THE USE OF THE FAIRY TALE VIDEO IN DEVELOPING STUDENTS' VOCABULARY MASTERY AT XI GRADE OF SMS NEGERI 1 NABIRE

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Abstract

This research aimed to find out how far the use of fairy tale video in developing students' vocabulary mastery. The approach of this research was quantitative. Vocabulary tests were used as the instruments for eliciting the data. The subject of this research was conducted at XI MIPA 5 of SMA Negeri 1 Nabire in the 2021/2022 Academic Year. The result of this research showed that the total score of the pre-test was 395 and the post-test was 639. The mean score of the pre-test was 26.3 and the post-test was 42.6. The standard deviation of the pre-test was 27.7 and the post-test was 45.1. From the data, it can be seen that the result of the post-test was higher than the pre-test. Then, it was found that the significant differences between the pre-test and post-test were higher than the degree of freedom 3.39 > 2.145. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. In other words, it can be concluded that the use of fairy tale video in developing students' vocabulary was quite effective.

Keyword: Vocabulary, Fairy tale video

Abstrak

Penelitian ini bertujuan untuk mengetahui sejauh mana penggunaan video dongeng dalam mengembangkan penguasaan kosakata siswa. Pendekatan penelitian ini bersifat kuantitatif. Tes kosakata digunakan sebagai instrumen untuk mendapatkan data. Subjek penelitian ini dilakukan pada XI MIPA 5 SMA Negeri 1 Nabire Tahun Ajaran 2021/2022. Hasil penelitian ini menunjukkan bahwa skor total pre-test adalah 395 dan post-test adalah 639. Nilai rata-rata pre-test adalah 26,3 dan post-test adalah 42,6. Simpangan baku pre-test adalah 27,7 dan post-test adalah 45,1. Dari data tersebut terlihat bahwa hasil post-test lebih tinggi dari pre-test. Kemudian, ditemukan bahwa perbedaan signifikan antara pre-test dan post-test lebih tinggi dari derajat kebebasan 3,39 > 2,145. Ini berarti bahwa hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima. Dengan kata lain, dapat disimpulkan bahwa penggunaan video dongeng dalam mengembangkan kosakata siswa cukup efektif.

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BACKGRAUND OF THE STUDY

Every country must have its language. Language exists so that we can communicate with each other, share information, or socialize. This statement is supported by Wibowo, Walija (1994:4), to convey ideas, messages, intentions, feeling, and opinions to others, there must be a language.

In the current revolutionary era, English is chosen and used as an International Language. According to Harmer (2007), five main factors cause English to become an international language, such as; (1) colonial history, namely English as the dominant means of control and as the language of administration during the colonial era, (2) economy, which is characterized by America's strength in the international trade scene, (3) information exchange, English is used as a good language of knowledge in international events such as conferences and various articles and even after the emergence of the internet as the main channel of information exchange, (4) travel, as evidenced by the number of travel and tourism business, even announcements at airports, aircraft, and air traffic control and sea communication around the world using English, (5) popular cultures, western culture such as pop songs, movies, and TV programs that are often listened to or watched widely also make English the dominant language.

Realize that English is chosen as an international language, so many people are competing to learn English. They have their reasons to learn English; to open their opportunity to continue education abroad, business, become a tour guide, a translator/interpreter, an educator, and so on.

Mastering English is not easy. To be able to master English requires motivation, focus, and patience. When we learn a language, in this case, English, we have to know that English has skills and components. There are four skills that we need for complete communication; they are: 1) listening, 2) speaking, 3) reading, 4) writing. Besides English skills, we also need to pay attention to some of its components. There are three components; 1) pronunciation, it is related to sound, pressure, and intonation, 2) vocabulary, it is one of the components related to the concept meaning, and 3) grammar, it is related to the rules of the language.

Based on the components, vocabulary is the main focus because it will support pronunciation and grammar, and also learning vocabulary is important because to be able to listen, speaking, reading, and writing,   the learners have to know vocabulary first. According to Thornbury (2002:255), "Vocabulary is used as a basic and core component to see how well students speak, listen, read, and write"**.** Therefore, one of the things that need to be considered in learning English is vocabulary.

