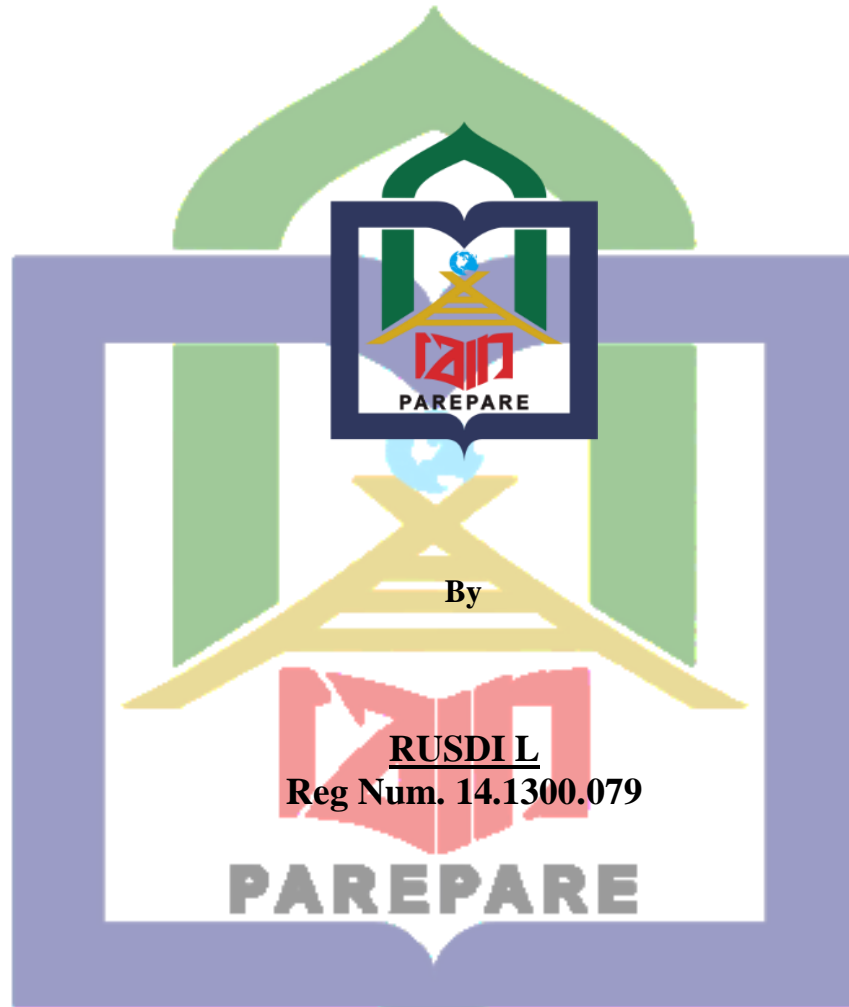SKRIPSI

**THE USE OF INTERACTIVE VIDEO MULTIMEDIA IN IMPROVING
STUDENTS' VOCABULARY MASTERY AT THE SEVENTH
GRADE OF MTs SA PP AL IKHLAS WETTE'E
SIDENRENG RAPPANG**

By

RUSDI L
Reg Num. 14.1300.079

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

SKRIPSI

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Submitted to the English Program of Tarbiyah Faculty
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

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RUSDI L
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to

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name : RUSDI L

The Title of Skripsi : The Use of Interactive Video Multimedia in
Improving Students Vocabulary Mastery at the
Seventh Grade of MTs SA PP Al-Ikhlas Wette'e
Sidenreng Rappang.

Student Reg. Number : 14.1300.079

Faculty : Tarbiyah

Study program : English

By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab
Department Sti.08/PP.00.9/2708/2017

Has been legalized by:

Consultant : Hj. Nurhamdah, S.Ag., M.Pd.

Nip : 19731116 199803 2 007   (…………………………..)

Co- Consultant : Mujahidah, M.Pd.

Nip : 1979041 2200801 2 020   (…………………………..)

Approved by:

Dean of Tarbiyah faculty

Dr. H. Saepudin, S.Ag., M.Pd.
NIP: 19721216 199903 1 001

iv

SKRIPSI

THE USE OF INTERACTIVE VIDEO MULTIMEDIA IN IMPROVING STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTs SA PP AL IKHLAS WETTE'E SIDENRENG RAPPANG

Submitted by

RUSDI L
Reg Num. 14.1300.079

Had been examined of January 24th, 2019 and had been declared that it fulfilled the requirements

Approved by
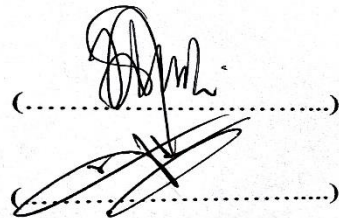
Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag., M.Pd.

Nip : 19731116 199803 2 007 (.............................)

Co- Consultant : Mujahidah, M.Pd.

Nip : 19790412 200801 2 020 (.............................)

Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M. Si.
Nip. 19640427 198703 1 002

Dean of Tarbiyah Faculty

Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 19721216 199903 1 001

v

ENDORSEMENT OF EXAMINER COMMISION

Name : RUSDI L

The Title of Skripsi : The Use of Interactive Video Multimedia in Improving Students' Vocabulary Mastery at the Seventh Grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang.

Student Reg. Number : 14.1300.079

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab Department Sti.08/PP.00.9/2708/2017

Date of Garaduation : January 24th, 2019

Approved by Examiner Commisions

Hj. Nurhamdah, S.Ag., M.Pd.   (Chairman)   (..............................)

Mujahidah, M.Pd.   (Secretary)   (..............................)

Dr. H. Saepudin, S.Ag., M.Pd.   (Member)   (..............................)

Dra. Hj. Nanning, M.Pd.   (Member)   (..............................)

Cognizant of:
Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M. Si.
Nip. 19640427 198703 1 002

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In the name of Allah, The Beneficent and The Merciful

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The researcher wants to thank a lot to all people who support and help her. She realizes that without their support and help, she could not be able to finish this "Skripsi".

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May the Almighty Allah swt be always with us

Parepare, 10th December 2018

The Writer
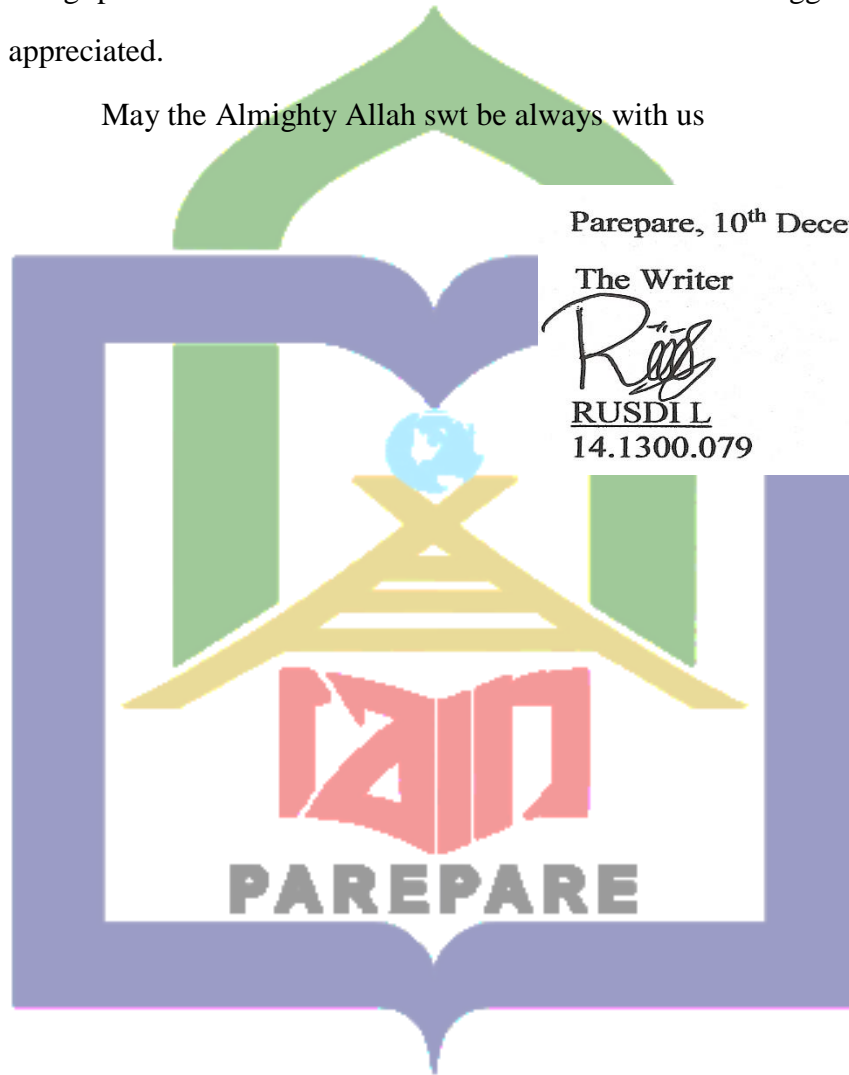
RUSDI L
14.1300.079

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : RUSDI L

Student Reg. Number : 14.1300.079

Study Program : English Education

Department : Tarbiyah

Tittle of Skripsi : The Use of Interactive Video Multimedia in Improving Students' Vocabulary Mastery at the Seventh Grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang.

Stated this skripsi was her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 24th December 2018

The Writer

RUSDI L
14.1300.079

ABSTRACT

Rusdi L. *The Use of Interactive Video Multimedia in Improving Students'*
Vocabulay Mastery at the Seventh Grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng
Rappang. (Supervised by Nurhamdah and Mujahidah).

The purpose of this study was to find out that there was a significant
difference from the Vocabulary Mastery at the Seventh Grade of Mts. SA PP Al-
Ikhlas Wette'e through Interactive Video Multimedia. Furthermore, the importance of
this research is expected to be useful information for English teachers especially in
teaching vocabulary. In addition, it can be used as a teaching media to improve the
ability to memorize vocabulary.

This study was designed by using pre-experimental. The population of this
study was students of MTs. SA PP Al-Ikhlas Wette'e 2017/2018 academic year and
took seventh grad e as a sample consisting of 26 students. The researchers choose
total sampling because in the population was only one class in seventh grade and
researchers choose seventh grade because the research was very suitable for class.

After analyzing the data, the researchers found that there was a significant
effect using Interactive Video Multimedia in improving Vocabulary Mastery at the
Seventh Grade of MTs. SA PP Al-Ikhlas Wette'e, where the ttest (10,31) was greater
than t-table (1,708) with df = n - 1 = 25, with α = 5%. This means that the alternative
hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be
concluded that there is a significant difference from students' vocabulary mastery
through the Interactive Video Multimedia learning model before and after treatment.

The questionnaires were successfully filled by 26 respondents that were taken
on May 2018. From 10 positive and 10 negative questionnaires, all the students
answered very positive and most of them got 81-98 according to the liker scale.
Based on the liker scale, the students were very positive in learning vocabulary by
using Interactive Video Multimedia.

Keywords: Interactive Video Multimedia, Learning Media, Students' Vocabulary.

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CHAPTER I

INTRODUCTION

1.1 Background

Technology can make education systems more efficient by helping teachers and administrator streamline routine tasks and improve assessment and data collection. In the classroom, technology can be a powerful catalyst for pedagogical change, as students use technology to take a more active role in personalizing their own education, and teachers take on new roles as facilitators of knowledge rather than knowledge transmitters.

Technology also has the potential to transform education by extending the learning space beyond the four walls of a classroom. Although brick-and-mortar school will continue to play a leading role in education over the coming decades, technology offers a variety of learning opportunities beyond the physical limits of school. With the current accelerated growth in mobile devices, we are already witnessing the emergence of flexible, open learning environments that enable contextual, real-time, interactive and personalized learning.[1]

Looking at the developing science and technology, in teaching and learning of English language, the latest technologies such as Computers, the Internet, Electronic Dictionary, Email, Blogs and mobile phones plays a very effective role. Computer technology and Internet are new devices used in education methodology. Next to its commercial importance, it is seen as the pedagogical tool for the independent research, and academics. The last two decades have witnessed a

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[1]Celal Karaca. The Imfortance of Technology for Education, Aksaray University, (http://thoughtleader.co.za/leeroychetty/2013/04/02/the-importance-of-technology-for- education)

revolutionary change due to the onset of technology; the way teaching and learning is done. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. The paper explores the application of network technology into the English language teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner. In order to apply this new teaching mode to serve the English language teaching more effectively, we should make good use of the advantages and avoid the disadvantages to achieve better results. The author points out that the network English teaching will surely motivate the learners' interest create a better English communicative environment for students and increase the teaching efficiency of the language teachers.

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video and computer assisted learning strategies. The students are surrounded by technology and this technology can provide interesting and new approaches to language teaching because the use of technology for teaching and learning is moving their institution in the right direction. In this way, the teachers of English can take full advantage of technology to teach English in the non-native speaking countries. The following are some of the important advantages of the use of multimedia technology: Motivates Students to Learn English

Traditional teaching methods are unpopular and less active in the English language classrooms. Now, multimedia technology, with the help of audio, visual and animation motivate the students to learn English quickly and effectively. In this connection, Rana says, we also need to take into account that as human beings, we're very visual beings, that what we see tends to our judgments more, and technology helps in bringing that visual aspect to education. Who here would prefer a lecture class over a presentation. It makes an easy access to information regarding the culture of the target language. With such features as abundant-information and crossing time and space, multimedia technology creates a real-life or native speaking country context for English language teaching, which greatly cultivates students' interest and motivation in learning the language[2]

For this time the researcher will use interactive video Multimedia to improve the students' vocabulary, lesson in interactive video may involve questions on computer, responses or answer from students, and feedback from the computer telling the students if the answer is correct or wrong.

Interactive video Multimedia is an instructional delivery system in which recorded video material is presented under computer control to viewers who not only see and hear the pictures and sounds but also make active responses, with those responses affecting the pace and sequence of the presentation. The video portion of interactive video is provided through a videocassette, videodisc, or compact disc.

The interactive aspect of interactive video is provided through computers, which have powerful decision making abilities. In this phase, the learners do

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[2]*Min Pun.* The Use of Multimedia Technology in English Languange Teaching. English Tribhuvan University,*(https://www.nepjol.info /index.php/article /download/10466/8517/the-use-of-multimedia-technology-in-english-language-teaching;a-global-perspective)*

communication with the instructional program by responding to audio, visual, or verbal stimuli displayed on the monitor. The writer hopes that the writer can improve the students' achievement in learning vocabulary and they will not get bored.

Based on the observation that done by the researcher showed that the students of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang had difficulty in memorizing the vocabulary, there are lack of vocabularies. So that, the researcher thinks that this method will help the students to learn with enjoy and improve the students' vocabulary at the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

1.2 Problem Statement

Based on the background above, the researcher formulates the problem statement as follow;

1.2.1 Is the use of interactive video Multimedia effective to improve the students' vocabulary mastery at the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang?

1.2.2 How is the students' interest towards the use of interactive video multimedia at the seventh grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang?

1.3 Objective of the Research

The objective of the research is formed as follow;

1.3.1 To know how far the improvement of the students after the researcher applies interactive video Multimedia effective to the students' vocabulary mastery at the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

1.3.2 To know how is the students interest towards the use of interactive video multimedia at the seventh grade of MTs SA PP Al–Ikhlas Wette'eSidenreng Rappang.

1.4 Significance of the Research

It is expected that the result of the research will provide useful contribution for:

1.4.1 Teacher

This research is expected to give information about improve the students' vocabulary by Interactive Video Multimedia in the class. Therefore, the teachers enjoy and fun using this method and students also enjoy without nervous to receive the lesson.

1.4.2 Students

When teaching English by application media, the students already have many vocabularies and able to speak up with their friends. Besides that, learning by application this method to improve students' vocabulary in English, the students are expected to be enjoy and fun without nervous so that the students easy to learn vocabulary.

1.4.3 Researcher

The researcher be able to get experience and knowledge special how to teach and learn vocabulary with easily and enjoy able, and also able to use this media in English learning when the research successfully.

1.4.4 School

The researcher expects this school be able to apply after know this method and perhaps it will be meaningful for the students in mastering the vocabularies.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Findings

There are some researchers who have conducted research by using a few methods in teaching and learning English vocabulary process more effective. They are:

Rara Diska Nurhanain her research "Improving Students Reading skill Through Interactive Multimedia of the Eighth Grade at SMP Raden Fatah Cimunggu Cilacap in the Academic Year of 2013/2014" found that the students were helped to remember reading easily to use Interactive Multimedia. In other words, it had a positive effect on the students of the first grade of SMP Raden Fatah Cimunggu Cilacap. It was proved by the result of t-test is lower Thant-table.[3]

Tri Andi Pratama"The vocabulary mastery, the vocabulary video, the students, SDN 1 Sugiwaras"founds in his research about that the purpose of this study is to find out the effectiveness of vocabulary video in teaching English vocabulary at fourth grade at SDN Sugiwaras Candi Sidoarjo. This technique can improve and increase student's ability to learn the target language and make them enjoy teaching learning process. It supposes to motivate students to learn English actively by using vocabulary video.[4]

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[3]Rara Diska Nurhana "Improving Students Reading skill Through Interactive Multimedia of the Eighth Grade at SMP Raden Fatah Cimunggu Cilacap in the Academic Year of 2013/2014". (Skripsi Unpublished, Yogyakarta: Universitas Negeri Yogyakarta). p. 7

[4]Tri Andi Pratama, " The Vocabulary Mastery, the Vocabulary Video, the Students, SDN 1 Sugiwaras". (Jurnal Universitas Brawijaya, http://www.ac.id/: 2011)

Based on the previous research findings above, the researcher can conclude that all of the researchers had research the same media, it was interactive video multimedia. This research will focus about the students' vocabulary mastery, although this research will research at the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

2.2 Some Pertinent Ideas

2.2.1 The Concepts of Vocabulary

The concept of vocabulary consist of definition of vocabulary, types of vocabulary, the importance of vocabulary, and teaching and learning vocabulary.

