THE USE OF VIDEO TUTORIAL TO IMPROVE STUDENTS' VOCABULARY MASTERY 3rd GRADE AT SDN KARANGTURI GRESIK

Noviatul Fahimah

English Language Education Department

Faculty of Teacher Training and Education University

Of Muhammadiyah Gresik

Abstrak : Bahasa Inggris adalah subjek compiler yang harus dikuasai oleh siswa . Di Indonesia , bahasa Inggris adalah bahasa asing dan tidak mudah untuk belajar atau mengajar . Kesulitannya adalah dari lingkungan dan bukan bahasa yang digunakan sehari-hari. Penelitian ini ini berkaitan dengan keterampilan kosakata yang merupakan salah satu keterampilan berbahasa yang harus dikuasai oleh siswa . Yang banyak cara untuk membuat siswa tertarik dan termotivasi . Salah satunya adalah menggunakan video tutorial sebagai media pembelajaran . Kosakata untuk mengekspresikan ide-ide kompleks yang sangat mudah untuk berhubungan dalam bahasa ibu seseorang . Penelitian ini memberikan gambaran singkat tentang bagaimana video tutorial telah digunakan dalam Penelitian Tindakan Kelas (PTK) dan sedang digunakan untuk belajar bahasa . Penelitian ini juga mengeksplorasi efek dari pada belajar kosa kata. Ini membahas penggunaan video tutorial dalam satu siklus penelitian tindakan kelas di mana ada berencana , bertindak , mengamati dan merefleksikan proses . Penelitian ini adalah tentang penggunaan media video yang tutorial untuk meningkatkan kosa kata bahasa Inggris siswa SD . Visualisasi membuat segala sesuatu yang akan dijelaskan lebih mudah karena bentuk atau penampilan jelas . Keuntungan audio dapat membantu siswa mengetahui bagaimana mengeja ketika mereka membacakan teks . Alasan lain adalah tutorial video dapat kembali dimainkan . Peneliti mencoba menerapkan tutorial video untuk meningkatkan kosakata dan memotivasi siswa minat siswa dalam belajar bahasa Inggris dan membuat suasana kelas menjadi berarti (Aktif , Kreatif , Efektif dan) . Sebagai pelajar muda , anak-anak seperti menonton , bermain dan melakukan something.The temuan penelitian menunjukkan bahwa video tutorial adalah strategi yang efektif untuk mengajarkan kosakata di SDN Karangturi Gresik . Hal ini ditunjukkan pada ' skor post test pada siklus I. siswa siswa Rata-rata dalam pre test adalah lebih dari 80 % siswa tidak bisa lulus ujian dengan baik . Skor tersebut meningkat pada post test . Para siswa hasil rata-rata post test adalah 100 % siswa bisa lulus ujian dengan baik . Peningkatan tersebut juga ditunjukkan dalam pertunjukan siswa di kelas . Hal ini dapat menunjukkan bahwa kinerja kelas membaik atau lebih aktif setiap hari dari pertemuan pertama untuk keempat pertemuan dan siswa menikmati saat penggunaan guru tutorial video dalam pengajaran kosa kata .
Penguasaan Key Syarat - kosakata , Video tutorial , SD

