USING CHUCHU TV TO IMPROVE STUDENTS' VOCABULARY OF SEVENTH GRADE SMP NEGERI 3 Bajo

Siska Devi

1601404006

FACULTY OF TEACHER TRAINING AND EDUCATION

COKROAMINOTO PALOPO UNIVERSITY

2021

USING CHUCHU TV TO IMPROVE STUDENTS' VOCABULARY OF SEVENTH GRADE SMP NEGERI 3 Bajo

A THESIS

Submitted to the English Education Study Program Faculty of Teacher Training and Education Cokroaminoto Palopo University as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

SISKA DEVI

1601404006

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

COKROAMINOTO PALOPO UNIVERSITY

2021

THESIS APPROVAL

Title	: Using Chuchu TV to Improve Students' Vocabulary of Seventh Grade SMP Negeri 3 Bajo
Name	: Siska Devi
Student ID	1601404006
Study Program	: English Language Education
Examination Date	: 27th January 2021

Approved by;

Supervisor II,

Rahmawati Upa, S.Pd.I., M.Pd.

Supervisor I,

Musliadi, S.Pd., M.Pd.

Legalized by;

Head of English Language Education Study Program

Andi Mangnguntungi S, S.Pd., M.Pd.
Date: 8/9/2021

Dean of Faculty of Teacher Training and Education

Dr. Rusdiana Junaid, M.Hum., M.A.
Date: 8/1/2021

UNIVERSITAS COKROAMINOTO PALOPO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Latammacelling No. 19 Kota Palopo – Sulawesi Selatan
Telp. (0471) 22111 fax. (0471) 325055 Website http://www.uncp.ac.id

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Nama : Siska Devi
NIM : 1601404006
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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Judul : Using Chuchu TV to Improve Students' Vocabulary of Seventh Grade SMP Negeri 3 Bajo

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PROGRAM STUDI	:	**PENDIDIKAN BAHASA INGGRIS**
PEMBIMBING 1	:	**MUSLIADI M.PD**
PEMBIMBING 2	:	**RAHMAWATI UPA M.PD**
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ABSTRACT

SISKA DEVI. 2021. Using Chuchu Tv to Improve Students' Vocabulary of Seventh Grade SMP Negeri 3 Bajo. (Supervised by Mualiadi M.Pd And Rahmawati Upa M.Pd).

This research aims to determine of Chuchu Tv in teaching vocabulary at seventh grade of SMP Negeri 3 Bajo. The method that use in this research is pre-experimental design. The population of this research is the seventh grade students of SMP Negeri 3 Bajo, and the total sample are 25 students. The researcher use cluster random sampling technique in determining the sample. The instrument of this research is vocabulary test. The results of this research indicated that after using the Chuchu Tv in teaching vocabulary at seventh grade of SMP Negeri 3 Bajo increases. This shows that there are significant differences between student scores in pre-test and post-test. The mean score of the students' pre-test is 53.52 and 81.60 in the post-test. Furthermore, the result of computation of t-test show P-value < α (0.00. with degree of freedom N-1 (25-1=24). It means that, null hypothesis (H0) rejected and alternative hypothesis (H1) accepted. So, there is significant difference between the result of pre-test and post-test after the treatment. Therefore, the researcher concludes that Chuchu Tv is effective in teaching vocabulary at seventh grade of SMP Negeri 3 Bajo.

Keywords: Vocabulary, Chuchu Tv.

ACKNOWLEDGEMENTS

The researcher would like to send her prays and gratitude to Allah SWT who has given the researcher blessing and guidance. Therefore, the researcher can write this proposal as a partial fulfillment of the requirements for the degree of sarjana pendidikan. Then, the researcher does not forget to send Salawat and salam to the best prophet Muhammad SAW.

In writing this research, there Where many troubles and obstacles faced by the researcher. However, in another side the researcher got some help, guidance, and support from others. The first, the researcher expresses her profound appreciation to Prof. Drs. H. Hanafie Mahtika, M.Si., as the rector of Cokroaminoto Palopo University, the researcher offers to Dr. Rusdiana Junaid, M.Hum. as the dean of faculty of teacher training and education of Cokroaminoto Palopo University and Andi Mangnguntungi S.,S.Pd., M.Pd. as the head of English Language Education Study Program of Cokroaminoto Palopo University.

The researcher would like to express her sincere thanks to Musliadi, S.Pd., M.Pd. as the first consultant, to Rahmawati Upa, S.Pd.I., M.Pd. As the second consultant that has given researcher helps, encouragement and suggestion. The researcher also does not forget to express her gratitude to all of lectures in Cokroaminoto Palopo University for their helps and support.

From the deepest part of heart, the researcher also would like to thank her lovely Parents Ilham and Nanik Sutianingsih, her sister, brother and all her friend's who always give her spirit and support in writing this Proposal. Last but not least. In this opportunity, one more time the researcher delivers her gratitude to all people who have helped in writing this proposal. The researcher also expects some suggestion, critiques and supports for the improvement of this proposal.

Palopo, January 2021

Siska Devi

CURRICULUM VITAE



Siska Devi was born in Girikusuma 01st April 1998 as the second child from Ilham and Nanik Sutianigsih. She has three sisters and one brother She was student of SDN 128 Padangelle and graduated in 2010. Then, she continued her study in SMP Negeri 5 Malangke and graduated in 2012. After that, she studied in SMA Negeri 11 Luwu Utara and graduated in 2016. In the next year, she continued her study as a student of English Language Education Study Program at Palopo Cokroaminoto University.

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CHAPTER I
INTRODUCTION

1.1 Background

In this era of globalization, there are so many media that can support students' learning abilities both in terms of vocabulary, speaking, writing, listening and reading. Technology is one of the most tempting offers because it is actually a renewal process that covers all aspects of life, which uses technology as the main media

The use of media is one of attraction of students in learning. One of them is learning vocabulary, many students feel lazy to carry a dictionary when learning English and some are even lazy to just open a dictionary. This is what makes students less active in class because lack of understand vocabulary that is owned when students will only make it difficult for students to speak and express their opinion, thus make students passive in class. Another problem that will arise is that students will find it difficult to understand the material conveyed by the teacher due to the absence or lack of vocabulary that students themselves have.

The problem of vocabulary of middle school students that often occurs is that the vocabulary is too complex so that students find it difficult to memorize the vocabulary and the provision of vocabulary that is not in accordance with the understanding of Class VII Middle School students.

The plan that research will do to overcome this problem is, by use learning media that are interesting and exciting. Chuchu Tv is a teaching medium that research will use to improve students vocabulary. Why, because that studentas are able to communicate and easily understand what the teacher is conveying, making the classroom atmosphere, make the students more interested in learning. Chuchu Tv is a teaching medium that will help in changing the classroom atmosphere so as to improve students vocabulary.

In the future, understanding of English is very important especially in mastering vocabulary because have a lot of vocabulary will help students express their opinions and easily socialize with the English speaking environment, can do many things for example making a writing and speaking easier. That ability will be a proud things for teacher and students themselves.

With the existence of Youtube, it will help students increase their learning interest because Youtube provides entertaining content that not only provides learning through writing, immovable images and more. But Youtube can provide learning that is more fun and not boring because Youtube provides a complete study in the form of images, sounds and subtitles that will clearly help in the learning process, and also the explanation will be easier to understand because we can see how people explain the material and also we can repeat the parts that we have not understood or use pause to better understand the material we have not yet understood.

YouTube also makes it easy for us to understand the meaning of the words described, with the subtitle or paying attention and listening seriously to the video we see it will be very helpful in improving our speaking skills later because in the video there will be a new vocabulary and also the way of saying that right and so on.

From the explanation above, there are so many videos on YouTube, but researchers will focus on one channel on Yotube, Chuchu TV. Chuchu Tv is one channel that provides access to English learning that is very supportive for the development of children's learning, especially class VII where children aged 12 years still have a childish nature that is more happy and interested when learning by using media that can show pictures and vote.

Chuchu Tv is a Youtube channel that provides so many variations of learning videos such as nouns, verbs, adjectives and others. why researchers chose Chuchu Tv as a medium to increase student vocabulary because the researchers felt that Chuchu Tv was a fun learning media so that it was able to increase the activeness of students in learning so as not to feel bored and the researchers also hoped that Chuchu Tv would have a good impact which was able to increase students vocabulary and become fun learning media for all students.

1.2 Problem Statement

Based on the background above, the writer formulates the research question of this research as: Does Chuchu Tv improve students' vocabulary at seventh grade of SMP Negeri 3 Bajo.

