

**USING BABYBUS YOUTUBE TO ENHANCE STUDENTS'
VOCABULARIES**

**(A Pre-Experimental Research at the Seventh Grade of SMPN 1
Tinggimoncong, Gowa)**



A THESIS

*Submitted to The Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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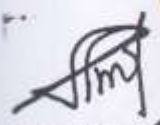
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ABSTRACT

Nurahdatul Inayah, 2018. Using BabyBus YouTube to Enhance Students' Vocabularies (*A Pre-Experimental Research at the Seventh Grade SMPN 1 Tinggimoncong, Gowa*). Thesis. Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Erwin Akib and Muh.Arief Muhsin.

This research aimed to find out is the implementation of BabyBus YouTube enhance the students' vocabulary in seventh grade of SMP Negeri 1 Tinggimoncong or not. It was emphasized on the improvement of the students' vocabulary in English by using BabyBus Youtube video.

The research applied a Pre-experimental Method, with one group Pre-test and Post-test design which consisted of six meeting include the treatments. The sample was taking by random sampling technique and the total of number of sample was 26 students in class 7.3. The data was obtained by using translate words and matching words.

The finding of research were the mean score of the students development to their vocabulary was 5.85 in Pre-test and become 6.73 in Post-test. The students development their vocabulary is 15.23% It is supported by the value of t-test that is bigger than the value of t-table ($2.226 > 2.059$). Therefor, the Alternative was accepted and Null Hypothesis was rejected.

Based on the result analysis, the researcher conclude that Using BabyBus YouTube is Inhance students' vocabulary to the seventh grade of SMPN 1Tinggimoncong,Gowa. It implies that the BabyBus YouTube videos is affective to improve the students' vocabulary.

Key Words: BabyBus, Vocabularies, Using Technology, YouTube Videos, Teaching Media, Pre-Experimental Research.

ABSTRAK

Nurahdatul Inayah, 2018. Menggunakan BabyBus YouTube untuk Meningkatkan Kosakata Siswa (*Penelitian Pra-Eksperimental di Kelas VII SMPN 1 Tinggimoncong, Gowa*). Tesis. Fakultas Pendidikan dan Pelatihan Guru, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Muh.Arief Muhsin.

Penelitian ini bertujuan untuk mengetahui apakah penerapan BabyBus YouTube meningkatkan kosakata siswa di kelas tujuh SMP Negeri 1 Tinggimoncong atau tidak. Itu ditekankan pada peningkatan kosakata siswa dalam bahasa Inggris dengan menggunakan video BabyBus Youtube.

Penelitian ini menerapkan Metode Pra-eksperimental, dengan satu kelompok Pra-tes dan desain Post-tes yang terdiri dari enam pertemuan termasuk perlakuan. Sampel diambil dengan teknik random sampling dan jumlah sampel adalah 26 siswa di kelas 7.3. Data diperoleh dengan menggunakan kata terjemahan dan kata yang cocok.

Temuan penelitian adalah skor rata-rata perkembangan siswa untuk kosa kata mereka adalah 5,85 pada Pra-tes dan menjadi 6,73 pada Post-tes. Siswa mengembangkan kosa kata mereka adalah 15,23% Hal ini didukung oleh nilai t-test yang lebih besar dari nilai t-tabel ($2.226 > 2.059$). Oleh karena itu, Alternatif diterima dan Hipotesis Null ditolak.

Berdasarkan analisis hasil, peneliti menyimpulkan bahwa Menggunakan BabyBus YouTube adalah meningkatkan kosakata siswa kelas tujuh SMPN 1Tinggimoncong, Gowa. Ini menyiratkan bahwa video YouTube BabyBus efektif untuk meningkatkan kosa kata siswa.

Kata Kunci: BabyBus, Kosakata, Penggunaan Teknologi, Video YouTube, Media Pengajaran, Penelitian Pra-Eksperimental.

MOTTO

**“IT’S A BAD DAY NOT A BAD LIFE, SO DON’T BE AFRAID TO GROW
AND TAKE THE INITIATIVE”**

‘SLOW PROGRESS IS BETTER THAN NO PROGRESS’

**“Mengulang do’a itu seperti mengayuh sepeda lama-kelamaan akan sampai
ke tujuan”**

I dedicated this thesis to my beloved perents

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The researcher would like to express his deepest prost profound and gratitude to her perents, her father Djunaedy, her mother Rusniati, and all family for their prayer, motivation, financial, sacrificed, and support.

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The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Withouth the assistance of them, this thesis would never have existed. Therefore, the writer would like to express appreciation and sincere and deepest thanks to all of them as follows:

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The researcher

Nurahdatul Inayah

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CHAPTER I

INTRODUCTION

A. Background

The digital environment demands different skills, acceptability, adaptability, usability, accessibility, and availability as appropriate. For instance teachers and learners to take advantage of new media to affect the creation, discovery, and use of knowledge requires new strategies and approaches. In addition, According to Ifenthaler & Tracey, 2016 in Gbolahan Olasina, learning in the digital age is driven by the integration of digital forms into learning. The number of digital media has influenced the classroom with new tools like Virtual Worlds (VWs), games, social media, m-learning, Webcasts, podcasts and videos.

One of the digital media is Social media, As defined by Andreas Kaplan and Michael Haenlein (2010), social media is “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content”. Another definition of social media is “the relationships that exist between network of people” (Walter & Riviera, in Qingya Wang et.al 2011).

Meanwhile, people enjoy using social media and watch video in daily life. A recent articles on KOMPAS.com reported to a study by We Are Social, a British media company working with Hootsuite, Indonesians spend an average of three hours 23 minutes a day accessing social media. From a report entitled "Essential Insights into the Internet, Social Media, Mobile, and Use of

E-Commerce Worldwide" published on January 30, 2018, out of a total population of 265.4 million Indonesians, active social media users reached 130 million with penetration of 49 percent. Globally, the total number of Internet users exceeded four billion users. For social media users, up 13 percent with year-on-year users reached 3.196 billion. And YouTube is one of a famous social media with many users and interesting videos. The applying of social media in teaching a variety of subjects into things to be calculated and worth a try considering because the increased of using social media among students.

Teaching English nowadays become more challenging than ever, the result of learning English depends on some factors. How the teacher use media in teaching and learning process in the classroom affect the quality of learning itself. Teaching process involves skill of the teacher in convey the subject material. Skill is not enough for teachers they also need creativity and strategy to make the class alive and learn to be interesting. Therefore, using social media such as YouTube could be a new tool to make the process of learning vocabulary become fun. In learning English, learn and increase vocabulary are fundamental and important. Whereas, the biggest obstacle that students faced in learn English is the lack of vocabulary.

The problem of the lack of vocabulary makes the students, reluctant to ask questions and lacks motivation, lack of speaking skills, and lack of writing skills. In that case, it is necessary to use appropriate models and learning methods and make teachers creative to enliven the classroom atmosphere that is interesting and fun for students. In that, it is necessary to use the right model

and learning method and make the teacher be creative to enliven the atmosphere of an interesting and fun class for students.

Based on the issue above, this study attempts to answer questions related to the implementation of YouTube in teaching vocabulary. Because in teaching vocabulary to students must make variations in techniques and make teaching vocabulary more interesting, so this study expect to give contribution to the readers' and the teachers' knowledge on the implementation of using YouTube in teaching vocabulary to students. In addition, the researcher wants to present an interesting teaching media in teaching vocabulary for students. The author chose YouTube videos as an interesting teaching media for some reason: the author wants to increase student motivation to learn vocabulary, she wants to increase the vocabulary mastery of students, and She wants to know the influence of YouTube in teaching vocabulary. With regard to that issue, Teachers should strive to find a way out of existing problems. Awareness of responsibilities is expected to be owned by the teacher because in essence no one from the teacher who wants his students fail in learning. Teachers would expect that learners can learn optimally.

