

THE USE OF VIDEO TO INCREASE STUDENTS' VOCABULARY MASTERY FOR FIRST YEAR STUDENTS OF SMPN 2 KUANTAN HILIR

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Abstract

This classroom action research was aimed to study the students' vocabulary mastery for the first year students at SMPN 2 Kuantan Hilir by implementing video as a media. Teaching vocabulary must be easy and enjoyable for the students. It is intended so the students easy to keep the new words in their mind. One of the ways to learn or teach vocabulary is through video, which is more attractive and appealing to the foreign language learners than the traditional textbook. This research is based on the research question it focusing: Can the application of the video increase the vocabulary mastery of the first year students of SMPN 2 Kuantan Hilir? The results of data analysis revealed that using video could facilitate students' vocabulary mastery. This study was conducted in two cycles of classroom treatment, each one cycle consists of four stages; Plannning, Action, Observation, and Reflection. The researcher took one class as participants of the study. They were 25 students in class VII² of SMPN 2 Kuantan Hilir. The data were analyzed by comparing the result of post test 1 and post test 2 and the minimum criteria of successful action (65). The average score of the first cycle was (62,8), it means that the average score of first cycle was still below the minimum criteria of successful action (65). After two cycles, the post test 2 was given to the students in order to know the improvement of students' vocabulary mastery after using video as a media. The result of average of post test 2 was 70,7. It can be said that the result of research in post test 2 was succesful because it was over than the minimum criteria of succesful. Moreover, the students's activeness during the teaching and learning process also improved cycle by cycle. Finally, the researcher got the conclusion that the application of video as a media in learning vocabulary could increase the students' vocabualry mastery. Using video helped the students to memorize the target words, the students also seemed to be able understand the words easily.

Keyword: Vocabulary mastery and video

INTRODUCTION

In teaching a foreign language, one of the most important aspects is to enlarge language learners' vocabulary. Vocabulary is one of the most aspects of the foreign language learning. Without vocabulary, we cannot communicate effectively. So, the first step to learn English is learning vocabulary. **Wilkins (1972:111)** states that without grammar, very little can be conveyed. Without vocabulary nothing can be conveyed. Mastering the vocabulary means of a foreign language is same as mastering the foreign language itself.

Zappalla (2005: 1) states that every language has three basic components: phonology, vocabulary and grammar. In language learning, a good language learner must be ever conscious of these. Meanwhile **Stockdale (2012: 2)** states that vocabulary is a basic part of all skills in the language; reading, speaking, writing and listening. Vocabulary is one of three components of language. Together with grammar and phonology, it plays an important part in listening, speaking, reading and writing. For example, sometimes students want to say something but they do not know how to say it appropriately. Developing students' vocabulary is one of the most important tasks for English teachers. It is undeniable that most learners' vocabulary grows through incidental learning like through continuous exposure to comprehensible language in listening, speaking, reading, and writing exercises.

Learning vocabulary is the important aspect in learning a foreign language. Students will improve their competence in language if they learn more words and expressions. As a **Kayaoglu et al (2011: 24)** say that Vocabulary learning constitutes a basic and an important part of foreign language learning. Without vocabulary building, it is difficult to study grammar, speaking, listening, writing etc. The more vocabulary the learners have, the easier it is for them to develop the four language skills. Gradually, it is important for the learners to build vocabulary knowledge learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. Learning

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Vocabulary is one of language components that is very important to be mastered by the students. Because the vocabulary mastery influences the mastery of language skills, such as listening, speaking, reading, and writing. **Richards and Renandya (2004: 255)** define vocabulary as a core component of language proficiency and provide much of the basis for how well learners speak, listen, read and write. They also further suggest that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading and watching television.

It is undeniable that vocabulary, like grammar and phonology, plays an important role in mastering a foreign language. According to **Lin (2004: 4)** Second language learner who have limited vocabulary knowledge are likely to be able to develop advanced levels of reading, listening, writing and speaking skills in target. Additionally, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening and reading. In addition, some researches school study found that a good vocabulary, more than any other factors, was common to people enjoying successful careers. To make it short, vocabulary is considered a vital part of effective communication; therefore, teaching vocabulary is necessary.

Based on the writer's observation in first year students of SMPN 2 Kuantan Hilir, I found that some reasons why students are lack of interest in learning English. First, many students were bored in learning English. Students are lack of motivation. They were lazy to add their vocabularies, it is made the students passive in the class. However, the students are expected to master the

vocabulary for their level on order to be able competence in English. The minimum criteria of achievement (KKM) of English subject at SMPN 2 Kuantan Hilir is 65 as the result, about 83% of the students did not reach the criteria of successful on minimum standard of achievement in the last semester test.

