VIDEO-MEDIATED TEACHING VOCABULARY DURING COVID-19 PANDEMIC: A CASE STUDY AT MIN 1 KENDAL

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Education Bachelor in English Language Education

By:

NURHAFIDH ADITYA HERLAMBANG

Student Number: 1403046068

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2021

THESIS STATEMENT

I am, the students with the following identify:

Name : Nurhafidh Aditya Herlambang

Students Number : 1403046068

Department : English Language Teaching

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion of findings included in the final project is quoted in accordance with ethical standards.

Semarang, 25 June 2021

The Researcher,

Nurhafidh Aditya Herlambang

1403046068

KEMENTERIANAGAMA
UNIVERSITASISLAMNEGERIWALISONGO
FAKULTASILMUTARBIYAHDANKEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387
Semarang 50185

RATIFICATION

Thesis with the following identification:

Title : **Video-Mediated Teaching Vocabulary During Covid-19 Pandemic: A Case Study at MIN 1 Kendal**

Name of Student : Nurhafidh Aditya Herlambang
Students Number : 1403046068
Department : English Education Department

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor's Degree in English Education Department.

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Daviq Rizal, M.Pd
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Sayyidatul Fadlilah, M.Pd
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NIP. 19670803 198903 2003

Advisor I,

Lulut Widyaningrum, M.Pd
NIP.19810083 200901 2010

Advisor II,

Dra. Nuna Mustikawati Dewi, M.Pd
NIP. 19650614 199203 2001

ADVISOR NOTE I

Semarang, 25 June 2021

To
The Dean of
Walisongo State Islamic University

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title	: **Video-Mediated Teaching Vocabulary During Covid-19 Pandemic: A Case Study at MIN 1 Kendal**
Name of the Students	: Nurhafidh Aditya Herlambang
Students Number	: 1403046068
Department	: English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at the Munaqosyah session.

Wassalamu'alaikum wr. wb.

Advisor,

Lulut Widyaningrum, M.Pd
NIP. 19810083 200901 2010

ADVISOR NOTE II

Semarang, 25 June 2021

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Dra. Nuna Mustikawati Dewi, M. Pd
NIP. 19650614 199203 2001

ABSTRACT

Title : Video-Mediated Teaching Vocabulary During Covid-19 Pandemic: A Case Study at MIN 1 Kendal
Writer : Nurhafidh Aditya Herlambang
NIM : 1403046068

Due to Covid-19 pandemic, teaching is more challenging because the teacher needs to find a proper strategy to teach student virtually. To continue teaching and learning process the teachers have to adapt to e-learning classes to explain English material. E-learning refers to the use of information and communication technology to provide access to online learning. The use of learning media like videos during the covid-19 pandemic can become the right solution. This study was aimed at describing the implementation of video-mediated teaching vocabulary and the challenges of teaching vocabulary for elementary school students. This study applied qualitative design. The data were collected through observation, interview, and documentation. The finding reveal that the English teacher of MIN 1 Kendal implemented the E-learning media in teaching English vocabulary during pandemic. The E-learning media used were E-learning Madrasah, WhatsApp, and YouTube. In the use of E-learning media, the English teacher of MIN 1 Kendal faced some challenges such as: online class spend a lot of internet quota, some students being lazy, the assessment were not finished due to internet signals.

Keywords: *E-learning media, English Teaching, Teaching English vocabulary.*

MOTTO

"He does not charge a self except its capacity. It will have what it has gained, and it will bear what it has earned."

(Q.S. Al-Baqarah: 286)

"Your apology needs to be as loud as your disrespect was."

(James Harden)

DEDICATION

The final project is dedicated to:

1. My beloved parents (Mr. Mujiyono and Mrs. Dwi Setyowati) who always love me, pray me and support me in finishing my study, thank you for the effort and contribution in making my education run well and success.
2. The Teacher of MIN 1 Kendal
3. My big families.
4. All my friends. Especially PBI-B 2014

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9. Last but not least, I wanna thank me. I wanna thank me for believing in me, for doing all this hard work, for having no days off, and for never quitting.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all.

Amiin.

Semarang, 25 June 2021

The Writer,

Nurhafidh Aditya Herlambang

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CHAPTER 1

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The basic details of the research are described as following topics: Background of the Research, Questions of the Research, Objectives of the Research, Significances of the Research and Limitation of the Research.

A. Background of the Research

Vocabulary plays an important role in the learning of a foreign language. It is one element that links together the four language skills of speaking, listening, reading, and writing. To communicate well in a foreign language, students should acquire an enough number of words and know how to use them accurately. Acquiring vocabulary would help people gain, understand, and also enhance the process of knowledge transferred for a better life.

Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they will not understand what others are saying.[1] Studying a language cannot be separated from studying

[1] Ida Ubaidah Hidayati, 'The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2018), 105 <https://doi.org/10.21580/vjv6i21791>.

vocabulary. It is very important to improve the four language skills that are very useful in communicating and studying other languages. Learners will be able to communicate in English by learning vocabulary. A foreign language learner will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the ability to use it accurately. All skills depend much on the vocabulary mastery.

Learning English in the pronunciation, vocabulary, and structure system is completely different from the Indonesian language. It is not an easy job for teachers to develop English teaching effectively and efficiently, therefore the English teacher must be able to organize teaching learning activities. They have to present materials using an appropriate teaching technique. Language teaching requires suitable techniques and methods to make students understand and master the lesson.

Teaching English to children should be different from adult, in this case is the elementary school student. Young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents, and adults.[2] They easily get bored, losing interest after ten minutes or so. The teacher plays an important role in teaching English to children as he has to be able to set students interest and motivation in

[2] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002).

learning English. Teachers at this level need to plan a range of activities for a specified period of time and be flexible enough to move on to the next exercises when they see their students getting bored. Some of the factors such as quality of teachers, student interest, motivation, etc. which are involved in teaching and learning process must be considered in order to make teaching English at elementary school successful. Besides that, there are other important factors; they are teaching method and teaching media which play important role.

Currently teaching is more challenging because the teacher needs to find a proper strategy to teach student virtually. As we know since early 2020, the world has been hit by the coronavirus disease (COVID-19). Like other coronaviruses, it originated in animals and then migrated to humans. In this case it appears to have originated in the city of Wuhan in China. Until now, there are 100.379.791 people throughout the world exposed corona. A total of 2.152.312 people died, while 72.423.522 others were recovered from the virus. In Indonesia the number of positive cases of coronavirus infection continues to grow. As of Tuesday (26/1/2021), positive cases of COVID-19 infection reaches 1.012.350 people, 28.468 died, and 820.356 patients were recovered.[3]

[3] https://nasional.kompas.com/read/2021/01/26/15525501/update-tambah-13094-kasus-covid-19-indonesia-lewati-1-juta-orang?page=all accessed 26-01-2021 at 21.30 WIB

The whole system running like the government, the economy, and education in Indonesia is disrupted due to the COVID-19 pandemic. The President of the Republic of Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities since 11 March 2020, urging them to study at home and to replace it with online learning to break the virus chain. The President also hopes that in order to reduce the spread of Covid-19, the teacher should be active, making the students continue to study at home.

As a result, to continue teaching and learning process, the teachers have to adapt to e-Learning classes to explain English material. E-learning refers to the use of information and communication technology to provide access to online learning or teaching resources.[4] In the middle of the pandemic, the teacher should be able to use various kinds of learning media. The kinds of learning media, such as audio, visual, and audio-visual media. The use of learning media like videos during the covid-19 can become the right solution.

Based on the explanation above, the researcher wants to know how does the teacher use video-based media in teaching vocabulary during covid-19 pandemic. Therefore, the researcher become curious and try to investigate this with a

[4] Muneer Abbad, 'Students' Decisions to Use an ELearning System: A Structural Equation Modelling Analysis', *International Journal of Emerging Technologies in Learning*, 4 (2009).

research entitled "Video-mediated Teaching Vocabulary During Covid-19 Pandemic: a Case Study at MIN 1 Kendal."

