

Using Short Videos To Improve 7th Grade Students' Vocabulary Mastery

Daud Setianto¹, Astuti Azis²

¹ SMP Pangudi Luhur Santo Yusup Semarang

² BPSDM Provinsi Sulawesi Selatan/Universitas Terbuka (UT)

Article Info

Article history:

Received: March 5th, 2023

Revised: April 18th, 2023

Accepted: May 16th, 2023

Keywords: (3 – 5 keywords)

Vocabulary

Mastery

Short

Video

ABSTRACT

This research focuses on how to improve students' English vocabulary mastery using short videos. The subject of the research was Class VII-A SMP Pangudi Luhur Santo Yusup Semarang with a total of 24 students. The research was conducted in semester 2 of the 2022/2023 academic year in two cycles. Data was collected using observation techniques and qualitative and quantitative data collection. In pre-cycle activities, less than 50% of students get satisfactory formative test results, and students tend to be passive during the learning process. In cycle 1, there was a change in student scores, more than 60% of students got satisfactory results, and student-teacher engagement also increased. During cycle 2, 80% of students got satisfactory learning outcomes through changes in formative test scores. It can be concluded that the use of video is beneficial to improve students' mastery of English vocabulary.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Daud Setianto

Email: Setiantodaud@gmail.com

1. INTRODUCTION

In the process of learning a foreign language, one fundamental element is new vocabulary. Vocabulary mastery in learning English plays an important role in mastering other skills such as listening, writing, reading, and speaking. According to Al-Dersi (2013) a lack of vocabulary mastery is one of the main factors that contribute to foreign language learners' ability to communicate, both orally and written. It could also lead to students' difficulty in reading.

The results of preliminary observations conducted in class VII-A SMP Pangudi Luhur Santo Yusup Semarang, it was found that there were still many students who had difficulty understanding the meaning of new vocabulary that had been learned previously. Many students in the class struggle to understand the definitions of the words provided by teachers in their worksheets.

On the other hand, the lack of vocabulary mastery also affects the motivation and participation of class VII-A students of SMP Pangudi Luhur Santo Yusup, both in doing independent assignments and in class discussions. Most students who have not mastered the material given tend to find it difficult to work on and spend a long time completing the assignments given and obtained

unsatisfactory learning evaluation results. This problem identification leads to the conclusion that students have low mastery of English vocabulary. This issue appears to raise because students do not understand the meaning of the new vocabulary learned.

Several factors potentially cause vocabulary mastery problems, some of them are the delivery strategy used by teachers in the previous topic (Kurniawan et al., 2021). The popular delivery strategy used tends to be teacher-centered which makes students easily get bored (Risyal et al., 2022). Teachers were also not creative in varying the learning methods and media to use in the classroom. In addition, teachers are also unable to review the material they gave previously. Reviewing is an activity that is believed to be useful for recalling vocabulary that has been learned in the previous meeting. This activity is useful for teachers to measure whether students have mastered the vocabulary taught before.

This research focuses on the use of videos to improve students' vocabulary recognition and comprehension as the media facilitates language learners' exposure to authentic content and context (Kabooha & Elyas, 2018). Therefore, the newer vocabulary is mastered, the easier it will be to understand the context of conversations (audio/visual) and reading texts in English.

2. LITERATURE REVIEW

Hamer in (Munir, 2016) perceived that there are two types of vocabulary: active and passive vocabulary. Vocabulary is actively used in oral and written expressions; these words are very effectively used in speaking and writing applications. Meanwhile, passive vocabulary is words that will be recognized by students in understanding according to context to help students remember these words. Application in learning passive vocabulary is when students listen or hear, and read. "Language teaching is influenced by ideas on the nature of language and the learning conditions that make learners acquire the language." (Setiyadi, Aridah, & Saraka, 2014). The process of learning a foreign language will be effective if the learning situation takes place naturally, Krashen in (Antoro et al., 2009). Silverman and Hines in (Grégis & Carvalho, 2019) emphasized the use of videos to improve students' vocabulary or second language teaching. What is special about the use of videos is it facilitates students' understanding and retention of English as a Second Language (ESL) by providing more meaningful information Herron & Hanley in (Grégis & Carvalho, 2019). Therefore, the use of short video media with appropriate content to the context of the vocabulary being studied will be useful for increasing mastery of English vocabulary because it can be understood contextually and naturally. Hulstijn states that vocabulary learning has happened in class activities by involving students understanding (Lestari & Yosintha, 2022). The activities cover listening, reading, and or conducting both of them simultaneously. It is revealed that students, at understanding meaning, learn the vocabulary incidentally – not intentionally. In this modern era, using video as one of the multimedia tools will benefit teachers to improve the effectiveness of information delivery. Moreover, Pannen confirms that there are some advantages of multimedia tools' usage. They can be used as learning media and teachers' Audio Visual Aids (AVA) (Pannen, Isfarudi, & Busono, 2021).

