

# The Effect of Using Video on Students' Vocabulary Mastery

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## ABSTRACT

This research aimed to realize the impact of the usage of video closer to college students' vocabulary mastery at grade VII SMPN four Batang Anai. This research became the form of experimental studies through the usage of factorial layout 2x2. The populace of this studies became the scholars at grade VII SMPN four Batang Anai that encompass 6 classes. Two classes had been chosen randomly because the pattern through the usage of cluster random sampling, they may be elegance VII 1 and clas VII 2. As experimental elegance became VII 1 and as manage elegance became VII 2. Multiple preference take a look at became utilized by the researcher because the device in collecting the records. The college students end result had been scored through the scorer through the usage of key solution organized through the researcher and became analyzed through the usage of t and ANOVA. The end result of this studies proven that using video in coaching studying system gave tremendous impact closer to college students' vocabulary mastery than using picture. In reading the records, the researcher provided the uncooked records withinside the desk of frequency distribution, then calculated the suggest and preferred deviation to claculate the scholars' grade. The end result of the take a look at confirmed that the experimental elegance taught through the usage of Video have better vocabulary mastery than the scholars on top of things elegance. Based at the end result of the studies, it can be concluded that coaching vocabulary matery through the usage of video may be used because the approach in coaching english particularly in making the scholars have suitable vocabulary mastery at grade VII SMPN four Batang Anai.

**Keywords:** *Video, Vocabulary Master, Grade VII SMPN 4 Batang Anai.*

## 1. INTRODUCTION

Vocabulary is a fixed of phrases or series of phrases which have meaning. It is one of the essential additives in mastering English. In different phrases, vocabulary is foremost supply for college kids to grasp a language. By having enough vocabulary, the scholars are capable of carry their ideas, opinions, feelings, feelings efficaciously each in spoken and written form. However, there are such a lot of college students specially Junior High School college students nonetheless have a few troubles in gaining knowledge of vocabulary. Related to the reality discovered via way of means of researcher in doing initial studies at SMPN four Batang Anai, the researcher discovered that the scholars nonetheless have restricted vocabulary. It became proven while the trainer asks the scholars the call of a few objects, thinks, and activity, only some of college students who can solution it. Most of the scholars remained to preserve silent while the trainer requested them the questions.

Another trouble confronted with the aid of using the scholars associated with the vocabulary mastery is the scholars are tough to memorize the that means of the phrases. It may be visible at some stage in coaching and mastering process, the scholars frequently ask the that means of plenty of phrases to the instructor, even though the instructor informed the that means of the phrases, the scholars nonetheless tough to memorize it. Those troubles make the scholars have low vocabulary mastery. Strategy, coaching media, and instructor's method in coaching vocabulary additionally decided the scholars in vocabulary mastery.

Based at the statement held via way of means of the researcher in SMPN four Batang Anai associated with the instructor's technique, strategy, and media in coaching vocabulary, the researcher observed that the instructor used a media this is known as via way of means of 'picture' in coaching English mainly in supporting the scholars getting to know vocabulary. In coaching and gaining knowledge of process, the

instructor best display a few photographs to the scholars then inform the scholars the that means of those photographs. Then, the instructor requested then the scholars to copy the call of the picture. After that, the instructor requested the scholars to jot down the ones vocabularies of their notebook .There isn't anyt any thrilling and powerful methods in the use of this media to assist the scholars apprehend the vocabularies.

Based at the method of the use of this media in coaching method, it could be acknowledged that, this media couldn't make the scholars understand the phrase easier, the scholars simplest recognize the call of the photo however they can't understand the which means of the photo for lengthy time. So, it could be stated that the correct media utilized in coaching method mainly in coaching vocabulary can assist the scholars in vocabulary mastery. The instructor must take into account higher and suitable media with a view to make the scholars have appropriate vocabulary mastery. One of the powerful media is with the aid of using the use of video. As supported with the aid of using one conventional software of era for vocabulary practise includes using video instance as anchors for the vocabulary practise. It way that with the aid of using imparting video examples of a topic, the scholars can grasp extra vocabulary phrases handling the subject due to the fact the video offers the situational context or the anchor for the brand new vocabulary phrases; that is called anchored practise. As a result, the scholars' vocabulary mastery is evolved well.

In using video in teaching and learning process, there are variety activities that are done by students, such as (1) Freeze frame activity in which the teacher asks what the student see, make vocabulary list, and the students' feeling based on what they see. (2) Silent viewing activity in which the teacher has the students try to tell the story to the class. (3) Prediction activity in which the teacher stop the video and ask the students to predict what will come next. (4) Listening without viewing activity in which the teacher turn the picture off and have the students listen to a clip. (5) Back to back activity means that ask the students sit back to back and play the video without sound and ask the students watching to describe what happens as it happens. (6) Summary strip activity means that the students write out several sentences that describe the plot of the video. (7) Comprehension checks activity means that the teacher asks questions to check for students' understanding after each clip. (8) Normal viewing activity in which the students watch video from beginning to end. Thus, there are types in coaching and mastering method with the aid of using the usage of video. Through those activities, the scholars are loved and interested by coaching and mastering method, particularly in coaching vocabulary. By taking part in mastering vocabulary, the scholars are capable of apprehend or gather greater vocabularies easier.