2.2.1.1 Definition of Vocabulary

Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage. Sarawir describes the teaching vocabulary a few days before a type of debate. Through direct teaching and reading the learners became familiar with the topic vocabulary before they need to use it in the formal speaking activity. Johnson suggests similar pre teaching as preparation for listening exercises which give further practice in vocabulary.[5]

Pennie and Patricia Marshall said that vocabulary means words in general; you improve your vocabulary in any language when you learn more words: I learnt some new English vocabulary today. All the time I was in Britain my vocabulary was increasing daily.[6]

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[5]I. S. P. Nation, *Teaching And Learning Vocabulary. "*Victoria University of Wellington", (Florence, United States: Heinle and Heinle publishers, 1990), p. 3

[6]Pennie and Patricia Marshall, *An Active Learning Dictionary.* (Singapore: Learners Publishing, 2004), p. 426

Definition vocabulary are all the words that a person knows and uses, all the words in a language, list of words with their meanings, especially in a book for learning a foreign language.[7]

Murcia said that "Vocabulary can be defined, roughly, as the words we teach in the foreign language.[8]

2.2.1.2 Types of vocabulary

Harmer stated that, there are two types of vocabulary, *the first* is Passive or recognition vocabulary, which is made up of the words. One recognized in the context reading materials but he does not actually use himself. *The second* is Active vocabulary which consist of working words is used daily in writing and speaking.

2.2.1.3 The importance of vocabulary

There are five importance of vocabulary to use in English:

2.2.1.3.1 *The first* is an extensive vocabulary aids expression and communication.

2.2.1.3.2 *The second* is Vocabulary size has been directly linked to reading comprehension.

2.2.1.3.3 *The third* is linguistic vocabulary is synonymous with thinking vocabulary.

2.2.1.3.4 *The fourth* is a person may be judged by others based on his or her vocabulary.

2.2.1.3.5 *The fifth* is Wilkins once said, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.[9]

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[7]Oxford Learner's Pocket Dictionary, (New Edition. Oxford University Press, 2008), p. 482

[8]Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language, Second Edition* (Massachusetts: Heinle Publisher, 1991)*,* p. 6

2.2.1.4 Teaching and learning vocabulary

The meaning of words can be communicated or taught in many different ways. The following includes most of the possibilities. By demonstration or pictures such as using an object, using a cut-out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams, pictures from books, by verbal explanation, analytical definition, putting the new word in a defining context, translating into another language, these techniques are only ways of teaching the meaning of words.

In vocabulary teaching the information source may be the teacher's brain. The transmitter can be many things-for example, the teacher's voice (if giving a verbal explanation), the teacher's hands (if drawing or pointing to a picture), the teacher's body (if give a demonstration), a real object (if the teacher shows it to the class).[10]

Learning is symbolic thought develops rapidly from age one and a half to four. Symbolic thought enables the child to think of a box as if it were a car. And to play with it while imitating the sound of the motor to make it more real. It enables the child to think of the word *car as* standing for a real automobile.[11]

Vocabulary in context and systematic vocabulary expansion, there are two major vocabulary needs in learning a second language: learning words, idioms, and expression in context, as they are encountered in using the language to communicate

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[9]Stahl. Steven A, *Vocabulary Development.* (Cambridge: brookline book, Accessed on March 1st, 2016), p. 3

[10]I. S. P. Nation, *Teaching and Learning Vocabulary.* "Victoria University of Wellington", (Florence, United States: Heinle and Heinle Publishers, 1999), p. 51

[11]Robert Lado, *Teaching English Across Cultures* (Singapore: McGraw-Hill, 1998), p. 5

and systematically learning vocabulary to meet communication needs beyond specific utterances.

In learning vocabulary to understand or express an utterances, we concentrate on the meaning that fist the context or on the form of the word that expresses the intended meaning. All the others meanings and forms can be ignored temporarily in favor of the specific communicative purpose of the utterance.

Some assimilation of the vocabulary encountered occurs as we understand the new utterance. In some instances, new words are learned from a single encounter as in one-trial learning. But in most cases assimilation of new vocabulary requires considerably more experience with new items then a single contextual encounter. Furthermore, students of English as a second or foreign language cannot duplicate the experience of native speaker in learning the first. Therefore, they must study and learn vocabulary systematically; that is, other than as individual words encountered in texts and utterances.[12]

2.2.2   The Concepts of Interactive Video Multimedia

2.2.2.1 Definition of Media

Media, the plural form of mediator (medium), is a means of communication. Derived from the Latin medium ("between"), this term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visual, video, engineer (manipulative) (objects), and people. The purpose of the media is to facilitate communication and learning.[13]

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[12]I. S. P. Nation, *Teaching and Learning Vocabulary,* Victoria University of Wellington, (Florence, United States: Heinle and Heinle publishers, 1999), p. 80

[13]Sharon E., Deborah L. &   James D, (2011), *Instructional Technology & MediaFor Learning*, (Jakarta: Prenada Media Group, Edisi 9), P. 7.

Talking about instructional media, Gagne and Briggs says that instructional media involve the tools used for transferring the contents of teaching material. They are books, tape recording, cassette, video camera, video recorder, movie, slide, photos, pictures, graphs, television, and computer. Goes along with this, according Kemp and Smellie that instructional media make use of the power of pictures, words, and sounds, to compel attention, to help an audience understand ideas and acquire information too complex for verbal explanation alone, and to help overcome the limitation of time, size, and space. Instructional media is really support the teaching and learning process. It easier the teacher to do her job and make students more interested in following teaching and learning process.[14]

The media as a tool in the learning process is reality that cannot be denied. Use of the media is necessary in the learning process because it can be facilitate learning, such as simplifying the complexity of the materials to be delivered for example learning about the earth, there might be a teacher could explain how earth, what part there are if not assisted with media.

The media comes from latin and is the plural form of the medium which is means "Introduction".[15] Vernon .s Gerlach and Donald p. Ely says media is a source of learning. Broadly defined by human beings, things, or events that make the condition may acquire the knowledge, skills or attitudes.[16]

2.2.2.2 Definition of Video Multimedia.

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[14]Arsyad, Azhar.. *MediaPembelajaran*. (Jakarta: PT. Raja GrafindoPersada. 2002), P.6

[15]Ramayulis, *Ilmu Pendidikan Islam,* Cet IV (Jakarta: Kalam Mulia, 2002), p. 180.

[16]Zakia Drajat, dkk, Ilmu Pendidikan Islam. (Jakarta: Bumi Aksara, 1996), p. 80.

Video Multimedia is the use of computers for installation and text, sound images, animation, audio and video with tools and connection so that users can navigate, use, make and incorporated in a video. Multimedia videos is commonly used in the world of informatics especially in the world of education.

Video Multimedia also proved to be impactful for teaching and learning of advanced physics concept, even at the A-level. Mr Chua Kah Hean from Hwa Chong Institution recognized the effectiveness of media resource for both lectures and tutorials. The videos serve as good triggers for discussion and exploration of new concepts.

Multimedia engages an audience through a combination of text, audio, still image, video or interactive-based content formats. Along this vein, free platforms have been seen to allow budding enthusiast to create multimedia content. For example, offer creative opportunities in website development that enable text insertion, still image, video and animation embedding. Along with audio and hyper-interactive links to simulations.[17]

2.2.2.3 Definition of Interactive Video Multimedia

Interactive learning is the expression used to describe this learner-media interplay. The pace and sequence of instruction may be controlled by individual or prompted by computer program component of the media. It means, lesson in interactive video may involve questions on computer, responses or answer from students, and feedback from the computer telling the students if the answer is correct or wrong.

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[17]Chua Kah Hean, Multimedia Video For Learning, (Educational Technology Division, MOE, 2012. http://Emedia.moe.edu.sg/)

In addition, Heinich stated that interactive video Multimedia is an instructional delivery system in which recorded video material is presented under computer control to viewers who not only see and hear the pictures and sounds but also make active responses, with those responses affecting the pace and sequence of the presentation. The video portion of interactive video is provided through a videocassette, videodisc, or compact disc.[18]

Goes along with them, according Smaldino and Russel stated that the interactive aspect of interactive video is provided through computers, which have powerful decision making abilities. In this phase, the learners do communication with the instructional program by responding to audio, visual, or verbal stimuli displayed on the monitor.[19]

In addition, Gerlach and Elly said that computer presents nearly all the instructions, and it records the students' responses. The computer can score the students' work and present the result. It can be concluded that the heart of the interactive video system is computer, which provides the intelligence and interactivity required. The computer can command the system to present audio or video information, wait for the learners' responses, and give feedback of that responses.[20]

In this research, Interactive Video Multimedia is a learning video that consists of materials which are appropriate to the students in senior high school. Its objective is to make the beginners in learning English can be interested in learning it and can

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[18]Heinich, Robert, et all.. *Instructional Media and Technologies for Learning. (*New York: Regent Publishing Company, Ltd.1996), p.17

[19]Smaldino, Sharon E, et all. *Instructional Technology and Media for Learning*. (New Jersey: Pearson Prentice Hall. 2005), p.23

[20]Gerlach & Elly. 1. *Teaching and Media*. Englewood Cliffs, (New Jersey: Prentice Hall, Inc. 980), p..33

improve their ability in acquiring English. This Interactive video multimedia consists of one disc which presents four certain theme using cartoon characters, children characters and its sound. In this disc, there are some activities.

Operationally welcoming Interactive Video Multimedia in delivering material though media discussing two composed or more text, graphics, images, photos, audio, video and integrated animation though allocation of laptops and give a pleasant impression run by every child to measure vocabulary mastery in terms reciting words with teacher guidance. [21]

Interactive Video Multimedia is a learning process who uses media contains motion and sound actions with the freedom of users inside the multimedia settings and learning resources with computer systems in achieving learning goals.[22]

2.2.2.4 Building Vocabulary through interactive video multimedia

YouTube technology can be considered as a valuable learning tool. A growing body of research has shown significant findings that encourage the integration of YouTube video clips in education. Mayer stresses that the use of videos is greatly effective especially for introductory courses as it can facilitate difficult concepts, and attract the attention of weak students as well as visual/ special students. YouTube is a multidimensional resource that offers videos in all fields of knowledge that can be

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[21]Khansa Alfreda Salsabila. *Video Multimedia Interactive Terhadap Keterampilan Berbicara Anak Tunarungu TKLB-B. Universitas Negeri Surabaya (Surabaya:* Jurnal Pendidikan Khusus, 2018), P.7

[22] Margarta Tatu, John R. Wenas, dan Alri Marasut. Penggunaan Multimedia Interactive Video Berbasis Computer Pada Materi Sistem Persamaan Linear Dua Variabel. Universitas Negeri Manado. (Manado, Jurnal 2017), P.48

accessed effortlessly. In addition, videos on YouTube are limited in length; this makes them suitable for the tight classroom's time.[23]

2.2.2.5 The Importance of using interactive video multimedia

Vocabulary knowledge is critically important for school success. English language learners who are behind their native English-speaking peers in vocabulary knowledge are at risk for experiencing difficulty in reading throughout their school years. Intervention that speeds up the vocabulary growth of ELLs is necessary so that they can catch up to their peers and keep up with instruction in school. The video supported vocabulary intervention described here was able to accelerate the vocabulary learning of ELL students such that the gap between non-ELL and ELL students narrowed by the end of the intervention. Multimedia enhancement of vocabulary instruction may be an appropriate way to enhance regular vocabulary instruction to meet the needs of ELLs in inclusive settings, as well as in ELL classrooms.[24]

2.2.2.6 The Benefits of using interactive video multimedia

Here are just a few of the benefits of using videos in learning English:

1. Facilitating thinking and problem solving

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[23]Mayer, R. Cognitive Principles of Multimedia Learning: *The role of modality and contiguity*. Universitas of California, (United States: Journal of Education Psychology, 2001), p.38

[24]Ribecca Silverman, (http://www.readingrockets.org/article/using-multimedia-promote-vocabulary-learning-supporting-english-language-learners-inclusive).

Made the connection between visual clues, the memory process, and the recall of new knowledge. Allam observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, and technology.

2. Assisting with mastery learning

In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches with students.

3. Inspiring and engaging students

More recently, Willmot et al showed that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:

1. Increased student motivation.

2. Enhanced learning experience

3. Higher marks

4. Development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject.

5. Development of learner autonomy.

6. Enhanced team working and communication skills.

7. A source of evidence relating to skills for interviews.

8. Learning resources for future cohorts to use and opportunities for staff development (CPD). (p.3).

4. Authentic learning opportunities

The work of Kearney and colleagues show the benefits of using video to produce authentic learning opportunities for students, and how 'videos' encourage academic rigor from an advocacy, research based perspective.[25]

2.3 **Conceptual Framework**

There are many activities which could be present in teaching to make the students to get improve and success in learning English. The theoretical framework underlying this research is giving in the following diagram:

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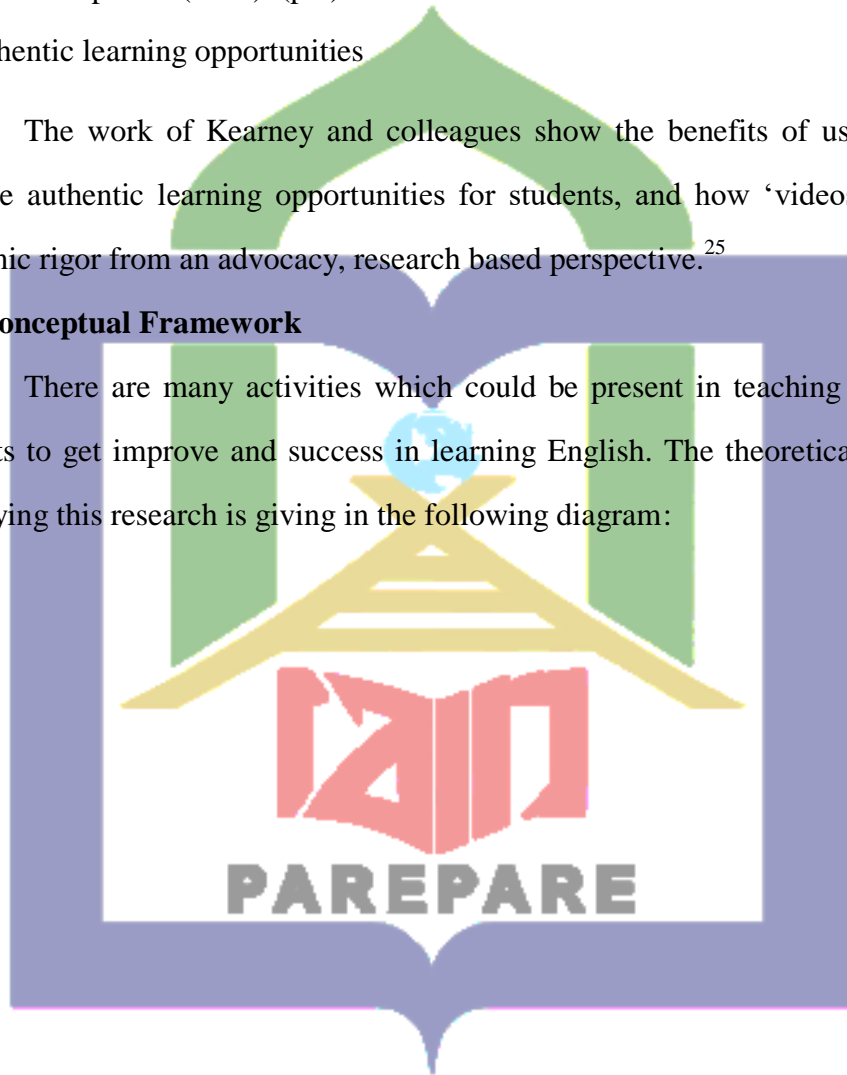
[25]Anthea groessler, Video for teacing and learning, The University of Queensland, (http://www.uq.edu.au/teach/video-teach-learn /copyright .html). p. 3