Abstract : English is a compilers subject that should be mastered by the students. In Indonesia, English is a foreign language and it is not easy to learn or teach. The difficulty is from the environment and it is not daily used language. This present research deals with vocabulary skill that is one of the language skills that should be mastered by students. The are many ways to make the students interested and motivated. One of them is using video tutorial as media for learning. vocabulary for expressing complex ideas that are so easy to relate in one's native tongue. This research provides brief overview of how video tutorial have been used in Classroom Action Research (CAR) and are being used for language learning. The present research also explores the effects of on vocabulary learning. It discusses the use of the video tutorial in one cycle of classroom action research where there were planning, acting, observing and reflecting process. This research is about the use video tutorial media to improve elementary students' English vocabulary. The visualization makes everything that will be explained is easier because the shape or its appearance is clear. The advantage of audio can help the student knowing how to spell it when they read aloud the text. The other reason is video tutorial can be re-played. The researcher treed to apply video tutorial to improve students' vocabulary and motivate students' interest in learning English and make the class atmosphere to be meaningful (Active, Creative, and Effective). As young learner, children like watching, playing and doing something. The research findings showed that video tutorial was effective strategy to teach vocabulary at SDN Karangturi Gresik. It was indicated on the students' score of post test in cycle I. The students' average score in pre test was more than 80 % students could not pass the test well. The score improved in post test. The students average result in post test was 100% students could pass the test well. The iimprovement was also shown in the students' performances in the class. It can be showed that the class performance improved or more active each day from the first meeting to fourth meeting and students enjoyed when the teacher use video tutorial in teaching vocabulary.

Key Terms— **vocabulary mastery, Video tutorial, elementary school**

INTRODUCTION

English is a compilers subject that should be mastered by the students. The objective of teaching English as stated in 2006 English curriculum is students are expected to develop their communication competence in spoken and written communication in English.

In Indonesia, English is a foreign language and it is not easy to learn or teach. The difficulty is from the environment and it is not daily used language. Therefore, Indonesia government concerns about English language and gives attention through education domain. The government realizes it by making goal of teaching English. English is taught from preliminary school or kindergarten up to university.

English is divided into four skills that should be mastered by the students in teaching and learning activity. They are listening, speaking, reading, and writing. This study deals with vocabulary skill that is one of the language skills that should be mastered by students.

Harris (1962:13) defines vocabulary as the meaningful interpretation of printed or words verbal symbols. It means that vocabulary is a process of building up the meaning as the concepts aroused by the words. Thus, vocabulary activity involves sensing, perceiving, achieving meaning, and reacting in a variety of ways cognitive skill activity to interpret graphic symbols that represent language into meaning or recreate the meaning intended by the writer. The ability to read is very important to student because it helps the student to improve vocabulary and also enhance proficiency in vocabulary skill..

The are many ways to make the students interested and motivated. One of them is using video tutorial as media for learning. As lonergan says in S.A. Walker (1997), " By generating interest and motivation , video can improve a climate for successful learning." Video tutorial, on the other hand, has an immediate impact and the language is supported by video (lonergan 1984, Allan, 1985).

Moreover, stempleski and tomalin (1990:43) state a video can help a language learner in learning English thought four aspects. First is motivation. They say that the combination of motion pictures and sound in a video can interest and takes students in a lively way. Second, a language can make students more ready for communication in video which can attract learners to study more enjoy, such as, gestures, postures, expression and surrounding. The last, language learners can observe differences in culture behavior.

The researcher chooses SDN KARANGTURI Gresik especially in third grade as the school for being observed because students' difficulty in comprehending the text might not only be seen in the result of the test such as in daily test especially in vocabulary but also in other reading test such as in the summative test, mid test or formative test. In these tests. There are still, many students fail. This happens in SDN KARANGTURI Gresik where most students get difficulty in vocabulary. Many factors that cause this happens. The teacher's strategy in teaching vocabulary is. Thus are some causes of the student in SDN KARANGTURI Gresik get difficulty in vocabulary.

The researcher chooses SDN Karang turi because the 3rd class students in that school have low ability in vocabulary and low motivation in learning English. The averages of students score in assignment were below 65. Besides, the school have less facilities .Thus, the teacher just used conventional method; the teacher only read the material and asks the students give attention to him and their book during the teaching-learning process. Then, the teacher asks them to finish the exercise in their book. It makes teaching and learning process in the class room is not maximal.

Lately , PT Petrokimia Gresik gave contibutions for education developing at SDN Karang turi like : LCD, Television,Video etc. Therefore, the researcher wants to focus in one problem; it is about how

to improve student vocabularies and increase students' motivation to learn English with video tutorial using new facilities from PT Petrokima Gresik.

