

## CHAPTER II

### REVIEW TO RELATED LITERATURE AND HYPOTHESIS

#### 2.1 English Vocabulary

Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people will not be able to say anything. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes significant contribution to almost all the aspects of language.

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This is how the linguist David Wilkins (1972) as cited in Thornbury (2002:16) summed up the importance of vocabulary learning. When people have large amount of vocabulary, they can express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading, or writing skills.

While Harmer (1991:153) made an analogue, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.” It shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless.

### 2.1.1 Definition of Vocabulary

There are definitions of vocabulary given by experts; it is impossible, however to discuss all of them in this chapter. Therefore, the writer only chooses several of them that are very important to talk about.

According to *Oxford English Dictionary* (1991:461), vocabulary is defined as “total number of words in a language, words known to a person, list of words, their meaning especially at the back of a book used for teaching a foreign language.” Vocabulary is a total number or list of words, and then it can be arranged into broader forms, such as phrase, clause, or sentence. Those arrangements form ideas that can be understood by others.

Kridalaksana (1993:27) says “vocabulary is a component of language that maintains all information about meaning and using words in a language.” In Webster’s Dictionary (1997), vocabulary is defined as follow:

- a. A list of collection of words and phrases usually alphabetically arranged and explained or defined.
- b. A sum or stock of words employed by a language group individual or work or in relation to a subject scope of language.
- c. A list of foreign language textbook of the words and phrases taught or used.

Furthermore, Richards (2002:255) stated that:

“Vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from making use of language opportunities around them.”

Vocabulary, as people may know, is just a word but actually vocabulary not just build from a word but also from another word that convey one meaning.

Penny (1991:60) says:

“Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.

Lado (1974:118) said that vocabulary is a group of words on a certain language as a part of a foreign language teaching and learning. Words mean the memory of the situation in which they have been observed and understood, brought out by the context in which they are used. It means that to know a word is to be able to use it or to understand in situation in which the person has not experienced it before.

In foreign language learning and teaching, vocabulary is the important aspect besides other language components such as grammar and pronunciation. Allen and Valette (1977:149) state that vocabulary is an important factor in all language teaching. Students must continually be learning words as they learn structures and as they practice the sound system.

Based on the definitions above, the researcher concludes that the more vocabulary the learners have, the easier for them to develop their four skills

(listening, reading, writing, and speaking) and learn English as the foreign language generally.

### 2.1.2 Types of Vocabulary

According to the basis of frequency, Nation (1994:3) mentions that vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.

- a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 words families, which are about 87% of running words in formal written text and more than 95% of the words in informal spoken texts.
- b. Low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

Besides, Jo Ann Aeborsold and Mary Lee Field (1997:139) classify the vocabulary into active and passive.

- a. Active Vocabulary (Productive Vocabulary)

Active vocabulary is words which the students can understand, pronounce correctly and use constructively in speaking and writing. It is also called as *productive vocabulary*, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must be able to use

grammar of the language target, and they are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as *receptive vocabulary*.

Jo Ann Aeborsold and Mary Lee Field (1997) also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text of the topic of ice cream, the words flavour, texture, cone, toppings and carton might appear frequently. So, we can call those words as topic-specific or content-specific vocabulary.

Moreover, Burton (1992:100) says there are two kinds of vocabulary used by people for their communication, namely; general vocabulary and special vocabulary. The general vocabulary is the words used in general; there is no limit of fields or users, general in meaning and use. The special vocabulary is used in certain field, job, profession, or special science. For example: politicians, journalist, and lawyer. All these have specialized vocabulary arising from particular circumstances of their lives and works.

In line with Humphries, Nation (1990:6) distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means

introducing learners to new words and thus starting their learning. Establishing vocabulary means building on strengthening this initial knowledge, that's encouraging the knowledge of particular words to develop and expand.

From the explanation above, we understand that every expert in every book is different in classifying the kind of vocabulary, because every person has different perspectives in showing and telling their opinions and ideas.

### **2.1.3 Principles of Teaching Vocabulary**

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kinds of method they use, what kind of vocabulary that they give, or how many vocabularies that they should teach. Schmitt (1997:146) states there are some key principles in teaching vocabulary:

- a. Building a large sight of vocabulary.
- b. Integrating new words with previous words.
- c. Providing a number of encounters with a word.
- d. Promoting deep level of processing.
- e. Facilitating imaging.
- f. Making new word "real" by connecting them to the student's word in some way.
- g. Using various techniques.
- h. Encouraging independent learning strategies.

