20
17	ASS	80	95	15
18	AR	80	95	15
19	AR	55	85	30
20	AP	70	90	20
21	AS	75	85	20
22	AA	70	95	25
23	AHP	40	75	35

24	AP	45	80	35
25	AN	55	95	40
26	AP	60	90	30
27	AS	85	90	5
28	AP	85	90	5
29	AS	50	70	20
30	ATA	65	75	10
31	BM	55	75	20
32	CW	45	75	30
33	CWP	60	80	20
34	CA	70	80	10
35	DAS	65	70	5
36	DP	80	85	5
37	DC	55	70	15
38	DA	45	70	25
39	DH	60	75	15
40	DA	70	80	10
41	DE	65	75	10
42	DI	80	90	10
43	DMS	65	70	5
44	DWW	45	65	20
45	DP	70	80	10
46	DPS	70	80	10
47	DP	50	75	25
48	DS	50	75	25
49	DP	75	80	5
50	SS	75	85	10
	Total	2974	3940	1016
	Mean	Σt_1=99	Σt_2=100	

Based on the table 4.3 above, the mean score of experimental group was calculated as the follows:

$$M = \frac{\Sigma x}{N}$$

$$= \frac{1016}{50}$$

$$= 20.32$$

So, the mean score for experimental group was 20.32

Which :

T_1 : The scores of pre-test experimental group

T_2 : The scores of post-test experimental group

Mx   : The mean of X variable

N_1 : Number of sample experimental group

So, after being calculated and analyzed the data, the final score of mean the experimental group was 75.

Table 4.4
The Correlation of product moment of the experimental group

NO	Name	X	y	X^2	Y^2	x_y
1	AM	45	75	2025	5625	3375
2	AP	45	80	2025	6400	3600
3	AH	50	85	2500	7225	4250
4	AP	55	85	3025	7225	4675
5	AA	70	75	4900	5625	5250
6	AWS	50	90	2500	8100	4500
7	AA	50	85	2500	7225	4250
8	AS	70	95	4900	9025	6650
9	AM	75	95	5625	9025	7125
10	AS	55	80	3025	6400	4400
11	AM	55	85	3025	7225	4675
12	AP	65	95	4225	9025	6175
13	AS	60	80	3600	6400	4800
14	AL	60	80	3600	6400	4800
15	APL	60	85	3600	7225	5100
16	AP	70	90	4900	8100	6300
17	ASS	80	95	6400	9025	7600
18	AR	80	95	6400	9025	7600
19	AR	55	85	3025	7225	4675
20	AP	70	90	4900	8100	6300
21	AS	75	85	5625	7225	6375
22	AA	70	95	4900	9025	6650
23	AHP	40	75	1600	5625	3000
24	AP	45	80	2025	6400	3600
25	AN	55	95	3025	9025	5225

26	AP	60	90	3600	8100	5400
27	AS	85	90	7225	8100	7650
28	AP	85	90	7225	8100	7650
29	AS	50	70	2500	4900	3500
30	ATA	65	75	4225	5625	4875
31	BM	55	75	3025	5625	4125
32	CW	45	75	2025	5625	3375
33	CWP	60	80	3600	6400	4800
34	CA	70	80	4900	6400	5600
35	DAS	65	70	4225	4900	4550
36	DP	80	85	6400	7225	6800
37	DC	55	70	3025	4900	3850
38	DA	45	70	2025	4900	3150
39	DH	60	75	3600	5625	4500
40	DA	70	80	4900	6400	5600
41	DE	65	75	4225	5625	4875
42	DI	80	90	6400	8100	7200
43	DMS	65	70	4225	4900	4550
44	DWW	45	65	2025	4225	2925
45	DP	70	80	4900	6400	5600
46	DPS	70	80	4900	6400	5600
47	DP	50	75	2500	5625	3750
48	DS	50	75	2500	5625	3750
49	DP	75	80	5625	6400	6000
50	SS	75	85	5625	7225	6375
Total		2974	3940	193675	254650	249095

Notes :

Σx : 2974

Σy : 3940

Σx^2 : 193675

Σy^2 : 254650

Σxy : 249095

$n = 50$

Based on the table 4.4 above, the correlation of product moment was calculated as follows   :

$$rxy = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$rxy = \frac{249095}{\sqrt{(193675)(254650)}}$$

$$rxy = \frac{249095}{\sqrt{49319338750}}$$

$$rxy = \frac{249095}{22207957751670}$$

$$rxy = 0{,}11$$

Next, the t-test was calculated as follows :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}11\sqrt{50-2}}{\sqrt{1-0{,}11^2}}$$

$$t = \frac{0{,}11\sqrt{48}}{\sqrt{1-0{,}0121}}$$

$$t = \frac{5{,}28}{0{,}99}$$

$$t = 5{,}33$$

Based on the calculating of t-observed, it was found that t-observed was 5,33 and based on the level of significant of 0.05 with the degree of freedom 48. (N-2)=50-2= 48, t-table 2,011.