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┌─────────────────────────────┐
│      ENGLISH TEACHING        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Teaching Vocabulary      │
└─────────────────────────────┘
```

Input	Procces	Output

Vocabulary Material	Interactive video multimedia instructions 1. Preparation 2. Presentation 3. Practice 4. Evaluation 5. Students Response 6. Expansion activities	The Student's Vocabulary Achiement
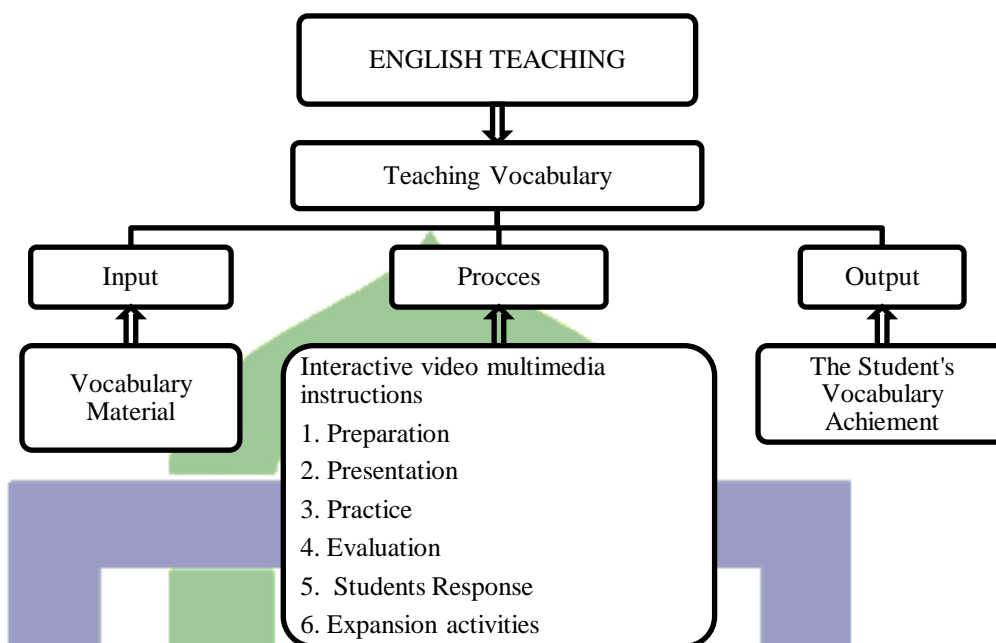
In the diagram above, there are three elements as follows:

1. Input refers to identify the students' vocabulary of the eleventh grade of the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

2. Process refers to the teaching and learning vocabulary by using interactive video multimedia method of the eleventh grade of the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

3. Output refers to the students' vocabulary achievement of the eleventh grade of the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

2.4 Hypothesis

HO = Using interactive video multimedia method is not able to improve the students' vocabulary mastery.

HI = Using interactive video multimedia method is able to improve the students'

vocabulary mastery.

2.5 Operational Definition of Variable

2.5.1 Variable

There are two variables involved in this research namely independent variable and dependent variable.

2.5.1.1 The independent variable is improving students' vocabulary by using interactive video multimedia method.

2.5.1.2 The dependent variable is improving the students' vocabulary mastery.

2.5.2 Operational Definition

2.5.2.1 Interactive Video Multimedia is a topic of computer science that explores various methods and technologies. The word Interactive Multimedia itself is combination of 2 words, namely of interactive words that have the meaning of communicating, inter-relationship, and mutually active, the word multimedia is the use of media that presents and combines text , sound, images, animation and video. Interactive Multimedia usually deals with product and services on a computer-based digital system that deals with users by presenting content such as text, sound, images, animation and video.

2.5.2.2 Vocabulary Mastery is the active of mastering or the ability to understand and use words contained in a language, both spoken and written. Vocabulary Mastery is the students' ability to understand vocabularies about parts of body, things in classroom, dress up, foods and they can recognize the vocabularies.

2.5.2.3 Cartoon videos are an alternative type using Interactive Video Multimedia because basically cartoon videos are one of the main attractions for students and using cartoon videos is more likely to make students more comfortable learning, where we choose cartoon videos that are included in the category of Interactive Video Multimedia.

CHAPTER III

THE METHOD OF THE RESEARCH

3.1 The Research Design

The researcher used experimental method by pretest and posttest design. It can be shown as follow:

$$O1 \quad X \quad O2$$

Where:

O1 : Pretest

X : Treatment

O2 : Posttest.[26]

3.2 Location and Duration

The location of the research had done at MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang, South Sulawesi .The duration of this research was nine meetings namely once in pre-test, six times in treatment and once in post-test. And the researcher needed one month to do this research.

3.3 Population and Sample

3.3.1 Population

The population of this research is the seventh grade students of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang in academic year 2018/2019, there are three

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[26]Gay, L.R, *Education Research Competencies for Analysis and Application,* Second Edition (Colombus Ohiol, 1981), p. 228.

classes in the seventh grade of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang. The total number of them can be seen in the following table.

Table 3.1 total number of the seventh grade students of MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

CLASS	NUMBER OF STUDENTS
VII	26

Sumber : MTs SA PP Al–Ikhlas Wette'e Sidenreng Rappang.

3.3.2 Sample

Because of the small population and the researcher using interactive video multimedia, the researcher applied total sampling as the technique to decide a sample by using considering special thing to deserve be a sample[27]. Total sampling is a sample selection technique were all of population members are used as samples. This technique is often used in experimental research sampling in the field of education, where the number of research populations is relatively small, that less than 100 people and less than 3 classes. The researchers choose total sampling because in the population was only one class in seventh grade and researchers choose seventh grade because the research was very suitable for class.

3.4 Instrument of the Research

In this research, the researcher utilized vocabulary test and the students' response as the instruments. To make it clearly, here are the following details:

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[27]Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan* (Bandung: Alfabeta, 2016), p. 88

3.4.1 Vocabulary test

The test is used to find out the students improvement in vocabulary after thought by using interactive video multimedia method. The test will be given in pre-test and post-test, they are the same test. Each test consists of 40 selected words related to the 4 topics of materials that be taught in the treatment. The students should give the meaning to each word inside the test.

3.4.2 The students' interest by researcher

The researcher used the students' interest as the last instrument in this research by taking some interest from the students such as from the students' interest the researcher will know that is there is improvement or not from the students.

3.5 Procedure of Collecting Data

In collecting data, the researcher uses one kind of test an instrument of collecting data, namely vocabulary test. It applied as the pretest and posttest.

3.5.1 Pre Test

The pre-test give to find out how the student effectiveness in vocabulary skill before giving the treatment about interactive video multimedia. The test measure students' knowledge about how many vocabulary they know doing learning English.

3.5.2 Treatment

Treatment in this researcher used interactive video multimedia method in teaching vocabulary to treat the sample. The researcher began to stimulate students' to increase their vocabulary mastery by using interactive video multimedia method. In this case the students repeat what the teacher say and what they see in the video. In the conducted four meeting which spend 60 minutes each meeting.

The steps were described as follow:

1. On the first meeting

   a. The researcher arranged presentation of the class and turn on the LCD and video learning to make the ambience's class it is so fun.

   b. The researcher accosted the students by using mother language and also giving motivation to the students before teaching the material. Besides that, the researcher made the class more so fun.

   c. The researcher shown the first material was the names of Family to the students thought video cartoon.

   d. The researcher asked the students to follow him for practicing the pronunciation what are they got on the video about the names of Family.

   e. Every students chosen one of fruits.

   f. After that, the students stand up and introduced their self-one by one agree with their new name.

   g. The researcher gave chance to the students for asking unclear material about. The researcher asked the students to memorize every vocabulary would be teach by using interactive video multimedia method.

1. On the second meeting

   a. The researcher arranged presentation of the class and turn on the LCD and video learning to make the ambience's class it is so fun.

   b. The researcher accosted the students by using mother language and also giving motivation to the students before teaching the material. Besides that, the researcher makes the class more so fun.

   c. The researcher shown the first material is the names of Fruits to the students thought video cartoon.

d. The researcher asked the students to follow him for practicing the pronunciation what are they get on the video about the names of Fruits.

e. Every students chosen one of the names of Fruits.

f. After that, the students stand up and gave the names of fruits one by one agree with their new name.

g. The researcher gave chance to the students for asking unclear material about.

h. The researcher asked the students to memorize every vocabulary would be teach by using interactive video multimedia method.

2. On the third meeting

a. The researcher arranged presentation of the class and turn on the LCD and video learning to make the ambience's class it is so fun.

b. The researcher accosted the students by using mother language and also giving motivation to the students before teaching the material. Besides that, the researcher made the class more so fun.

c. The researcher shown the second material is the names of Animals to the students thought video cartoon.

d. The researcher asked the students to follow him for practicing the pronunciation what were they got on the video about the names of Animals.

e. Every student choose one of the names of Animals.

f. After that, the students stand up and saying the names of Animals one by one agree with their feeling.

g. The researcher gave chance to the students for asking unclear material about.

h. The researcher asked the students to memorize every vocabulary would be teach by using interactive video multimedia method.

3. On the fourth meeting

   a. The researcher arranged presentation of the class and turn on the LCD and video learning to make the ambience's class it is so fun.

   b. The researcher accosted the students by using mother language and also giving motivation to the students before teaching the material. Besides that, the researcher made the class more so fun.

   c. The researcher shown the third material is the names of job to the students thought video cartoon.

   d. The researcher asked the students to follow him for practicing the pronunciation what were they got on the video about the names of job.

   e. Every student chosen one of the names of job.

   f. After that, the students stand up and introduced their self about the names of job one by one agree with their chosen.

   g. The researcher gave chance to the students for asking unclear material about.

   h. The researcher asked the students to memorize every vocabulary would be teach by using interactive video multimedia method.

4. On the fifth meeting

   a. The researcher arranged presentation of the class and turn on the LCD and learning video to make the ambience's class it is so fun.

   b. The researcher accosted the students by using mother language and also giving motivation to the students before teaching the material. Besides that, the researcher made the class more so fun.

   c. The researcher shown the fourth material is the giving advice to the students thought video cartoon.

d. The researcher asked the students to follow him for practicing the pronunciation what were they got on the video about the giving advice.

e. After that, the students stand up and gave their teacher advice one by one agree with they have got.

f. The researcher gave chance to the students for asking unclear material about.

g. The researcher asked the students to memorize every vocabulary would be teach by using interactive video multimedia method.

5.   On the sixth meeting

a. The researcher arranged presentation of the class and turn on the LCD and video learning to make the ambience's class it is so fun.

b. The researcher accosted the students by using mother language and also giving motivation to the students before teaching the material. Besides that, the researcher made the class more so fun.

c. The researcher shown the fourth material is the feelings and emotions to the students thought video cartoon.

d. The researcher asked the students to follow him for practicing the pronunciation what they were got on the video about the feelings and emotions.

e. After that, the students stand up and gave feelings and emotions one by one agree with they have got.

f. The researcher gave chance to the students for asking unclear material about.

g. The researcher asked the students to memorize every vocabulary would be teach by using interactive video multimedia method.

3.4.3 Post Test

The post-test gave the last meeting of this research, posttest was giving to measure the students' knowledge after doing pretest in the first meeting and treatment for meeting give a material and method. The test is take one meeting to be done

3.4.3 Questionnaire

In the last meeting, the researcher gave the questionnaire to find out the students' interest in learning vocabulary by using Interactive Video Multimedia. The questionnaire used in contents worksheet.

3.6 Technique of Data Analysis

The technique used to describe of each research variable by showed descriptive statistics analysis:

3.6.1 Scoring the Students by using the formula.

$$\text{Score} = \frac{\text{Correct answer}}{\text{total number of item}} \times 100$$

3.6.2 Classifying the score of the students' vocabulary

Classifying the score of the students' vocabulary into the following classification.

Table 3.2 Classifying the score five levels classification

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70

4.	Poor	41-55
5.	Very poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah)[28]

3.6.3 To calculate the rate percentage of the learner score used the following formula:

$$p = \frac{F}{N} \times 100\%$$

Where: P = Percentage

  F = Frequency

  N = Total number of sample

3.6.4 The formula of the mean score as follow:

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

Where: X = Mean Score

  $\sum x$ = The sum of the all score

  N = Total Number of Sample

3.6.5 To calculate standard deviation by using the following formula:

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

Where: SD = Standard Deviation

  $\sum x$ = The Sum all square

  N = The total number of students

[28]Dirjen Pendidikan Dasar dan Menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *Penilaian Perkembangan Anak Didik* (Jakarta : Depdiknas, 2005), p.2.

$(\sum x)^2$ = The sum square of the sum of square

3.6.6 Finding significant difference between the mean score of the pretest and posttest

by calculating the value of the test using the following formula:

$$ t = \frac{D}{\sqrt{\dfrac{\sum x - \dfrac{(\sum x)^2}{n-1}}{N\,(N-1)}}} $$

Where: T   = Test of significance

D   = Mean score

$\sum$D   = The sum of all the score

N   = Test of significant.

3.6.7. To analyze the students' interest, the researcher gave questionnaire to the students. The questionnaire of this research employed 20 questions which consist of 10 positive and 10 negative statements. The researcher used Liker scale that can be seen on the following table;

Table 3.3 Liker Scale

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5[29]

if a respondent answer all the positive statements with strongly agree along with all the one who answers all the positive statements with strongly disagree along

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[29]Sugyono. *Metode Penelitian Pendidkan.* (Bandung: Penerbit Alfabeta, 2010).p.135

with all 5 negative ones with strongly agree will get 10 score. So the rating score ranges from 10 to 50 (interval 40). Since the questionnaire employs 5 level / category, the interval which will be use to determine the level / category of respondents is 40:5 =8. Accordingly the rating score for each category ranges as shown in table as follows:

Table 3.4 The rating score of interest category

Score	Category
43-50	Very interested (very positive)
35-42	Interested (Positive)
27-34	Undecided
19-26	Uninterested (negative)
10-18	Very uninterested (very negative)[30]

The table above means that the students were said to have strongly interested when the mean score are 43 up to 50; they were said to have interested if the mean score are between 35-42; they were said to have moderate interested if the mean score are between 27-34; they were said to have uninterested if the mean score are between 19-26; and they were said to have strongly uninterested if the mean score are between 10-18.

Table 3.5 The rate percentage of the students' interest score.

Score	Category
81 – 100	Very Strong
61 – 80	Strong
41 – 60	Enough

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[30]Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika.*(Bandung : Alfabeta. 2005).p.18

21 – 40	Low
0 – 20	Very Low

The table above means that the student were said to have strongly interested if the mean score are 81 up to 100; they were said to have interested if the mean score are between 61-80; they were said to have moderate interested if the mean score are between 41-60; they were said to have uninterested if the mean score are between 21-40; and they were said to have strongly uninterested if the mean score are between 0-20.

The calculating the rate percentage of the students' interest score:

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

Where:

P   : Percentage   F   : Frequency

N   : Total number of sample[31]

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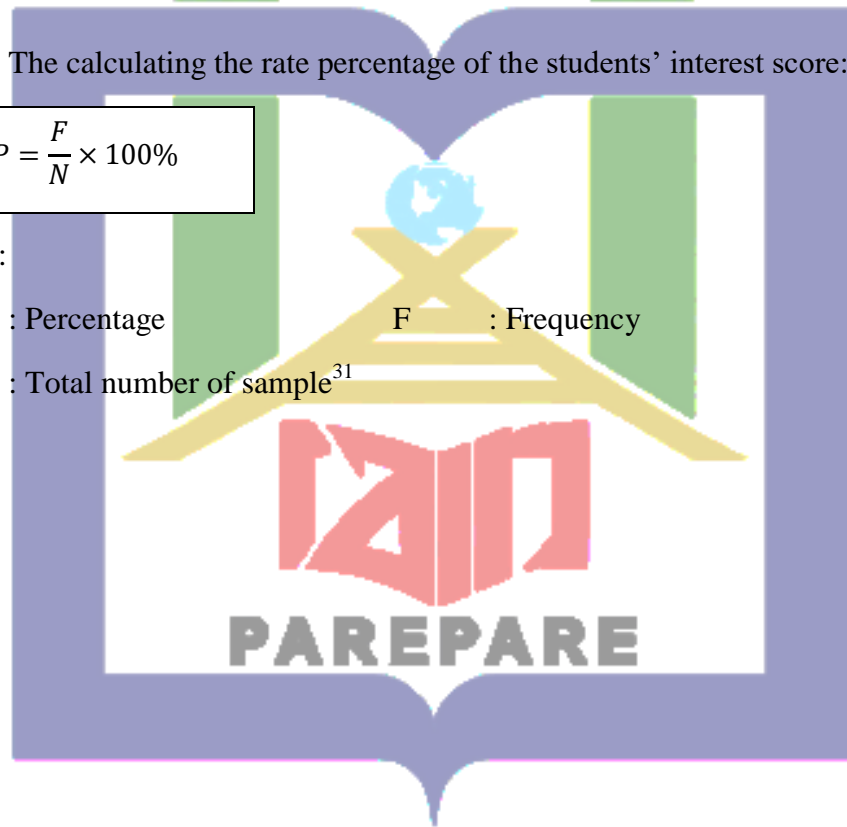
[31]Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika.*(Bandung : Alfabeta. 2005).p.245

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the findings of the research and discussions of the research. The findings of the research cover description of the result of data collected through a test that can be discussed in the section below.

4.1 Findings

The findings of this research deals with the classification of students' pre-test and post-test. To find out the answer to the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the basic of students' vocabulary mastery after that th measure give treatment and the last giving of the post-test of this research can answer the question of this research that aims to find out which using Interactive Video Multimedia effective to improve students' vocabulary at the Seventh Grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang.

4.1.1. The use of Interactive Video Multimedia effective to improve the students' vocabulary mastery at the seventh g rade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang.

This part covers the result of data analysis about the use of Interactive Video Multimedia effective to improve students' vocabulary:

4.1.1.1 The students' score in the pre-test

The pre-test had done before implementating Interactive Video Multimedia. It was conducted on Tuesday, July 7th, 2018. The students' were given the pre-test. The researcher found out the result of the students' pre-test based on the scoring of

vocabulary before giving treatment that using Interactive Video Multimedia which was analyzed and resulted in the information as shown in the following table:

Table 4.1 the students score

No.	Students	Pre-test	
		Correct Answer	Score
1	S1	4	20
2	S2	10	50
3	S3	16	80
4	S4	10	50
5	S5	12	60
6	S6	11	55
7	S7	10	50
8	S8	9	45
9	S9	7	35
10	S10	8	40
11	S11	13	65