B. Questions of the Research

Based on the background of the research, the problem of this research is focused on:

1. How does the implementation of video-mediated teaching vocabulary during covid-19 pandemic at MIN 1 Kendal?
2. What are the challenges of teaching vocabulary during covid-19 pandemic at MIN 1 Kendal?

C. Objectives of the Research

Based on the questions above, the objectives of this research as follows:

1. To describe the implementation of video-mediated teaching vocabulary during covid-19 pandemic at MIN 1 Kendal
2. To describe the challenges of teaching vocabulary during covid-19 pandemic at MIN 1 Kendal.

D. Significances of the Research

This study is expected to contribute theoretically and practically.

1. Theoretically Benefit

   Theoretically, this research will give good information related to the utilization of video-mediated learning in teaching English vocabulary.

Also, this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

2. Practically Benefit
   a. For the English teacher

      The result of this research is expected to be reference how to implement video-based in teaching English vocabulary. In addition, the finding is also hoped to help other teachers to implement teaching vocabulary through an online class.

   b. For the students

      The result of this research will help them to improve and more understand about English vocabulary even through an online class.

   c. For the researcher

      The result of this research will help the researcher to get new experience and knowledge how to teach english vocabulary through an online class and it is useful for future research.

E. Scope of the Research

The scope of this research is focusing on the video-mediated teaching English vocabulary through an online class during the COVID-19 pandemic at MIN 1 Kendal. The subject of this research was the English teacher who taught in the middle of COVID-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some basic theories related to the research and comprises previous study related to this research. It provides some previous study which has almost the same topic with the present research and some theories which bring about the present research.

A. Theoretical Framework

1. Teaching and Learning English Foreign Language for Young Learners

   We cannot separate the word of teaching and learning in educational process. Teaching and learning is an important activity in educational process. Nowadays, many theories that developed in learning process by new educational paradigms. Indonesia Government has a rule which stated in Chapter IV, Section 19 verse (1) Number 19 in the year of 2005 about Standart National of Education that cited by Abuddin Nata: "Learning process is carried out interactively, inspiratively, fun, challenging, can motivate students to be active participants. Beside that it can give enough space to their work, creativity, and independence based on students' talent, interest and their developments, and psychology."[5]

[5] Abuddin Nata, *Perspektif Islam Tentang Strategi Pembelajaran* (Jakarta: Kencana, 2001).

Learning is an attempt of getting the knowledge consciously by learning, devoting and getting involved actively in searching of knowledge.[6] Devoting on the subject being studied creates retention in the memory which can be restored at anytime. Unfortunately, the problem appears when the information cannot be recalled because of the memory limit. To solve it, practice and perhaps reinforced practice are needed. Moreover, learning makes an alternation in someone‟s behavior or attitude as a result of conscious practice.

Based on the text above, we can imagine when someone is directing himself on certain subject such as English grammar intentionally by digging information or knowledge as much as he can in order to improve his skill, at this point we can state that he is learning. In addition, the knowledge or information will be saved in his memory and can be restored at whenever as long as the retention is stayed well in his mind. As time passes, forgetting some information is natural because human's memory is limited. That is the reason why learning involves some form of practice, maybe fortified practice. In this case, proverb "practice makes perfect" is exactly correct. The more we

[6] T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching*, *Language* (New York: Longman, 1981), LVII <https://doi.org/10.2307/414380>.

practice, the more we improve our competence. In short, learning alters us from knowing nothing to knowing something. It brings us into comprehension of things.

On the other hand, teaching is defined as guiding or assisting someone to learn how to do something, giving directions, instructing in the study of something, presenting, knowledge, making someone to know or understand. Furthermore, it is described that teaching is helping the learner to learn and creating an atmosphere or an environment for learning. In short, if learning is acquiring, then teaching is providing.[7] The definition of learning and teaching, therefore, emphasizes that the attachment of teaching and learning does exist. Teaching cannot be defined apart from learning or vice versa.

According to the statements above, means teaching is important in the teaching and learning situation. In teaching and learning situation, the teacher must develop the abilities of learners. Moreover, a teacher plays an important role to create a comfortable atmosphere of learners. After all, the conditions when teaching and learning activities play an important role in the development of a student. Therefore, we cannot separate teaching situations in teaching and learning activities.

[7] Terrell and Brown, LVII.

Good teacher who wants to see his students' success in receiving the course has to pay attention to five elements.[8] First of all, to begin the course, teacher has to deliver the objectives of the study so that the learners also understand the target of the study they are going to accomplish. Sometimes misunderstanding arises when teacher and learner have different expectation about the learning process in general, for example: in terms of the way the material will be delivered and taught using certain methods or approaches. It is important that at the beginning of the course both teacher and learner share the same point of view on how the course will be executed to fulfill the goals. Secondly, teacher has to identify his learners" desire in receiving the material. They need to be comfortable with the way it carried out. Thirdly, learning style also determines the effectiveness of the study. Teacher must adjust their method with his learners" type. According to Willing four different learner types are such as concrete learners who like learning by games, pictures, films and video, having conversation in pairs, learning through the use of cassettes, and going on excursions.[9] Analytical learners are learners who enjoy studying grammar by

[8] Jack C Richard, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001).
[9] David Nunan, *Syllabus Design* (Oxford: Oxford University Press, 1988).

themselves, finding and correcting their own mistakes. Fourthly, giving motivation to our students is prominent. Motivation is a key to learning. Motivation is a tool to keep students' engaged with the instruction.[10] Learners will be successful with the proper motivation. Someone who is motivated usually can complete his task well and someone who is less motivated cannot complete his task well. Fifthly, teacher should be a good supporter for his students. He has to give support, feedback, and opportunities to all of his students.

After all of the explanations presented, the writer concludes that the teaching and learning process occurs not only by the role of teacher, but also the role of students. When the teaching and learning process applied properly, then we will see the result.

2. Characteristics of Students in Elementary School

The range age of the Elementary School students is between six to twelve years old. They have different characteristics and motivations from the students of junior high school, senior high school, and university. That makes teaching elementary school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case,

[10] Terrell and Brown, LVII.

teacher has a challenge to motivate the students in learning something new.

Harmer proposes the difference of adult and young learners.[11] Adult learners have broader experiences than young learners.[12] They are more aware of learning process such as the goals that they should achieve at the end of study. It is easy to apply range of activities during teaching and learning process because they are rich of experience. Adult learners are more well-prepared in taking the lesson and can anticipate boredom by themselves. They are able to find out the comfortable way of learning which fits to their needs. On the contrary, young learners are still building their experience through their surrounding.[13] They need to experience things by themselves through seeing, hearing, or imitating the world around them. Since young learners are enthusiastic, in case of learning process, teacher should make their class alive to avoid boredom. Giving young learners a chance to get involved and to interact during a class time enriches their experience and knowledge. In short, the teacher has to adjust the teaching method and the material to young learners need.

[11] Harmer.
[12] Harmer.
[13] Harmer.

General characteristics of students in elementary school according to Scoot and Ytreberg, those are:[14]

a. They are competence users of mother tongue.
b. They can use their vivid imaginations
c. They can tell the difference between fact and fiction
d. They are enthusiastic and positive about learning.
e. They are able to work with others and learn from others.
f. Their own understanding comes through eyes, hands, and ears.
g. They have very short attention and concentration span.
h. They rely on the spoken word as well as the physical world to convey and understand meaning.

Based on all the explanations above, the writer concludes that young learners love to play and learn when they enjoy themselves. However, they have very little attention span and get bored easily during activities in the class. They also lose interest quickly and cannot keep motivated themselves when find difficult tasks. Concerning those characteristics, teacher needs to make

[14] Wendy Scott & Lisbeth Ytreberg, *Teaching English to Children* (New York: Longman, 1990).

teaching learning process more interesting as in their daily life so that it can motivate them to learn english.

3. Teaching Vocabulary for Young Learners

   a. Definition of Vocabulary

      Vocabulary is one of the basic and important aspects that must be mastered in learning english. According to Linse "vocabulary is the collection of words that an individual knows".[15] While Ur state that vocabulary can be defined as the words we teach in the foreign language, also vocabulary is one of the linguistic aspects that is important in teaching a language.[16]

      Vocabulary also one of the language components which has to be mastered by the students in learning a new language. Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading, and writing.[17] A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the

[15] Caroline T Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2006).
[16] Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996).
[17] Hidayati.

capability of using it accurately. All skills depend much on the vocabulary mastery.