1.3 Objective of the Research

To find out whether or not the use of Chuchu Tv improve students' vocabulary at SMP Negeri 3 Bajo.

1.4 Significance of the Research

The significance of the research are:

1. For the students

   This research is hoped to information about vocabulary learning media for students, namely Chuchu Tv which can be accessed anytime and anywhere

2. For the teacher

   This research is hoped to help the teacher in teaching vocabulary at Junior high school.

3. For the next researcher

   This research is hoped become references for the next researcher.

1.5 Scope of the Research

The scope of the research is focused on improving students' vocabulary by using Chuchu Tv at the seventh grade of SMP Negeri 3 Bajo, Especially about nouns, verbs, and adjective.

1.6 Operational Definition

1. Chucu Tv is one of the Youtube Channel that provides English language learning through video. Chuchu Tv provides so many variations of learning videos that make students' more interested and not feel bored while studying.
2. Vocabulary is list words, sometimes phrase, usually arrange in alphabetical order and defines as a dictionary.

BAB II

LITERATURE REVIEW

2.1 Some pertinent ideas

1. Vocabulary

a. Definition of vocabulary

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary.

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Vocabulary is one of the most important language components in learning English (Jackson, 2001: 6). Vocabulary is the stock of words in a language, or that is known or used by an individual, or that are associated with a particular activity. Vocabulary can be defined as the words we teach in the foreign language. According to Hornby in ayu nita (2015). Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Referring to the explanations above, it can be concluded that Vocabulary is the one of the most important things in English language learning because without vocabulary we cannot communicate with others. The more vocabulary, a person will be easier to explain ideas and express the meaning of the conversation.

b. Types of Vocabulary

According to, ratih sujayanti (2017)

1) Receptive Vocabulary

Is words that can not be produced correctly but understood through reading and listening activity and in requires a reader to associate table as in reading or listening.

2) Productive vocabulary

Is involved in using the words to stand for the meaning it represent and being able to think of suitable for the word if there are any. Productive vocabulary includes word that we use when we speak or write the word the we use in our own speech and writing are called productive or active vocabulary. Productive or active vocabulary means language items which the learner can recall and use appropriately in speech or writing.

c. Kinds of Vocabulary

According to Jeremy Harmer (1991: 159) in the language test, there are two kinds of vocabularies, Active vocabulary and passive vocabulary.

1) Active vocabulary, means the stock of word that a person actually uses in his own speech or writing. It is used in oral written expression by the students.
2) Passive Vocabulary, means the word that the students recognize and understand them when they occur in a context or students need some own to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they real the word in a text and will know the meaning of the unknown word, on the next.

d. Part of Speech

Noun is a word use to name a person, animal, place and abstract idea. Nouns are usually the first word which children learn.

1) Adjective is modifier a noun or a pronoun by describing, identifying or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.
2) Verb is the action word in a sentence that describes what the subject doing.
3) Pronoun is a word used in place of a noun.
4) Adverb is modifies or describes a verb, an adjective or another adverb.
5) Preposition is word placed before a noun or pronoun to form a phrase modifying another word in the sentence.
6) Conjunction is joins words, phrase, or clauses.

7) Interjection is a word used to express emotion.

Referring to the explanation above, we can concluded that part of speech is the most important of vocabulary because by understanding it we can distinguish the types of vocabulary. Part of speech is divided in to 8 namely Noun, verb, adjective, pronoun, adverb, preposition, conjunction, and interjection. In this study the researchers focused on 3 types of "Part of speech" verb, noun and adjective. Where researcher will improving students' ability to the three part of speech by using Chuchu Tv.

2. Youtube Media

a. Definition of YouTube

There are many kinds of social media taken from internet which can use in teaching-learning process. One of them is youtube. Youtube as very popular web video sharing site thats lets anyone store videos for private or public viewing. The website has gained the popularity and many people subscribe to it. The popularity of the website has drawn the attention of geoogle company leaders. Youtube provides a venue for sharing videos among friends and familly as well as a showcase for new and experienced videographers. There are so many kinds and types of video (Alhamami Munassir,2013).

YouTube is famously known as an internet video search website. (Kelsey 2010) defines it as a website where you can upload and share videos. It uses Adobe Flash Video technology to display a wide variety of user-generated content, video content, including movie clips, television clips and music videos as well as amateur content such as video blogging and short original videos.

Based on the explanation above, it can be concluded that Youtube is one of the social media that is very popular with various kinds of video information, youtube gives many positive and negative impacts depending on its users. Youtube also provides various advantages such asa being able to share videos with other people. The use of youtube media specially in channel Chuchu Tv, in the classroom teaching is also very hopeful in changing the classroom atmosphere to be more conducive and fun. The use of Chuchu in learning must also pay

attention to and reflect on the learning videos that will be used to teach so that students in interest and can improve students' vocabulary.

b. Advantages and Disadvantages of YouTube

1) Advantages of YouTube:

a) In education YouTube help in term of provide the video of teaching and learning for the students to get the knowledge.
b) The students are able to access to the source of learning anytime anywhere they want without any payment.
c) Provide the chance for all learners to study with the high professional teacher especially for those who have no chance to go university.
d) There are many skill people who upload their video and we can learn from their skill.
e) YouTube is very wide classroom for teaching and learning which we can save our time and budget.
f) It is a biggest source of study which easy to understand by the video such as video on how to learning English, how to learn about grammar, vocabulary and etc.
g) YouTube is place that we can get all the kind of entertainment such as music, movies, game show and many more which we can release our stress and enjoy.
h) It is big digital library which has both image and sound.
i) YouTube is a site with we can playback all the video which help people to not miss the interesting video.
j) It is the place that everybody can promote their skill, their talent and there are many people become famous by uploading their video on YouTube.
k) As we know that YouTube is a video sharing site which everybody can enjoy thus the word will become small and smaller and the people is learning from each other.
l) There are plenty of knowledge in YouTube which the young age can enjoy the entertainment and education while there are adult who need more skill in work can improve their skill, the couple age can learn how to be prepare

to be parent and old age can enjoy their good movies and song from many year in the past.

m) It is place that all kind of video that we have such as accident video, attitude video and other more that we can get the precedent.

n) Some of the video in YouTube help those who hopeless to be more hopeful.

2. Disadvantages of YouTube:

a) YouTube is free site which sometime the young generation will get the bad example from the video.

b) There are many pirated movie and song spread in YouTube which effect to the copy right issue.

c) There are many uncensored or sexual harassment clip which is not suitable for the young age user.

d) There are many video which spread the wrong believes that is dangerous to follow such as eating Mentos with carbonated drink.

e) Because of the freedom of uploading video there are many video was uploaded by another people and it effect to the whole life of the owner.

f) There are many contents foster to use violence to the young generation or to the country.

g) Some skill that was spread vie YouTube will use in wrong purpose by those robber or terrorist.

3. Chuchu Tv

a. Definition of Chuchu Tv

Chuchu Tv provides intelligent early educational content only for children up to 6 age years of age. Chuchu Tv have developed early educational games, songs, and cartoon focusing on language. All based on Montessori education theory. Chuchu Tv believes “joyful learing” is the starting point of education, and aims to inspire children’s delight for learning, to support happy, smart children around the word.

Although its develop for early education but the content is fun as well as education those video can be instructional media for learning vocabulary

because Chuchu Tv use English, the story is light, and it also uses common vocabulary so it is beneficial to teach vocabulary for students.

Based on the explanation above, it can be concluded that Chuchu Tv is one of the youtube channel which can be used as a media in teaching language. In relation to this research, Chuchu Tv will be used to teach vocabulary in Junior high school since Chuchu Tv give and prides vocabulary learning videos that are suitable for the age of Junior high school students who are more interested in matters relating to video and images.

b. Advantages and Disadvantages of Chuchu Tv

1. The advantages of Chuchu Tv :

a) Not only provide sound but also image.

b) Have the variety of videos.

c) Interesting and fun.

d) Help parents to choose a quality learning channel.

e) Easy to access whatever and whenever.

f) Keep up the times and be more creative.

2. The disadvantages of Chuchu Tv

a) Requires data to be accessed

b) Only suitable for teaching elementary school and junior high school because it displays more children's video.

Based on the explanation above, it can be concluded that the strengths and weaknesses of Chuchu Tv can be used as a guideline when researchers conduct the research and the researcher can make these shortcomings to be more cleaver in managing class both in terms of time and conditions. Make these advantages as a reference to better understand about the use of Chuchu Tv.

