CHAPTER I

INTRODUCTION

This chapter consist of Background, Problem Statement, Objective of the Research, Significance of the Research, and Scope of the Research.

A. Background

Ridarma (2017) In this complicated era, English language became the main tool that is used to lead almost every gadget in the world such as smartphones, laptops, also browsing in the internet. In addition, there are many brilliant recources on the internet to help out students and teachers to find out what they need to improve their ability in studying English language.

Learning English is indicate to offer learners with the performances and competences of using language. The performance is probable will be actualized in listening, reading, writing and speaking. In order to do well the learning process of the four skills of language, every student must be able to master the language sub skills, such as pronunciation, vocabulary,and grammatical competence.

The sub skills are important to the four skills in language. In the other hand, without mastering the sub skills, the students will not meet the goal of in learning language, that is ability of receiving and producing language in communication interest. in the middle of the sub skills, vocabularies are determine of the most basic one. It means that with no suitable quantity of vocabulary, communication will never happen.

Grathia (2017) Teaching vocabulary is a hard duty because it including the way teaching effectively. A good teacher must use a appropriate method or

technique and practice of certain word to use, so that the aim of that can be attained.

There are also various media for improving and mastering their vocabulary in English skill which can build the students feel attention in learning process and enjoy it, such as pictures, videos, English songs, sound of musics, English movies and computer. In this research, the rearcher used audio visual media, because acooarding to Alkathiri (2019) using English videos is trusted be able to motivate students to give their attention to the subject matter. According to Riyana's research in 2017 videos is one of method as a media teaching in English to help out the students learn quick and simple. Many students really like videos. they will paying attention and cheerful to learn in English by this media (video).

UPT SMK Negeri 7 Pinrang is one of a school in city of Pinrang. Based on the observation, the researcher found that many students less in vocabulary mastery. The researcher's reason to choosen this as a media to improve the students' vocabulary is because reached from the data interpretation of Ridarma (2017) found the viewing English with subtitled videos able to improve the students' ability to master in vocabulary and pronunciation in class XI of Man 3 Banda Aceh 2016. Therefore the researcher used the similar media to improve the students' vocabulary mastery by using "The Ellen Show" English videos.

B. Problem statement

Based on the background of the study above, the researcher identifies the problems as follow:

Is “The Ellen Show “ English videos as a media able to improving the students’ vocabulary mastery?

C. The objective of the research

Based on the problem statement, the objective of the research is to improve vocabulary mastery of the students of UPT SMK Negeri 7 Pinrang class XII AP and XII MM 2 as an Experiment class by using “The Ellen Show” English videos.

D. Significance of the research

The significance of the research was separated into two parts. They would be theoretical and practical significance.

1. Theoretical significance; the result of this research is expected to be useful information for the development of English language study, especially in improving students’ vocabulary mastery by watching “The Ellen Show” English videos.
2. Practical significance; in improving students’ vocabulary mastery by watching “The Ellen Show” English videos as a mediaare:
    a. For the English teacher, expected to be a goodmedia to teach English especially in vocabulary mastery by watching English videos.

b. For the students, expected the students to understand about English, especially when they watch videos in English and make them interested in learning vocabulary mastery.
c. For the next researcher, predictable to be useful knowledge and to provide motivation to create other ideas about the good technique to teaching English vocabulary mastery.

E. Scope of the Research

The scope of the research is focused on the able of improving students' vocabulary mastery by watching "The Ellen Show" English videos. It is restricted by discipline, content, and activity.