There are many ways teachers can teach and solve problems. With the description described above, the author takes the title "**Using BabyBus YouTube to Enhance Students' Vocabularies**".

B. Problem Statement

In relation to the background of the study, the problem statement is formulated in the form of question as follow “Is the implementation of BabyBus YouTube enhance the students’ vocabulary in SMP Negeri 1 Tinggimoncong?’.

C. Objective of the Research

In line with the problem statement, the objective the study is to find out the implementation of BabyBus YouTube enhance the students’ vocabulary.

D. Significance of the Research

The results of this research will be expected to be useful information for many people in learning process, such as:

1. As a reference material for teachers about teaching vocabulary in the classroom.
2. This research is expected that the results of this study will provide useful input in the effort of append vocabulary students using BabyBus YouTube and give contribution to students are also teachers to use varied media in improving the quality of learning and teaching.

E. Scope of the Research

Based on the research questions above, the enhance of the vocabulary of students through the using of Babybus YouTube in English language teaching (ELT). The researcher focus on noun,verb,and adjective such as the words that used in class, school, house and other places.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews Related Research Finding

Many study have been performed by the researcher related to the use of YouTube vedioS in teaching vocabulary. Some of them are mentioned with their report as follow:

Lystiana N Hakim, findings showed that YouTube is a great potential resource in learning English. Thus, it is important to use YouTube in classroom to gain student' motivation and help them to acquire new vocabularies. However, the teacher not only have to smart in choosing the appropriate videos for their students but also have to mix the activities in teaching learning process to elaborate students' boredom. Moreever, the effectiveness of YouTube in teaching vocabulary for young learner in a ELF context in Indonesia needs to be conducted. Nevertheless, the use of YouTube in teaching vocabulary for young learners should be carried in out more creative ways and based on students' needs.

Woro Widiastuti (2013), She concluded that In teaching vocabulary to children, it is important to implement an appropriate technique and media that match with their characteristics. Based on the conclusion of the study that there is a significant improvement toward vocabulary competence and classroom situation after using video in teaching learning process, it implies that using video in teaching vocabulary is an effective media to enrich

students' vocabulary and also change classroom situation became more conducive for teaching-learning process. Using video combined with games can create good atmosphere which supports the teaching-learning process and make the students feel happy and enthusiastic in following English class. In other words, the use of video is effective not only to attract the students, or improve their motivation toward the lesson, but also to facilitate in achieving the teaching objectives.

Raniah Kabooha & Tariq Elyas, The findings of the study suggest that EFL teachers should be encouraged to use YouTube in their classrooms. However, they need to be selective about the videos they decide to use in their classrooms in order to achieve maximum effectiveness regarding the improvement of students' ability to learn and retain any part of the language they are trying to teach (Fisher & Frey, 2011). YouTube videos selected for the use in language classrooms should be based on certain criteria including proficiency level of the students, their cultural context, and the lesson's objectives. Therefore, teachers can make full use of the pedagogical implications of using YouTube videos in the classroom

Some previous studies have explored the usefulness of YouTube in learning English and have proven that YouTube is a great potential resource in learning English. Different from those studies, this research will focus on the use of Babybus videos. The researcher use BabyBus videos from BabyBus YouTube Channel that located in USA into teaching vocabulary to students. From the millions of channels and videos available on YouTube researchers choose BabyBus which is certainly based on some considerations

such as the language, themes and words on video , further research will further clarify the usefulness of YouTube as an innovative and engaging language learning media, also can be use as reference material for learning English in the future.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the important things that need to understand to learn a language. Because without understanding the vocabulary, will complicate us in learning. According to Longman Dictionary of contemporary English vocabulary is defined as “all the words that someone knows or uses” in a target language.

English serves as a tool to foster interpersonal relationship and exchanging information. Ability to communicate in English, both in form verbal or written form which includes listening, speaking, reading, and writing. One component of language learning is an understanding of English vocabulary in addition to other skills. According to Nana Suyana (2014) Mastery of vocabulary will affect the way of thinking and creativity of students in the process of language learning therefore vocabulary mastery can determine the quality of a student in language. The quality of one's language skills is determined by the quantity of vocabulary it has. The more vocabulary a person has, the greater his language skills.

Someone who understands the vocabulary well will also impact on the process of better communication. Another opinion mention Having good knowledge on English vocabulary assures the students to be able to understand the meaning on English sentences, both verbal and non-verbal (Bagas R Ranggen, 2016).

According Alqahtani Mofareh (2015) vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning, That is the reason why it is important to learn vocabulary. And according to Pham Nhung H T and Huan Buu Nguyen (2017:40) vocabulary is particularly associated with words learners know and use to comprehend them in a variety of contexts productively. Thuy Nguyen N (603) said Vocabulary refers to words or a set of words in a language or knowledge of words regarding its forms, meanings and how to use it accurately in the context. in consequence, someone will be easy to learn a language when they understanding the vocabulary use. Because without mastering a large vocabulary, it is difficult for the students to comprehend the text or discourse comprehensively.

Someone vocabulary could be defined as the set of all words that the person understands to compose a new sentence. Adding a person's vocabulary in general can be said is an important part, either in the process of learning a language or developing a person in the language he mastered. students are often taught new vocabulary as part of certain subjects and many adults also assume the formation of vocabulary as an interesting and educational activity.

2. Type of Vocabulary

According to Hamid (2013) word in language is a small element, which could make up a language and function to express an idea. Some writers have classified vocabulary in some ways:

- 1) Passive or recognizing vocabulary, which is made up the words, one recognizes in the context or reading material but he does not actually use himself.
- 2) Active vocabulary, which consists of working words is used daily in writing and speaking.

Differentiating between the types of vocabulary can help teachers decide how much effort to put into teaching particular vocabulary words, as well as which strategies will be most effective when teaching the words. Dataworks educational research (2014) discuss different methods for introducing the types of vocabulary to students, as follow: .

1. Academic vocabulary

Academic Vocabulary can be defined as words that are not tied to any particular course or content area. These are words that students may be exposed to during any subject or class, whether it is math or social science. Typically, these are words that regularly appear in academic texts and tests, but DataWORKS has found that they are not often explicitly taught. Academic Vocabulary words

often show up as the skill words in **Learning Objectives**, but can occur at any point during a lesson as well. Because of this, it is most effective to teach Academic Vocabulary words as they arise, within the context of a lesson. For example *consist, constitute, distribute, establish, indicate, occur, significant, recognize, respond*.

2. Content vocabulary

Contrasted with Academic Vocabulary, Content Vocabulary includes words that are specific to a given domain or subject area, rarely being found outside of their particular content area. Often, these words can be found directly in the content standards and are present as the concept words (typically nouns) in a Learning Objective. Content Vocabulary words are addressed extensively in the Concept Development of a lesson, through the use of clear definitions, examples, and **Checking For Understanding** questions, as these words and terms are frequently the foundation of a lesson. Example *affixes, dialogue, exponents, circumference, cellular respiration, photosynthesis, legislature*.

