

**THE IMPLEMENTATION OF VIDEO IN TEACHING VOCABULARY
AT THE SECOND GRADE OF ELEMENTARY SCHOOL**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

THE IMPLEMENTATION OF VIDEO IN TEACHING VOCABULARY AT THE SECOND GRADE OF ELEMENTARY SCHOOL

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The aim of this research was to describe the students' engagement during the process of teaching vocabulary through video. The method of this research was a qualitative research. Observation sheet was used as the instrument of eliciting the data. The subjects of this research were 30 students of II-A class in SD Immanuel Bandar Lampung.

The results of the study showed that most of the students were actively engaged in affective engagement as they enthusiastically joined the teaching learning activities through video. The students' cognitive engagement was actively stimulated as most of the students easily understand the meaning, pronunciation, and use of the words. Most of them were also actively engaged in behavioral engagement as they did all of the activities instructed by the teacher. This indicates that the use of video in teaching vocabulary is regarded as being effective to encourage students to be involved in the process of teaching learning activities.

Keywords: video, student engagement, vocabulary

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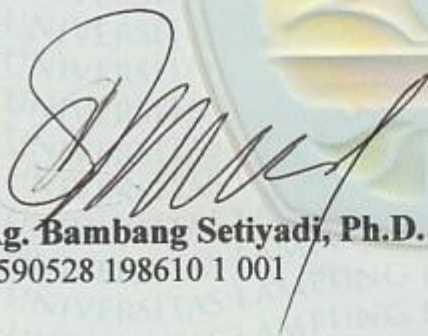
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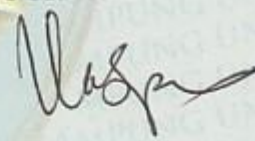
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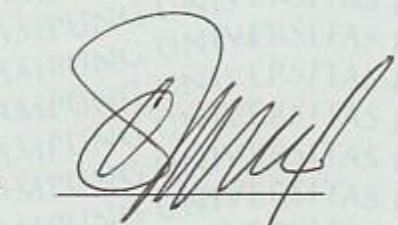


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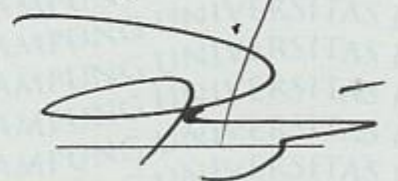
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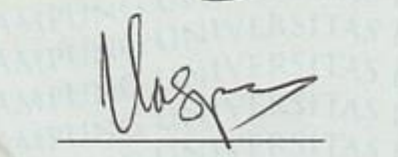
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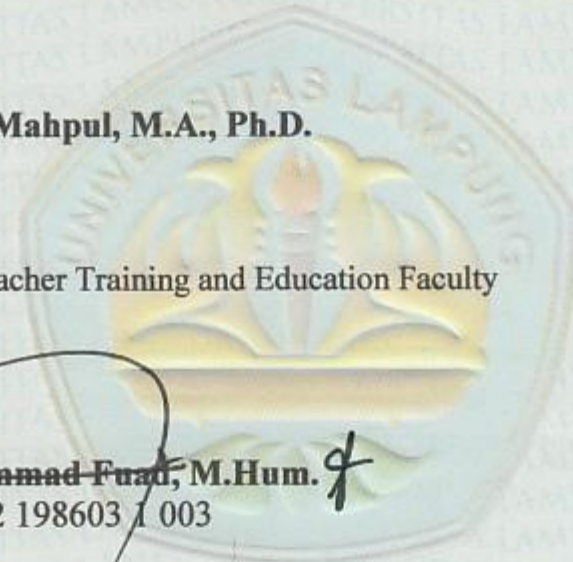
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DEDICATION

This script is proudly dedicated to

- ✚ Jesus Christ, for all of His tremendous blessings
- ✚ The greatest inspirations of my life: my beloved Father and Mother,
V.Manurung and Sorta Frida Silaen.
- ✚ My beloved family: Edward Manurung and Mela Karunia Manurung
- ✚ My Almamater, English Education Study Program, Lampung University

MOTTO

“I can do all things through Christ who strengthens me.”
(Phillipians 4 : 13)

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Hopefully, this ungraduated thesis would give a positive contribution to the educational development or to those who are interested to carry out further research.

Bandar Lampung, 21th July 2016

The Writer

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I. INTRODUCTION

This chapter discusses about background of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Teaching English as a Foreign Language (TEFL) has been carried out at all levels of education in Indonesia (Sadikin: 2010). In learning English, there are four language skills that students have to master, i.e., listening, speaking, reading, and writing. Manurung (2003) states that the ability of speaking, listening, reading, and writing English depends on the mastery of vocabulary and grammar. In addition, McCarthy (1990) states that no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in a L2 just cannot happen in any meaningful way. The ideas above show that the more words we know, the better is our chance in understanding target language. Therefore, having a large vocabulary plays an important role for students to succeed in mastering the four language skills.

Vocabulary, according to Hatch & Brown (1995), is a list of words that speakers of a language use. It is mentioned by Edge (1993) that knowing a lot of words in a

foreign language is very important. The objective of learning English which is communication can be achieved if students know substantial number of English words. Unfortunately, the researcher sees that students in Indonesia find difficulties in learning English, especially understanding the meaning of certain vocabulary. Some say that it is difficult to memorize certain words; others say that the teachers cannot translate the proper interpretation of the words (Hustchinson & Waters, 1987, p. 50).