2.2 Previous Study

In this paper, the writer reviews several study papers from previous. There are as follows:

1. Nurahdatul Inayah (2019), Entitled "Using Babybus YouTube to Enhance Students' Vocabulary at the Seventh Grade of SMPN 1 Tinggimoncong, Gowa." In her research is Implementation of BabyBus YouTube Enhance Students' Vocabulary at SMP Negeri 1 Tinggimoncong. The result of this research is the used media in teach such as Babybus YouTube videos could enhance students vocabulary. It means important to use YouTube in classroom to gain students' interest and help them to acquire new vocabularies.
2. Diki Riswandi (2016), Entitled "Use of YouTube-Based Videos to Improve Students' Speaking Skill of Seventh grade SMP Negeri 1 Surakarta " With the problem statement, in his research is the Use of YouTube beside Video can Improve Students' Speaking Skill. This research concluded that the implementation of YouTube-Based videos in teaching speaking can improve the students' speaking skill and motivation.
3. Dwi Heriyanto (2015), Entitled "The Effectiveness of Using YouTube For Vocabulary Mastery at SMK 1 Kebumen" With the problem statement, in his research is the Use of YouTube Effective to Improve Students Vocabulary mastery. This research will compare the students and divided in group, experimental group who watched and a control group who was not exposed to the video. The result showing that YouTube effectiveness to improve students' vocabulary mastery.

Based on the three previous studies above, the researcher has similarity and the different as follows:

This research have the similarity and different. The similarity is, in this research and Nurahdatul Inayah research both of use media to improve students vocabulary and the different is this research using Chuchu Tv to teaching vocabulary at seventh grade SMP Negeri 3 Bajo, while the research from Nurahdatul Inyah using BabyBus to teaching vocabulary at SMP Negeri 1 Tinggimoncong Gowa.

And the research from Diki Riswandi the research both of use YouTube as media and the different this research using Chuchu Tv to improve students

vocabulary at seventh grade SMP Negeri 3 Bajo, while the research from Diki Riswandi using YouTube to improve students speaking skill at SMP Negeri 1 Surakarta.

While Dwi Heriyanto research both of use YouTube as media and the different this research using Chuchu Tv to improve students vocabulary at seventh grade SMP Negeri 3 Bajo, while the research from Dwi Heriyanto using YouTube for vocabulary mastery at SMK 1

2.4 Hypothesis

The hypothesis of the research can be formulated as follows:

H_0 : If sig<0.05 H_0 will be accepted and H_1 will be rejected.

H_1 : If sig<0.05 H_1 will be accepted and H_0 will be rejected.

The statistical hypothesis above can be explained as follows:

(H_0) : There is no significant improve between students pre-test score and students post-test score after get the treatment by using Chuchu Tv as media to improve students vocabulary at seventh grade of SMP Negeri 3 Bajo.

(H_1) : There is significant improve between students pre-test score and students post-test score after get the treatment by using Chuchu Tv as media to improve students vocabulary at seventh grade of SMP Negeri 3 Bajo.

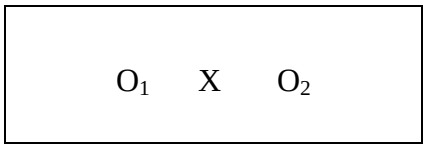
BAB III

RESEARCH METHOD

3.1 Research Design

This research Used quantitative research. In quantitative research Used pre-experimental, in pre-experimental research focus on one-group pre-test and post-test.

This design can be described as follows:



Picture 3.1 pattern one-group pretest-posttest Design (Sugiono, 2011:75)

Information:

O_1 = Pre-test (before treatment is given)

X = Treatment

O_2= Post-test (after being given treatment)

3.2 Time and Location of the Research

This research conducted on September-November 2020 at seventh grade SMP Negeri 3 Bajo.

3.3 Population and Sample of the Research

The population of this study was seventh grade students of SMP Negeri 3 Bajo From the population the research was take samples from Class VII A, And using Cluster Random Sampling.

3.4 Instrument of the Research

The research Used Vocabulary test as instrument. It was use in pre-test and post-test, it consisted of three items: Noun, verb and adjective. Consist of 50 questions from all vocabulary (Noun, verb and adjective). The form of the vocabulary test is Translation test, and was random (Indonesia and English) answers the questions is 30 minutes.

3.5 Procedure of Collecting Data

1. Pre-test

In this research, the researcher gave pre-test to the students before treatment. This pre-test aims to know the students basic vocabulary.

2. Treatment

The researcher used the treatment for the six meetings by use Chuchu Tv in teaching vocabulary. The researcher used Three Procedure (Talking Stick, Number head together And Snow Ball throwing). The steps following:

a. The first meeting "Verb"

The researcher opened the class by saying Assalamualaikum and good morning and then the researcher lead students to pray before learning together, after that the researcher introduce herself And her faculty than the purpose to come in this school, after that the researcher check the attendance of students and inform the students about learning goals and vocabulary target is 5 every day, the researcher delivers the subject matter that is verb and the researcher used Chuchu Tv to explained and improve students vocabulary, the researcher direct the students for watch video of Chuchu Tv then inform the students to write all of vocabulary they see and they hear from watch video of Chuchu Tv during 20 minutes. By displayed video related to verb on the Chuchu Tv Channel, the students gave the opportunity for 20 minutes to understand the video with the guidance of the researcher.

After that the researcher gave assignment to students after the students watch video of Chuchu Tv during 20 minutes, after that the researcher and the students discussed the material together and the researcher gave a reflection of the material after studied and the researcher ask the students about the difficult learning by used Chuchu Tv and the researcher gave motivation to students before the researcher direct students to prepare and prayer and back to home. The researcher say thanks and closed the class. In this meeting the researcher used the "Talking Stick" as a learning model on the first meeting.

b. The second meeting "Adjective"

The researcher opened the class by saying Assalamualaikum and good morning and the researcher lead students to pray before learning after that the

researcher check the attendance of students and the researcher ask to the students about the last material and tell the students to mention five vocabularies and the researcher inform the students about learning goals material that is Adjective and vocabulary target is 5 every day after that the researcher deliver the subject matter for today and the researcher explain the material of adjective by used Chuchu Tv. The researcher direct the students for watch video of Chuchu Tv then inform the students to write all of vocabulary that they see and they hear from watch video of Chuchu Tv during 20 minutes. By displayed video related to adjective on the Chuchu Tv Channel, the students will gave the opportunity for 20 minutes to understand the video with the guidance of the researcher after that the researcher gave assignment to students after the students watching video of Chuchu Tv especially adjective, during 20 minutes the researcher gave some games related to the material that submitted for knowing students understanding The researcher ask the students about the difficulty learning by used Chuchu Tv after that the researcher gave motivation to students and the researcher direct students to prepare and prayer, before back to home and the researcher say thanks and closed the class. In this meeting the researcher used the "Numbered Heads Together" as a learning model.

c. The third meeting "Noun"

The researcher opened the class by saying Assalamualaikum and good morning and the researcher lead students to pray before learning after that the researcher check the attendance of students and the researcher ask the students about the last material and tell the students to mention 5 vocabularies, than the researcher talked the students about learn goals material that is Noun and vocabulary target is every day after that the researcher deliver the subject matter for today and the researcher was explain the material of Nouns by Used Chuchu Tv. The researcher direct the students for watch video of Chuchu Tv then inform the students to write all of vocabulary they see and they hear from watch video of Chuchu Tv during 20 minutes. By displayed video related to noun on the Chuchu Tv Channel, the students gave the opportunity 20 minutes to understand the video with the guidance of the researcher and the researcher gave assignment to

students after the students watched video of Chuchu Tv especially Noun, than the researcher and students discussed the material together the researcher gave reflection of the material for students after that the researcher ask the students about the difficulty learning by used Chuchu Tv and the researcher gave motivation to students than the researcher direct students to prepare and prayer, before back to home and the researcher say thanks and closed the class. In this meeting the researcher used the "Snow ball throwing" as a learning model.

d. The four meeting "Noun and Adjective"

The researcher opened the class by saying Assalamualikum and good morning and the researcher lead students to pray before learning together after that the researcher check the attendance of students and the researcher ask to the students about all material and tell the students to mention 5 vocabularies (Noun and Adjective) the researcher deliver the subject matter for today that is Noun and adjective and the researcher explain the material of noun and adjective by used Chuchu Tv. The researcher direct the students for watch video of Chuchu Tv then inform the students to write all of vocabulary they see and they hear from watch video of Chuchu Tv during 30 minutes. By displayed videos related to noun and adjective on the Chuchu Tv Channel, the students gave the opportunity 30 minutes to understand the video with the guidance of the researcher after that the researcher gave individual assignments to students in front of watching videos of Chuchu Tv especially Noun and adjective during 30 minutes and the researcher and the students discussed the material together after that the researcher gave a reflection of the material for the students after study and the researcher ask the students about the difficulty learning by used Chuchu Tv after that the researcher gave motivation to students and the researcher direct students to prepare and prayer, before back to home than the researcher say thank you and closed the class.

e. The five meeting "Verb and Adjective"

The researcher opened the class by saying Assalamualaikum and good morning and then the researcher lead students to pray before learning together,

after that the researcher check the attendance of students and the researcher inform the students about learning goals and vocabulary target is 5 every day, the researcher delivers the subject matter that is verb and adjective the researcher used Chuchu Tv to explain and improve students vocabulary, the researcher direct the students for watch video of Chuchu Tv then inform the students to write all of vocabulary they see and they hear from watch video of Chuchu Tv during 30 minutes. By displaying video related to verb and adjective on the Chuchu Tv Channel, the students will gave the opportunity for 20 minutes to understand the video with the guidance of the researcher.