In addition to relying on English dictionaries to be able to produce a lot of vocabulary, we also need a supervisor to guide and direct us so that the purpose of learning vocabulary can be achieved; and the supervisor referred to here is an English teacher. As an English teacher, needs to instill the importance of learning English and use creativity so that learning objectives

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can be achieved.

Based on the preliminary observation when the researcher carried out a field experience program at SMA Negeri 1 Nabire and observed in the class, many students looked bored and less interested. One of the students said that "I am not interested in English lessons because it is difficult to learn". It also can be seen when the English class, it was begun with a greeting, and then the teacher started to explain the material,   the material was explained by ng Indonesian, not English. The use of English jus was t when the teacher was giving orders to the students to read a reading text, clean t whiteboard, open and close the door, and n   a page in their textbook. "Teaching the material using Indonesian has a reason because when the teacher conveyed the material using English, the students cannot understand abo material". It also can be seen when the researcher was trying to teach English using English, most of the students did not understand what the researcher was saying. From the researcher's experience, it can be concluded that many students at SMA Negeri 1 Nabire are still lacking in producing vocabulary and less interesting in English.

Realize that the lacking vocabulary of the students and less of interest in English, thus the researcher offer a media that is expected to help students in developing their vocabulary mastery and interest in English which is; a fairy tale video. According to Riyana (2007:31)," Video is one of the ways as Media in teaching to help students learn faster and easier". While the fairy tale is a narrative text that aims to entertain readers by presenting language imimagesnd actions that support the reader's understanding of unfamiliar words (Cuddon, 1998 and Cameron, 2001).

In addition, Fairy tale was proved to be effective to help students in developing their vocabulary power in the past form of the 8th grade of SMPN 23 Semarang in the academic year of 2010/2011 (Basir, Abdul 2010:68). Concerning the facts above, the researcher is interested in a research with the title " The Use of Fairy Tale Video in Developing Students' Vocabulary Mastery at the XI Grade of SMA Negeri 1 Nabire ".

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RESEARCH METHODOLOGY

In this research, there were two variables as follows:

Independent Variable: Fairy Tale Video (x), Dependent Variable: Students' Vocabulary Mastery (y). The research design used a quantitative design. The experimental design in this research was one group Pre-test and Post-test design. The research applied pre-test, treatments, and post-test. Firstly the class was given the pre-test without fairy tale video and then the next day it was given the treatment. While treatments, the fairy tale videos were used as media. The post-test was given after the treatments.

This research was conducted at SMA Negeri 1 Nabire. The researcher focused on observing XI Grade of SMA Negeri 1 Nabire in the 2021/2022 academic years. The time of this research was started on April 16th until May 6th, 2021.

- Population

  The population of this research was the XI Grade students of SMA Negeri 1 Nabire, which consisting of ten classes in the 2021/2022 academic years. The total population was 360 students.

- Sample

  In this research, the researcher used the purposive sampling technique. The researcher took one class as the sample of the research. The class was XI IPA 5. The total sample was 15 students.

The instrument on this research was used to check the students' vocabulary mastery before and after taught by using fairy tale video. The test was given in two sections, pre-test, and post-test. The researcher used some techniques in collecting the data. Such as; Pre-test, post-test, and questionnaire.

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RESEARCH FINDINGS AND DISCUSSION

A. Findings

The finding of the research deals with the answer of the problem statement or research questions which aims to find out the improvement of the students in speaking ability. The result of data analysis found that using of the Picture and Picture method through Oral Descriptive Text can improve the students' speaking ability. Based on the explanation in chapter III about Technique of data analysis the researcher clarified that this research is using a mixed method applying both qualitatively and quantitatively. The researcher obtained of two kinds of data; the scores of pre-test and the scores of post-test. Therefore, for clear explanation about the students' improvement can be seen in the following table.

