Developing English Vocabulary Mastery through English Fairy Tale Videos of the Eleventh Grade Students of SMA Negeri 1 Mamuju

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Abstract

The objective of this study is to assess the progress of students' vocabulary mastery through the use of English fairy tale videos. The quantitative research method was used in this study, with a pre-experimental research design and a sample of 34 students drawn from a cluster random sampling technique. The researchers used the test as an instrument to collect data. Data analysis revealed that by using English fairy tale video media, students' vocabulary mastery improved. The t test value was less than P (0.000 0.05), indicating that hypothesis (H0) of this study was rejected and hypothesis (H1) was accepted. As a result, it is concluded that English fairy tales improve the vocabulary mastery of SMA Negeri 1 Mamuju eleventh grade students.

Keywords— *Vocabulary, English fairy tale videos.*

INTRODUCTION

English is a crucial language, particularly in the field of education. English has become a selling point for those who can speak it in this modern era. Vocabulary is required in mastery so that we can understand the meaning of the language, because the larger our vocabulary, the more opportunities we have to understand the meaning of the language.

Not only must we pay attention to vocabulary, but we must also pay attention to pronunciation, word choice, and the meanings contained in English. Pronunciation can be practiced by students by listening to video or audio in English and then repeating it.

We can practice determining the correct words by consistently multiplying inputs such as listening to or reading English- scented items. If we get used to it, we can master the meanings

contained in English. All of this necessitates a time-consuming and labor-intensive process in which students must frequently practice and become accustomed to using English.

According to Neuman and Dwyer (2009), Vocabulary patterns are words or expressions that you have to understand in terms of communicating; they include words for conversation (imaginative vocabulary) and words for able to listen (vocabulary knowledge). Vocabulary, as defined by Hornby (1995), is "the maximum numbers of words in a language; vocabulary is just a bunch of terms along with their definitions." According to Rivers (1970), we cannot learn a language without vocabulary. Then, when students learn English, before learning about the Listening, speaking, reading, and writing are the four language skills, they must first learn vocabulary. As a result, it is possible to conclude that vocabulary is critical to the survival of a language.

An engaging method is required to pique students' interest in learning. Educators must be innovative in their approach to teaching and learning. There are numerous approaches that teachers can take when teaching vocabulary. Some use audio media, some use visual media, and some use a combination of the two, known as audio- visual media. Those who use hearing and sight, on the other hand, are only utilizing audiovisual media, and when it comes to teaching English, audio-visual media is the most appropriate medium to use. The use of audio-visual media in the process of learning is essentially a learning that is expected to facilitate the delivery of learning materials, improve student learning motivation, and overcome space and learner time constraints (Susilana and Riyana) in Muttaqien (2017: 27). English fairy tale video is one type of audio-visual media that we can use.

English fairy tale videos are audio-visual media that feature a variety of short stories. The majority of English fairy tales are based on folklore. Projectors and speakers can be used in the classroom to play English fairy tale videos. Students can develop their English vocabulary through English fairy tale videos in a fun and non-forced manner.

The differences from this study were described in some of the studies. There was a study on folklore that was conducted by reading the story without the use of audio media. There was one study that used audio- visual in his research, but it did not focus on a specific aspect. There has been research using folklore techniques, but no audio media has been used in its application. While this study employs both senses simultaneously, it does so through the use of audio-visual media, particularly English fairy tale video media.

LITERATURE REVIEW

1. Definition of Vocabulary

According to a few experts, there are some vocabulary definitions. According to Lines (2005:121), vocabulary is the grouping of words that a person is aware of. According to Neuman and Drawyer, as cited in Bintz (2011:44), Vocabulary is identified as the words that a person must be familiar with in terms of communicating: words for conversation (imaginative vocabulary) and words for able to listen (receptive vocabulary).

While Hornby (2006:1645) vocabulary is classified as "most of the utterances that can be said," that someone is aware of or uses while speaking about a specific concern, particularly language." Then, according to Richards (2002), the most important aspect of language skills is screening the fundamentals of how learners speak, listen, read, and write.

We can conclude from the various definitions of vocabulary given above that vocabulary is the foundation of learning English. Students with a large vocabulary will find it easier to define the meaning of a sentence and communicate in English. Furthermore, the researchers conclude, based on the earlier explanation, that vocabulary is a bunch of words with meaning that we can arrange in an effective sentence to be used in communicating in a specific language.