After that the researcher gave assignment to students after the students watch video of Chuchu Tv during 30 minutes, after that the researcher and the students discussed the material together and the researcher gave a reflection of the material after studied and the researcher ask the students about the difficult learning by used Chuchu Tv. The researcher gave motivation to students before the researcher direct students to prepare and prayer and back to home. Then the researcher says thank you and closed the class. In this meeting the researcher use the "Talking Stick" as a learning model on the first meeting.

f. The Six meeting or the last meeting "Noun, Verb and Adjective"

The researcher opened the class by saying Assalamualaikum and good morning and the researcher lead students to prayer before learning after that the researcher check the attendance of students and the researcher inform if this the last meeting, after that the researcher ask the students about the last material and tell the students to mention 5 vocabularies and the researcher inform the students about learning goals material that is noun, verb and adjective, and the vocabulary target is 5 every day after that the researcher deliver the subject matter for today and the researcher explain the material of noun, verb and adjective by used Chuchu Tv. The researcher direct the students for watch video of Chuchu Tv then inform the students to write all of vocabulary they see and they hear from watch video of Chuchu Tv during 30 minutes. By displayed video related to noun, verb and adjective on the Chuchu Tv Channel, the students gave the opportunity for 20 minutes to understand the video with the guidance of the researcher after that the researcher gave assignment to students after the students watching video of

Chuchu Tv especially noun, verb and adjective during 30 minutes, and the researcher gave some games related to the material that submitted for knowing students understanding The researcher ask the students about the difficulty learning by used Chuchu Tv after that the researcher gave motivation to students and the researcher direct students to prepare and prayer, before back to home and the researcher says thank you and closed the class. In this meeting the researcher used the "Numbered Heads Together" as a learning model.

3. Post-test

The post-test, gave to the students after treatment and in this post-test researcher want to find out re-examine students understanding of Noun, verb and adjective whether there is an increase in students learning outcomes after researcher treat students for six meetings with used Chuchu Tv as an media and 50 questions were gave at the post-test stage. See from the comparison of pre-test and post-test.

3.6 Technique of Analysis Data

In this research, the researcher was analyze the data that collect from the sample by used the following formulate :

a. Scoring the students point using the following formula bellow:

$$Score = \frac{student\ correct\ answer}{Total\ test\ items} \text{ X } 100\%$$

(Source:Gay (in Yuni, 2019)

b. To analyze the data into percentage by using formula:

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

Notes:

P = percentage

F = frequency

N = number of respondents

c. To understand the level of students score the following classification using:

No	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Average	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very Poor	0-35

Source: gay (in yuni, 2019)

d. Calculating the mean score, standard deviation, and significant difference in pre-test and post-test of students' answer using SPSS application.

CHAPTER IV
FINDINGS AND ADISCUSSION

4.1 Findings

In this chapter the researcher wanted to know and found out whether or not of using Chuchu TV to improve students' vocabulary at SMP Negeri 3 Bajo.

In collecting data, the researcher used instrument namely is essay. Those finding present the results of data analysis from the test. To know further about the students' result in the pre-test and the post-test, the researcher presented the students' score. The students score classification, mean score, and standard deviation of pre-test and post-test. In this chapter the researcher also presented the result of significance difference between pre-test and post-test after gave vocabulary test.

Table 1.The raw score of students' vocabulary test in pre-test and post-test.

No	Respondents	Pre-test	Classification	Post-test	Classification
1	R1	86	Very good	90	Very good
2	R2	82	Very good	92	Very good
3	R3	54	Poor	86	Very good
4	R4	54	Poor	78	Good
5	R5	48	Poor	78	Good
6	R6	48	Poor	80	Good
7	R7	60	Fair	86	Very good
8	R8	58	Fair	74	Average
9	R9	70	Good	86	Very good
10	R10	38	Poor	86	Very good
11	R11	46	Fair	84	Good
12	R12	42	Poor	88	Very good
13	R13	46	Poor	88	Very good
14	R14	40	Poor	70	Average
15	R15	50	Poor	88	Very good
16	R16	44	Poor	72	Average
17	R17	46	Poor	78	Good

18	R18	44	Poor	84	Good
19	R19	66	Average	78	Good
20	R20	48	Poor	78	Good
21	R21	56	Fair	76	Good
22	R22	50	Poor	76	Good
23	R23	50	Poor	80	Good
24	R24	56	Fair	82	Good
25	R25	50	Poor	82	Good

The table 1, in the pre-test classification it can be seen that two students get very good, sixteen students get poor, five students get fair, and one student get good. In the post-test classification there are nine students get very good, thirteen students get good and three students get average.

1. Scoring Classification of Students' Pre-test and Post-test

a. The result of pre-test

The classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below.

Table 2.Students' score in the pre-test

No	Classification	Score	Frequency	Percentage %
1	Excellent	96-100	0	0
2	Very Good	86-90	2	8
3	Good	76-85	1	4
4	Average	66-75	1	4
5	Fairy	56-65	5	20
6	Poor	35-55	16	64
7	Very poor	0-35	0	0
	Total		25	100

Based on the table 2, it can be seen that before giving the treatment by using Chuchu TV, there is no students get excellent And Very Poor Classification, Than there are 2 (10%) Students Get "Very Good", 1 (5%) Students Get "Good", while there are 1 (5%) Students get "Average", meanwhile

There are 5 students (25%) get “Fair’, And there are 15 (75%) Students get “Poor” It meant that the students still had low ability in vocabulary.

b. The result of post-test

The classification of the frequency and percentage of the result students’ score in the pre-test can see in the table below.

Table 3 Students’ score in the post-test

No	Classification	Score	Frequency	Percentage%
1	Excellent	96-100	0	0
2	Very Good	86-90	9	36
3	Good	76-85	11	44
4	Average	66-75	5	20
5	Fair	56-65	0	0
6	Poor	35-55	0	0
7	Very Poor	0-35	0	0
	Total		25	100

Based on the table 3, it shows that there are 25 students as a samples, it can be seen that before giving the treatment by using Chuchu TV, there is no students get excellent, fair, poor and very poor classification. Then after the researcher using Chuchu Tv in the treatment there are 9 students (36%) get “very good”, while there are 11 students (44%) get “good”, mean while there are 5 students (20%) get “average’. It meant that there is improved of the students’ vocabulary after giving a treatment.

2. The Mean Score and Standard Deviation of Students’ Pre-test and Post-test

After calculating the students score in pre-test and post-test, the mean score and standard deviation of both tests are present in the following table:

Table 4. The mean scores and standard deviation of pre-test and post-test.

Type of Test	Mean Score	Standard Deviation
Pre-test	53.52	12.333
Post-test	81.60	5.802

The table above showed the mean score and standard deviation of pre-test and post-test, the mean score of pre-test was (53.52) its lower than the mean score of post-test (81.60). While standard deviation of pre-test was 12.333 and the standard deviation of post-test was 5.802.

3. Test of Significance (T-test) and Hypothesis

The hypotheses were tasted by using SPSS. In this research, the researcher used t-test (testing of significance) for paired sample t-test, which was a test to know the significance and the difference between the results of students' mean score in the pretest and post-test.

Assumption that the level of significance (α) = 0.05, the only thing which was needed the degree of freedom (df) = N-1, where N-20, it was presented in the following table;

Table5. The t–test students' achievement

Variable	P-value	α
O_1 X O_2	0.00	0,05

The table above indicated that the result of P=0.00 while α=0.05. It could be concluded that α is higher than P with degree of freedom (df) = 25-1 = 24. Therefore, the alternative hypothesis (H1) was accepted and null hypothesis (H0) rejected. Based on analysis of the result, it could be conducted Chuchu Tv was effective in teaching vocabulary.