According to Rohmatillah (2014), all of the students have difficulties in pronouncing, writing, and spelling the words; also, the different grammatical form of a word known as inflections was one of causes of students' difficulties in learning vocabulary. In addition, there are several factors that cause students face difficulties in learning vocabulary – the written form is different from the spoken form in English, the number of words that students need to learn is exceedingly large, the limitations of sources of information about words, and the complexity of word knowledge. It can be implied that learning English vocabulary to the extent of able to use it in communication is a difficult process and should be taken as priority in English teaching learning process.

Due to the challenges above, teachers need to vary instructional media for teaching English vocabulary. Thus, teacher should provide kind of media which can help students to enhance vocabulary mastery and to promote interests in learning English. Harmer (2007) states that teachers should see technology as tools to help them in whatever techniques and approaches they have chosen to use. It can be said that there is one way to make teaching vocabulary interesting and can enhance their vocabulary that is by using technology such as audiovisual

media or videos. Therefore, the researcher considers video as an interesting technology tool which can be used to promote the students' vocabulary mastery and interest in learning English.

Video can present language in lively way as video features visual and audio in which students can learn English much from it. All of the visual and audio clues in video can help students convey meaning of vocabulary and attract students' interests in learning vocabulary. Therefore, video is expected to be an effective media to teach vocabulary for students in increasing their interests in learning English and also enriching their vocabulary.

There have been several studies dealing with the use of video in teaching vocabulary. The first study was conducted by Nurkodri (2010). He investigated about how video can improve vocabulary achievement of first grade students of junior high school in SMPN 6 Bandar Lampung. The research was a classroom action research which was conducted in two cycles. The first cycle was done based on the problems faced by the students and teacher. The second cycle was done based on the problems on the result of the analysis and reflection of the first cycle. He used slide video to teach about job vocabulary for his students. The instruments he used in getting the data were vocabulary test and observation. Based on the research findings, teaching English through video improved the students' vocabulary achievement, promoted students' activities and helped teacher to enrich her/his teaching performance.

The second study was conducted by Widiastuti (2011). She conducted a classroom action research and observed about how was the implementation of

video in teaching vocabulary for fifth grade of elementary school students. She taught the vocabulary about clothes in three meetings to the students by showing YouTube video for many times. The researcher observed all activities in the teaching and learning process while the technique of teaching vocabulary using YouTube video is carried out. She gave vocabulary test and used observation sheet as instruments to get the data. She found that using video in teaching vocabulary was effective to enrich students' vocabulary and also made the classroom situation become more conducive as most of students followed the class activities very well. From the previous research findings it can be implied that teaching vocabulary through video can improve students' vocabulary mastery and promotes an effective teaching learning process.

The previous studies focused on finding the increase of students' vocabulary mastery of seventh grade students of junior high school and fifth grade students of elementary school, whereas in the present study the researcher focused on observing how the students engage the process of teaching vocabulary through video for second grade students of elementary school. According to English curriculum of School Based curriculum (KTSP) the second grade students are being taught about vocabulary. The researcher taught the students about vocabulary of season and action verb which were chosen based on KTSP curriculum and focused on the goal of making the students are able to pronouncing, spelling, and using the words. In brief, this research was conducted to observe how students were engaged during the implementation of video in teaching vocabulary for second grade students of elementary school.

1.2. Formulation of the Problem

Reference to the background of the problem as provided in previous pages, the research questions of the current research is: how is the student engagement during the implementation of video in teaching vocabulary for second grade students of elementary school?

1.3. Objectives of the Research

In relation to the formulation of the problem above, the objectives of the research is to describe how the student engagement during the implementation of video in teaching vocabulary for second grade students of elementary school.

1.4. Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research may give additional contribution in case of education and it may verify the previous research findings and theories.
2. Practically, the result of this research can be used as information sharing for English teacher in elementary school about whether this media is applicable or not to engage students positively in learning English especially in learning English vocabulary.

1.5. Scope

This research will focus on the process of using video as a media in teaching vocabulary for second grade students of elementary school. This research will be

conducted at the second year students of SD Immanuel Bandar Lampung of academic year 2015/2016. In this case the researcher will use one class only that is class II-A which consists of 30 students. The focus of this study is teaching vocabulary through video to find out the student positive engagement during the process of teaching vocabulary through video. The researcher will conduct a classroom observation to collect the data of the research.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. These are some terms which are related to the research:

- a. Implementation is a way to put or apply something for a particular purpose.
- b. Video is a combination of motion, color, and sound in way that can dramatize ideas better than any other medium.
- c. The implementation of video is a way to apply the video as medium that can dramatize ideas better to achieve the purpose of teaching English for students.
- d. Vocabulary is a set of words within a language that plays important roles in completing the language to be understandable.
- e. Teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Based on the explanation above, the researcher will conduct a research entitled the implementation of video in teaching vocabulary at the second grade of elementary school. This research concerned on the student positive engagement during the implementation of video in teaching vocabulary. Besides, this research was conducted at SD Immanuel Bandar Lampung with II-A class to be the subjects of this research. The researcher used five terms to define the title of this research they are; implementation, video, the implementation of video, vocabulary and teaching vocabulary.

II. FRAME OF THEORIES

In relation to this study, several points of theories and previous studies were reviewed. Thus, this chapter elaborates the concept of vocabulary, teaching vocabulary, media, video, using video in teaching vocabulary, the procedures to use video in teaching vocabulary, the advantages and disadvantages of video, and student engagement. By referring to those concepts, the theoretical assumption can be concluded.