1. By discipline, this research is limited to the field of applied linguistic study, in improving students' vocabulary mastery by watching "The Ellen Show" English videos.
2. By content, this research has covered some vocabularies such as Noun. Adjective, and Verb., while the problem-solution is limited on the use of watching "The Ellen Show" English videos as a media.
3. By activity, the researcher used English videos "The Ellen Show" in the classroom of the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

This chapter consis of previous research findings, some pertinent idea, conceptual framework, and hypothesis.

a. Sutanti (2016) Video is a media that supply audio and visual that include the learning message containing a principle, concept, application, procedure, and theory to helping understanding of learning.
b. Muhammad (2017) Learning in English by using english video gave a lot of feedback to the learners and make motivation for them, master new vocabularies and good into pronunciation.
c. Harahap (2020) Vocabulary is a word order to individual speaker of language that might use. Vocabulary can be described like the words we must to know to communicate usefully: words in listening (receptive) and word n speaking (expressive).
d. Almurashi (2015) Using video in teacing English class as additional material will give the learners knowledge and a good understanding of their lecture. In addition, it’s possible to make the learning procedure more meaningful and enjoyable. Besides, it give the students the possibility to learn their lesson easier.
e. Ma’rifah (2013) Using interactive videos is one of the most appropriate media to increase students motivation, because by using this media, it's not

only attract students' attention through the visual but also by the audio and giving role models of the English native speaker.

f. Hajis (2014) The importance visual media (videos) in teaching vocabulary was one of a media that could make learning process more be enjoyable, students were not get bored and interesting. Because teaching vocabulary was not simple presenting to the students.

From the research result above it can be concluded that using "The Ellen Show" is important for improving students' mastery of vocabulary."The Ellen Show" as a media is improve students' skill in English especially for vocabulary. In this research, the researcher developed watching "The Ellen Show" namely "Improving Students' Vocabulary Mastery by Using "The Ellen Show" English videos". English videos helped the students to build up language skills by enable the learners to be aware of unfamiliar and new words that may be not lost in conversation. By having this media in teaching, the researcher predictable that the students' vocabulary able to improve from every meeting of research and even after the research ends. Based on that videos students can also get new vocabulary and the examples of pronunciation that give them the opportunity to do the improvement.

B. Some Pertinent Ideas

1. The concept of Vocabulary

a. Definition of Vocabulary

Sutanti (2016) Vocabulary is main part of language in learning. It include a lot of words, in individual and group words that contain meaning. Vocabulary is a collection of English words used in the form of sentences. Learing vocabulary first can enable one to master other skills such as speaking, reading, listening, and writing. Vocabulary is a crucial company in learning a foreign language, with other activities associated with it, such as watching movies, Tv,videos blogs, listening to music, and so on. It is easier for a person to sing a song in that language, as well as to enjoy a film that uses that language. The more vocabulary we have, the more likely language skills will be. Mastering English vocabulary is much needed to learn more about English. It means to be able in controlling the four skills in language for communicating, without contain a proportional vocabulary, it will a great compact of difficulty in use English, both orally and written.

b. Types of Vocabulary

There are some types of vocabulary that need to be taught. One of the explanation by Thornburry. He gave explanation that there were four types of it. They are verb, adverb, noun, and adjective.

1. Verb

   Verb is a word the most complicated in part of speech, show quantify and condition of things. Verb has the grammatical properties of number, person and properties which involve agreement to the subject. This research, the researcher focused to use vocabulary in a general such as noun, verb, adjective, and adverb.

2. Adverb

   Adverb is correlated with process, time and where thing happened. For example : yesterday, directly, suddenly, maybe, and ect.

3. Noun

   Noun related with name of something like place, plant, people, and others. For example : John, students, house, chair, roses, and cat.

4. Adjective

   Adjective is a word that explain a noun that has grammatical belongings of assessment. For example : ugly, bad, tall, and others.

c. The problems of vocabulary

1. Pronunciation : Research showed the hard to pronunce than to learn. Difficult words will characteristically be those that include sound that is unfamiliar to a group of the students.
2. Spelling : Sound of spelling mismatches are likely to be the reason of error, either of pronunciation in spelling, it can give to a word's struggle. Words which include silent letter is very problematic.
3. Length and difficulty : Long words look more difficult to learn that the short one. Dealing to complex of the words also lean more difficult than the easy one.
4. Grammar : Grammar is also challenging with word grammar of phrasal verb is individuality difficult. Some phrasal verbs can be seperated, but some of them are not.
5. Meaning : When the words have two meanings, students confused to understanding them. The words with several meaning can be a problem for the students. Idiomatically, words that can use in a large vary of context will usually be seeming as simple than their synonym with narrow range.