Which :

Ha   : $t_{observed} > t_{table} = 5{,}33 > 2{,}011$

Next, testing linear regressions as follows:

$y' = \alpha + b\,X$ where a and b is getting by :

$$\alpha = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n\sum x^2 - (\sum x)^2}$$

$$= \frac{(3940)(193675) - (2974)(249095)}{50.193675 - (2974)^2}$$

$$= \frac{763079500 - 740808530}{9683750 - 8844676}$$

$$= \frac{22270970}{839074}$$

$$= 26,54$$

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$= \frac{50(249095) - (2974)(3940)}{50(193675) - (2974)^2}$$

$$= \frac{12454750 - 11717560}{9683750 - 8844676}$$

$$= \frac{737190}{839074}$$

$$= 0,87$$

$$y' = 26,54 + 0,87\,X$$

Finding significant effect:

$$D = (r_{xy})^2 \text{ x } 100\,\%$$

$$= (0,11)^2 \text{ x } 100\%$$

$$= 0,0121 \text{ x } 100\%$$

$$= 1,21\,\%$$

C. Testing Hypothesis

The formula of t-observed and t-table of t-critical were applied to test the hypothesis. Based on the calculating of t-observed, it was found that t-observed 5,33 and t-table 2,011. It means that t-table at the level of significant 0,05 with the degree of freedom (df) 48. Based on this, it was conducted that alternative hypothesis (Ha) was accepted. It means that there was a significant effect of Applying Reciprocal Technique by Using Video Caption Modes as a Teaching Media on the Students' Achievement in Vocabulary Mastery.

D. Finding

When Applying Video Caption Modes was applied in the experimental group, most of students' felt happy and enjoyed learning vocabulary especially by using video caption modes.

After accounting the data previously by using t-observed formula, it shows that the critical value was 5,33, after seeking the table of df shows that df was 50 (N-2) = 50-2 = 48. Showed that t-table was 2,011. Based on the data $t_{observed} > t_{table}$ it mean, null hypothesis was rejected and alternative hypothesis was accepted. It means that, there was a significant effect of Applying Reciprocal Technique by Using Video Caption Modes as a Teaching Media on the Students' Achievement in Vocabulary Mastery.

Total of significant effect was 55% and the test hypothesis was found that $t_{observed} > t_{table}$ (5,33 > 2,011).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of the data analysis and the discussion, there were some conclusions that be described as follow:

1. From the research finding, it was found that video caption modes influenced a positive effect on the students' vocabulary mastery, which was proven from the result of the test. The final hypothesis was $t_o = 5{,}33$ $t_t = 2{,}011$ $\alpha = 0{,}05$ at df = 50-2 = 48 students'. The researcher found that t_o higher than t_t that is $5{,}33 > 2{,}011$ or $t_o > t_t$. So it meant the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant that there was a significant effect of Applying Reciprocal Technique by Using Video Caption Modes as a Teaching Media on the Students' Achievement in Vocabulary Mastery.

2. Learning effect of using video caption modes has more significant effect than by using conventional method od the students vocabulary mastery. Video caption modes can make the learning process more fun and interested, therefore they can get some opportunities to develop their ideas and the new vocabulary.

B. Suggestion

Related to the conclusion above, more suggestion were stated as the following:

1. The English teacher is ecpected that video caption modes can be used in the students, because will be increase theirs vocabulary to communicative each other and it is ones of the technique that use to make students enjoy to learning and remember the vocabuilaries.

2. The students were expected to be usual to use video caption modes before learning it can stimulate their prior knowledge that can be easier them comprehend the text in order to improve their achievement in vocabulary mastery.

3. It is suggested to other researcher who are interested and want to do researcher to use these findings as sources of information for furthure related studies.

4. It is also suggested to school management to encourage the teacher to improve their teaching skill become be better, more effective and interesting not only just applying video caption modes.

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