2.1. Vocabulary

Vocabulary is all the words in a language (Barcroft, Sunderman, & Schmitt: 2011). Hornby (1995) states that vocabulary is the total number of words that make up a language. Someone can deliver their idea by arranging the words in a right structure to a complete meaningful sentence. Vocabulary is one of language aspects that is important in learning language.

Swan and Walter (1984) state that vocabulary acquisition is the largest and the most important task that are faced by the language learners. According to Wilkins in Thornbury (2002) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It implies that vocabulary mastery is very important to be first acquired by learners to support the main concern of learning language which is communication.

In learning vocabulary it is important for students to know which class of words are them. Words are classified into eight classes. Thornbury (2002) states there are eight different word classes, as follows:

Nouns	bits, peaces, record, player
Pronouns	I, them
Verbs	like, looking, doing, to look
Adjectives	old, second-hand, new
Adverb	up
Prepositions	for, like
Conjunction	and
Determiner	a, an, the

The word classes are worth considering to be known by students to make them easier to use it in producing a comprehensible sentence as a mean of communication. When the students know which class of words the vocabulary they learnt is, they can use the vocabulary in a right structure and make the sentence becomes comprehensible.

Based on theories above, it can be concluded that vocabulary is words within a language which play an important role to produce a meaningful language as it is arranged in right structure. Generally, the words are also classified into eight classes, they are nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction, and determiner. It can be concluded that knowing vocabulary

includes a process of understanding the class of words so learners can use the vocabulary as comprehensible sentence as a mean of communication.

2.2. Teaching Vocabulary

According to Hornby (1995), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Edge (1993) states that the more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively. With more vocabulary, the learners can understand and use English without any difficulties. Therefore, teacher has an important role to introduce vocabulary for students in order for them to be able to communicate using the target language effectively.

Teaching vocabulary is a complex process for teacher and need to be concerned. Nation (1974) says that when a teacher teaches a word, she or he has to teach three things:

a. Teach the shape, or form of the word; pronunciation

The teacher can do this activity by spelling the letters of the words loudly and the students repeat it. It can be applied for teaching how to pronounce those words correctly, the teachers be the first then the students followed.

b. Teach the meaning of the word

The teacher can use the sentences that have relation to the word both the meaning and the uses, so that, the students can guess the meaning of

vocabulary which are taught. For the example, the teacher gives the clue with its function.

c. Teach the use of words

The teacher may provide the sentences that using the target words, then the students can identify the function or the uses of the word based on its position in the sentences.

Based on the theory above, in the process of teaching vocabulary, the English teachers should be able to use a better way of teaching strategy that covers the shape, meaning, and use of vocabulary. Allen and Vallette (1977) state that the application of better way of teaching vocabulary can be meaningful and useful, when the students can find it is easier to understand the words which are taught and they can also increase them well. It implies that teacher should consider interesting and meaningful teaching vocabulary strategy in order to make students easier to understand. The use of media as well as technique have to be considered too.

It can be concluded that teaching vocabulary is teaching the students how to acquire, understand and able to memorize new terms or words. The focus of teaching is to build students' knowledge about aspects of words that help them to enhance English vocabulary knowledge and use. The vocabulary that are taught should cover the form, the meaning and the use of the word. The teaching vocabulary strategy and the implementation of interesting media have to be considered in achieving the objectives of teaching learning activity in the class.

2.3. Media

One way to support teaching and learning English is by using media. According to Usman and Asnawir (2002) media is defined as instrument to see, hear, talk, and read used in teaching learning process and it can influence the effectiveness of instructional program. Sudjana and Rifai (2000) state that media is something used to help teacher in teaching learning process. Those can be inferred that media is instrument to convey message more concrete and also motivate the students in learning English.

Sola (2011) suggests three types of media in teaching vocabulary, they are as follows:

a. Visual media

They are media that can be seen. The visual media such as pictures, photographs, flashcards, posters, charts, comic strips, and picture-book can be useful in different ways to serve vocabulary mastery. Their use attracts learners and increases their curiosity. Visuals prove their effectiveness in creating relaxed classroom environment, and revealed that learners' vocabulary levels, especially beginners, have shown development through the integration of these materials.

b. Audio media

They are media that has sound to be listened. Audio media such as, tape recorder, music, and songs uses sound and voice to transfer message. These acoustic aids can help teachers introduce new term and define them. Listening to stories, songs, plays can clarify more the meaning of new

items, since they are presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation.

c. Audio visual media

It provides audio and visuals in one media. Audio visual such as, video, television, computer, and OHProjector are more reliable since they serve two important senses: auditory and visual. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase learners' interest and motivation; and help them to memorize new word easily.

In teaching vocabulary it will be better for teacher to consider the benefits supported by each media. Based on the explanation above, audiovisual media in which video integrates auditory and visual that is believed can increase learners' interest in learning English and help students in memorizing new word easily. Therefore, by seeing the benefits provided by audiovisual media, video is worth to be considered as a suitable media to support the teaching vocabulary process.

2.4. Video

One of media that is believed to be suitable for teaching vocabulary is video. According to Canning-Wilson (2000) that video is selection and sequence of messages in an audio-visual context. Another definition stated by Agnew in Neo (2001) that audio-visual is the combination of various digital media types such as text, images, sound, and video into an integrated multy-sensory interactive application or presentation to convey a message or information to an audience. It

implies that video is a media that provides sequence of message covered by combination of images and sound to attract whoever watch it.

