

**THE RESPOND OF HIGH SCHOOL STUDENTS ON LEARNING
VOCABULARY BY USING BBC LEARNING ENGLISH VIDEO**

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**FACULTY OF TEACHER TRAINING AND EDUCATION PALOPO
COKROAMINOTO UNIVERSITY
2020**

THESIS

**THE RESPOND OF HIGH SCHOOL STUDENTS ON LEARNING
VOCABULARY BY USING BBC LEARNING ENGLISH VIDEO**

Proposed as a partial fulfillment of the requirements to conduct
research into writing a thesis at the English education study
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Cokroaminoto Palopo University

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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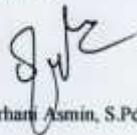
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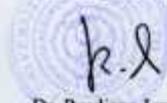
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ABSTRACT

Rani K. 2020. The respond of high school students on learning vocabulary by using BBC learning English video (supervised by Arnhy Irhani and Sri Damayanti)

The objective of the research his to find out The respond of high school students on learning vocabulary by using BBC Learning English Video. The population of this research was the Students' of Senior High School in Palopo academic 2020/2021.The researcher used questionnaire via Google form and. The method of this research was descriptive qualitative method. Then the researcher analyzed the data by using descriptive analysis method. The researcher concludes that students were very suitable to use the BBC Learning English Video media during the learning process at home, especially for learning vocabulary. The BBC Learning English video media is effective and efficient to use for students learning vocabulary because the videos vary, making it easier for students to understand the English vocabulary in the video.

Keywords: BBC Learning English Video, vocabulary

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Hopefully this thesis is useful for anyone who reads it.

Palopo, September 2020

Rani K.

CURRICULUM VITAE



Rani k. was born on June 13st, 1999 in Pattimang, North Luwu. Her parents' names are Kasmaruddin and Ati. She is the third from four siblings. She began the study at elementary school at SDN 129 Pattimang in 2004 and graduated in 2010. Then she continued her study at SMPN 1 Malangke and graduated in 2013. After that, she continued her study in SMAN 2 Masamba and graduated in 2016. At the same year, she continued her study at PalopoCokroaminoto University and chose English Language Education Study Program during study in PalopoCokroaminoto University.

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CHAPTER I INTRODUCTION

1.1 Background

English is very important to learn because English is an international language. That means by knowing English well you can communicate with foreigners with different language and cultures. In Indonesia, English is the first foreign language taught in schools and considered an important subject to gain knowledge and to develop technology, art, and culture. English is one of the subjects taught from junior high school to university. Based on the school curriculum for English, teaching English is a subject consisting of four skills, they are listening, speaking, reading and writing. In addition, there are some language elements that must be taught to develop these four skills, namely: grammar, vocabulary, pronunciation and spelling.

Actually all of English skill and English elements are important, but speaking skill is the most important skill that should be mastered by English learner. Speaking ability is able to describe how far the language learner mastered about the language itself. but, the ability to speak is difficult to master without mastering good vocabulary. because without good vocabulary, a person will not be able to speak properly and will be difficult to understand.

Vocabulary has a very important role in mastering foreign languages, especially English. Vocabulary can be interpreted as a collection of words understood by someone (Herlina, 2015). According to Xiqin (2008), vocabulary is defined as "the entire stock of words belonging to a branch of knowledge or known by an individual"). In a broader understanding "vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. This indicates that the vocabulary is not merely a collection of words that we memorized and know the meaning of, but also the learning process in arranging these words.

Now days, students face a complex problem in using English specifically. Especially in students' vocabulary mastery, because most students today if they

want to express their opinions about something they find it difficult to say whatever they are going to say even though they can just have difficulty or lack of confidence to speak because their mastery of vocabulary is lacking.

Considering the above conditions, researcher decided to conduct research to find out the response of student's on learning vocabulary by using BBC Learning English videos. So from the above explanation, researcher is interested in conducting a study entitled "The respond of high school students on learning vocabulary by using BBCLearning English Video".

1.2 Problem Statement

Considering the background above, the research question is "How do students response on learning vocabulary by using BBC Learning English Video at Senior High School in Palopo?"

1.3 Objective of the Research

From the formulation of the problem above, the researcher states the purpose of this research is: to find out the respond of students on learning vocabulary by using BBC Learning Video at Senior High School in Palopo

1.4 Significance of the Research

This research is expected to provide input for teachers to try to improve students' vocabulary mastery by using a variety of English learning media, especially media to improve vocabulary, and after this research is expected to improve students' vocabulary in English and be able to use the media more frequently BBC Learning English when learning English and support independent learners who learn vocabulary. While the results of this study, in addition to being one of the requirements in completing studies, can also be useful as a source of new knowledge and experience for researcher.

1.5 Scope of the Research

The researcher focused of student's respond learning vocabulary by using BBC Learning English Video.

1.6 Operational Definition

1. BBC Learning English is one of the applications used to learn English. In BBC Learning English there is a lot of content to improve one's ability in English and is also an interesting medium to be used in teaching English. BBC Learning English is a department of the BBC World Service devoted to English language teaching.
2. Vocabulary is a set of words owned by someone or another entity, or is part of a particular language.

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

There are several definitions of vocabulary. Here are some definitions of vocabulary used in some literature. According to HarimuktiKridalaksana (1993: 127), "Vocabulary is a component of a language that maintains all of information about meaning and using word in language". Krashen, Stephen and Tracy Terrel (1996) say that, "Vocabulary is basic to communication and also very important for acquisition process".

Hatch and Brown (1995: 1) state that the term vocabulary refers to a list or collection of words for a particular language or a list of words used by each language speaker. Because the vocabulary is a list, the only system involved is the alphabetical order. Choices in vocabulary selection and the methods used in vocabulary teaching are important factors. It takes a learning process in context to get the meaning of words.