From of all explanations above, the writer concludes that vocabulary is collection of words in a language used by individual community or group in communication as a means of expression. Also vocabulary is important to improve foreign language competencies.

b. Teaching Vocabulary

Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language.[18]

In teaching vocabulary, teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written into sentences or paragraph. As

[18] Finnochiaro, *English as A Second Language: From Theory to Practice* (New York: Regent Publishing Company, 1974).

stated by Charty "that the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context".[19]

It is very important to master vocabulary first by children who are learning a foreign language. For this reason, teacher should pay more attention to the teaching vocabulary to children. Vocabulary should not rely on the spoken words only; teacher should try to give as clearly as possible the explanation of the meaning of the words being taught by showing picture, dramatizing, illustrating, paraphrasing, or giving the similarity with their native language.

Hatch and Brown quoted in Cameron describe five essential steps in vocabulary learning:

1.) Having sources for ecountering new words
2.) Getting a clear image whether visual or auditory or both, for the forms of the words
3.) Learning the meaning of the words
4.) Making a strong memory connection between the forms and meanings of the words

[19] Michael Charty, *Discourse Analysis for Language Teachers*, ed. by McMillan Inc (New York, 1995).

5.) Using the words.[20]

The teacher must have the right source when teaching new vocabulary. This is important because the right source will make students easier to remember a new word. The teacher must clearly explain the new word, whether through a visual or speech. So learners will quickly master the new word. After learners find out the new word, make sure they also know the meaning. This will make the student get a connection between the form and also the meaning of the word he just learned. After that students must try to use these new words to ensure they mastered the new word. Looking at the five steps, we can conclude that learning new word needs to happen over and over again until the word is remembered or learnt.

c. Strategies in Teaching Vocabulary for Young Learner

English teaching strategies are actions taken by the teacher to teach. The students initiate the learning strategy, while the teaching strategy is the teacher's initiative. The term strategy denotes general suitability and the specific actions taken to learn a

[20] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001).

second language. The term uses strategy and technique, and slinger uses tactics.[21]

That means the strategy is an idea that a teacher uses to improve the teaching process. So, the teaching strategy is the teacher's real action or the teacher's teaching practice more effectively and efficiently. In other words, in the classroom learning process, teaching is a strategy or tactic used by the teacher.

Harmer stated that there are many strategies that teachers can use to help their students practice vocabulary:[22]

1.) Using Realia

One way to teach new vocabulary is the teacher brings the word's object to the class. For example, such as balls, pencils, brooms, rulers. The teacher points it to the students, says the name of the object, and then asks the student to repeat it.

2.) Mime, Action and Gesture

Using realia or images is often used to explain a word's meaning. However, some

[21] Linne T Diaz-Rico, *Teaching English Learner Strategies and Methods* (California: California State University, 2008).
[22] Harmer.

words cannot be explained using pictures but by an action like a gesture or mime. This strategy can easily teach most verbs.

3.) Contrast

Some words are easier to explain to students by showing their opposites. For example, the word "large" contrasted with "small".

4.) Using Picture

Not all vocabulary can be taught through interaction. Sometimes requires media to teach a new word. In this case, realia and pictures are the most suitable media.

5.) Translation

Translation is a quick and easy way to teach students new vocabulary, but it is not without problems. The problem that occurs is when the word has no translation. Another problem is the students will more remember the translation than its word.

6.) Explanation

The simplest way is explaining directly to the object using a sentence or more.

7.) Enumeration

People can use this technique to show meaning. People can say books and explain this by enumerating or listing various items.

Another strategies to teach vocabulary to the students who are learning foreign language stated by Cameron are:[23]

1.) Self-defining context

The context makes the situation clear. Example: I have two tickets to the football match on Sunday night.

2.) Definition

Definition in the target language may be effective if they express in the words that the students better know. Example: School is a place where students learn.

3.) Identifying picture

Many kinds of pictures have been successfully used to show the meaning of words and utterances. Example: The pictures of animals, vegetables, foods.

4.) Antonyms

[23] Cameron.

When the opposite is known, the other meaning can be made clear through it. Example: hot and cold, strong and weak, short and tall, etc.

5.) Synonyms

When the synonyms of the word being taught are known, it can help a lot. Example: end – stop, fast – quick, big – huge, etc.

4. Concept of Media

a. The Definition of Media

Media is the plural form of the term "medium." Media includes many things around us, such as TV, computers, pictures, radio, and newspapers. In education, several media are used in the teaching and learning process to convey knowledge to students.[24] Teaching media is an integral part of an educational process. Teaching media are tools to send message or information from sender to receiver.[25] Several experts has defined the meaning of media, such as:

1.) Association for Educational Communications and Technology (AECT)

[24] Hamruni, *Strategi Dan Model-Model Pembelajaran Aktif-Menyenangkan* (Yogyakarta: UIN Sunan Kalijaga Press, 2009).

[25] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Rajawali Press, 2019).

defined that media are things that used for distributing information.[26]

2.) Marshall Mc Luhan stated that media is a human existence that allows to influence other people even does not have direct contact with it.[27]

3.) According to Heinich, media is the term refer to anything that carries information between a source and a receiver.[28]

From the definitions above, it can be concluded that media is things that can transmit messages, stimulate our thoughts, feelings, willingness, and it can be used to help the learning process. The use of creative media can improve the understanding in learning. Media also becomes very important, because it can determine whether the learning process is effective or not.

b. The function of teaching media

In teaching and learning process, there are two important aspects, first of all is teaching method and the second is learning media. The used of teaching

[26] Yudhi Munadi, *Media Pembelajaran* (Jakarta: Gaung Persada Press, 2012).
[27] Ali Muhson, 'Pengembangan Media Pembelajaran Berbasis Teknologi Informasi', *Jurnal Pendidikan Akuntansi Indonesia*, 8.2 (2010) <https://doi.org/10.21831/jpai.v8i2.949>.
[28] Muhson.

method can affect the kinds of teaching media, although there are other aspects when choosing the teaching media likes: the learning purpose, the types of assessment and response from the students, the learning context, and also the charateristic of the students. The main function of learning media is as a tool that can help teachers to make students comfortable to do teaching and learning process.[29]

Wasis stated that there are many functions of teaching media, such as:[30]

1.) Teaching media as attention function

The teaching media can improve students' attention toward the materials.

2.) Teaching media as affective function

The teaching media can arouse students' feelings, emotions, acceptance or rejection towards something.

3.) Teaching media as cognitive function

The teaching media can make students understand and remember about the information or messages contained in it.

4.) Teaching media as compensatory function

[29] Arsyad.

[30] Wasis D Dwiyogo, *Media Pembelajaran* (Malang: Wineka Media, 2013).

The teaching media can accommodate students who are weak and slow in receiving and understanding lessons based on text.

In addition, teaching media function based on Hasanudin, are:[31]

1.) The students focus
2.) Helping students understand the material
3.) Helping students organize the information
4.) Generating students learning motivation
5.) Make learning more concrete
6.) Flexible
7.) Reducing teacher-centred learning

c. Types of teaching media

According to Hamdani, media can be divided into three types, those are:

1.) Visual Media

Visual media are media that can be seen using the students' eyes. This type of media is often used by teachers to deliver the material. The example of visual media: picture, map, graphic, comic, magazine, miniature, etc.

[31] Cahyo Hasanudin, *Media Pembelajaran: (Kajian Teoritis Dan Kemafaatan)* (Yogyakarta: Penerbit Deepublish, 2017).

2.) Audio Media

Audio media is media that contains messages in auditive form (can only be heard). It can stimulate students' thoughts, feelings, concerns, and abilities to learn the materials. The use of audio media in learning in general is to convey the material about listening. The example of audio media: Radio, tape, podcast, etc.

