IMPROVING STUDENTS' ENGLISH VOCABULARY

THROUGH WATCHING VIDEO AND ROLE PLAY

(AN ACTION RESEARCH AT THE 4TH GRADE OF SDIT AZZAHRAH)

THESIS

BY:

Sakinah Islah Hunnufus

NIM:105070103716

GRADUATE PROGRAM

ENGLISH EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

MAKASSAR

2021

IMPROVING STUDENTS' ENGLISH VOCABULARY

THROUGH WATCHING VIDEO AND ROLE PLAY

(AN ACTION RESEARCH AT THE 4TH GRADE OF SDIT AZZAHRAH)

A THESIS

In Partial Fulfillment of the Requirement

for Magister Degree

Study Program

Magister of English Language Education

Written and Submitted by

<u>Sakinah Islah Hunnufus</u>
NIM:105070103716

to

GRADUATE PROGRAM
MAGISTER OF ENGLISH LANGUAGE EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

THESIS

IMPROVING STUDENTS' ENGLISH VOCABULARYTHROUGH WATCHING VIDEO, AND ROLE PLAY (AN ACTION RESEARCH AT THE FOURTH GRADE OF SDIT AZZAHRAH GOWA)

Written and Submitted By

SAKINAH ISLAH HUNNUFUS

NIM. 10507.01.037.16

Has Been Defended in Front of The Thesis
Examination Committee
On 19th February
and Fulfilled the Requirements

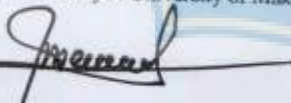Apptoved By
Committee of Supervisors

Advisor I

Dr. Syamsiarna Nappu, M.Pd

Advisor II

Erwin Akib, S.Pd, M.Pd, Ph.D

Director of Graduate Program
Muhammadiyah University of Makassar

Dr. H. M. Darwis Muhdina, M.Ag
NBM 483 523

Head of Magister
of English Language Education
Study Program

Dr. Ratna Dewi, S.S, M. Hum.
NBM. 742 959

APPROVAL SHEET

Thesis Title : IMPROVING STUDENTS' ENGLISH VOCABULARY THROUGH WATCHING VIDEO, AND ROLE PLAY (AN ACTION RESEARCH AT THE FOURTH GRADE STUDENTS OF SDIT AZZAHRAH GOWA)

Name : SAKINAH ISLAH HUNNUFUS

NIM : 10507.01.037.16

Study Program : MAGISTER PENDIDIKAN BAHASA INGGRIS

This is to certify that the thesis entitled "Improving Students' English Vocabulary Through Watching Video, and Role Play (An Action Research At the Fourth Grade Students Of SDIT Azzahrah Gowa)" on 19th February 2021 has been approved by the committee of examiners and fulfilled the requirements

Makassar, 21st February 2021

Approved by

Committee of Examiners

Dr. Syamsiarna Nappu, M.Pd ( )
(Chair of Advisors/Examiners)

Erwin Akib, S.Pd, M.Pd, Ph.D ( )
(Secretary of Advisors/Examiners)

Dr. Ratna Dewi, S.S, M.Hum ( )
(Member)

Dr. St, Asriati, M. Hum ( )
(Member)

PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan di bawah ini:

Nama   : Sakinah Islah Hunnufus

Nomor Pokok   : 10507.01.037.16

Program Studi   : Magister Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 21ˢᵗ February 2021

Yang Menyatakan,

Sakinah Islah Hunnufus
Nim: 10507.01.037.16

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi rabbil 'Alamin, the researcher most immense gratitude to the almighty Allah SWT for all blessing , mercy, guidance as well as health and strength that given to her during the process of complicating this research. Peace and salutation be upon to our prophet Muhammad SAW, his family, his companion and his adherence.

In arranging this thesis, a lot of people have provided motivation, advice and support for the researcher. In this valuable change, the researcher intended to express her gratitude and appreciation to all of them. First, the researcher deepest appreciation goes to her beloved parents **Alm. Drs. Bustan and Nuhamidah, A.Md.** for pray and support and blessing in the world and in the hereafter that has been given to the researcher.

The researcher would like to express her great honor and deepest gratitude to her first advisor Dr. Syamsiarna Nappu, M.PD. and the second advisor Erwin Akib, S.Pd., M.Pd., Ph.D. whose scholarly suggestion and critical remarks have enable the researcher to refine his thesis. He also conveys special gratitude to:
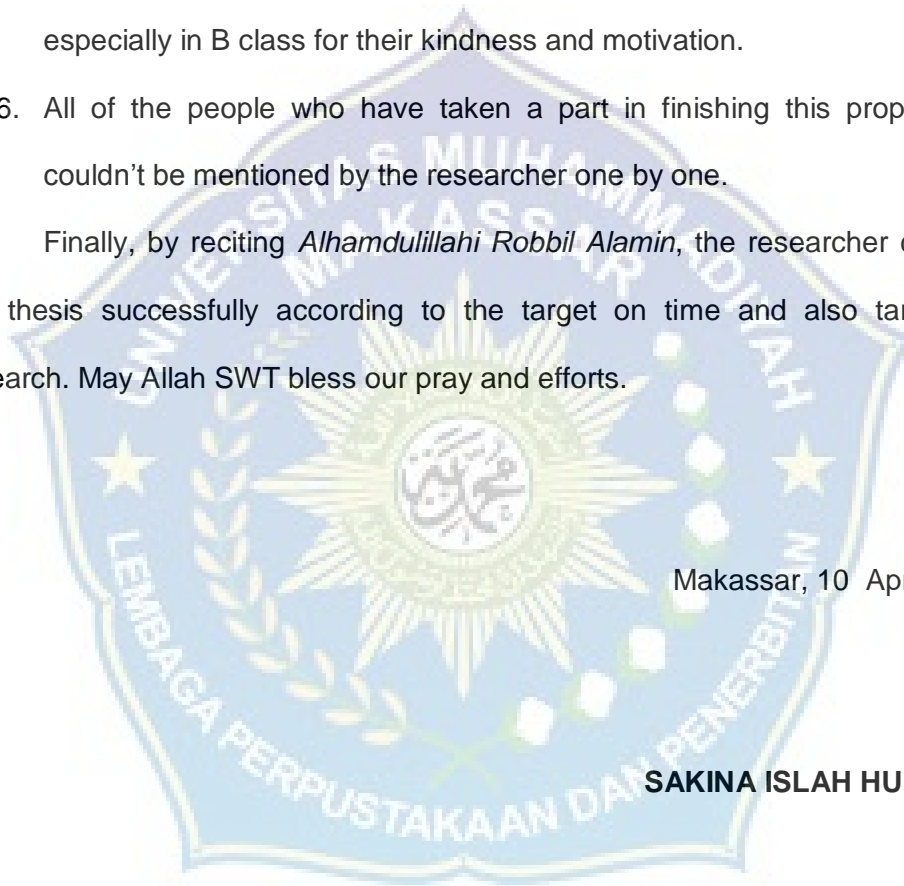
1. Dr. M. Darwis Muhdina, M. Ag, Director of Postgraduate Program, Muhammadiyah University of Makassar

2. Dr. Ratna Dewi, S.S., M. Hum., Head of Magister of English Language Education Study Program of Muhammadiyah University of Makassar who have given me a great help particularly related to my academic affairs.

3. The head master and the teachers of SDIT Az Zahra Gowa for their guidance during the years of my study.

4. The researcher beloved all of the researcher big family for their financial aid and prayer, motivation and sacrifices for the researcher success.

5. All the researcher's best friends from Magister of English Language Education Study Program of Muhammadiyah University of Makassar, especially in B class for their kindness and motivation.

6. All of the people who have taken a part in finishing this proposal which couldn't be mentioned by the researcher one by one.

Finally, by reciting *Alhamdulillahi Robbil Alamin*, the researcher could finish her thesis successfully according to the target on time and also target of the research. May Allah SWT bless our pray and efforts.

Makassar, 10 April 2021

SAKINA ISLAH HUNNUFUS

LIST OF CONTENT

TABLE OF CONTENT

ABSTRAK

Sakinah Islah Hunnufus, 2021. Peningkatan Kosakata Melalui Bermain Peran, dan Menonton Video, Sebuah Penelitian Tindakan Kelas Pada Siswa di Kelas 4 SDIT Azzahrah Gowa (dibimbing oleh Syamsiarna Nappu, dan Erwin Akib)

Kata kunci: Bermain Peran, Video, Kosakata

Penelitian ini bertujuan untuk meningkatkan kosakata siswa melalui menonton video pendek dan bermain peran, Penelian ini telah dilakukan di SDIT Azzahrah Gowa. Dalam penelitian ini, peneliti menggabungkan Menonton video dan bermain peran untuk meningkatkan kosakata bahasa Inggris dari siswa. Data-data nya telah dihitung oleh peneliti, dan dipertimbangkan peningkatannya.