Vocabulary is a collection of words known by individuals (Linse, 2005: 121). Whereas Hornby (1995: 1331) states that vocabulary is the total number of words in a language. Every individual has definite collection words. An individual has a different number of words. In addition, an individual must know vocabulary to communicate with other individuals. According to Lehr (2004: 1) vocabulary is knowledge of words and the meaning of words both in oral and printed form used in listening, speaking, reading, and writing. It can be said that vocabulary is one of the elements in language.

b. The Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods the teacher should know the material. There are many classifications made by expert in language area about the kind of vocabulary. According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:

1) Productive vocabulary

Productive vocabulary is the words, which the students understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak and write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

2) Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in a context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learners hear or read but they do not use when they speak and write. Richard and Rogers say that the listening vocabulary on the reading vocabulary is larger than speaking vocabulary and similarly to the teaching vocabulary that is relatively larger than writing vocabulary.

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary.

1) Active vocabulary

Active vocabulary is all of the words that are produced by students during any lesson or event in later lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

2) Passive vocabulary

Passive vocabulary is all of the words that hear or read by the students. It refers to as language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary. Corson that is quoted by I.S.P nation called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

- (1) Words which are only partly understood and are not well known enough to use actively.
- (2) Words which are not needed in daily communication.

In addition, Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text: high-frequency words, academic words, technical and low-frequency words.

- 1) High-frequency words.
- 2) There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.
- 3) Academic words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

4) Technical words

The next contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not common in somewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

5) Low - frequency words

This group includes words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. They consist of the technical words for other subject areas, proper nouns, words that almost got the high-frequency list and words that we rarely meet in our use in the language.

c. The Importance of Vocabulary Mastery

Mastering vocabulary is important in learning language especially English, because the potential knowledge that can be known about a word is rich and complex (Schmitt, 2000: 5). Due to the complexity of word, we have to find out the best way to enrich students' vocabulary.

Vocabulary mastery cannot be done spontaneously but step by step. Keraf (1989: 65-66) defines the steps in processing vocabulary mastery. First, children period, in this term children are able to define concept vocabulary to say their concrete idea. Second, adolescent period, in this term the vocabulary is used more intensive because they make more communication with each other. It can be concluded that vocabulary is very important in learning language and mastering vocabulary. It will facilitate someone in using language in communication. So, mastering vocabulary should be useful because it will be:

- a) Easy to learn language. For example, when we read an English novel, we must understand the meaning of vocabulary.
- b) Easy to understand what the people are talking about. For example, when we are listening the conversation in English necessary for us to know what the people talking about, and it only be done if we know the vocabulary in that conversation.
- c) Easy to make discussion in different topic. For example, if we want to discuss about one topic, we must understand and know the vocabularies that are concerned with the entertainment.

So, the mastery of vocabulary in English is very important because if we cannot master vocabulary, we will not be able to learn English well and correctly. Without good vocabulary mastery, we cannot communicate with others well, so it will be hard for us to understand what others are saying.

d. Approaches of Teaching Vocabulary

In methodology in language, Hunt and Beglar (ascites in Renadya, 1991:156) discuss three approaches to vocabulary teaching and learning they are:

a) Incidental learning

The incidental of vocabulary, it is learning vocabulary as a byproduct of doing other things such as reading or listening. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out of class activity. The students develop the ability to read, and then most of the reading should be done outside of class. This approach might receive more attention for more proficient intermediate and advanced students.

b) Explicit instruction

The explicit instruction depends on identifying specific vocabulary acquisition target or learners. This approach involved diagnosing the word learners need to know, presenting words for the first time elaborating word knowledge, developing fluency with known words. Hunt and Beglar suggest that this approach is probably best for beginning and intermediate students who have limited vocabularies.

c) Independent strategy development

This approach is probably best for study advanced learners. The independent strategy development involves practicing guessing from context and training learners to use the dictionary. Harmer (2007:239) also states that “dictionaries contain 2 wealth of information about words that students can gain from it. Not only mean but also they can how to operate the words”.

Thus, in vocabulary learning there are three kinds of approaches recommended for teaching and learning process, especially vocabulary learning. Approach consists of incidental learning, explicit instruction, and independent strategy development; everywhere has its own roles and functions in the learning process vocabulary.

c. The Difficulties in Teaching Vocabulary

There are some problems in learning vocabulary faced by the students. The part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer, 1996: 154). However, teaching vocabulary may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning”. Moreover, sometimes the students feel hard to learn vocabulary because there may be some difficult words that faced by students in learning vocabulary.

Some factors that make some words difficult for the students:

- a) Pronunciation: research shows that words are difficult to pronounce more difficult to learn. For example: George, Lecture, etc.
- b) Spelling: sound and spelling mismatches will because of errors in pronunciation or in spelling, and can contribute to a words difficulty. For example: muscle, headache, etc.
- c) Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.
- d) Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.
- e) Range: connotation and idiomatic, words that can be used in wide range of context will generally be perceived an easier than their synonyms with a narrower range. For example: thin is more used than skinny, slim and slender. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.