12	S12	14	70
13	S13	8	40
14	S14	12	60
15	S15	9	45
16	S16	15	75
17	S17	6	30
18	S18	8	40
19	S19	11	55
20	S20	10	50
21	S21	7	35
22	S22	8	40
23	S23	4	20
24	S24	9	45

25	S25	9	45
26	S26	13	65
Total			$\sum X=1270$

(Data' source: the Students' Score in Pre-test)

Table 4.2 the Students' Score in Pre-test

No.	Students	Pre-test of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
1	S1	100	20	400	Very poor
2	S2	100	50	2.500	Poor
3	S3	100	80	6.400	Good
4	S4	100	50	2.500	Poor
5	S5	100	60	3.600	Fair
6	S6	100	55	3.025	Poor
7	S7	100	50	2,500	Poor
8	S8	100	45	2,025	Poor
9	S9	100	35	1.225	Very poor
10	S10	100	40	1.600	Very poor
11	S11	100	65	4.225	Fair
12	S12	100	70	4.900	Fair
13	S13	100	40	1.600	Very poor
14	S14	100	60	3.600	Fair
15	S15	100	45	2.025	Poor
16	S16	100	75	5.625	Good
17	S17	100	30	900	Very poor
18	S18	100	40	1.600	Very poor
19	S19	100	55	3.025	Poor
20	S20	100	50	2.500	Poor
21	S21	100	35	1.225	Very poor
22	S22	100	40	1,600	Very poor
23	S23	100	20	400	Very poor
24	S24	100	45	2.025	Poor

25	S25	100	45	2.025	Poor
26	S26	100	65	4.225	Fair
Total			$\sum X=1270$	$\sum X^2=67275$	

(Data' source: the Students' Score in Pre-test)

Based on the table above, showing the result of improving students' vocabulary score before giving treatment that using Interactive Video Multimedia, no one in excellent and good classification, eleven students in fair classification, ten students in poor classification and five students in very poor classification. Total score in pre-test was 1360. It could be seen that most of the VII students are low. Because most of the students gained fair score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of table 7.

Firstly, the researcher calculated the mean score of the pre-test:

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

$$X = \frac{1270}{26}$$

$$X = 48,84$$

So, the mean score (X_1) of pre-test is 48,84

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 48,84. From that analyzing. It could be seen that most of the 26 students' ability in vocabulary was still low because most of the students gained poor score.

Secondly, the researcher calculated the standard deviation of the pre-test:

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

$$SD = \sqrt{\frac{67275 - \frac{(1270)^2}{26}}{26-1}}$$

$$SD = \sqrt{\frac{67275 - \frac{1612900}{26}}{25}}$$

$$SD = \sqrt{\frac{67275 - 62034,61}{25}}$$

$$SD = \sqrt{\frac{5,240,39}{25}}$$

$$SD = \sqrt{209,61}$$

$$SD = \mathbf{14,47}$$

So, the result of the standard deviation of the pre-test is 14,47

After determining the mean score (X_1) of pre-test was 48,84 and standard deviation (SD) of the pre-test was 14,47, it could be seen that improving students' vocabulary were in low category.

4.1.1.2 The students' score in the Post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.3 the students score

No.	Students	Post-test	
		Correct Answer	Score
1	S1	18	90
2	S2	18	90
3	S3	17	85
4	S4	16	80
5	S5	16	80
6	S6	15	75
7	S7	18	90
8	S8	18	90
9	S9	15	75
10	S10	17	85
11	S11	16	80
12	S12	16	80
13	S13	18	90
14	S14	18	90
15	S15	19	95
16	S16	16	80
17	S17	18	90
18	S18	18	90
19	S19	16	80
20	S20	16	80
21	S21	18	90
22	S22	15	75
23	S23	15	75
24	S24	18	90
25	S25	16	80
26	S26	16	80
Total			$\sum X=2185$

(Data' source: the Students' Score in Pre-test)

After knowing the students' score in post-test in post-test based on the scoring rubric of vocabulary, the following table students' score to find out the mean score:

Table 4.4 The Students' Score in Post-test

No.	Students	Post-test of the Students (X₁)		X²	CLF
		Max Score	Score X₁		
1	S1	100	90	8.100	Excellent
2	S2	100	90	8.100	Excellent
3	S3	100	85	7.225	Good
4	S4	100	80	6.400	Good
5	S5	100	80	6.400	Good
6	S6	100	75	5.625	Good
7	S7	100	90	8.100	Excellent
8	S8	100	90	8.100	Excellent
9	S9	100	75	5.625	Good
10	S10	100	85	7.225	Good
11	S11	100	80	6.400	Good
12	S12	100	80	6.400	Good
13	S13	100	90	8.100	Excellent
14	S14	100	90	8.100	Excellent
15	S15	100	95	9,025	Excellent
16	S16	100	80	6,400	Good
17	S17	100	90	8.100	Excellent
18	S18	100	90	8.100	Excellent
19	S19	100	80	6.400	Good
20	S20	100	80	6,400	Good
21	S21	100	90	8,100	Excellent
22	S22	100	75	5.625	Good
23	S23	100	75	5.625	Good
24	S24	100	90	8.100	Excellent
25	S25	100	80	6.400	Good
26	S26	100	80	6.400	Good

Total	$\sum X=2185$	$\sum X^{2=}184575$	

(Data' source: the Students' Score in Post-test)

The table above showed that was an improvement of students' score after giving treatment that using Interactive Video Multimedia, eleven students in excellent classification, fifteen students in good classification. It means that the student vocabulary ability has improved that using Interactive Video Multimedia. The total score in post-test is 2185. It proved that there were increases of students' score in post-test.

In this, the researcher analyzed the data of the students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process that using Interactive Video Multimedia in vocabulary ability.

The first, to get the mean score of the post-test, used a formula:

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

$$X = \frac{2185}{26}$$

$$X = 84.03$$

So, the mean score (X_2) of post-test is 84.03

Based on the result of the post-test. The data showed that the mean score of the post-test was 84.03. From that analyzing, it could be seen that most of the 26 students' vocabulary was an excellent and good score.

The second to get the standard deviation of the post-test, used a formula:

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

$$SD = \sqrt{\frac{184575 - \frac{(2185)^2}{26}}{26-1}}$$

$$SD = \sqrt{\frac{184575 - \frac{4774225}{26}}{25}}$$

$$SD = \sqrt{\frac{184575 - 183624,038}{25}}$$

$$SD = \sqrt{\frac{11816,35}{25}}$$

$$SD = \sqrt{950,962}$$

$$SD = \mathbf{30,83}$$

So, the standard deviation of the post-test is 30,83

After determining the mean score (X_2) of pre-test was 84,03 and standard deviation (SD) of the pre-test was 30,83, it could be seen that improvment students' vocabulary were in a very good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.5 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	48,84	14,47
Post-test	84,03	30,83

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The data in table 10 indicates that there was improvement while doing pre-test up post-test, in the pre-test had score 48,84 and the post-test score increased become 84,03. The standard deviation of pre-test was 14,47 (SD) while the standard deviation of the post-test was 30,83 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It means that students' vocabulary had improved after doing the learning process that used in class.

4.1.1.4 The percentage of the frequency in pre-test and post-test.

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Excellent	86-100	0	11	0	42,3%
2	Good	71-85	2	15	7,6%	57.6%
3	Fair	56-70	5	0	19,2%	0
4	Poor	41-55	10	0	38,4%	0
5	Very Poor	≤40	9	0	34,6%	0
			26	26	100 %	100 %

(Data' source: the Rate Percentage of the Frequency of the Pre-test and Post-test)

The data of the table above indicated that rate percentage of the pre-test most of the students got poor and very poor classification. The percentage in post-test that students got an excellent score was higher than the percentage in the pre-test. It showed that students were able to improve students' vocabulary after treatment that using the Interactive Video Multimedia.

4.1.2 The Implementation of Interactive Video Multimedia effective to Improve Students' Vocabulary at the seventh grade of MTs SA PP Al-Ikhlas Wette'e.

This part discusses the result of data analysis about the Implementation of Interactive Video Multimedia effective to Improve Students' Vocabulary at the seventh grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang.

4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)2$
1	20	90	400	8.100	70	4.900
2	50	90	2.500	8.100	40	1.600
3	80	85	6.400	7.225	5	25
4	50	80	2.500	6.400	30	900
5	60	80	3.600	6.400	20	400
6	55	75	3.025	5.625	20	400
7	50	90	2,500	8.100	40	1.600
8	45	90	2,025	8.100	45	2.025
9	35	75	1.225	5.625	40	1.600
10	40	85	1.600	7.225	45	2.025
11	65	80	4.225	6.400	15	225
12	70	80	4.900	6.400	10	100
13	40	90	1.600	8.100	50	2.500
14	60	90	3.600	8.100	30	900
15	45	95	2.025	9,025	50	2.500
16	75	80	5.625	6,400	5	25
17	30	90	900	8.100	60	3.600
18	40	90	1.600	8.100	50	2.500

19	55	80	3.025	6.400	25	625
20	50	80	2.500	6,400	30	900
21	35	90	1.225	8,100	30	900
22	40	75	1,600	5.625	35	1.225
23	20	75	400	5.625	55	3.025
24	45	90	2.025	8.100	45	2.025
25	45	80	2.025	6.400	25	625
26	65	80	4.225	6.400	15	225
Total	**1270**	**2185**	**67275**	**184575**	**885**	**37375**

(Data' source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary that using Interactive Video Multimedia)

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{885}{26} = 34{,}03$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{34{,}03}{\sqrt{\frac{37375 - \frac{885^2}{26}}{26(26-1)}}}$$

$$t = \frac{34{,}03}{\sqrt{\frac{37375 - \frac{783225}{26}}{26(25)}}}$$

$$t = \frac{34{,}03}{\sqrt{\frac{37375-30124{,}03}{650}}}$$

$$t = \frac{34{,}03}{\sqrt{\frac{7250{,}97}{650}}}$$

$$t = \frac{34{,}03}{\sqrt{11{,}15}}$$

$$t = \frac{34{,}03}{3{,}3}$$

$$t = \mathbf{10{,}31}$$

So, the t-test value is 10,31 It was greater than t-table.

Table 4.8 The Test of Significant

Variable	T-test	T-table value
Pre-test – Post-test	10,31	1,708

(Data' source: the Test of Significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out a degree of freedom (df) the researcher used the following formula:

Df   = *N*-1

     =26-1

     =25

For the level, significant (α) 5% and df=25, and the value of the table is 1,708, while the value of t-test 10,31. It means that the t-test value is greater than t-table (10,31≥ 1,708). So, it can be concluded that the use of Interactive Video Multimedia effective to improve students' vocabulary is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.1.2.3 The finding through the questionnaire

Table 4.9 The Score of Questionnaire

Respondent	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
S1	5	4	5	5	3	4	3	4	4	4	4	5	5	5	4	4	4	4	5	4	85
S2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	84
S3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	3	4	5	81
S4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	98
S5	5	5	5	4	5	4	5	4	5	4	4	5	4	5	4	5	5	5	5	5	94
S6	5	5	5	5	4	4	5	5	5	4	5	5	5	5	5	4	5	4	5	5	94
S7	3	4	4	4	3	3	4	4	5	3	3	5	3	4	5	4	4	5	5	4	81
S8	4	4	3	4	4	4	4	5	4	3	5	5	4	3	5	5	5	5	4	4	84
S9	4	4	5	5	5	4	4	5	4	5	5	5	4	5	5	5	5	5	5	5	94
S10	5	4	4	4	5	4	5	4	4	4	5	5	4	5	4	5	5	4	5	4	89
S11	4	4	5	4	4	5	4	5	5	4	5	4	4	4	4	5	5	5	5	4	89
S12	4	5	4	4	4	4	4	5	4	4	5	5	4	5	5	4	5	5	5	5	90
S13	5	4	4	4	4	5	4	5	5	5	5	4	4	4	4	5	5	5	4	5	90
S14	4	5	4	5	4	4	5	5	5	5	5	4	5	5	4	5	5	4	5	5	93
S15	4	5	4	4	4	5	4	4	5	4	5	4	4	5	5	5	4	4	4	4	88
S16	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	97
S17	5	4	4	4	5	5	4	5	4	5	5	5	4	4	5	5	5	5	4	5	92
S18	4	5	4	4	4	5	5	4	5	4	4	4	4	4	5	4	4	5	5	5	88
S19	4	4	5	5	4	4	5	5	4	5	4	5	4	4	5	5	5	5	4	5	91
S20	4	4	5	5	4	5	4	5	5	4	5	5	4	4	5	5	5	4	4	5	91
S21	5	4	5	3	4	4	4	5	3	4	3	5	4	4	5	5	4	4	5	5	85
S22	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	5	4	5	4	5	86
S23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	98
S24	4	5	4	4	4	5	4	4	5	4	4	4	4	5	5	5	5	5	5	5	90
S25	4	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	3	3	93
S26	5	4	5	5	4	5	5	5	4	5	5	3	3	3	4	4	4	4	4	5	86

Total	2331

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

$$= \frac{2331}{26}$$

$$= 89,6$$

The table above shows that from 10 positive and 10 negative questionnaires. All the students' answered very positive and most of them got 81-98 according to the likert's scale. Based on likert's scale that the students' are very interesting in learning vocabulary by Interactive Video Multimedia.

At the second part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

Question Alternative 1	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	15	60
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	113

Based on the table above regarding questionnaire number 1, from a large number of students who have chosen to agree, it is concluded that most students of MTs SA PP Al-Ikhlas Wette'e like learning English.
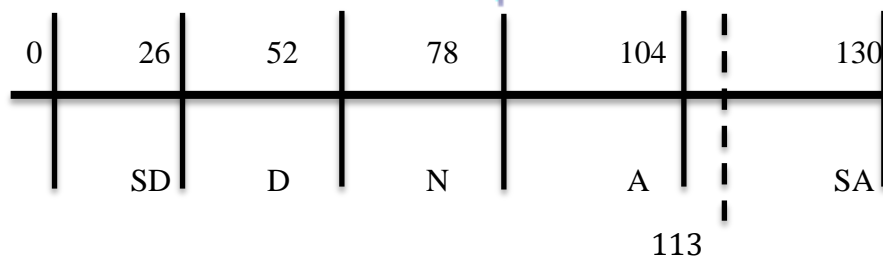
0	26	52	78	104	130
	SD	D	N	A	SA

113

So the students like to learn the English language by using Interactive Video Multimedia namely 113/130 x 100 = 86,9 so, it was categorized very strong.

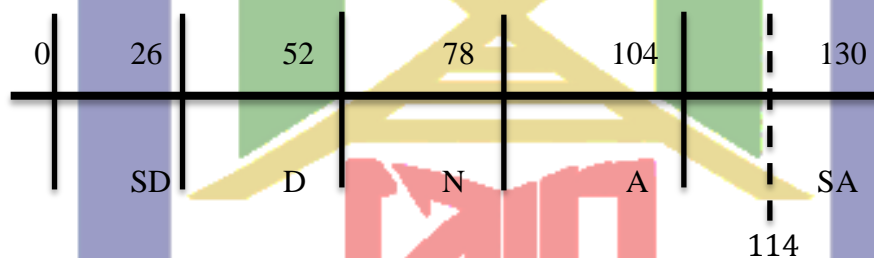| Question Alternative 2	Scores	Frequency	Sum of the score
Strongly agree	5	10	50
Agree	4	16	64
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	114

Based on the table above regarding questionnaire number 2, from a large number of students who have chosen to agree, it is concluded that most students of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang like the use of card as one of the strategies in learning English.

So the students like to learn the English language by using Interactive Video Multimedia namely 114/130 x 100 = 87,6 so, it was categorized very strong.

Question Alternative 3	Scores	Frequency	Sum of the score
Strongly agree	5	13	65
Agree	4	12	48
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	116

Based on the table above regarding questionnaire number 3, from a large number of students who have chosen to agree, it is concluded that most students of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang like the use of Interactive Video Multimedia as one of strategies in learning English.

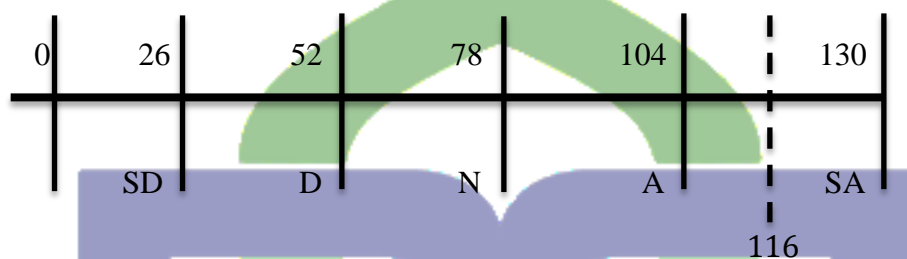| 0	26	52	78	104		130
	SD	D	N	A		SA

116

So the students like to learn the English language by using Interactive Video Multimedia namely 116/130 x 100 = 89,2 so, it was categorized very strong.

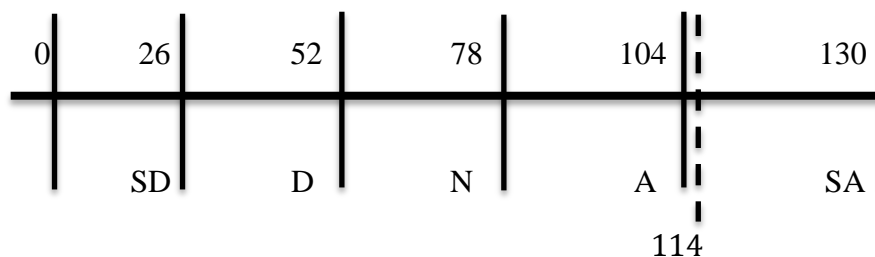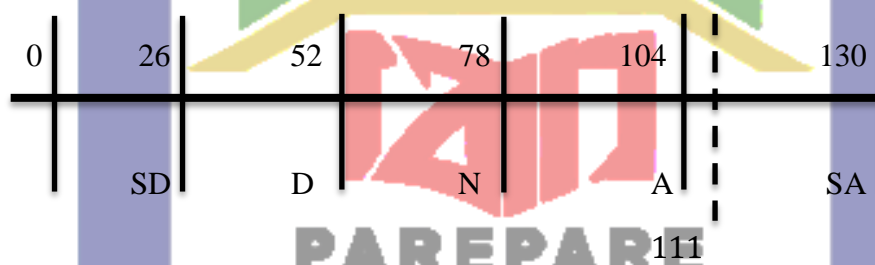| Question Alternative 4	Scores	Frequency	Sum of the score
Strongly agree	5	11	55
Agree	4	14	56
Undecided	3	1	3
Disagree	2	-	
Strongly disagree	1	-	-
Total		26	114

Based on the table above regarding questionnaire number 4, from a large number of students who have chosen to agree, it is concluded that most students of MTs SA PP Al-Ikhlas Wette'e like vocabulary learning activities using Interactive Video Multimedia.

0	26	52	78	104		130
	SD	D	N	A		SA

114

So the students like to learn the English language by using Interactive Video Multimedia namely 114/130 x 100 = 87.6 so, it was categorized strong.

Question Alternative 5	Scores	Frequency	Sum of the score
Strongly agree	5	9	45
Agree	4	15	60
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	111

Based on the table above regarding questionnaire number 5, from a large number of students who have chosen to agree, it is concluded that the use of Interactive Video Multimedia can make learning English easier.

0	26	52	78	104		130
	SD	D	N	A		SA

111

So the students like to learn the English language by using Interactive Video Multimedia namely 111/130 x 100 = 85.3 so, it was categorized very strong.

Question Alternative 6	Scores	Frequency	Sum of the score
Strongly agree	5	12	60
Agree	4	13	52
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-

Total		26	115

Based on the table above regarding questionnaire number 6, from a large number of students who have chosen to agree, it is concluded that the use of Interactive Video Multimedia can make English learning more interesting.

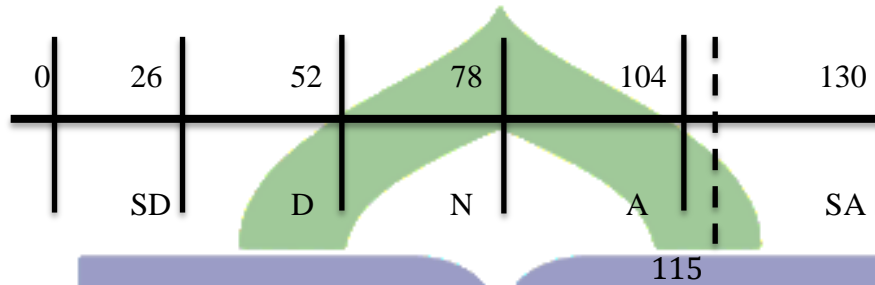| 0	26	52	78	104		130
	SD	D	N	A		SA

115

So the students like to learn the English language by using Interactive Video Multimedia namely $115/130 \times 100 = 88,4$ so, it was categorized very strong.

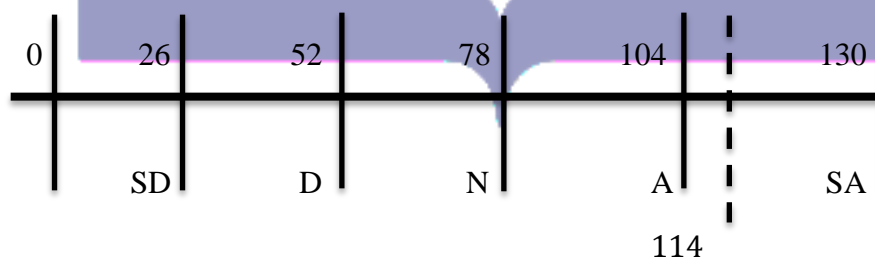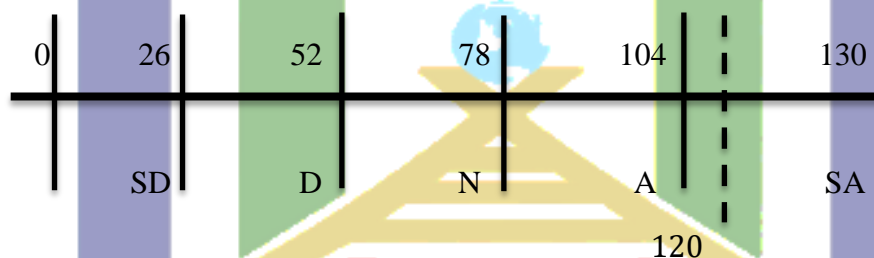| Question Alternative 7	Scores	Frequency	Sum of the score
Strongly agree	5	11	55
Agree	4	14	56
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	114

Based on the table above regarding questionnaire number 7, from a large number of students who have chosen to agree, it is concluded that the use of Card Sort can make English learning more enjoyable.

0	26	52	78	104		130
	SD	D	N	A		SA

114

So the students like to learn the English language by using Card Sort namely 114/130

x 100 = 87,6 so, it was categorized very strong.

Question Alternative 8	Scores	Frequency	Sum of the score
Strongly agree	5	16	80
Agree	4	10	40
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	120

Based on the table above regarding questionnaire number 8, from a large

number of students who have chosen to strongly agree, it is concluded that Interactive

Video Multimedia can help students master English vocabulary.

So the students like to learn the English language by using Card Sort namely 120/130

x 100 = 92,3 so, it was categorized very strong.

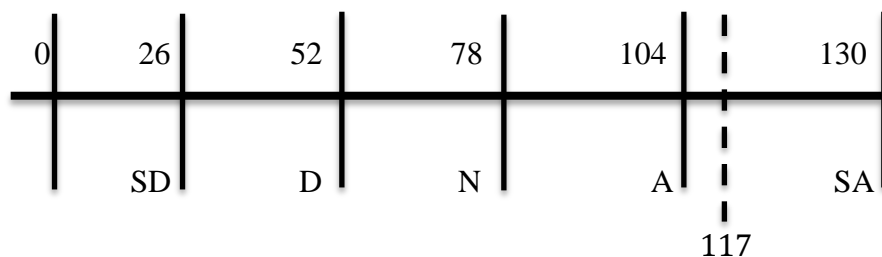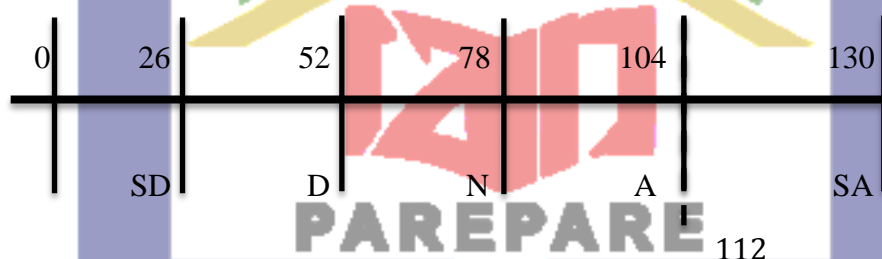| Question Alternative 9	Scores	Frequency	Sum of the score
Strongly agree	5	14	70
Agree	4	11	44
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		26	117

Based on the table above regarding questionnaire number 9, from a large

number of students who have chosen to strongly agree, it is concluded that using

Interactive Video Multimedia makes students think that English is easy to learn.

0	26	52	78	104		130
	SD	D	N	A		SA

117

So the students like to learn the English language by using Interactive Video Multimedia namely 117/130 x 100 = 90 so, it was categorized very strong.

Question Alternative 10	Scores	Frequency	Sum of the score
Strongly agree	5	10	50
Agree	4	14	56
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	2	2
Total		26	112

Based on the table above regarding questionnaire number 10, from a large number of students who have chosen to agree, it is concluded that using Interactive Video Multimedia can increase students' enthusiasm in learning English.
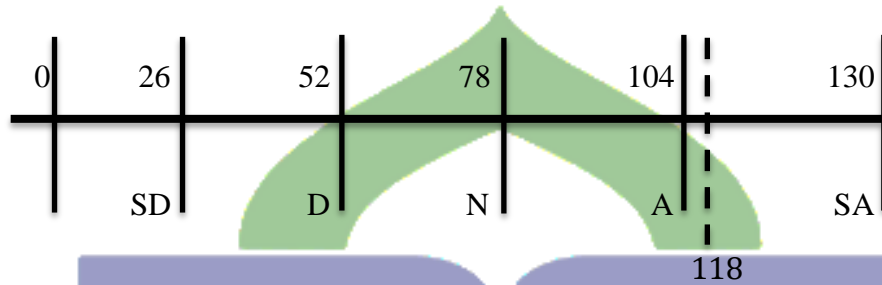
0	26	52	78	104	130
	SD	D	N	A	SA

112

So the students like to learn the English language by using Interactive Video Multimedia namely 112/130 x 100 = 86 so, it was categorized strong.

Question Alternative 11	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6
Disagree	4	8	32
Strongly disagree	5	16	80

Total			26	118

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.

0	26	52	78	104		130
	SD	D	N	A		SA

118

So the students like to learn the English language by using Interactive Video Multimedia namely 118/130 x 100 = 90,7 so, it was categorized very strong.

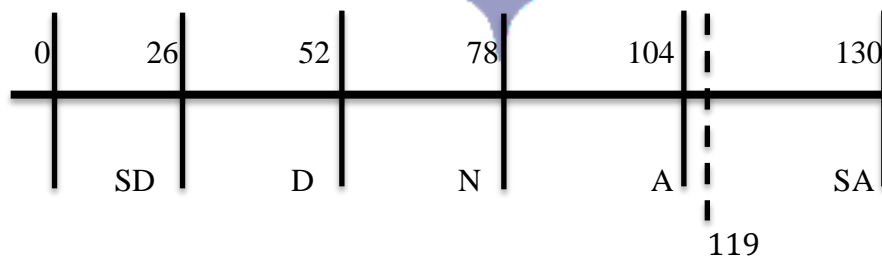| Question Alternative 12	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	1	3
Disagree	4	9	36
Strongly disagree	5	16	80
Total		26	119

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.

0	26	52	78	104		130
	SD	D	N	A		SA

119

So the students like to learn the English language by using Interactive Video Multimedia namely 119/130 x 100 = 91,5 so, it was categorized very strong.

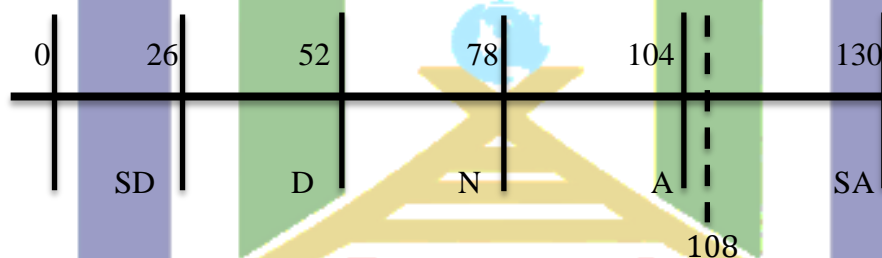| Question Alternative 13	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6
Disagree	4	18	72
Strongly disagree	5	6	30
Total		26	108

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.

So the students like to learn the English language by using Interactive Video Multimedia namely 108/130 x 100 = 83 so, it was categorized very strong.

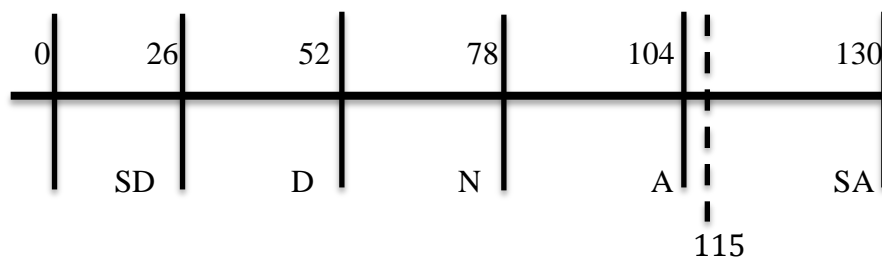| Question Alternative 14	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6
Disagree	4	11	44
Strongly disagree	5	13	65
Total		26	115

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.