The students' difficulties may be caused by some reasons. First, they are lazy to increase their vocabularies; it is making the students passive in the class. Second, some of them were shy or afraid to pronounce it. Third, the English teacher technique used in teaching English in the classroom was still monotonous. The teacher just wrote the new words in the board and the students just wrote them all in their book. However, it was not memorable for the students. Consequently, English is a difficult subject for the students that make the English subject was boring and scary the students during the class. Finally, writer tried to solve it by using video as a media that could increase students' vocabulary and changed the bad image about English from a boring subject into an interesting subject. Realizing phenomenon above by using video as a media could be implemented in the classroom. By using this media the students could concentrate in detail on visual clues that represent the vocabulary and also listen its pronunciation from the native speaker. Students liked it because video presentations are interesting, challenging, and stimulating. Students also felt interested in learning vocabulary because they could watch the image refers to the object directly. **Cakir (2006:68)**.

One of the alternative techniques that could make teaching and learning vocabulary more challenging and interesting was by applying video as a media. **Wang (2012: 218)** states that video is generally defined as the selection and sequence of messages in an audio-visual context. Video is intrinsically motivating: the screen captures our attention in a way quite unlike other media.

Video offers learners an opportunity to experience spoken language in action in the next best way to being in the language community itself (**Walker,**

1993:2). Most of the features of a real communicative situation are present: as well as the soundtrack, there is also a wealth of visual information which accompanies the language. For example, with a video, learners can see what the setting of the story is and what the characters look like, which both provides contextual information and aids comprehension. Learners can see clues in the physical setting as to the formality or informality of the situation, which will be important for the type of vocabulary, structures, stress, rhythm and intonation they will hear.

Cruse (2007: 5) states that video benefits auditory learners, with its inclusion of sound and speech, it can provide demonstrations not otherwise possible in classrooms for tactile learners. In addition, learners can see how people move as they speak, how their bodies move in time with the rhythm of their speech, what their arm gestures and facial expressions are, and the general ‘set’ of the mouth and jaw in the articulation of speech sounds. They can see how eye contact plays a role in spoken communication, along with other non-linguistic ways in which people relate to each other.

There are various ways to teach and learn English vocabulary, in which using visual aids, especially movies or videos, is considered one of the most useful and effective way to teach and to learn English vocabulary. Using videos makes students draw attention to the lesson, arouse their interest in it and create the good learning atmosphere during the lesson.

Video and movies are motivators. They help to motivate learners and maintain their interest, attention during the lesson. In classroom where the teacher keeps talking all the times and has nothing to attract learners’ attention, learners will get bored and tired.

According to **Peng and Jing (2007:59)** state that vocabulary acquisition under multi-media environment can improve the vocabulary teaching efficiency

and extend students' vocabulary, and it is also of great help in improving students' English level as a whole, for the teaching-software usually carries the voices of native-speakers with rich context. In the other hand, learning with videos with chance to be acquainted with the native voice, which makes students not feel so isolated from the real world and they absorb the new language without being aware of this. When watching videos, students would not aware that they are learning so they feel free from pressure and stressful situation in traditional language classes.

Furthermore, the source of videos and movies are not limited, almost any video can be used to teach English, especially vocabulary such as commercial films, TV program and so on. In short, video and movies are effective aids, which help to facilitate teaching and learning process. It is a very flexible medium.

Using video can help vocabulary learning in the foreign language class. Video provides a triple connection between image, sound and text. This fact is relevant enough when we think about the important of visual association in memory for vocabulary learning and how this type of connection generally encourages greater retention in lexical terms. This mnemonic power of images is here enhanced by the presence of sound and text together: when this text appears in the form of translation, the associations in memory are enhanced even further. The potential usefulness of authentic video in vocabulary learning should not be negated. **Canning-Wilson (2000)** reaffirm this statement when she suggests that "images contextualized in video or on its own can help to reinforce language learning, provided the learner can see immediate meaning in terms of vocabulary recognition".

Video material have an advantage because of the innovative features that can be used to make instruction more appealing to learners. According to **Williams and Lutes (2010: 4)** state that a major advantage using video is that

video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc

Video can precisely play an important role to help learners increase and strengthen their foreign language vocabulary. Any well prepared learning task using video will encourage a better understanding and acquisition of new vocabulary: new and old lexical items will enter the students' minds more easily given the motivating and comprehensive atmosphere provided by this familiar type of audio-visual environment. **Fang lin (2004: 13)** says that another implication of the integration of news video in English instruction is that the presentation of authentic input is made more comprehensible with authentic images and settings of the world in the program.

METHODOLOGY

This research was an action research. According to **Hatch and Farhady (1982: 1)** action research is a systematic approach to finding answers to questions. The researcher chose this kind of research because she wanted to find the solution for developing students' vocabulary through using video as a media.

