

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbil ‘Alamin, the researcher praises to the Almighty Allah Subahanawataala’, for His Blessing and Mercy so the researcher could complete this thesis. May Allah’s peace and blessing be upon His final prophet and messenger, Muhammad Sallallahualaihiwasallam, his family and his companions.

The research would like to express his deepest gratitude to those who have helped and supported her until this undergraduate thesis finished. They are:

1. The researcher’s beloved parents Mustapa and Muliati have been educating great patience, and always praying for the researcher. So that, it becomes what it is today. As well as the researcher’s sister and brothers, Musyarif, A.Md. Farm., Musyafir, S.Sos., and Musabbiha always support and motivate the researcher.
2. Prof. Dr. A. Nuzul, S.H., M.Hum. as the Rector of Institute Agama Islam Negeri (IAIN) Bone.
3. Dr. Wardana, S.Ag.,M.Pd.I. as the Dean of Tarbiyah Faculty of Institute Agama Islam Negeri (IAIN) Bone.
4. Dr. Muhammad Zuhri, S.S., M.Hum. as the head of English Study Program for his motivation and big contributions.
5. Aschawir Ali, S.S., M.Pd. as the first supervisor who has guided and supported the researcher in finishing this bachelor thesis. Start by determining a rational thesis title, theoretically, empirically, and conceptually have guided and helped researcher to find international standard references and how to navigate in various recommended official sites so that it can be adapted or downloaded. Guiding researcher on how to write a thesis correctly from the introduction, literature review, methodology, findings, and discussion until conclusions. In addition, researcher gains knowledge on how to get permission from the author of journal articles via e-mail and ethics in writing

scientific papers. Therefore, the researcher is very grateful to be guided by him in completing this thesis.

6. Wahyu, M.Pd. as the second supervisor who guided, motivated and supported the researcher in finishing the study. It is starting from the using of true structure, true words, the true written, and how to be consistent in writing a thesis.
7. Mardhaniah, S.A.g., S.Hum.,M.Si. as the head of library of Institute Agama Islam Negeri (IAIN) Bone.
8. All academic staff and also all my lecturers that the researcher cannot mention one by one for their assistance, insightful, and invaluable comment which make the researcher has been able to complete this thesis.
9. All friends of 17 TBI 3 who has given support, assistance and motivation while in college until now.
10. Muh. Kasim, S.Pd., as the head master of SMPN 1 Awangpone and Andi Senniryati, S.Pd. as the teacher of eight grade of Junior High School who facilitated, helped, supported and permitted the researcher to conduct this research at SMPN 1 Awangpone.
11. The students at SMPN 1 Awangpone who have participated to be respondents of this research.
12. All of KKLK friends at SMKN 1 Bone in Bone and all of my students (XII. TKJ 3) and also all of the teachers that the researcher could not mention one by one thank for kindness, togetherness and suggestion.

The researcher realizes that this thesis is still the simplest one. Remaining errors are the researcher's own. Therefore constructive critics and suggestion will be highly appreciated.

Finally, willingly the researcher prays may all our efforts are blessed by Allah Subhanahuwataala. Aamiin

Watampone, August 25th, 2021

The Researcher

Magefirah

Student Id. 02.17.4068

LIST OF CONTENTS

COVER PAGE	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL SHEET	iii
THESIS CERTIFICATION	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	viii
LIST OF APPENDICES	x
LIST OF TABLES	xi
LIST OF FIGURE	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Question	4
C. Operational Definition	4
D. Research Objective	6
E. Research Significance	6
CHAPTER II LITERATURE REVIEW	7
A. Review of Related Literature	7
B. Theoretical Review	8
C. Conceptual Framework	20
D. Research Hypotesis	21
CHAPTER III RESEARCH METHOD	22
A. Research Approach and Design	22
B. Research Variables	22
C. Population and Sample	22
D. Research Instrument	22
E. Technique of Collecting Data	23
F. Data Analysis	24

CHAPTER IV FINDINGS AND DISCUSSIONS	26
A. Findings	26
B. Discussions	32
CHAPTER V CONCLUSION AND SUGGESTION	34
A. Conclusion	34
B. Suggestion	34
BIBLIOGRAPHY	35
APPENDICES	40
CURRICULUM VITAE	72

LIST OF APPENDICES

Appendix 1: Lesson Plan

Appendix 2: Matching Vocabulary of Students'

Appendix 3: Research Location

Appendix 4: Pre-Test and Post-Test of Students'

Appendix 5: The Result of Pre-Test and Post-Test Students'

Appendix 6: Research Approval Letter

Appendix 7: Documentation

LIST OF TABLES

Table 3.1 Classification of Students' Score

Table 4.1 Total of Students' Pre-test

Table 4.2 Total of Students' Post-test

Table 4.3 Percentage of the Pre-test Classification

Table 4.4 Percentage of the Post-test Classification

LIST OF FIGURE

Figure 2.1 Conceptual Framework

ABSTRACT

Name : Magefirah
Student Id : 02.17.4068
Faculty : Tarbiyah
Study Program : English Study Program
Title : **Developing Indonesian Junior High School Students' English Vocabulary Understanding in EFL E-Classroom Context through English Videos as Assisted Learning Media**

This research aims to develop Indonesian junior high school students' English vocabulary understanding in EFL e-classroom context through English videos as assisted learning media. The research method used a quantitative research. The sample consisted of 10 students of class VIII A.

The result of this research is the average score before and after treatment. After doing research that the use of English videos is proven to be more effective in improving students' ability to write vocabulary. Students prefer to use videos because students are more motivated in learning, make it easier for students to understand the material, get opportunities, reduce boredom in learning, get encouragement for new ideas, make it easier to remember, and practice vocabulary in everyday life. This can be seen from the comparison data between the post-test mean scores which were significantly higher than the pre-test ($2.88 > 1.833$).

Keywords: EFL e-classroom context, English vocabulary, English videos, learning media.