So, there are some difficulties in learning vocabulary, especially in vocabulary mastery itself. Usually difficulty to learn vocabulary is not separated from spelling, pronunciation, context, etc. So, to learn vocabulary also needed the ability to master some of the factors that become difficult in studying vocabulary itself.

c. The Strategy in Teaching Vocabulary

Harmer (1991:161) suggest some strategies that teachers can use to help their students practice vocabulary:

a) Real things

One way of presenting words is to bring the things into the classroom or bringing into room. Words like postcard, ruler, pen all, and etc. can obviously present in his way. The teacher hold up the object or point to it says the word and then gets student to repeat it.

b) Mime, Action, and Gesture

It is often possible to explain the meaning or word and grammar either through the use of a picture. Actions in particular are probably better explained by mime. Concept like “Running” and “smoking” are easy to present in this way (Harmer, 1991:161). Gesture is useful for explaining words like form, to act or indicate that the past is being talked about (the teacher gesture backward over his shoulder).

c) Contrast

Teachers saw how relations exist because of their sense and thus can be used to teach meaning. Teachers can present the meaning “empty” by contrasting it will “small”. We may present these concept with pictures or meaning we ensure our students’ understanding. This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

d) Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it way makes it a bit too easy for student by discouraging them from interacting with the words.

e) Explanation

Explanation the meaning on vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level. It will be important, if giving such explanation includes information about when the items can be used. An explanation is a statement which

points to causes, context, and consequences of some object, process, state of affairs, and etc. Together with rules or laws that link these to the object. Some of these of the explanation may be implicit.

f) Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasion when some form of presentation and explanation is the best way to bring new word into the classroom. In this technique, the teacher can use media such as: picture.

g) Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items the same is true of “vegetable” or “furniture” for example.

There are several strategies that teachers can use to teach vocabulary. However, teachers typically use presentation and translation more often as a strategy in vocabulary learning. In addition to more simple strategy is also effective to make students understand with what we teach.

h. Media in Teaching of Vocabulary

Gerlach and Ely (1980: 241) states that media is any person, material, or event that establishes condition which enable the learners to acquire knowledge, skills, and attitude. Another expert that gives the definition of Media is Hamalik. He states that media are used to motivate students in learning (1989:18). And Brown (1997:2) states that, “media is tools or the physical things used by the teacher to facilitate the instruction”.

From the definitions above it can be concluded that the use of media is significant as it would help the students in understanding and learning a particular lesson. There are several advantages of using media, stated by Kamaludin:

- a) Lesson which is presented to be meaningful and clear for the students.
- b) Teaching and learning methods are various.
- c) The students become more creative to do various activities.
- d) To create an interesting learning atmosphere.

e) To solve limited space

Furthermore Gerlach and Ely (1980:297) mention various kind of media, that are:

a) Picture

Picture consists of photograph or any object or events, which may be larger or smaller than the object or event it represented.

b) Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack.

c) Motion picture

A moving picture is a moving image in color or black or white produced from live action or from graphic representation.

d) TV

This category includes all type of Video Electronic distribution system which eventually appears on TV monitor.

e) Real things, simulation, and model

Includes people, events, objects, and demonstration real things as constructed with other media, are not substituted for the actual object or events.

Media is one way to teach material for students. Without media, teaching and learning process will not work effectively. Some media that can be used for teaching and learning process such as LCD, video, real / real thing, picture, etc. So, teachers do not have to worry about the media, because a lot of media that can be used for learning English, especially learning vocabulary.

Other media used in teaching vocabulary are "BBC Learning English Video".

1. Definition of BBC Learning English Video

BBC Learning English is one of the applications used to learn English. In BBC Learning English there is a lot of content to improve one's ability in English and is also an interesting medium to be used in teaching English. BBC Learning English is a department of the BBC World Service devoted to English language teaching.

The British Broadcasting Corporation (BBC) is the largest broadcasting corporation in the world. Its mission is to enrich people's lives with programmes that inform, educate and entertain. It is a public service broadcaster, established by a Royal Charter and funded by the licence fee that is paid by UK households. The BBC uses the income from the licence fee to provide services including 8 national TV channels plus regional programming, 10 national radio stations, 40 local radio stations and an extensive website. BBC World Service broadcasts to the world on radio, on TV and online, providing news and information in 32 languages. It is funded by a government grant, not from the licence fee. The BBC has a commercial arm, BBC Worldwide, which operates a range of businesses including selling programmes around the world and publishing books, DVDs and merchandise. Its profits are returned to the BBC for investment in new programming and services.

BBC Learning English has some playlists which are:

- 1) Improve your vocabulary,
- 2) Improve your grammar,
- 3) Improve your pronunciation,
- 4) Learning English with the news,
- 5) Help with exams, and
- 6) Learn English through drama

The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio programmes which air on some of the BBC World Service's language services and partner stations. It has won numerous awards, including two Elton from the British Council and an English Speaking Union award for innovation in English language teaching.

Learn how to speak English with the BBC. Every day BBC has a new video to help you learn the English language. BBC also produces regular 'extra' video across the week so come back every day to see what's new.

2. Content in BBC Learning English

Below are some contents in BBC Learning English:

- a) English In a Minute

English in a minute only lasts about one minute. In some episodes, you can learn the difference between a number of words or phrases that seem to have the same meaning.

b) 6 Minute English

6 Minute English has a conversation format and is approximately six minutes long. Each episode raises a different topic. As the conversation flows, the speaker occasionally inserts a number of vocabulary related topics and includes their meanings.

c) LingoHack

This is content from BBC Learning English that will enrich your vocabulary. "LingoHack" is packaged in the form of news; you can learn words related to the topic of the news raised.

d) The English We Speak

The English We Speak is also packaged in the form of conversations such as 6 Minute English. The difference is, The English We Speak is shorter in duration and only focuses on one phrase. One of the phrases that was discussed was "take the biscuit". If translated into Indonesian, take the biscuit means "take a biscuit". But in English, that phrase can actually be used to express that we are surprised or disturbed by someone's actions.

e) News Review

The News Review format is similar to 6 Minute English and The English We Speak. The difference, in the News Review, you will listen to two people discussing a story in the BBC studio. News Review presents a different news topic in each episode. The two speakers will take some vocabulary from articles published by the media, and then insert their explanations into their discussion.

f) Teaching Children

BBC Learning English also has content for you who want to learn English through drama and animation series. Like other content, the series will further sharpen your listening skills and add to your vocabulary. You can enjoy dramas adapted from legendary stories like "Lewis in Wonderland" by Lewis Carroll, "A Christmas Carol" by Charles Dickens, Jonathan

Gift's "Gullivers's Travel", "The Importance of Being Earnest" by Oscar Wilde and " Jamaica Inn "by Daphne du Maurier.