```
0        26        52        78        104          130
|         |         |         |         |    :        |
|---------|---------|---------|---------|----:--------|
|         |         |         |         |    :        |
         SD        D         N         A   :       SA
                                            :
                                          115
```

So the students like to learn the English language by using Interactive Video

Multimedia namely 115/130 x 100 = 88,4 so, it was categorized very strong.

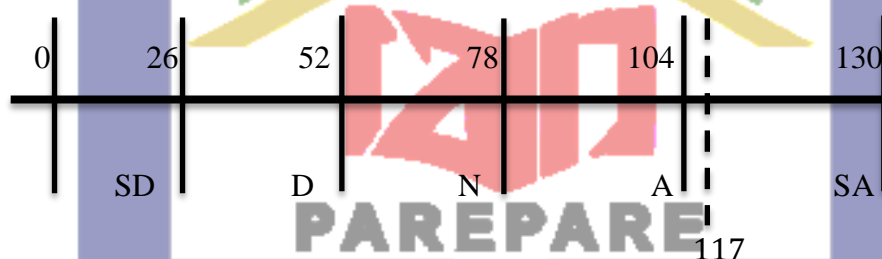| Question Alternative 15	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	-	-
Disagree	4	13	52
Strongly disagree	5	13	65
Total		26	117

Based on the table above regarding questionnaire number 11, from a large

number of students who have chosen to strongly agree, it is concluded that using

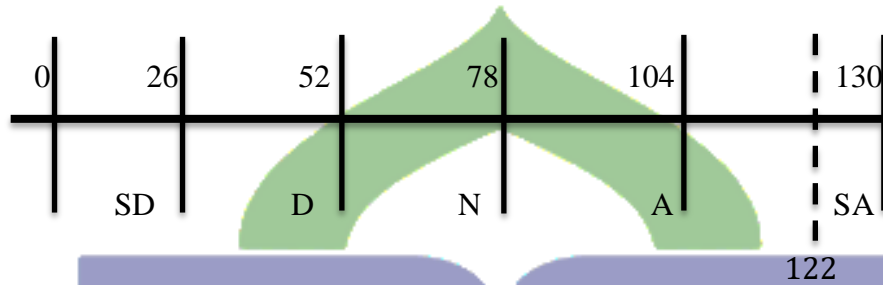Interactive Video Multimedia can improve students' English skill.