3. Support vocabulary

The third, and final, type of *vocabulary* (as identified by DataWORKS) is Support Vocabulary. Support Vocabulary consists of any remaining words that ELs (and all other students) need to know in order to understand a particular sentence or phrase used in a lesson. Support Vocabulary words are unrelated to grade-level concepts and skills and can typically be found in reading passages or text. These

words are often not critical for the success of the lesson, so little time needs to be spent on teaching Support Vocabulary beyond ensuring that the students understand any meaning in the context of the lesson. Example *starboard, attic, marbled, invested, stocks, calorimeter, galleon, hostler.*

3. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer in Alqahtani Mofareh (2015) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb in Alqahtani Mofareh 2015).

2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb in *Alqahtani Mofareh 2015*).

4. The Importance of Vocabulary

Learning vocabulary is the most fundamental aspects of learning for students in learning the language. In the process, learning vocabulary make it easier for us to express feelings or ideas in the form of sentences for easy to understand. Talking about vocabulary, it can not be separated from another skill: listening, speaking, reading, and writing. The ability of someone language skill is influence by his/her vocabulary. The importance of vocabulary in this part will be discussed based on the four language skills available.

In listening, mastering vocabulary in listening is important so listeners are able to understand what is heard through audio / audio visuals such as tape recorders, television shows, videos, and so forth. In learning we are familiar with listening comprehension. Listeners in this case learners or students can understand the message through hearing Listeners can gain meaning from the texts they hear.

In reading, The reading skill is able to understand what the learners or students are reading in written text. They are able to search for information either implicitly or explicitly.

In writing, mastering vocabulary importance to elaborate idea. Without knowing much vocabulary, his/her can not elaborate idea because we are lack of vocabulary.

The importance of vocabulary that get inference by Woro Widiastuti (2013) who states that vocabulary is central to language and of critical importance to the typical language learner. It means that vocabulary take an important role in teaching language. With more vocabulary, the learners will easily in understanding and using language without any difficulties. In addition, McCarthy in Woro Widiastuti (2013) Schmitt and McCarthy states that no matter how well the students learn grammar, no matter how successfully the sound of language is mastered, without words to express wide language meaning, communication. Similarly, Thornburry (2013) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. in second language cannot be happen in any meaningful way. According to Thuy Nguyen N (630) if we lack vocabulary, there is no successful communication. With a good knowledge of vocabulary, learners may feel confident in communication, and it contributes to the success in communication.

5. The Principle of Teaching and Learning Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wallace in Kurnia Sari (2015) the principle of teaching and learning vocabulary, they are:

1. Aim

In teaching vocabulary, the aim should be clear, how explicit it must be decide vocabulary we expected learners to be able to do. If we are not clear at this point it will difficult to assess how successful the vocabulary learning has been.

2. Quantity

it is important for the teacher to determine the number of new words that students can be learn. The actual number will depend on the number of factor varying from class to the class and learners. If there to many words to be taught, the students become confuse, discourage, and frustrated.

3. Need

In most cases, the choice of vocabulary taught to the students depends on the course book or syllabus. In the choosing the vocabulary items the teacher should also consider the aims of course and object of individual lessons.

4. Frequent exposure and repetition

In teaching and learning vocabulary, there has to be certain amount of repetition until it is evident that the students have learned the target words. The simple way of checking that the learning has been successful is by seeing whether the student can recognize the target words and identify their meaning.

5. Meaningful presentation

In presenting the vocabulary lesson, students should have a clear and specific understanding of what the word refers to or denote. Its presenting should be perfect meaningful and obvious.

6. Situation and context

It is important to know the students usual context the words occur from the very beginning the word must appear in the natural environment as it was among the words normally

7. Inference (guessing) procedures in vocabulary

Guessing is one way people learn vocabulary. Guessing, leads the students to think about the meaning of the new words by hearing them used in certain situation in certain situation or by reading them in certain context.

C. YouTube

1. Definition of YouTube

There are many kinds of social media taken from internet which can use in teaching-learning process. One of them is YouTube. YouTube as very popular web video sharing site that lets anyone store videos for private or public viewing. The website has gained the popularity and many people subscribe to it. The popularity of the website has drawn the attention of Google Company leaders. YouTube provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers. There are so many kinds and types of video include entertainment, advertisement, education, etc. YouTube is a very attractive social medium that contributes to the global education (Bonk, in Alhamami Munassir 2013). According to the Oreskovic Alexei (2013), roughly 60 hours of video is now uploaded to YouTube every minute, compared with the 48 hours of video uploaded per minute in May. In other words, according to Kwan et al.in in Alhamami Munassir (2013) YouTube is making new demands on learning that are changing the learning ecology. Every year, YouTube official website <http://www.YouTube.com> shares astonishing statistics about the use of the YouTube worldwide (Alhamami Munassir 2013:4).

According to Wikipedia YouTube is a video sharing website created by three former PayPal employees in February 2005. The site allows users to upload, watch and share videos. Unregistered users can watch videos, while registered users can upload unlimited videos.

Global Reach of Youtube, as follow :

- YouTube has over a billion users — almost one-third of all people on the Internet — and each day those users watch a billion hours of video, generating billions of views
- YouTube overall, and even YouTube on mobile alone, reaches more 18-34 and 18-49 year-olds than any cable network in the US.
- More than half of YouTube views come from mobile devices.
- YouTube has launched local versions in more than 88 countries.
- You can navigate YouTube in a total of 76 different languages (covering 95% of the Internet population).

Basically, YouTube is a website that facilitate users to share their video, or merely enjoy the various video clips uploaded by various parties. There are a variety of videos that can be uploaded to this site, such as music video clips from certain musicians, short films, television movies, movie trailers, educational videos, vlogger blog videos, tutorial videos of various activities, and more. Cheng, Liu & Dale (2013) in Gbolahan Olasina consider videos on the channel as entertainment-based, other researchers categorize the platform as broadly based with potentials for education and life-long learning.

YouTube's headquarters are located in San Bruno, California, United States, which is being hosted by three YouTube founders Chad Hurley, Steven Chen, and Jawed Karim. The website that now contains billions of videos is growing very rapidly from the very beginning of the

first established. In 2006 in November, even Google bought YouTube for US \$ 1.65 billion.

YouTube earns its revenue from ads shown before YouTube videos are playing. The ad is called Google AdSense, a program that offers payouts based on the frequency level of a video played. In February 2017, it was noted that there was a video with a total duration of 400 hours uploaded on Youtube every minute and a total of one billion hours of YouTube content watched by people every day.

2. Using YouTube Video in Language Learning and Teaching

YouTube is an ideal vehicle to teach World Englishes and expose students to a variety of English education. YouTube technology can be considered as a valuable learning tool. According to Xu Cheng et.al the great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc.

A growing body of research has shown significant findings that encourage the integration of YouTube video clips in education. According to Alhamami Munassir (2013) Due to the popularity of the website, its free-of-charge availability and easiness of use, many language teachers have started to use the website to teach different languages by uploading.
language learning videos.

And according to Roodt and De Villiers in Sumarie and Dominic Peier (2013) found that the use of YouTube had a positive impact on the

students. In addition, found that YouTube was perceived as an innovative learning technology by the majority of students (Roodt & De Villiers Villiers in Sumarie and Dominic Peier 2013).

According to Sherman in Woro Widiastuti (2013) video allow us to introduce any aspect of real life into the language learning environment, contextualizing the learning process. Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. And according to Willmot et al in Wilson Andrea (2015) found that video can both inspire and engage students when it is incorporated into student- centered learning activities, including increased motivation, enhanced communication skills and overall higher marks.