Action research began when there was a real problem that occurs in teaching and learning process. The problem came from teachers and students, teaching material, teaching media, students' achievement, and the environment (**Arikunto, 2009:22**). These problems affect on the quality, process, and result of teaching and learning practice. And there was a need to solve the problem immediately. The problem solving was an action that will be applied in teaching and learning process with collaboration with teachers and students as the object of the research. Improvement in teaching and learning was as the expected result.

Before starting the procedure, the pre test was given to the students of class VII² before cycle 1 in order to know student's vocabulary mastery before

applying video as media. The procedure was applied in this research consist of three steps. The steps of implementing the approach were drawn as follows:

1. Pre watching activities

- Teacher presented key word related to the topic. Teacher wrote it on the board. Teacher asked the students some words related to the topic.
- Students made list of words and meaning related to the topic as many as they could.

2. While watching activities

- students watched the video. Students focus on the images and concentrated on images that refer to the words that they found in the video.
- Students discussed meaning and form of the words which they found in the video.
- students watched the video again.
- Students matched the previous words to the correct definition.

3. Post watching activities

- Students answered the task about the content of the video.
- Students discussed about the connection between the words relating to the content of the video.

During the teaching process, the observer observed the students' and teacher's activities using observation sheet. Both researcher and observer analyzed the activity in cycle 1 through the observation sheets and field notes. The observer gave comments about the teacher's performance and added any other improvement in applying video as a media to increase students' vocabulary mastery in the classroom. After conducting two meetings in the first cycle, the researcher gave post test 1 to the students in order to know the improvement of the students' vocabulary mastery after using video. It was multiple choices test, consisted of 30 questions and they were exactly same as the questions in the pre

test. To analyze the data, the writer used a formula from (Hatch and Farhady, 1982)

After conducting two meetings in the first cycle, the researcher gave post test 1 to the students at the end of each cycle in order to know the improvement of the students' vocabulary mastery after using video. The researcher decided to continue to the cycle 2 because the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. The researcher revised some activities for the next cycle to make it work better. The researcher still applied video as a media in teaching vocabulary as previous. The researcher tried to get the students involved in teaching process actively more.

The last stage in a cycle was a reflection. In this session, the researcher and collaborator analyzed the changes which happened with the students in the class and the teacher after all of the action in the research. They discussed about its causes, the process and to what extent using video as a media could improve students' vocabulary mastery. The reflection is based on the test given in the end of the teaching and learning process and observations done during the lessons. But, if the problem of the students cannot be solved the research will be continued to the next cycle. Based on the analyzing data, the researcher also could find the weakness of the previous cycle and she could make some revision for the next cycle in order to make it success.

RESULT AND DISCUSSION

In conducting this research, the researcher found that using video to improve students' vocabulary has been successful. It could be seen from the result of post tests. The comparison of the result of pre test, post test I and post test II can be seen in the following table below.

Table1. The Improvement of Students' Vocabulary Mastery from Cycle 1 to Cycle 2

Sd	Rank	Pre-test	Sd	Rank	Post-test 1	Sd	Rank	Post test II
9	65 – 73	(-) 0%	9	74 – 82	(3) 12%	11	87 – 97	2 (8%)
	56 – 64	(5) 20%		65 – 73	(8) 32%		76 – 86	7 28(%)
	47 – 55	(5) 20%		56 – 64	(7) 28%		65 – 75	9 (36%)
	38 – 46	(9) 36%		47 – 55	(7) 28%		54 – 64	5 (20%)
	29 – 37	(6) 24%		38-46	(-) 0%		43 – 53	2 (8%)
Total		25(100%)			25(100%)			25(100%)

Based on the analyzing data of the pre test result, the standard deviation of the pre test was 9 in which the expected value is 65 (KKM). And then, the researcher classified students' score based on the standard deviation. There were none of students could reach the KKM. The average score of the pre test was 46,0. It can be said that the students' vocabulary mastery was still under the criteria of successful on minimum standard of achievement (KKM). In the post test 1, there were 3 students (12%) who got score over than 2 standard deviation (2Sd) from the KKM. It means that their scores were in range (74 – 82). There were 8 students (32%) got in range 9 points over the KKM (65 – 73). Totally, there were 11 students (44%) who could reach the KKM. The average score of post test 1 was **62,8**. It means that the students' achievement in vocabulary mastery was still under the criteria of successful on minimum standard of achievement (KKM).). In the post test 2, There were 2 students (8%) who got score over than 3 standard deviation (3Sd) from the KKM. It means that these students got score in range 33 points (3Sd) over the KKM (87 – 97). 7 students (28%) got score over than 2 standard deviation (2Sd) from the KKM. These students got score in range 22 points over the KKM (76 – 86). There were 9 students (36%) got score over than 1 standard deviation (1Sd) from the KKM. Their score were in range 11 points over the KKM (65 – 75). Totally, there were 18 students (72%) who could reach the KKM. The average score of post test in cycle 2 was **70, 76**. It can be concluded that the result of research in cycle 2 was successful because it was over than minimum criteria of successful action or KKM (65).