Teaching Vocabulary Using Video Tutorial

The rationale of teaching vocabularies by using language teaching video. Tomalin and Stempleski (1990) observe two rationales between language-teaching video and teaching vocabulary :

1. Vocabulary developments-activities on new lexical sets are learnt are trough a sequence.
2. Vocabulary review – activities reinforce language already presented or learnt.

In relation, Staddon and Branch (1998) state that video can be used for comprehension   (key words and detailed), for vocabulary acquisition and for pronunciation and intonation. It is clear that using video in teaching vocabulary effects one and another. Students can gain material easily since it is a new activity of using media in a classroom.

Most video materials contain vocabulary. It can be single word or multiword. The materials for elemantary students are dealing with a certain theme like what third grade of SDN KARANG TURI Gresik. Study such as body parts.

Procedure In Using Video Tutorial.

Based on Wulanjani (2009) there are some steps and instruction to use of video tutorial. They are ;
   1) The researcher choose the topic related the sylabus. The researcher chooses " parts of the body", as the topic.
   2) The researcher prepered the laptop, LCD, and Video.
   3) The researcher play the video. Then the students repeat and answer the question from the teacher.
   4) The researcher correct the student's answer.

Teaching with video has been a common feature in language teaching for many years. According to Jerry Harmer (2001) there are many reasons why video can add a special, extra dimension to the learning experience such as first, seeing language in use. It is means that one of the main advantages of video is that students do not just hear language, they see it too. Second as cross culture awareness. Actually video uniquely allows students a look at situations far beyond their classroom. The last one is as motivation; for all the reasons so far mentioned, most students show an increased level of interest when they have chance to see language in use as well as hear it, and when this is coupled with interesting task

METHODOLOGY

This study used action research design because this study aims to solve the problem of many teachers in their class, and especially for this study will solve the problem in vocabulary class to find out how to improve students' vocabulary comprehension skill.

According to Watts (1985) in book "Action Research" by Eileen Ferrance (2000). Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Subject of the Study

      Focusing on the topic of The Use of Video Tutorial as a Strategy to Improve the Students' Vocabulary, this research will conduct in SDN KARANGTURI Gresik, the subjects are the third grade that the total numbers of the students are 14 students which include 7 girls and 7 boys. The subject of the study are the students that never been taught vocabulary with using Video Tutorial in their class.

Problem Identification

      Before researcher determine the strategy to solve the problem in the classroom, the researcher should identify the problem that appear in the classroom during the teaching and learning process. As the result of observation, the researcher found several problems which occurred in the classroom of SDN KARANGTURI Gresik related with the teaching and learning vocabulary. The researcher found that the problem especially students in the third grade. The English teacher told that she is difficult to teach the third grade, because they are still young. She is difficult to hold the students and to manage the class. Besides that most of the students has low ability and low score in English subject especially in vocabulary. They are easy to forget with the vocabulary that has been studied. Because of that, in this research the researcher focuses on improving students' vocabulary. Concerning to the students problems, they still have low vocabulary mastery. It can be seen from the students' performance that they were lack of vocabulary stores. They have difficulty to memorize the material which have been thaught to them.

      Besides that, when the teacher teaches in the class, most of the students do not give attention for the teacher because the teacher just explain the lesson, invite them to imitate to read the vocabulary, and also order them to memorized the vocabulary. It may make bored the students when study in the class.

FINDING DISCUSSION

The first part of this chapter covers the preparation of the action research before entering the first cycle. It consists of preliminary study and conducting ore-test. The second part covers in conducting action research. The third part covers the result of questionnaire, it conducts know how the students responses about the implementation of video tutorial. The last covers discussion.