Broadly speaking, Finnochiaro (1994:73) says that there are several premises and comments related to the teaching of vocabulary, those are:

- 1) Not all the words a student hears during any lessons need become a part of his/her “active” vocabulary during that lesson or even in later lessons. Some words in the new language (in our native language) will remain “passive”, that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use would be systematically presented and practiced.
- 2) Vocabulary would always be taught in normal speech utterances.
- 3) New vocabulary items would always be introduced in known structures.
- 4) Whenever possible, the vocabulary items would be centred about one topic.
- 5) Whenever a familiar word is met in a new context; it would be taught again and practiced.
- 6) Vocabulary items would be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.
- 7) Vocabulary would be practiced, as structures are practiced in substitution drills, transformational drills, questions and answers, etc.
- 8) Vocabulary items would be reintroduced many times with all the structures and all the situations in which they can logically be used.

- 9) Students would be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same root.

As it has already been mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the words that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learners need, experiences and interest.

The teacher has the job of managing the teaching and learning process in order to get what the students need in learning vocabulary for their language skill. Below are some principles which should be followed by the teachers in teaching and learning vocabulary according to Wallace (1982:27-30):

a) Aims

The aims have to be clear for the teacher: how many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kind of words?

b) Quantity

The teacher may have to decide on the number of vocabulary items to be learned. How many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.

c) Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also

possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other word, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d) Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e) Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well. The word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f) Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal). So that a student will learn words in the situation in which they are appropriate.

## 2.2 Teaching English

In teaching and learning process in the classroom, we cannot be free with the term of students and teacher. Student is someone who receives the materials.

Teacher is someone who delivers the material and guides the students in learning process. If we talk about teacher, we will talk about teaching. Hornby (1986:886) defines teaching is giving instruction in order somebody to know or be able to do something. In addition, Brown (2000:7) defines teaching English as “Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.”

From the definition above, teaching English can be concluded as an activity that is related among teacher and students that have purpose to guide, know, and understand about English.

### **2.2.1 Curriculum of Teaching English in SMAN 1 Bae Kudus**

In education, curriculum is the most important part. Brown (2001:16) defines curriculum as design for carrying out particular language program. Features include a primary concern with the specification of linguistic and subject matter objectives, sequencing, and materials to meet the needs of designated group of learners in a defined context.

Richards (2001:39) in his book entitled “*Curriculum Development in Language Teaching*” states that a curriculum in a school context refers to the whole body of the knowledge that children acquire in schools. This includes not only what students learn but also how they learn it, how teachers help them learn, what supporting materials, styles and methods of assessment, and in what kind of facilitates teachers use.

The English teaching in SMA N 1 Bae Kudus is based on curriculum 2013, which uses scientific approach. Scientific approach consists of five steps of teaching; they are:

1. Observing (various examples/models)
2. Questioning (the students ask teacher)
3. Exploring (students practice, simulation, and role playing)
4. Associating (comparing with real world)
5. Communicating (present/use in real communication)

According to Sholikah in <http://writerhissha.blogspot.com/2013/05/indonesia-moves-toward-curriculum-2013.html> the new curriculum fulfils three main components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lesson like sports and attitude is reflected by implementing the additional time for religion subject. Generally, the Ministry of Education and Culture (2012) cited in Achmad (2014:7) states that the main purpose of curriculum 2013 is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization.

Achmad (2014:7) in his journal also said that curriculum 2013 or K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 (*Kompetensi Inti 1*) to KI-4 (*Kompetensi Inti 4*). KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning

process through with the KI-3, KI-2 and KI-1 can be observed. Basic Competence which is abbreviated with KD (*Kompetensi Dasar*) is the reference for teachers to develop achievement indicators. This curriculum has the key word like spiritual and social competence (deal with affective domain), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects.

### **2.2.2 The Purposes of Teaching English in SMAN 1 Bae Kudus**

Curriculum is one of the factors influencing the teaching achievement. It is a guide for the teachers to perform their task of teaching. The curriculum markers are the term pointed by the government, to arrange it in such a way in order to be effective in its application.