The benefit of video from other types of media is the integration of auditory as well as visuals. According to Canning-Wilson (2000), being able to see the speakers, their context and body language is a huge advantage to listeners. Video provides not only auditory to be listened but also visuals which makes the students are easier in acquiring new vocabulary by observing the body language or gestures of the speaker.

Video is categorized into some types. Harmer (2001) has mentioned that there are three basic types of video which can be used in class:

a. Off-air programmes

Programmes which are recorded from a television channel are called off-air programme. Some of them are extremely difficult for students to understand, especially where different accents are used.

b. Real-world video

There is no reason why teachers and students should not separately published videotape material such as feature films or wildlife documentaries, etc.

c. Language learning videos

Harmer (2001) had remarked that the main advantage of language learning videos is that they have been designed to student with potential abilities. However, the danger of language learning video is that they fail the quality test because the production is poor, and the situation and the language are inauthentic. The teacher's choice, therefore, has to be limited to those sequences which the students will accept and enjoy.

Based on the theories above it can be concluded that video is a media that can be used to improve students' vocabulary mastery that provides picture and sound in it so by listening and observing the pictures they can acquire many new words. Video has three types namely, off-air programmes, real world video and language learning videos. Thus, by considering the benefits of each types of video, the researcher will use the language learning video as media in teaching vocabulary.

2.5. Using Video in Teaching Vocabulary

Video is considered as an effective aid used by teacher in teaching vocabulary. As mentioned by Hemei (1997), being rich and valuable resource, video is well-liked by both students and teachers. Teachers use video because it provides rich features such as text, picture, and sound that can attract learners' interests and helps teacher in teaching learning activity.

According to Gallacher in Widiastuti (2011), when selecting a video to be used in the classroom, certain general criteria should be kept in mind. There are several criteria in selecting video especially for elementary students:

a. Watchability

It is related to the question is the video interesting, would a young learner want to watch this, etc.

b. Completeness

Tomalin (1991: 50) states the ideal video clip tells a complete story or a section of a story. This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment.

c. Length

The length of the clip is important. It shouldn't be long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

d. Appropriateness of Content

The content should be suitable for young learners. It should also be suitable for viewing in all cultures.

e. Level of Maturity

Children mature very quickly so a group of 7-year-olds watching a video made for 5-year-olds would probably regard it as 'too babyish'. Video should be matched with their level of maturity in order to make them understand the concepts in the video.

f. Availability of Related Materials

Many authentic videos now come with ready made materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video.

In summary, teacher should consider the video which is suitable for young learners by considering the criteria above. After finding the appropriate video to be used teacher should also consider the video activities in teaching vocabulary that is in line with the video chosen and able to make students interest in learning vocabulary.

2.6. Procedures to Use Video in Teaching Vocabulary

The researcher considers the teaching procedures by using video which is proposed by Keith Harding in his web article entitled 'integrating video content in the EFL classroom with International Express – Part 1' is suitable to be implemented in teaching vocabulary.

Harding (2015) proposes procedures of teaching vocabulary through video-based lessons, as follows:

Before watching:

Here are some ideas for preparatory work, before watching the video:

1. Countries and cities (topic)
 - Show the picture of Santiago from the video as a still image.
 - Where is it? Which continent? Which country?
 - Ask students in pairs to write down as many South American countries and cities as possible. This can be done as a team race – for example, the first team to name five countries and five cities.
 - Show an outline map of South America (from the Internet, or an atlas or wall map of the world if you've got one). Locate the cities and countries.

In the first stage of pre-viewing activity, the researcher considers that the second grade students of elementary students in Indonesia are not familiar with the topic so that the researcher consider the more suitable topic based on English curricula of School Based Curriculum (KTSP) for second grade students of elementary school. The researcher found that the material of teaching English for second grade students of elementary school is vocabulary about season and action verb. The researcher will choose season and action verb as the topics for two times teaching. In the beginning, the researcher will show a picture of season from the video as a still image. Then the researcher will ask students “what is it?” “what are the things in the picture?” “do you like this season?” and “what is the colour?”.

2. Comparatives and superlatives (grammar focus)

Use the list of cities/countries (and the map) to make comparative and superlative sentences.

- Which is the largest/smallest country?
- Which is the most beautiful/the highest city?

Examples could be: Brazil is larger than Chile; Argentina is further south than Chile. Use Chile as much as possible, as the video is about Santiago and Chile.

The grammar focus in the second stage of pre-viewing activity is not in line with the grammar focus mentioned in the English curricula based on School Based Curriculum (KTSP) 2006 for second grade students of elementary school. In order to make the teaching procedures become in line with the curricula the researcher changes the grammar focus on making sentences and questions with vocabulary the students have learnt.

3. Practise the language

What do you know about or think you know about Santiago? Consider:

- Location
- Scenery
- Buildings
- Things to do
- Tourist attractions

To prompt show four stills from the video, such as:

- Map of South America (1:40)
- City buildings (2:16)
- Church (2:50)

- Scenery and city (3:11)

In the third stage, the researcher who has chosen the topic of teaching material will ask students whether they know the topic of what they will learn about and what they have already known about the topic. The students will be asked to answer the questions orally. The researcher will see how far is the students' familiarity with the topic.

While watching:

In maximising the learning opportunities, set tasks for students to focus on throughout watching. Remember: tasks can be graded to the level of the learners, even if the content is not. This will involve you having to press pause, rewind, and also the sound-off or mute button, in some cases.

1. Silent play

Play the whole video (or just a section) with the sound down. Have your students write down what they see, particularly the objects and places, and then compare with a partner.