Conducting Action Research

     This research was conducted in five meetings. The cycle was conducted on 14th February 2013 - 10th March 2013. If this cycle was not successful, the researcher would continue to the second cycle, but if this cycle was successful the researcher would stop in this cycle. The stages of the cycle were explained as follows:

The steps of Action Research

Planning

      In this step, the researcher determined the strategy that should be applied to solve the problems that were stated in the problem statement. In this case, the researcher used video tutorial as a strategy to improve the students' vocabulary mastery. The researcher selected video tutorial because it was suitable with the characteristics of the students that still young and they like to play. In this cycle, the research conducted five meetings, one meeting for socializing the strategy and giving pre-test, three meetings for teaching in applying the strategy, and the last meeting for giving post-test. Criteria for student's success the student's goals are be able to mention vocabulary related parts of the body. From upper body until lower body.

      To implement the strategy, the researcher prepared the lesson plan for each meeting and the instruments to collect the data related to the process of applying this teaching media. The researcher also prepared the media as a tool to completing the strategy, they are : laptop, LCD, video tutorial, music, play a song related to the topic and involve the students by singing together, play game Simon says, (the students should follow the teacher instructions when she said touch your hand. Before started the game, the researcher asked to the student stand up). And furthermore meetings the researcher play game Up and Down "Touch your ears," where is your ears?? And how many your ears..? The researcher was accompanied with the English teacher as an observer. In details, the action of the first cycle was arranged for three meetings to teach. Each meeting was allocated for 70 minutes including pre activity, whilst activity, and post activity.

Acting

      This step is used to implement the planning. Here, the researcher had two roles as a teacher and observer. Whereas, the English teacher had role as a teacher partner who helped the researcher to did observation. The researcher took place in the Lab computer when implemented video tutorial as a strategy to improve students' vocabulary. The students studied English twice in a week and the time allotment to study was 70 minutes. There were three meetings for applying this strategy. The researcher also used lesson plan as the guideline. In the lesson plan three were three parts; they were pre teaching, whilst teaching and post teaching. The steps of video tutorial was in whilst activity. The implementation of video tutorial in the classroom was used to answer the problem statement.

The first meeting

      The first meeting was conducted on 21th February 2013. In this meeting the teacher taught the vocabulary using video tutorial. It was focused on video tutorial and the students guessed the picture on video tutorial. The process of the first meeting was described as follows:

    a. **Pre Teaching**

      In this stage, the teacher opened the class by greeting the students and checking the attendance list. The first meeting the teacher explained to the student's about parts of the body started from upper body. The students were very enthusiastic the first activity, it looked from their reactions. After doing it, the teacher divided the class into three groups, two groups consist of five students and one group will consist of four students and each group sat and made a circle. The teacher and the teacher partner helped the students because they were still young and they looked difficult to make a circle. Actually, after

making a group the teacher would give a simple video tutorial about parts of the body. It as a purpose in order the students focused on the teacher. It would include in whilst activity.

b. Whilst Teaching

The teacher would give a simple video tutorial about parts of the body, started upper body. Then, the teacher stimulated the students by giving questions related to parts of the body "how many hands do you have?". Most of the students answered the teacher's question, but they answered it using Indonesian language. For a moment, the condition in the class is crowded. So the teacher tried to calm the class. Play game Simon says, (the students should follow the teacher instructions when she said touch your hand. Before started the game, the researcher asked to the student stand up). After doing it, the teacher gave each student a piece of paper and pencil. Some of the students asked to the teacher what for the paper this. The teacher said to the students that today they would played video, the name is video tutorial. All the students were very happy heard that and the teacher tried to calm them again. Then the teacher told them how the video played is and the students gave heard carefully. Before the teacher started the game, the teacher asked the students "are you ready?" all of the students answered "ready" together. First, the teacher played the music. The student's very enthusiasm to did it. After 30 seconds, the teacher stopped the music the students stopped write vocab to the person to the left of them in the circle. Then, before the continued the game, the teacher asked the students again "are you ready?" all of the students answered "ready together. The teacher stopped the music again, and the students passed the write voceb again. The teacher replied it until the end of the song. After all students finished, each students had a vocab that was several students' contribution. Then the teacher took and showed the picture video they made and asked them to guess what vocab this is by writing the answer in the whiteboard, because they felt cannot wrote the vocabulary correctly, but the teacher can persuaded the students and they wanted to did it. About five students answered correctly, and the others answered incorrectly, they were wrong in wrote the vocabulary. But, the teacher directly helped the students by gave some clues until finally the correct answer.