The first and most important guideline for maximizing students' attention through learning videos is to keep them short (Brame, 2016, p. 4). From the results of observations made by Guo and friends, it was found that students tended to watch the entire video (100%) with a video duration of fewer than 6 minutes (Guo, Kim, & Rubin, 2014). But when the video length was increased, student engagement with videos 9 to 12 minutes decreased by 50%, and student engagement decreased by 20% with videos 12 to 40 minutes. Therefore, making learning videos with a duration that is too long will waste time and energy.

Using video technology for self-reflection, assessment of learning achievement, and supporting class assignments can be considered an advanced level of video integration in the language learning process (Munir, 2016). Munir further emphasized that giving video-based assignments, follow-up assignments and questions about the videos presented goes beyond passively watching videos. Therefore, providing an evaluation of learning through student worksheets will help students to improve their vocabulary mastery that has been learned through the videos that have been presented.

According to research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally, and enables learners to experience authentic language in a controlled environment (Çakir, 2006), therefore as an English teacher and at same time researcher in class action research VII-A class students at Pangudi Luhur Santo Yusup Semarang Middle School in English subjects who do not yet have broader insights in scientific explanations about the benefits of using video media in the classroom, then the research objective of “Using Short English Videos to Improve English Vocabulary Mastery of Class VII Students at the Pangudi Luhur Santo Yusup Semarang Middle School” is to determine quantitatively and qualitatively the results of using short videos to improve students' vocabulary mastery.

3. METHOD

This is a classroom action research that was carried out at Pangudi Luhur Santo Yusup Semarang Junior High School. Twenty-four students of VII-A participated as research subjects. The research was conducted from October 10 to November 4, 2022. The research consists of pre-cycle stages, cycle 1, and cycle 2. In the research phase, there are three meetings, each meeting is scheduled for 2 hours. Data was collected in the form of evaluation results of student learning after the core learning activities have ended.

Teaching materials are arranged based on the school's predetermined curriculum. In planning corrective actions and preparing lesson plans, researchers used teaching materials provided by English teachers and used short videos downloaded from a video-sharing platform, YouTube. The researchers also validated the suitability of the video with the existing curriculum. After studying the curriculum provided by the school, the researcher then prepared a learning plan and prepared video media, and made teaching materials and evaluations.

3.1. The Process

In the first cycle activity, the researcher ensured that students were able to understand the instructions given and could be actively involved in class discussion activities. Then, the researcher asked the students to recall the words they had learned through games interactive followed by watching a short video. After the students watched the short video, the researcher gave instructions to the students to record the new words and their meanings from slides presented in front of the class. The researcher also made sure that every student had recorded it. At the end of the learning activities, students are given an evaluation sheet. Students are given approximately 15 minutes to work on the evaluation. On the other hand, when students were working on learning evaluations, there were still some students who did not understand the new vocabulary related to the learning videos that had been delivered. Several other students also had difficulty understanding the instructions from the questions in the learning evaluation.

Some problems found can be solved by researchers by giving repeated instructions to students. At the end of the learning activity, all students can collect the individual assignments given. As a reflection and corrective action in the next meeting, the researcher decided to limit the 7 duration

of apperception activities to a maximum of 15 minutes and focus on the core learning activities. After the learning activities are finished, students are invited to reflect on the vocabulary they have learned through short videos on the core activities. The researcher also reconfirmed whether there were any difficulties while learning the new words. When all the corrective actions that have been prepared have been implemented, the researcher closes the activity and conveys what material will be discussed at the next meeting.

In cycle 2 activities, the researcher made sure that students could understand the instructions given well before the lesson started. Students are also asked to play an active role in class discussions so that when students do not understand the new vocabulary they have learned, students can ask questions. The researcher also ensured that the short videos shown would help students master English vocabulary when students were able to pay close attention. At the beginning of the learning activity, the researcher provides a recall or review media game about the words that have been studied before. Furthermore, in the core activity, the researcher asks for brainstorming by displaying pictures of family members. The students were asked to label each picture. This activity is carried out using interactive discussion methods and the use of multimedia in the classroom. Then the researcher played the first short video in the form of visualizing pictures of family members and their relationships. After watching, the students and the teacher recorded the English words and their meanings in their respective student notebooks.

In the second session, students watch a short video that briefly explains the relationship each family member has. Next, students are asked to imitate the family tree from the video from the family members of each student. At the end of the learning activity, the researcher provides a learning evaluation in the form of assignment sheets that are done by students 8 independently. Students are given 10 to 15 minutes to complete the assigned task. After the students finished and submitted the assignment, the researcher asked the students to reflect on what English vocabulary they had learned through the short video they had watched before.