The purpose of teaching English in SMAN 1 Bae Kudus is to prepare the students to master the four language skills; they are listening, speaking, reading, and writing. Other conceptions of the teaching are building students' characters, developing relevant skills based on the students' interests and needs, and developing a thematic learning approach that benefits students' cognitive abilities.

According to the curriculum 2013 (K-13) of SMAN 1 Bae Kudus, there are three purposes of teaching English at school. They are as follow:

1. To develop oral and written communicative competence to the informational literacy level.
2. To increase the students' awareness of the nature and the importance of English roles played in global competition among nations.

3. To develop the understanding about the interrelationships of language and culture.

Therefore, the students are hoped to have knowledge, good attitude, experience about culture and their skills will be improved because the teaching and learning process is designed based on the theory of how language is acquired and based on the difficulty level of language skills to be learned by language learners.

### **2.2.3 The Materials of Teaching English at SMAN 1 Bae Kudus**

The material is important to the students in teaching learning process. Hopefully, they can learn correctly based on the material which is given by the teacher. According to Richard (2001:251), “Materials are key components in most language programs; whether the teachers use textbook, institutionally prepared materials or their own materials, instructional material generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

The material of teaching English in SMAN 1 Bae Kudus is based on curriculum 2013 and the syllabus given by the government who has the authority. So, it will help the teachers to make the lesson plan easily. The tenth grade students in SMAN 1 Bae Kudus use textbook entitled “Bahasa Inggris” which is published by Kemendikbud in 2014. Vocabulary is taught and found as ‘*vocabulary builder*’ in every chapter inside the book in order to make the students easy to understand, pronounce, and memorize some words. Based on

annual teaching program, the materials of teaching English in SMAN 1 Bae Kudus for the tenth grade students are:

**Table 2.1 The Material of English Teaching in SMAN 1 Bae Kudus for Tenth Grade Students in First and Second Semester Based on Annual Teaching Program**

No.	Class/Semester	Materials
1.	X/1	Talking about Self
2.	X/1	Complimenting and Showing Care
3.	X/1	Expressing Intention
4.	X/1	Congratulating Others
5.	X/1	Describing People
6.	X/1	Visiting Ecotourism Destination
7.	X/1	Visiting Niagara Falls
8.	X/1	Describing Historical Places
9.	X/1	Giving Announcement
10.	X/2	Meeting My Idol
11.	X/2	Keeping a Diary
12.	X/2	Talking about an Idol
13.	X/2	Somebody I admire
14.	X/2	Issumboshi
15.	X/2	Malin Kundang
16.	X/2	Interviewing with Wright Brothers
17.	X/2	Strong Wind
18.	X/2	Learning through Songs

## 2.3 Teaching Media

### 2.3.1 Definition of Media

Media will help establish the conditions for the learners to identify or describe someone or something. There are some experts who give their opinions dealing with media as cited in Nilawati (2009:16):

- 1) Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. Gerlach (1980: 241).
- 2) Media are used to motivate students in learning. Hamalik (1989:18).
- 3) Media are the tools or the physical things used by a teacher to facilitate the instruction (Brown; J.W, Richard B.L, Fred F.H, 1969:2-3).

From the definition above, the writer concludes that media are means for transmitting or delivering messages to motivate students in learning.

### **2.3.2 Types of Media**

In teaching and learning process, media is needed for the teacher to support it. According to Soeparno in Rakhmanita (2008:27-28), media is classified into:

#### **1. Visual Media**

Visual Media is a media that communicates the messages by optical equipment. There are two classifications of visual media, such as:

##### **a. Projection Visual Media**

Projection visual media is a visual media that use a projector to operate or projected on screen. With projector, the learning material can be seen on the screen. For example: OHP, slide show.

##### **b. Non projection visual media**

Non projection visual media is a visual media that not use a projector to operate. This media is very simple and teachers usually

use it better than another media. The examples of this media are picture, map, graphic, and flashcard.

## 2. Audio Media

Audio media is a channel to extend message from sender to the message receiver by sense of hearing. The examples of this media are radio, tape or recorder.

## 3. Audio Visual Media

Audio visual media are unification between visual media and audio media. By using this media, the students can hear and enjoy the message. For examples: TV, VCD, slide sound, film.