Dalam melakukan penelitian ini, peneliti memberikan siswa 2 teknik untuk meningkatkan kosakata mereka, khususnya pada kata kerja dan kata sifat, teknik nya adalah dengan menonton video dan bermain peran. Data-data nya didapatkan menggunakan tesnpada siswa, yang kemudian dihitung oleh peneliti dengan menggunakan metode kuantitatif sebagai teknik pengumpulan data. Dan juga melalui dokumentasi dengan 6 siswa di dalam ruang kelas.

Hasil dari penelitian menunjukkan bahwa bermain peran digabungkan dengan menonton video, dapat meningkatkan kosakata siswa, khususnya dalam kosakata kata kerja dan kata sifat. Hal ini dibuktikan oleh hasil tes, dimana siswa mendapatkan hasil peningkatan yang signifikan pada setiap siklus dalam tes.

ABSTRACT

Sakinah Islah Hunnufus, 2021. Improving Students English Vocabulary Through Watching Video, and Role Play, An action Research at the Forth Grade Students of SDIT Azzahrah Gowa. (Supervised by Syamsiarna Nappu, and Erwin Akib)

Keyword: roleplay, video, vocabulary

This research aimed to improved the students' vocabulary through short video and role play technique, this research was conducted in SDIT Azzahrah Gowa. In this research, the researcher collaborate video and role play to improving students' English vocabulary. The data had been counted by the researcher, then the researcher consider about the improvement of the students.

In conducted this research, the researcher gave the students two technique for improving their vocabulary, especially verb and adjective, the technique were through watching video, and playing role play. The data were got using the test for the students, then the data counted by researcher by using quantitative method of data collection technique, and also through documentation with 6 students in the classroom.

The Results of this research showed that role play together the videos can improve the students' vocabulary, especially in verb and adjective vocabulary, it proven by the results of the test, where all of students get significant improvement in every cycle of test.

CHAPTER I

Introduction

A. Background of the study

English is one of language in the world that widely used in many sides of life in this world. It has become one of the compulsory subjects taught at school in Indonesia (Purnawan:2016). Due to the importance of English, parents sometimes let their children have English course so that they can get better of English. Of course the level of language competence taught is different between children and adult. For early learners, the basic English given firstly is vocabulary. As Foreign Language, in which English is not used in daily activities, it will be difficult for early learners to familiarize with English. In ensuring the achievement of learning English, the teaching and learning process must be conducted in an attractive method. The teacher, then, should be able to apply the appropriate instructional materials and techniques in order to enhance students' learning motivation and interest, especially learning vocabulary.

As the core component of the several language skills learners had mastered vocabulary, because learn English vocabulary is the main point to understand English language. In elementary school vocabulary is the first step to learn English. From understanding the vocabulary in early age, the learners would get many knowledge. Because of that vocabulary will be better to get in the first age. In communication the vocabulary become the

foundation to build language. From that statements vocabulary become the first focus in study English, especially for early learners (Hatch and Brown, 1995).

Early learners learn language naturally, and unconsciously. Early learners are natural language acquairer (Carol, 2019). Even without conscious learning early learners were self motivated to picked up language. Unlike adult learners and teenagers, early learners have the skill to imitating pronunciation and practice the rules for themselves. Only if suggested by adults the early learners will get difficult to learn and talk any idea in English, because adult learners probably learn English academically through grammar text books.

In this study, researcher found some difficulties from early learners in SDIT Azzahrah Gowa who learnt English at the school as the extracurricular learning. Based on the information that researcher got from the teacher at 4th grade students in SDIT Azzahrah, most of the students were hard in understanding the words that the teacher used while teaching in their classroom, and some vocabulary in their work book. To cover those factors teacher and the researcher collaboratively apply role play, and watching videos technique in the class. In creating fun class, teacher and researcher used any interesting teaching technique to present their teaching material. In improving English for early learners the method which is used should be communicative and suited to the learners' characteristics. It is aimed to create

the teaching learning process which is interesting and comforting to the learners, so they can reach the learning goal and English becomes a more interesting subject for them.

There are some methods could help early learner students to improve their ability in English such as role play and total physical response. In this research the researcher choose role play become the method to improve students in their vocabulary, because through role play the students could directly practicing the language through interactive way with their friends, besides it could help the students against their boringness.

To build students' motivation, interest, and fluency in speaking English role play could be the one way which ordering it through imagine themselves in a situation like in a real world. Littlewood state that, in role playing technique, students are asked to imagine themselves in situation which occur outside the classroom, they are asked to adopt a specific role in the situation, they asked to behave as if the situation really existed (Littlewood : 2002)".

In a different social roles and different social context, role play could gives students an advantages to practice communication in different social context. For a while role play could allow students become creative and put themselves in another persons' place. Brown stated that Role play allows some rehearsal time so that student can map out what they are going to say, and it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves (Brown :

2003)". The researcher wish that in teaching vocabulary through role play could help students in teaching learning process, and the students will become easy in learning English.

Moreover role play is a technique that helps students taking on a role and bring out them in a discussion together, then each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councilors, others are local residents, others are members of an environmental organization and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion (Pollard : 2008).

While playing their role for the first time some students sometimes become nervous while they perform in front of the class, especially in front of their teacher, but through time the more role play they play, the more proficient and great they will become. Finally they actually will get to interesting in it, especially when they pretend themselves to be any other persons in their role, just like if they playing a small part in video. This are an attitude which the teacher need to cultivate (Holmes : 2004).

Then the researcher also use some short videos to improve students' English vocabulary. Video also the great way to improve students' English vocabulary. Moreover learning the video clips can portray settings, action, emotions, and gestures which can improve the important visual stimulus for language practice and learning (Muniandy:2011). The researcher means to combine the video with role play to improve students' English vocabulary. Where both of them are the good way to enhance students' in improving students in learning English.

There are some researchers supported the using role play as the teaching method or to find out the effectiveness. Nurbaya (2015), Dwiana (2015), Erasma (2013), Citraningtyas (2016), Tazria (2012), Thuraya (2016), Marja (2017) doing their research in secondary school. Some of them find out the effectiveness of role play in speaking skill, and the other using role play as the method of teaching to improve the students' speaking skill, the other researcher such as Dhea (2017) conduct the research in college students also to find out the effectiveness of role play in speaking skill , meanwhile Seungyeun (2013), and Ike (2010) conduct their research to find out the effectiveness of role play in primary school in teaching vocabulary.

Some researchers above used role play to improve the secondary school students and to find out the effectiveness in their speaking skill. However, none of them have conduct in primary school. In this research the

researcher use role play and video to improve primary school students in their vocabulary, where also none of them combine video and role play together to improving students in learning English. Then mastering vocabulary is the right choice for students in primary school to understand first. Through mastering vocabulary, students will easier to understand other skill in English, and as sociolinguistics say that early learners will easier learning with physical actions. They are, therefore, availed with a concrete environment that they can relate their learning to. Thus, they have to comprehend the language in their play and school environments in order to be able to execute the required actions.

Based on those reasons mentioned previously the researcher would like to conduct a research about "**Improving Students' English Vocabulary through RolePlay and Video**" (An Action Research, at the 4th grade students at SDIT AzzahrahGowa)

A. Research Question

The problem statement of the research is:

Can the 4th grade students of SDIT Azzahrrah Gowa improve their English vocabulary using video and role play ?

B. The Objectives of the Research

Based on the background of the research, the objectives of this research which the researcher wants to get, is:

To find out whether or not role play and video can improve the English vocabulary of the 4th grade students of Sdit Azzahrah Gowa.

C. Significance of the Study

The research result is expected that they will able to get the meaning of some words easily, and also enhance their knowledge of using of vocabulary they had learned using role play, and video. Moreover the students would get interesting in learning English. For the teachers, researcher hope that they will improve their experience technique in their teaching and learning process. For the othe researcher, the researcher hope this research could give practical contributions on improving the students' English vocabulary using video and role play.

D. Scope of the Study

The researcher give limit for the scope of this research only to discuss the improvement English Vocabulary in this case verb and adjective through video, and role play in the forth grade students of SDIT Azzahrah Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ
أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾

The Meaning: And He (Allah S.W.T) taught Adam the names – all of them. Then He (Allah S.W.T) show them to the angels and said "inform Me of the names of these, if you are truthful" (Q.S Al-Baqarah 2:31)

Based on the Ayat above the researcher concluded that, Allah S.W.T as our God were taught Adam of all of the vocabulary of everything in this world, it is means that the understanding of the vocabulary were the first of knowledge that Allah S.W.T had taught to Adam, it also means that the vocabulary were the important knowledge to learn

A. **The Concept of Vocabulary**

1. **General View of Vocabulary**

Vocabulary is important component of language proficiency, and also could provide many of the basic for how good the students in their speak, listen, read, and write. (Richard:2002). Furthermore vocabulary is the terms which synonymous with lexis, and lexicon. Macro skill also the components that could improved by vocabulary (Amvela:2000). Some definition of vocabulary is proposed by some experts. Steven Stahl (2005) state that vocabulary knowledge is the knowledge of a word not only implies a

definition, but also implies how that word fits into the world. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

The vocabulary from language could changes and grows. Same as life be more difficult, many people borrow some new words to explain people activities. There are no any people could count exact numbers of vocabulary in the English vocabulary today. We can conclude from the explanation above, that vocabulary was the part of language proficiency which consists of several of lexeme, it also contains single words, idioms, and compound words, which is provides many of the basic for how good the students read, write, listen, speak, and write, and also has similarity with the word lexicon, and lexis.