4. RESULTS AND DISCUSSION

The implementation of classroom action research conducted by researchers shows that the use of short English videos provides significant and satisfying results. From the acquisition of the highest score in each cycle, it increased significantly (sorted from pre-cycle to cycle 2) to 90; 95; 100. On the other hand, the student's lowest score rose by 5 points from the evaluation compared to the score in the pre-cycle. The range of the highest and lowest values did not change at all in the other two cycles. This shows that there is still a gap in understanding between students with the highest and lowest scores. The value that appears the most (mode) in the evaluation of cycle 1 and cycle 2 shows very satisfactory results. In fact, in cycle 2, the value that occurs the most frequently reaches 100, and in the previous cycle it reaches 90. The average value in the two improvement cycles also experiences a significant increase. The initial average grade VII-A showed 68.33 in the pre-cycle, and the average value rose to 76.46 in cycle 1, and the average value at the end of the cycle was 86.04. Formative test score data in each cycle can be seen in Table 1.1 below.

This results and discussion section is where you report the results of your study based on the methodology you applied to obtain significant information regarding your research topic. This section should state the findings of the research arranged in a logical sequence without any biased interpretation. The discussion will always connect to the introduction by ways of the research questions you have posed and the theories or literature you reviewed. You need to bear in mind that the discussion does not simply reiterate or rearrange the introduction, but it should always explain

how your study has relocated the readers' understanding of the research questions or problems from where you left them at the end of the introduction section.

Table 1. Data Processing Results of Formative Test Scores (Evaluation) of Students (scale 0-100)

	Pre-cycle	Cycle 1	Cycle 2
Highest score	90	95	100
Lowest score	50	55	60
Ranges of highest and lowest	40	40	40
Mode	80	90	100
Median	70	82.587.5	
Average	76.46	86.04	68.33

From the acquisition of data collected by researchers through collecting the results of student learning evaluations in each cycle, it shows that from the range of values 0 to 69, there are 11 students (out of 24 existing students) obtaining unsatisfactory results. As many as 46% of students in pre-cycle activities showed a lack of students' understanding of vocabulary mastery. On the other hand, 50% of the total number of students, namely 12 students, got good results in the range of 70 to 89. Unfortunately, in the range of 90 to 100, only 1 student represented 4% of the number of students who got very good results. For more details, it can be seen from the frequency distribution table of pre-cycle formative tests in Table 1.1 below.

Table 2. Frequency Distribution Table of Pre-cycle Formative Tests Frequency

Interval	Frequency	%	Note
0-69	11	46	Poor
70-89	12	50	Good
90-100	1	4	Very good

The results of the evaluation in the first cycle showed that students with grades in the range of 0 up to 69 turned into 38%, that is, only 9 students got unsatisfactory results. This means that there is a significant change in the number of students with poor results in the previous cycle. As many as 8 students (33% of the number of students) got good results in the range of 70 to 89. Meanwhile, in the range of 90 to 100 there were 7 students (29% of the number of students) who got very satisfactory results. The following is an explanation that can be seen in Table 3.

Table 3. Formative Test Frequency Distribution Table Cycle 1

Interval	Frequency	%	Note
0-69	9	38	Poor
70-89	8	35	Good
90-100	7	29	Very good

The evaluation results in the second cycle showed significant changes, only 4 students were obtained (17% of students) scored less in the range of 0 to 69. Furthermore, in the range of 70 to 89, 33% of students (totaling 8) got good grades. The remaining 50% of the total number of students, as

many as 12 students, get very satisfactory results (score range 90-100). The value acquisition data can be seen in Table 4 below.

Table 4. Formative Test Frequency Distribution Table Cycle 2

Interval	Frequency	%	Note
0-69	4	17	Poor
70-89	8	33	Good
90-100	12	50	Very good

The accumulated results of the percentage of the number of students with a value range of 70 to 100 in the pre-cycle showed that only 50% of the students in class VII-A had obtained satisfactory results, but less than 50% of students still received unsatisfactory evaluation results. Furthermore, more than 60% of students got satisfactory learning evaluation results in the first cycle. At the end of the research conducted in the second cycle, it was found that 80% of students got very satisfactory student learning evaluation results. The acquisition data can be seen in the following figure.