3.) Audio Visual Media

Audio visual media is a media that contains audio and visual which can be seen and heard. Audio visual media will make the presentation of the materials more complete and optimal. In addition, at some point this media can replace the role of the teacher. Using audio visual media, the teacher can turn into a facilitator in teaching and learning process, which makes it helpful not only for the students, but also the teachers. The example of audio visual media: video, drama, film, music video, etc.[32]

5. COVID-19

[32] Hamdani, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2011).

Coronavirus disease (COVID-19) is a disease caused by the infection of virus (SARS-CoV-2) that first verified in Wuhan City, China. The infection is spread primarily through the respiratory system, via large droplets or aerosols, and less commonly through contact with infected surfaces or fomites. After severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS), COVID-19 is the third coronavirus infection to be discovered in Asia in the last two decades.[33]

Infection with COVID-19 can result in mild, moderate, or severe symptoms. Fever, cough, and difficulty breathing are the most common clinical symptoms. Weight loss, fatigue, myalgia, gastrointestinal symptoms such as diarrhea, and other respiratory symptoms can also accompany it. In severe cases, such as ARDS, septic shock, metabolic acidosis that is difficult to correct, and coagulation system bleeding or dysfunction within a few days, the condition worsens quickly and progresses. Some patients have mild symptoms that are not even accompanied by a fever. The majority of patients have a favorable prognosis, with only a small percentage of those in critical condition dying.[34]

[33] Yi Chi Wu, Ching Sung Chen, and Yu Jiun Chan, 'The Outbreak of COVID-19: An Overview', *Journal of the Chinese Medical Association*, 83.3 (2020), 217–20 <https://doi.org/10.1097/JCMA.0000000000000270>.
[34] Wu, Chen, and Chan.

Minister of Education and Culture Nadiem Makarim issued a circular regarding the COVID-19 outbreak in response to the pandemic. Through SE Number 3 of 2020 concerning COVID-19 prevention on the education unit, the handling instruction was aimed at the Department of Education at the provincial, district, and city levels, higher education institutions, higher education leaders, and principals. The education unit must follow 18 instructions listed in circulars.[35]

B. Previous Study

In this section, the researcher shows the result of some different studies reviewed. These following studies offer discussion related to the topic discussed in this thesis. Those are:

1. The first previous study is a thesis conducted by Indah Pravita Sari (1211040135)[36] in 2016 entitled "Teaching and Learning Vocabulary Through Video Clip at the Second Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung in the

[35] https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19 accessed 26-01-2021 at 20.00 WIB

[36] Indah Pravita Sari, 'Teaching and Learning Vocabulary Through Video Clip at the Second Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2015 / 2016 Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Raden Intan Lampung', 2016 <repository.radenintan.ac.id>.

Academic Year of 2015/2016". The research was using descriptive qualitative research and conducted on the seventh grade students of SMP PGRI 6 Bandar Lampung. The objectives of this research were to describe teaching learning process in teaching vocabulary through video clip, and also to describe teacher's and students' problems in teaching and learning process. The data of this research were collected through observation, interview, and questionnaire. The result of this research showed that the process did not run well because the teacher was difficult to handle the crowded class. The problem faced by the students in learning vocabulary were that the students had difficulty in pronounce, spell, and memorize the new word. The problem faced by the teachers in teaching vocabulary were that the teacher had difficulties to handle the class. The similarity with this research is both of the research is investigating the implementation of teaching vocabulary. While the difference is this research focuses on teacher's implementation through an online class.

2. The second previous study is a thesis written by Ismiya Widyaningsih (153221125)[37] in 2019 entitled "Teacher's Techniques in Teaching Vocabulary for the Tenth Grade Students of MAN 2 Boyolali at the Second Semester in Academic Year 2018/2019". The research was using descriptive qualitative research and conducted on the tenth grade students of MAN 2 Boyolali. The objectives of this research were to describe the kinds of teacher's techniques to teach vocabulary for the tenth grade students of MAN 2 Boyolali, to describe the problems faced by the teacher in teaching vocabulary, and to describe the student's response toward techniques used by the teacher in teaching vocabulary. The data of this research were collected through observation, interview, and documentation. The result of this research showed the teacher's techniques used in teaching vocabulary were: translation, reading aloud, pronunciation, question and answer exercise, dictionary, getting the word meaning, explanation, picture strip story, repetition drill, memorization,

[37] Ismiya Widyaningsih (153221125), *Teacher's Techniques in Teaching Vocabulary for the Tenth Grade Students of MAN 2 Boyolali at the Second Semester in Academic Year 2018/2019*, (Surakarta: State Islamic Institute of Surakarta, 2019).

translation of literary passage, fill in the blank, and reading comprehension question. The problems faced by the teacher in teaching vocabulary derived from three aspects, such as: The problem from the teacher itself like limited time in teaching learning process, The problem from the students like the students got difficulties to learn vocabulary at home, and The problem from the school like cannot used the LCD. The respond from the student toward techniques used by the teacher in teaching vocabulary were the student very enjoyed, interested, and enthusiastic with the teacher's techniques in teaching vocabulary. The similarity with this research is both of the research is investigating how the teacher teach English vocabulary. While the difference in the study is this study focuses on the implementation of teaching vocabulary during pandemic.

3. The third previous study is a thesis carried out by Ramadhenty Ahlan (1617404038)[38] in 2021 entitled "The Use of E-Learning Media in English

[38] Ramadhenthy Ahlan, 'THE USE OF E-LEARNING MEDIA IN ENGLISH LANGUAGE TEACHING AT 7 GRADE STUDENTS IN MTs MA ' ARIF NU 1 WANGON THESIS Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto as a Partial Fulfilment of the Requirements for Achieving the Degree o', 2021.

Language Teaching at Seventh Grade Students in MTs Ma'arif NU 1 Wangon". The research was a descriptive qualitative research and conducted at MTs Ma'arif NU 1 Wangon. The objectives of this study were to analyze the use of E-learning media in English Language Teaching and the teacher's challenges in using E-learning media in English language teaching at MTs Ma'arif NU 1 Wangon. The data of this research were collected through observation, interview, and documentation. The result of this research showed that the teacher used E-learning Madrasah, Google classroom, and WhatsApp as media in English language teaching for class 7A at MTs NU 1 Wangon. In applying E-learning media, the teacher faced some challenges, those were E-learning media sometimes difficult to access, most of students had lack of internet quota, not all students had a smartphone, etc. The similarity with this research is both of the research is investigating the implementation of teaching using media during pandemic. The difference is this research focuses on teaching vocabulary during pandemic.

4. The forth previous study is a journal written by Tri Wahyuni Chasanatun; and Sri Lestari[39] in 2021 entitled "The Use of Camtasia Video, Youtube, and WhatsApp in Online Teaching During Pandemic Situation". The research was using qualitative method and conducted on the first semester students of English Department at Universitas PGRI Madiun. The objective of this study was to discuss about the implementation of Camtasia and YouTube in teaching writing for English Department Students. The data of this research were collected through observation and interview. The result of the research showed that after the implementation of Camtasia, Youtube, and also the discussion on WA group, more than 95% students are able to write with correct punctuation and use capital letter in their sentences, only 3 students who are still strugle to develop their idea on writing. The similarity is this research also investigating the implementation of teaching with media during pandemic. The

[39] Tri Wahyuni Chasanatun and Sri Lestari, 'The Use of Camtasia Video , Youtube , and WhatsApp in Online Teaching During Pandemic Situation', 9.1 (2021), 34–39 <https://doi.org/10.25273/etj.v9i1.8999>.

difference is this research is focuses on teaching vocabulary.

5. The fifth previous study is a journal carried out by Rahma Deni; and Fahriany[40] in 2020 entitled "Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners". The research was using descriptive qualitative research and conducted at the Qur'an Learning Center. The objective of this research was to explore the teacher's perspective on the strategy used to teach vocabulary to young learners. The data from this research was obtained through semi-structured interview with two English teachers. The result revealed that teachers believe that teaching strategy is essential for teaching vocabulary to young learners. Thus, the teachers should have various strategies that can be applied for teaching vocabulary to young learners, for example, using games, sing a song, and others. Also the teachers can used interesting media like video, a real thing, pictures, and others. The similarity with this research is, both researchs are focus on teaching

[40] Rahma Deni and Fahriany Fahriany, 'Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners', *Vision: Journal for Language and Foreign Language Learning*, 9.1 (2020), 47 <https://doi.org/10.21580/vjv9i14862>.