4.2 Discussion

In this research, the researcher discussed about the data analysis of the result of the test. The researcher decided to take 25 students as sample the researcher used pre-experimental method. The aim of this research was to improve the students' vocabulary of seventh grade SMP Negeri 3 Bajo. The test which used in this research was essay. It consisted of 50 questions about Noun, verb and adjective.

The data at findings showed that before the researcher gave the treatment, the students' vocabulary of seventh grade SMP Negeri 3 Bajo still low it can be seen that, two students got very good, sixteen students got poor, five students got

fair, and one student got good, than after the researcher applied the treatment by using Chuchu Tv the students vocabulary of Seventh grade SMP Negeri 3 Bajo was increased it can be seen that from 25 Students, nine students got very good, thirteen students got good and three students got average. It indicated that most of students where good in vocabulary because from 25 students, most of students got high score. The students got high score in noun.

Based on the previous studies, it can be seen that this research had the similarity with Nurahdatul inayah research. In this research and Nurahdatul inayah research used Youtube channel as a media in teaching vocabulary. The result of this research after giving the treatment by using Chuchu Tv the students' vocabulary increased. The result of Nurahdatul inayah research after giving the treatment by using Baby bus the students' vocabulary could increase.

During the research process, the researcher had problems where is the students' difficult to differentiate between noun and adjective. So, the researcher have to explain more to the students. After the researcher did treatment, students could understand about the difference

In this chapter the researcher chosen three results of the students to compare the score before treatment and after treatment. The three students were classified as poor, average and very good in the pre-test. Based on three students, we can see that one student got poor because the student had the less vocabulary and after got the treatment the student result was increased, because the student pay attention during study process. The student felt interest with the media and another method that the researcher applied. One student got average in the pre-test because the student had understood vocabulary. So, the student can answer the questions in the pre-test. After the researcher did the treatment, the students' score was increased in the post-test, because during did the treatment the student felt enjoy and pay attention with all of material that researcher gave. One student got very good in the pre-test. It showed that the student had the good ability in answering the question. After the researcher did the treatment the student got the more high score in the post-test because during study process the student feels enjoy and interest with the material that the researcher gave, because the material

conveyed using various kinds of videos. So, that student more interested in the learning process.

Chuchu Tv could improve the students' vocab because it is interesting media and suitable to students. Which Chuchu Tv gave several videos about vocab. Such as songs about animals, than the researcher asked students to guess what is the word in English.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the previous chapter, it can be concluded that by using Chuchu Tv could be effective in increasing students' vocabulary especially on of noun, verb and adjective in the seventh grade of SMP Negeri 3 Bajo. It can be proven by results of the average score in pre-test was 53.52 and the average score of students in the post-test was 81.60. By using the Statistical Package for Social Sciences (SPSS), researcher found the results of the data supported by the P-value data were 0.000 and α was 0.05, therefore $P < \alpha$ ($0.000 < 0.05$). It meant that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

5.2 Suggestion

Related to the conclusion above, the researcher gave the following advice;

1. For English teachers

In the process of teaching an English teacher must be more creative in choosing teaching media. So, the students did not get bored in learning English. The teachers can try it by using Chuchu Tv media to improve student' understanding.

2. For Other researcher

For the next researcher, can apply Chuchu Tv as a learning media and see how the students response related to implementation of Chuchu Tv.

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Appendices I
Worksheet of the Pre-Test

Name :

Class : VII A

Fill the questions in accordance with the correct answer!!!

The question related to "Noun".

No	Words	Meaning
1.	Picture	
2.	Flower	
3.	Shoes	
4.	Floor	
5.	Book	
6.	Tas	
7.	Sapu	
8.	Kursi	
9.	Jendela	
10.	Papan tulis	

The question related to "Verb".

No	Words	Meaning
1.	Run	
2.	Open	
3.	Close	
4.	Answer	
5.	Wake Up	
6.	Menemukan	
7.	Memanggil	
8.	Membaca	
9.	Melihat	
10.	Terbang	

The question related to "Adjective".

No	Words	Meaning
1.	Handsome	
2.	Diligent	
3.	Pretty	
4.	Smart	
5.	Soft	
6.	Marah	
7.	Tinggi	
8.	Malas	
9.	Sedih	
10.	Malu	

The question related to "Noun, Verb, Adjective".

No	Words	Meaning
1.	Meja	
2.	Pulpen	
3.	Pensil	
4.	Penggaris	
5.	Jam	
6.	Gorden	
7.	Dasi	
8.	Berbicara	
9.	Membuat	
10.	Memberi	
11.	Choose	
12.	Fall	
13.	Learn	
14.	Teach	
15.	Take	
16.	Humble	
17.	Alive	
18.	Honest	
19.	Hungry	
20.	Polite	

Worksheet of the Post-Test

Name :

Class : VII A

Fill the questions in accordance with the correct answer!!!

The question related to "Noun".

No	Words	Meaning
1.	Kepala	
2.	Pundak	
3.	Lutut	
4.	Mulut	
5.	Semut	
6.	Fish	
7.	Frog	
8.	Apple	
9.	Banana	
10.	Grape	

The question related to "Verb".

No	Words	Meaning
1.	Merangkak	
2.	Memanjat	
3.	Memukul	
4.	Loncat	
5.	Jalan	
6.	Take a Bath	
7.	Wake Up	
8.	Write	
9.	Sleep	
10.	Play	

The question related to "Adjective".

No	Words	Meaning
1.	Panjang	
2.	Pahit	
3.	Kecut	
4.	Enak	
5.	Asin	
6.	Afraid	
7.	Small	
8.	Funny	
9.	Strong	
10.	Big	

The question related to "Noun, Verb, Adjective".

No	Words	Meaning
1.	Ungu	
2.	Biru	
3.	Hijau	
4.	Merah	
5.	Berdiri	
6.	Duduk	
7.	Membaca	
8.	Mencari	
9.	Mencuci	
10.	Menarik	
11.	Able	
12.	Alone	
13.	Absent	
14.	Bored	
15.	Busy	
16	Careful	
17.	Lucky	
18.	Naughty	
19.	Patient	
20.	Clean	

Answer Key for Pre-Test

Noun :

1. Picture : gambar
2. Flower : bunga
3. Shoes : sepatu
4. Floor : lantai
5. Book : buku
6. Tas : bag
7. Sepu : broom
8. Kursi : chair
9. Jendela : window
10. Papan tulis : white board

Verb :

1. Run : lari
2. Open : buka
3. Close : tutup
4. Answer : jawaban
5. Wake up : bangun
6. Menemukan : find
7. Memanggil : call
8. Membaca : read
9. Melihat : see
10. Terbang : fly

Adjective:

1. Handsome : ganteng
2. Diligent : rajin
3. Pretty : cantik
4. Smart : pinter
5. Soft : lembut
6. Marah : angry
7. Tinggi : tall
8. Malas : lazy
9. Sedih : sad
10. Malu : shy

Noun, verb, adjective:

1. Meja : table
2. Pu;pen : pen
3. Pensil : pencil
4. Penggaris : ruler
5. Jam : clock
6. Gorden : curtain
7. Dasi : tie

8. Berbicara : speak
9. Membuat : make
10. Memberi : give
11. Choose : memilih
12. Fall : jatuh
13. Learn : belajar
14. Teach : mengajar
15. Take : membawa
16. Humble : baik hati
17. Alive : hidup
18. Honest : jujur
19. Hungry : lapar
20. Polite : sopan

Answer Key for Post-Test

Noun :

1. Kepala : head
2. Pundak : shoulder
3. Lutut : knee
4. Mulut : mouth
5. Semut : ant
6. Fish : ikan
7. Frog : katak
8. Apple : apel
9. Banana : pisang
10. Grape : anggur

Verb :

1. Merangkak : crawl
2. Memanjat : climb
3. Mumukul : hit
4. Loncat : jump
5. Jalan : walk
6. Take a bath : mandi
7. Wake up : bangun
8. Write : menulis
9. Slepp : tidur
10. Play : bermain

Adjective:

1. Panjang : long
2. Pahit : bitter
3. Kecut : sour
4. Enak : delicious
5. Asin : salty
6. Afraid : takut
7. Small : kecil
8. Funny : lucu
9. Strong : kuat
10. Big : besar

Noun, Verb, Adjective:

1. Ungu : purple
2. Biru : blue
3. Hijau : green
4. Merah : red
5. Berdiri : stand
6. Duduk : sit
7. Membaca : read
8. Mencari : search
9. Mencuci : wash
10. Menarik : pull
11. Able : ada
12. Alone : sendiri
13. Absent : tidak hadir
14. Bored : bosan
15. Busy : sibuk
16. Careful : hati-hati
17. Lucky : beruntung
18. Naughty : nakal
19. Patient : sabar
20. Clean : bersih

Appendix II
LESSON PLAN

The first meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "verb, noun and adjective" and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Times
1.	**Pree Activity (15 minutes)** ▪ Greeting ▪ Pray ▪ Self introduce ▪ The teacher checks the attendance of the students ▪ The teacher ask for the last material and relates to to the material to be learned ▪ The teacher give motivation of the students ▪ The teacher give pre-test questions to students related to them	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher will explain about what is vocabulary and Chuchu Tv ▪ The teacher give an example of Chuchu Tv video ▪ The teacher give a topic to the students about verb, noun and adjective ▪ The teacher tell the students to watch the video of Chuchu Tv than give instruction and paper for the students to write vocabulary that they got from the video ▪ The teacher evaluate students' work	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about difficulties during the process of the study ▪ The teacher tell the students that the time is over ▪ The teacher inform the material in the next meeting and say thank you.	