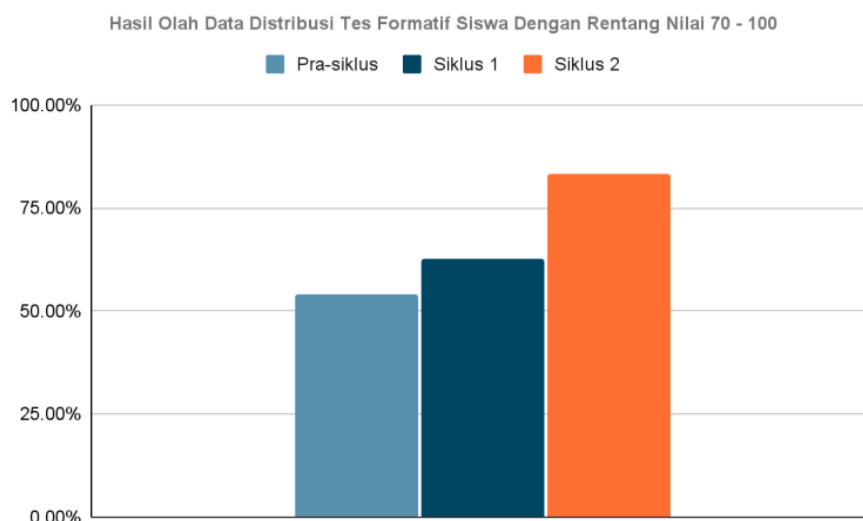


Figure 1. Percentage of Students' Formative Test Results Score Range 70 to 100

4. CONCLUSION

Given that mastery of new vocabulary is fundamental in mastering a foreign language (in this case English), the use of short videos in-class learning is very useful to help class VII-A students at Pangudi Luhur Santo Yusup Junior High School, Semarang to increase mastery of new English vocabulary. The results of the evaluation of student learning in mastering the material in general, it is very satisfying.

Passive and active vocabulary mastery can help students to improve student understanding, especially when students take the formative test (evaluation) that is given after the learning process has been completed. However, it is necessary to ensure that students can pay close attention to the

videos they are watching. Before the main learning activities begin, apperception activities in the form of a review or recall will help students to improve their mastery of the English vocabulary they have learned before. The active role of students in recording the meaning and correct spelling of new English words that they acquire after watching short videos is also something that must be considered. On the other hand, the research is still limited to the use of short English videos to improve students' vocabulary mastery. Further research could consider similar media with more focus given to pronunciation and speaking skills.

ACKNOWLEDGEMENTS

Thanks to UT for facilitating me to write my first article.

REFERENCES

- Al-Dersi, Z. E. M. (2013). The use of short-stories for developing vocabulary of EFL learners. *IJ-ELTS*, 1(1).
- Antoro, S. D., Suratinah, Ping, M. T., Susilo, Sudilah, & Sili, S. (2009). *Research in ELT*. Tangerang Selatan: Universitas Terbuka.
- Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *Life Sciences Education*, 15(4). doi:<https://doi.org/10.1187/cbe.16-03-0125>
- Çakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom *The Turkish Online Journal of Educational Technology*, 5(4), 67-72.
- Grégis, R. A., & Carvalho, A. P. (2019). Using videos for vocabulary improvement in English classes as an additional language. *Revista Práxis*, 1, 210-225. doi:<https://www.redalyc.org/articulo.oa?id=525558151010>
- Guo, P. J., Kim, J., & Rubin, R. (2014). *How video production affects student engagement: an empirical study of MOOC videos*. Paper presented at the The first ACM conference on Learning.
- Kabooha, R., & Elyas, T. (2018). The effects of youtube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching* 11(2). doi:10.5539/elt.v11n2p72
- Kurniawan, I., Roza, M., & Juhana, J. (2021). Investigating English Students` Vocabulary Learning Strategies at Raden Intan State Islamic University. *English Education: Jurnal Tadris Bahasa Inggris*, 14(1). <https://doi.org/10.24042/ee-jtbi.v14i1.9209>
- Lestari, R. P., & Yosintha, R. (2022). The effects of watching English-subtitled videos on EFL students' vocabulary learning. *English Language Teaching and Research Journal*, 6(2), 63-71. doi:<https://doi.org/10.37147/eltr.v6i2.130>
- Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. *Journal of English Language Teaching and Linguistics*, 1(1), 13-37.
- Pannen, P., Isfarudi, I., & Busono, R. A. (2021). *Evaluating students' experience in online learning: The ICE institute's experience*. Paper presented at the SITE Interactive Conference, Online.
- Risyal, M., Samanhudi, U., & Mokoagouw, M. E. (2022). Need Analysis of English Vocabulary Among Maritime Students (A Case Study of Politeknik Pelayaran Sorong). *SOSCIED Journal*, 5(1), 25–27.
- Setiyadi, B., Aridah, S. S., & Saraka, I., W.P (2014). *TEFL I*. Tangerang Selatan: Universitas Terbuka.
-