



Senior High School Students' Perceptual Experience on Using Video in Learning English Vocabulary

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Abstract

Learning a language requires a large range of vocabulary in its language to position a learner on the communication level. Consequently, teaching vocabulary is spotted as important since it is becoming a key component of language proficiency and as basis of learners to develop their listening, speaking, reading and writing. Media in teaching vocabulary becomes significant as media existence is to help teachers to deliver the topic and help learners to easily understand the topic. There are many types of media available, and video is one of them. The recent study focuses on students' perceptual experience on using video in learning English vocabulary at the 10th grade students of SMA Oikoumene in Manokwari, Papua Barat Province, and the hindrance faced by students. Therefore, to meet the aims, a questionnaire and an open-ended question were employed to collect the data from 23 participants filled the questionnaire and 10 participants interviewed. There were 20 items on the questionnaire which grouped into three themes namely general information related to the use of video in learning vocabulary, using video support students' learning, and video motivate students. The data presented that the score of each theme was 3.00 which categorized as positive, and the biggest obstacle faced by students were the unstable internet networking and run out of credit. Finally, the use of video in teaching English at SMA Oikoumene Manokwari has to be kept up due to support and motivate students learning.

Keywords: *vocabulary, media, video.*

Introduction

In learning a language, even in mother tongue, we require to have a large range of vocabulary as basic knowledge to use the language. Thus, building a vocabulary is as important as building a house. The builder has to understand where to build, where to put the house foundation, what will be built, what will be needed during the process of the building, what might be occur as an obstacle, how many materials will be used, etc. Therefore, an English teacher as an English language construction for their students is also as a vocabulary builder need to know what will be constructed to develop students' English proficiency. Among the language properties, vocabulary is essential in learning a language. Based on Hatch and Brown (1995), vocabulary is a set or list of words from a particular language that used. In addition, Heibert and Kamil (2005) assert that vocabulary is the knowledge of meaning of words. Thus, vocabulary is a collection of words in a certain language with its meaning that use to support human to able to communication in oral or written.

As explained by Decarrico (2001) that "vocabulary acquisition is central to language acquisition, whether the language is the first, second or foreign language". Supported by Wallace (2007) and Williamson (2014) in Wardaya (2015) who explain that vocabulary is an important key in learning a language. Additionally, Renandya and Richard (2002) explain that vocabulary is "a core component of language proficiency and provides much of the basis for how learner speak, listen, speak, and write". Thus, without words to express a wider range of meanings, communication in foreign or second language cannot happen in a meaningful way. Learner who learns English as the foreign or second language must comprehend the meaning of the words and is able to apply them in sentences. Looking at those wide range explanation about vocabulary, it can be concluded that teaching and learning vocabulary is important in term of developing the English proficiency and mastery of English in Listening, Speaking, Reading, and Writing.

To achieve a success in teaching and learning a foreign language skill including English, there are numbers of factors both linguistics and non-linguistics such as the students, the teachers, the methods, materials and media, or aids involved in the

process. Among these factors, media is one of them. Media based on Mateer and Gent (2018) can create an active learning situation and can engage students and produce meaningful learning. Teaching media are considered important, because they are not only consisting of certain information or instructional messages that believe can enhance students in learning, but also to achieve the goal of learning.

Using video in teaching EFL is one of the media available for online teaching. According to Cepon (2013) in Kamelia (2019) video is useful in EFL classroom. To make it happened, teachers keep the goals clear in mind during the classroom in using video materials, because they must prepare their teaching plans and apply them in a real situation due to achieve their goals (Bajrami & Ismaili, 2016). Video is a form of an audio-visual media. As an audio-visual form, it performs sounds and images that can move and colorful. The visibility is clear so that learners can not only hear the voice of the speakers but also can see them talk and move. This situation for them is like a real situation.

In SMA Oikoumene Manokwari, the EFL class was already applying in using video materials for teaching. When the researcher taught in this school during the Teaching Service (KPL), videos materials were also used. Thus, based on the experience, the research interested in conducting research on this area with the title "Students' Perceptions on the Impact on Using Video in Learning Vocabulary" will be conducted to see students' perceptual toward the use of video. The research is aimed to explain perceptual and identify the problem occur during the learning process of the 10th Grade students at SMA Oikoumene Manokwari in experiencing on the use of video in learning vocabulary.