```
0        26        52        78        104          130
|         |         |         |         |    :        |
|---------|---------|---------|---------|----:--------|
|         |         |         |         |    :        |
         SD        D         N         A   :       SA
                                            :
                                          117
```

So the students like to learn the English language by using Interactive Video

Multimedia namely 117/130 x 100 = 90 so, it was categorized very strong.

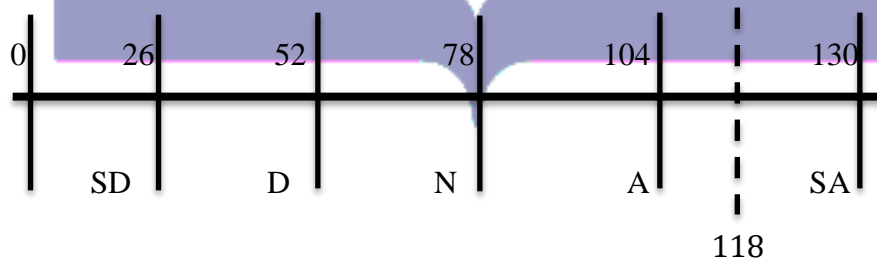| Question Alternative 16	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	-	-
Disagree	4	8	32
Strongly disagree	5	18	90

Total		26	122

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.

0	26	52	78	104	130
	SD	D	N	A	SA

122

So the students like to learn the English language by using Interactive Video Multimedia namely 122/130 x 100 = 93,8 so, it was categorized very strong.

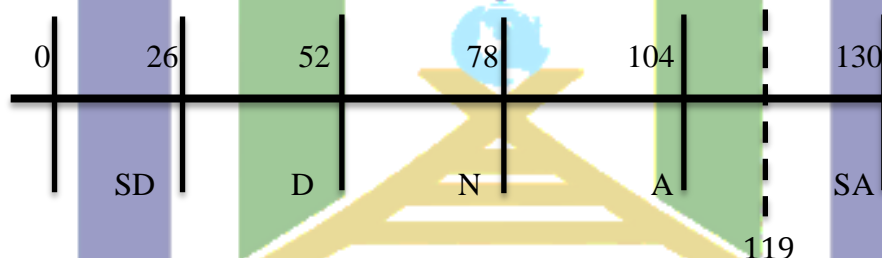| Question Alternative 17	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	-	-
Disagree	4	12	48
Strongly disagree	5	14	70
Total		26	118

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.

0	26	52	78	104	130
	SD	D	N	A	SA

118

So the students like to learn the English language by using Interactive Video

Multimedia namely 118/130 x 100 = 90,7 so, it was categorized very strong.

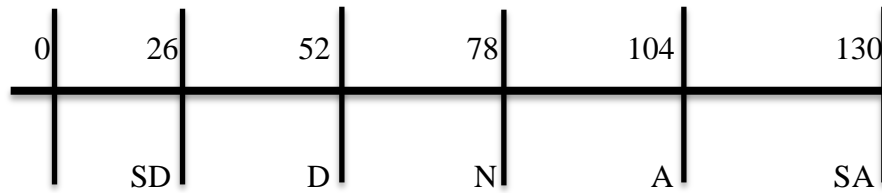| Question Alternative 18	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	1	3
Disagree	4	9	36
Strongly disagree	5	16	80
Total		26	119

Based on the table above regarding questionnaire number 11, from a large

number of students who have chosen to strongly agree, it is concluded that using

Interactive Video Multimedia can improve students' English skill.

0	26	52	78	104	130
SD	D	N	A	SA

119

So the students like to learn the English language by using Interactive Video

Multimedia namely 119/130 x 100 = 91,5 so, it was categorized very strong.

Question Alternative 19	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	1	3
Disagree	4	9	36
Strongly disagree	5	16	80
Total		26	118

Based on the table above regarding questionnaire number 11, from a large

number of students who have chosen to strongly agree, it is concluded that using

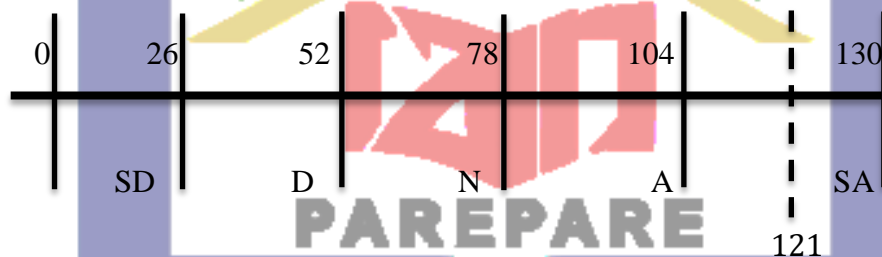Interactive Video Multimedia can improve students' English skill.

0	26	52	78	104	130
	SD	D	N	A	SA

119

So the students like to learn the English language by using Interactive Video Multimedia namely 119/130 x 100 = 91,5 so, it was categorized very strong.

Question Alternative 20	Scores	Frequency	Sum of the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	1	3
Disagree	4	7	28
Strongly disagree	5	18	90
Total		26	121

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen to strongly agree, it is concluded that using Interactive Video Multimedia can improve students' English skill.
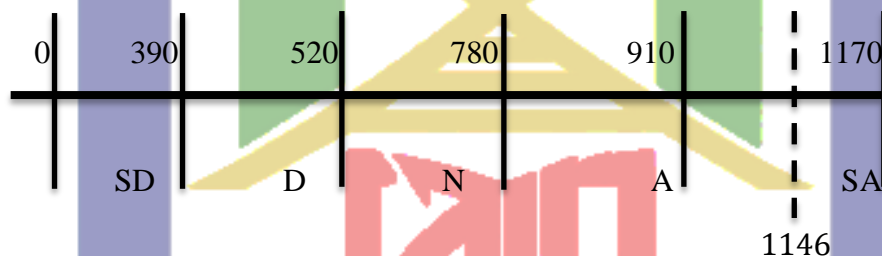
0	26	52	78	104	130
	SD	D	N	A	SA

121

So the students like to learn the English language by using Interactive Video Multimedia namely 121/130 x 100 = 93 so, it was categorized very strong.

Table 4.10 The Percentage of the Positive Statement of the Questionnaire on Learning Vocabulary by using Interactive Video Multimedia.

No.	Frequency	Point	Score

	SA	A	N	D	SD	SA	A	N	D	SD	
1	10	15	1	0	0	50	60	3	0	0	113
2	10	16	0	0	0	50	64	0	0	0	114
3	13	12	1	0	0	65	48	3	0	0	116
4	11	14	1	0	0	55	56	3	0	0	114
5	9	15	2	0	0	45	60	6	0	0	111
6	12	13	1	0	0	60	52	3	0	0	115
7	11	14	1	0	0	55	56	3	0	0	114
8	16	10	0	0	0	80	40	0	0	0	120
9	14	11	1	0	0	60	40	12	0	0	117
10	10	14	2	0	0	50	56	6	0	0	112
						570	**532**	**39**	**0**	**0**	**1146**

The table above shows that the cumulative percentage on the fifteen items of the Positive statement questionnaire was 97,94 (Very Strong), while the cumulative score that they got the questionnaire was 1146 (Strongly Agree).
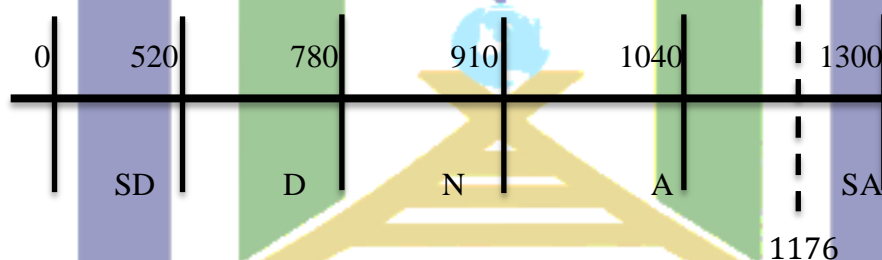

So the students like to learn the English language by using Interactive Video Multimedia based on the result of positive question namely 1146/1170 x 100 = 97.94 so, it was categorized very strong.

Table 4.11 The Percentage of the Negative Statement of the Questionnaire on Learning Vocabulary by using Interactive Video Multimedia.

No.	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	0	0	2	8	16	0	0	6	32	80	118
2	0	0	1	9	16	0	0	3	36	80	119
3	0	0	2	18	6	0	0	6	72	30	108

4	0	0	2	11	13	0	0	6	44	65	115
5	0	0	0	13	13	0	0	0	52	65	117
6	0	0	0	8	18	0	0	0	32	90	122
7	0	0	0	12	14	0	0	0	48	70	118
8	0	0	1	9	16	0	0	3	36	80	119
9	0	0	1	9	16	0	0	3	32	80	119
10	0	0	1	7	18	0	0	3	28	90	121
						0	**0**	**30**	**412**	**730**	**1176**

The table above shows that the cumulative percentage on the fifteen items of the Negative statement questionnaire was 90,46 (Very Strong), while the cumulative score that they got the questionnaire was 1176 (Strongly Agree).

| 0 | 520 | 780 | 910 | 1040 | 1300 |
| | SD | D | N | A | SA |

1176

So the students like to learn the English language by using Interactive Video Multimedia based on the result of negative question namely 1176/1300 x 100 = 90.4 so, it was categorized very strong.

4.2 Discussion

After applying Interactive Video Multimedia in teaching vocabulary, it gave improvement to the second grade of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang, for example:

1. The students were easy to memorize the vocabulary.

2. The students more enjoyable and fun to study English, because the material taught uses media that are appropriate to the conditions of students. Thus,

making students active in the learning process because the use of media prioritizes students' physical movements when looking for friends in the same category. These physical movements can help students to energize the brain that has been tired of thinking.

3. The students learning enjoy more, students think that it turns out that English lesson are very fun using Interactive Video Multimedia.[32]

The procedures of treatment are as the next explanation. Before the researcher gave the material, firstly the researcher explained how to enjoy in learning English process and also the researcher gave time to the students to ask the researcher when they still don't understand it.

There were six meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary before getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist 20 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connected with the main idea of the test.

The first meeting was on november 07th, 2018 before students started to answer the question, the researcher gave greeting for the students and gave

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[32]Green Purworejo. Media Pembelajaran Card Sort, (https://paxdhe-mboxdhe. blogspot.com /2014/02/media.html?m=1/Accessed on October 2018)

information about his aim with the students. After that, the researcher gave an explanation about how to do the instrument and guide the students to understand the process of the media. After that the researcher gave explanation and then gave students a chance to ask the researcher if they did not understand about how to do the instrument. There were some students asked about instrument, and the researcher explained once the test more and after the students understood, the researcher gave some minutes to read about the test before the researcher asked the students to answer the question. The researcher began to guide the students to understand the process of concept Interactive Video Multimedia.

The second meeting was on November 9th, 2018 was the second meeting, the researcher. The researcher showed an example of Interactive Video Multimedia for students and explained what was meant it. The researcher also gave direction on how to implement Interactive Video Multimedia. In the first implementation, researcher provided opportunities for students to watch cartoon videos of the names of family. In the next step, each students were given opportunity to understand the vocabulary witnessed in the video. While watching videos, researcher provided direction to students to translate the names of family to present in front of their classmates later. After they finished watching the cartoon video, researcher gave students time to understand and appreciate the names of family and after that the students were given direction to appear in front to memorize the names of family they had learned.

The third meeting was on november 13th, 2018, was the third meeting, the researcher. The researcher showed an example of Interactive Video Multimedia for students and explained what was meant it. The researcher also gave direction on how to implement Interactive Video Multimedia. In the first implementation, researcher

provided opportunities for students to watch cartoon videos of the names of fruits. In the next step, each students were given opportunity to understand the vocabulary witnessed in the video and try to memorize each the names of fruits in the video. While watching videos, researchers provide direction to students to translate names of fruits to present in front of their classmates later. After they finished watching the cartoon video, researcher gave students time to understand and appreciated the name of fruits, after that the students were given direction to appear in front to memorize the names of family they had learned and take turns with other students to find out as long as they understood students with material.

In the next meeting, the meeting of 4, 5, 6 da, 7, for the material the names of animals, the names of job, giving advice, feelings and emotions, are not much different from the previous meeting, but in the last meeting for treatment students given direction to summarize all the material that has been studied and given direction to write and learn all the material that has been studied.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 48,84. After that, the researcher gave the treatment by using Interactive video multimedia. The researcher looked the increasing students in understanding the material. In the third meeting they can effective to improve their vocabulary.

After doing the treatment in six times, the researcher conducted a post- test. The post-test aimed to find out how the students' vocabulary mastery could be increased after learning English by applying the Interactive Video Multimedia. The post-test score showed that there is significance different before and after giving the treatment. The mean score of the post-test was 84,03. The data analysis result was

that the T-test value (10,31) was greater than the T-table value (1,708). By this result, it was concluded that there was an improvement between the students' vocabulary mastery before and after giving the treatment with Interactive Video Multimedia. It showed that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

In giving treatment, the researcher used material which was made by him.

Pennie and Patricia Marshall said that vocabulary means words in general; you improve your vocabulary in any language when you learn more words: I learnt some new English vocabulary today. All the time I was in Britain my vocabulary was increasing daily. Evident in this study, the vocabulary of students is getting better with the use of Interactive Video Multimedia by little the vocabulary mastery of students shows things that are better than.

The meaning of words can be communicated or taught in many different ways. The following includes most of the possibilities. By demonstration or pictures such as using an object, using a cut-out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams, pictures from books, by verbal explanation, analytical definition, putting the new word in a defining context, translating into another language, these techniques are only ways of teaching the meaning of words. The meaning of words can be communicated or taught in many different ways, for example in this study using Interactive Video Multimedia by combining images, sound, animation, audio and so on, it seems different from the use of media in general, but the meaning and delivery still refers to vocabulary mastery students of MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang.

According to Gagne and Briggs, instructional media involves the tools used for transferring the contents of teaching material. They are books, tape recording, cassette, video camera, video recorder, movie, slide, photos, pictures, graphs, television, and computer. It was proved by the author when teaching in class that media was a part of tool to transfer ideas. Even though the researcher used simple videos and images in this study but it had become the main attraction of students and was able to capture learning well using these media. The researcher also proved in this study that the use of media is very influential on improving students' vocabulary mastery

According to Kemp and Smellie in previous chapter, instructional media made the use of the power of pictures, words, and sounds, to compel attention, to help an audience understand ideas and to acquire information too complex for verbal explanation alone, and to help in overcoming the limitation of time, size, and space. Instructional media is really support the teaching and learning process. It drove the teacher easier to do her job and made the students more interested in following teaching and learning process. This was proven by the researcher that utilizing the use of image, sounds, videos and words made the material explained by researcher when teaching became somewhat easier and students were also able to take advantage of time which was well there. The use of these media also made students very interested. Moreover, the researcher used cartoon videos that really attracted students' interest and made it easier for researcher to convey the content of material and were more easily understood by students.

Smaldino and Russel stated that interactive aspect of interactive video is provided through computers, which have powerful decision making abilities. In this phase, the learners do communication with the instructional program by responding to audio, visual, or verbal stimuli displayed on the monitor. Goes along with them, Heinich say that Interactive Video Multimedia is an instructional delivery system in which recorded video material is presented under computer control to viewers who not only see and hear the pictures and sounds but also make active responses, with those responses affecting the pace and sequence of the presentation. The video portion of interactive video is provided through a videocassette, videodisc, or compact disc. It was proven by the authors when teaching in class, using Interactive Video Multimedia in the form of cartoon videos students tended to be more active in giving responses. Consequently, there were some students who tended to enjoy learning using videos rather than using markers and whiteboards as usual. The students tended to be bored using markers and the blackboard every day. Therefore using Interactive Video Multimedia in the form of cartoons makes learning more active and students are more relaxed and easy to understand the material

Gerlach and Elly stated that computer presents nearly all the instructions, and it records the students' responses. The computer can score the students' work and present the result. It can be concluded that the heart of the interactive video system is computer which provides the intelligence and interactivity required. The computer can command the system to present audio or video information, wait for the learners' responses, and give feedback of the responses. It was proven by the authors when teaching in class. Computer are indeed an important part of learning, as evidenced by

using computers as learning media is very helpful in implementing learning, one of which is to provide audio and videos as practiced by writers in teaching in class.

The researcher use a learning medium for training vocabulary mastery in the aspect of reciting said. Interactive Video Multimedia use all of the students' senses to receive messages and do them independent, so the students is expected experience a lot of learning experiences. According to the Ministy of Education and Culture, that the introduction and utilization of the whole the senses in the learning process will make it easier to achieve goals learning, therefore the result of use the whole senses and understanding by the students will have meaning. Whole the senses used include vision, hearing and touching. Therefore students can combine everything modalities that are owned so as to give greater ability and cover lack of students-owned modalities. Innovative learning media interesting and suitable for helping students in supporting vocabulary mastery in the aspect of reciting the word namely use Interactive Video Multimedia specially modified for children deaf. In this study it was proven that in learning students were very motivated to learn use Interactive Video Multimedia with the aim of developing their ability to vocabulary mastery students.

