

TEACHING ENGLISH WORD FORMATION PROCESS USING ATTRACTIVE MEDIA

Vera Kristiana, Diana Sopha

Fakultas Sastra, Universitas Muslim Nusantara Al Washliyah Medan
verakristiana@umnaw.ac.id

Abstract

The purpose of this study is to explain the importance of learning media in delivering material in class. Learning media has a major role in the smooth running of the learning and teaching process. Especially during the Covid 19 pandemic yesterday, lecturers thought hard about how to maximize learning even in difficult situations. One solution is to find interesting and attractive learning media especially for teaching course material that students find difficult. One such material is about the process of word formation in English which contains various theories in it. Media that is considered attractive for teaching this material is vlogs. A vlog is a video uploaded by someone on YouTube so that anyone can see it anytime and anywhere as long as they have an internet connection to access it. Students are able to watch the explanation of the material repeatedly so that they become increasingly aware of the material. This research is using experimental method. Before the research was carried out, the sample was determined to be the subject of this study. After the sample is obtained, the researcher tests the research instrument to find out whether the instrument is valid and reliable or not. Furthermore, pre and post tests were carried out to collect research data. Data were analyzed with statistics and then conclusions were drawn.

Keywords: *Word Formation Process, Vlog Learning Media*

Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan pentingnya media pembelajaran dalam penyampaian materi di kelas. Media pembelajaran memiliki peran besar dalam kelancaran proses belajar mengajar. Apalagi di masa pandemi Covid 19 kemarin, para dosen berpikir keras bagaimana memaksimalkan pembelajaran meski dalam situasi sulit. Salah satu solusinya adalah dengan mencari media pembelajaran yang menarik dan atraktif terutama untuk materi ajar yang dirasa sulit oleh siswa. Salah satu materi tersebut adalah tentang proses pembentukan kata dalam bahasa Inggris yang memuat berbagai teori di dalamnya. Media yang dianggap menarik untuk mengajarkan materi ini adalah vlog. Vlog adalah video yang diunggah oleh seseorang di YouTube agar dapat dilihat oleh siapa saja kapan saja dan di mana saja selama memiliki koneksi internet untuk mengaksesnya. Siswa mampu menyaksikan penjelasan materi secara berulang-ulang sehingga mereka semakin paham dengan materi tersebut. Penelitian ini menggunakan metode eksperimen. Sebelum penelitian dilakukan, ditentukan terlebih dahulu sampel yang akan menjadi subjek penelitian ini. Setelah sampel diperoleh, peneliti menguji instrumen penelitian untuk mengetahui apakah instrumen tersebut valid dan reliabel atau tidak. Selanjutnya dilakukan pre dan post test untuk mengumpulkan data penelitian. Data dianalisis dengan statistik kemudian ditarik kesimpulan.

Kata Kunci: *Proses Pembentukan Kata, Media Pembelajaran Vlog*

1. INTRODUCTION

Foreign language learning has developed in Indonesia along with the community's need for the importance of language skills in the era of globalization. Siahaan (2008: 7) explains that language is a human heritage that plays an important role in human life itself, such as in thinking, conveying ideas, and communicating with others. Language learning is a merger of several processes carried out through the collaboration of educators and students which in this case take place at school or on campus. The language learning process starts with the individual in the classroom, then is practiced together in the school environment and then forms a habit in students to be practiced in the community that uses that language. Each course has certain characteristics when viewed from terms of goals or competencies to be achieved. In terms of the goals or competencies to be achieved, this English course emphasizes aspects of language skills which include oral and written language skills, both receptive and productive. One of the subjects that is difficult to understand is morphology. Morphology is part of the study of linguistics, especially microlinguistics. Morphology studies words and word formation processes or morphemic processes. Every language has a morphological process that is not the same. The internet is an important necessity at this time and offers world information from one place to another. In addition, the internet is useful for helping communicate, learning new things, and helping to connect what we learn to the real world.