If you wanted to make this more interactive, get the students to stand back-to-back with a partner – one will look at the screen, whilst the other looks away. The student facing the screen describes to their partner what they can see, and the student facing away writes down the words. They swap roles halfway through. Then rewind the video or section and have them watch it back together, to see how much they identified or what they might have missed.

2. Stand up!

Give each student a letter – A, B, C, and D. They must stand up every time they hear a word from one of the following categories:

A: a word for a building

B: a word for scenery

C: a comparative

D: a superlative

In the while-viewing activity, Harding (2015) suggests two main activities, they are silent play and stand up! activities. The researcher considers that stand up activity is good to challenge students and get students to pay attention to the video. In the beginning of while-viewing activity, the researcher will play the video and ask students to do stand up activity. This activity will be done to make students watch, identify the characteristics of season and stand up according to the name of what being said in the video. The researcher believes that by doing stand up activity the students can understand the characteristics of season well and can show their understanding of the season.

After watching the video:

Follow-up tasks and activities will help to reinforce the language and will also provide the opportunity for more communicative and interactive language practice.

1. Vocabulary work on other world places:

- Country (e.g. UK)
- Capital (e.g. London)
- Language (e.g. English)
- People (e.g. British)

2. Speaking activities

3. Make a film

Ask students to make their own film about one of the cities they have researched on the Internet, or of their own city/country. It might not be possible to actually make the film (although this could always be filmed on a mobile phone, for ease), but the students can plan the film (frame by frame) and write the script (using the Santiago script as a model).

In the after-viewing video, there are three activities proposed by Harding (2015) – vocabulary work, speaking activities and making a film. From those three activities the researcher will choose speaking activity by asking students about their favorite season. The researcher choose speaking activity because she will observe on how students use and pronounce the vocabulary they have learnt from video. In the last meeting the researcher will use vocabulary worksheet. The researcher choose vocabulary worksheet because she will observe the students' understanding of the spelling of vocabulary they have learnt from video.

In brief, the researcher will adapt the teaching procedures of teaching vocabulary through video-based lesson in her class (see appendix 1). In adapting the procedures above the researcher reconsider the topic of video according to the English curriculum of elementary school and the teaching learning activities which can be followed and understood easily by second grade of students of elementary school as the subject of this study.

2.7. Advantages and Disadvantages of Video

Using video in teaching vocabulary for elementary students has advantages and disadvantages. Gallacher (2003) mentions some advantages of teaching English using video for young learners, as follows:

a. Children enjoy language learning with video

One of the aims of teaching English to young learners is to instill in them the idea that language learning is a happy experience, and video creates an attractive enjoyable learning environment.

b. Video is an effective way of studying body language

Younger language learners are still learning about the world around them.

c. Children gain confidence through repetition

Young children love to hear stories again and again and the same goes for video. By watching video several times children can learn by absorption and imitation.

d. Video communicates meaning better than other media

Video presents language in context in ways that a cassette can't. Learners can see who is (or what is) speaking, where the speakers are, what they are doing, etc. All these visual clues can help comprehension.

d. Video represents a positive exploitation of technology.

Young learners, in particular, have a positive attitude towards television and video. It is seen as 'modern' compared to books.

From the explanations above, it is clear that videos have many advantages. Despite of the advantages of video also has some disadvantages. Cakir (2006) states the main disadvantages of video are cost, inconvenience, maintenance and

some cases, and fear of technology. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

Summarizing of the explanation above, there are lots of advantages using video method. The use of video is able to make students enjoy and confident in learning language because of its audio and visual features; it communicates meaning better than other media, and increases students' interest in learning English as they see the language-in-use. On the other hand, there are disadvantages of video which are the cost, inconvenience, maintenance and some cases, and fear of technology. The video will be purposeless if teacher does not prepare interesting technique of using video in teaching vocabulary. Teacher should make use the advantages of this media and try to reduce the disadvantages of this media to provide an interesting and meaningful teaching learning environment. Thus, it can be assumed that the implementation of video can make students have positive attitudes and engage actively during the vocabulary teaching learning process.

2.8. Student Engagement

Student engagement is used to depict student willingness to participate in routine school activities, such as attending classes, submitting required work and following teachers' instructions in class (Chapman: 2003). Kenny and Dumont (1995) states that student engagement is increasingly seen as an indicator of successful classroom instruction. It implies that observing students engagement in the classroom makes teacher know whether his/her teaching is considered successful or not.

Fredericks et al (2004) states that student engagement is not a one-dimensional construct. It means that student engagement is consist of multi-dimensional constructs. According to Skinner and Belmont (1993) the multi-dimensional definition of engagement focuses on the cognitive, behavioral and affective indicators of student engagement. Ganeshini (2011) explains the multi-dimensional definition of engagement, as follows:

1. Cognitive engagement

Cognitive engagement is thought to prevail when students expend mental effort necessary to comprehend complex ideas and master difficult skills (Fredericks et al., 2004).

Example: Flexibility in problem solving, preference for hard work, investment in learning beyond just behavioral engagement, mental effort and desire to master a task.

2. Behavioral engagement

Behavioral engagement is student participation in academic, social and extracurricular activities (Fredericks et al., 2004).

Examples:

- Positive conduct: Consists of behaviors that illustrate effort, persistence, concentration, attention, asking questions, contributing to class discussion, following rules, studying, completing homework and participating in school-related activities.
- Absence of disruptive conduct: Not skipping school and not getting into trouble.