c. Post Teaching

In this stage, the teacher closed the meeting by checking the students about the material that they learnt on that day. The teacher showed the video or point toward the things around the class to the students and asked them to guess what the picture or the things is. Here, the teacher not only introduced and explained some basic vocabularies based on the topic, but the teacher also gave them the way how to pronounced the vocab. The students followed the teacher, and the teacher replied the vocab until three times in order the students reminded the vocabulary easily. The students asked the teacher to give score for their picture, and comeback it tomorrow. Then the teacher closed the class by greeting the students and remembered the students to study hard.

The Second Meeting

The second meeting was conducted on 28th February 2013. In this meeting the teacher also taught the vocabulary using video tutorial. It was focused on drawing and the students guessed their picture in the video. The process of the second meeting was described as follows:

a. Pre Teaching

The teacher opened the class by greeting the students and checking the attendance list. Then, the teacher asked the students related the materials in the first meeting. The second meeting the teacher give

simple a video tutorial explained to the student's about parts of the body, started from the lower body. The students were still very enthusiasm followed this activity. All of the students answered the teachers' questions. Partly of the students answered using Indonesian language and others answered using English. After doing it, different with the first meeting, because the first meeting the teacher give simple a video about parts of the body started upper body. In this meeting the teacher divided the class into two groups, each group consists of seven students and each group sat and made a circle. The teacher and the teacher partner still helped the students because they were still looked difficult to make a circle.

b. Whilst Teaching

In this part, the activities still same with the first meeting, but there were parts that would be different. Because the first meeting the teacher explained about from the parts of the body from the upper body. And the second meeting, the teacher explained to the student's about parts of the body, started from the lower body For the first activity, the teacher explained to the students about the topic "The topic is parts of the body". Then, the teacher said to the students that today they would played a game liked the first meeting, for a moment, the condition in the class is crowded because they happy heard that. So the teacher tried to calm the class. Up and Down "Touch your ears," where is your ears?? And how many your ears..? After doing it, the teacher gave each student a piece of blank paper. Some of the students asked to the teacher why the paper is blank. Then the teacher explained that they must draw a thing referred to the clue in their paper. The students heard carefully and they had understood about the teacher explanation, before the teacher started the game, the teacher asked to the students " are you ready?" all of the students answered " ready" together. First, the teacher played the music and the students drew a thing referred a clue in their paper, and student's write vocab in the paper after see video tutorial, then student's write vocab front class. The student's very enthusiasm to do it. The teacher stopped the video and the students stopped drew and passed their picture in the video to the person to the left of them in the circle. Then, before the continued the video, the teacher asked the students again "are you ready?" all of the students answered "ready" together. The teacher played the music again and the students continued with the drawing by the person next to them. After 30 minutes, the teacher stopped the music again, and the students passed the write voceb in the video again. The teacher replied it until the end of the song. After all students finished, each student's had a write that was several students' contribution. They said that they were confused. Than the teacher took and showed the picture in video they made and asked them to guess what pictures is this with wrote the answer in the video tutorial. In this meeting, the students were not afraid to come forward liked the first meeting. If in the first meeting about five students answered correctly, in this meeting about nine students answered correctly.

c. Post Teaching

The teacher closed the meeting by checking the students about the material that learnt on that day again. Still same liked the first activity, the teacher showed the video tutorial or point toward the things around the class to the students and asked them to guess what the picture or the thing is. Here, the teacher not only introduced and explained some basic vocabularies based on the topic, but the teacher also gave them the way how to pronounced the vocab. The students followed the teacher, and the teacher replied the vocab until three times in order the students reminded the vocabulary easily. The teacher asked the students about the problems they found in that day, the students said that they difficult to drawing. The students asked the teacher to give score for their worksheet comeback it tomorrow. Before closing the class, the teacher gave the result of their picture in the first meeting. Then the teacher closed the class by greeting the students and remembered the students to study hard.

