

## **The Effectiveness of English Videos to Improve Students' Vocabulary Mastery**

**Tuminah & Julis**

Pamane Talino College of Education

*mona.condro@gmail.com*

### **Abstract**

The research explores the effectiveness of English videos in improving students' vocabulary mastery. The problems are: (1) the teacher did not apply various teaching media. As a result, students became bored in their learning process; (2) the teacher did not involve all students to take role during teaching learning process, so most of the students were passive; (3) students still had difficulties in using vocabulary and grammar and in pronouncing words. It seemed that the students lacked of participation in teaching and learning process. On the other hand, the implementation of Curriculum 2013 demands the creativity including the use of Information and Communication Technology (ICT) in teaching and learning process. The research was conducted to eight grade students of a state junior high school located in Ngabang Landak, West Kalimantan. A pretest and posttest control group design was used involving sixty six students divided in two groups. The research used test to collect the data and SPSS 22 to analyze the data. The result shows that English video is effective to improve students' vocabulary mastery. Finally, the research suggests that teacher should be creative and innovative in using Audio-Visual Aids, especially English videos in the teaching learning process to improve students' vocabulary mastery.

**Keywords:** *Teaching English, English videos, Vocabulary mastery.*

### **Introduction**

Landak (the land of Dayak) is a name of a district in Indonesia's West Kalimantan province. This area is included in the 3 T area category (frontier, outermost and lagging). However, the persistence of the Landak Regional Government in advancing education deserves appreciation following the existence of two universities in the district, which are STKIP Pamane Talino and the Landak Community Academy.

In this study, the author examines the use of technology in learning English in a state junior high schools in Ngabang, Landak district. In this study, the authors wanted to know the effectiveness of using English Videos in improving students' vocabulary mastery.

Hidayah (2013: 4) states education is a necessity for every human being and is an effort to improve the quality of each individual. Therefore, along with the development of the human era, quality is also required to be better than before. English is an international language used in both spoken and written forms to foster relations with foreign countries.

In order to improve students' vocabulary mastery, one aspect that needs to be learned are how to pronounce and write words correctly. This can be done by designing a Learning Plan with appropriate approaches methods, and media. The use of English video can be a solution to students' vocabulary barrier.

On the spot where the research took place, students still experience difficulties in mastering vocabulary. The reason might be that the learning and teaching is still conducted in conventional way. The students listen to their teachers with no teaching aids. In addition, the students also experience difficulties, especially in pronunciation, understanding the meaning of words, using vocabulary and understanding grammar. The use of English video media is expected to overcome the difficulties of students in mastering vocabulary. The process of learning English in junior high schools can be said to be still less than optimal, it is evident that the selection of learning techniques and methods used for vocabulary learning in students is still lacking. The teacher is still not creative enough in using media or other teaching aids that can support the delivery of subject matter, especially English vocabulary.

After making an observation, it was concluded that the eight grade students of the junior high school for 2019/2020 academic year is far from expected. When the teacher did the teaching in class, some problems were found such as that the students felt embarrassed to ask, they paid less attention to their teacher, they had difficulty in understanding the subject, they did not bring dictionaries, and they were busy of playing games.

#### *Definition of Vocabulary Mastery*

According to Linse (in Fajriyah 2013: 22) mastery of vocabulary is an ability that is in a person to be able to master and understand about a word that is the basis of communication that is known by everyone. According to Pora (2003: vii) vocabulary mastery is a necessity for someone who wants to understand a reading, conversation or writing in English.

Based on the opinion above, it is concluded that the mastery of vocabulary is an ability that exists in a person to be able to master and understand about a word and be used properly and correctly by listening, speaking, reading and writing which are the basis in communication that everyone knows.

#### *Vocabulary Mastery Aspects*

Davies (in Fajriyah 2013: 22) argues that: the aspects of vocabulary items that you may need to know about and learners may need are similar to those of other new language items such as grammatical patterns or functional expressions. Essentially, these aspects are meaningful, use in communication, pronunciation, spelling, and grammar.

The opinion above, stated that aspects assessed in the mastery of vocabulary are interpreting words, used in communication, pronunciation, spelling, and grammar. Based on the opinion above, aspects of mastery of vocabulary that are suitable to be taught to students of class VIII junior high school are interpreting words, pronunciation, spelling, and grammar.

#### *Kinds of Audio-visual Aids*

According to Byrne in Supiati (2009: 27) the audio-visual aids are textbook, blackboard i.e.: Written work, sketches, magnet board, flannel graph, wall pictures, picture cards, overhead projector, filmstrips, slides and films, tape recorder and record player.

Moreover, Haycraft in Supiati (2009: 27) gives examples of Audio-lingual aids. They are objects, people, blackboard, flash cards (word cards, picture cards and combining word and picture cards), wall charts, pictures for oral composition, overhead projector transparencies, slides and filmstrips,

film, **video**, tape recorders and language laboratory (Listening laboratory, Audio Active Laboratory (A.A.) Audio – Active – Comparative (A.A.C.), classroom preparation and Monitoring.

#### *Audio – Visual in Education*

Audiovisual aids are defined as any device used to aid in the communication of an idea. From this definition, virtually anything can be used as an aid, providing it successfully communicates the idea or information for which it is designed. An audio - visual product is any audiovisual (AV) item such as photography, motion picture, audio or video tape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit a desired audience response.

#### **Method**

This type of research used in this research is quantitative research. According to Sugiyono (2009: 8) quantitative methods can be interpreted as research methods based on the philosophy of positivity, used to examine specific populations or samples. Data collection using research instruments, data analysis is quantitative / statistical, with the aim to test the hypothesis that has been set.