English vocabulary to young learners. While the difference is this research focuses on the implementation of teaching vocabulary through online class.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the present study. It consists of a research design, focus of the research, data collecting technique and data analysis technique.

A. Research Design

In this research, the writer used descriptive qualitative as research method with a case study a design. The writer used this method and design because it focuses in video-mediated teaching vocabulary. It described the implementation of video-mediated learning and challenges in teaching vocabulary in MIN 1 Kendal. Qualitative research is a research with an approach to exploring and understanding the meaning of a social or human problem that happened to individuals or groups.[41]

In Creswell's book, Locke, Spirduso, and Silverman explain that qualitative research is interpretive research, in which the author's values, biases, and opinions are explained explicitly in the research report. In this case, the issue is considered useful and positive.[42] This type of research is inductive; problems and phenomena when observing data at the location will be the main source.

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[41] John W Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (California: SAGE Publications Inc, 2013).
[42] Creswell.

So it can be concluded that descriptive qualitative research is to describe social phenomena in the form of words. The main purpose of descriptive research is to describe the current situation. In other words, it is a fact-finding investigation. In descriptive research, the conclusion can be accepted even though there is no causal relationship in it.

According to Creswell, case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.[43] In order to implement the problem and its influence in society, case study is valuable in the educational field. The case study is intended to describe the problems in detail, so this design might explain the problem of research.[44] In other words, a case study is a study which focuses on the social phenomenon and collects data from the people's perspectives. This research contains a qualitative purpose to describe the implementations of teaching vocabulary, and the challenges when teaching vocabulary with video mediated. The data of this research

[43] Creswell.
[44] David Silverman & Amir Marvasti, *Doing Qualitative Research: A Comprehensive Guide* (California: SAGE Publications Inc, 2008).

was collected through observing the subject and conducting an interview.

B. Research Setting

This research was conducted at MIN 1 Kendal which is located at Jl Pahlawan km. 1 Kalibuntu Wetan, Kecamatan Kendal, Kabupaten Kendal, Central Java 51318. The subject of this research is the English teacher at MIN 1 Kendal. English subject in MIN 1 Kendal is as a local content along with Java and Arabic subject. There are two *JP* (70 minutes) every week. The curriculum used in MIN 1 Kendal for English subject is KTSP.

C. Data Collecting Technique

This section discusses data collection technique and the research instrument used in this research. To reach the objectives of the research, the researcher used some technique in collecting the data such as:

1. Observation

   In Creswell's book, Angrosino stated that observation is the act of noting a phenomenon in the field setting, often with an instrument and recording it for specific purposes.[45] Observation can be classified into four types, such as:

[45] Creswell.

a.) Complete Participant, in this procedure the researcher is fully engaged with the people he or she is observing.

b.) Participant-as-observer, in this procedure the researcher is participating in the activity at the site. The participant role is more salient than the researcher role.

c.) Observer-as-participant, in this procedure the researcher is an outsider of the group under study, watching and taking field notes from a distance. The researcher may interact with another participant.

d.) Complete Observer, in this procedure the researcher is neither seen nor noticed by the people under study.[46]

In this case, the researcher used complete observer to get the data because the researcher observed the way the teacher taught English using video through an online class.

The list of observations:

No	Observed aspects	Answer		Note
		Yes	No	

[46] Donna M Mertens, *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* (California: SAGE Publications Inc, 2010).

1.	The teacher greets the student			
2.	The teacher checks the attendance list through WhatsApp group			
3.	The teacher asks students to be ready to do an online class through WhatsApp group			
4.	The teacher delivers material			
5.	The teacher asks student to			

	understand the material			
6.	The teacher gives assignment to students			
7.	The learning material is accordance with lesson plan			
8.	The learning material is well organized			

2. Interview

Another way to get data in this research interview. The interview is a one-way dialogue. It provides information for the researcher, based on the researcher's agenda, leads to the researcher's interpretation, and contains "counter control"

elements by the source who hides information.[47] Furthermore, Schostak added that an interview is an extended conversation to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in terms of the interviewee's meaning.[48]

In this case the researcher used an interview with an English teacher at MIN 1 Kendal. Interviews were conducted to obtain responses and information about the teaching strategies using online classes. The function of the interview in this case is to check the data and ensure that the data is really valid.

The list of interview questions:

a.) *Sistem pembelajaran apa yang dipraktekkan di sekolah ini pada masa pandemi covid-19?*(What learning system is being practiced during covid-19 pandemic?)

b.) *Media pembelajaran seperti apa yang anda gunakan pada masa pandemi?*

[47] Creswell.

[48] J Schostak, *Interviewing and Representation in Qualitative Research Projects* (Glasgow: Open University Press, 2006).

(What kind learning media did you use during pandemic?)

c.) *Bagaimana cara anda melaksanakan kegiatan pembelajaran menggunakan video?* (How did you implement learning process using video?)

d.) *Kapan anda memberikan video pembelajaran kepada siswa?* (When did you give the videos to students?)

e.) *Bagaimana kemampuan siswa dalam mempelajari kosakata bahasa inggris menggunakan video?* (How is the students' ability in learning English vocabulary using video?)

f.) *Bagaimana cara anda untuk mengecek pemahaman siswa dalam mempelajari kosakata bahasa inggris menggunakan video?* (What did you do to check students' understanding in learning English vocabulary using video?)

g.) *Apa yang anda lakukan jika ada siswa yang tidak mengumpulkan tugas?* (What did you do when some student did not finished the assignment?)

h.) *Tantangan apa yang anda hadapi selama mengajar menggunakan video?* (What challenges did you face while teaching using video?)

3. Documentation

According to Bogdan & Bilken, the main data source of a study is a participant observation or interviewing, but documents that refer to materials such as photographs, videos, films, memos, diaries, can be used as additional information.[49] Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. In this case, the researcher will make a note and take photographs as proof of teaching-learning activity and support the data collection from observation and interview.

D. Data Analysis Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation. by organizing data into categories, describing it to units, synthesizing, composing into patterns, choosing which ones are important and will learn,

[49] Robert C Bogdan & Knop Sari Bilken, *Basic of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (London: SAGE Publications Inc, 1998).

and make conclusions so easily to understand by yourself and others.[50]

According to Miles & Huberman, researchers' steps to analyze data consisted of three activity streams that occur simultaneously, the activity is done interactively and continues over time to completion.[51] Data analysis is conducted as follows:

1. Data Reduction

   Reducing data means summarizing, choosing the main, focusing on the things that matter, and looking for themes and patterns. Thus reducing data will provide a clearer view, and make it easier for researchers to carry out further data collection, and search for it if necessary.

2. Data Display

   The next step after reducing data is presenting data. The most frequently used to present data in qualitative research is with narrative text. With the presentation of data, it will make easier to understand and plan the next work.

3. Conclusion or Verification

[50] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010).
[51] Matthew B Miles & A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook* (California: SAGE Publications Inc, 2014).

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that never existed before. Findings can be in the form of description or description of an object before still dim or even dark, so after being investigated becomes clear. This conclusion can be either a casual relationship or an interactive, as well as hypothesis or theories.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents the result of the data presentation and findings in the research itself. It presents the strategies used by the teachers in teaching English vocabulary through an online class during the COVID-19 pandemic at MIN 1 Kendal and the result of an interview about the strategy in teaching English e-learning process.