1. Quantitative Data

In this part the researcher obtained to give quantitative data analysis that is through pre-test and post-test. The researcher gave test in the end of each cycle. It has been found that the mean of students' achievement increasing from pre-test until post-test. The following explanation is quantitative data analysis which started from the pre-test, post-test I and post-test II. More clear explanations as reveals bellow:

a. Pre-test

Pre-test, the total score of students was 2368 and the number of students who took the test was 36 students, so the students' mean was:

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

$$\bar{x} = \frac{2386}{36}$$

$$\bar{x} = 65$$

From the table above, students' speaking skill was still very low. The mean of students was 65. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{36}{36} \times 100\% = 100\%$$

$$P_2 = \frac{0}{36} \times 100\% = 0.0\%$$

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Table 1.1 Distribution of Students' speaking skill for Pre-Test

Criteria	Total Student	Percentage
Unsuccessful	36	100 %
Successful	0	0.0 %

Analysis above, the students' speaking skill in English was still low. From the criteria 0 students got successful 0.0 % or in other words all students got unsuccessful which was 100 %. It could be concluded that the students' speaking skill has not improve yet. It was because, the students were not familiar with the picture and picture method. As a result, they get confused how to do with. All students were not passed the KKM. Then post-test continued in cycle I and cycle II, the analysis can be seen on the following table:

b. Post-test

Post-test in the first cycle, the total score of students was 2593 and the number of students was 36 students, so the students' mean was:

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

$$\bar{x} = \frac{2593}{36}$$

$$\bar{x} = \mathbf{72.03}$$

From the table analysis above, students' speaking skill got increasing. The mean score of the post test result from the first cycle was 72.03. In addition, the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \; X \; 100 \, \%$$

$$P_1 = \frac{16}{36} \; X \; 100 \, \% \quad = 44 \, \%$$

$$P_2 = \frac{20}{36} \; X \; 100 \, \% \quad = 55 \, \%$$

Table 1.2 Distribution of Students' speaking skill for Post-Test I

Criteria	Total Student	Percentage
Unsuccessful	16	44 %
Successful	20	55 %

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The mean score of the post-test from the first cycle was 72 which 20 students or 55 % got successful while 16 students or 44 % unsuccessful. Post-test in first cycle is categorized unsuccessful considering the standard of passing grade at the school is ≥ 75.

Based on the result of the students' speaking skill, there was an increase on both mean score and the number of students compared to the preliminary study. It was increased mean score from 65 up to 72.03 or 0 up to 20 students. It means that there was 17.33 % of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \quad X \quad 100\%$$

$$P = \frac{72.03 - 65}{65} \quad X \quad 100\%$$

$$P = \frac{6.03}{65} \quad X \quad 100\%$$

$$p = 9.23\%$$

Students' speaking skill in English on the topic Oral Descriptive Text by pictures method was classified unsuccessful. Hence the second cycle need to be undertaken for reaching higher score than passing grade classically.

The result of the pre-test and post-test first cycle can be classify unsuccessful. It can be seen on the table above. That is not yet enough to say success hence the score isn't such as expected by researcher.

Therefore the researcher continue to do the research and done post-test in the second cycle. Then, the result was shown significant improvement in second cycle analysis.

Following analysis for cycle II:

Based on the table above, the students' speaking skill was increased on the topic "Oral Descriptive Text" through the Picture and Picture method. The standard of maximum criteria was achieved with the mean 84.97 from the total score of students was 3059 divided the number of students who have done the test was 36 students, so the students' mean was:

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

$$\bar{x} = \frac{3059}{36}$$

$$\bar{x} = 84.97$$

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The analysis above reveals that students' speaking skill has increased. The mean of students was 84.97 and the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{0}{36} \times 100\% = 0\%$$

$$P_2 = \frac{36}{36} \times 100\% = 100\%$$

Table 1.3 Distribution of Students' speaking skill for post-test

Criteria	Total Student	Percentage
Unsuccessful	0	0 %
Successful	36	100 %

The table of analysis shown that the students' speaking skill was increased. The mean of students was 84.97. From the criteria 36 students got success score or it was 100%. Thus, it can be concluded that the students' speaking ability increased applying Picture and Picture on the Topic Oral Descriptive Text. Eventually, post-test cycle II was categorized success. The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{Y_2 - y}{y} \times 100\%$$

$$P = \frac{84.97 - 65}{65} \times 100\%$$

$$P = \frac{19.97}{65} \times 100\%$$

$$p = 29.23\%$$

From the explanation above, the students' speaking ability was classified a very good level while applying the Picture and Picture Method to improve students' speaking ability. Since mean score of students' speaking ability increased dramatically on post-test in cycle I and cycle II.