Those problems of vocabulary is the researcher's reason why she tried to using The Ellen Show (English videos) as media to improve the students' vocabulary mastery, because learning vocabulary is to know

the purpose of the language in a word, in this case the ability to recognize the spoken or written form, recall it when needed, relate it to an appropriate concept, use it in the appropriate grammatical form, pronounce it, speak in a identifiable way, spell it clearly and correctly, then use it with words that correctly suitable with it.

Based on definition of vocabulary, the researcher confirmed that vocabulary mastery was a complex course that made up of several interlocking skills and processes.

2. Definiton of Media

Media is a part of learning, media came from Latin that means important tool of communication. National Education Association (NEA) stated that media are form of audio-visual, communication, the equipment and print. Media must be able to seen, heard and read.

Media is a tool that used to express messages from the transmitter to receiver so that it inspire mind, feeling, attention and students‟ interest, in order to give confidence of creation process in learning of the learners. Accoarding to Harahap (2020) media is used in process of learning to make the students' easier to learn the subject.

Media in teaching can be categorized into three kinds; audio, visual, and audio visual. In this research, the researcher used audio visual, because teaching in English by using videos (audio visual) is considered be able to inspire the students to give more interest to the

material would given. According to Kusuma (2018) Audio-visual media is not a picture or idea map. But, audio visual combined image and sound that is fun and interesting.

The teacher used media that have some variety to support process of teaching and learning. The teacher has to find out the suitable method of process teaching English for students to solve the problems. It is hope the students get good outcome in mastering vocabulary in English. Based on the reason, the researcher would like to provide a suitable method which is hopefully be able to help the teachers as educator in improving students' mastery in vocabulary. According to Asyhar (2011), he stated that learning media is divided into four categories based on the development of technology, such as:

1. By using mechanical machine and electronic, audio visual technology also be able to convey the materials by to provide visual and audio messages. For example: tape recorder, visual projector and film projector.
2. By using micro processor-based sources, the way to convey the materials is also efficient by computer-based technology. For example: computer-assisted instruction, game, tutorial, drill and practice, imitation then data base.
3. The method to convey the materials by mixing the used some kind of media which is controlled by computer called the combined audio visual technology. For example: hard disk,

monitor, videos diskplayer, random access memory, hardware to compound in a network and audio system.

From on that definition, it can be conclude that technique or method in teaching and learning process related to part of media. Not only that teachers and students also be able to use aid/tools to reach certain purposes of the educational.

The category of videos is used in this research as media to improve vocabulary mastery by using audio visual technology.

3. Video about Teaching Vocabulary

a. The Definition of Video

According to Kamelia (2019) to show or provide the students on how to do or to make something, the teacher be able to use one of audio visual media which is video as a part of media. It's mean that video is brand of media as an instrument to send and recieve message or information from sender to receiver.

Other than that, videos also can be corfirmed as a visual media product featuring moving images, program, movie with or without audio," It's can be conclude that a program moving images consist of audio can be categorized as video.

Muhammad (2017) on his research stated that the students gain a lot of benefits and be able to built their motivation to master new vocabulary and new pronunciation in learning English by using video.

From those explanations, the researcher used videos as a media to improve students' vocabulary mastery. It used to motivate the students and make a relaxing with the result that the students' interest in watching videos as a media in the language classroom.