Language proficiency take place in builded the vocabulary in language learning. The purpose of the mastery in vocabulary was to build the students get a good proficiency in language skills, it also depends in the quantity and quality they have mastering in vocabulary. If the vocabulary they got were rich, they will have great capability in using it in language.

Vocabulary was about words knowledge, and meaning words in both print and oral language, and in receptive and productive forms. Moreover

they use it in refer to "the types of words which students have to know, and read for increasingly the use of it for demands in text comprehension".

Vocabulary learning was not only study about the new vocabulary, or the words, but it is also about the use of vocabulary into appropriate usage.The meaning of a word is explaining by the context where it is come from, and also explain by the relation of its other words, as an example, the word "good" sometimes means "the thing" in business vocabulary, but it also mean great. The other example is when carrot in the other context has general meaning which is vegetables.

Furthermore vocabulary was not simply about words in learning, but it is also actually more than it. They also means learnt finding words and chunks (Cameron:2001).

Based on the explanations above, the researcher concluded that knowledge of words and words meaning was the definition of vocabulary. It is used as the way to express people meaning when speaking, listening, reading, and writing. Therefore, in developing their English, vocabulary become the crucial matter.

2. Teaching Vocabulary

Teaching vocabulary is not an easy way because vocabulary number is unlimited, some people thought that teaching vocabulary was only the waste of time. However It is better for English teacher to teach vocabulary first than any other language aspect, like speaking, writing,

reading, and grammar, because when students understand more vocabulary, they will be easy to study any other aspects of English language. Whether the language is foreign, first, or second., Vocabulary learning was a first thing to know in language acquisition.

Some technique in teaching on vocabulary could be summarize as follow:

a. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

b. Presentation

The teacher showing some kind of things and did not explain the words to the students, such as: picture, mime, video or gesture to showing the words

c. Explanation

Through using OHP, board, or textbook, the teacher could introduce the structure of language using diagram.

d. Demonstration

By offering the students in action, the teacher could demonstrate the language that she/he wants.

e. Discovery

To work out in grammar rule the students could be encourage to learning new language form through discovering them by looking on the grammatical structure, or test. (Hammer:2011)

3. Vocabulary Divided in Grammatical Classes

In English grammar vocabulary divided four major word classes, they are: verb, noun, adjective, adverb. They are the set of words which give the same properties, especially in their inflection and distribution. The use of "word class" is similar to traditional term part of speech. It is also as known as grammatical category, lexical category, and syntactic category. (Nordquist:2019)

1. Verb: action or state words, like: run, work, like, study.

2. Nouns: words for people, places, or things like: mother, town, room

3. Adjective: words that describe noun, like: kind, clever, expensive

4. Adverb: words that modify verb, adjective, and other adverb, like: quickly, back, ever, badly, away, generally, completely

B. Role Play

1. Definition of role play

Role play become one of technique to communicate, which could improve fluency for students who learn language, it also promote the interaction in the class, moreover it could increase students motivaton in learning language (Sumpama:2010).

Meanwhile role play also an example of learning through doing, where the word role means students have to active apply skill, knowledge and understanding to be success in speak and act in different perspective

(Barkley:2005). The word play means the students using their creativity and have fun when practicing their role in a fake environment. Thus role play could attract students in the participatory of activity which require them to applied some course context as they imagine themselves in the unfamiliar condition.

In work on role play there are two kinds of ways to looking at language the students work. Either the students manage the students knowledge, or in the earlier stage, they practiced their functions, and structures which they have been present, in a free way and uncontrolled (Alan:2002)

In the condition one, if the students only cope as good as they could, the researcher or the teacher had purpose to bring the students to the part of awareness, where it is important in acquiring several structure in evidence, because the structure was immediate proper. Moreover Students can realize their capability in put their role in a good way. They also could more easy to retain, because their role are the context which has been meaningful.

In the condition two, role play was the active steps of learning and offer the opportunity to the students to make the use of personal language which has been builded by them formally. In elementary classes role play could used start in elementary classes. It is similar with the kind of language which work to be finished.

2. The Reasons For Choosing Role-Play

Role play become one of assignment in the teaching and learning for many reasons. The first reason are: a very clear variety in experience could be bring into classroom using role play. Also role play make students in condition where they are proper to apply and develop their forms in understanding language which is really necessary in practicing in playing their works of relationship in social life, and also often applying in English language teaching using text book.

Furthermore many people are study English to prepare some specific way in their lives on environment in the classroom. For several students, role play was a very benefit dress in the real life. It could make students not only can acquire some phrases, but also they can learn about the interaction which take place in various of situation. The last is, the deep important reason in choosing role play was because it is fun. Right after the students understand about yhe expectation of them, they directly enjoy letting their creativity trip. Role play was using in this several reasons (Harmer:2005):

1. It could be motivating, and enjoyable for students.

2. Help students to take their chance to expressing themselves in a really different way

3. The outside world could be change in the classroom, through this way students will be have wide opportunity in language.

4. Through creating real situation, students can take advantage from practicing, thus some mistakes could be made without drastically consequence.

3. Threemodel Theory Role Play

The three model role play applied three different aspects of role playing, they are: dramatist, gamist, and simulationist. Threefold model also concerned with improvisational role play where each actor and actress has choose their character that they want to play (Rachmadan:2014). Its originally develop to train the acting ability of actor and actress, it also concern with artistic qualities of the play, such as: story, nuances meaning, define the character, and exploration the theme of play. There are five steps of threefold model of role play technique, they are:

1. Demonstration of interest in a topic through basic communication skill and expression of happiness and eye contact.

2. Demonstration of ability to correctly formulate and interpret some simple expression of meaning such as asking and answer yes/no question.

3. Demonstration of active listening, it was student responded verbally to utterances and could communicate in most intended meaning.

4. Demonstration of lexical and structural knowledge to allow for the confident, accurate expression, and interpretation of most basic meanings as well complex meaning.

C.Video

1. Characteristic of video

Video become a kind of material in multimedia, it is include some non verbal and verbal presentations, where including images in simultaneous way, screen text, and narration (Meyer:2002). Moreover learning the video could create gestures, emotions, action, and setting become improve the students stimulus in receive language on learning and practicing (Muniandy:2011). From these explanation, video could be apply in teaching students in learning English, because videos can improve their stimulus in visual use their combination in illustration, graphics, sounds, and also texts.

.Video also the extreme dense media which combine variety in widely way of picture element, and a widely range of experience in audio to learning the language (Richards:2002). The teacher can take proper material, focus on the attention of the students while watching the video, replay, and play some video as many as they need, prepare all students while watching in a way to take the experience, designing, choosing some tasks in viewing, and using it together activities which suitable.

If the teacher using the video for their material, they must understand that, it become closely similar on the focus of the learning. Also the part of

curriculum could be the learning material which introduce and extend some theme of the using video.

2. Kinds of videos

For the researcher and teacher it also become important in understand some kinds of video, it could help in taking some appropriate material in teaching. There are three basic kinds of video which could be used in the classroom (Harmer:2001):

1. Video for learning language: it is the video which has been used in language learning, it also sometimes used with course book. It is not used only for number of study, but also for any other activities as well.

2. Programs which off air: the programs had been taken by recording from television or some channels which to use to engage for students to learn. Teacher have to prepare including their cross cultural awareness, and teaching language. It also important to know about the law, and understand it, by breaking it could take the consequences which is serious.

3. Videos in real world: teacher have to understand in make their choices through how appropriate the similarity of the video in the real worlds. And consider it whether it had another use which is potential.

Based on the explanation above, teacher or researcher should be able to consider which video they want to use to show to the students. Teacher or

researcher have to remember the main purpose of the using of video are to transferring some knowledge which is enjoyable and make the students to know the learning in easy way. Therefore the using of video must be contextual enough, and get the interests of the students to study.

E. Conceptual framework

This research finished with the purpose to know that role play can improving students' vocabulary. Whether inside or outside the school vocabulary was some words using by someone in communication whether writing and oral in their life in daily. Many teachers were tried to found some techniques in make students get interested while study English. Eventhough they only know several basic in vocabulary. Actually the students of the forth grade of SDIT Azzahrah Gowa have low in their understanding of the meaning of vocabulary while they study English. It's caused by some factors: first, they are rarely heard, read or speak in English. Secondly, they are not motivated and lack training. Finally, they need an interesting technique to generate interest in learning English. In order to solve the problems which had become fourth grade students of SDIT Azzahrah more motivated, role playing can help students to improve their vocabulary.