1. **The Third Meeting**

The third meeting was conducted on 7st March 2013. In this meeting the teacher still taught the vocabulary using video tutorial. It was focused on students guessed the picture in video tutorial. The process of third meeting was described as follows:

a. **Pre Teaching**

The teacher opened the class by greeting the students and checking the attendance list. Then, the teacher asked the students related the materials in the first and second meeting. The students were still very enthusiasm followed this activity. All of the students answered the teacher's questions using English language. After doing it, different with the first and second meeting, in this meeting the teacher did not divide the class, so all students sat and made a circle. The teacher and the teacher partner still helped the students because they were still looked difficult to make a circle. In this meeting, the teacher gave simple video tutorial parts of the body, the third meeting the teacher explained all of the parts of the body started from the upper body until lower body. It was did in order the students more spirit because the activity still same liked the first and second meeting. All the students very happy followed the teachers instruction.

b. **Whilst Teaching**

In this part, the activities still same with the first and second meeting, but there were parts that would be different. The teacher explained all of the parts of the body started from the upper body until lower body For the first activity, the teacher explained to the students about the topic again "the topic is parts of the body". Then, the teacher said to the students that today they would played a video tutorial liked the first and second meeting, for a moment, the condition in the class is crowded because they were happy heard that. There no looked bored in their face. After doing it, the teacher gave each student's a piece of paper and pencil. The students were looked happy because the activity would be write vocab about parts of the body. Then the teacher asked to the students what was they still remembered with the video and they answered that they still remembered. Before the teacher started the video, the teacher asked to the students "are you ready?" all of the students answered "ready" together. First, the teacher played the music. The student's very enthusiasm to do it. Then, before the continued the video, the teacher asked the students again "are you ready?" all of the students answered "ready" together. After all students finished, each students had a vocab that was several students' contribution. Then the teacher asked to them to write their name behind their picture in video tutorial and wrote vocab the name of the picture that they had.

c. **Post Teaching**

The teacher closed the meeting by checking the students about the material that they learnt on that day again. Still same liked the first and second activity, the teacher showed the picture or point toward the things around the class to the students and asked them to guess what the picture in video tutorial or things is. The teacher asked to the students about the problems they found in that day, the students said that they were very happy. The students asked the teacher to give score for their picture, and comeback it tomorrow. Before closing the class, the teacher gave the result their picture in the video tutorial in the second meeting. Then the teacher closed the class by greeting the students and remembered the students to always study hard.

Observing

        In this part, the researcher used observation as the instrument to collect the data. The researcher tried to obtain the students attention, student's interaction, and all that needed to complete the data. It was done to find out the students responses toward the use of video tutorial in teaching vocabulary toward the students.

        To get a valid data, the researcher was an accompanied by a teacher partners in every meeting in the class. The teacher partner directly came and joined in the class when the research was being conducted. The teacher partner recorded every single thing that happened in the classroom by using checklist and notice about the implementation of video tutorial and the teaching learning process. Then, the teacher partner gave critics and suggestions to the researcher.

4.2.1.4 Reflecting

        In this section the researcher is going to reflect the Finding of observation in each meeting.On the first meeting, the teacher play on the video tutorial, and in the end of class, the researcher ask the students to write down the name of parts of the body that they have already learn. Unfortunately, the student faces difficulties. They are unable to write the word correctly. From this point, the researchers are trying to make a better strategy by changing some activities in second meeting of the lesson plan. So this activity is effective to help students solving their problem from first meeting. Fortunately, in the second meeting, the researcher did not find a big problem. The students are studying well and able to memorize and write the words in video tutorial " parts of the body".So, in the third meeting the researcher do the same steps with the second meeting and the class activity is success.The result of the data noticed by the teacher partner showed that the students' performances percentage reached 87,5%. That point was categories as very good achievement. Finally, the researcher concluded that the students' motivation in the third meeting was in a very good category.