3. The advantages of BBC Learning English

Following below are the advantages of BBC Learning English.

- a) Grammar is a collection of words that are arranged in a structured and make into an appropriate sentence structure to convey a specific purpose. In English there are three basic language patterns, namely etymologist, orthography, and syntax. On this site you will be taught grammar with a variety of very complex discussions, ranging from simple levels to the most complicated levels in English.
- b) Vocabulary is a collection of words that have been mastered, where the words can already be understood and know the meaning and meaning. The BBC Learning English website is taught easily to understand every vocabulary that will be mastered. Usually in the form of images, so we are easy to imagine and more likely to be memorable. Because from the results of some research experts, imagination and images are easier to digest in the brain than a lot of writing.
- c) Then on this site also taught pronunciation, which is learning in proper pronunciation. The advantages of this site are taught directly with western people, so you can really be careful how to speak well so that it can be heard and understood not only for yourself, but can be heard by others, especially westerners when you have a conversation. Here you will understand what the British pronunciation is like, what Americans are like, and some references from people outside America. So that your pronunciation can be more proficient.
- d) You can get a free six-minute course on this site, so your curiosity for applying the results of your learning can be tried directly by the website.
- e) Facilities in the form of recordings are provided free of charge for you to download and can be taken anywhere without having to always be online. That can be very helpful for those of you who want to study at anytime, anywhere, and anytime. The recording given is usually in the form of Mp3 or Mp4 format, either just sound or you can upload a video.

So with the help of BBC Learning English, it's no longer a reason to have to pay for English language lessons or the hassle of language lessons because you have to leave home. This site helps you study at home with all the facilities and quality directly from the west. Hopefully the above review can be useful for you.

4. The Step and Procedures Teaching and Learning Vocabulary by Using BBC Learning English Video

- a) First, to ensure that all equipment needed in teaching and learning activities are ready, such as laptops, projectors and loudspeakers. After that, make sure the laptop is also connected to the internet.
- b) Second, open the BBC Learning English application
- c) Third, after opening the application then select "Programs"
- d) Fourth, then select "Teaching Children"
- e) Finally, you can choose and play videos that will be material for teaching and learning activities.

i. Independent Learning

Dodds (1983) explain that independent learning is a system that allows students to learn independently from printed, broadcast or pre-recorded material that was prepared in advance. The term independent learning that the control of learning and the flexibility of time and place of learning lie with students who study.

In this research the media that will be used in research is BBC Learning Video. The media is very important for students in the current pandemic covered 19, where schools are closed and students are required to study at home. BBC Learning English Video is very supportive for students to learn independently at home because, the videos contained in this media are very numerous and varied making it easier for students to learn vocabulary well during a pandemic covered 19.

j. The Principle of Media Selection

Sanjaya (2012: 226) explained a number of principles that must be considered in media selection, including:

1. The media to be used by the teacher must be appropriate and directed to achieve the learning objectives.

2. The media to be used must be in accordance with the learning material.
3. Learning media must be in accordance with the interests, needs and conditions of students.
4. The media used must pay attention to effectiveness and efficiency.
5. The media used must be in accordance with the teacher's ability to operate it.

Miles and Huberman (1984) argued that activities in qualitative data analysis were carried out interactively and continued to completion, so that the data was saturated. The measure of data saturation is indicated by no longer obtaining new data or information. Activities in the analysis include data reduction, data display, and conclusion drawing / verification.

Some qualitative researchers seek to collect data for as long as possible and intend to analyze after leaving the field. This method is wrong for qualitative researchers, because many situations or contexts are not recorded and the researcher forgets to comprehend the situation, so that various related things can turn into meaningless fragments. So that the work of collecting data for qualitative researchers must be immediately followed by the work of writing, editing, classifying, reducing and presenting.

2.2 Previous Studies

There is some previous study related to this research as follows:

1. Tazkiyah (2019) in her thesis entitled "Using YouTube Channel "BBC Learning English" to Improve Students' Pronunciation". Classroom Action Research at the Seventh Grade of SMPN 21 Kota Serang This research has a purpose to know the students' ability in pronouncing the English consonants / /, / /, /t /, /d /, / /, and /ð/ before using YouTube channel BBC Learning English at the seventh grade of SMPN 21 Kota Serang and to identify the effectiveness of using YouTube channel BBC Learning English in teaching pronunciation of consonants / /, / /, /t /, /d /, / /, and /ð/ at the seventh grade of SMPN 21 Kota Serang.

2. Nurhudin (2015) in his thesis entitled “Descriptive Study on Teaching Vocabulary at Eight Grade Students of MTs N Karanganyar”. In this research, the writer took the Eight Grade Students as his subject of the research. The result shows that the strategy done by the teacher to teach the students is good.
3. Thesis from Faqih (2015) in his thesis entitled "Descriptive Study of Vocabulary Teaching in Class Eight Special Program Class Mts N Gondangrejo" the author conducted a descriptive study on 9 to 16 June 2015. The main instrument of this study is the researcher itself, because this research is descriptive qualitative research. Research subjects were all Special Class Program students. The class consists of selected students who have a higher score than other students in the area. The teaching and learning process in this school is good, especially in English. In teaching English, the teacher always puts emphasis on vocabulary skills. For example, students must verbally increase their vocabulary one by one, and they must reach their vocabulary mastery targets.

