

## **ABSTRACT**

### **THE USE OF SLIDE VIDEO IN INCREASING STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE VII OF SMPN 6 BANDAR LAMPUNG (A Classroom Action Research)**

**By**

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The objective of this classroom action research is to solve the problem faced by the class teacher of grade VII F of SMP N 6 Bandar Lampung; the problem found was that the students' vocabulary achievement was very low. The students were not interested in learning English as the teaching learning process was quite boring for them. So the teacher needed to support the teaching learning process with an audio visual media. The use of slide video was chosen since video is an appropriate media to stimulate and motivate the students' interest and attention in understanding the unknown words since video makes language more alive and meaningful and helps to bring the real worlds into classroom. To find out whether the use of slide video is applicable to improve the students' vocabulary achievement and to improve the students' learning activities and the teacher's performance, the research was conducted at SMP N 6 Bandar Lampung. The subject of the research was students of grade VII F in the academic year 2009/2010.

This classroom action research was conducted in two cycles, each cycle consisted of: planning, action, observation and interpretation, and analysis and reflection. To collect the data of the learning product and learning process, the researcher used vocabulary task and observation as the instruments. He used the indicators dealing with the learning product and learning process. The result of the learning product showed that the use of slide video is applicable to improve the students' vocabulary achievement. The research was successful if at least 70 % of the students of grade VII F got score 60 or higher; it was based on the KKM (Kriteria Ketuntasan Minimal). In cycle 1, there were 16 students (44.44%) who gained score  $\geq 60$ , thus he conducted cycle 2, and there were 33 students (91.67 %) who gained score  $\geq 60$  it means that the indicator is achieved.

For the learning process, that is the students' activities, there were only 20 students (55.56%) who did 80% of the activities in cycle 1, then he conducted the other cycle to meet the indicator, and in cycle 2 there were 32 students (88.89 %) who did 80% of the activities, it means the indicator is achieved. Meanwhile, for the teacher's teaching performance the indicator of the research is, if the teacher can get score at least 80 for his teaching performance. The teacher got score 60 in cycle 1, then he got 87 in cycle 2 which means that he could teach the students well after implementing slide video. Referring to the result of the research above, it can be concluded that the use of slide video is applicable to improve the students' vocabulary achievement, the teaching learning process (students' activities), and also the teacher's teaching performance.