1. The advantages and disadvantages of video as a teaching media

   To become a good teacher in the future, every teacher must focused on this so the process of teaching and learning and be able to run efficiently. There are advantages and disadvantages of videos as follows :

   a. Advantages :

      1. Research have proven that video in learning has positive effects on multiple stages, including expanded motivation and deeper learning, and may specifically impact students' capacity to facilitate discussions and recognize problems.
      2. Videos can help fill gaps in training by giving teachers in general and in particular the opportunity to teach students at their own space. Students can rewatch the video several times to gain knowledge and remember the learning material. For example, enabling deaf students to understand the videos.
      3. Teachers can use video as an introduction to a concept. A good videos is a great hook to get younger students interested.
      4. Watching video in the classroom become such a brilliant idea. It's because, it can inspire or motivate the in enhancing learning. The

students who watch the video that showing in the class are most likely get motivated to be a creative person in their output or learning process.

b. Disadvantages :

1. If the video created does not match up the standards of a high quality videos, then it can be distracting instead of useful.
2. Playing video can use a lot of bandwidth and take time to load.

C. Research Hypothesis

H_1: The "The Ellen Show" English videos can improve the students vocabulary mastery who are taught by using "The Ellen Show" English videos.

H_0 : The "The Ellen Show" English videos cannot improvethe students vocabulary mastery who are taught by using "The Ellen Show" English videos.

D. Conceptual Framework

The main focus of this research was presented showing the following diagram. Improving Students' Vocabulary Mastery by Watching "The Ellen Show" English videos :

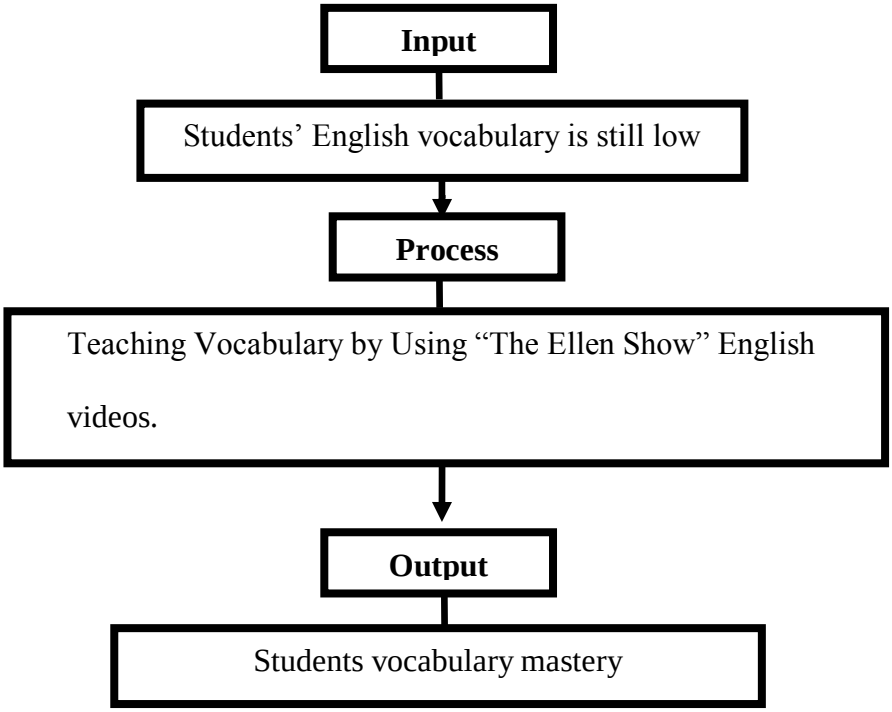


Figure 1: Conceptual Framework

1. Input

This refers to the students' English vocabulary was lack, so the researcher tried to solve the problem about vocabulary mastery of the students of UPT SMK Negeri 7 Pinrang class Experiment by using of English videos to improve the vocabulary. Students not only good listeners but also they can got more information and new words from the videos that they watched.

2. Process

It refers to an activity in teaching English vocabulary mastery by watching videos. There are four titles, they are Animal Rights Icon Goodall Visits Ellen for the First Time, Ellen Trip to Rwanda, Ellen Makes 'Friends' with BTS, Ellen Welcoming Ten California Firefighters. The material is delivered two classes treatment. The reason why the researcher choose 4 videos from the The Ellen Show because in some of these videos there are a lot of vocabulary that is more varied and accordance with the object of research.

