



**THE EFFECT OF ESL VIDEO ON VOCABULARY ACHIEVEMENT IN  
THE PROCEDURE TEXT AMONG THE SEVENTH YEAR STUDENTS  
OF SMPN 1 CLURING BANYUWANGI IN THE ACADEMIC YEAR**

**2012/2013**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Language Education Study Program, Language and Arts Department,  
The Faculty of Teacher Training and Education,  
Jember University

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBERUNIVERSITY  
2013**

## **Dedication**

This thesis is honorably dedicated to the following people:

My beloved parents, Hariyanto and Kasiyati, thanks for your love and sacrifice.

You are giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love;



## MOTTO

*“I hear—I forget, I see—I learn, I do—I understand.” \*)*



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\*) *Gennady V. Oster*

## STATEMENT OF THESIS AUTHENTICITY

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## CONSULTANTS APPROVAL

### **THE EFFECT OF ESL VIDEO ON VOCABULARY ACHIEVEMENT IN THE PROCEDURE TEXT AMONG THE SEVENTH YEAR OF SMPN 1 CLURING BANYUWANGI IN THE 2012/2013 ACADEMIC YEAR**

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## SUMMARY

**The Effect of ESL Video on Vocabulary Achievement in the Procedure text among the seventh Year Students of SMP Negeri 1 Cluring in the 2012/2013 Academic Years;** Eka Hari Melani, 080210491016; 2013:45 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was Pre-experimental research. The purpose of this research was to know whether or not there was a significant effect of ESL Video on vocabulary achievement of the seventh year students of SMP Negeri 1 Cluring Banyuwangi in the 2012/2013 academic year.

The population of this research was the seventh year students of SMP Negeri 1 Cluring Banyuwangi in the 2012/2013 academic year. Homogeneity test was done to know the homogeneity of the population and to determine the research samples. The result of the homogeneity test was analyzed using ANOVA and the result showed that F- Observation ( $F_0$ ) value was 0.5739. The value of F table in the 5% of significance level was 2.26. Having been compared, the result of ' $F_0$ ' was lower than that of the F table ( $0.5739 < 2.26$ ). The result implied that there was a not difference on the students' English Vocabulary ability among those classes. In other words, the population was homogeneous. Thus, two classes were taken as the experimental class and control class randomly by using lottery. The classes were VII B (experimental group) and VII F (control group). The total number of the respondents was 71 students that consisted of 35 students of VIIB as the experimental group that was taught vocabulary by using ESL Video, while the control group consisted of 36 students of VII F that was taught vocabulary by using lecturing technique.

The primary data of this research were collected from the students' scores of vocabulary achievement test. The supporting data were gained from interview and documentation. The students' vocabulary achievement was collected from the post test to make the comparison between the two groups after the treatment done. The results of the research were analyzed by using t-test formula. The result of the

analysis indicated that the statistical value of t-test was 2.07, while the t-table with the significant level of 5% and the degree of freedom (Df) of 69 was 1.67. The value of t-test was 2.07 and it was higher than 1.67 ( $2.07 > 1.67$ ). Therefore, the null hypothesis ( $H_0$ ) which was formulated : “There is no significant effect of using ESL Video on Vocabulary Achievement of the seventh year students of SMPN 1 Cluring Banyuwangi in the 2012/2013 Academic year” was rejected. On the other hand, the formulated alternative hypothesis ( $H_a$ ): “There is a significant effect of using ESL Video on Vocabulary Achievement of the seventh year students of SMPN 1 Cluring Banyuwangi in the 2012/2013 Academic year ” was accepted.

Based on the result of this research, the English teacher is advised to apply the ESL Video, especially in teaching Vocabulary to improve the students' vocabulary achievement. Further, the students are suggested to practice vocabulary using ESL Video in order to enrich their English vocabulary.



## ACKNOWLEDGEMENT

Thank Allah S.W.T., the Almighty, who gives me his guidance and blessing, so, I can finish this thesis entitled “The Effect of ESL Video on Vocabulary Achievement in the Procedure Text among the Seventh Year Students of SMPN 1 Cluring Banyuwangi in the Academic Year 2012/2013.