LESSON PLAN

The second meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "verb" and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Times
1.	**Pree Activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher checks the attendance of the students ▪ Asking and response about the condition of students ▪ The teacher ask for the last material and relates to the material to be learned ▪ The teacher give motivation	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher give a vocabulary to the students about "verb" ▪ The teacher tell the students to change the sitting position into U pattern ▪ The teacher tell the students to watch the video than give instruction and paper for the students to write all of vocabulary than they hear and see beside watch Chuchu Tv ▪ The teacher evaluate students work and students understand with "talking stick" as a learning model	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about the difficulties during the process of learning with use Chuchu Tv ▪ The teacher tells the students that the times is over ▪ The teacher inform the material in next meeting	**15 minutes**

LESSON PLAN

The third meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "Adjective" and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Times
1.	**Pree activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher checks the attendance of the students ▪ Ask and response about condition of students ▪ The teacher ask the last material and relates to the material to be learned and tell the students to mention 5 vocabulary from the last meeting ▪ The teacher give motivation and learning objective	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher gives a vocabulary of students about adjective ▪ The teacher tell the students to change the sitting position into U pattern ▪ The teacher tell the students to watch the video than give instruction and paper for the students to write all of vocabulary than they hear and see beside watch Chuchu Tv ▪ The teacher evaluate students work and students understand with "number head together" as a learning model	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about the difficulties during the process of learning with use Chuchu Tv ▪ The teacher tells the students that the times is over ▪ The teacher inform the material in next meeting	**15 minutes**

LESSON PLAN

The fourth meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "Noun" and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Times
1.	**Pree activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher check the attendance of the students ▪ Ask and response about condition of students ▪ The teacher ask the last material and relates to the material to be learned and tell the students to mention 5 vocabulary from the last meeting ▪ The teacher give motivation and learning objective	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher gives a vocabulary of students about noun ▪ The teacher tell the students to change the sitting position into U pattern ▪ The teacher tell the students to watch the video than give instruction and paper for the students to write all of vocabulary than they hear and see beside watch Chuchu Tv ▪ The teacher evaluate students work and students understand with "articulation method" as a learning model	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about the difficulties during the process of learning with use Chuchu Tv ▪ The teacher tells the students that the times is over ▪ The teacher inform the material in next meeting	**15 minutes**

LESSON PLAN

The five meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "Noun and Adjective" and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Times
1.	**Pree activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher check the attendance of the students ▪ Ask and response about condition of students ▪ The teacher ask the last material and relates to the material to be learned and tell the students to mention 5 vocabulary from the last meeting ▪ The teacher give motivation and learning objective	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher gives a vocabulary of students about noun and adjective ▪ The teacher tell the students to change the sitting position into U pattern ▪ The teacher tell the students to watch the video than give instruction and paper for the students to write all of vocabulary than they hear and see beside watch Chuchu Tv ▪ The teacher evaluate students work and students understand with "articulation method" as a learning model	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about the difficulties during the process of learning with use Chuchu Tv ▪ The teacher tells the students that the times is over ▪ The teacher inform the material in next meeting	**15 minutes**

LESSON PLAN

The six meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "Noun and verb and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Time
1.	**Pree Activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher check the attendance of the students ▪ Ask and response about condition of students ▪ The teacher ask the last material and relates to the material to be learned and tell the students to mention 10 vocabulary related to noun and verb ▪ The teacher give motivation and learning objective	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher gives a vocabulary of students about noun and verb ▪ The teacher tell the students to change the sitting position into U pattern ▪ The teacher tell the students to watch the video than give instruction and paper for the students to write all of vocabulary than they hear and see beside watch Chuchu Tv ▪ The teacher evaluate students work and students understand	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about the difficulties during the process of learning with use Chuchu Tv ▪ The teacher tells the students that the times is over ▪ The teacher inform the material in next meeting	**15 minutes**

LESSON PLAN

The seventh meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "Noun, verb and adjective" can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Time
1.	**Pree Activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher check the attendance of the students ▪ Ask and response about condition of students ▪ The teacher ask the last material and relates to the material to be learned and tell the students to mention 15 vocabulary related to noun, verb and adjective ▪ The teacher give motivation and learning objective	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher gives a vocabulary of students about noun, verb and adjective ▪ The teacher tell the students to change the sitting position into U pattern ▪ The teacher tell the students to watch the video than give instruction and paper for the students to write all of vocabulary than they hear and see beside watch Chuchu Tv ▪ The teacher evaluate students work and students understand	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher ask the students' about the difficulties during the process of learning with use Chuchu Tv ▪ The teacher tells the students that the times is over ▪ The teacher inform the material in next meeting	**15 minutes**

LESSON PLAN

The last meeting

School : SMP Negeri 2 Palopo

Subject : English

Class : VII

Time : 90 minutes

Purpose : The students understand vocabulary in "Noun, verb and adjective" and can write the meaning of vocabulary that they know.

Technique : Chuchu Tv

No	Activity	Time
1.	**Pree Activity (15 minutes)** ▪ Greeting ▪ Pray ▪ The teacher check the attendance of the students ▪ Ask and response about condition of students ▪ The teacher give motivation and learning objective	**15 minutes**

2.	**Main activity (60 minutes)** ▪ The teacher tell the students to change the sitting position into normal pattern ▪ The teacher give post-test questions to students related to them ▪ The teacher evaluate students work and students understand	**60 minutes**
3.	**Closing activity (15 minutes)** ▪ Conclusion ▪ The teacher tells the students that the times is over ▪ The teacher inform the students if this the last meeting and say thank you	**15 minutes**