3. Affective engagement

Affective engagement represents attitudes or feelings about the pursuit of learning (Skinner and Belmont, 1993). Students who are affectively engaged at school hold positive attitudes towards academic activities (ibid).

Examples:

- Affective reactions in the classroom, attitudes towards school and teachers, identification with school and feelings of belong and appreciation of success in school.

In addition, Trowler (2010) divides student engagement based on the characteristics into three – positive engagement, non-engagement, and negative engagement and will be explained in the table below.

Table 1. Examples of positive and negative engagement

	Positive Engagement	Non-Engagement	Negative Engagement
Behavioral	Attends lectures, participates with enthusiasm	Skips lectures without excuse	Boycotts, pickets, or distrupts lectures
Emotional	Interest	Boredome	Rejection
Cognitive	Meets or exceeds assignment requirement	Assignments late, rushed or absent	Redefines parameters for assignments

In brief, student engagement is an involvement or participation of students in every activities phisically and mentally in the classroom which is important because it can be used as indicator of the successful of teaching learning process. There are three dimensions of student engagement to focus on, they are behavioral, affective or emotional, and cognitive. Based on the characteristics student engagement are classified into three namely, positive engagement, non-

engagement, and negative-engagement. Thus, the researcher will limit her observation on observing positive engagement in three dimensions and the theory of student engagement will be used as the indicator of the successful of teaching vocabulary through video.

2.9. Theoretical Assumption

The media video is an interesting way to enhance students' vocabulary mastery in form, meaning, and use. Teachers should provide an interactive and interesting teaching vocabulary technique to enhance students' vocabulary mastery and makes students engaged actively in the class. In teaching vocabulary, there is a media that can be used by teacher to reach the objective of teaching vocabulary which is video.

Based on the literature review above, video is a media that can be used to improve students' vocabulary and make student engage positively towards learning process because of the following points:

1. Video can attract students to enjoy learning English by its moving picture and the sound and leads to result students engage positively in the teaching learning process.
2. In the implementation of video, students will be taught interactively by watching the video that integrates picture clues to know the meaning of words and also sound to learn how to pronounce it and then followed by question answer session so the students will be able to use the words they learnt and engage positively in the teaching learning activity.

The researcher concludes by using video as a media, students are facilitated to comprehend and memorize the new vocabulary well. Finally, it is assumed that the implementation of video is an effective teaching technique which leads to the success of students' vocabulary mastery and promotes students positive engagement in the teaching learning process.

III. METHOD

This chapter provides an overview of research design, subjects of the research, data collecting technique, procedure of data collecting technique, and data analysis.

3.1. Research Design

This research is a qualitative study by employing a descriptive research. The research was conducted to find out how was student positive engagement during the implementation of video in teaching vocabulary at second grade of elementary school. Descriptive method is used to present a broad spectrum of research activities having a common purpose of describing situations events or phenomena (Mason and Bramble: 1997). It implies that descriptive method was used in this research because the researcher wanted to describe the engagement of second grade students during the implementation of video in teaching vocabulary. This research employed a focused description study in which the researcher uses some category of data which has been prepared by the researcher (Setiyadi: 2006). The category data mentioned were procedures of teaching vocabulary through video for young learners which was proposed by expert of teaching vocabulary by implementing video in 2015 and the observation sheets about student engagement was used to observe the students positive engagement during the implementation of video in teaching vocabulary.

3.2. Subjects

The subjects of this research were the second year students of SD Immanuel Bandar Lampung in even semester academic year of 2015/2016. SD Immanuel Bandar Lampung employed KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum. There were three classes in second grade of elementary school in 2015/2016 school year. Each class consisted of 30-40 students. The researcher used one class as the sample of this research. The sample was not chosen randomly. The class that is given treatment was II-A which consists of 30 students. The reason of choosing II-A class was because the students of II-A class have less enthusiasm in learning English than other classes. The II-A class was taught by the researcher by using video as a media.

3.3. Data Collecting Technique

In collecting the data, the researcher conducted a classroom observation which relied on qualitative method since she wanted to find out how the student positive engagement during the implementation of video in teaching vocabulary at second grade students of elementary school. The researcher used observation sheets and worksheet as instruments of data collection. The further explanation about observation will be explained below.

3.3.1. Observation

In this study, classroom observation was conducted to record the students' engagement in learning vocabulary through video. According to Harrington, Birman, and Sherman in Wortham (2005) observation can be used for three major purposes: (1) to understand children' behaviour, (2) to evaluate children' development, (3) to evaluate learning process. Therefore, the researcher

evaluated the learning process by analyzing students' behavior and the students' development towards vocabulary learning through video.

The main focus of evaluating learning process was to observe whether the process of teaching vocabulary by implementing video is effective or not for achieving the goal of teaching. The researcher evaluated the whole teaching learning process by observing the students' behaviour towards vocabulary learning through video. When students show positive behavior towards the activity of learning vocabulary by using video, they are expected to show positive development on vocabulary mastery.

In order to conduct the observation which focused on investigating students' behaviors, students' development, and learning process the researcher used an observation sheet in which the frequency of students was adapted from VanTassel-Baska, J., et al (2003) which can be seen in the appendix 3. The observation sheet covered the frequency of students positive engagement in every stage of teaching learning process. There were five columns which described number of stage, teacher's activities, students' activities, the frequency of students' positive engagement, and notes. In the teacher's activities column the researcher described the stages of teaching activity from teacher's perspective. Moreover, in the student's activities column, the researcher described the indicators of students' positive engagements in accordance to the stages of teaching activity. The frequency of students' positive engagement was divided into five levels, they are none, few (with <25% of students which are about <7 students), some (with 25-50% of students which are about 8-15 students), many (with 50-75% of students which are

about 16-22 students), and most (with <75% of students which are about <23 students). The notes column was written to describe the further explanation about the situation and students' engagement in accordance to the stages of teaching activity.