Role play come to be a situation where students can pretend it like in real situation, and also give the most enjoyable and useful learning, so it can make the students can learn some vocabulary in front of the class in

interesting way, so this technique can decrease students' boringness while study English.

The other technique which the researcher use to improving students' vocabulary is video, where the Video become a kind of material in multimedia, it is include some non verbal and verbal presentations, where including images in simultaneous way, screen text, and narration (Meyer:2002). It can make students become more focus in their learning English and also more understanding when they are taught using video.

Through the statement above, the researcher concluded that role play, together the video could be really applied for improving students' English vocabulary

STUDENTS LOW
VOCABULARY

TEACHING
VOCABULARY

ROLE PLAY   VIDEO

CYCLE 1   CYCLE 2

STUDENTS VOCABULARY
IMPROVED
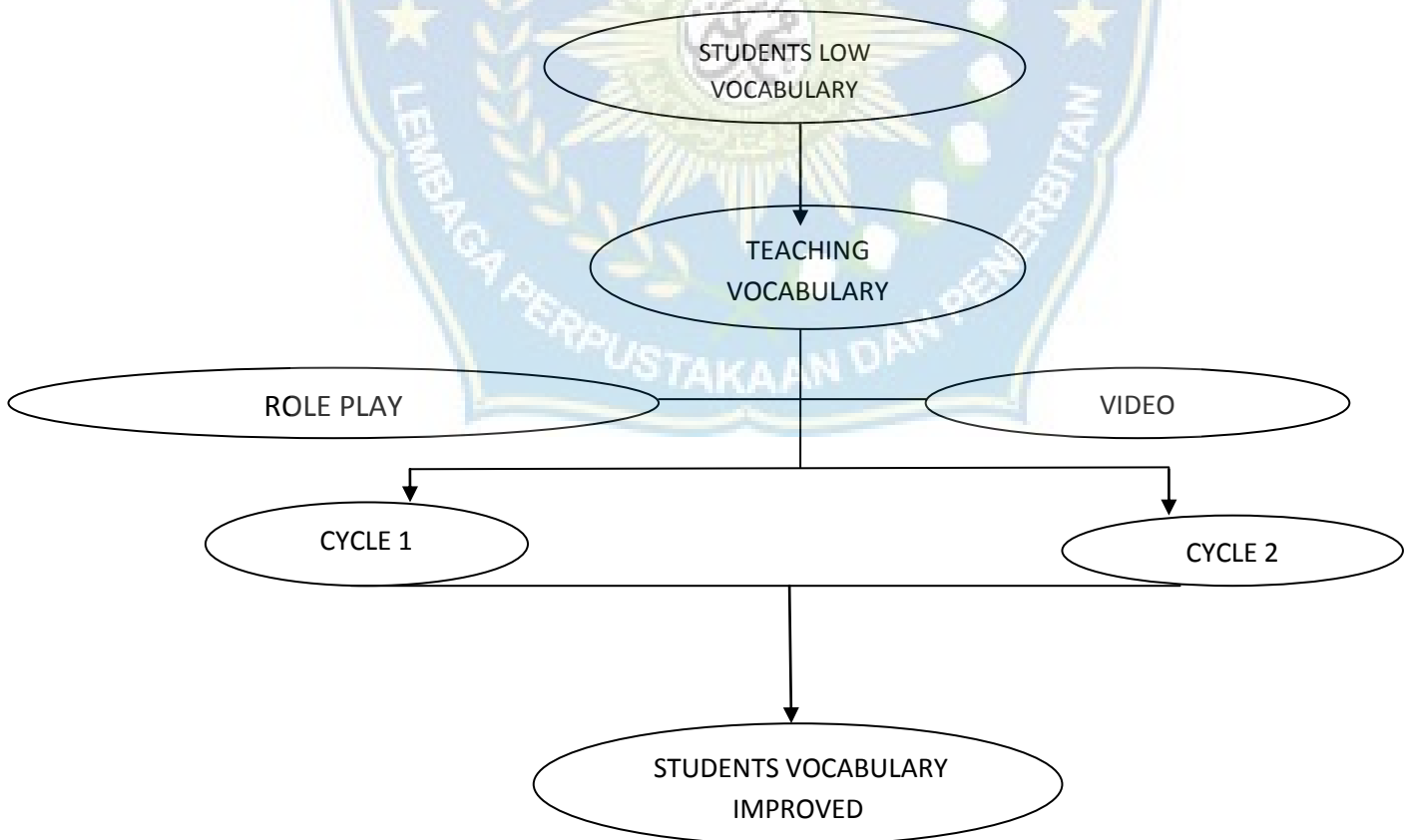
CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was action research. On this research found the problems which happening in the class, especially the problem of vocabulary, then the researcher proposed the way to make changes and even the improvement. The researcher was also the English teacher who conducted the research in the location of technique and also shared the information. In this research the researcher tried to made the improvement for the students' vocabulary especially in adjective and verb words. Thus the strategy the researcher used was role play technique and also the video.

This research had focused on the vocabulary of the students while learning English, and also the improvement of learning and teaching quality, especially the students' English vocabulary on the adjective and verb. This research also needed to improving the students in their English vocabulary through using video and also role play as a technique.

This research then focused on the vocabulary of the students when learning process especially in verb and adjective, Then about the improving of learning and teaching process in adjective and verb vocabulary.

B. Action Research

Action research in easy way could be understand as the research which had conducted in the classroom. It could be define also as a learning to overcome the problems in the classroom, or to improved anything relate to some problems of educational for the better done by the teacher, or by the researcher, also could be collaboration between the researcher and the teacher, by their practical actions, or their reflections on the effects of those actions (anisa:2011)

Action research also a process where educators examine their practice in the systematic and careful way by using some techniques of research. The researcher designed a test, and collecting data throughout one month, then, analyzed anything of her students had learnt, then wrote about her. documentation, and also test her students. Those are the typical of the methods of data analysis which the researcher used in this research.

Moreover action research also the activity which could done by collaborative way, where the researcher and also the teacher can together in worked to helped the students faced their problems, and also designed and carried out the research in the classroom (samsusanto:2013).

Therefore action research was naturally the scientific teaching method. Action research used by the teachers or researchers to find out what exactly works and what did not works in the classroom. From several teaching

strategies based on the researchers knowledge, they could determine which one was the good technique for their students, or they could following the newest trend of education method.

C. The Model of Action Research

Action research in this research use the model based on Kurt Lewin's model (1948). The researcher choose this model, because the model were the simplest one compare with the other model of action research. There are four could become the steps which is crucial, which could be extended into six ways included identified the problem, planned some action, monitored some action, reflected the observation based on the result, and revised the plan.

Kurt Lewin formulated his model action research. It could use as follows:
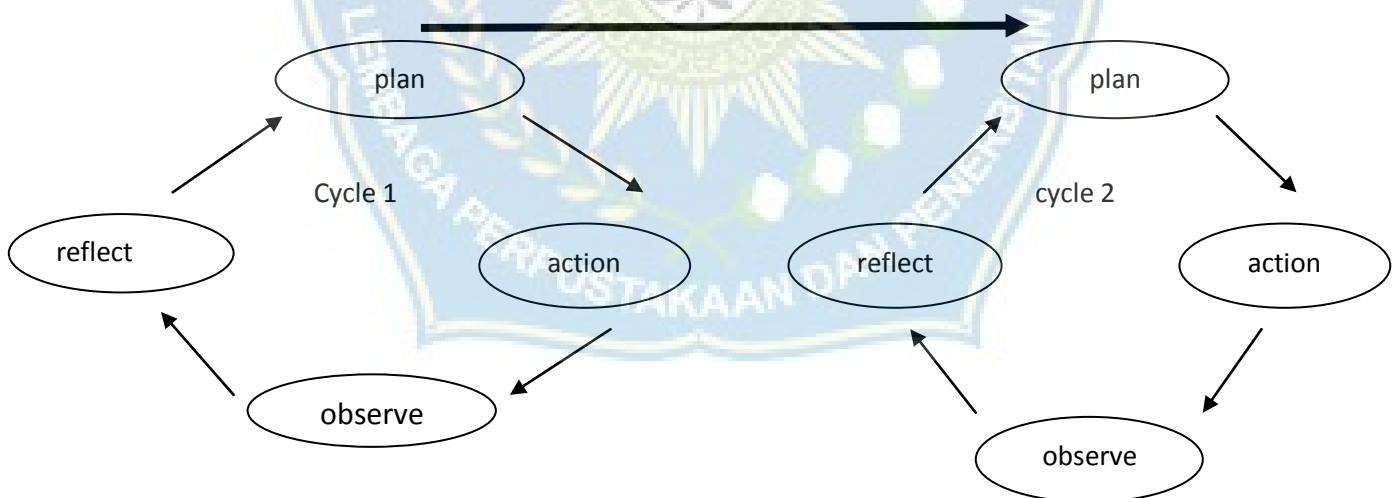
Scheme of cycle by: Kurt Lewin(1948) cited in(Adelman, 2006)

Based on Kurt Lewin action research which occurred through complementary in process of consisted of four natural phases of plan, action, observe, and reflect. All phases had explained as follow:

a. Plan

It was the process to developed some plans critically inform action which is to improve about something would happened.

b. Act

It is the actions which to applied the plans.

c. Observe

It was some process about observed of the effect of inform action in critical way when the plans is occurs

d. Reflect

It was the process of reflecting on the effect as the basic of the further plan. It was also meant to judge the cycle whether success or not. (Anisa:2011)

D. Research Setting And Subject

This classroom action will conduct at the forth grade students of SDIT AzzahrahGowa. The forth grade consists of 21 students.The subject of the researcher is the students of forth grade which is consist of 21 students. But because of pandemic covid19, the students who could come to school only 6 students.