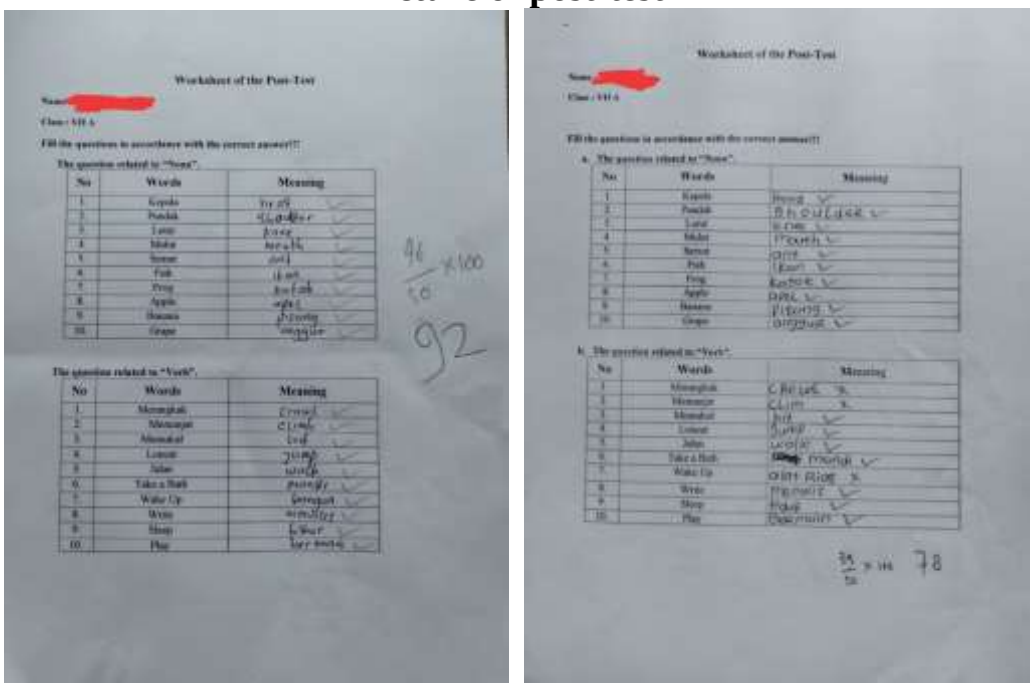
Appendix III

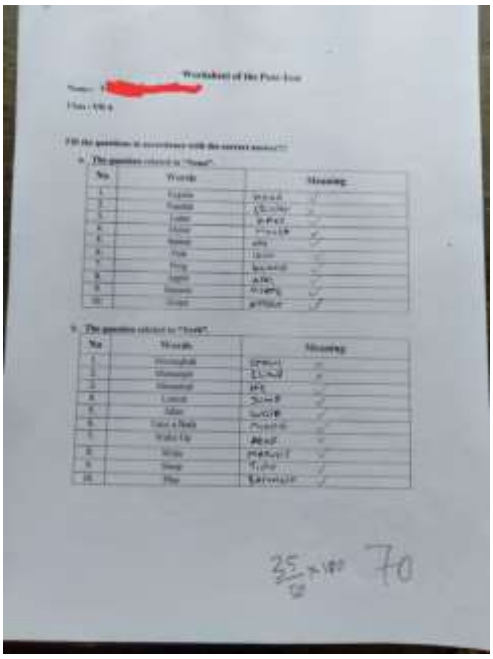
Table students' score in pre-test and post-test.

No	Respondents	Pre-test	Classification	Post-test	Classification
1	R1	86	Very good	90	Very good
2	R2	82	Very good	92	Very good
3	R3	54	Poor	86	Very good
4	R4	54	Poor	78	Good
5	R5	48	Poor	78	Good
6	R6	48	Poor	80	Good
7	R7	60	Fair	86	Very good
8	R8	58	Fair	74	Average
9	R9	70	Good	86	Very good
10	R10	38	Poor	86	Very good
11	R11	46	Fair	84	Good
12	R12	42	Poor	88	Very good
13	R13	46	Poor	88	Very good
14	R14	40	Poor	70	Average
15	R15	50	Poor	88	Very good
16	R16	44	Poor	72	Average
17	R17	46	Poor	78	Good
18	R18	44	Poor	84	Good
19	R19	66	Average	78	Good
20	R20	48	Poor	78	Good
21	R21	56	Fair	76	Good
22	R22	50	Poor	76	Good
23	R23	50	Poor	80	Good
24	R24	56	Fair	82	Good
25	R25	50	Poor	82	Good

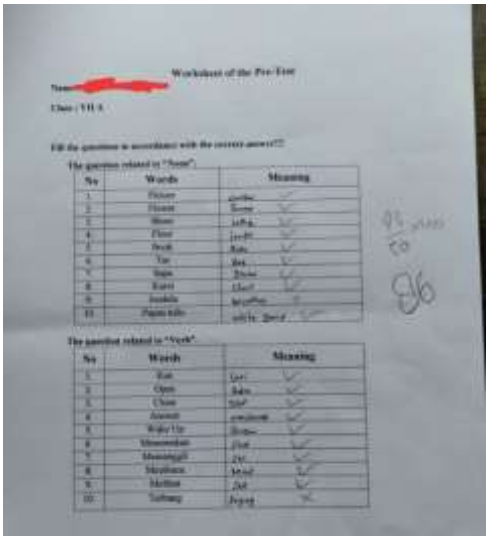
Appendix IV
Pictures of Students score in pre-test and post-test

Picture of post-test





Picture of pre-test



Worksheet of the Pre-Test

Name : [redacted]

Class : VII A

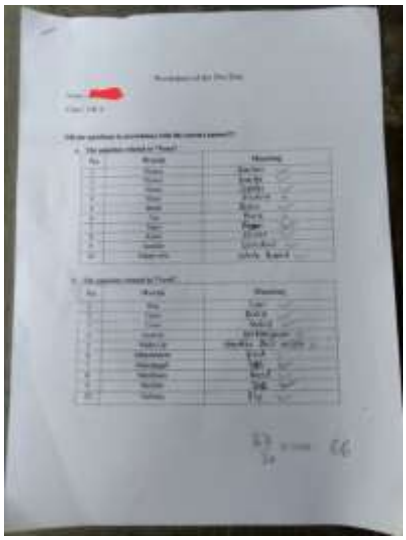
Fill the questions in accordance with the correct answer!!!

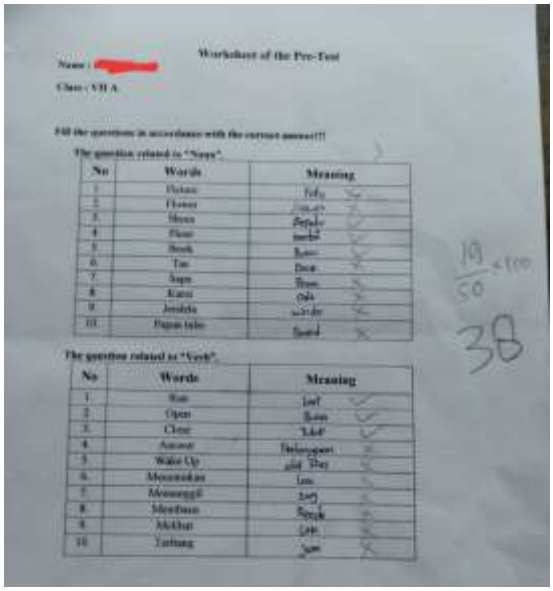
The question related to "Noun".

No	Words	Meaning
1	Picture	gambar
2	Flower	bunga
3	Mouse	tikus
4	Plane	pesawat
5	Book	buku
6	Tie	dasi
7	Sugar	gula
8	Kettle	ceret
9	Invisible	tak terlihat
10	Papan tulis	papan tulis

The question related to "Verb".

No	Words	Meaning
1	Run	lari
2	Open	buka
3	Close	tutup
4	Answer	menjawab
5	Wake Up	bangun
6	Mencontekan	mencontek
7	Menunggu	menunggu
8	Membaca	membaca
9	Melihat	melihat
10	Tertawa	tertawa





Worksheet of the Pre-Test

Name : [redacted]

Class : VII A

Fill the questions in accordance with the correct answer!!!

The question related to "Noun".

No	Words	Meaning
1	Picture	Foto
2	Flower	[illegible]
3	Mouse	Pepaler
4	Plane	[illegible]
5	Book	[illegible]
6	Tie	Dasi
7	Sugar	Gula
8	Kettle	Ceko
9	Invisible	[illegible]
10	Papan tulis	[illegible]

The question related to "Verb".

No	Words	Meaning
1	Run	[illegible]
2	Open	Buka
3	Close	Tutup
4	Answer	[illegible]
5	Wake Up	[illegible]
6	Mencontekan	[illegible]
7	Menunggu	[illegible]
8	Membaca	Baca
9	Melihat	Lihat
10	Tertawa	[illegible]

10/50 x100

38

Appendix V

RESEARCH PROCESS



Picture 1: The researcher was explaining of the pre-test



Picture 2: The students was answering the Pre-test



Picture 3: The researcher was explaining of treatment



Picture 4: The students was watching the video



Picture 5: The researcher was explaining about the video



Picture 6: The students was answer the question related to video



Picture 7: The students was watching the video



Picture 8: The students was answer and play the game



Picture 9: The students was watching the video



Picture 10: The students was answer the question related to the video



Picture 11: The students was watching the video see, hear and write



Picture 12: The students was answer and play the game



Picture 13: The researcher was explaining the Post-test



Picture 14: The students was answer the Post-test



Picture 15: The students was answer the Post-test

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO
Jl. Latammacelling No. 9 B Kota Palopo Sulawesi Selatan
Tlp. 0471-23421 Website http://www.uncp.ac.id

Nomor : 055/FKIP-UNCP/X/2020 Palopo, 06 November 2020
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Kepada Yth.
Kepala SMPN 3 Bajo
di-
Tempat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama	: Siska Devi
NIM	: 1601404006
Tempat/Tanggal Lahir	: Girikusuma, 01 April 1998
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Alamat	: Desa Girikusuma Dusun Sumber Indah Lokasi 80 Kec Malangke
Tempat Penelitian	: **SMP Negeri 3 Bajo**
Waktu Penelitian	: Bulan Oktober- November 2020

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (Skripsi) yang berjudul **"Using ChuChu Tv to Improve Students' Vocabulary of Seventh Grand SMP Negeri 3 Bajo".**

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP.