Based on the research above, the researcher wants to conduct a similar study about English vocabulary, especially about Vocabulary. The difference between this research can be seen from the aspects of what researcher do. In this research, researcher wanted to find out the response of students learning vocabulary using BBC Learning English Video. Another difference is the use of media used.

CHAPTER III RESEARCH METHOD

3.1 The Research Method

This research applied descriptive quantitative method.

3.2 Time and Location

This research was conducted in August via google form which was distributed to high school students in Palopo, due to the current situation of Covid 19 that did not allow researcher to go directly to school to collect the data.

3.3 Population and Sample

1. Population

The population of this study are senior high school students in Palopo.

2. Sample

Of all the students in palopo, only 28 students were willing to become respondents.

3.4 The Instrument of the Research

The research used questionnaire through Google form as the instrument of the research. Questionnaire aimed to find out the factor of the students respond on learning vocabulary by using BBC Learning English video at Senior High School in Palopo.

3.5 Procedure in Collecting Data

The procedures for collecting data in this research were as follows:

1. The researcher asked respondents to participate as sample
2. The researcher invited willing students to the research group.
3. The researcher shared link BBC Learning English Video
4. The students downloaded BBC Learning English Video
5. Then, students learn vocabulary by using BBC Learning English Video independently.
6. After that, the researcher distributed questionnaire via Google Form and explained to students how to fill out the questionnaire.
7. The researcher waiting students filled out the google form.
8. The researcher collected the data from google form.

9. The researcher analyzed the data.

3.5 Techniques of Data Analysis

Miles and Huberman (1984) argued that activities in qualitative data analysis were carried out interactively and continued to completion, so that the data was saturated. The measure of data saturation is indicated by no longer obtaining new data or information. Activities in the analysis include data reduction, data display, and conclusion drawing/ verification.

Some qualitative researchers seek to collect data for as long as possible and intend to analyze after leaving the field. This method is wrong for qualitative researchers, because many situations or contexts are not recorded and the researcher forgets to comprehend the situation, so that various related things can turn into meaningless fragments, so that the work of collecting data for qualitative researchers must be immediately followed by the work of writing, editing, classifying, reducing and presenting.

There are 3 (three) stages in the qualitative data analysis of Miles and Huberman's model:

1. Data Reduction

Stage number of analysis steps during data collection according to Miles and Huberman are: First, summarizing data on direct contact with people, events and situations at the study site.

This first step includes selecting and summarizing the relevant documents.

Second, coding the coding should pay attention to at least four things:

- a. Symbols or summaries are used.
- b. Code is built in a certain structure.
- c. Code is built with a certain level of detail
- d. The whole is built in an integrative system.

Third, in the analysis during data collection is the making of objective notes. Researchers need to record as well as classify and edit answers or situations as they are, factual or objective-descriptive.

Fourth, take reflective notes. Write down what the researcher has in mind and in relation to the objective notes mentioned above. Objective notes

and reflective notes must be separated. Fifth, make marginal notes. Miles and Huberman separate the researcher's comments regarding the substance and methodology. Substantial comments are marginal notes.

Sixth, data storage, to save data, there are at least three things that need to be considered:

- a. Labeling
- b. Has a uniform format and certain normalizations
- c. Using index numbers with a well-organized system.

Seventh, data analysis during data collection is making memos. The memo that Miles and Huberman meant was a theorization of an idea or conceptualization of an idea, starting with the development of an opinion or proposition.

Eighth, analysis between locations, it is possible that the study was conducted at more than one location or was conducted by more than one research staff. Meetings between researchers to rewrite descriptive notes, reflective notes, marginal notes and memos for each location or each researcher to conform to one another, needs to be done.

Ninth, making a temporary summary between locations, the content is more of a matrix about whether or not the data is sought at each location.

Observing the explanation above, a researcher is required to have the ability to think sensitively with the highest intelligence, breadth and depth of insight. Based on this ability, researchers can carry out data reduction activities independently to obtain data that is able to answer research questions. For novice researchers, the data reduction process can be done by discussing it with friends or other people who are considered experts. Through this discussion, it is hoped that the researchers' insights will develop; the reduced data will be more meaningful in answering research questions.

In this data reduction resistance, the researcher collects data from a questionnaire that is given to students in the form of google form, it reduces all data. Reducing data means summarizing, selecting the basics, focusing on what was previously important, looking for themes and

patterns, and also eliminating unnecessary. In this study, the data reduction process begins by separating unnecessary data from observations, interviews and documentation. Then, categorize the data to make it easier to present the research results.

2. Data Presentation / Data Analysis Stage After Data Collection

At this stage the researcher is heavily involved in the presentation or display of the data previously collected and analyzed, bearing in mind that qualitative researchers compile a lot of narrative texts. Display is a format that presents information thematically to readers. Miles and Huberman (1984) introduced two kinds of formats, namely: context diagrams (context charts) and matrices.

In his book *Qualitative Data Analysis*, there are data presentation models for qualitative analysis. Miles and Huberman with their models are intended to encourage the growth of creativity in making their own models, not just consumers of Miles and Huberman's models. Miles and Huberman presented 9 models with 12 examples of presenting qualitative data in the form of matrices, images or graphs analogous to models usually used in statistical quantitative research methodologies.

Model 1 is a model to describe the research model. It can be a sociogram, organogram or present a geographic map.

Model 2 is a model used to monitor the components or dimensions of the research, namely the checklist matrix. Because the matrix is a two-dimensional table, its components or dimensions can be presented on the rows, and the time periods in columns are presented. The contents of the checklist are only brief signs.