4.3 Discussion

        The title of this research was the use of video tutorial as a strategy to improve the students' vocabulary in elementary school of SDN KARANGTURI Gresik. The research design of this research was classroom action research because the goal of this research was to improve the students' vocabulary in the classroom. The strategy which was used by the researcher was video tutorial. This strategy can make the students interested to learn. The subject of this research was the third grade of SDN KARANGTURI Gresik. This research was done in one cycle. The result of this research showed that video tutorial could improve the students' vocabulary mastery. It was proved by the result of tests which showed that students' score increased until reached the passing grade and it motivated students in learning vocabulary.

        From all explanation above, the researcher concluded that video tutorial was very effective to improve the students' vocabulary mastery especially at the third grade of Elementary School. It could help the students not only to improve their vocabulary mastery but also to improve the result of the students' scores. Video tutorial strategy could help the students learn and remembered the vocabulary easily. Besides that, the implementation of video tutorial in teaching vocabulary mastery could improve the students' participation and motivation in the class. By using video tutorial, and music, these could attract the students to play and study. Remembering that, the characteristic of elementary school students in the third grade still like to play. So, this strategy was suitable with the characteristics of the students.

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusions are based on the results of the study which were discussed in the previous chapter. It also present some suggestion related to the implementation of video tutorial to improve the students' vocabulary at SDN KARANGTURI Gresik. The suggestions are recommended to the English teacher and the next researcher who want to conduct in different research design in order to get variation of the research or in the same field of the study in different levels of education and areas.

5.1 Conclusion

Based on the research findings, the researcher concludes as follows:

1. Video tutorial was very effective to improve the students' vocabulary mastery at the third grade of Elementary School. It could help the students not only to improve their vocabulary mastery but also to improve the result of the students' scores. Video tutorial strategy could help the students learn and remembered the vocabulary easily. The students' average scores before using video tutorial strategy was 59,6 and after using this strategy the students' average score was increased, it reached 88,9. It gave evidence that video tutorial strategy could improve the students' vocabulary mastery.
2. The effective way to teach vocabulary using video tutorial can be done as follows: make the class enjoyable, invite the students study with play, moreover, follow what they like and what they want. In this strategy, the effective ways to teach vocabulary are invite them to listening the music and song together. As we know that the students in the third grade was liked to drawing. So video tutorial was suitable to become strategy to teach vocabulary in the third grade.
3. The implementation of video tutorial in teaching vocabulary mastery could improve the students' participation and motivation in the class. By using video, music and song together, these could attract the students to play and study. Remembering that the characteristic of elementary school students in the third grade still like to playing. So, this strategy was suitable with the characteristics of the students. In the observation checklist, the students' motivation showed that in the first meeting the students' performances percentage reached 47,8% and the category was poor. In the second meeting, the students' motivation showed the students' performances percentage reached 59,6% and the category was fair. Whereas, in the third meeting, the students' motivation showed that the students' performances percentage reached 88,9% and the category was very good. It gave evidence that video tutorial strategy could improve the students' motivation to study English.

Suggestion

Dealing with the conclusions above, the researcher provided some suggestions for the teacher and the next researcher as follows.

a. For the Teacher

The English teacher should be more creative to teach English lesson. Especially to teach the elementary school students, the teacher must be making a class enjoyable. So the students are not boring when the teaching learning process in the class. One of the good methods of learning is by using video tutorial and the media that suitable for the students. Video tutorial is a good way to teach English subject especially for elementary school students. This research is expected that this study can be as one of method in teaching vocabulary which can motivate the students to learn English vocabulary.

b. **For the Next Researcher**

Video tutorial was very effective strategy to teach English especially vocabulary for the students. Further, this research is needed in the different research design in order to get variation of the research or it can be in the same field of the study in different levels of education and areas with various types of students. It would be better for the next researcher to apply video tutorial to improve the other skills in English such as: listening, speaking, reading and writing.

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