2. The Importance of Vocabulary

It is impossible to overestimate the importance of vocabulary mastery English It's one of the elements that connect the four language skills of speaking, listening, reading, and writing. (Huyen and Nga, 2003). To be able to master each of these abilities, students must first learn a large amount of vocabulary. Students will find it easier to learn English once they have a good vocabulary. They will also find it easier to express themselves in writing, to communicate in English, and to understand people and books written in English.

3. Types of Vocabulary

According to Hybert and Kamil (2005:3), There seem to be two kinds of vocabulary: verbal vocabulary and signed vocabulary. Oral vocabulary is used when someone speaks or reads aloud. Print form is the form of vocabulary used when someone reads or writes something silently. Furthermore, According to Hybert and Kamil (2005:3), There are two different types of vocabulary: productive vocabulary and receptive vocabulary.

4. Vocabulary Mastery

Mastery is defined as the ability to comprehend and apply what you have learned. Swannel (1994) defines proficiency as "a wide range of knowledge or application of a subject or

instrument." However, according to Porter (2001), learning is about learning or understanding something in its entirety and being able to apply it without difficulty. Mastery of vocabulary has always been an important aspect of the English language. This refers to the learner's ability to comprehend and apply vocabulary. According to Lewis and Hill (1990), vocabulary mastery is essential for students. It's more than just grammar when it comes to communication.

A language's vocabulary (words), as well as statistical data about its means, form, and use in the context of social interactions, can be defined as vocabulary mastery. The first thing students should learn before learning English is basic knowledge. Vocabulary is the foundation of a language's knowledge. If someone has a large vocabulary, it will be easier for them to understand the person communicating and the content of a story in that language. Vocabulary mastery does not happen overnight. It takes time and consistency to put it into action. They, like newborns, will gradually learn their mother tongue. The more they listen to the language, the larger their mental vocabulary will become.

5. English Fairy Tale Video

English Fairy Tale video is a show in English that tells stories about legends, mysteries, magic, and other topics. English fairy tale video can also be used as educational exercise. The media used are audio-visual media, which use audio to hear English conversations and visuals to see situations and expressions used when using words or sentences in English fairy tale videos.

METHODS

1. Research Design

The researchers had to use a one-group, pre-test - post-test design for the pre-experimental design. A one-group, pre-test - post-test design was used to collect data by administering an initial test prior to treatment, followed by another test after treatment. The objective of this study is to look into the developing English vocabulary of second grade students at SMA Negeri 1 Mamuju using an English Fairy Tale Video.

2. Research Instrument

The vocabulary test is the data collection instrument. The objective of the test is to determine the development of English Via English fairy tale videos, 11th students at SMA Negeri 1 Mamuju improved their vocabulary. The test material was derived from an English Fairy Tale video that was used as a treatment.

4

FINDINGS

This section summarizes the research findings. As stated in the previous chapter, a research question is proposed in this study, which is whether or not English fairy tale videos developed students' vocabulary mastery. The present research attempts were to see how eleventh-grade students at SMA Negeri 1 Mamuju developed their English vocabulary mastery through the use of English fairy tale videos.

The vocabulary test results can be used to determine the progression of students' vocabulary mastery at SMA Negeri 1 Mamuju, specifically in class XI MIPA 6.

According to the pretest and posttest mean scores, the students' vocabulary mastery improved significantly.

Discussions

In this section, the methodology explains the interpretation of the which was before and post- test results, as well as how the treatment was carried out.

The data analysis result showed that its use of video of English fairy tales in classroom instruction had a significant effect in improving students' vocabulary mastery. The procedures carried out in data collection to determine students' vocabulary mastery were pretest, treatment, and posttest. Students were given a pre-test to determine the students' initial vocabulary mastery, after that treatment was carried out to help students improve their vocabulary mastery, and the last was a post-test to find out whether there were changes experienced by students after being given treatment.

The mean score and standard deviation of the data from the which was before and post-test were larger in the post-test than in the pre-test, indicating that there was a large increase in both results. In addition, the frequency and percentage scores indicate that the student's vocabulary mastery in the pretest was poor and average. It's because many of them don't understand the vocabulary.

CONCLUSIONS

Based on the outcomes of the vocabulary mastery test given to second grade students at SMA Negeri 1 Mamuju, it is possible to conclude that there was development of English vocabulary mastery that was taught through English fairy tale videos, with pretest students

scoring 63.7059 and posttest students scoring 88.1176. Meanwhile, a statistically significant difference exists. due to the value of Sig (2- tailed) < P or (0.000 < 0.05).

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