3. YouTube is a Fun Learning

Many of the arguments put forward by various authors about the benefits of Youtube for language learning, especially English. Hanna Istifadah (2014) Explain the reason why YouTube is one of the fun learning English. As follow:

1. Use a computer for learning that speaks English by itself can be motivating to learn English.
2. The Internet put English as an international language. therefore it can not be denied that the languages used in YouTube also mostly use English. And this will make everyone learn English by themselves and become more accustomed with English sentences.
3. YouTube is an interactive media. Almost all website addresses provide an e-mail address so we can ask questions or post comments.

D. Baby Bus

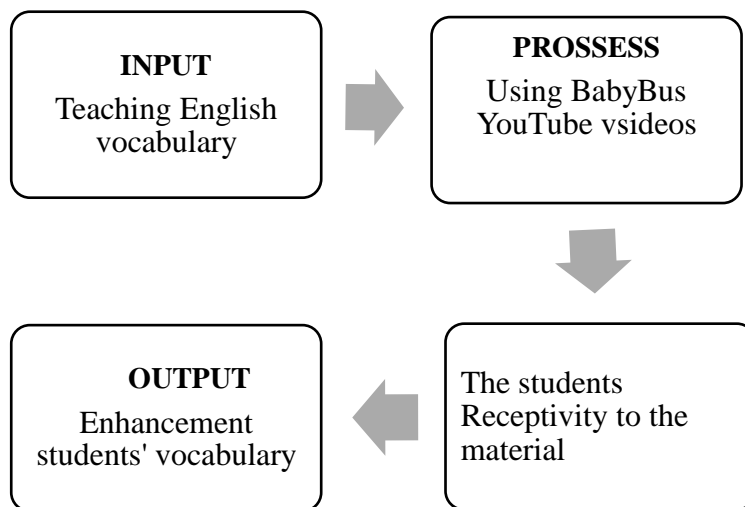
Baby Bus provides intelligent early childhood educational content online for children up to 6 years of age. Baby Bus have developed early educational games, songs, and cartoons focusing on language, health, science, society, and art, all based on Montessori education theory. Baby Bus believes "joyful learning" is the starting point of education, and aims to inspire children's delight for learning, to support happy, smart children around the world. Located in the United States and joined on July 14, 2016.

Although its develop for early childhood education but the content is fun as well as education those videos can be a instructional media for learning vocabulary because Baby Buss use English, the story is light, and it also uses common vocabulary so it is beneficial to teach vocabulary for students.

Conceptual Framework

Refering from all previous pronouncements above which related to BabyBus YouTube to enhance vocabulary, below is presented conceptual framework. This part gives explanation about the scheme of this research. It is described by the following diagram :

Figure 2.1



In this research, the researcher uses Pre-experimental research with one group pre-test and post-test and BabyBus YouTube as media to teach vocabulary to students.

Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. In this research, the hypothesis can be stated as follows:

- Null hypothesis (H_0): The use of BabyBuss YouTube can not enhance students' vocabulary of seventh grade in SMPN 1 Tinggimoncong.
- Alternative hypothesis (H_1): The use of BabyBuss YouTube can enhance students' vocabulary of seventh grede in SMPN 1 Tinggimoncong.

CHAPTER III
RESEARCH METHOD

A. Design of the Research

This research used a pre-experimental research. The researcher used The One-groups Pretest-posttest design. The one-groups pretest-posttest design involves a single groups that was pretested (O_1), exposed to a treatment (X), and posttested (O_2) (Gay L.R,et al. 2006). The design of this research as follow:

O_1	X	O_2
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Table 3.1

Where:

O_1 : Pre-test

The pretest is the test given to the students before they treat.

X: Treatment

For the treatment, the students will teach vocabulary by using feature analysis strategy.

O_2 : Post-test

The post-test the test after treatment to the students, the researcher give a similar test as give in the pretest.

B. Variable of the Research

1. Independent Variable

The independent variable was a variable that is state to cause some outcome. In this research, the independent variable is the use of BabyBus YouTube.

2. Dependent Variable

The dependent variable was the outcome of the independent variable; it is the effect. Dependent variable observer in this research is students enhance in vocabulary.

C. Population and Sample

1. Population

The population of the research was the seventh grade students of SMP Negeri 1 Tinggimoncong consist of five classes and the population was about 149 students.

2. Sample

The researcher applied purposive sampling because every class of population have the same quality such as the same material, teacher, and time collection. The sample of the research is one class (VII.4) that consists of 26 students.

D. Instrument of the Research

According to Suharsimi Arikunto in afid Baharuddin (2013) that the method of research is the way use by researchers in collecting data, while the instrument of research is a tool or facility that use by researchers in collecting data to facilitate, and get better results, in a more accurate, complete , and systemati that easy to process. Research instrument refers to any equipment used to collect the data. In order to collect data, this study conducted from the following instrumentation. Test vocabulary, there were two kinds of tests to measure the abilty of vocabulary, pre-test and post-test. The test was the vocabulary test which consists of 30 numbers The test were the translate words and matching to both pre-test and post-test.

E. Prosedure of Data Collection

The researcher used some of procedures to collect data:

Test

a. Pretest

Before giving the treatment, the researcher gave pretest, the researcher gave test about some of vocabulary.

b. Treatment

The researcher taught vocabulary to experimental class by used BabyBus YouTube video for four times, the treatments of this researcher were describe as follow:

1. The research researchers played video of Babybus with English subtitle.

2. The researchers gave list of vocabulary in English based on the Babybus videos that the students watch.
3. The Students translated the list of vocabulary into Bahasa.
4. After that, The researcher read the vocabulary list and the answer. The researcher asked students to repeat them. The researcher repeated this activity for several times and make sure the students understood enough about the words.
5. Practice them periodically to ensure students remember the words.

Based on the explanation procedure of used BabyBus YouTube above, the researcher concludes that the steps in using BabyBus in the learning process are showing of video, sounds, repetition, and practice. The procedure of using BabyBus is simple. So the students and parents can practice it at home to improve their vocabulary.

The experimental group students in the present study show explicitly the use of BabyBus YouTube video, which they can try to achieve better vocabulary learning.

c. Post-test

After giving treatment, the researcher gave post-test, the content of the post-test is similar as pre-test. The aim of post-test is to find out the result of the treatment.

F. Technique of Data Analysis

In the analysis of the data, the data was collected through pre-test and post-test. The researcher used the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

(Gay, 2012)

2. Classifying the score of the students' using the following scale :

Score 91-100	Very Good
Score 76-90	Good
Score 61-75	Fairly
Score 51-60	Poor
Score less than 50	Very Poor

Table 3.2

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

4. Calculating the collection data from the students in answering the test, the researcher uses formula to get the mean score of the students as follows:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

5. Find out the standard deviation of the students' vocabulary mastery:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Notation :

SD = The total square of the students' score

$\sum x$ = The total score of the students'

N = The number of students'

(Gay, 2012)

6. To find the students' improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where :

% = the students' improving

X_1 = the mean score of post-test

X_2 = the mean score of pre-test

(Gay, 2012)

7. Finding out the the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

Where :

\bar{D} = Mean Score

$\sum D$ = The sum of all scores

N = The total number of students

T = Test of significance

(Gay, 2012)

8. The criteria for the hypothesis testing is as follows:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected

$t\text{-test} > t\text{-table}$	Rejected	Accepted
----------------------------------	----------	----------

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of research. The finding of the research covers the description of students' improvement in vocabulary and presentage of the students' progress or development through Babybuss YouTube videos (pre-test and Post-test). And then, the discussion describe further explanation and interpretation of findings.