A. Findings and Discussion

According to the Ministry of Religious and Cultural Education's instructions, the Covid-19 pandemic requires all schools to conduct learning processes at home or through distance learning, and to switch from face-to-face learning to online learning. During the pandemic, almost all schools implemented an online learning system. To avoid a new cluster caused by schools, traditional classroom learning activities were replaced with online learning activities. Students were instructed to study at home using online-based learning with adapted facilities as an alternative. The researcher did the observation, interview, and documentation during the pandemic when all the students studied at home. All of the processes and activities related to learning at MIN 1 Kendal were done through e-learning because the learning process was done by distance. The researcher used several data collection

techniques including online observation, interview the teacher, and some documentations. By collecting the data, the researcher focused on explaining the implementation of teaching vocabulary through online class and the teacher's challenges in teaching vocabulary during pandemic as explained below:

1. **The Implementation of Video-Mediated Teaching Vocabulary During Pandemic**

   a. Preparation Stage

      In preparing for an online teaching, the teacher did some activities using media for English language teaching in MIN 1 Kendal. First is pre-activity, the teacher should conduct the lesson plan as a guide on how to teach and what kinds of material will be delivered. After that, the teacher should be ready mentally and physically to teach the students. then, the teacher greeted all the students by saying hello, asking their conditions, and checking attendance list. The second phase is the main activity, in this phase the teacher gave some informations and remind students about the material and assignment.

      First, the teacher prepared a lesson plan before the learning process begun to the students. Lesson plan is a reference that must be prepared by the

teacher because it is very important as a direction in the implementation of learning. After the lesson plan is ready, the teacher uploaded and saved it in the learning plan tab in e-learning madrasah.

Second, the teacher asked students to fill the attendance in WhatsApp Group. Then the students open their e-learning and clicked their name. The teachers also sent some texts such as greeting and motivational words to develop students enthusiasm in learning. The teacher usually used this sentence to motivate students "Assalamualaikum wr wb students, keep studying and stay safe". The purpose of this message is to establish students' knowledge, religion, character and social values.

Third, in WhatsApp group teacher also reminded the students about their assignment. While the English learning was ongoing, the teacher reminded students to log in E-learning Madrasah to read the material or clicked the link presented by the teacher. E-learning madrasah is not only to read the material, but also to do the assignment.

This information was found from the interview with NK as an English teacher.

"... there are some media that I used during online learning. used WhatsApp to communicate with the students. For learning material, I used YouTube. While for the assignment I used E-learning Madrasah."

"*.... ada beberapa media yang saya gunakan ketika mengajar, saya menggunakan video yang sudah saya buat dan saya upload di channel YouTube saya sendiri. Untuk pemberian tugasnya, saya menggunakan E-Learning Madrasah. Saya juga menggunakan WhatsApp sebagai media untuk berkomunikasi dengan siswa."*

b. Learning Process

First, the teacher used WhatsApp application as the media to communicate. The teacher sent a message to the class group, then greeted and asked students to fill the attendance. In addition, in sending students' attendance, the teacher reminded students that they should prepare themselves to open e-learning madrasah.

Second, the teacher used e-learning madrasah to send the material that would be taught. The learning materials used are usually a learning video that have been prepared according to textbook. After conducted the learning video, the teacher

uploaded the material to her YouTube channel and then the teacher sent the link from the video to the WhatsApp group. The students were given the opportunity to understand the material that given via WhatsApp group. Then the teacher gave students the opportunity to ask questions about the material if they cannot understand the material.

After the teacher provided opportunity for students to ask question and student understood the material, the teacher gave an assignment to the students. The assignment given were collected to teacher, either through a WhatsApp group or directly to the teacher's WhatsApp. After all students understand the material and assignments that have been given, the teacher closed the lesson by giving appreciation and thanks for doing the lesson well.

This information was found from the interview with NK as an English teacher.

"I made a learning video, after the learning video is completed, I uploaded it to my YouTube Channel. Then I shared the link of the video from my YouTube channel to the WhatsApp group."

"Pertama saya membuat video pembelajarannya terlebih dahulu, kemudian ketika

masuk jam pelajaran saya share link video dari channel youtube tersebut dan saya kirim ke grup whatsapp yang berisi para siswa."

c. Evaluation Stage

The evaluation system carried out by the teacher is after all the tasks given to students have been submitted to the teacher. The teacher will check all assignment collected via WhatsApp group or personal chat, and gave the scores into the assessment book. For students who have not done the assignment, the teacher will provide information via personal chat to the student or the parents.

This information was found from the interview with NK as an English teacher.

"Some students' assignment were good. But i dont know the others because they did not make the assignment."

"... dari beberapa siswa sudah bagus dalam mengerjakan tugasnya. Tetapi ada juga beberapa siswa yang tidak membuat video, jadi saya tidak bisa mengetahui kemampuannya."

Based on the data that have been collected, the teaching and learning process during pandemic at MIN 1 Kendal was quite successful in the matter

of facilitating the teachers in learning and and overcoming the problems experienced by the teacher. In the condition and situation of Covid-19 pandemic, the teacher of MIN 1 Kendal utilized video-based media for teaching English vocabulary. The media were YouTube, WhatsApp, and E-learning Madrasah. The three media were used and played their own role in teaching English.

2. **The Challenges of Teaching Vocabulary During Pandemic**

Because of the Covid-19 pandemic, which has transformed the learning process from face-to-face to distance learning, teachers have changed some methods and media, especially in teaching English vocabulary. In relation to this condition, teachers certainly faced many challenges when using video media, one of which was the economic background of students. According to the English teacher, most of the students were came from middle class due to social and environmental factors that have caused students constraints and weaknesses in using e-learning media, as some of them did not have gadget because they are still young so the parents are not allowed them to have their own gadget. Based on the researcher's data from an interview with English teacher at MIN 1 Kendal,

here are the challenges that English teacher faced when teaching vocabulary through e-learning media, such as:

a. Internet connection

The internet connection is a common problem in technology-based learning. The students are generally enthusiastic about learning through online class, but they frequently express concerns about the reliability of the internet connection. Because the internet connection was not always stable, some of the students cannot finished the assignment.

This information was found from the interview with NK as an English teacher.

"The assignment from some students are not finished due to the internet connections."

"..... beberapa siswa tidak mengerjakan tugasnya karena masih beralasan bahwa sinyal internet di rumahnya sangat lambat."

b. Limited internet quota

The students were also distracted by the limited internet quota during their learning activities. They did not have enough mobile data to open it freely because they were worried about running out of quota before the next online class.

This information stated by NK as an English teacher during interview.

" Another obstacle when teaching vocabulary through online class is the students do not have a lot of internet quota"

"Kendala lainnya adalah ketersediaan kuota internet dari siswa untuk melakukan pembelajaran online."

c. Lack response from the parents

Elementary school students still need parental guidance such as helping guide them in learning, but there were some parents who did not provide support to their own children, for example in the form of supervision of the students concerned.

This information stated by the English teacher during interview.

".... and also the lack response from the parents in their children's learning process"

"Selain itu ada juga beberapa orang tua yang kurang update terhadap tugas atau materi yang saya berikan, sehingga mengganggu proses pembelajaran anak-anak mereka."

d. Lack of motivation from the students

In teaching vocabulary through online class at MIN 1 Kendal, some students become lazy

because the teacher could not have direct communication with the students.

This information was found from the interview with the English teacher.

"…. some students become lazy to do the assignment, because I cannot control them directly."

"Kendala ketika mengajar online yaitu ada beberapa siswa yang malas untuk mengumpulkan tugas, mungkin karena tidak diawasi secara langsung oleh guru."

3. The Limitation of the Research

The limitation of this research is focusing on the video-mediated teaching English vocabulary through an online class during the COVID-19 pandemic at MIN 1 Kendal. The subject of this research was the English teacher who taught in the middle of COVID-19 pandemic.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions, implications, and some recommendations of this study are presented. These conclusions of the study are built up based on the data analysis that was discussed in Chapter IV of this research report. The implications give some suggestions or recommendations for the teachers and the students. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning on the same issue. Finally, these recommendations are addressed especially to those, who are interested in the topic of online classroom participation.

A. Conclusion

1. The English teacher of MIN 1 Kendal implemented the E-learning media in teaching English vocabulary during pandemic. The E-learning media used were E-Learning Madrasah, WhatsApp, and YouTube. Each media has its own functions. WhatsApp used for the communication between the teacher and students. E-learning Madrasah used by the teacher to give assignments and assessment. Youtube used by the teacher to upload the material.
2. In teaching English vocabulary during pandemic, the English teacher of MIN 1 Kendal faced some challenges. First, learning via online class spend a lot of quota internet. Second, some students become lazy

because the teacher cannot control them. Third, The assessment from students are not finished due to the internet signals.

