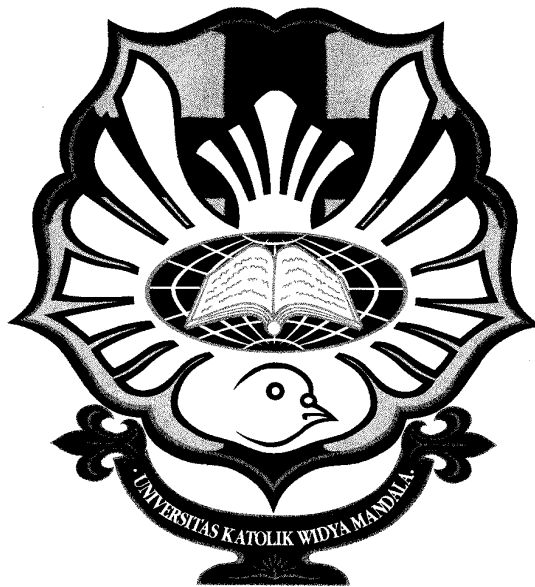


**THE EFFECT OF TEACHING VOCABULARY
USING VIDEO RECORDED TPR ON THE
ELEMENTARY STUDENTS' VOCABULARY
ACHIEVEMENT**

A THESIS

**As a Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching Faculty**



By:

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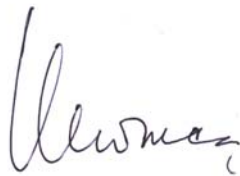
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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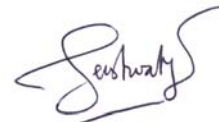
APPROVAL SHEET

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This thesis entitled *The Effect of Teaching Vocabulary Using Video on the Elementary Students' Vocabulary Achievement* which is prepared and submitted by *Nancy Natalia Chandra* has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



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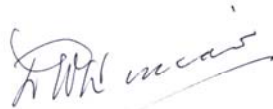


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This thesis has been examined by the committee of an Oral Examination with
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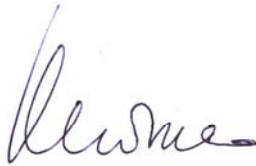
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ABSTRACT

Chandra, Nancy Natalia. 2006. *The Effect of Teaching Vocabulary Using Video on the Elementary Students' Vocabulary Achievement*. S-1 Thesis. English Department. Teacher Training Faculty of Widya Mandala Catholic University Surabaya.

Key Words: Teaching English, Vocabulary Teaching, Vocabulary Achievement, Children, Elementary Students, Video.

English has become the most important language in the world. It is used as international communication. In Indonesia, English also occupies an important place as the first foreign language. Because of this reason, English should be taught to students as early as possible. Primary or elementary school is regarded as an appropriate level to start teaching English. Teaching English to children has the purpose of providing the children with the four language skills: reading, listening, speaking, and writing. The development of these four language skills cannot be separated from vocabulary. Children learn vocabulary better in context. They usually find new items of vocabulary being used in context which is heard in daily life and read in reading texts. However, the vocabulary teaching has not done well. Many teachers still translate the words in the learners' mother tongue and give those words in the form of a list to be memorized by the students. Even though this way of teaching is more practical and does not take so much time and effort, it makes the students bored because they get monotonous activity. In line with the fact, the writer would like to suggest the use of video recorded TPR in the vocabulary teaching. The statement of the study put in this study is: "Do elementary students who are taught vocabulary using video recorded TPR have a higher vocabulary achievement than those taught using word list?"

In conducting this experiment, the writer took the third grade students of YPPI I Surabaya as the subject of the study. While for the sample, the writer took two classes from the subject as the experimental and the control groups. The experimental group received vocabulary teaching using video while the control group received vocabulary teaching using list of words.

From the statistical calculation of the gain difference between the pre-test and the post-test of the two groups, it is found that the result of the t-obtained 2,122 is greater than the result of t-table 1,684. The data show that there is a significant difference on the students' vocabulary achievement between the two groups. The students who are taught using video have better vocabulary achievement than the ones who are taught using list of words. In short, the finding of this study leads to the conclusion that video can be applied in the teaching of vocabulary to the Elementary School students.