Operationally welcoming Interactive Video Multimedia in delivering material though media discussing two composed or more text, graphics, images, photos, audio, video and integrated animation though allocation of laptops and give a pleasant impression run by every child to measure vocabulary mastery in terms reciting words with teacher guidance. This was proven by researchers when the research directly used media as material for delivering material in the form of cartoon videos in which there were sounds, images, text, photos and animations through laptop intermediaries. Become a significant effect that must continue to be increased.

Interactive Video Multimedia is an audio visual media group as a means of communication that can produced sounds and images that can heard and can be seen with the eyes and combined in Interactive Multimedia which becomes a tool or means of learning which contains material, methods, boundaries, and how to evaluate designed systematic and interesting to achieve competency/sub competence of the objectives expected and able to improve motivation and effectiveness of learning outcomes for the user, through the laptop by the way which are fun. The researcher also proved that the use of Interactive Video Multimedia with cartoon videos uses Laptop connections in accordance with learning competencies and is expected to continue to be improved.

The researchers used Interactive Video Multimedia has the purpose to present information in a pleasant form, interesting, easy to understand and clear in other students are able to enter learning that is. Interactive Video Multimedia are rich in words, pictures and accompanied by videos good and right certainly will give the impression that fun and attractive to students as well as the material delivered will be easy remember. Therefore Interactive Video Multimedia expected to improve further vocabulary mastery in the aspect of reciting words so that the purpose of education can be achieved optimally through Interactive Video Multimedia, students can observe the mechanism of motion good and right with guidance teacher, then teacher and children face each other to face crossing the students hand teacher mouths students then students equating the result of explosion from the words of the teacher and teacher control the results of the explosions students, at this stage the students can learn about difference in shear sounds and pop, speed, and rhythm speech and talk of lack of Interactive Video Multimedia already implemented to deaf students.

Besides, students are more easily in provide feedback and teachers are more flexible in giving feedback on responses from students.

Before giving the treatment, students faced some problem to memorize the vocabulary, they are:

1. The students were lazy to memorize because they think that English was difficult.

2. The students lack of motivation and awareness in Learning English.

Byu using the Interactive Video Multimedia, it was effective to improve students' vocabulary mastery - especially the stseventh grade students - at MTs SA PP Al-Ikhlas Wette'e which had been an analyzed by using liker scale. The questionnaire were successfully filled by 26 respondent that taken on November 2018.

Furthermore, the students' interest towards Interactive Video Multimedia at MTs SA PP Al-Ikhlas Wette'e Sidenreng Rappang has been analyzed by using liker scale. The questionnaires were successfully filled by 26 respondents that were taken on May 2018. From 10 positive and 10 negative questionnaires, all the students answered very positive and most of them got 81-98 according to the liker scale. Based on the liker scale, the students were very positive in learning vocabulary by using Interactive Video Multimedia.

It means that Interactive Video Multimedia made students had positive interest toward in learning vocabulary and they strongly agreed about it. There were 26 students got 81-98 score from all students. According to data above, we can see that using Interactive Video Multimedia effective to improve students' vocabulary mastery in learning English. It is because most of the students were interested in

learning used these media. This Interactive Video Multimedia helped the teacher to make students more active in the classroom and also helped in the learning process with the students who basically had a different understanding of background. Interactive Video Multimedia was not compromised by the different backgrounds of the participants (with regard to institution, first programming language, age, gender etc.)[33]. In addition, by previous explanation from several experts, it was clearly enough that the first element to master English is vocabulary. It is because the lack of vocabulary can affect the mastery of the four elements in English; speaking, writing, listening and reading.

Furthermore, the interest of students in learning vocabulary with the use of the Interactive Video Multimedia was quite high. Students were active in the classroom. According to the researcher, this media was very suitable for junior high school students or for elementary school students because their times were active periods in moving or playing. So that is why, they were enjoy to receive material and more interested in learning English. In fact, it motivated students to learn more in English because one of the things that makes students lazy to learn when learning the boring material in the classroom.

In this study the researcher proved that the use of Interactive Video Multimedia must be applied in the world of education, where students are more enthusiastic and motivated in learning very clearly and students' interest in learning is rapidly developing with the use of Interactive Video Multimedia that shows that Interactive Video Multimedia are indeed very interested in students and able to vocabulary mastery described in the inner cartoon videos.

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[33]Kate Sanders, *et al.,* eds., *A Multi-institutional, Multinational Study of Programming Concepts using Card Sort Data,* (USA: Experts Systems, July 2005), p.122

In this study, there was a significant effect on the increase in vocabulary and students interest so high using Interactive Video Multimedia with this research that teacher were expected to be able to use Interactive Video Multimedia as on of the learning media that was presented more creatively and innovatively which made students more interested and have a high interest in the learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. The use of Interactive Video Multimedia provide to have a major effect in increasing students' vocabulary. Based on the result of the pre-test and post-test provide effective for increasing students' vocabulary. T-test result in which the value of t-test was 10,31 than t-table was 1,708 at the level significance and degree of freedom (df) was 25.

2. The students' experienced an increase in vocabulary through Interactive Video Multimedia. Its mean that the students are very excited about the Interactive Video Multimedia. They got enjoyable and feel interesting in learning English. Most of them show their positive responses about the material.

3. The use of Interactive Video Multimedia makes students' more enthusiastic in learning and gives a positive effect on students' interest in learning English especially with the use of cartoon videos that make students' interest more.

5.2 Suggestion

Based on the result of data analysis and conclusions, the researcher puts the following suggestion:

1. The teacher generally should be able to apply some techniques and media in teaching English which is suitable with students' condition so that the students are not bored following the materials.

2. The teacher should be active in giving feedback to involve the students in teaching learning process.

3. Since implementation of Interactive Video Multimedia has been provide to be successful in improving the student vocabulary mastery, it is strongly suggested that such teaching media be continually implemented in teaching English to the class.
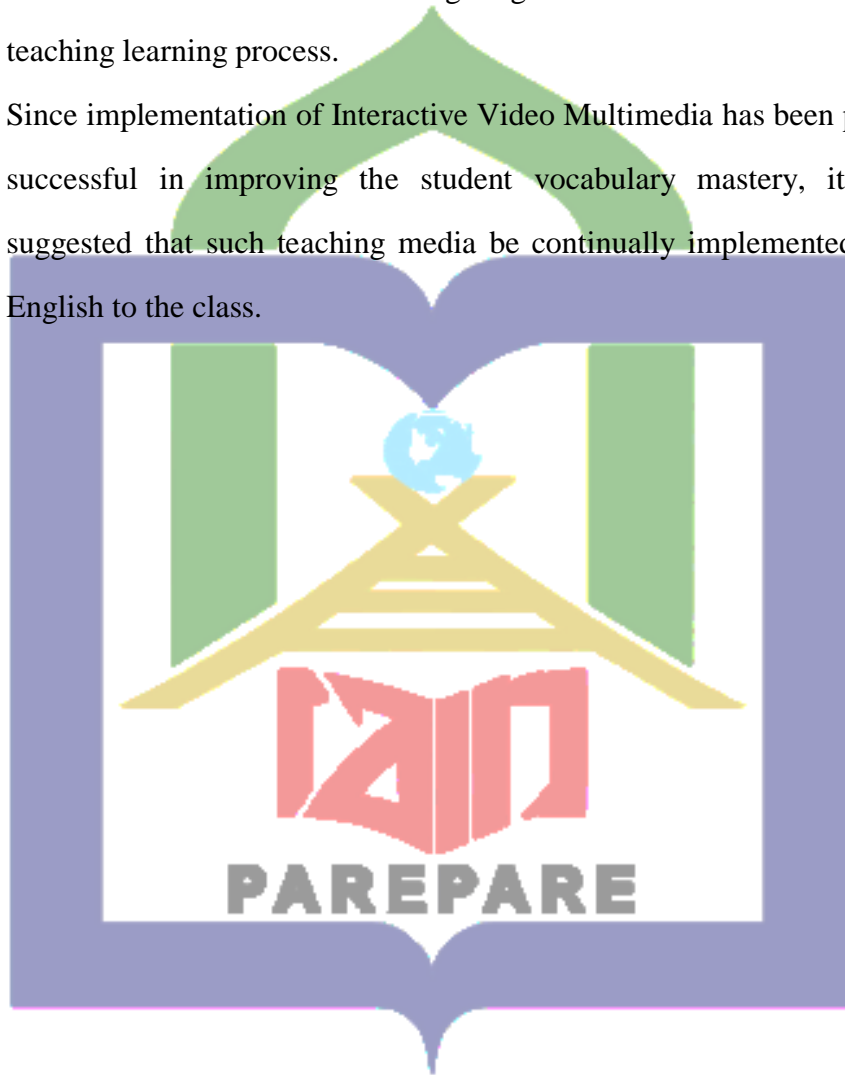
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APPENDIXES

Appendix 1. Lesson Plan

RENCANA PELAKSANAA PEMBELAJARAN (RPP)

SMP/MTS : MTs SA PP-Ikhlas Wette'e

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, meminta dan memberi pendapat.

Tema : *Interactive Video Multimedia*

Aspek/Skill : Mendengarkan & Berbicara

Alokasi Waktu :12 x 40 menit

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Memahami apa yang dimaksud dengan Interactive Video Multimedia.

b. Memilih jawaban yang tepat berdasarkan kemampuan kosa kata mereka.

c. Memahami dan dapat menyebutkan kata-kata yang telah dilihat dan didengarkan..

Materi dan media Pembelajaran

a. Laptop

b. Speaker

c. Hp

d. LCD

Metode Pembelajaran: Pendekatan scientifik

Strategi :Menyimak, studi pustaka, penugasan individu dan kelompok (proyek) dan games

Langkah-langkah Kegiatan

Pertemuan 1

Kegiatan Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

b. Guru mengecek kehadiran siswa

c. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

d. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Kegiatan Inti

Mengamati

a. Guru akan memjelaskan terlebih dahulu tentang materi yang akan disampaikan yaitu the Names of Family .

b. Guru akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan beberapa kata dalam video kartun yang di tontonnya.

d. Guru akan memafarkan nama-nama keluarga dalam bahasa Inggris.

e. Siswa akan mengucapkan kembali kata dari video yang telah mereka lihat dan dengarkan.

Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

b. Guru memberikan umpan balik pembelajaran.

c. Guru melihat bagaimana respon siswa setelah pembelajaran.

d. Guru memperluas materi pembelajaran.

e. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 2

Kegiatan Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

b. Guru mengecek kehadiran siswa

c. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

d. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Kegiatan Inti

Mengamati

a. Guru akan memjelaskan terlebih dahulu tentang materi yang akan disampaikan yaitu the Names of Fruit.

b. Guru akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan beberapa kata dalam video kartun yang di tontonnya.

d. Guru akan memafarkan beberapa nama-nama buah dalam Bahasa Inggris

e. Siswa akan mengucapkan kembali kata dari video yang telah mereka lihat dan dengarkan, serta yang telah dijelaskan oleh guru.

Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

b. Guru memberikan umpan balik pembelajaran.

c. Guru melihat bagaimana respon siswa setelah pembelajaran.

d. Guru memperluas materi pembelajaran tentang seberapa besar pengetahuan siswa mengetahui nama-nama buah dalam Bahasa Inggris.

e. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 3

Kegiatan Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

b. Guru mengecek kehadiran siswa

c. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

d. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Kegiatan Inti

Mengamati

a. Guru akan memjelaskan terlebih dahulu tentang materi yang akan disampaikan yaitu the Names of Animals.

b. Guru akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan beberapa kata dalam video kartun yang di tontonnya.

d. Guru akan memafarkan beberapa nama-nama binatang dalam bahasa Inggris

e. Siswa akan mengucapkan kembali kata dari video yang telah mereka lihat dan dengarkan, serta yang telah dijelaskan oleh guru.

Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

b. Guru memberikan umpan balik pembelajaran.

c. Guru melihat bagaimana respon siswa setelah pembelajaran.

d. Guru memperluas materi pembelajaran tentang seberapa besar pengetahuan siswa mengetahui nama-nama binatang dalam Bahasa Inggris.

e. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 4

Kegiatan Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

b. Guru mengecek kehadiran siswa

c. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

d. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Kegiatan Inti

Mengamati

a. Guru akan memjelaskan terlebih dahulu tentang materi yang akan disampaikan yaitu the Names of Job.

b. Guru akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan beberapa kata dalam video kartun yang di tontonnya.

d. Guru akan memafarkan beberapa nama-nama pekerjaan dalam Bahasa inggris

e. Siswa akan mengucapkan kembali kata dari video yang telah mereka lihat dan dengarkan, serta yang telah dijelaskan oleh guru.

Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

b. Guru memberikan umpan balik pembelajaran.

c. Guru melihat bagaimana respon siswa setelah pembelajaran.

d. Guru memperluas materi pembelajaran tentang seberapa besar pengetahuan siswa mengetahui nama-nama binatang dalam Bahasa Inggris.

e. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 5

Kegiatan Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

b. Guru mengecek kehadiran siswa

c. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

d. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Kegiatan Inti

Mengamati

a. Guru akan memjelaskan terlebih dahulu tentang materi yang akan disampaikan yaitu Giving Advance.

b. Guru akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan beberapa kata dalam video kartun yang di tontonnya.

d. Guru akan memafarkan beberapa nasihat dalam Bahasa inggris

e. Siswa akan mengucapkan kembali kata dari video yang telah mereka lihat dan dengarkan, serta yang telah dijelaskan oleh guru.

Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

b. Guru memberikan umpan balik pembelajaran.

c. Guru melihat bagaimana respon siswa setelah pembelajaran.

d. Guru memperluas materi pembelajaran tentang seberapa besar pengetahuan siswa mengetahui ungkapan nasihat dalam Bahasa Inggris.

e. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 6

Kegiatan Pendahuluan

    a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

    b. Guru mengecek kehadiran siswa

    c. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

    d. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Kegiatan Inti

Mengamati

    a. Guru akan memjelaskan terlebih dahulu tentang materi yang akan disampaikan yaitu Feelings and Emotions.

    b. Guru akan menjelaskan materi yang akan dijelaskan.

    c. Siswa akan menonton dan   mendengarkan beberapa kata dalam video kartun yang di tontonnya.

    d. Guru akan memafarkan beberapa perasaan dan emosi dalam Bahasa inggris

    e. Siswa akan mengucapkan kembali kata dari video yang telah mereka lihat dan dengarkan, serta yang telah dijelaskan oleh guru.

Kegiatan Penutup

    a. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

    b. Guru memberikan umpan balik pembelajaran.

    c. Guru melihat bagaimana respon siswa setelah pembelajaran.

    d. Guru memperluas materi pembelajaran tentang seberapa besar pengetahuan siswa mengetahui bentuk perasaan dan emosi dalam Bahasa Inggris.

    e. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Sumber belajar

List of Interactive Video Multimedia

Video-video kartun yang relevan

Penilaian hasil belajar

Penilaian sikap : Observasi/pengamatan

Penilaian pengetahuan : Tes lisan dan tertulis

Penilaian unjuk kerja : Tnjuk kerja praktik

The researcher

RUSDI L

NIM : 14.1300.79

Appendix 2. Instrumen/ vocabulary test and questionnaire

INSTRUMENT/ VOCABULARY TEST

Dear students: This test is designed for a specific research purposes.

Instructions: The researchers will give a question and students will answer according to their own abilities. Good luck.

1. PRE TEST

A. Matching the Words

1. Eel	a. Mangga
2. Giraffe	b. Lelah
3. Chef	c. Nenek
4. Farmer	d. Bingung
5. Mango	e. Bibi
6. Watermelon	f. Petani
7. Grandmother	g. Belut
8. Aunt	h. Juru Masak
9. Tired	i. jerapah
10. Confused	j. Semangka

B. Translate the Words in Indonesian

1. Sepupu Perempuan

2. Mahasiswa

3. Bahagia

4. Kambing

5. Buaya

C. Pictures Questionns!

.

1. See the picture above, what is it in family?