Verhar (2010, p. 99) states that words are units or free forms in utterances or utterances. The free form in question is a form that can stand alone, does not have to be combined with other forms and can be separated from other free forms. The word formation process or can be referred to as the Word Formation Process, is generally known as a phenomenon that is very close to human life in the world and it can be concluded that the word formation process is a way to compose new words from existing words based on several linguistic rules. The word formation process is a way of forming new words or terms from the use of old words. According to Hatch and Brown (quoted from Sundari's thesis, 2010) word formation consists of borrowing, coinage, conversion, compounding, clipping, acronym, initialization, derivation and inflection. This material requires interesting learning media so that students can understand it easily and smoothly. The media that feels right is vlogs. Vlog is a learning media that is relevant to technology. Nowadays everything uses technology in its implementation in accordance with the digital era which is inherent in people's lives. With vlogs students are able to repeat the material presented so that they are able to remember and understand it easily.

2. METHODOLOGY

This research is a quasi-experimental research. Quasi-experimental research was conducted to determine the effect of a treatment on the characteristics of the subjects studied. This study aims to determine the effectiveness of vlog learning media in morphology lectures, especially in discussing the material for the process of forming English words. This study used the nonequivalent pretest-posttest group design. In accordance with this design, the first thing that must be done is to determine the control and experimental groups. The second step is to give the same pretest to the two groups. Then the two groups were given different treatments. Sampling was done randomly by taking samples in the form of classes. This was done because school sampling could only be done by selecting classes which were then used as control and experimental groups. The research variables consist of independent variables and dependent variables. Data collection techniques used in this study are through tests and questionnaires. Test data obtained from the pretest and posttest. given to determine student achievement in morphology lectures. Pretest is a test conducted on a group before being given treatment and aims to determine students' initial achievements. Posttest is a test conducted on the group after being given treatment and aims to determine student achievement after treatment. Instrument analysis in this study consisted of instrument validity and instrument reliability. This is done so that the instrument to be used becomes a valid and reliable measuring tool. The validity of the instrument used is content validity. Proof of validity the content is obtained by agreement of experts, namely people who have expertise in the field appropriate to the instrument for research. The data obtained were analyzed based on data analysis techniques which included descriptive analysis, assumption test or analysis prerequisite test, and hypothesis testing.

3. FINDINGS AND DISCUSSIONS

Data on student learning outcomes were obtained through tests in the form of essay choices. In this study, researchers obtained data from the results of the pre-test and post-test conducted in the experimental class. The pre-test is an ability test given to students before being given treatment, while the post-test is carried out after students have received treatment. These two tests serve to measure the extent to which vlog media is applied in learning. Before carrying out data collection, researchers conducted trials. An item is said to be valid if the test measures what it is intended to measure. Validity test is used to determine whether the test item is valid or not. Questions that are not valid will be discarded and not used while valid items mean that these items can be used for the post