A. Findings

The findings research described results of the data analysis. Vocabulary test were consists of pre-test and post-test. The pre-test gave to know the students' vocabulary mastery before present ia or give treatment, and the post-test gave to find out the improvement of students' vocabulary after gave treatment. The improvement of vocabulary knew from the result of the pre-test and post-test. The researcher compered the result of pre-test and post-test, if the result of post-test was higher than pre-test, it means this media was effective.

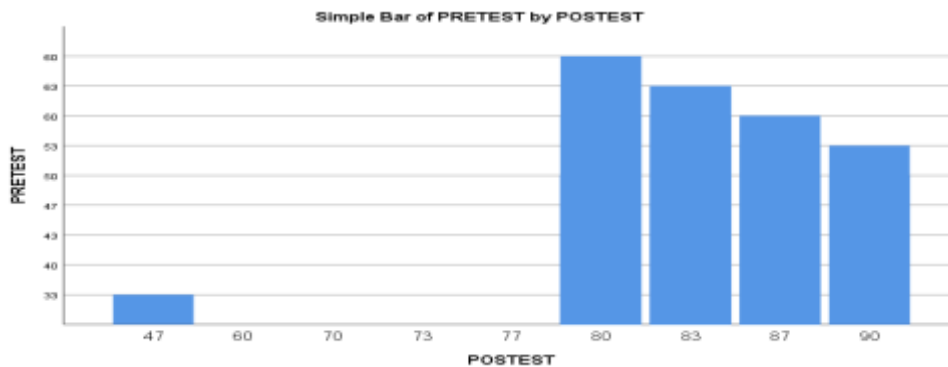
1. Improvement of Students' Vocabulary used BabyBus YouTube

Table 4.1. *The Improvement of students's vocabulary*

	N Statistic	Mean		Std. Deviation Statistic
		Statistic	Std. Error	
POSTTEST	26	6.73	.296	1.511
PRETEST	26	5.85	.387	1.974
Valid N (listwise)	26			

The table 4.1 showed 26 students as sample in pre-test and post-test, then the table also showed mean score of students vocabulary, the mean score of students' vocabulary about 5.85 in the pre-test with standard deviation 1.974 and standard error 0.387 and post-test was 6.73 with standard deviation 1.511 and standard error 0.296. It provided by the students' mean score of pre-test and post-test and post-test where the score is higher and has significant improvement than the mean score of pre-test after gave treatment.

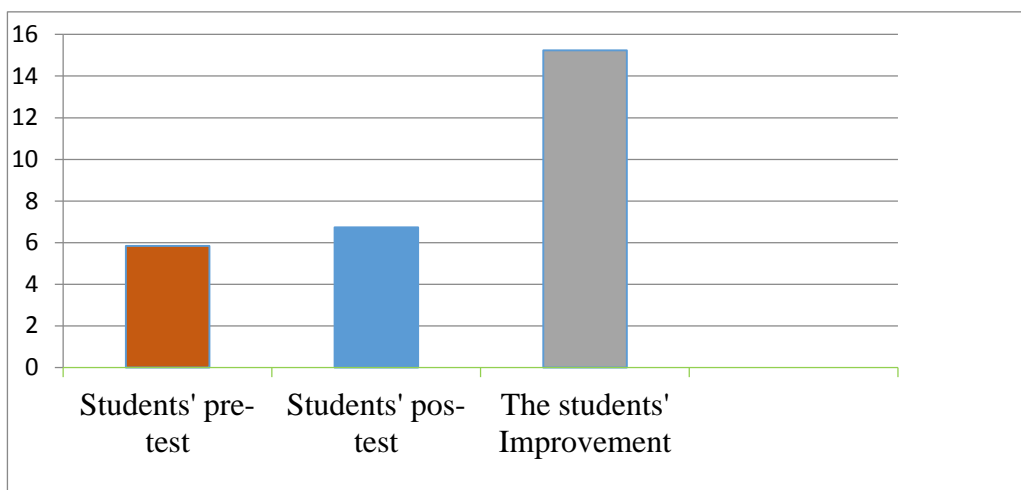
Figure 4.1 Improvement of Students' Vocabulary in Pre-test-and Post-test



Tables=Pretest By Postest /Cells=Mean Count Stddev.

Details of the improvement of students' vocabulary, the following chart as follow
:

Figure 4.2 The Improvement of the Students' vocabulary



The figure 4.2 above showed the improvement of students' score from pre-test to post-test. The score got after assessed the students' vocabulary test after treatment was given. Mean score were significantly improve from 5.85 in pre-test to 6.73 in post-test. It was proven that used BabyBus YouTube videos as media in teach vocabulary with improvement 15.23 %.

Table 4.2 *The Frequency and Percentage of the Students' Vocabulary*

NO	SCORE	Category	PRE-TEST		POST-TEST	
			Frequency	Percentage	Frequency	Percentage
1.	91-100	Very good	0	0	0	0
2.	76-90	Good	0	0	25	96.15%
3.	61-75	Fairly	0	0	0	0
4.	51-60	Poor	3	11,53%	0	0
5.	Score less than 50	Very Poor	23	88.46%	1	3.84%
		Total	26	100	26	100

The table 4.2 showed about, in the pre-test there were 3 students or 11,53 % classified into the poor category ,23 students or 88,46% classified the very poor category. Then, in the table above also showed the result of post-test. There were 25 students or 96.15% classified good category and 1 student classified into very poor category, it means that the score and the percentage of the students vocabulary of the post-test were better than in the pre-test because the rate percentage of the post-test was higher than the percentage of the pre-test.

2. Hypothesis Teasting

Table 4.3 *The T-test of the Students' Improvement*

Component	t-test	t-table	Description
Vocabulary	2.226	2.059	Significance

The table 4.3 above showed the t-test value is higher than t-table value. The table showed result $2.226 > 2.059$. It means that there was improvement in the students' vocabulary mastery before and after given treatment used BabyBuss YouTube videos to the seventh grade SMPN 1 Tinggimoncong, Gowa

Based on the elaboration above, it could be concluded that the null hypothesis (H_0) was rejected whereas the alternative hypothesis was accepted. In other word, there was a significant difference in students' vocabulary before and after used BabyBuss YouTube videos of the seventh grade students at SMPN 1 Tinggimoncong, Gowa.

B. Discussion

In this part, the discussion was cover about the interpretation of the research findings derived from the result of the students' vocabulary. The previous research shows by Lystiana N Hakim (2014), found that YouTube is a great potensial resource in learning English. Thus, it is important to use YouTube in classroom to gain student' motivation and help them to acquire new vocabularies. Then in this research, Based on the result of the students answers before and after gave treatment used BabyBus YouTube videos the researcher concluded that students lack of vocabulary and difficult to remember vocabulary, it was because they did not pay attention of the lesson and the students was depending on dictionary to anwer questions. But after the researcher gave treatment used media (BabyBus YouTube videos) they became more focus, got motivation and began try to remember vocabulary on that videos that their watched.

Then, Woro Widiastuti (2013), she showed that In teaching vocabulary to children, it is important to implement an appropriate technique and media that match with their characteristics. And there is a significant improvement toward vocabulary competence and classroom situation after using video in teaching learning process, it implies that using video in teaching vocabulary is an effective media to enrich students' vocabulary and also change classroom situation became more conducive for teaching-learning process. And Raniah Kabooaha & Tariq Elyas, their found that the findings of the study suggest that EFL teachers should be encouraged to use YouTube in their classrooms. YouTube videos selected for

the use in language classrooms should be based on certain criteria including proficiency level of the students, their cultural context, and the lesson's objectives. Meanwhile the result of the this research showed that the students' vocabulary mastery at the seventh grade SMPN 1 Tinggimoncong in academic 2018/2019 has improved. Based on the result applied BabyBus YouTube videos as teaching media was better than before gave treatment to the students. Before giving treatment, there were 23 students classified into the very poor category and 3 students in the poor category, in other word from 26 students as sample were lack of vocabulary mastery. The research used BabyBus YouTube videos was success to improved students' vocabulary because used video in learning was interested and all that students would like to watched videos instead read a textbook. Their became enthusiastic toward the lesson and led them being serious to memorize vocabulary.