Based on the types of media above, the category of *Walk the Talk* video is included in audio visual media. In this research, the researcher uses audio visual media or video projected on LCD to teach vocabulary.

### **2.3.3 The Purpose and Function of Media**

Soeparno in Rakhmanita (2008:28) stated that the main purpose of using media in teaching learning process is to help students understand the message and the information easily.

According to Sadiman as cited by Rakhmanita (2008:28), the functions of the media are:

1. To clarify the message presentation.
2. To contend the limit of time, space, and sense.
3. To make the students active.

4. To contend the teacher's difficulties when facing the student who has unique behaviour.

#### 2.4 General Concept of *Walk the Talk* Video

Vocabulary is an important element in second language acquisition. A learner of foreign language will speak fluently and accurately, write easily, or understand what he or she reads and hears if he or she has enough vocabulary and has the capability of using it accurately. Here, the researcher wants to apply *Walk the Talk* video as a new way to enrich the students' vocabulary especially the tenth graders of social program class in SMAN 1 Bae Kudus.

*Walk the Talk* is one of Edutainment TV programs in TV One which can improve our English skill especially vocabulary. Besides entertaining, this program is also educating for the viewers especially adult learners who want to enrich their English knowledge because every week the theme or topic is always different such as; Milk and Chocolate, Amusement Park, Mall and Traditional Market, Organic and Vegetarian Food, and so on. *Walk the Talk* is guided by a native speaker, Jason Daniels, who is the host of this program. He always helps and challenges people to speak English and motivates them to pronounce and understand some words enthusiastically. *Walk the Talk* was broadcasted on TV One every Saturday at 4.00 p.m. Sometimes, there is a guest star joining this program. Farah Quinn and Maya Otos had ever become guest stars in one of *Walk the Talk* episodes.

*Walk the Talk* program here doesn't mean that we walk and talk, but it means that let's realize your words. So, the host always persuade people around him to keep walking the talk. He tries to emphasize that we don't have to be afraid of making any mistakes in learning English. Instead, practice will make perfect. This program also aims to foster the viewer's motivation about the importance of improving English language skills in every scale.

Sometimes many students forget some words which they have learned before. Therefore, by watching *Walk the Talk* program, their memorization will be refreshed, enriched, and the most important is they will understand how to use that word contextually in their daily lives.

#### **2.4.1 The Steps of Implementing *Walk the Talk* Video in Teaching Vocabulary**

Rogow (1997) as cited in EDC's CCT (2004:17) promotes active and interactive viewing which requires three simple steps below:

1. Prepare
  - Preview the program to be sure it meshes with your teaching approach and your class' learning goals.
  - Determine the setting and length of the video – home viewing, in class, whole segment or clips.
  - Set clear expectations for your students – be direct about what you want them to gain from viewing the program and what follow up activities will take place.

- Practice with the equipment and cue up the relevant portions you'll be viewing.

## 2. Participate

- Preface the viewing with a few key questions or learning objectives.
- Use the pause button to flag the important topics, and allow for questions.

## 3. Connect

- Choose follow up activities that connect to hands-on or real-world experience.
- Explain your connections you make, especially for early grade students.

### **2.4.2 The Advantages of Using Video in the Classroom**

As video becomes digital, and as the tools of techniques of production become more available in the general public, teachers are enjoying greater flexibility in their use of the medium. We've all heard the proverb, "Seeing is believing." Research has shown that seeing is remembering, too. EDC's CCT (2004:8) found that "..... people will generally remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear."

Here are some advantages of using video in teaching and learning process proved by many educators as cited in EDC's Center for Children and Technology (CCT) 2004:

- a. Stimulates class discussion
- b. Reinforces lectures and reading
- c. Provides a common base of knowledge among students
- d. Enhances students comprehension and discussion of content, and
- e. Increases students' motivation and enthusiasm for learning.

## **2.5 Review of Previous Research**

Many researchers have written about the use of audio visual media or video to enrich the students' vocabulary. They all find that using video as a teaching media plays great role in improving students' English skills especially vocabulary.

Nuriati Fatchul Janah (2012:1-7) did her experimental research in her journal entitled "The Effectiveness of Using Video in Improving English Vocabulary Mastery." The purpose of her research is to find out whether the use of video is effective or not in improving English vocabulary mastery at the fifth grade students of SD Negeri Purworejo in the academic year 2012/2013. The result of this research shows that the use of video is effective in improving the students' vocabulary mastery. Additionally, most of the students agree that video is effective, appropriate, and not boring.