E. Technique of Data Collection

In order to got some data, the researcher then collected some of the data by using these collection data techniques as follows:

a. Test

The test used in this research was diagnostic test and test of each cycle. The reason is to knew the students' knowledge which still existed in vocabulary. The researcher gave the students a test in written way, where students translate some vocabulary from video they have watched. The diagnostic test could be done before implemented the technique of role play. Meanwhile about the test of each cycle was implemented after doing technique of role play. The test was held on every action on every cycle.

b. Documentation

The other method was documentation. Where the researcher collect some notes of the learning which written by the students. All documentation of the researcher notes could help the researcher to got any additional of the data because it might to knew the strategies which might be without conscious used. The researcher also documented the exercise which has been done by students.

F. Research Procedure

1. Preliminary Study

In this step, the researcher interviewed the English teacher to find the problems faced by the students during vocabulary lesson. The researcher also observes the teaching learning process happened in the class. After that, the researcher gives diagnostic test about vocabulary to the students. The diagnostic test score is the parameter of the students' ability learning vocabulary. After finding the problems faced by the students during the vocabulary lesson and knowing the class situation, the researcher select some problems which urgent and feasible to solve.

Based on the preliminary research data, the researcher some actions having three steps: planning, implementation, observation, and reflection.

2. Cycle 1

The technique to teach vocabulary to the students is role play. The material will be vocabulary of verbs and adjective. The procedures are as follows:

A. Plan

1. Prepared the lesson plan

2. Prepared the material of teaching

3. Prepared videos of role play which is related with the material

4. Prepared a dialogue text

5. Prepared the test

6. Prepared the students' attendance list

B. Action

The researcher start from learning and teaching process based on the lesson plan. She introduced the students about the vocabulary of verbs and adjective to her students. The phase of learning and teaching process were as follow:

1. the phase are:

   1. Teacher showing the students the video which contain the vocabulary they learn.

   2. Students watch the video without the text of the video

   3. Teacher give students the text then students watch the video with reading the text.

   4. Teacher divided the students in groups based on the video they have watch

   5. Students practice the video that they have watch with their partners in group

   6. Students playing role play in front of the classroom base on the video that they have watch.

7. The researcher asked her students about the students understanding of the vocabulary which the students had known

8. The last is researcher give test

C. Observe.

The observation was to check of the first cycle:

1. Some students activities in their learning on vocabulary

2. some response of the students in the process of learning and teaching.

3. The activity of teacher during role play and learning teaching process.

D. Reflect

From the first cycle, the researcher got some data from the test and also observation.

1. Evaluate some activities which has been finished

2. Analyzed all the data what to repaired, and also to improve

3. Made a temporary conclusion to the classroom action research in every cycle.

4. decided any action in further, either for do further cycles or not.

5. If the students were not get good score in the first cycle, the researcher will do the cycle 2

3.Cycle 2

The technique to teach vocabulary to the students is role play. The material will be vocabulary of verbs and adjective. The procedures are as follows:

A. Plan

1. Prepared the lesson plan
2. Prepared the material of teaching
3. Prepared videos of role play which is related with the material
4. Prepared a dialogue text
5. Prepared the test
6. Prepared the students' attendance list

B. Action

The researcher start from learning and teaching process based on the lesson plan. She introduced the students about the vocabulary of verbs and adjective to her students. The phase of learning and teaching process were as follow:

2. the phase are:

1. Teacher showing the students the video which contain the vocabulary they learn.
2. Students watch the video without the text of the video

3. Teacher give students the text then students watch the video with reading the text.

4. Teacher divided the students in groups based on the video they have watch

5. Students practice the video that they have watch with their partners in group

6. Students playing role play in front of the classroom base on the video that they have watch.

7. The researcher asked her students about the students understanding of the vocabulary which the students had known

8. The last is researcher give test

C. Observe.

The observation was to check of the first cycle:

1. Some students activities in their learning on vocabulary

2. some response of the students in the process of learning and teaching.

3. The activity of teacher during role play and learning teaching process.

D. Reflect

From the first cycle, the researcher got some data from the test and also observation.

1. Evaluate some activities which has been finished

2. Analyzed all the data what to repaired, and also to improve

3. Made a temporary conclusion to the classroom action research in every cycle.

4. decided any action in further, either for do further cycles or not.

5. If the students were not get good score in the first cycle, the researcher will do the next cycle

G. cData Analysis

Data analysis came from interpretation of the collection of the data. Teaching learning process was the data from observing the data by the researcher. Then the researcher analyzed the data through percentage the descriptive of quantitative in analysis by gave the score to find the enhancement of achievement of the students through role play and video. firstly the researcher tried to got the average of vocabulary of the students each action in one cycle. It is also to know about how good the score of the students in a whole of the vocabulary understanding. It used the formula:

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

$\bar{x}$ =mean
n= total of students
x= score of individual

Second, the researcher tried to get the class percentage which had passed the KKM 75 (seventy five). It used the formula:

$$p = \frac{F}{n} \times 100$$

P= percentage of the class

F= score total percentage

N= total of students

Third, after got the mean of score of the students per actions, the researcher then identified whether or not the students improve their score on vocabulary from diagnosic test and also test in each cycle, score in cycle 1 and also cycle 2. In analyzing it, the researcher used the formula:

$$p = \frac{y1 - y}{y} \times 100\%$$

P= improvement students percentation

Y1= test of cycle 1

Y= diagnostic test result

$$p = \frac{y2 - y}{y} \times 100\%$$

P= percentage of students' improvements

Y2= test of cycle 2

Y= diagnostic test result

H. The Minimum Standard of Score

The success of the learning and teaching process could be seen on the score of the students the test. The learning and teaching process was said to

be finished well if more than 90% of the students could pass the minimum score criterion which is 75 in number, it means that they could answered 75% of the questions items in total correctly. Besides, it can also seen on the engagement of the students in teaching and learning process. If majority of the students are enthusiastic in the teaching and learning process means the students' engagement in the learning and teaching process was in a well category, it was said that the learning and teaching process is success.

I. The Description of the Data

a. Result of Observation

Observation had conducted in order to observing the process of learning and teaching in English learning before implemented the action. Through the result of observation the researcher found the forth grade students get difficult to understand some English words when their teacher teach in the classroom. The students have problem with their vocabulary. Therefore they need the technique to improve their vocabulary.

b. The Result of diagnostic test

The diagnostic test research had done before the classroom action research. The researcher conducted on Tuesday, February 8th,

2021. It started at 09.07 am. The diagnostic test was about testing students' vocabulary. In this test the researcher ask the students to watch the English conversation video, then the researcher gave the list of English vocabulary on the video then the students had to fill the meaning of those vocabulary.

From the result of diagnostic test, the data showing that the mean of diagnostic test was 50.5. it means that the students English vocabulary mean score before using role play or before implementing classroom action research was 50.5. there were 2 students who was pass the KKM, and there were 4 students were still below the KKM. From the diagnostic test result, the researcher could be seen that the English vocabulary students vocabulary was low.

1. **The First Cycle activity**

   a. **Plan**

   In this phase the researcher made a planning for the action based upon the problems faced by the students toward understand the meaning of vocabulary in this case the researcher arranged lesson plan based on the video that they will play on role play. Beside of making lesson plan the researcher also prepared the test of cycle 1

to collect the data to know whether there were some students improve their scores from diagnostic test until the test of cycle 1.

b. Act

The action of the cycle 1 was done on February 9th to 11th 2021. In acting phase the researcher implement lesson plan which had been made before. The first step the researcher did, was let the students watching one of conversation video, then the second step students watching the conversation video. The third step the researcher gave them the script of the video then the students watched again the video and read the script. After that the students divided into 3 groups to practiced the script video with role play. The next step was the students come in front of class to performed their role play. Then, the researcher gave the students feedback about their performance.

c. Observe

In this step, the researcher tried to noticed clearly of all the activities in the classroom. It was about response of students in participation during activity through video and role play technique.