Dr. Rusdiana Junaid, M. Hum., M.A.
NIP. 19680624 199403 2 003

Tembusan disampaikan kepada yang terhormat:
1. Rektor UNCP (Sebagai Laporan)
2. Arsip

PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BAJO
Alamat: Jl. Laudu Desa Pangi Kec. Bajo Kab. Luwu Kode Pos 91995

SURAT KETERANGAN
Nomor: 036/Dikbud/SMPN.03/KP/XI/2020

Yang bertanda tangan dibawah ini :

Nama	:	SALMAN, S.Pd.MM
NIP	:	19690313 199903 1 003
Jabatan	:	Kepala Sekolah
Pangkat/Golongan	:	Pembina Tk.I

Menerangkan dengan sebenarnya bahwa :

Nama	:	SISKA DEVI
NIM	:	1601404006
Fakultas/Program Studi	:	FKIP/Pendidikan Bahasa Inggris
Universitas	:	Cokroaminoto Palopo

Adalah benar telah melakukan Penelitian di Instansi kami pada Tanggal 07 Oktober 2020 sehubungan dengan penyusunan Karya Ilmiah (Skripsi) yang berjudul **"Using ChuChu TV To Improve Students' Vocabulary Of Seventh Grand Of SMP Negeri 3 Bajo"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pangi, 14 November 2020

Kepala SMP Negri 3 Bajo

PEMERINTAH KABUPATEN LUWU DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 3 BAJO

SALMAN, S.Pd.MM
Pangkat : Pembina Tk.1
NIP 19690313 199903 1 003

PUSAT STUDI ANALISIS DAN INTERPRETASI DATA
UNIVERSITAS COKROAMINOTO PALOPO
Kampus II: Jl. Lamaranginang Kota Palopo-Sulawesi Selatan
Telp./Hp. 085255260620
Email: psaid.uncp@gmail.com

Palopo, 18 November 2020

HASIL ANALISIS DATA

Nama : **Siska Devi**
NIM : **1601404006**
Prodi : **Pedidikan Bahasa Inggris**

A. Descriptives

Descriptives

			Statistic	Std. Error
Nilai Pre Test	Mean		53.52	2.467
	95% Confidence Interval for Mean	Lower Bound	48.43	
		Upper Bound	58.61	
	5% Trimmed Mean		52.60	
	Median		50.00	
	Variance		152.093	
	Std. Deviation		12.333	
	Minimum		38	
	Maximum		86	
	Range		48	
	Interquartile Range		11	
	Skewness		1.440	.464
	Kurtosis		1.655	.902
Nilai Post Test	Mean		81.60	1.160
	95% Confidence Interval for Mean	Lower Bound	79.20	
		Upper Bound	84.00	
	5% Trimmed Mean		81.67	
	Median		82.00	
	Variance		33.667	
	Std. Deviation		5.802	
	Minimum		70	
	Maximum		92	
	Range		22	
	Interquartile Range		8	
	Skewness		-.140	.464
	Kurtosis		-.769	.902

B. Normality test

Hipotesis Pernyataan:

H0 : Data mengikuti distribusi normal
H1 : Data tidak mengikuti distribusi normal

PUSAT STUDI ANALISIS DAN INTERPRETASI DATA
UNIVERSITAS COKROAMINOTO PALOPO
Kampus II: Jl. Lamaranginang Kota Palopo-Sulawesi Selatan
Telp./Hp. 085330245132
Email: psaid.uncp@gmail.com

LEMBAR PENGESAHAN

HASIL VALIDASI ANALISIS DATA

Nomor : 189/PSAID/XI/2020

Yang bertandatangan di bawah ini, Koordinator Pusat Studi Analisis dan Interpretasi Data, menerangkan bahwa :

Nama	:	Siska Devi
NIM	:	1601404006
Prodi Instansi	:	Pendidikan Bahasa Inggris
Judul	:	Using ChuChu TV to Improve Students' Vocabulary of Seventh Grand SMP Negeri 3 Bajo
Analis	:	Marwan Sam, S.Si., M.Si.
Jumlah Variabel	:	2 (Dua Variabel)

Berdasarkan hasil pemeriksaan Tim Pusat Studi Analisis dan Interpretasi Data bahwa data hasil penelitian telah divalidasi dan memenuhi standar analisis data yang tepat.

Demikian lembar validasi analisis data ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Palopo, 18 November 2020
Mengetahui :
Koordinator PSAID

Marwan Sam, S.Si., M.Si.
NIDN. 0930038602

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pre Test	.212	25	.005	.850	25	.002
Nilai Post Test	.136	25	.200*	.969	25	.613

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

a. Lilliefors Significance Correction

Kriteria :

- Tolak H0 apabila nilai signifkansi (Sig.) < 0.05 berarti distribusi sampel tidak normal.
- Terima H0 apabila nilai signifikansi (Sig.) > 0.05 berarti distribus sampel normal.

Interpretasi:

- Uji Normalitas Menggunakan Kolmogorov-Smirnov
  Dari hasil perhitungan diperoleh bahwa untuk Pre Test, angka Sig. 0.005 < 0.05, maka distribusi data variabel Pre Test berdistribusi **tidak normal**, sedangkan untuk Post Test, angka Sig. 0.200 > 0.05, maka distribusi data variabel Post Test berdistribusi **normal**.
- Uji Normalitas Menggunakan Shapiro-Wilk
  Dari hasil perhitungan diperoleh bahwa untuk Pre Test, angka Sig. 0.002 < 0.05, maka distribusi data variabel Pre Test berdistribusi **tidak normal**, sedangkan untuk Post Test, angka Sig. 0.613 > 0.05, maka distribusi data variabel Post Test berdistribusi **normal**.

C. Homogenity

Hipotesis Pernyataan

H0 : Data memiliki varian yang sama (homogen)
H1 : Data tidak memiliki varian yang sama (heterogen)

Uji homogenitas untuk tiap variabel adalah sebagai berikut:

Test of Homogeneity of Variances

Nilai Pre Test

Levene Statistic	df1	df2	Sig.
1.527	6	13	.245

Test of Homogeneity of Variances

Nilai Post Test

Levene Statistic	df1	df2	Sig.
1.717	5	10	.218

Kriteria:

- Jika probabilitas (sig.) > 0.05 maka H0 diterima
- Jika probabilitas (sig.) < 0.05 maka H0 ditolak

Interpretasi:

Dari tabel test of Homogenity of Variances diperoleh:

- Untuk pre test, diperoleh nilai probabilitas (sig.) 0.245 > 0.05 sehingga data nilai pre test bervarians **homogen**.
- Untuk post test, diperoleh nilai probabilitas (sig.) 0.218 > 0.05 sehingga data nilai post test bervarians **homogen**.

Uji homogenitas untuk keseluruhan data adalah sebagai berikut:

Test of Homogeneity of Variances

Nilai Pre Test dan Post Test

Levene Statistic	df1	df2	Sig.
5.608	1	48	.022

Kriteria:

- Jika probabilitas (sig.) > 0.05 maka H0 diterima
- Jika probabilitas (sig.) < 0.05 maka H0 ditolak

Interpretasi:

Dari tabel test of Homogenity of Variances diperoleh nilai probabilitas (sig.) 0.022 < 0.05 sehingga data sampel bervarians **tidak homogen (heterogen)**.

D. T - Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Pre Test	53.52	25	12.333	2.467
	Nilai Post Test	81.60	25	5.802	1.160

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai Pre Test - Nilai Post Test	-28.080	11.291	2.258	-32.741	-23.419	-12.434	24	.000

Analisis Output:

Output pertama:
Sama dengan tabel deskriptif pada bagian A.

Output kedua:
Rumusan Hipotesis untuk kasus ini adalah:
H0 : tidak terdapat perbedaan nilai pretest dan posttest
H1 : terdapat perbedaan nilai pretest dan posttest

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Email: psaid.uncp@gmail.com

Kriteria Pengambilan keputusan:

- Jika probabilitas (sig.) > 0.05, maka H0 diterima
- Jika probabilitas (sig.) < 0.05, maka H0 ditolak.

Interpretasi:
Dari output Paired Samples Test ternyata probabilitasnya yaitu 0.000 < 0.05, maka H0 ditolak berarti **terdapat perbedaan nilai pretest dan post test**.

Analis,

Marwan Sam, S.Si., M.Si.
NIDN. 0930038602