BabyBus YouTube videos was fun, it gained students' mood in learning English and their paid attention to the teacher's explanation and instruction as well as explained the videos. They were actively involved in learning process, asked questions, and made comments about the videos. It means that presence of the the videos were able to enhance students' ability to focus and concentrate on the lesson. In this case, that videos is one of the well-known teaching media in mastery vocabulary activity. This was due to simplicity, aeasy to access the videos, and easy to applied in teaching. Then that videos were capable of depicted the object promoted the students to memorize words on that videos that their watched because, the videos was colourful, thematic, vivid, and attractive so the students enjoyed the video. It can be seen from the students increased in score

after treatment used BabyBus Youtube Videos. Based on the indicators. It can be said that the implementation of BabyBus YouTube videos could help students' enhanced their vocabulary, gave them motivation, and learnt more fun.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the Pre-Experimental Research about “Using Babybus Youtube to Enhance Students’ Vocabulary”, the researcher concluded that. The students vocabulary in grade seventh of SMPN 1 Tinggimoncong, Gowa on Academic Year of 2018/2019 is poor classification before giving treatment using BabyBuss YouTube videos. It is proved by the mean score of pre-test was 5.85 and standard deviation in pre-test was 1.974 the students vocabulary was very poor classification, then after giving treatment using BabyBus videos It is proved by the mean score of post-test 6.73 and the standard deviation in post-test 1,511 there was significant improvement on the result.

Based on that result, used media in teach such us YouTube videos could enhance students vocabulary. it means important to use YouTube in classroom to gain student’ interest and help them to acquire new vocabularies.

B. Suggestions

Dealing with the conclusion, the researcher would like to suggest as follow

:

1. The English teacher should be more creative to choose media in teaching vocabulary, so that the students will be more interest and motivation to study English.
2. Using BabyBus YouTube videos or anyvideos should be apply in teaching English especially to increase vocabulary, Because it make students more active in the class and help students for understand of the lesson.

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APPENDICES

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMPN 1 Tinggimoncong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / Ganjil
Materi Pokok	: Kosakata
Alokasi Waktu	: 4 x40 menit (2 pertemuan)

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam

ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B.Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. • Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> • Menyebutkan teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. • Menulis makna teks lagu dan Menangkap makna lagu.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- Memahami kosakata yang terdapat dalam lagu.

D. Materi Pembelajaran

➤ **Fungsi Sosial**

Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

➤ **Unsur Kebahasaan**

- Kosakata dan tata bahasa dalam lirik lagu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ **Topik**

Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik

F. Media Pembelajaran

1. Media : video YouTube BabyBuss
2. Alat/Bahan
 - spidol, papan tulis
 - Laptop & speaker

G. Sumber Belajar

- Video YouTube BabyBuss

H. Langkah- langkah Pembelajaran

➤ Pertemuan Pertama

Pendahuluan

- Greeting (salam dan doa)
- Melakukan kegiatan absensi
- Melakukan apersepsi

Kegiatan Inti

Mengamati

- Guru menjelaskan tentang pentingnya belajar kosakata
- Guru memutar Video BabyBuss
- Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan
- Siswa diminta untuk menghafal kata-kata yang telah diberikan

Menanya

1. Dengan bimbingan dan arahan dari guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara penyebutan dan menanyakan kata kerja dalam bahasa inggris.

Mengumpulkan Informasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan kata kerja dalam bahasa Inggris dari film, kaset, buku teks, dsb.

Mengasosiasi

- Guru memberikan video atau ilustrasi sesuai kategori tema yang diajarkan..

- Guru meminta siswa untuk mencoba memainkan eye spy game dalam kelas untuk mengasah pengetahuan siswa terkait eye spy.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan kata kerja
- Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan

Penutup

- Menanyakan kesulitan dan pemahaman siswa tentang materi pembelajaran.
- Evaluasi / memberikan tugas.
- Closing / penutup.

➤ **Pertemuan Kedua**

Pendahuluan

- Greeting (salam dan doa)
- Melakukan kegiatan absensi
- Guru memberikan motivasi dan apersepsi dengan mengaitkan pelajaran dengan materi sebelumnya *What did you learn last week?*

Kegiatan Inti

Mengamati

- Peserta didik bersama guru melakukan review pelajaran yang lalu.
- Guru memilih beberapa kategori untuk menjadi tema pembelajaran.
- Guru memutarakan Video BabyBuss

- Peserta didik mendengarkan pengucapan-pengucapan guru tentang kata kerja yang sering dilakukan berulang ulang
- Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan
- Siswa diminta untuk menghafal kata-kata yang telah diberikan

Menanyakan

- Guru memilih satu kategori sebagai objek untuk dimainkan untuk membatasi pemahaman siswa tentang kosakata mana yang terkait. Misalnya: kata kerja yang dilakukan dalam kamar dll.
- Guru menanyakan kepada siswa kata kerja yang sering dilakukan sambil menunjukkan kata yang dimaksud.

Mengeksplorasi

- Siswa memperhatikan pertanyaan kemudian mencoba menebak dengan benar Bahasa Inggris instruksi yang diberikan

Mengkomunikasikan

- Siswa secara bergantian untuk memilih menyebutkan kosakata yang telah dipelajarinya dalam video BabyBuss.

Penutup

- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang

I. PENILAIAN

- Assessment:

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Fairly Good
5	50 – 59	Fair

Skore siswa = $\frac{\text{jumlah jawaban yang benar}}{\text{Jumlah soal}} \times 100$

Jumlah soal

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Tinggimoncong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / Ganjil
Materi Pokok : Kosakata
Alokasi Waktu : 4 x40 menit (2 pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual dan procedural) berdasarkan rasa inin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait feomena dan kejadian tampak mata.
KI 4 : Mengolah, menyaji dan menalar dala ranah konkret (menggunakan , mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris dengan sungguh-sungguh.
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama pelajaran berlangsung.
	2.2 Menunjukkan perilaku jujur,	2.2.1 Tidak menyontek saat

	disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	ulangan 2.2.2 Menyalin karya orang lain dengan melampirkan sumber pada saat mengerjakan tugas 2.2.3 Berani mengakui kesalahan yang telah dilakukan.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Berani mengakui kesalahan yang telah dilakukan 2.3.2 Bertanggung jawab atas tindakan anggotanya saat mejadi pemimpin kelompok 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
3	3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.	3.5.1 Mepraktekkan penggunaan dari nama nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari. 3.5.2 Mendemonstrasikan penggunaan kata kata benda dari kata binatang, buah ataupun bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4	4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Membuat atau menyusun kalimat sederhana terkait dengan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari

C. Materi Pembelajaran

<i>Materi Pokok</i>	<i>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</i>
Fungsi sosial	Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.
Unsur Kebahasaan	(1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>lizard</i> ,