test. Based on the test questions that have been carried out with the number of trial participants, $N = 23$ and a significant level of 5%, $r_{table} = 0.413$, so the item is said to be valid if $r_{count} > 0.413$ (r_{count} is greater than 0.413). After the validity test is carried out, then the reliability test is carried out on the instrument. The reliability test is used to determine the level of consistency of the instrument's answers. A good instrument accurately has consistent answers for any time the instrument is presented. From the results of the calculations that have been carried out, it is obtained that the reliability value of the item is $r_{11} = 0.913$, and the r_{table} value with a significant level of 5% with $n = 23$ is obtained $r_{table} = 0.413$. Because $r_{11} > r_{table}$, the reliability coefficient of the items has high (reliable) testing criteria. After the trial was carried out and the results were known, it was continued by taking the initial and final results data using the pre-test and post-test in the experimental class and the control class. The pre-research test in this study was the class homogeneity test. The two classes that will be used as research samples were previously tested homogeneity first to find out whether the two classes are homogeneous or not. For the homogeneity test, the researcher used the mid-semester average score for the morphology course. Based on the test results using SPSS 16.0 it can be seen that the significance value is 0.659, because the significance value is more than 0.05, namely $0.659 > 0.05$ so that the data can be said to be homogeneous. So the two classes were used as research is a homogeneous class. Because the two classes are homogeneous, a study can be carried out. The normality test in research is used as a prerequisite for the t-test. In this study, the data must be normally distributed. If the data is not normally distributed, the t-test cannot be continued. A distribution is said to be normal if the significance level is >0.05 , whereas if the significance level is <0.05 then the distribution is said to be abnormal. For test the normality of the data used the Kolmogorof-Smirnov test using SPSS 16.0 for windows. In this study the data collected was in the form of student post-test data which was then analyzed by the researcher. Based on Table 4.6, the amount of data (N) is obtained in the experimental class were 28 students and 28 students in the control class. Average (Mean) of the class the experiment was 85.71 and the control class was 79.93. Standard deviation of class experiment is 7.060 and control class is 6.164. The positive differences of the experimental class were 0.093 and those of the control class were 0.245. Negative differences for the experimental class is -0.103 and for the control class is -0.176. And the Kolmogorof-Smirnov score for the experimental class is 0.543 and for the control class is 1.298. Then based on the calculations above using Kolmogorov-Smirnov you can concluded that the average data is normally distributed because it has $asympt. Sig > 0.05$. The experimental class learning

outcomes have sig. as big as 0.930 and the control class has sig. Amounting to 0.069. So it can be concluded that the data is normally distributed. After the normality and homogeneity tests have been carried out, a hypothesis test can be used, namely the t-test used to find out the influence of vlog learning media on students' mastery of the material for the formation of English words. The hypothesis test used in this study is a statistical test parametric, namely the Independent sample t-test. This test is used to make a decision whether the hypothesis is accepted or rejected. From the results it is known that the value *thitung* is 3.267 with a significance of 0.002. The significance value shows $0.002 < 0.05$ so H_0 is rejected. This was also supported by the mean value of the experimental class which was 85.71 which was greater than the control class which was 79.93 so it could be concluded that there was an influence of vlog media on student achievement regarding the process of forming English words.

4. CONCLUSIONS

Based on the research results obtained by data analysis and hypothesis testing, then conclusions can be drawn vlog learning media can improve student learning activities and results in morphology lectures, especially about the material for the process of forming English words. The implication of the results of this study is that if lecturers apply vlog media in learning, the activities and results student learning increases .

5. REFERENCES

- Ahmad, Firdaus & Abdullah, Wasilah. (2012). *Akuntansi Biaya*. Jakarta: Salemba Empat
- George, Yule. (2006). *Pragmatik* (edisi terjemahan oleh Indah Fajar Wahyuni dan Rombe Mustajab). Yogyakarta: Pustaka Pelajar.
- Kamaru, Win (2016). *Pengertian Vlog Dan Manfaatnya Bagi Youtuber*.
- Lieber, Rochelle. (2009). *Introducing Morphology*. New York: Cambridge University Press.
- Siahaan, Sanggam. (2008). *The English Paragraph*. Yogyakarta: Graha ilmu

- Sundari, Sri (2010) PENGELOLAAN UNIT PRODUKSI BERBASIS SOSIAL (Studi Situs Di SMK Negeri 4 Klaten). Thesis thesis, Universitas Muhammadiyah Surakarta.
- Sugiyono.(2016).Metode Penelitian Kuantitatif, Kualitatif dan R&D.Bandung: PT Alfabet
- Verhaar. (2001). Asas-asas Linguistik Umum. Yogyakarta: UGM.
- Widoyoko,E.(2015).Evaluasi Pembelajaran.Yogyakarta: Pustaka Pelajar
- Ussishkin, Adam. (2005). A fixed prosodic theory of nonconcatenative templatic morphology.