3. Output

Students' achievement after learning vocabulary by watching The Ellen show English videos.

CHAPTER III

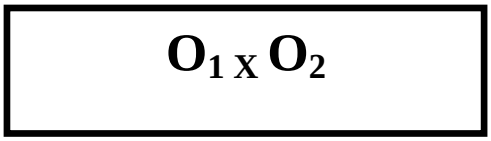
RESEARCH METHOD

In this section, the researcher presents Research Design, Research Variables and their Operational Definitions, Population and Sample, Instrument of The Research, Procedure of Collecting Data, Treatment, and Technique of Data Analysis.

A. Research Design

Research design of this research is a experiment class with one group pre-test and post-test design. This design illustrated as follows:

Figure. 2.1 Research Design



(Sugiyono, 2013)

Where:

X : Treatment

O_1 : Pre-test

O_2 : Post-test

B. Research Variables and Definition of Variables

1. Research Variable

There were two variables in this research namely independent variable and dependent variable.

a) The independent variable is English videos “The Ellen Show”.

b) The dependent variable is the level of students vocabulary mastery based on observation in UPT SMK Negeri 7 Pinrang is still low. By using The Ellen Show as a media, the researcher wants to improve the students’ vocabulary mastery to category B.

2. Operational Definition of Variable

“The Ellen Show”is one of the media to improve students’ vocabulary mastery which can help the students to get information and new words from videos by choosing from researcher. In this case, the researcher limits the media to just use English video. English video is a fun strategy to learn. English video also can be used for a wide variety of English second language learning and teaching activities. English video is also considered to be one of the resources that can be utilized in the teaching and learning of English. Through the appropriate English videos which are chosen from videos, the videos can take from Youtube or other media, for example from DVD, television, videos blog, etc. The students can comprehend the knowledge factually, conceptually, and

procedurally. The researcher will play the videos with average duration 5 minutes.

Vocabulary mastery is the ability to improve the students of UPT SMK Negeri 7 Pinrang class XII MM 2 and XII AP 1. Based on the observation in the class, the researcher found that the vocabulary mastery there was still low. By watch“The Ellen Show” english videos the students can get the information and new words from the videos. In this research, the researcher used some videos as the subject material to improve the students' vocabulary mastery. The researcher did the research because the researcher is aware about the students' knowledge increase significantly by watching some videos from English videos “The Ellen Show”. Vocabulary mastery as well can support the students’ future especially to communicate English with other people from foreign countries.

C. Population and Sample

1. Population

The population of this research is all students in class XII of UPT SMK Negeri 7 Pinrang academic year 2021/2022.

2. Sample

Sample of the research take by using cluster random sampling. First researcher put five of papers with the name of classes of the population. Then the researcher papered and wait until two name of classes

appeared. The researcher got the class XII AP 1 and XII MM 2 as an Experiment class with the total number of sample are 32 students.

D. Instrument of The Research

The instrument in this research consists of vocabulary tests. The test applied as a pre-test and a post-test. A pre-test is used to find out the comprehension of the before giving treatment, and a post-test is used to find out the vocabulary mastery by using English videos "The Ellen Show" after giving the treatment.

E. Procedure of Collecting Data

The researcher used two variety of the test as an instrument of collecting data. They were pre-test and post-test to find out the ability before using the media (English video) and the post-test is held to find out their improvement after gave treatment.

The procedure of data collection is present in chronological order as follows:

1. Pre-test

   Before giving the treatment, the researcher gave pre-test by using fill in blank test and matcing test to the students.

2. Post-test

The last of meeting, the researcher gave a post-test to the students after gave treatment. It aimed to evaluate the improvement of students' vocabulary mastery.