	<p><i>dragon fly, cockroaches, mosquitoes, dll.</i></p> <p>(2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug, book shelf, pen, bag, dll.</i></p> <p>(3) Nama bangunan umum: <i>the post office, the bank, the hospital, house dll.</i></p>
Struktur teks	<p>Descriptive Picture:</p> <p>1) Vocabulary of animal (lizard, dragon fly, chicken, horse, monkey, rabbit, turtle, frog, snake, crab, fish mosquitoes, dll.</p> <p>2) Vocabulary of Noun (Fruits) : Appl, Grape, Orange, Mango, Banana, Coconut, Watermelon, Strawberry, Guava</p> <p>3) Vocabulary of Noun (Favorite things) : Shoes, Bag, Motorcycle, Car, Guitar, Umbrella, Jacket, Bracelet, Ball, house, hospital, mosque</p>

D. Metode Pembelajaran

Metode : Pendekatan Saintific

E. Media, Alat dan Sumber pembelajaran

1. Media : vieo YouTube BabyBuss
2. Alat/bahan : Spidol dan Paper
3. Sumber belajar : internet

F. Langkah-langkah pembelajaran

1. Pertemuan pertama

Pendahuluan

- Guru memberi salam
- Guru memeriksa kehadiran siswa

- Guru menyiapkan peserta didik secara psikis dan fisik
- Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan

Kegiatan Inti

Mengamati

- Siswa mendengar dan memperhatikan guru dalam menyebutkan dan menanyakan nama benda yang ada didalam kelas dalam bahasa Inggris.
- Guru memutar video BabyBuss
- Siswa diminta mengamati kosakata (verb,noun, ajective) yang terdapat dalam video
- Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan
- Siswa diminta untuk menghafal kata-kata yang telah diberikan

Menanyakan:

- Dengan bimbingan dan arahan dari guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara penyebutan dan menanyakan nama benda dalam kelas dalam bahasa Inggris.

Mengekslore:

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama benda dalam kelas dalam bahasa Inggris dari video.

Mengasosiasi

- Guru memutar video atau ilustrasi sesuai kategori tema yang diajarkan.

Mengomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan kosakata Siswa menyebutkan atau menebak nama dari video atau ilustrasi yang diberikan dalam Bahasa Inggris
- Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan

Penutup

- Menanyakan kesulitan dan pemahaman siswa tentang materi pembelajaran
- Evaluasi
- Closing / penutup

2. Pertemuan kedua

Pendahuluan

- Greeting (salam dan doa)
- Melakukan kegiatan absensi
- Melakukan apresepsi

Kegiatan Inti

Mengamati

- Guru memutar video BabyBuss
- Guru memberikan daftar kosakata yang terdapat dalam video kepada siswa

- Siswa mendengar dan memperhatikan guru dalam menyebutkan dan menanyakan nama benda yang ada didalam kelas dalam bahasa Inggris.
- Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan
- Siswa diminta untuk menghafal kata-kata yang telah diberikan
- Guru mengulang pembahasan yang lalu untuk mengecek pemahaman siswa.

Mengeksplore

- Guru mengarahkan siswa untuk membuat kelombuat yang terdiri dari 5 orang.
- Siswa mencari teman untuk membuat kelompok mereka.

Mengasosiasi

- Siswa secara berkelompok mengerjakan daftar kosakata yang diberikan.

Mengkomunikasikan

- Setiap siswa perwakilan kelompok memaparkan jawaban daftar kosakata yang telah diartikan.

Penutup

- Menanyakan kesulitan dan pemahaman siswa tentang materi pembelajaran
- Evaluasi
- Closing / penutup

G. PENILAIAN

- Assessment:

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Fairly Good
5	50 – 59	Fair

Skore siswa = $\frac{\text{jumlah jawaban yang benar}}{\text{Jumlah soal}} \times 100$

Jumlah soal

APPENDIX B .Pre-test

Name :

Class :

A. Write down the meaning of the words below without open a dictionary!

- | | |
|----------------|-------------|
| 1. Flag : | 11. Lazy : |
| 2. Flower : | 12. Tidy : |
| 3. Butterfly : | 13. Messy : |
| 4. Rose : | 14. Dirty : |
| 5. Park : | 15. Play : |
| 6. office: | 16. Study : |
| 7. mountain: | 17. stand : |
| 8. Shady : | 18. sit : |
| 9. Wonderful : | 19. sweep : |
| 10. Clever : | 20. Watch : |

B. Matching the words below!

1	Find	.....	Jatuh
2	Messy	.....	Upacara
3	Fall	.....	Berantakan
4	Bring	.....	Penghapus
5	Ceremony	.....	Ujian
6	Eraser	.....	Menemukan
7	Examination	.....	Membawah
8	small	.....	Berat
9	Neat	.....	Rapi
10	Heavy	.....	Kecil

Post-test

Name :

Class :

A. Find the meaning of the words below!

- | | |
|----------------|---------------------|
| 1. Bug : | 11. Triangle : |
| 2. Scary : | 12. Rectangle : |
| 3. Share : | 13. Curtain : |
| 4. Jump : | 14. Wheel : |
| 5. climb : | 15. Pain : |
| 6. Hold : | 16. Itchy : |
| 7. Arrange : | 17. Dark : |
| 8. Stair : | 18. Quite : |
| 9. Careful : | 19. Shine : |
| 10. Stranger : | 20. Hide and seek : |

B. Matching the words below!

1	Flag	.....	Berjalan
2	Write	.....	Bendera
3	Walk	.....	Menulis
4	Fall	.....	Penghapus
5	Ceremony	.....	Ujian
6	Eraser	.....	Upacara
7	Examination	.....	Jatuh
8	Cheap	.....	Mahal
9	Neat	.....	Rapi
10	Expensive	.....	Murah

APPENDIX C

Students' Row Score of Pre-test and Post-test

$$\text{Students' score} = \frac{\text{The Number of students correct answer} \times 100}{\text{Total Number of Items}}$$