In relation to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Department.
3. The Chairperson of the English Language Education Study Programs. My first consultant, Drs. Sudarsono, M.Pd and my second consultant, Eka Wahjuningsih. S.Pd, M.Pd for their willingness and suggestions to guide me accomplish this thesis. Your valuable guidance and contribution to the writing of this thesis are highly appreciated.
4. The Examinations Committee.
5. My Academic Supervisor,
6. The lecturers of the English Education Program who have taught and given me a lot of useful knowledge.
7. The Principal and the English teachers of SMPN 1 Cluring Banyuwangi for giving me an opportunity, help, and support to conduct this research.
8. My best friends, Ari Yuli, Febria Sari, Piping, Karlina, Satriawati, Neneng, Imaniar, and Galuh who are always be by my side whenever I need.
9. My Fiancé, Adi Tapa Yudha who are always be by my side and support me.
10. My big family, Sutikno, Istikomah, Kukuh W.U, Bangun D.P, Imam B.H, Iis Lusiana, Erwin Hari A, Suprapti, Stanley and Sunoto who give me spirit.

Finally, I feel indebted to all of those who gave positive comments for the improvement of this thesis.

Jember, May 31<sup>th</sup> 2013

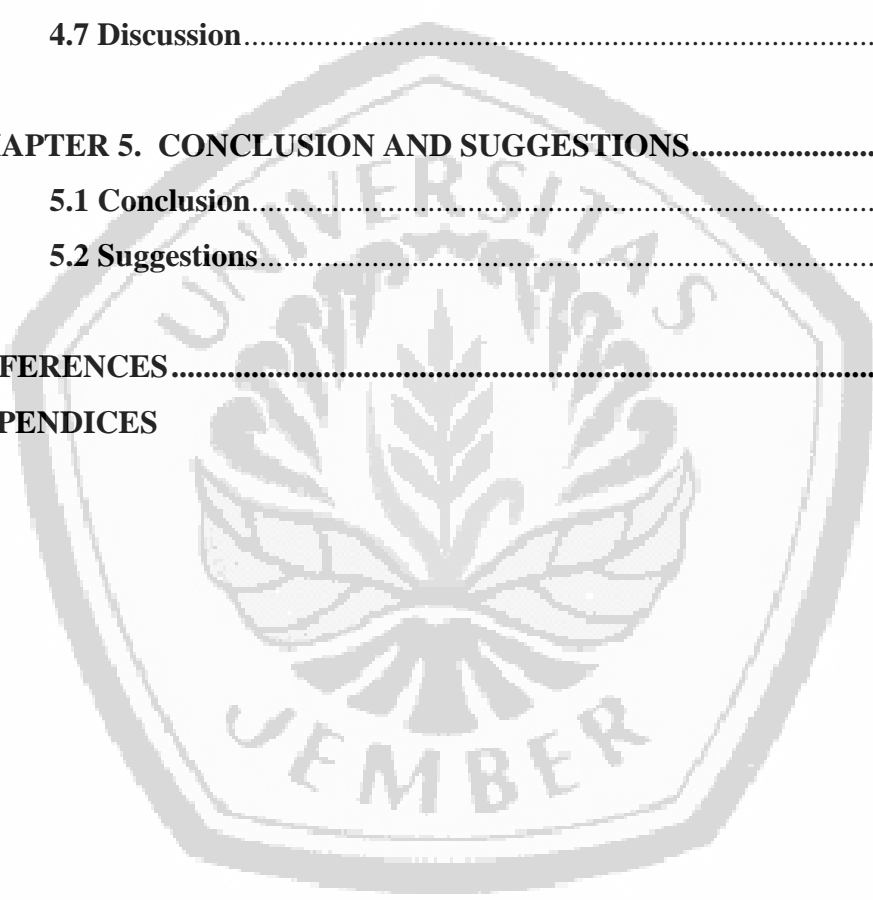
The writer

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