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Table 1.4 The score of Pre-Test, Pots-Test I and Post-Test II

Meetings		Student score ≥75	Total	Mean	Percentage
Pre-test	I	0	2368	65	0.0 %
Post-test I	II	20	2593	72.03	55 %
Post-test II	III	36	3059	84.97	100 %

The result showed the increasing of students' score from the pre-test to post-test II. In the pre-test, there is none 0.0 % (0 students) who got point ≥75. In the post-test I there was 55 % (20 students) who got point ≥75. It means that there was increasing 50 %. The post test in cycle II, there was 100 % (36 students) who got point ≥75. The increasing was about 50 % and the total increasing of students'' score from pre-test until post-test II was 100 %.

In short, it can be concluded that Utilizing "The Picture and Picture Method" in Teaching English on the Topic Oral Descriptive Text Can Improve Students' Speaking Ability and this learning has applied successfully and able to increased students' ability in speaking.

2. **Qualitative Data**

To gathering the qualitative data all at once to analyze the researcher selected three steps as below!

a. **Observations**

1) The activity in the class

This phase was used to grasp the level of activities done by both teachers and students' activities during teaching learning activity. The observation was focused on the situation of teaching learning process when the Picture and Picture method was applied towards students' activities and behavior as well as students' speaking ability in English Lesson with more emphasized-on interaction between teacher and students.

2) Enthusiastic student attending the Lessons

The researcher tried to notice all activities in the physical classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using Picture and Picture Method. Researcher was cautious in this phase because the students were anxious than the first cycle or pre-test and post-test I.

Most of the students were enthusiastic to follow the instruction. Researcher also saw they did not have any problem doing their test that is post-test. Activity in the classroom more active and live after pre-test passed and moved to the post-test I and post-test II. The eager of student in last cycle in post-test II using by Picture and Picture Method can be 100%.

3) The progress of students

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After knowing the activity and the enthusiastic student following the lessons, the researcher gave a test pre-test, post-test I and post-test II to the students to know students understanding and their ability in speaking based on the materials that researcher gave namely Oral Descriptive Text as far as the learning process. The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post-test I, there were only 20 students or 55 % who passed the minimum criteria. Then, the researcher and the teacher tried to modify the action in order 75% of students in the class could pass the minimal criteria. Both researcher and teachers felt satisfied because of students' efforts to improve theirs' speaking skill although not all the targets been accomplished. Moreover, the students seemed to accept the material easily by using picture method as media.

b. **Interview**

There are two interview sessions carry out to support data. The entity of interview is both English teacher and the students. The first interview was done in the first cycle while students did pre-test and the second one was done in the end of second cycle of post-test. First session, the researcher was done to interview about their problems in speaking. While the second session, students were interviewed about their respond or comments about the implementation of the Picture and Picture Method *(see appendixes)*.

c. **Documentations**

The researcher utilizes a camera and interview sheet to collect the data. Camera was functioned to capture the photos and record the students' performance while students describe picture in front of class and record interview responses *(see appendixes)*.

B. **Discussion**

This research was conducted to find out the improvement of the students' speaking skill on the topic Oral Descriptive Text by using the Picture and Picture method. This method was one of the strategies that could be used by the teachers in teaching English to improve the students' speaking ability. The research had been done by the researcher indicated that the picture method was very effective or the researcher would be say that this could be used in teaching speaking. It could be seen in from the tables that showed us the increasing of students score from pre-test, post-test I and post-test II. The improvement happened as the researcher knew how to manage the class and make the class more active with an appropriate methodology.

The Picture and Picture Method precisely helped the students to understand the subject easily. The result of the study confirmed that the implementation of using the picture and picture method as a media to educate students speaking ability could improve the students' skill in speaking. It is obviously revealing from qualitative data analyses which confirm if students got better in each cycle until the last cycle. Moreover, the qualitative data showed the students was active and spirit in teaching-leaning process by visual method.

This method is perfectly suitable towards students in Senior High School especially tenth grade. Hence, if the students are given the pictures to describe a particular object then students at

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the same time unconsciously used their five senses. Students used their eyes to see the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using picture and picture method, student more active in the class.

There are six steps have undertaken in conducting the research using the Picture and Picture Method by reseacher in SMAN 1 Nabire: First, the researcher prepares picture according to the topic or material of subject. Second, the researcher asks students to examined the picture accuracy. Thirth, the researcher divides students in groups. Fourth, the researcher asks all members of groups to know speaking ability the students (necessary limitation of the time). Then every group describes their picture. At the last, the reseacher do clarify, make a conclusion and do the final reflection.