As supported by [3] vocabulary is the total number of the words which (with rules for combining them) make up a language. To communicate with each other in a language, people need words. They can convey and tell their feelings, information, and problems through words.

Next, stresses that vocabulary is a core component of language proficiency and provides much for the basis for how well learners speak, listen, read, and write. Students need vocabulary to understand the materials on learning the four English skills [5]. First, in listening they listen to the materials or cassette that is given by the teacher. Next on speaking skill, students will speak, give questions, comments, and suggestions in English which they need to convey through words or vocabulary. Then vocabulary is needed in reading because the students need vocabularies to comprehend the text. And the last in writing skill, they will write sentences, paragraphs, or texts which will be build them by using words.

To be able to know the students' mastery in vocabulary, an english teacher need to do an assessment. As stated by [4] illustrates the three dimensions of vocabulary assessment in order to expand the conventional ideas about what a vocabulary test looks like. The first dimension is discrete versus embedded vocabulary assessment. The discrete assessment takes vocabulary knowledge as a distinct construct, which is separated from the component of language competence. The rating of the take a look at can be interpreted as a degree of a few elements of novices' vocabulary knowledge, including their development in getting to know phrases from the remaining unit of the situation remember and as a degree in their cappotential to deliver derived kinds of the bottom phrases. On the opposite hand, the embedded evaluation measures how properly the novices recognize precise phrases or terms in text.

The second dimension is selective versus comprehensive vocabulary assessment. In the selective vocabulary assessment, the words that will be tested are selected by the test writer. On the other hand, the comprehensive assessment measures the account of vocabulary used along a spoken or written text, which is usually applied in listening and reading comprehension tests. The last dimension is the context-independent versus context-dependent vocabulary assessment. The context-independent assessment measures students' understanding of vocabulary that stands by itself. In contrast, the context-dependent assessment measures the knowledge of vocabulary that is presented in their contextual usage.

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language competence. The rating of the check could be interpreted as a degree of a few elements of inexperienced persons' vocabulary understanding, consisting of their development in gaining knowledge of phrases from the final unit of the difficulty count and as a degree in their capacity to deliver derived sorts of the bottom phrases. On the opposite hand, the embedded evaluation measures how properly the inexperienced persons apprehend unique phrases or terms in text.

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On the other hand [1] says "knowing about a word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use)." It could be seen in the table below:

**Table 1 Indicator of Vocabulary Mastery**

Variable	Indicator	Sub Indicator
Vocabulary Mastery	Meaning	<ul style="list-style-type: none"> <li>Defining a simple short functional text related to the social environment.</li> <li>Identifying words that have same meaning.</li> <li>Identifying words that have opposite meaning.</li> <li>Identifying context (names of objects, shapes, sizes, and places).</li> </ul>
	Form	Rearrange jumble words correctly.
	Use	Identifying form of a word in certain grammatical context.

[1]

**2. METHODOLOGY**

This studies changed into carried out via way of means of the usage of a quasi experimental studies as it changed into examined the speculation approximately the impact of vocabulary in the direction of students'

vocabulary mastery. According to [2] in an experimental study, the researcher manipulates as a minimum one impartial variable, controls different applicable variables, and observes the impact on one or extra structured variables. In this studies, the researcher carried out Post-check simplest layout. The layout of this studies concerned classes, one as experimental elegance that changed into taught via way of means of the usage of Video and one as manipulate elegance that changed into taught via way of means of the usage of the not unusualplace method utilized by the lecturer "picture".

The population of this research was the grade VII students of SMPN 4 Batang Anai.. Two classes were chosen randomly as the sample by using cluster random sampling, they were class VII 1 and clas VII 2. As experimental class was VII 1 taughtt by reseacher and as control class was VII 2 taught by the English teacher, she is Mrs. Desra Mirza, S. Pd.