Based on the response of the students, some students did not paid attention on the researcher explanation. Some of them also did not

focus while watching video. Moreover some of them were shy while practiced and perform their role play. However the activity happened enthusiastically even some students did not interest.

Second relate to the students participation, some of students were interest while practicing their conversation, they also actively gave questions while they did not understand.

d. Reflect

The researcher evaluated about the conclusion of application the action. Through the result of test of cycle 1, four students had improved in their vocabulary, but they could not achieve the KKM, and two of them had low score. Instead the researcher felt satisfied, because her effort to improve students vocabulary had improved, proven by students scores in the post test 1. Beside of that the students seemed could understand more easily the vocabulary when they using it in conversation. From the reflecting above, the researcher felt satisfied enough, because her effort to improve students' vocabulary had been done proven by score the students get, although not all target accomplish yet. In this situation the researcher need more effort to improve students' vocabulary,

because the researcher want all of the students get the KKM score in their understanding of vocabulary by using role play.

2. **Activity in The Second Cycle**

   a. **Plan**

   After finding some of the students scores were low in the first cycle. The researcher then rearranged the lesson plan which had used in the first cycle. When in the first cycle the researcher directly asked the students to practice the dialogue and do role play right after they finished watching video, in the second cycle the researcher translated to the students some of vocabulary since the students did not understand the meaning. The researcher hope, it could help the students to achieve higher scores than the first cycle. Then the researcher also prepared the test of cycle 2 to collect the data of the achievement of the students.

   b. **Act**

   Action in the cycle 2 had been done on February 13th to 15th 2021. In this step the students still watching the video as their example to performed their role play later, but in this cycle the researcher not only asked the students to watched the video but also explain the meaning some of the vocabulary that the students get difficult to

understand. In this step the researcher also gave the script of the video to the students. After the students watching and get understand about the video they had watched, after that the researcher come to divided the students again into 3 groups, then the next step, the students practiced the video with their partner with reading the script. After finished reading the script, the students then performed their role play in front of their class.

c. **Observe**

In this step, the researcher then notice about all of the activities in her classroom. It was about response of students and participation of students while doing the activity through video and role play technique.

First, related to the students' response, the students had paid attention to the researcher explanation. Some of them also had focus while watching video. But some of them still shy while practiced and perform their role play. However the activity happened enthusiastically and interest.

Second, relate to the students participation, they more interest while practicing their conversation than the first cycle, they also more actively gave questions while they did not understand.

d. Reflect

The result of the cycle 2 then analyze by the researcher, where most of students respond actively the activity. Moreover the activities could done in very well way. From the score the students get, the researcher felt satisfied because the students got improvement in significantly by the score they got, start from diagnostic test, cycle 1 test, until cycle 2 test. After that the students had achieved the targets research which had to get minimally 75% students could pass the KKM, But the researcher finally decide to stop the classroom action research, because it finally got succeeded.
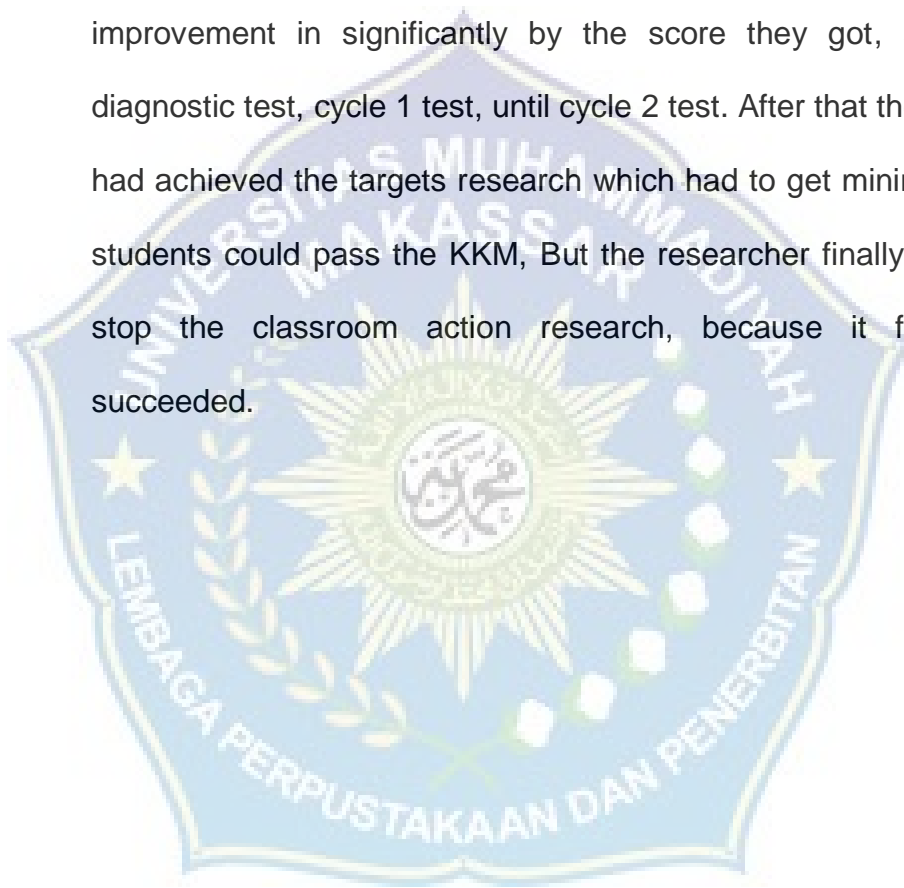
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results. It discusses the results of the research in "improving students vocabulary through role play an action research at the forth grade students of SDIT Azzahrah Gowa". This chapter focus with the description of the data, and the discussion of the data

1. **Findings of The Reserch**

A. **Cycle 1**

In the first cycle. The researcher found that, while the students taught the vocabulary using video the response of the students were various, two of them still look like lazy to paid attention on the video they watched. But four of them were focus while watching video. Moreover two of the students were shy while practiced and perform their role play. However the activity happened enthusiastically even several of the students still low interest.

Second relate to the students participation, also two of students were not interest while practicing their conversation, but four of them were actively gave questions while they did not understand.

And then about the result of the data test of cycle 1, four students had improved in their understanding the meaning of some of verb and adjective vocabulary, but they could not achieve the KKM, and two of them had low score. Instead the researcher felt satisfied, because her effort to improve students adjective and verb vocabulary had improved, proven by students scores in the post test 1. Beside of that the students seemed could understand more easily the vocabulary when they using it in conversation. From the reflecting above, the researcher felt satisfied enough, because her effort to improve students' adjective and verb vocabulary had been done proven by score the students get, although not all target accomplish yet. In this situation the researcher need more effort to improve students' adjective and verb vocabulary, because the researcher want all of the students get the KKM score in their understanding of verb and adjective vocabulary by using role play.

B. Cycle 2

After conducted the cycle 1, the researcher continued to cycle 2. In this part the researcher found that the students' response where increase, also the students had paid attention to the video they watched. Then the two of them which in the first cycle had low interest, also had focused in this second cycle while watching video. And did not shy anymore while practiced and perform their role play. However the activity happened enthusiastically and interest.

Second, relate to the students participation, they more interest while practicing their conversation than the first cycle, they also more actively gave questions while they did not understand.

About the result of the data in cycle 2. Most of the students respond the activity actively. Furthermore all the activities had done very well. The researcher had satisfied because the students have significant improvement from the score they get, from diagnostic test, test of cycle 1, until test of cycle 2. After that the students had achieved the targets research of minimally 75% students who pass the KKM, therefore the researcher decided to stop the classroom action research, because it already had succeeded.

2. **The Discussion of the Research**

From the students activity in the cycle 1, and the cycle 2, the researcher found an improvement of them while teaching English vocabulary through watching video, then they practiced it using role play technique. Their improvement showing step by step in each cycle

Therefore from the data interpretation, the results of the diagnostic test, cycle 1 test, and cycle 2 test were as followed: from the diagnostic test the mean score of the students in the test of vocabulary before bring out classroom action research was 50.5, that was the students' vocabulary improvement score before the researcher use the video and role play technique

The interpretation of the data results among the diagnostic test, the test of cycle 1 and the test of cycle 2 are as following: In the diagnostic test, the mean score of students on vocabulary test before carrying out classroom action research is 50.5. It is students' vocabulary improvement score before they use video and role play technique. then, the class of students percentage which had passed the KKM is 0%. That means there are all of students did not pass the KKM (75).

Next, the mean score of the post test in cycle 1 was 74.6. That means there are 4 students' score improvement from the previous test (diagnostic test), that is 24.1 (74.6 – 50.5) or 47%. Meanwhile, the class percentage which passed the KKM in test of cycle 1 is 66.6%. It shows there are 4 students which could passed the KKM and there are 2 students which score still below the KKM. However, it actually still needed more improvement because it still not achieved the target yet of the success classroom action research which is 75% (or at least 5 students) from the class percentage. Because of that the researcher then continued to the second cycle.