F. Treatment

After giving the pre-test, the researcher gave treatment to the students. The researcher applied English videos "The Ellen Show" to teach vocabulary to the experiment class at each meeting with 45 minutes per meeting. The procedure as follow:

a. The researcher introduced to the students The Ellen Show.
b. The researcher checked for explanation to confirm the students all understand the purpose of this activity.
c. The researcher gave the video to the students to watch.
d. The researcher asked the student to gave attention to the video.
e. The reasearcher let the students to watching the video.
f. The researcher stopped the certain scene then reviews thevocabulary.
g. The researcher asked students to write down the vocabulary and found meaning of the words.
h. The reasearher taught the students, the right pronunciation based on the video.
i. The researcher asked to students to memorized the vocabulary in the videos and memorized the meaning.

j. The researcher gave the assignment to students.

G. Technique of Data Analysis

This research, the researcher collected data to the students' vocabulary mastery after gave pre-test and post-test throughout quantitative analysis. The data was analyzed by utilizing this following :

1. To score the students' vocabulary mastery, the researcher used the formula as follows :

a. Scoring the students' correct answers of the pre-test and post-test by using this formula:

$$\text{Students'score} = \frac{students'\ gained\ score}{maximum\ score} x\ 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2013)

b. Classifying the percentage of the students' score into the following criteria :

c. Table.1 Students' score classification 1-100

Scale 0-100	Predict of knowledge and skill competence	Classification of Attitude and Exctracuricullar
94-100	A	Very good
86-93	A-	
78-85	B+	
70-77	B	Good
62-69	B-	
54-61	C+	
47-55	C	Fair
38-46	C-	
29-37	D+	Poor
0-28	D	

(Dinas Pendidikan Dasar dan Menengah, 2014)

c. To find the mean score, the researcher applied SPSS statistic program 21.0 version.

H. Criteria of Testing Hypothesis

The criteria of testing the hypothesis are as follow :

The researcher used a one-tail hypothesis with = 0,05 and degree of freedom (df) = n-1. The statistical hypothesis in this research as follows:

$H_0 : \mu 1 > \mu 2$
$H_1 : \mu 1 \neq \mu 2$

Sugiyono (2010)

Where:

H_0 : Null Hypothesis

H_1 : Alternative Hypothesis

μ1 :The means score of students vocabulary mastery before using "The Ellen Show" English videos to watch.

μ2 : The means score of students vocabulary mastery after using "The Ellen Show" English videos to watch.

H_0: μ1 > μ2 : The "The Ellen Show" English videos cannot improve vocabulary mastery the students who are taught by using "The Ellen Show" English videos.

H_1: μ1 ≠ μ2 : The "The Ellen Show" English videos can improve vocabulary mastery the students of who are teached by using "The Ellen Show" English videos.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter, the researcher analyzed data from pre-test and post-test. The pre-test was used to measured the prior ability of the student's Vocabulary mastery, and post-test was used to measured how far the improvement of the student's vocabulary mastery after the treatment.

A. Findings

The findings were achieved by the vocabulary mastery test at the students of UPT SMK Negeri 7 Pinrang academic year 2021/2022. The researcher applied "The Ellen Show" English. Furthermore, the researcher gave two terms of test, they were pre-test and post-test in Experimen class. The researcher collected the data from the tests that have given to the students and after that the researcher analysed the data and the researcher found the students' score and it was arranged in the table.

1. The Frequency and Rate Percentage Score of Pre-test and Post-Test

a) Pre-test

In obtaining the rate score students' vocabulary mastery, the researcher gave pre-test to students previous to gave treatment for them. The rate of frequency and percentage score in class is as follow:

Table 2.1: The frequency and Percentage Score of the Pre-test

Scale 0-100	Predicate of knowledge and skillcompetence	Classification of Attitude	Experiment Class	
			F	%
94-100	A	Very good	0	0
86-93	A-			
78-85	B+			
70-77	B	Good	5	15.6
62-69	B-			
54-61	C+			
47-55	C	Fair	22	68.7
38-46	C-			
29-37	D+	Poor	5	15.6
0-28	D			