. The vocabulary test was used to measure students' vocabulary mastery for both experiment and control class in the form of multi choice test. Before giving the real test,, the researcher has tried out test to the students out of sample, that is class VII 4. The score of the tried out was analyze by using formula proposed by Arikunto (2007) as follow :

$$S = \frac{\text{Correct item}}{\text{Item numbers}} \times 100 \tag{1}$$

After collecting the students' score, then the researcher analyze the students' score including validity, reliability, difficulty index, and discrimination power. Correlation product second formula became used to degree the validity of the test, the method as follow:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}} \tag{2}$$

Where:

- $r_{xy}$  = the coefficient correlation between variable x and y
- n = the number of the students who follow the test
- x = the score given by the first scorer
- y = the score given by the second scorer
- $\sum x$  = sum of the total score
- $\sum y$  = sum of the total score
- $\sum x^2$  = square of x
- $\sum y^2$  = square of y
- $\sum xy$  = total score of cross product x dan y

To measure the reliability of the test, the researcher used formula proposed by Arikunto 2006:156. The formula as follow:

$$r_{ii} = \frac{2 r_{xy}}{(1+r_{xy})} \quad (3)$$

Where : rii= reliabilities instrument

$r_{xy}$  = the coefficient correlation between variable x and y

To know the difficulty index of the test, the researcger used the formula as bellow:

$$P = \frac{B}{JS} \quad (4)$$

Where:

P = Items difficulties

B = Sum of the students who answered correctly

JS = Sum of all students who followed the test

Meanwhile, the discrimination index was analyze by using the formula bellow:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB \quad (5)$$

Where:

D = Item Discrimination

JA = Sum of students in the high group

JB = Sum of students in the low group

BA = Sum of the students in the high group who answer correctly

BB = Sum of the students in the low group who answer correctly

PA = The proportion of the high group who asnwer correctly

PB = The proportion of the low group who answer correctly

After scoring and analyzing the tried out test, there were some item was delleted because the items were invalid. After that, the researcher gathering the data by giving the vocabulary test to the control and sample class after giving the treathment. The the data was scored by the researcher to be analyzed in the term of normality, homogeneity, and hypotheses testing.

Normality testing was analyze analyzed by using Liliefors test according to Sudjana (2005:446) the formula of Liliefors (L) tests are:

1. Students' scores X1, X2, . . . . . Xn become standard score Z1, Z2, . . . . . Zn by using the formula below:

$$Z_i = \frac{x_i - x}{s}$$

x : average score

S: standard deviation

2. Compute the frequency of F (Zi) = P (Z ≤ Zi) by using list of normal distribution standard for each score standard.

3. Compute proportion of Z1, Z2, . . . . . Zn which will smaller than or the same as Zi. If the proportion is S (Zi), so

$$S (Z_i) = \frac{\text{banyaknya } Z_1, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$$

4. Compute the difference of F (Zi) – S (Zi) then find the absolute score.
5. Take the higher score among the difference of absolute score (L<sub>observed</sub>)
6. Next, compare L<sub>observed</sub> with L<sub>table</sub> based on the degree of free (df) chosen. H<sub>observed</sub> will be accepted if L<sub>observed</sub> ≤ L<sub>table</sub>. It means that the sample comes from normally distributed population.

The normality of each group treatments, the experimental and the control group is compared to L<sub>table</sub>. The interpretation is that if the L<sub>observed</sub> is smaller than the L<sub>table</sub>, the data are normally distributed. In other words, if the L<sub>observed</sub> is greater than the L<sub>table</sub>, the data are not normally distributed.

However, homogeneity was analyzed by Variance testing or t-testing. The formula of f-testing as follow:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}} \quad (6)$$

The criterion of examining the homogeneity of data is F<sub>observed</sub> is compared to the F<sub>table</sub>. The interpretation is that if F<sub>observed</sub> is smaller than F<sub>table</sub>, the data are homogeny. In other word, if F<sub>observed</sub> is greater than F<sub>table</sub>, the data are not homogeny.

Then, hypoheseis testing was carred out with technique analysis that is managed by using t-test. Hypothesis testing 1 to 3 are computed by using t-test. The formula of t-test is:

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad (7)$$

Where:

t : distribution t for hypothesis test

$\bar{X}_1$  : mean score test result of experimental class

$\bar{X}_2$  : mean score test result of control class

n<sub>1</sub> : The number of students in experimental class

n<sub>2</sub> : The number of students in control class

S : Standard deviation complex

s<sub>1</sub><sup>2</sup> : Standard deviation of experimental class

s<sub>2</sub><sup>2</sup> : Standard deviation of control class

### 3. RESULT AND DISCUSSION

**Table 2 The Summary of Students' Vocabulary Mastery of Experimental and Control Class.**

Class	SUM	MEAN	MX	MIN	SD	VAR
Experimental	2171.29	65.79	85.71	42.85	13.29	176.78
Control	1911.42	57.92	82.85	37.14	13.02	169.52

From the desk above, it may be visible that the best rating of students' vocabulary mastery in experimental elegance after giving the remedy through the usage of video became eighty five.seventy one and the bottom rating became 42.eighty five and the common rating became 65.seventy nine with general deviation 13.29 and variance 176.78. Meanwhile, on top of things elegance, the best rating of students' vocabulary after giving the remedy through traditional coaching became 82.eighty five and the bottom rating became 37.14 with common became 57.92. The general deviation became 13.02 and the variance became 169.52. The recapitulation of the facts might be visible in appendix 9.