From the data above, the average score of pre-test was 46,0, the average of post test I was 62, 8 and the average of post test II was 70.76 so, the different mean between pre test and post test I was 16,8 and the different mean between post test I and post test II was 7.9.

During the teaching process of using video as a media, the observer observed the students' and teacher's activities using observation sheet to see how they involved in the process. The result of the students' observation can be seen from the table below.

Steps	Activities by using video	Cycle I		Cycle II	
Pre watching activities	1. Students made list of words and meaning related to the topic as many as they could	10 (40%)	12 (48%)	19 (76%)	23 (92%)
While watching activities	1. students watched the video. Students focus on the images and concentrated on images that refer to the words that they found in the video	21 (84%)	21 (84%)	20 (80%)	24 (96%)
	2. Students discussed meaning and form of the words which they found in the video.	14 (56%)	17 (68%)	21 (84%)	25 (100%)
	3. students watched the video again	20 (80%)	21 (84%)	20 (80%)	22 (88%)
	4. Students matched the previous words to the correct definition.	8 (32%)	16 (64%)	20 (80%)	24 (96%)
Post watching activities	1. Students answered the task about the content of the video.	15 (60%)	21 (84%)	19 (76%)	22 (88%)

2. Students discussed about the connection between the words relating to the content of the video.	10 (40%)	15 (48%)	17 (68%)	21(84%)
Average	14 (56%)	17 (68%)	19 (89%)	23 (92%)
Total Average	62%		89%	

Based on the analysis result above, it could be seen that the average of number of students' activities at the cycle 1 was 62% and the average of number of students' activities at cycle 2 was 86%. Based on the analysis result above, it could be seen that the number of the students in the second cycle was more active than the first cycle. Therefore the researcher writer concluded that the use of video materials could help the students increase their vocabulary. It is also increased the students' interest in learning process in the class.

From the data presented above, the writer has answered the questions of this study which is: Can the application of video increase the vocabulary mastery of the first year students of SMPN 2 Kuantan Hilir? Yes it can. Using video as a media in learning vocabulary helped the students to memorize the target words. The students also seemed to be able understand the words easily. It could be seen from the students' score in the post test 1 and post test 2. Based on the data presented above, the mean score of the students before applying videa as a media in learning vocabulary was **46,0** then the mean score after teaching by using video as a media was **62.8**. After that the score increased on the post test two, where the mean score of the test **70.7**. As the result, using video as a media in learning vocabulary increased the students' ability in mastering more vocabulary.

After implementing all steps of using video as a media to increase students' vocabulary mastery to the first year students of SMPN 1 Kuantan Hilir,

the researcher found some strengths and weaknesses during the process. The strengths were as listed below:

1. Video could improve students' vocabulary mastery.
2. Students were motivated enough in following the lesson. It could be seen from the responses during the lesson, even not all the students were actively involved at first, they became more motivated in the following meetings.

While, the weakness of applying video as a media in teaching vocabulary were as followed:

1. It's difficult to find suitable material with curriculum.
2. Students' limitation in vocabulary made them difficult to identify the key information.

CONCLUSIONS

Based on the result of this research, the researcher can take the conclusion that After treatment in second cycle by using video to improve students' vocabulary, the students' average score of post test II in first cycle was 70,76. It can be concluded that the result of research in cycle II was successful because it was over than the minimum criteria of successful action or KKM (65). It was proven that the use of video materials can increase the students' vocabulary mastery. This can be proven that in the second cycle, the average score of the post test II is higher than the score of the successful criteria which is determined by 65. The result of students activity also made the students more interested during the learning process.

SUGGESTION

Based on the data that have been found in this research, there are some suggestions that the writer gives in implementing video as a media in teaching vocabulary. First, in teaching vocabulary, teacher should teach clearly and attractively to build good environment, adopt many ways to create good learning activities, try to use many authentic English such as video for exercise as possible. The implementation of video in the classroom could improve students' motivation to learn and help them acquire the new vocabularies. Image and sound that the students found from the video helped them easily to remember or memorize the target language. Then, the researcher wants to offer suggestion for teacher who wants to use video in teaching vocabulary, it is suggested for the teacher to be able manage the time well in using video because it spends much time especially when students are still confused with the topic and teacher needs to repeat the video for several times.

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