Table 2.1 Showed that more than 50% or half of students are in poor and fair and no one in very good classification. Students failed to answer simple questions in the researcher's pre-test. For example findings the meaning of the word. See in appendix A on page 39.

b) Post-test

In obtaining the rate score of the students' vocabulary mastery, the researche gave post-test for the students after provided them treatment. The rate class as follow :

Table 2.2: The frequency and Percentage Score of the Post-test

Scale 0-100	Predicate of knowledge and skill competence	Classification of Attitude	Experiment Class	
			F	**%**
94-100	A	Very good	3	9.3
86-93	A-			
78-85	B+			
70-77	B	Good	24	75
62-69	B-			
54-61	C+			
47-55	C	Fair	5	15.6
38-46	C-			
29-37	D+	Poor	0	0
0-28	D			

Table 2.2 Showed the increase in students after receiving treatment with "The Ellen Show" English videos. The dominant score post-test in good classification. There were three students who scored quite well which got very good and there was no in poor classification. As seen in the table, students showed an increase in the minimum passing standard of Dinas Pendidikan Dasar dan Menengah in 2014.

The result of the students' mean score and standard deviation in pre-test and post-test by using SPSS version 21 were represented as follow :

2. The mean score of the students in Pre-test and Post-test

Table 3.1: The mean score of the students in Pre-test and Post-test

Group	Mean	
	Pre-test	Post-test
Experiment class	49.69	72.66

Table 3.1 Showed the mean score of pretest and post-test. The result prove improvement between before and after gave treatment. Significant difference showed in the student's mean score. It signified that using "The Ellen Show" were able to improve students' vocabulary mastery in the learning process.

3. Hypothesis Testing

This hypothesis testing, the researcher applied t-test formula. The significance value $\alpha = 0.05$

Table 3.2 Hypothesis Testing

Paired Differences					t	df	Sig.(2-tailed)
Mean	Std. Deviation	Std.Error Mean	95% Confidence Interval of the Diffetence				
			Lower	Upper			
-22.969	7.168	1.267	-25.553	-20.384	-18.125	31	0.000

Table 3.2 : The table above showed t-table analysis of students' vocabulary mastery before and after they are given treatment. To solve which hypothesis is accepted, it can first be decicded by comparing significance value (sig.value) and probability value (p-value). As the table provides, the p-value for (2 tailed) was devided into 2 (0.000/2), therefore p-value (1-tailed) is 0.000. Because of the sig.value (0.05) is greter that (>) p-value (0.000). By this evidence, according to

Sugiyono (2015) that the null hypothesis (H_0) is rejected, and alternative hypothesis (H_1) is accepted.

The researcher concluded that the vocabulary mastery of the students in Experiment class at UPT SMK Negeri 7 Pinrang which was carried out by using video improved. It can be said that the English videos are one of the a good media in the process of learning English to improve students' vocabulary mastery.

B. Discussion

The researcher gave a pretest to determine the students' vocabulary mastery before being given treatment. The pre-test and post-test was given to students in a vocabulary test by giving 20 questions. The test results showed that most of the students got fair classification scores in the pre-test. The mean score of the students was 49.69. This score is categorized as a fair based on Dirjen Pendidikan Menengah classification in 2014 which fair score is 47-55 score with predicate C. The improvement of the students vocabulary mastery was also supported by some research findings. They were Sutanti (2016), Muhammad (2017), Almurashi (2015), Ma'rifah (2013), and Hajis (2014), all of in their research related to this research they stated that videos is media that provide audios and visuals that contain the learning message including a concept, principle, procedure, application, theory for helping the understanding of learning. Learning English by using video gives many feedback to the students and built the motivation for them to and also master new vocabularies and pronunciation. It is same with this research because the researcher found that English video is one of

a good media to improve the students' vocabulary mastery. It is proved by the increase in the achievement of the students. The result of this research was the score of pre-test was lower than the score of post-test. Due to the improvements, the researcher concluded that using English videos help students to improve the abilities in mastering vocabulary. Furthermore, it gave students the chance to memorize their lessons more easily.