From the result above, it can be seen that the mean score of experimental class which was taught by using video was higher than control class which was taught by conventional teaching. It can be concluded that using video gave significant effect toward students' vocabulary mastery. It is proven by the students' vocabulary scores in experimental class which higher than the students' vocabulary scores in control class. It means that using video can be used as an alternative for teachers or lecturers to teach vocabulary. It was concluded that using video could help students to improve their vocabulary mastery.

The college students in experimental magnificence who had been taught via way of means of the usage of video were given extra possibilities to broaden and proportion thoughts with their friends. The college students ought to examine extra approximately vocabulary via way of means of looking and paying attention to the videos. It is in line with the research conducted that found that the students show better results when they are given materials which appeal to their different sense. It means that the found effect of video use on learning target expressions supports the positive prediction of the study. They furnished to assist for each other via hard factors withinside the coaching procedure. Every member have become a right away target target market even as the textual content changed into being constructed. Through studying sports which include dialogue and trade of ideas, freshmen were given extra servings to be without delay concerned withinside the studying procedure and studying to take duty will going for walks easily withinside the studying procedure.

Through video presentation, students are able to reach outside their minds. It could capture the attention of the learners, increase their motivation and enhance their learning experience. It also has been found by Bravo (2011) in his research, he found that by using video in presenting the contents or material, the teacher succeeded in enhancing students' instrinsic motivation and encouraged them them to improve their learning outcomes. Video is a effective today's withinside the lecture room. It affords sturdy context which to train English. Meaning comes alive and it brings the out of doors global withinside the lecture room and provide the coaching reality. It permits for Meaningful exercise of vocabulary and systems provided via way of means of the instructor on the lecture room. The video may be defined an goal manner or interpreted. It can stimulate and offer facts to be noted in conversation, dialogue and storytelling. It affords a stimulus for the usage of the language on the duplicate and manipulation tiers to speak, to examine and to write.

On the alternative hand, the scholars who had been taught via way of means of traditional coaching did now no longer get higher fulfillment. Here, the coaching and gaining knowledge of method became ruled via way of means of the instructor. The college students tended to be passive at some point of coaching and gaining knowledge of method. They did now no longer talk with their pal approximately the problems that befell at some point of writing method. It made them were given low fulfillment in vocabulary.

Because of the scholars' sports in the usage of video, the scholars were given excessive fulfillment in vocabulary mastery, even as the scholars that had been taught via way of means of traditional coaching did now no longer get higher result. It became in keeping with the studies finished via way of means of after coaching via way of means of the usage of video, the scholars rating of vocabulary were given excessive rating than earlier than coaching via way of means of the usage of video. It became befell due to the fact in the usage of video, college students study greater approximately vocabulary via way of means of looking and being attentive to every member of the groups. Multiple inputs from every member additionally produce a terrific vocabulary and decrease the grammatical errors. In contrast, college students on top of things elegance that became taught via way of means of traditional coaching make their vocabulary individually. It makes the scholars locate problems in doing their vocabulary due to the fact they had been difficult to expand their ideas. Therefore, the scholars who had been taught via way of means of the usage of video had higher fulfillment in vocabulary than folks that had been taught via way of means of traditional coaching.

#### **4. CONCLUSION, IMPLICATION & SUGGESTIONS**

Based at the findings above, it may be concluded that the scholars who have been taught through the usage of video get vast better bring about college students' vocabulary mastery than folks who have been taught through traditional coaching. Based at the findings and information analysis, the usage of video can deliver useful impact to college students' capacity in vocabulary. Using video encompasses each institution member's attempt and participation at each degree of vocabulary procedure, from making plans via composing to revising. The college students can examine extra approximately vocabulary through looking and paying attention to every member of the groups. They offer aid for each other via tough factors withinside the vocabulary procedure. Every member will become a direct target target market at the same time as the textual content is being constructed. Although, the usage of video is trainer centered, which coaching and gaining knowledge of procedure is dealt with through the trainer. The trainer explains the substances and asks the scholars to do the venture individually. So, the scholars can not percentage with their buddies in the event that they have problems in vocabulary.

However, it implies that video can be applied in teaching vocabulary especially in making the students' have better vocabulary mastery. Video provides the students a way to memorize words effectively by showing an interesting letter of words with interesting sounds. It made the students memorize and recognize the words easier.

Based on the findings and conclusions above, the researcher provides suggestions as follow: It is suggested that the teachers of SMPN 4 Batang Anai. and other teachers to use video as one of alternative teaching strategy to improve students' vocabulary mastery.

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