Lu Fang Lin (2010:51-66) writes “*English Learners’ Incidental Vocabulary Acquisition in the Video- based CALL Program.*” This study investigated the effects of video-based computer assisted language learning (VBCALL) program on English learners’ incidental vocabulary acquisition. She writes technological advancements have deeply affected the methodology of education and general in foreign language. This inclusion of video clips in teaching is becoming increasingly dominant in the second language learning curriculum. This reform reflects the acknowledgement that audio and visual information aids language learning. Video can be a communicative media contribution to the understanding of the target language culture by providing authentic language input and increasing contact in various ways with native speakers of the target language through video viewing. Native speakers’ oral communication in authentic target language contexts can be introduced into the classroom. In general, the results of these studies show that text along with video, pictures, and graphics fosters second language vocabulary acquisition. For example, it investigated immediate and delayed effects of different hypermedia glosses on Turkish students’ incidental vocabulary acquisition. The results showed that students having access to word definitions along with pictures and short video clips achieved significantly higher vocabulary scores than those assigned to the definitions only groups.

Tatsuki (1999) in her TESL journal writes about “*Video in the Language Lab: Teaching Vocabulary*”. She states learners who read illustrative sentences (sentences capturing a scene in the movie and model the correct usage of a target

vocabulary item) scored better on a multiple choice test than did those who read the narrative only or read the narrative and watched the video. This would indicate that if vocabulary learning is going to be measured by productive use, video is certainly facilitative. If, on the other hand, vocabulary gain is going to be measured via multiple choices testing, video will be most efficient if learners are provided with contextualized sentence models. Either way, video is a useful part of vocabulary learning.

Erna Titis Ismawati (2011) also did her action research in her thesis at the 5<sup>th</sup> grade of SD N Sanggrahan Surakarta in academic year 2009/2010 entitled “OPTIMIZING YOUTUBE VIDEOS TO ENRICH STUDENTS’ VOCABULARY.” This thesis aims to identify whether and to what extent YouTube videos can enrich the students’ vocabulary and to describe the situation when YouTube videos are applied during the teaching learning process. The result of this study shows that there is enrichment not only in the students’ vocabulary but also the quality of teaching learning process. It can be seen from the students’ score from pre-test until post-test 2. In pre-test, they scored only 42.64 in average; in post-test 1 they scored 56.17 in average; and in post-test 2 they scored 74.64 in average, it is higher than the English passing grade (*KKM/ Kriteria Ketuntasan Minimal*) that is 60. It can be stated that the vocabulary is increased and the situation became alive when the researcher optimizes YouTube videos as an appropriate media in teaching vocabulary.

Based on the previous studies above, the difference between the previous research and the current research can be seen from the material used in teaching

English vocabulary. The current researcher uses recount text as the material in teaching English vocabulary. Meanwhile, the similarity of this research is the use of video to enrich or increase the students' vocabulary.

## 2.6 Theoretical Framework

The students' interest to learn a foreign language is influenced by the lessons and how the teacher teaches them in the classroom. So, if the teacher wants to improve students' language mastery, he/she must be aware of the students' feeling and create a supporting learning media in the classroom. In teaching vocabulary, it is necessary for the teacher to select instructional media to give the students chance to learn through verbal and visual methods by optimizing the facilities available in the school.

Rammal (2006) said that video is considered to be one of media that can be utilized in English teaching and learning process. It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners. Cahyono (2009:129) as cited in Irawati (2012:2) adds that providing students with sound, image and text, video becomes one of media providing "lively situation" which can evoke students' motivation to learn.

Therefore, *Walk the Talk* video is expected to enrich the students' vocabulary, promote better learning, improve students' motivation, and increase enjoyment of the learning.

## 2.7 Hypothesis

Hypothesis means a tentative statement about the outcomes of research; it can also be assumed as a question that must be answered by design experiment of series of observation. Arikunto (2006:116) said that hypothesis refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.

In this research, the hypothesis can be stated as follow:

There is a significant difference between the students' vocabulary of the tenth graders of social program class in SMAN 1 Bae Kudus in academic year 2015/2016 before and after being taught by using *Walk the Talk* video.