Based on the opinion of the previous experts above, the researcher interested to improving students' vocabulary mastery by using The Ellen Show English videos for four meetings. At the first meeting the researcher introduced herself in front of the class. Before giving the treatment, the researcher gave pre-test by using fill in the blank test and matcing test to the students.

In the second meeting, researcher explained about The Ellen Show, then the researcher checked the attentence list of the students. After that The researcher gave the video to the students to watched and asked the student to paid attention to the video, the reasearcher let the students to watching the video around 10 minutes with the title Animal Right Icon Jane Goodall Visits Ellen for the First. After that the researcher stopped the certain scene then reviews the vocabulary and asked the students to write the vocabulary and found the meaning of it. Then, the reasearher taught the students the right pronunciation based on the video and asked the students to memorized the vocabulary in the videos and memorized the meaning of vocabulary. At the and of the class, the researcher gave the students a task to evaluate the students' improvement in each meeting.

In the third meeting, the checked the attentence list of the students. After that The researcher gave the video to the students to watched and asked the student to paid attention to the video, the reasearcher let the students to watching the video around 10 minutes with the title Ellen Trip to Rwanda. After that the researcher stopped the certain scene then reviews the vocabulary and asked the students to write the vocabulary and found the meaning of it. Then, the reasearher teught the students the right pronunciation based on the video and asked the students to memorized the vocabulary in the videos and memorized the meaning of vocabulary. At the and of the class, the researcher gave the students a task to evaluate the students' improvement in each meeting.

The fourth meeting, the researcher checked the attentence list of the students. After that The researcher gave the video to the students to watched and asked the student to paid attention to the video, the reasearcher let the students to watching the video around 10 minutes with the title Ellen Makes 'Friends' with BTS!. After that the researcher stopped the certain scene then reviews the vocabulary and asked the students to write the vocabulary and found the meaning of it. Then, the reasearher taught the students the right pronunciation based on the video and asked the students to memorized the vocabulary in the videos and memorized the meaning of vocabulary. At the and of the class, the researcher gave the students a task to evaluate the students' improvement in each meeting.

For the fifth meeting, the researcher checked the attentence list of the students. After that The researcher gave the video to the students to watched and asked the student to paid attention to the video, the reasearcher let the students to

watching the video around 10 minutes with the title Ellen Welomes Ten California Firefighters After that the researcher stopped the certain scene then reviews the vocabulary and asked the students to write the vocabulary and found the meaning of it. Then, the reasearher taught the students the right pronunciation based on the video and asked the students to memorized the vocabulary in the videos and memorized the meaning of vocabulary. At the and of the class, the researcher gave the students a task to evaluate the students' improvement in each meeting.

At the last meeting or the sixth meeting, the researcher gave the post-test to the students after the treatment. It aims to measure the improvement of students' vocabulary mastery. As a result, students mean score in the pre-test is 49.69 while the post-test is 72.66. It can be concluded that English video is a good media to improve students' vocabulary mastery. It was showed by the students' vocabulary mastery after they used English video in class were better than the students' vocabulary mastery before they were given the treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts, the first part is conclusion which based on the research findings and discussion. The second is suggestion which made for futher study.

A. Conclusion

Based on the findings and discussion of this research, it can be concluded that using "The Ellen Show" were able to improve students' vocabulary mastery in the learning process of class XII P 1 and XII MM at UPT SMK Negeri 7 Pinrang. It was proven by the difference mean score in pre-test and post–test values from 49.69 to 72.66.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions for research in the future as follows:

1. The researcher suggested to the English teachers to use this media as a way to improve the students' vocabulary. Because a media made students interest and focus in the class. The usage of media should be choosed depend on the typical of the age and class. The English teachers also should be more creative in choosing teaching media in deliver English subject specifically for vocabulary, in other words the teacher have to inviting and provide students with more spoken words in class.

2. The researcher suggest to the students to must study harder to ger successful in study to be encouraged in study English especially in vocabulary mastery.

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