In action, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity is to train students imagination and retell story in spoken English. This method is to make students easier and more enjoyable to describe something. Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through picture within utilizing blackboard drawing, wall pictures, chart and flashcard.

The researcher use the picture as a medium in this study at SMA Negeri 1 Nabire because of its advantages. The picture is an excellent media in which can stimulate students to invold as its attractiveness. The picture has capacity to persuade students with the variety of fun and games. Furthermore, it also means that the use of picture may offer similar opportunities for both teacher and students as well as to interact in a form of verbal to non verbal or writen responses. One of the good ways to begin with speaking is showing picture to students within pointing them the main characters, the actions or the situation that is going to be discussed.

The research for the first cycle was done into two sessions (2x45 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. The first stage, the researcher explained the step applied in the learning method and learning objectives to be achieved at the end of the teaching and learning activities. Then, the students were divided into four groups.

After the group formed the teacher explained briefly about the learning material. In applying this method, researcher collaborated with English teacher. The teacher explained the material briefly about descriptive text to all students. In this study, the teacher appointed one student from each group to be acting as a group leader and that person was expected to stay in class, while group members were welcome to wait outside the class. Then the teacher explained the material that conveyed to each group leader.

After the group leader understood the material that had been explained by the teacher, then the group members outside are invited into the class. The task of the group leader is to explain the material that was previously delivered by the teacher, namely descriptive text. Eventually,

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after all each group understood, the teacher called students randomly to come forward to explain what he had understood from the group leader's explanation.

Implementation of the action in the third cycle was basically the same as the first cycle and second cycle. In this cycle, the study was conducted in one meeting. At the beginning of the learning process in this cycle, a technical description of the Picture and Picture Model still be given to students in order to improve student's speaking ability. Then, the next learning process is similar to previous meetings, but with the same learning materials.

So, from some of the theories above which explain some of the advantages describing picture students experience an increase in speaking ability and the pictures media's role in Oral Descriptive Text material for student to encourage students' speaking skill be successes because there a positive effect shown from the student's score at post-test I 72.03 and student's score at post-test II was 84.97. The student's score was increasing than pre-test. The students were more active and they enjoy learning process and they learned the materials easily when they was taught by using Picture Method as a media. So the researcher concludes that teaching by using pictures is effective to improve student's speaking ability at the second semester tenth grade students of SMA Negeri 1 Nabire.

The analysis of the result cycle II. Most of the students responded the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score, they got from pre-test, post-test I, and post-test II. After achieving the target research of where maximal 100% students who pass the passing grade, therefore the researcher decided to stop to do research because it had already succeeded.

All in all, based on the result of the quantitative and qualitative data, utilizing "The Picture and Picture Method" in Teaching English on the Topic Oral Descriptive Text Can Improve Students' Speaking Ability (A Study in the Tenth Grade Students of SMAN 1 Nabire in the Academic Year 2021/2022).

CONCLUSION

Base on the background of the study above: The implementation of using the pictures method as a media to educate students' speaking ability was very useful and there are benefits hence the students were more active and participated in the teaching-learning process. Therefore, Picture Method can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. In the first test (pre-test) the students who passed the KKM 75 were 0 students of 36 students (0.0 %). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 20 students of 36 students (55 % In the third test (post-test 2) the students passed KKM 75 were 36 students of 36 students (100 %). 2) The Picture Method in the teaching and learning activity can improve students' speaking ability that showed by the score they get. The students tenth grade in the class X IPA 2, MIPA 5, X IBB of SMA Negeri 1 Nabire have to better understanding about describe someone, place, in descriptive text use picture. The pictures

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media's role in oral descriptive text material for student to encourage students' speaking skill also has proven by their participation in the class conversations, discussions, perform in front of the class, pronunciation, fluency and feeling confident about speaking. That means students really like the picture method and the role of picture applicable to increase students speaking ability.

Based on explanations above the researcher concludes that teaching by using the pictures and picture method through oral descriptive text is effective to improve student's speaking ability at the tenth grade students of SMA Negeri 1 Nabire.

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