After doing try out of the instrument used in this reasearch, there were some revisions regarding to the teacher's activities and students' activities. The revisions will be written in the tables as follows.

Table 1. Revision of teacher's activities in the observation sheet

No	Teacher's Activity	Revision of Teacher's Activity	Reasons
1	Showing the picture and asking questions about the picture, e.g. a. Asking all students b. Asking every single student	Showing the picture and asking all students questions about the picture.	When the teacher asked all students some questions , almost all students were able to answer the questions. It means by asking all students, the students were already engaged actively and asking every single student action was not needed.
2	Dividing students into 4 groups and asking students about how many seasons then giving name of each group, e.g. a. Dividing the group from in front of the class b. Dividing the group by going around each group.	Dividing students into 4 groups by going around each group and asking students about how many seasons then giving name of each group.	Dividing students from in front of the class did not make students understand, so that the teacher needed to go around each group in order to make students understand in what group they were belong to.
3	Playing the video and asking students to stand up whenever they see the picture in the video relates to the name of their group, e.g. a. Explain again the instruction to make sure the students can follow the activity b. Giving example of the activity	Playing the video and asking students to stand up whenever they see the picture in the video relates to the name of their group and giving explanation about the activity while playing the video.	The teacher saw that all students understood about doing the stand up activity. However when the teacher played the video the students stood in the wrong moment so that while the video being played the teacher explained again when they should start to do stand up activity. Although the teacher gave the instruction while show

			the video, the students could understand and do the stand up activity well.
4	<p>Asking students about the English words of seasons and teaching how to pronounce the words correctly, e.g.</p> <ol style="list-style-type: none"> Pressing pause button of video and give example of pronouncing the words are being said in the video Explaining again about the season. Then pressing pause button and giving example to pronouncing words are being said in the video. 	<p>Asking students about the English words of seasons and teaching how to pronounce the words correctly by pressing play and pause button of video and give example of pronouncing the words are being said in the video.</p>	<p>When the teacher asked about the English words of seasons the students were able to answer the questions so that explaining again about the season action was not needed. In teaching the pronunciation of the words it was worth to make students listen the right pronunciation from native speakers in the video so that the teacher played the video and paused in the part of pronouncing the words and then pronouncing the word again to ask students to repeat after her.</p>
5	<p>Playing the second video and asking students to stand up when they hear the name of season relates to the name of their group, e.g.</p> <ol style="list-style-type: none"> Explain again the instruction to make sure the students can follow the activity Giving example of the activity 	<p>Playing the second video to teach how to use the words in a sentence and asking students to stand up whenever they hear the name of season relates to the name of their group by giving example of the activity.</p>	<p>In order to make sure the students will do the stand up activity well the teacher let the students to do a simulation of the activity. When the students did a short simulation, they could do the activity well so that the teacher thought giving explanation again about the activity was not needed.</p>
6.	<p>Asking students about their favorite seasons, e.g.</p> <ol style="list-style-type: none"> Asking all students from in front of the class. Asking every single students by walking around the class 	<p>Asking every single students by walking around the class about their favorite seasons and to practice about asking favorite season with their chairmate.</p>	<p>Asking every single students was done so that all students could practice how to express their favorite season in English. In doing this activity the teacher could evaluate the students' development of vocabulary mastery especially in pronouncing the words correctly.</p>
7.	<p>Asking students in a group to make a sentence about the reason they like the season according to the name of each group e.g.</p> <ol style="list-style-type: none"> Giving example of the reason they like the season according to the name of each group Explain again and helped 	<p>Asking students in a group to make a sentence about the reason they like the season according to the name of each group by giving example of the reason of teacher to like a season. The teacher explaining again and helped each group to find</p>	<p>When asking students to make a reason the students did not understand about how to write it. The teacher then gives example of how to write a sentence about expressing the reason to like a season. The teacher found out that this activity was too difficult for second grade</p>

	each group to find the reason they like the season according to the name of each group	the reason they like the season according to the name of each group.	students as she saw many students asked how to do it and did not know what they like about a season.
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Table 2. Revision of students' activities in the observation sheet

Students' Activity	Revision of Students' Activity
Rising hand to answer the questions	<ul style="list-style-type: none"> a. Smiling when seeing the pictures b. Answering the questions correctly c. Clapping hands when the picture been shown d. Rising hand to answer the questions e. Instead of rising hands the students tend to shout the answers directly.
Interacting with their groups	<ul style="list-style-type: none"> a. Smiling when teacher divides students into some groups b. Rising hand when teacher checked the group member c. Students interacted with their group members by seeing each other
Doing stand up activity while watching the video	<ul style="list-style-type: none"> a. Students smiled and laughed while watching the video showing their enjoyment b. Doing stand up activity correctly. c. Doing activities instructed by teacher.
Pronouncing the words correctly	<ul style="list-style-type: none"> a. Listening and doing the instruction enthusiastically by shouting. b. 1. Answering questions correctly; 2. Pronouncing the words of season with a loud voice. c. Shouting the words of season.
Doing stand up activity while watching the video	<ul style="list-style-type: none"> a. Laughing while watching the video showing their enjoyment b. Doing stand up activity corectly while watching the video. c. Standing up and sitting down
Rising hand to answer the questions	<ul style="list-style-type: none"> a. Smiling while answering the questions b. Answering the questions correctly. c. Rising hand to answer the questions d. Instead of rising hands the students tend to shout the answers directly
<ul style="list-style-type: none"> d. Discussing in a group e. Making a sentence about what they like in a particular season 	<ul style="list-style-type: none"> a. Interacting with their group to discuss about the reason to like a season b. Making a sentence about the reason they like a season according to the name of each group c. Writing a sentence in the book