Meanwhile, according to Nasehudin and Gozali (2012: 68) quantitative methods are ways to obtain knowledge or solve problems faced and carried out carefully and systematically, and the data collected in the form of a series or collection of numbers.

Based on the opinion of the experts above, this research will be carried out, that is to find out the effectiveness of the English video media in increasing the vocabulary mastery of students of SMP N 2 Ngabang, Landak district.

#### **Results and Discussion**

##### *Data Description*

The research deploys quantitative research design. This study uses an experimentation method by grouping subjects in two classes, namely Class VIII A and VIII B. In this study class VIII A was treated using English video media and class VIII B using conventional methods.

##### *Data Analysis*

##### *Normality test*

In a quantitative study, data normality tests are conducted so that researchers know the data taken from each sample studied comes from populations that are normally distributed or not. The test results will produce data with normal distribution or not with the following decisions:

- a. If the significance value is greater than 0.05 or if  $\alpha$  (sig.) > 0.05 then the data is normally distributed.
- b. If the significance value is less than 0.05 or if  $\alpha$  (sig.) < 0.05, then the data are not normally distributed.
- c. Based on the table above it is known that the asymp score. Sig. in class VIII A by applying English video media the results were 0.105, because the sig score. Greater than 0.05 or  $0.105 > 0.05$ , it can be stated that the data is normally distributed.

- d. Based on the table above it is known that the asymp score. Sig. in class VIII B with the conventional method applied the result was 0.108, because the score of sig. greater than 0.05 or  $0.108 > 0.05$ , it can be stated that the data is normally distributed.

#### *Homogeneity Test*

Homogeneity testing is performed to determine the sample and population originating from the same variant. This test is done as a condition before the hypothesis test. Furthermore, this homogeneity test was carried out on students of class VIII A using Media English video and class VIII B using conventional methods, this stage aims to determine the sample studied had the same variant or not.

Homogeneity test data in this study is by comparing the significant count with a significant  $\alpha 5\% = 0.05$  with the test criteria. The results of data processing carried out through the SPSS version 22. Based on the information above, it is obtained from the Test of Homogeneity of Variance known to be levene significance of 0.056 and significance of  $\alpha = 5\% = 0.05$ . This value indicates that the value of sig.  $0.056 > 0.05$ , it can be concluded that the population of class VIII A students with English video media method and VIII B in the conventional way have the same variant (homogeneous).

#### *Hypothesis testing*

Hypothesis testing is done to answer the problem formulation in this study. The formulation of the problem in this research is "Is the English video effective to improve the vocabulary of students?" Based on the formulation of this problem, the hypothesis in this study is "English Video is effective for improving the vocabulary of students. Hypothesis testing was done using an independent sample test analysis or t-test which aims to determine the effectiveness of the English video media.

Stages of proof, the researcher used SPSS version 22 with the information that if  $t_{\text{counting}} > t_{\text{table}}$  there was no difference between the use of English Video media and conventional way in Vocabulary mastery for students of class VIII ( $H_0$  rejected), whereas if  $t_{\text{counting}} < t_{\text{table}}$ , there is a difference between the use of English Video media and the conventional way in Vocabulary mastery of Grade VIII ( $H_a$  received). The results of the average score obtained in class VIII A and VIII B are as follows:

Based on the results of the group statistics test above shows the average score obtained by class VIII A with a total of 30 students amounted to 75.66, while the average score obtained by class VIII B with a total of 30 students amounted to 67.00. The independent test results are as follows: After the researchers conducted data processing of student grades using the SPSS version 22 program, it was found that the results that  $t_{\text{accounting}} = 3.805$  while  $t_{\text{table}} = 2.203$ . This proves that there is a difference between the use of English Video media and the conventional way in Vocabulary mastery of Grade VIII students.

#### **Conclusion**

Based on the results of hypothesis testing in class VIII using the t-test formula or t-test with the help of SPSS version 22, the t-test calculation results obtained  $t_{\text{counting}} = 3.805$  compared to  $t_{\text{table}} = 2.203$ . The data shows that  $t_{\text{counting}} (3.805) > t_{\text{table}} (2.203)$ . This shows that there is a difference between the use of English video media and the conventional way in Vocabulary

mastery of Grade VIII students. It be concluded that English Videos media is effective to improve students' vocabulary mastery.

### **References**

- Fajriyah, Inayatul. 2013. *Improvement of English Language Vocabulary Mastery Through the Use of Image Card Media in Class II Students of SD Muhammadiyah Purwodiningratan 2 Yogyakarta*. Jurnal, Fakultas Ilmu Pendidikan. Universitas Negeri Yogyakarta. Vol 1. ISSN 8072-3804.
- Hidayah, Nur, Robi'ah. 2013. *Efforts to Increase Student Activity through Demonstration Methods in Natural Sciences Class IV IV SD Negeri 02 Sedayu Jumantono Karanganyar Academic Year 2012/2013*. Thesis. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Surakarta.
- Nasehudin, Toto Syatori dan Nanang Gozali. 2012. *Metode Penelitian Kuantitatif*. Bandung: CV Pustaka Setia.
- Pora, Yusran. 2003. *Enrich Our Vocabulary Through*. Yogyakarta, Penerbit Pustaka Pelajar.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Supiati, Diah. 2009. *Improving Students' Speaking Skill By Using Audio Visual Aids In Class I A Rsbi Sdn Cemara Dua No. 13 Surakarta In 2009 / 2010 Academic Year*. Tesis. Universitas Sebelas Maret Surakarta.