Pre -Test

1. Anasrullahi

$$\text{Students' score} = \frac{15}{30} \times 100 = 50$$

2. Andryan Prasatya U

$$\text{Students' score} = \frac{15}{30} \times 100 = 50$$

3. Ardhika sabta Tirtha S

$$\text{Students' score} = \frac{10}{30} \times 100 = 33$$

4. Bunga Alhaera

$$\text{Students' score} = \frac{15}{30} \times 100 = 50$$

5. Dimas S

$$\text{Students' score} = \frac{12}{30} \times 100 = 40$$

6. Elisa

$$\text{Students' score} = \frac{18}{30} \times 100 = 60$$

7. Evi Frasiska

$$\text{Students' score} = \frac{18}{30} \times 100 = 60$$

8. Fachrul Khatami

$$\text{Students' score} = \frac{15}{30} \times 100 = 50$$

9. Fira Yuniar

$$\text{Students' score} = \frac{16}{30} \times 100 = 53$$

10. Hasnia Nurrahmadani

$$\text{Students' score} = \frac{15}{30} \times 100 = 50$$

11. Indira Ramadhani

$$\text{Students' score} = \frac{14}{30} \times 100 = 47$$

Post-test

Anasrullahi

$$\text{Students' score} = \frac{24}{30} \times 100 = 80$$

Andryan Prasatya U

$$\text{Students' score} = \frac{24}{30} \times 100 = 80$$

Ardhika sabta Tirtha S

$$\text{Students' score} = \frac{14}{30} \times 100 = 47$$

Bunga Alhaera

$$\text{Students' score} = \frac{26}{30} \times 100 = 87$$

Dimas S

$$\text{Students' score} = \frac{25}{30} \times 100 = 83$$

Elisa

$$\text{Students' score} = \frac{25}{30} \times 100 = 83$$

Evi Frasiska

$$\text{Students' score} = \frac{25}{30} \times 100 = 83$$

Fachrul Khatami

$$\text{Students' score} = \frac{24}{30} \times 100 = 80$$

Fira Yuniar

$$\text{Students' score} = \frac{27}{30} \times 100 = 90$$

Hasnia Nurrahmadani

$$\text{Students' score} = \frac{25}{30} \times 100 = 83$$

Indira Ramadhani

$$\text{Students' score} = \frac{26}{30} \times 100 = 87$$

12. Injilia Andasia	Injilia Andasia
Students' score = $\frac{15}{30} \times 100 = 50$	Students' score = $\frac{24}{30} \times 100 = 80$
13. Monica Reva Siana	Monic Reva Siana
Students' score = $\frac{19}{30} \times 100 = 63$	Students' score = $\frac{25}{30} \times 100 = 83$
14. Muh. Ridwan Yosua A	Muh. Ridwan Yosua A
Students' score = $\frac{20}{30} \times 100 = 67$	Students' score = $\frac{24}{30} \times 100 = 70$
15. Mutiara Fadilla	Mutiara Fadilla
Students' score = $\frac{19}{30} \times 100 = 63$	Students' score = $\frac{25}{30} \times 100 = 83$
16. Naila	Naila
Students' score = $\frac{18}{30} \times 100 = 60$	Students' score = $\frac{26}{30} \times 100 = 87$
17. Nur Aeni	Nur Aeni
Students' score = $\frac{13}{30} \times 100 = 43$	Students' score = $\frac{24}{30} \times 100 = 80$
18. Nur Fakhira	Nur Fakhira
Students' score = $\frac{15}{30} \times 100 = 50$	Students' score = $\frac{24}{30} \times 100 = 80$
19. Pratiwi	Pratiwi
Students' score = $\frac{15}{30} \times 100 = 50$	Students' score = $\frac{27}{30} \times 100 = 90$
20. Redhinal Mayudi Ramba	Redhinal Mayudi Ramba
Students' score = $\frac{18}{30} \times 100 = 60$	Students' score = $\frac{24}{30} \times 100 = 80$
21. Rezky Nurfadhila	Rezky Nurfadhila
Students' score = $\frac{18}{30} \times 100 = 60$	Students' score = $\frac{24}{15} \times 100 = 80$
22. Salwa Zalsafira	Salwa Zalsafira
Students' score = $\frac{19}{30} \times 100 = 63$	Students' score = $\frac{25}{30} \times 100 = 83$
23. Sinta Eka Putri	Sinta Eka Putri
Students' score = $\frac{20}{30} \times 100 = 67$	Students' score = $\frac{24}{30} \times 100 = 80$
24. Surya Samudra	Surya Samudra
Students' score = $\frac{16}{30} \times 100 = 53$	Students' score = $\frac{26}{30} \times 100 = 87$
25. Willy Tuntunan	Willy Tuntunan

$$\text{Students' score} = \frac{16}{30} \times 100 = 53$$

$$\text{Students' score} = \frac{25}{30} \times 100 = 83$$

26. Nayla Arditya Kusuma Putra

Nayla Arditya Kusuma Putra

$$\text{Students' score} = \frac{18}{30} \times 100 = 60$$

$$\text{Students' score} = \frac{26}{30} \times 100 = 87$$

Table of Students Row Score of Pre-test and Post-test

NO.	Respondents	Pre-test	Post-test
1.	S-1	50	80
2.	S-2	50	80
3.	S-3	33	47
4.	S-4	50	87
5.	S-5	40	83
6.	S-6	60	83
7.	S-7	60	83
8.	S-8	50	80
9.	S-9	53	90
10.	S-10	50	83
11.	S-11	47	87
12.	S-12	50	80
13.	S-13	63	83
14..	S-14	67	80
15.	S-15	63	83
16.	S-16	60	87
17..	S-17	43	80
18.	S-18	50	80
19.	S-19	50	90

20.	S-20	60	80
21.	S-21	60	80
22.	S-22	63	83
23.	S-23	67	80
24.	S-24	53	87
25.	S-25	53	83
26.	S-26	60	87
	TOTAL	15200	17500

APPENDIX D

Table of Students' Vocabulary Achievement

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	3.8	3.8	3.8
	40	1	3.8	3.8	7.7
	43	1	3.8	3.8	11.5
	47	1	3.8	3.8	15.4
	50	8	30.8	30.8	46.2
	53	3	11.5	11.5	57.7
	60	6	23.1	23.1	80.8
	63	3	11.5	11.5	92.3
	60	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

POSTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	3.8	3.8	3.8
	80	10	38.5	38.5	42.3
	83	8	30.8	30.8	73.1
	87	5	19.2	19.2	92.3
	90	2	7.7	7.7	100.0
Total	26	100.0	100.0		

APPENDIX E

The Mean Score of Pre-test and Post-test and The Students' of Vocabulary

	N	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Std. Error	Statistic
PRETEST	26	152.00	5.8462	.38707	1.97367
POSTEST	26	175.00	6.7308	.29643	1.51149
Valid N (listwise)	26				

Statistics

		PRETEST	POSTTEST
N	Valid	26	26
	Missing	0	0
Mean		5.85	6.73
Minimum		1	1
Maximum		9	9

APPENDIX F

The Percentage of Students' Vocabulary

The percentage of the students' development in vocabulary as follow:

$$P = \frac{x_2 - x_1}{x_i} \times 100\%$$

$$P = \frac{6.73 - 5.84}{5.84} \times 100\%$$

$$P = \frac{0.84}{5.84} \times 100\%$$

$$P = 15.23\%$$

APPENDIX G

Calculating the T-test analysis

Tests of Normality^a

POSTEST	Kolmogorov-Smirnov ^b			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	df	Sig.	
PRETEST	80	.297	10	.013	.868	10	.095
	83	.244	8	.178	.813	8	.040
	87	.221	5	.200*	.902	5	.421
	90	.260	2	.			

*. This is a lower bound of the true significance.

a. PRETEST is constant when POSTEST = 47. It has been omitted.

b. Lilliefors Significance Correction

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	6.73	26	1.511	.296
	PRETEST	5.85	26	1.974	.387

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POSTTEST & PRETEST	26	.348	.082

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	POSTTEST – PRETEST	.885	2.026	.397	.066 1.703	2.226	25	.035

APPENDIX H

TABLE DISTRIBUTION OF T-VALUE

For level of significance (D) = 0,05

Degree of freedom (df) = N-1=26-1=25

t- Table = 2.059

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.816	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.764	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.740	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.726	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.717	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.711	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.706	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.702	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.699	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.697	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.695	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.693	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.692	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.691	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.690	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.689	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.688	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.687	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.686	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.686	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.685	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.685	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.684	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.684	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.684	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.683	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.683	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.683	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.682	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.682	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749

32	0.682	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.682	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.687	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.681	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.681	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.681	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.681	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.680	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

DOCUMENTATION







CURRICULUM VITAE



Nurahdatul Inayah was born on March 19th, 1997 in Binuang, Sulawesi selatan. She is the first daughter from one sister of her parents Junaedy and Rusniati. On 2008 she finished her study in Elementary School at SDN 65 Balangriri, then she continued her study to Junior High School at SMPN 16 Bulukumba and graduated on 2011,

the next she registered as a student of SMAN 2 Bulukumba and graduated on 2014. Then she continued her study in English department of Makassar Muhammadiyah University and finished with thesis and title “ Using BabyBus YouTube to Enhance Students’ Vocabularies (pre-experimental research at the seventh grade of SMPN 1 Tinggiimoncong,Gowa)”