Model 3 is a model to describe the development over time. The content is not just a check mark, but there is a verbal description with one word or phrase.

Model 4 is an arrangement matrix, which describes the opinions, attitudes, abilities or others of the various roles.

Model 5 is a clustered concept matrix used to summarize various research results from various experts with different concerns.

Model 6 is a matrix of effects or effects. This model only changes the functions of the columns; it is changed to describe the changes before and after receiving counseling, before and after deregulation and the like.

Model 7 is a location dynamics matrix. This model reveals the dynamics of the location to change. This model is useful for researchers who really want to see the social dynamics of a location, but not many researchers find it difficult enough.

Model 8 is compiling a list of events. The list of events can be arranged chronologically or clustered.

Model 9 is a clause network of the events it investigates. From the description or presentation summarized in various models, it can be hoped that it will make it easier for us to formulate our predictions.

Furthermore, it is suggested to do data display, apart from narrative text it can also be in the form of: charts, relationships between categories, flow charts, pictograms, and the like. The conclusions put forward are still provisional and will change if strong evidence is found to support the next stage of data collection.

After the data is reduced, the next step is displaying the data. Data presentation can be done in the form of brief descriptions, charts, relationships between categories, and so on. The presentation of the data helps the researcher understand what happened and to conduct further analysis or prudence for that understanding. In this study, researchers used narrative analysis to explain the data.

3. Conclusion and Verification Withdrawal Stage

The next step is to draw conclusions based on the findings and verify the data. As explained above, the initial conclusions put forward are still provisional and will change if evidence is found to support the next stage of data collection. This process of obtaining evidence is known as data verification. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they are consistent with the conditions found when the researcher returns to the field, then the conclusions obtained are credible conclusions.

By confirming the meaning of each data obtained using one or more methods, it is hoped that the researcher will obtain information that can be used to support the achievement of research objectives. It is hoped that the conclusion of qualitative research will be new findings that have never existed. These findings can be in the form of a description or description of an object that was previously dim or dark which became clear after being examined. The findings are in the form of a causal or interactive relationship, it can also be a hypothesis or theory.

The next step is to draw conclusions. In order to obtain credible data, researchers must look for consistent data. If the first conclusions found are the same as the last conclusions, then the data is credible. Data that provides preliminary conclusions are tentative and change if no evidence is found to support the robustness of data collection at a later stage. Conclusions in qualitative research may be able to answer the formulation of problems formulated from the beginning, but maybe not, because as it has been suggested, problems and problems in qualitative research are still tentative and will develop after field research.

To find out the highest and lowest responses, a calculation can be done using the following formula:

$$\text{Percentage of responses} = \frac{\text{Total s}}{\text{Total r}} \times 100\%$$

The results of the response were converted into qualitative data with the following criteria:

Percentage (%)	Category
81,25 < x < 100	Strongly Agree
62,5 < x < 81,25	Agree
43,75 < x < 62,5	Undecided
25 < x < 43,75	Disagree
6,25 < x < 25	Strongly Disagree

(Sumber; Akbar, 2013)

CHAPTER IV FINDING AND DISCUSSION

This chapter presents the result of the findings. It was intended to answer the problem of the study. In findings, the researcher describes the process of presenting the result of the data. Where, in the discussion section the researcher analysis the finding.

4.1 Findings

Researcher conducted research and completed data from all research instruments, namely questionnaire created in the form of Google Form. The gain the objective of the research, the researcher had analyzed in order the data qualitatively. The main data from this study were taken from a questionnaire made in the form of a Google Form that researcher have done online. The results of the questionnaire were analyzed descriptively as follows:

The questionnaire via google form is used by researchers to find out the responses of students who are sampled. This questionnaire is only given once to students after being given 1 day to learn English vocabulary using the BBC Learning English Video, the results can be seen in the following table:

Indicator I The media that the teacher will use must be appropriate and directed to achieve learning objectives

Table 1. The first statement “I feel that my English vocabulary has improved after studying through the BBC Learning English Video”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	10	36
2.	Agree	13	46
3.	Undecided	3	11
4.	Disagree	1	4
5.	Strongly Disagree	1	4
	Total	28	100%

Table 2. Second statement “Learning vocabulary using the BBC Learning English Video will quickly achieve your learning goals”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	9	32
2.	Agree	16	57
3.	Undecided	2	7
4.	Disagree	0	0
5.	Strongly Disagree	1	4
Total		28	100%

From that analysis, it can be concluded that this BBC Learning English Video can improve students' vocabulary because the BBC Learning English Video is taught easily to understand every vocabulary that will be mastered. Usually in the form of pictures, so we are easier to imagine and more likely to be memorable, because from the research results of several experts imagination and images are easier to digest in the brain than in writing. If BBC Learning English Video can improve students' vocabulary, it means that BBC Learning can also achieve learning goals.

Indicator II The media that will be used must be in accordance with the learning material

Table 3. The third statement “BBC learning English Video is perfect for learning vocabulary”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	13	46
2.	Agree	12	43
3.	Undecided	1	4
4.	Disagree	0	0
5.	Strongly Disagree	2	7
Total		28	100%

Table 4. The fourth statement “The quality of the videos on the BBC Learning English Video is very clear to use for learning vocabulary”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	8	26
2.	Agree	13	46
3.	Undecided	5	18
4.	Disagree	0	0
5.	Strongly Disagree	2	7
Total		28	100%

From this analysis it can be concluded that BBC Learning English Video is suitable for learning vocabulary, because the facilities in the form of videos are provided free for download and the videos are very clear to use for learning English vocabulary and this media can be taken anywhere without having to always online, so it doesn't burden students because they don't have to use quotas. This can be very helpful for those of you who want to study anytime, anywhere. So with the help of BBC Learning English Video, there is no longer any reason to pay for English lessons because you have to leave the house. This media helps you study at home with all the facilities and quality straight from the west.