Then after continued to the second cycle test the mean score in the test of second cycle was 85. It showed that the improvement score of the students was 10.4 (85- 74.6) from the test in cycle 1 (74.6) or, 1.7%. furthermore, the class percentage which had pass the KKM was 100%. It means there were 6 students who their score could passed the KKM and there are no students

below the score of KKM. This class percentage showed improvement 100% from the diagnostic test (0%) or, 33.4% from the test of cycle 1 (66.6%) in the class percentage. The test of cycle 2 had fulfilled the target of classroom action research, which is above 75% students could passed the KKM. It could be said that classroom action research was succeeded and then the cycle of classroom action research was not continued.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finished the conducting action research in the every steps of the classroom action research, the researcher then gave some conclusion in the result of the research. Moreover based on the conclusion, the researcher then gave some suggestions. But before the researcher gave the conclusion of the result of the research and builded her suggestion, she firstly would to present the summary of the research.

This research used the classroom action research methodology which is to identified some of the problems on vocabulary of the students. It is purposed through the test and documentation in the forth grade students of SDIT Azzahrah Gowa. Which was considered become the class whose the capability of vocabulary was low. The total of the students in the classroom was 6 persons. In this action research which done in classroom, the researcher using the Kurt Lewins' design which include four steps. Those were plan, act, observe, and reflect. And then the data was got from the test, and documentation. And also relate from the test result, there were 47% students had improvement as the mean score of the diagnostic test to the cycle 1 test. On the diagnostic test, there was no one student could passed

the KKM, then in the result of the test in first cycle, there were 4 students or 66.6% students in the classroom could passed the KKM, through the mean score of the test is 74.6. then based the result of the cycle 2 in test, there were 6 students or could be said 100% of students in the class could passed the KKM, and their mean score was 85. It was showed that there were significant improvement in their capability learning vocabulary. The Improvement could seen from the result, which they got higher result, start from their diagnostic test, cycle 1 test, until cycle 2 test.

From the research which had conducted in forth grade students in SDIT Azzahrah Gowa, the researcher then got conclusion of the role playing activity together with watching video could improve the vocabulary of students it could be seen from the score that the students got. Moreover, based on the students respond while the learning and teaching activity in classroom action research, it could be concluded that the students were like to watching video then playing role play technique. It could be seen from their participation in the conversations in class, discussion, and their focus while watching video, they also feeling confident while playing role play.

A. Suggestion

This part was about some suggestions which English teacher had to be considered, they are as follow:

1. Students' vocabulary would become very helpful when the teacher using role play technique together with watching video to the students in the learning teaching process. Role play and video could use as technique in alternative way to teaching, especially in the forth grade.

2. The teacher would be better gave clear explanation and also instruction while directing their students playing role play, thus they could more effective while playing their role

3. The teacher would be better if they controlled the students' activities. Finally the researcher aware that this research had many weakness, and mistakes. Even though the researcher would accept every constructive suggestion in order to becoming this research better.

BIBLIOGRAPHY

Alan, Gary. 2002. *Role-Playing Games as Social Worlds*. Chicago: University of
Chicago Press.

Anisa, Ike. 2011. *Improving Students' Vocabulary mastery using Experential
Learning.*Surakarta: Digilib. Uns. Ac. Id

Amvela, Ze, Etienne. 2000. *Words Meaning and Vocabulary: An Introduction to
Modern Englsh Lexicology*. London: Cassel.

Barkley. 2005. *Collaborative Learning Techniques. A handbook for College
Faculty.*San Fransisco: Jossey-Bass Publisher

Brown, Douglas. 2003. *Language Assessment: Principle and Classroom Practice.*
San Francisco: Longman.

Cameron, Lynne, 2001.*Teaching Language to Young Learners*, New York:
Cambridge University Press.

Carol, 2019. *How Young Children Learn English as Another Language*. London:
British Council.

Celce-Murcia, Marianne and Olshtain, Elite. 2000. Discourse and Context in
Language Teaching, New York: Cambridge University Press.

David Holmes, 2004, *Speaking Activities for the Classroom.*Bangkok:
Chulangkorn University press

Harmer, Jeremy, 2001.*The Practice of English Language Teaching*, England:
Pearson Education Ltd.

Hidayati, Nining. 2015. Using Role Play to Improve students' speaking ability, Semarang: Islamic Education and teacher training Faculty WaliSongoUniversiity.

Hornby, Albert. 2005. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

Lehr, F.,Osborn,J.,&Hiebert,E.H.,(2005). *A Focus on Comprehension*. Honolulu: Pacific Resources or Education, and Learning.

Leon, Festinger. 2018. *Kurt Lewin American Social Psychologist*. Britannica Encyclopedia

Littlewood, William. 2002. *Communicative Language Teaching-An Introduction.* Cambridge: Cambridge University Press.

Pollards, Lucy. 2008. *Lucy Pollards' Guides to Teaching English: A Book to Help You Through Your First Two Years in Teaching*. London: Unpublished

Richard, Jack C,.et. al., 2002. *Longman Dictionary of Language Teaching and Applied Linguistic*. Malaysia: Pearson Education, 3rd Ed.

Samsusanto RW, 2013.*Classroom Action Research Method*. Indonesia: Digilib. Unila ac. id.

Stahl, S. A. 2005. *"Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction),"* in E. H. Hiebert and M. L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice, Mahwah.* NJ: Erlbaum.

Sumpana, 2010.*Improving Students' Speaking Skill By Role Play*. Surakarta.

APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SDIT Azzahrah gowa
Mata Pelajaran   : Bahasa Inggris
Kelas   : 5
Aspek   : memorize
Alokasi Waktu   : 4 X 60 menit

I. KOMPETENSI DASAR:
1.1.   Understand and memorize some meaning of verbs
1.2.   Understand and memorize some mening of adjectives

II. TUJUAN PEMBELAJARAN :
1. Students could understand and memorize some meaning from verbs vocabulary
2. Students could understand and memorize some meaning from adjective vocabulary

III. MATERI PEMBELAJARAN :
1. Verbs vocabulary
2. Adjective vocabulary

IV. METODE PEMBELAJARAN
Model/Metode: *Watching short videos and role play*

V. KEGIATAN PEMBELAJARAN :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Tegur dan sapa • Apersepsi dan motivasi	5 menit
Inti	**_Preparation Activities_** 1. **_Teacher open the class with greetings and praying_** 2. **_Teacher explain the purpose of the learning vocabulary_** 3. **_Teacher give test to the students (diagnostic test, cycle 1 test, cycle 2 test)_**	15 menit

	Activities cycle 1 ***FIRST MEETING*** 1. Teacher give english short movie to the students 2. Teacher ask the students to focus on the English short movie that the teacher show in front of the class 3. Teacher give the subtitle in English when the students watching English short movie	60 menit
	SECOND MEETING 1. Teacher give the script of the English short movie to the students 2. Teacher ask the students playing role play based on the video they had watched using the script	60 menit
	Activities cycle 2 ***FIRST MEETING*** 1. Teacher give english short movie to the students 2. Teacher ask the students to focus on the English short movie that the teacher show in front of the class 3. *Teacher give the subtitle in English when the students watching English short movie*	60 menit
	SECOND MEETING 1. Teacher give the script of the English short movie to the students 2. *Teacher ask the students playing role play based on the video they had watched using the script*	60 menit
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)	5 menit

VI. ALAT/SUMBER/MEDIA BELAJAR:
1. Sumber : Pngfong kids video
2. Media : *proyektor, script dialog*

VII. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
1. Mengingat dan memahami vocabulary yang telah dipelajari 2. memperagakan dialog-diaog yang telah dipelajari	Tes Tulis	*LIST OF VOCABULARY (VERB AND ADJECTIVE)*

DIAGNOSTIC TEST INSTRUMENT

Ica

PRE TEST VOCABULARY

<u>VERB</u>

SLEEP: tidur

PLAY: lion

WOKE UP/WAKE UP:

EAT:

PICKED/PICK:

OPENED/OPEN:

HELP:

LAUGH:

GO:

RAN /RUN:

CAUGHT/CATCH:

SAW/SEE:

BEGAN/BEGIN:

CHEW:

Zawi

PRE TEST VOCABULARY

<u>VERB</u>

SLEEP: Tidur ✓

PLAY: bermain ✓

WOKE UP/WAKE UP: Terganggu .

EAT: makan ✓

PICKED/PICK:

OPENED/OPEN: buuca ✓

HELP: Tolong ✓

LAUGH:

GO: ayo ✓

RAN /RUN: lari ✓

CAUGHT/CATCH:

SAW/SEE:

BEGAN/BEGIN:

CHEW:

Marissa

PRE TEST VOCABULARY

VERB

SLEEP: ti dur ✓

PLAY: mulai .