B. Suggestion

1. For the Teacher

   The researcher expected that the teacher realizes that e-learning media is very important for learning, not only during pandemic, but also for the next generation. It is hoped that this research can encourage them to consider a better way of teaching through an online class.

2. For the researcher

   This study had limited authority to participate in the internal of English vocabulary learning to young learners. The instrument had to conduct this research did not cover the deep issue that relevant to the finding of this research. In addition, the respondents of this research were also very limited. The deep investigation about how to implement and the challenges when teaching English vocabulary during pandemic will give a contribution to revealing the complete issue in the online classroom participation.

3. For other researchers

   In the future, the researcher suggests for the next researcher to choose a subject that can give full

access to conduct the research. Besides, the next researcher must prepare additional instruments to cover a new finding that is not expected. Also the researcher suggests involving many reliable respondents to get accurate data.

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APPENDICES

APPENDIX 1

Result of observation guidelines

No	Observed aspects	Answer		Note
		Yes	No	
1.	The teacher greets the student	V		
2.	The teacher checks the attendance list through WhatsApp group	V		
3.	The teacher asks students to be ready to do an online class through WhatsApp group		V	The teacher directly gave the material
4.	The teacher delivers material	V		
5.	The teacher asks student to understand the material	V		
6.	The teacher gives	V		Not every meeting

	assignment to students			
7.	The learning material is accordance with lesson plan	V		
8.	The learning material is well organized	V		

APPENDIX 2

INTERVIEW SHEETS FOR TEACHER

Name : Ninik Kholifah

Day/Date : April 07, 2021

Time : 09.00 a.m.

No.	Pertanyaan (Question)	Jawaban (Answer)
1.	*Sistem pembelajaran apa yang dipraktekkan di sekolah ini pada masa pandemi covid-19?*(What learning system is being practiced during covid-19 pandemic?)	*Sistem pembelajaran yang digunakan di sekolah ini pada masa pandemi adalah pembelajaran jarak jauh (PJJ) yang dilakukan dengan menggunakan kelas online.* (The learning system being practiced during pandemic in MIN 1 Kendal is using distance learning activity.)
2.	*Media pembelajaran seperti apa yang anda gunakan pada masa pandemi?* (What kind learning media did you use during pandemic?)	*Ada beberapa media yang saya gunakan ketika mengajar, pertama menggunakan google meet tetapi tidak saya gunakan lagi karena tidak efisien, setelah itu saya menggunakan video yang sudah saya buat dan saya upload di channel YouTube saya sendiri. Untuk pemberian tugasnya, saya menggunakan E-Learning Madrasah. Selain itu saya juga menggunakan WhatsApp sebagai media untuk berkomunikasi dengan*

		siswa. (There are some media that I used during online learning. I used google meet, but it is not efficient. After that I used WhatsApp to communicate with the students. For learning material, I used YouTube. While for the assignment I used E-learning Madrasah.)
3.	*Bagaimana cara anda melaksanakan kegiatan pembelajaran menggunakan video?* (How did you implement learning process using video?)	*Pertama saya membuat video pembelajarannya terlebih dahulu, setelah video pembelajarannya jadi, saya upload ke channel youtube saya sendiri. Kemudian ketika masuk jam pelajaran saya share link video dari channel youtube tersebut dan saya kirim ke grup whatsapp yang berisi para siswa.* (First of all, I made a learning video, after the learning video is completed, I uploaded it to my YouTube Channel. Then I shared the link of the video from my YouTube channel to the WhatsApp group.)
4.	*Kapan anda memberikan video pembelajaran kepada siswa?* (When did you give the videos to students?)	*Saya memberi sesuai jadwal kelas tersebut. Misalnya kelas 4 itu jadwalnya hari senin, jadi saya memberinya juga hari senin. meskipun untuk waktunya kondisional, dalam artian tidak seperti ketika offline.* (I gave the

		video according to the schedule.)
5.	*Bagaimana kemampuan siswa dalam mempelajari kosakata bahasa inggris menggunakan video?* (How is the students' ability in learning English vocabulary using video?)	*Kemampuan siswa dalam mempelajari kosa kata bahasa inggris ada beberapa yang mengalami peningkatan. Misalnya ketika saya memberi tugas membuat video, beberapa siswa sudah bagus dalam melafalkan kosakata bahasa inggris. Tetapi ada juga beberapa siswa yang tidak membuat video. Dari tugas yang dibuat oleh siswa kan jadi kelihatan kalo anak ini sudah tau beberapa kosakata dan cara melafalkannya itu bagaimana.* (Some students ability are improving. Based on their video, they can pronounce words correctly. The ability from other students are not improving because they did not make the assignment.)
6.	*Bagaimana cara anda untuk mengecek pemahaman siswa dalam mempelajari kosakata bahasa inggris menggunakan video?* (What did you do to check students' understanding in learning English vocabulary using video?)	*Dengan memberinya tugas. Untuk tugasnya, misalnya kelas 4 kemarin materinya tentang angka, jadinya saya menyuruh mereka membuat video ketika mengucapkan angka dari materi yang sudah saya beri, kemudian video dikirim melalui WhatsApp.* (With assignment. For the assignment, I asked them to

		make a video about the material, then after that the students sent it via WhatsApp.)
7.	*Apa yang anda lakukan jika ada siswa yang tidak mengumpulkan tugas?* (What did you do when some student did not finished the assignment?)	*Saya akan mengingatkan orang tuanya agar segera melengkapi tugas. Jika belum juga dilengkapi, di akhir semester akan saya beri remidi agar nilainya melebihi KKM* (I will remind remind the parents about the assignment. By the end of the semester if the assignment are not complete yet, i will give remedial to them.)
8.	*Tantangan apa yang anda hadapi selama mengajar menggunakan video?* (What challenges did you face while teaching using video?)	*Tantangan yang saya hadapi ketika mengajar online yaitu ada beberapa siswa yang malas untuk mengumpulkan tugas dan juga masih ada beberapa siswa yang tidak melakukan pekerjaan karena beberapa siswa masih beralasan di rumah bahwa sinyal internet sulit. Kendala lainnya adalah ketersediaan kuota dari siswa untuk melakukan pembelajaran online. Selain itu ada juga beberapa orang tua yang kurang update terhadap tugas atau materi yang saya berikan, sehingga mengganggu proses pembelajaran anak-anak mereka.* (There are some

		challenges I faced during teaching through online class, such as: the students are lazy to do the assignment and the assignment from some students are not finished due to the internet signals, the students do not have a lot of quota, and also the lack response from the parents in their children's learning process.)