Indicator III Learning media must be in accordance with the interests, needs, and conditions of students.

Table 5. The fifth statement “BBC Learning English This video is very interesting to use to learn vocabulary”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	10	36
2.	Agree	15	54
3.	Undecided	1	4
4.	Disagree	1	4
5.	Strongly Disagree	1	4
Total		28	100%

Table 6. The sixth statement “BBC Learning English Video is urgently needed by students because of the current Covid 19 pandemic”

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	20	71
2.	Agree	5	18
3.	Undecided	1	4
4.	Disagree	2	7
5.	Strongly Disagree	0	0
Total		28	100%

From this analysis, it can be concluded that BBC Learning English Video is interesting to use for learning vocabulary, because there are many varied videos on BBC Learning English. In accordance with the current Covid 19 pandemic conditions which require students to study at home, so with the help of BBC Learning English, students can study easily without having to leave the house. This site helps you study at home with all the facilities and quality straight from

the west. Moreover, videos on BBC Learning English are free to download and can be carried anywhere without having to always be online. This can be very helpful for those of you who want to study anywhere, anytime.

Indicator IV The media that will be used must pay attention to effectiveness and efficiency

Table 7. The seventh statement “Learning vocabulary using the BBC Learning English Video is very effective”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	10	36
2.	Agree	12	43
3.	Undecided	2	7
4.	Disagree	3	11
5.	Strongly Disagree	1	4
Total		28	100%

Table 8. The eighth statement “Learning vocabulary using BBC Learning English Video is very efficient”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	8	29
2.	Agree	12	43
3.	Undecided	4	14
4.	Disagree	1	4
5.	Strongly Disagree	2	7
Total		28	100%

From this analysis it can be concluded that BBC Learning English Video is effective and efficient in using it for learning vocabulary because this medium is very simple and easy to understand because the videos in the media are varied and clear and interesting because in the video there are pictures so that students are easy to understand. Imagine and master the vocabulary in the video.

Indicator V The media used must be in accordance with the teacher's ability to operate it

Table 9. The ninth statement “The BBC Learning English Video is very easy to operate when carrying out the learning process”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	8	26
2.	Agree	14	50
3.	Undecided	1	4
4.	Disagree	2	7
5.	Strongly Disagree	3	11
Total		28	100%

Table 10. The last statement “The videos on the BBC Learning English Video are varied and easy to understand”.

No	Classification	Frequency	Percentage (%)
1.	Strong Agree	15	54
2.	Agree	8	29
3.	Undecided	4	14
4.	Disagree	1	4
5.	Strongly Disagree	0	0
Total		28	100%

From this analysis it can be concluded that BBC Learning English is easy to operate because with this media students can learn independently without having to be accompanied by a teacher, where this media provides videos that are very varied, so that it is interesting for students to use in learning vocabulary.

4.2 Discussion

Based on the finding, it can be seen that all student responses are positive to the media used by researchers. Almost all students strongly agree and agree that the BBC Learning English Video Media is effective and efficient for improving students 'English vocabulary, because the videos in BBC Learning English are easy to understand and there are many variations of the videos so that they attract students' interest in learning using BBC Learning English Video for learning. English vocabulary in accordance with current conditions, BBC Learning English Video is very suitable for use in learning English vocabulary, because in the Covid 19 pandemic situation, which requires students to study at home online and BBC Learning English

Video is one of the features that provides video Downloaded for free which can be used by students to learn independently without having to be accompanied by the teacher. Moreover, this media is very easy to operate by students and can be used wherever and whenever students want to learn vocabulary.

Dodds (1983) explain that independent learning is a system that allows students to learn independently from printed, broadcast or pre-recorded material that was prepared in advance. The term independent learning that the control of learning and the flexibility of time and place of learning lie with students who study. In this study, the media used by researcher was BBC Learning English Video. This media is very important for students during the pandemic Covid 19, where schools were closed and students were required to study at home. BBC Learning English videos really support students to study independently at home because the videos contained in this media can make it easier for students to learn vocabulary properly during a pandemic Covid 19.

The unique thing that I got while researching, it turns out that there are still many students who have never used BBC Learning English media. This medium and there are many animations in the video so that they are interested in learning and easy to understand English vocabulary in the video.

As in the explanation of finding, student respond were positive and attracted students' interest using BBC Learning English Video as a medium for learning English, especially vocabulary. Especially in the conditions of the Covid 19 pandemic, now students learn English vocabulary independently using this medium, and the advantage is that from this media students can learn English vocabulary anywhere and anytime.

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 Concussion

Based on the findings and discussion, the researcher concluded that students were very suitable to use the BBC Learning English Video media during the learning process at home, especially for learning vocabulary. The BBC Learning English video media is effective and efficient to use for students learning vocabulary because the videos vary, making it easier for students to understand the English vocabulary in the video. From the questionnaire filled out by students, there was one statement that almost all students chose strongly to agree, namely, BBC Learning English Video is very useful in the Covid 19 pandemic situation for students to learn vocabulary, because the BBC Learning English Video is easy to operate by students without having to be guide by the teacher and this makes it easier for students to learn vocabulary independently at home.

5.2 Suggestion

Based on the findings and discussion, the researcher gives suggestion as follow:

1. Teachers should be more creative and pay attention to media that are suitable for the current Covid 19 pandemic conditions in using media in teaching English, especially vocabulary so that students can independently learn on their own because they have to study at home online. This means that teachers can use the BBC Learning English Video media in teaching according to the conditions that occur.
2. The next researcher who wants to do the same research, the researcher refers to this study as a reference for obtaining accurate information.