2. See the picture above, what is it in family?

3. See the picture above, what is it in family?

4. See the picture above, what profession is it?

2. POST TEST

A. Matching the Words

1. Sheep	a. Gajah
2. Elephant	b. Apel
3. Teacher	c. Juru Potret
4. Photographer	d. Sedih
5. Student	e. Kakek
6. Apple	f. Domba
7. Grandfather	g. Kejutan
8. Cousin	h. Guru
9. Sad	i. Sepupu
10. Surprised	j. Sedih

B. Translate the Words in Indonesian

1. Sepupu Laki-laki

2. Saudara Perempuan

3. Kecewa

4. Ikan

5. Sapi

C. Pictures Questionns!

.

1. See the picture above, what is it in falmily?

2. See the picture above, what is it in family?

3. See the picture above, what is it in family?

4. See the picture above, what profession is it?

Appendixes 3. Questionnaire

<p align="center">**QUESTIONNAIRE**</p>

A. Petunjukpengisianangket/kuesioner

- Isilah identitas responden terlebih dahulu sebelum melangkah kepertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
- Jawablahpertanyaandenganjujursesuaikeadaandiri kalian.
- Cara menjawabnyacukup member tanda ceklis ($\sqrt{}$) pada pilihan keterangan jawaban yang telah disediakan.
- Hasilangkettidakakanmempengaruhinilai kalian, angkethanyadibutuhkanuntukhasilpenelitiansajadantidakakan di sebarluaskan.

B. IdentitasResponden

Nama   :

Kelas   :

Keterangan :

1. Sangatsetuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (STS)

Pertanyaan!

NO	Questionnaire	Answer				
		SS	S	R	TS	STS

1	Kalian menyukai pelajaran bahasa Inggris.					
2	Kalian menyukai penggunaan media sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.					
3	Kalian menyukai penggunaan video kartun sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.					
4	Kalian menyukai kegiatan pembelajaran vocabulary dengan menggunakan video kartun.					
5	Penggunaan video kartun, gambar dan animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.					
6	Penggunaan video kartun dapat m embuat pembelajaran bahasa Inggris menjadi lebih menarik.					
7	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.					
8	Penggunaan video kartun dalam pembelajaran dapat membantu kalian dalam menguasai kosa kata dalam Bahasa Inggris.					
9	Penggunaan video kartun membuat kalian					

	berpikir bahwa bahasa Inggris mudah dipelajari.					
10	Penggunaan video kartun ini dapat menambah semangat kalian dalam belajar bahasa Inggris.					
11	Penggunaan video kartun sama sekali tidak bisa meningkatkan kemampuan bahasa Inggris anda.					
12	Penggunaan video kartun tidak membuat kalian merasa tertarik untuk belajar bahasa Inggris.					
13	Penggunaan video kartun tidak dapat membuat kalian menjadi lebih termotivasi dalam belajar bahasa Inggris.					
14	Penggunaan video kartun membuat kalian kurang bersemangat dalam mengikuti proses pembelajaran bahasa Inggris.					
15	Pengunaan video kartun membuat kalian berpikir bahwa bahasa Inggris merupakan pembelajaran yang membosankan.					
16	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dipahami.					
17	Penggunaan video kartun dapat membuat					

	pembelajaran bahasa Inggris menjadi sangat susah dimengerti.					
18	Penggunaan video kartun dalam pembelajaran sama sekali tidak dapat membantu kalian dalam menguasai kosa kata dalam Bahasa Inggris.					
19	Penggunaan video kartun membuat kalian berpikir bahwa bahasa Inggris sangatlah susah untuk dipelajari.					
20	Penggunaan video kartun ini membuat kalian semakin bingung dalam belajar bahasa Inggris.					

Appendix 4. Result of Pre-test and Post-test and Questionnaire Students

INSTRUMENT OF RESEARCH

Name ; Surianti
Nis ;·
Class ; VII α(Tujuh)

PRE TEST

A. Matching the Words

1. Eel	a. Mangga
2. Giraffe	b. Lelah
3. Chef	c. Nenek
4. Farmer	d. Bingung
5. Mango	e. Bibi
6. Watermelon	f. Petani
7. Grandmother	g. Belut
8. Aunt	h. Juru Masak
9. Tired	i. jerapah
10. Confused	j. Semangka

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B. Translate the Words in Indonesian

1. Sepupu Perempuan = COLUSIN ✗

2. Mahasiswa = sister α

3. Bahagia = HAPPY ✓

4. Kambing = goota ✗

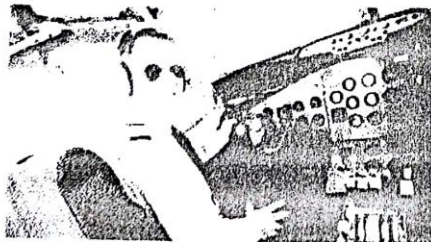5. Buaya = crocodile ✗

C. Pictures Questionns!

1. See the picture above, what is it in falmily? *mother* ✓

2. See the picture above, what is it in falmily? *Father* ✓

3. See the picture above, what is it in falmily? *gren Father* ✓

4. See the picture above, what profession is it? *pilot* ✓

INSTRUMENT OF RESEARCH

Name ; FADIL
Nis ;
Class ; VII (Tujuh)

PRE TEST

A. Matching the Words

1. Eel   a. Mangga
2. Giraffe   b. Lelah
3. Chef   c. Nenek
4. Farmer   d. Bingung
5. Mango   e. Bibi
6. Watermelon   f. Petani
7. Grandmother g. Belut
8. Aunt   h. Juru Masak
9. Tired   i. jerapah
10. Confused   j. Semangka

30

B. Translate the Words in Indonesian

1. Sepupu Perempuan : students words ✗
2. Mahasiswa : Students ✓
3. Bahagia : Hapot ✗
4. Kambing : Pictoris ✗
5. Buaya : crocodile ✗
6. Lion : Kancil ✗

C. Pictures Questionns! :

1. See the picture above, what is it in falmily? Bar dur Qoost man Bagt X

2. See the picture above, what is it in falmily? Halkt α

3. See the picture above, what is it in falmily? Haftlr X

4. See the picture above, what profession is it? Pdl X

INSTRUMENT OF RESEARCH

Name ; suPlanH
Nis ;
Class ;VII {tujuh}

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POST TEST

A. Matching the Words

✓ 1. Sheep ● ✓		●a. Gajah
✓ 2. Elephant ●		●b. Apel
✓ 3. Teacher ●		●c. Juru Potret
✓ 4. Photographer ●		d. ~~Sedih~~ siswa
5. Student ●		●e. Kakek
✓ 6. Apple ●		●f. Domba
✓ 7. Grandfather ●		●g. Kejutan
✓ 8. Cousin ●		●h. Guru
✓ 9. Sad ●		●i. Sepupu
✓ 10. Surprised ●		●j. Sedih

B. Translate the Words in Indonesian

1. Sepupu Laki-laki : nephewe

2. Saudara Perempuan : sister ✓

3. Kecewa : Dissappented ✓

4. Ikan : Fish ✓

5. Sapi : cow ✓

C. Pictures Questionns!

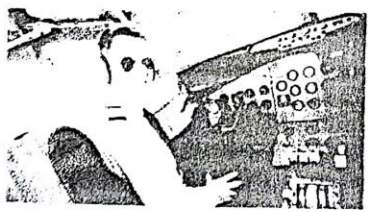1. See the picture above, what is it in falmily? Father ✓

2. See the picture above, what is it in falmily? Dakter ✓

3. See the picture above, what is it in falmily? baby ✓

4. See the picture above, what profession is it? Police ✓

INSTRUMENT OF RESEARCH

Name ; Widya wati
Nis ;
Class ; VII (Tujuh)

85

POST TEST

A. Matching the Words

1. Sheep	a. Gajah
2. Elephant	b. Apel
3. Teacher	c. Juru Potret
4. Photographer	d. Sedih Siswa
5. Student	e. Kakek
6. Apple	f. Domba
7. Grandfather	g. Kejutan
8. Cousin	h. Guru
9. Sad	i. Sepupu
10. Surprised	j. Sedih

B. Translate the Words in Indonesian

1. Sepupu Laki-laki : Nephew

2. Saudara Perempuan : Sister ✓

3. Kecewa : Disspoppoated ✓

4. Ikan : Fish ✓

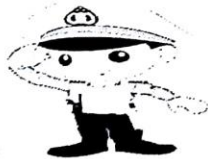5. Sapi : Cow ✓

C. Pictures Questionns!

1. See the picture above, what is it in falmily? FAther ✓

2. See the picture above, what is it in falmily? DAcher ✗

3. See the picture above, what is it in falmily? ~~Barb~~ Baqby ✓

4. See the picture above, what profession is it? Police ✓

QUESTIONNAIRE

A. Petunjukpengisianangket/kuesioner

- Isilah identitas responden terlebih dahulu sebelum melangkah kepertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
- Jawablah pertanyaan dengan jujur sesuai keadaan diri kalian.
- Cara menjawabnya cukup member tanda ceklis (√) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan di sebarluaskan.

B. Identitas Responden

Nama   : Widya Wati

Kelas   : VII (Tujuh)

Keterangan :

1. Sangatsetuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (STS)

Pertanyaan!

NO	Questionnaire	Answer				
		SS	S	R	TS	STS
1	Kalian menyukai pelajaran bahasa Inggris.		√			
2	Kalian menyukai penggunaan media sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.		√			

3	Kalian menyukai penggunaan video kartun sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.	✓				
4	Kalian menyukai kegiatan pembelajaran vocabulary dengan menggunakan video kartun.	✓				
5	Penggunaan video kartun, gambar dan animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.	✓				
6	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.		✓			
7	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.		✓			
8	Penggunaan video kartun dalam pembelajaran dapat membantu kalian dalam menguasai kosa kata dalam Bahasa Inggris.	✓				
9	Penggunaan video kartun membuat kalian berpikir bahwa bahasa Inggris mudah dipelajari.		✓			
10	Penggunaan video kartun ini dapat menambah semangat kalian dalam belajar bahasa Inggris.	✓				

11	Penggunaan video kartun sama sekali tidak bisa meningkatkan kemampuan bahasa Inggris anda.					✓
12	Penggunaan video kartun tidak membuat kalian merasa tertarik untuk belajar bahasa Inggris.					✓
13	Penggunaan video kartun tidak dapat membuat kalian menjadi lebih termotivasi dalam belajar bahasa Inggris.				✓	
14	Penggunaan video kartun membuat kalian kurang bersemangat dalam mengikuti proses pembelajaran bahasa Inggris.					✓
15	Pengunaan video kartun membuat kalian berpikir bahwa bahasa Inggris merupakan pembelajaran yang membosankan.					✓
16	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dipahami.					✓
17	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dimengerti.					✓
18	Penggunaan video kartun dalam pembelajaran sama sekali tidak dapat membantu kalian dalam menguasai kosa kata dalam Bahasa Inggris.					✓

19	Penggunaan video kartun membuat kalian berpikir bahwa bahasa Inggris sangatlah susah untuk dipelajari.					✓
20	Penggunaan video kartun ini membuat kalian semakin bingung dalam belajar bahasa Inggris.					✓

QUESTIONNAIRE

A. Petunjukpengisianangket/kuesioner

- Isilah identitas responden terlebih dahulu sebelum melangkah kepertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
- Jawablah pertanyaan dengan jujur sesuai keadaan diri kalian.
- Cara menjawabnya cukup member tanda ceklis (√) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan di sebarluaskan.

B. Identitas Responden

Nama : SURIanti

Kelas : VII ⟨tujuh⟩

Keterangan :

1. Sangatsetuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (STS)

Pertanyaan!

NO	Questionnaire	Answer				
		SS	S	R	TS	STS
1	Kalian menyukai pelajaran bahasa Inggris.		✓			
2	Kalian menyukai penggunaan media sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.		✓			

3	Kalian menyukai penggunaan video kartun sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.	✓				
4	Kalian menyukai kegiatan pembelajaran vocabulary dengan menggunakan video kartun.	✓				
5	Penggunaan video kartun, gambar dan animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.	✓				
6	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.	✓				
7	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.	✓				
8	Penggunaan video kartun dalam pembelajaran dapat membantu kalian dalam menguasai kosa kata dalam Bahasa Inggris.	✓				
9	Penggunaan video kartun membuat kalian berpikir bahwa bahasa Inggris mudah dipelajari.	✓				
10	Penggunaan video kartun ini dapat menambah semangat kalian dalam belajar bahasa Inggris.	✓				

11	Penggunaan video kartun sama sekali tidak bisa meningkatkan kemampuan bahasa Inggris anda.					✔
12	Penggunaan video kartun tidak membuat kalian merasa tertarik untuk belajar bahasa Inggris.					✔
13	Penggunaan video kartun tidak dapat membuat kalian menjadi lebih termotivasi dalam belajar bahasa Inggris.				✔	
14	Penggunaan video kartun membuat kalian kurang bersemangat dalam mengikuti proses pembelajaran bahasa Inggris.					✔
15	Pengunaan video kartun membuat kalian berpikir bahwa bahasa Inggris merupakan pembelajaran yang membosankan.					✔
16	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dipahami.					✔
17	Penggunaan video kartun dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dimengerti.					✔
18	Penggunaan video kartun dalam pembelajaran sama sekali tidak dapat membantu kalian dalam menguasai kosa kata dalam Bahasa Inggris.					✔

| 19 | Penggunaan video kartun membuat kalian berpikir bahwa bahasa Inggris sangatlah susah untuk dipelajari. | | | ✔ | | |
| 20 | Penggunaan video kartun ini membuat kalian semakin bingung dalam belajar bahasa Inggris. | | | ✔ | | |

Appendix 5. T-Table Distribution

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69648	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Appendix 6. Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 🖷
Po Box : Website : www.iainparepare.a :.id Email: info.iainparepare.ac.id

Nomor   : B 29 82   /In.39/PP.00.9/10/2018
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
Cq. Badan Kesatuan Bangsa dan Politik
di
    KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE :

Nama	: RUSDI L
Tempat/Tgl. Lahir	: WANIO, 09 September 1995
NIM	: 14.1300.079
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: WANIO, KEC. PANCA LAUTANG, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah *KAB. SIDENRENG RAPPANG*
dalam rangka penyusunan skripsi yang berjudul :
" THE USE OF INTERACTIVE VIDEO MULTIMEDIA IN IMPROVING STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTs SA PP AL-IKHLAS
WETTE'E "
Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan
dukungan seperlunya.
Terima kasih,

30 Oktober 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidi

PEM
DINAS PE
JL. HARAPAN

Telepo

DASAR   1. Peraturan E
Kewenanga
Pelayanan T
2. Surat Permo
3. Berita Acara
BADAN KE
Nomor **80**

KEPADA
NAMA   : **RUSDI L**
ALAMAT : **DUSUN B**
UNTUK   : melaksanaka
sebagai beri
NAMA LEMB
UNIVERSITA
JUDUL PENE

LOKASI PEN

JENIS PENEL

LAMA PENEL

Izin Penelitian berlaku se

Biaya : Rp. 0.00

Tembusan :
- KEPALA MTs SA PP AL-IKHLAS WETTE
- REKTOR INSTITUT AGAMA ISLAM NE
- PERTINGGAL

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
BADAN KESATUAN BANGSA DAN POLITIK
Alamat : Jl. Harapan Baru (Kompleks SKPD) Blok A No 7 Pangkajene Sidenreng

REKOMENDASI
Nomor. 800/ 680 /Kesbangpol/2018

a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).

2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Surat Rektor Institut Agama Islan Negeri (IAIN) Parepare, Nomor B 2882/In.39/PP.00.9/10/2018, tanggal 30 Oktober 2018 Perihal Permohonan Rekomendasi Penelitian

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

Nama Peneliti : RUSDI L
Pekerjaan : Mahasiswa (i)
Alamat : Wanio, Kec. Panca Lautang
Untuk : 1. Melakukan Penelitian dengan judul " The Use Of Interactive Video Multimedia In Improving Students' Vocabulary Mastary at The Seventh Grade Of MTS SA PP Al-Ikhlas Wette'e "
2. Tempat : MTS SA PP Al-Ikhlas Wette'e
3. Lama Penelitian : ± 1 (Satu) Bulan
4. Bidang Penelitian : pendidikan Bahasa Inggiris
5. Status/Metode : Kuantitatif

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajene Sidenreng, 30 Oktober 2018

Pit. KEPALA BADAN KESBANGPOL

Drs.H.ANDI BAHARUDDIN,M.Adm.Pemb
Pangkat : Pembina
NIP : 19670505 200212 1 005

Tembusan Kepada Yth:
1. Bupati Sidenreng Rappang (sebagai Laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3. Ka. Dinas Pendidikan dan Kebudayaan Kab. Sidrap
4. Ka. MTS SA PP Al-Ikhlas Wette'e
5. Rektor Institut Agama Islam Negeri (IAIN) Parepare
6. Mahasiswa Yang Bersangkutan
7. Pertinggal

MADRASAH TSANAWIYAH SATU ATAP (MTs-SA) AL-IKHLAS WETTE'E
PONDOK PESANTREN AL-IKHLAS
KEL. WETTE'E KEC. PANCA LAUTANG KAB. SIDENRENG RAPPANG
Alamat : Jl. Mesjid No. 11 Kel. Wette'E Kode Pos 91672

SURAT KETERANGAN PENELITIAN
Nomor : 132/MTs-SA/PL-S/XI/2018

Yang bertandatangan dibawah ini Kepala Madrasah Mts SA Al-Ikhlas Wette'e menyatakan bahwa:

Nama	: Rusdi L
Nim	: 14.1300.079
Jurusan/Fakultas	:TarbiyahdanAdab/Pendidikan Bahasa Inggris
Jenis penelitian	:Kuantitatif

Yang bersangkutan telah melakukan penelitian pada MTs SA PP Al-Ikhlas Wette pada tanggal 1 november s/d 1 desember 2018. Untuk penyusunan skripsi dengan judul :

" The use of Interactive Video Multimedia in Improving Students' Vocabulary Mastery at the Seventh Grade of MTs SA PP Al-IkhlasWette'e "

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Wette'e, 29 November 2018
Kepala madrasah

Muhammad Yusuf K. M.Pd.
NIP. 19670704 200501 1 003

Appendix 7. Documentation

CURRICULUM VITAE

Rusdi L, was born on 09th December 1995 in Wanio, Sidenreng Rappang Regency, South Sulawesi. He lives in Wanio, Panca Lautang sub-district. He is the three child in his family. His father's name is Alm. Loddi and His mother's name is Ibollo. He also have two sister.

He started his elementary school at SDN 4 Wanio in 2002. He finished his elementary school in 2008. In the same year, he continued his study to junior high school of SMPN 1 Panca Lautang and finished in 2011. In the same year, he continued his study to senior high school of and finished in 2014. He decided to continue his study in S1 English Program of Tarbiyah and Adab Department at State Islamic Institute (IAIN) Parepare in 2014. He was active in the organization namely Mahasiswa Islam Sidenreng Rappang Indonesia (MASSIDDI) Kota Parepare in 2014-2016.