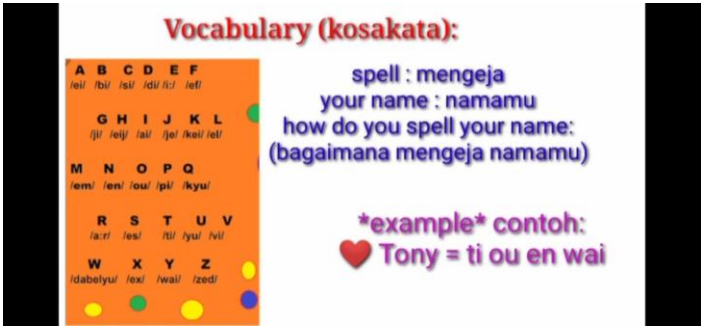
APPENDIX 3

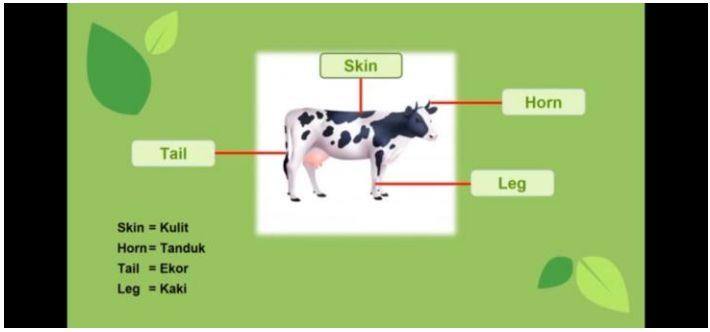
Picture of Interview

Interview with the English teacher at MIN 1 Kendal

APPENDIX 4

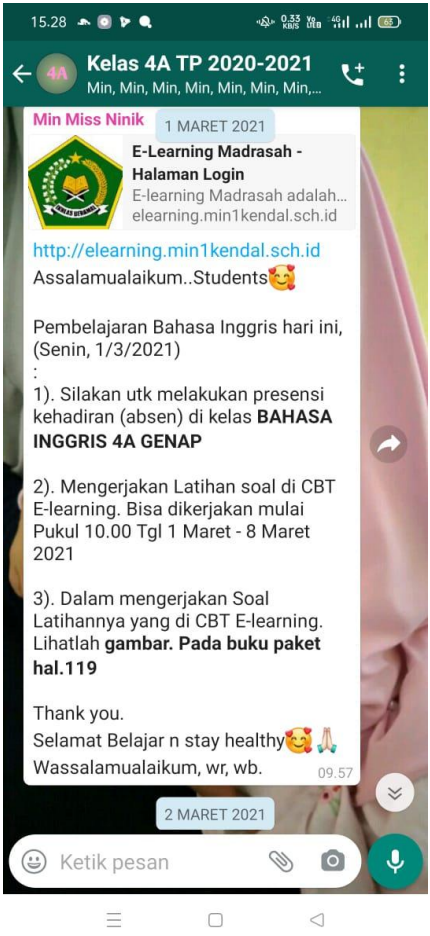
Picture of video learning by the English teacher

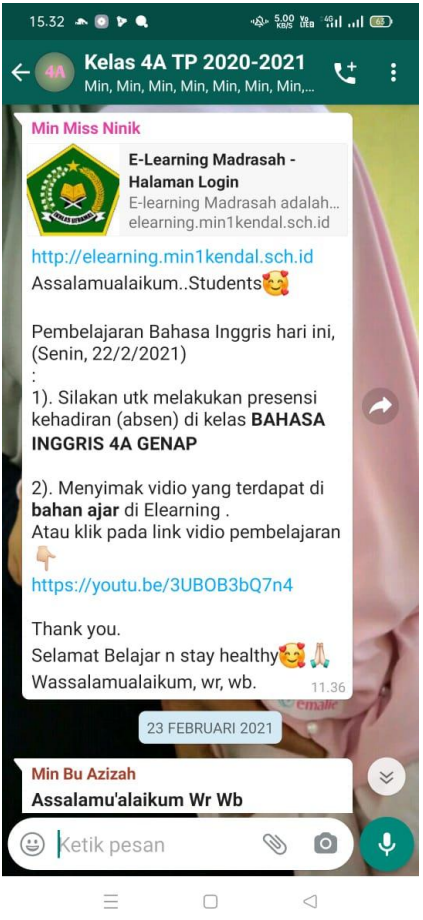




APPENDIX 5

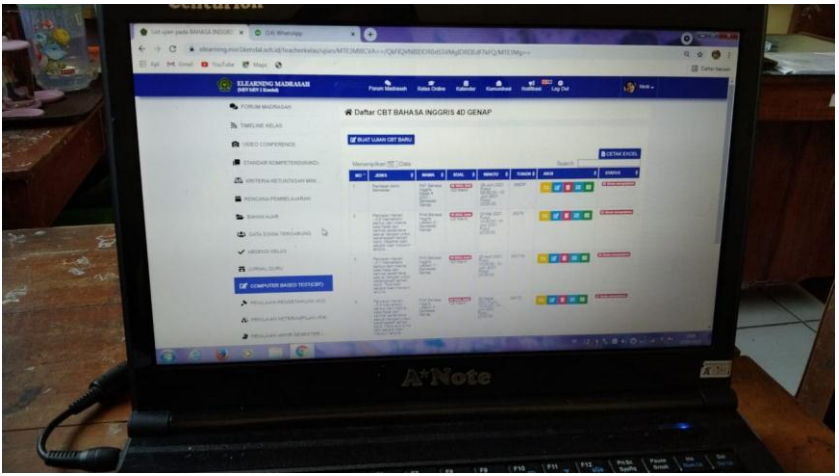
Picture of WhatsApp Group

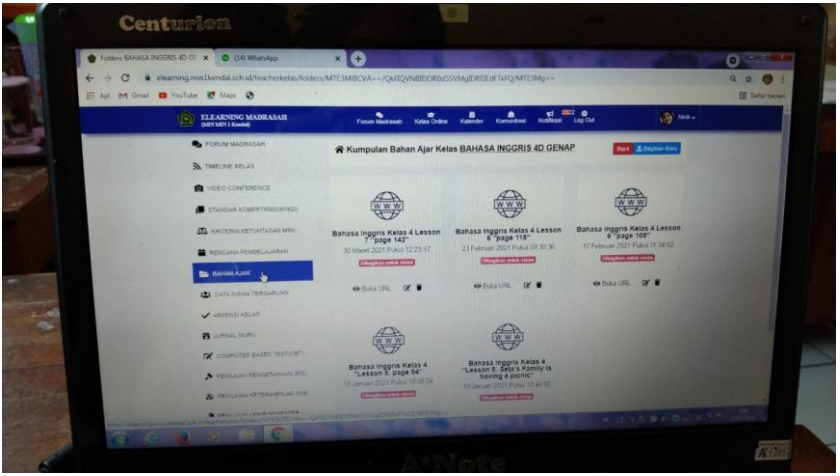




APPENDIX 6

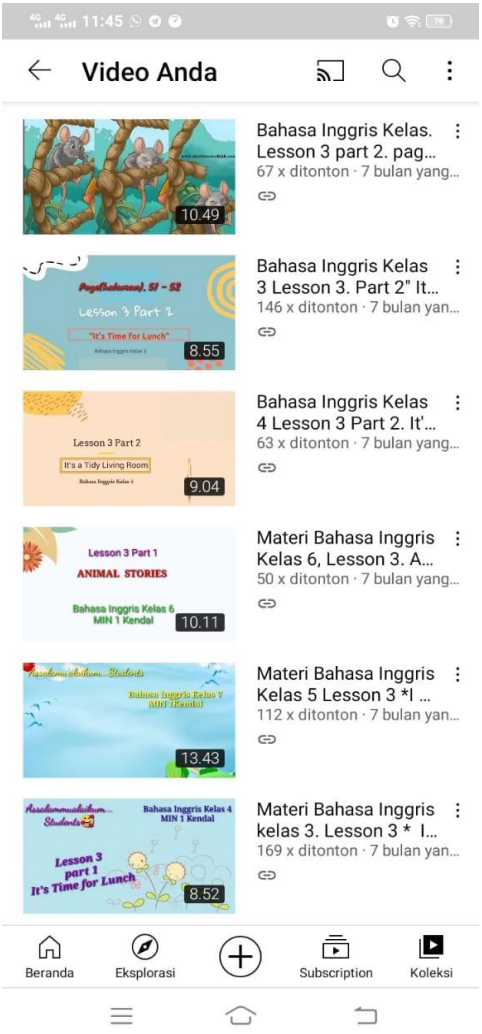
Picture of E-learning Madrasah





APPENDIX 7

Picture of YouTube Channel



CURRICULUM VITAE

Name	: Nurhafidh Aditya Herlambang
Student's Number	: 1403046068
Place and Date of Birth	: Kendal, May 13th 1997
Address	: Perumahan Kaliwungu Indah Blok B2 No 7 Kec. Kaliwungu Selatan Kab. Kendal, Jawa Tengah
Phone Number	: 085800420097
Email	: hafidherl99@gmail.com
Education	:

1. SD Al Mardliyah, graduated in 2008
2. SMP N 1 Kaliwungu, graduated in 2011
3. SMK N 4 Kendal, graduated in 2014
4. English Language Education Department of Education and Teacher Training Faculty State Islamic University (UIN) Walisongo Semarang

Semarang, 25 Juni 2021

Nurhafidh Aditya Herlambang
NIM. 1403046068