In the observation sheet which was first designed by the researcher, she proposed some alternatives of activities for the teacher to be done in order to

make students engage positively in the teaching learning process. By doing the try out of the observation sheet which was the instrument of the study the researcher found out the better and suitable activities in teaching. Therefore, the researcher deleted the alternatives with the fixed activities of teacher' activity. When the researcher did the try out she also found out some situations which were out of her expectation towards students' activities in the teaching learning activity. The researcher also revised the students' activities into some activities because she wanted to see not only the behavioural engagement like what were written in the previous observation sheet but also the affective engagement and cognitive engagement. In order to do so, the researcher wrote the students' activities into some categories, in which category a is to describe students' affective engagement, category b is to describe students' cognitive engagement, and category c, d, and e are to describe students' behavioral engagement in accordance to each stage of teaching activity.

3.4. Procedures of the Research

In collecting the data the researcher did these following steps:

1. Finding out some theories and concepts

The researcher found some theories about the implementation of video in teaching vocabulary, the theory about student engagement, and English learning videos from *Youtube* related to the material will be taught for them. The problem of this research was determined based on the previous research findings carried out by Nurkodri (2010) and Widiastuti (2011) about the implementation of video in teaching vocabulary. Thus, the research problem

was “how is the students engagement during the implementation of video in teaching vocabulary at second grade students of elementary school?”.

2. Determining the subjects of the research

In this stage, the researcher chose second grade students of SD Immanuel Bandar Lampung as the subject of this research. There were three classes in the second grade of elementary school. The researcher chose one class as the sample which was II-A class and consisted of 30 students because students in this class had the less enthusiasm from other classes.

3. Finding and selecting the material

In this stage, the researcher selected videos which were suitable for teaching vocabulary. The materials of this research were based on the English Curriculum of 2006 (KTSP) for second grade elementary school. The researcher chose to teach vocabulary about seasons and action verb by using videos which were taken from internet.

4. Observing the implementation of teaching vocabulary by using video

The researcher gave two times of treatments for students in the three meetings by using video. The researcher became a teacher in doing a classroom observation and taught students about vocabulary of seasons and action verb by using video in which student positive engagement was the focus of the observation. The first meeting was done by teaching students based on the teacher’s activity in the observation sheet in order to try out the observation sheet used in this research. The time of each treatment is 2x25 minutes.

5. Analyzing the data

After observing students' activities, the researcher described the teaching learning activity by focusing on student positive engagement in learning vocabulary through video. If the students did every given tasks well and show positive behaviour in the teaching learning activity, it means that the teaching technique by using video is practical to be carry on by another educational practitioner.

3.5. Data Analysis

After collecting the data by using observation sheet the result would be analyzed by a number of procedures, as follows:

1. Reading the observation sheet and analyzing the video recordings.
2. Interpreting the data which focuses on student engagement during the implementation of teaching vocabulary through video.

In conclusion, this chapter had discussed certain points that related to the research method that was used in this research. They were the design of this research, subjects, data collecting technique, procedure of data collecting technique, and data analysis. The next chapte will discuss about the result and discussion of the research.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to implement video in teaching vocabulary and for further researchers who want to investigate the research about this strategy.

5.1. Conclusion

Referring to the findings of the research, it is concluded that the majority of students were engaged positively in all aspects of student engagement when being taught by using video. The teacher used the video in teaching vocabulary and it attracts the students' affection to be engaged as most of the students were enthusiastically did the activities instructed by the teacher. The video that is showed by the teacher also stimulate the students' cognitive engagement as most of the students easily understood the meaning, pronunciation, and use of the words. Most of them were also engaged in behavioral engagement when the teacher taught them the vocabulary from video as they participate in all of the activities instructed by the teacher ie., answering questions, watching video, doing stand up activity, finishing the worksheet. This indicates that the use of video in teaching vocabulary is regarded as being effective to encourage students to be involved in the teaching learning process.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English Teachers

1. Because of teaching the use of words by explaining was not effective in engaging the students, it would be better if English teachers teach the use of vocabulary by using video. Video gives a clear explanation about the vocabulary use and it is also engaging.
2. In giving vocabulary assessment for elementary students it would be better if teacher uses vocabulary worksheet than conducting a group discussion because asking young learners to discuss a topic was not effective for engaging them positively. Instead of discussing the task critically, the students preferred to chat with friends about unrelated topic.
3. Asking students to stand up whenever they see or hear the words that belong to their group's name is engaging. On the other hand, this activity can not engage students if the teacher give difficult task to students such as, to stand up while think over of whether the word was being heard can be done in the season that belong to my group's name. Teacher should select suitable video and while-watching activity by considering the students' level of education.

5.2.2. Sugestions for Further Researchers

1. The studies of video implementation in teaching vocabulary had been conducted mostly in early ages of students. Therefore, the further research could be about the implementation of video in teaching vocabulary for college students.
2. Since this study focus on describing how is the student engagement during the implementation of video which covered three aspects of student engagement, the further research could be about the improvement of students engagement and which aspect of student engagement that improves the most.

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