WOKE UP/WAKE UP:

EAT: Makan ✓

PICKED/PICK:

OPENED/OPEN: Membaka ✓

HELP: tolong ✓

LAUGH: Ica ✓

GO: Pergi ✓

RAN /RUN: lar ✓

CAUGHT/CATCH:

SAW/SEE:

BEGAN/BEGIN:

CHEW:

PRE TEST VOCABULARY

<u>VERB</u>

SLEEP: tidur ✓

PLAY: main ✓

WOKE UP/WAKE UP: bangun ✓

EAT: makan ✓

PICKED/PICK: mengambil ✓

OPENED/OPEN: buka ✓

HELP: tolong ✓

LAUGH: tertawa ·

GO: ayo

RAN /RUN: lari

CAUGH/CATCH: ·

SAW/SEE: melihat ✓

BEGAN/BEGIN: mengin mengigit

CHEW: mengunyah

Assyfa Kalilah Ridwan

PRE TEST VOCABULARY

VERB

SLEEP: tidur ✓

PLAY: mulai ✗

WOKE UP/WAKE UP: bangan ✓

EAT: makan

PICKED/PICK: mengambil / memegang ✓

OPENED/OPEN: membuka ✓

HELP: tolong ✓

LAUGH:

GO: pergi ✓

RAN /RUN: lar

CAUGHT/CATCH:

SAW/SEE: berkala

BEGAN/BEGIN: lagi

CHEW:

Jinan

Adnan

SLEEP: Tidur ✓

PLAY: main ✓

WOKE UP/WAKE UP: baguny ✓

EAT: makan ✓

PICKED/PICK:

OPENED/OPEN: buka ✓

HELP: Tolon ✓

LAUGH: teriag

GO: mulai ✓

RAN /RUN: lari ✓

CAUGHT/CATCH: tekan tankam ✓

SAW/SEE: lihat ✓

BEGAN/BEGIN:

CHEW:

CYCLE 1 TEST INSTRUMENT

A Adnan

COME IN: datang ✓

MESSY:

CLEAN: bersikan ✓

MIDDLE:

HOT: panas ✓

OPEN: buka ✓

READ: Ambil

DIFFICUULT:

HELP: tulang ✓

DRAW: gambar ✓

QUIET: diam ✓

WANT: mau ✓

SAID: bilang ✓

HAPPENED: terjayi ✓

BUSY: siBuk ✓

BORING: busan ✓

EVALUATE OF 1ST CYCLES

COME IN: masuk ✓

MESSY: berantakan ✓

CLEAN: bersihkan ✓

MIDDLE: kerjakan ✓

HOT: panas ✓

OPEN: buka ✓

READ: ambil

DIFFICUULT: to untuk digambar

HELP: tolong ✓

DRAW: menggambar ✓

QUIET: diam ✓

WANT: mau ✓

SAID: bilang ✓

HAPPENED: Apa yg terjadi ✓

BUSY: tidak bisa

BORING: bosan

Assyfa

Matiya

COME IN: Kematilah ✓

MESSY:

CLEAN: Bersih ✓

MIDDLE:

HOT: Panas ✓

OPEN: Buka ✓

READ:

DIFFICUULT:

HELP: tolong ✓

DRAW: Gambar ✓

QUIET: Diam ✓

WANT: ~~biskan~~ Inginkan ✓

SAID: ~~Berbica~~ Berbicara ✓

HAPPENED: ada Apa ✓

BUSY: sibuk ✓

BORING: Bosan ✓

EVALUATE OF 1ST CYCLES

COME IN: kemari ✓

MESSY: kotor/berantakan ✓

CLEAN: bersih ✓

MIDDLE: mengejakan

HOT: panas ✓

OPEN: buka ✓

READ: sesuatu

DIFFICUULT: senyap

HELP: tolong ✓

DRAW: menggambar ✓

QUIET: diam ✓

WANT: lakukan

SAID: mengatakan ✓

HAPPENED: ada apa ✓

BUSY: cape/kelelahan ✓

BORING: bosan

ICa

EVALUATE OF 1ST CYCLES

COME IN: kemari ✓

MESSY: kotor ✓

CLEAN: bersihkan ✓

MIDDLE:

HOT: panas ✓

OPEN: buka ✓

READ:

DIFFICUULT:

HELP: tolong ✓

DRAW: gambar ✓

QUIET: Diam ✓

WANT:

SAID:

HAPPENED: terjadi ✓

BUSY: sibuk ✓

BORING: bosan ✓

zuki

zuki

zuki

EVALUATE OF 1ST CYCLES

COME IN: silahkan masuk ✓

MESSY:

CLEAN: bersih ✓

MIDDLE: mengerjakan ✓

HOT: panas ✓

OPEN: buka ✓

READ: dilihat ✓

DIFFICUULT:

HELP: tolong ✓

DRAW: menggambar ✓

QUIET: diam ✓

WANT:

SAID:

HAPPENED: kenapa ✓

BUSY: sibuk ✓

BORING: Bosan ✓

CYCLE 2 TEST INSTRUMENT

Assyfa Kalilah

EVALUATE OF 2ND CYCLES

MAY: bantu ✓

HELP: ~~bantu~~ Tolong ✓

TAKE: ~~untuk~~ ambil ✓

LOOK: Melihat ✓

FOLLOW: Ikut

GOOD: ~~bagus~~ bagus

NEW: baru

EXPENXIVE: mahal ✓

SWEETY: sayang ✓

FIXED: ~~~~ tetap ✓

TRY: coba ✓

SMALL: kecil ✓

BIGGER: besar

PERFECT: ~~sempurna~~

LOVE: suka ✓

MAKE: pake

WONDERFUL: indah ✓

Jinan.

EVALUATE OF 2ND CYCLES

MAY: bolehkah / boleh ✓

HELP: tolong ✓

TAKE: ambil ✓

LOOK: lihat ✓

FOLLOW: ikuti ✓

GOOD: bagus ✓

NEW: sekarang / baru ✓

EXPENXIVE: mahal ✓

SWEETY: sayang ✓

FIXED: tetap ✓

TRY: cobalah ✓

SMALL: kecil ✓

BIGGER: besar ✓

PERFECT: sempurna ✓

LOVE: suka ✓

MAKE: bara

WONDERFUL: menyenangkan / menyenangkan

ZALI

MAY: ~~~~ butuh

HELP: tolong ✓

TAKE: ~~bisa~~ Ambil ✓

LOOK: lihat ✓

FOLLOW: ~~~~ ikuti ✓

GOOD: bagus ✓

NEW: baru

EXPENXIVE: banyak ✓

SWEETY: sayang ✓

FIXED: Harga tetap ✓

TRY: ~~TR~~ coba ✓

SMALL: kecil ✓

BIGGER: Lebih besar ✓

PERFECT: ~~~~ pas

LOVE: Suka ✓

MAKE:

WONDERFUL: ~~~~ indah ✓

Marisa

MAY:

HELP: Tolong

TAKE: Membeli /ambil

LOOK: ~~Penantian~~ Penampilan &

FOLLOW: Ikuti

GOOD: bagus

NEW: Baru

EXPENXIVE: Mahal

SWEETY: Sayang

FIXED: tetap

TRY: Coba

SMALL: Kecil

BIGGER: Besar

PERFECT: Sungguh bagus &

LOVE: Cinta

MAKE:

WONDERFUL: Indah

Ica

EVALUATE OF 2ND CYCLES

MAY: indah ✓

HELP: bantu ✓

TAKE: ~~akan bisa~~ mengambil ✓

LOOK: melihat ✓

FOLLOW: iya ✗

GOOD: bagus ✓

NEW: produk baru

EXPENXIVE: harganya terlalu mahal

SWEETY: sayang

FIXED: pas

TRY: aku tidak punya uang sebanyak begitu ✗

SMALL: kekecilan

BIGGER: kebesaran

PERFECT: harganya sudah pas

LOVE: aku suka

MAKE: aku akan mengambil sepatu ini

WONDERFUL: semoga hari mu menyenangkan.

(Pulang dilanjut)

13/17.

Adnan

EVALUATE OF 2ND CYCLES

MAY: bisa ✓

HELP: tulong ✓

TAKE: Ambil ini ✓

LOOK: lihat ✓

FOLLOW: ikut

GOOD: bagus

NEW: baru

EXPENXIVE: —

SWEETY: sayan ✓

FIXED: —

TRY: mencoba ✓

SMALL: kecil ✓

BIGGER: besar ✓

PERFECT:

LOVE: cinta ✓

MAKE: —

WONDERFUL: bagus sekali ✓

THE RAW RESULTS

Nama Siswa	Poe test	evaluasi Siklus 1	evaluasi Siklus 2	keterangan
Marisa	50	75	88	meningkat
Zaki	50	75	82	meningkat
Sifa		875	88	meningkat
Adnan	71,	75	82	meningkat
	54	68 75	94	meningkat
tchzah	5,1	68 75	76	meningkat

DOCUMENTATION

ROLE PLAYING

TEACHING AND LEARNING VOCABULARY