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APPENDIX

ANGKET

Petunjuk Pengisian

1. Tulislah data identitas anda secara lengkap.
2. Bacalah semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian anda sendiri.
3. Berilah skor pada butir-butir pernyataan dengan cara memberitanda *checklist* (). Pada kolom skor (5, 4, 3, 2, 1) sesuai dengan kriteria sebagai berikut.
5=sangat setuju, 4=setuju, 3=kurang setuju, 2=tidak setuju, 1=sangat tidak setuju.
4. Sebelum anda kembalikan kepada peneliti, periksa kembali kuesioner anda apakah semua pernyataan telah diisi.
5. Tidak ada jawaban yang benar atau salah, jawaban yang jujur sangat diharapkan.

Nama :

Kelas :

NO	Indikator	Pernyataan	Skor				
			1 STS	2 TS	3 KS	4 S	5 SS
1.	Media yang akan di gunakan guru harus sesuai dan di arahkan untuk mencapai tujuan pembelajaran	Saya merasa kosakata bahasa inggris saya meningkat setelah belajar melalui BBC Learning English Video					
		Belajar rkosakata menggunakan BBC Learning English Video ini akan cepat mencapai tujuan pembelajaran.					
2.	Media yang akan di gunakan harus sesuai dengan materi pembelajaran	BBC learning English Video sangat cocok digunakan untuk belajar kosakata.					
		Kualitas video pada BBC Learning English Video sangat jelas di gunakan untuk belajar kosakata.					
3.	Media pembelajaran harus sesuai dengan minat, kebutuhan, dan kondisi siswa.	BBC Learning English Video ini sangat menarik untuk di gunakan belajar kosakata					
		BBC Learning English Video ini sangat di butuhkan siswa karena kondisi pandemic covid 19 sekarang.					

4.	Media yang akan di gunakan harus memperhatikan efektivitas dan efisien	Belajar kosakata menggunakan BBC Learning English Video ini sangat Efektif .					
		Belajar kosakata menggunakan BBC Learning English Video sangat efisien.					
5.	Media yang di gunakan harus sesuai dengan kemampuan guru dalam mengoperasikannya	BBC Learning English Video sangat mudah untuk di operasikan ketika melaksanakan proses pembelajaran.					
		Video yang terdapat di BBC Learning English Video sangat bervariasi dan mudah untuk di pahami.					

Komentar

.....

.....

.....

QUESTIONNAIRE

Charging Instructions

Write down your complete identity data.

1. Read all statements and choose one of the answers according to your own judgment.
2. Give a score on the statement points by marking a checklist (). In the score column (5, 4, 3, 2, 1) according to the following criteria. 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree.
3. Before you return it to the researcher, check your questionnaire again to see if all statements have been filled in.
4. There is no right or wrong answers, honest answers are expected.

Name:

Class:

NO	Indicator	Statement	Score				
			1 STS	2 TS	3 KS	4 S	5 SS
1.	The media that the teacher will use must be appropriate and directed to achieve learning objectives	I feel like my English vocabulary has improved after studying through BBC Learning English Video					
		Learning vocabulary using the BBC Learning English Video will quickly achieve your learning goals.					
2.	The media that will be used must be in accordance with the learning material	BBC learning English Video is perfect for learning vocabulary.					
		The quality of the videos on the BBC Learning English Video is very clear to use for learning vocabulary.					
3.	Learning media must be in accordance with the interests, needs, and conditions of students.	BBC Learning English This video is very interesting to use to learn vocabulary					
		BBC Learning English This video is urgently needed by students because of the current Covid 19 pandemic.					

4.	The media that will be used must pay attention to effectiveness and efficiency	Learning vocabulary using the BBC Learning English Video is very effective.					
		Learning vocabulary using BBC Learning English Video is very efficient.					
5.	The media used must be in accordance with the teacher's ability to operate it	BBC Learning English Video is very easy to operate when carrying out the learning process.					
		The videos contained in BBC Learning English Videos are varied and easy to understand.					

Comment

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STUDENTS RESPONSES

Name	Class	Students Respond										Average	
M	XII	5	5	5	5	5	5	5	5	5	5	5	5
TAM	XII	3	4	5	4	3	3	2	4	2	5		3.5
MA	XI	4	4	5	4	5	4	4	5	4	4		4.3
D	XII	5	5	5	5	5	5	5	5	5	5		5
F	XII	3	3	4	3	4	4	3	2	4	4		3.4
I	XII.	5	5	5	5	5	5	5	5	5	5		5
WP	XII	4	5	5	5	5	5	5	5	5	5		4.9
MF	XII	5	5	5	5	5	5	5	5	5	5		5
NK	XI	4	4	4	4	4	5	4	4	4	4		4.1
AA	XII	4	4	4	4	4	5	4	4	4	4		4.1
AA	XII	4	4	4	4	4	5	4	4	4	4		4.1
MJ	XI	4	4	4	4	4	5	4	4	4	5		4.2
AA	XI	5	4	4	4	4	4	4	4	5	5		4.3
AF	XI	5	4	5	4	4	5	4	4	4	4		4.3
SN	XI	5	5	5	5	5	5	5	5	5	5		5
M	XI	4	4	5	4	4	5	4	4	4	5		4.3
KU	XI	2	3	1	1	2	2	1	1	2	3		1.8
EYA	XI	4	4	4	3	4	4	3	3	4	3		3.6
R	XI	1	1	1	1	1	2	2	1	1	2		1.3
T	XI	5	4	4	3	5	5	5	4	4	5		4.4
M	XI	4	4	5	4	4	5	4	4	4	5		4.3
T	XI	5	4	4	3	5	5	5	4	4	5		4.4