Method

This research is designed under mix method design. Based on Johnson et al. (2007) in Schonenboom and Johnson (2017), this method is a type of research which combine quantitative and qualitative approaches. Addition to that, mix method applies to expand and strengthen a study conclusion and to publish literature.

The data collection was done by distributing questionnaire to the 23 students who were involved as participants in this research and the interview was conducting latter with 10 students as interviewees. The questionnaire consisted of 20 items that should be responded by the participants which constructed by using Likert Scale; Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1. The categorization will be 1 - 2 points are categorized as negative and 3 - 4 points are categorized as positive. For the interview, list of open-ended questions was prepared and there was a recording done during the interview session. The students' names were not appeared, but the code as 'S' and number such as S1, S2, etc.

Results

From the 20 items of the questionnaire, there are grouped into three themes which are general information related to the use of video in learning vocabulary, using video can support students in learning vocabulary, and using video can motivate students.

NO	Theme	Average mean score
1	General information related to the use of video in learning vocabulary	3.00
2	Using video can support students in learning vocabulary	3.00
3	Using video can motivate students	3.00

Table 1. *The average mean score of the three main groups.*

The table above presents that the three themes' results of the average mean score. It shows that each of its results are 3.00 which mean the students' perceptual toward the use

of video in learning English vocabulary is categorized as positive. For the general information theme related to the use of video in learning English vocabulary, students give comment based on the interview as follow:

S1, S2, S4, S6, S9, & S10:it is good that teacher use video in teaching English.

S2, S3, S5 & S8 : I can replay the video if I needed.

S7, S8 & S10 : I prefer learning by using video.

From those answers, it can be seen the positivity of students' answers. Students like when teachers use video because using video that teacher shares to students can be recorded as students' file, so that they can play the video a few times based on their needs. Some students prefer learning by using video because they were born on the Z generation which means they were born on the modern era with modern tools and most of the day, they will work with or play with their own gadgets. Thus, this generation prefer learning by using video. As Gazizova & Dnyasheva (2018) claim that the modern educational process characterized by "dynamism, creativity, gradual approach, flexibility and constant innovation. Gu & Guo (2017) state that technology tools which can be used as educational supports can be functioned as information resources to support teaching and learning in the class. In line to that, Ling & Yunus (2016) confirm that the technology existence brings extra value that can give influence on the quality of language teaching and learning.

From the second theme which is using video can support students in learning vocabulary is also presented as positive as can be seen also from students' comments from the interview:

S1, S4, S7 & S8 : I can understand the material easier when I learn from the video.

S2, S3, S5 & S10 : I think my English is increase because I have good

score. I'm happy.

S1, S3, S4, S6 & S9: I like it because I can learn independently according to my need.

Those comments are proved that the second theme is also positive. Students can feel that the use of video in EFL learning can foster them in learning. As Lynne Cameron (2001) said that vocabulary is learnt better when the meaning of words is illustrated, for example by a picture, an action, or real object. All the visual and audio hints in videos can help students to convey vocabulary meaning and draw students' interest in vocabulary learning. Thus, Goldman et al. (2007) asserts that video can be valuable media as teachers' support in teaching.

From the third theme which was using video can motivate students in learning was positive and proved by some comments of students from the interview as follow:

All students : Using video in learning is interesting. It is not boring.

S2, S3, S5, S6 & S9 :make me love in learning English.

S1, S4, S6, S7, S8 & S10 : It is good, like I watch film, not only listen but also watching.

Those comments of students present that using video in EFL learning is very motivating to them. It is attractive because students are not only listening to the speaker/s but also can directly see the speaker/s. They can see a lot from the video like speaker's gestures and expressions. As Prayudha (2021) explains that using video in learning can motivate students, attract their attention, help students in visualizing some works in detail, and support different learning style especially for students who are visual learners.

There are some obstacles that faced by students in experiencing learning by using video such as the internet connection or networking.

All students : The biggest problem is the internet networking.

S3, S5, S6, & S9 : Sometimes I run out of credit on my hand phone.

For the internet networking problem, it is believed as common problem across Indonesia especially for the areas that has the same condition as in Manokwari city, the

Province of Papua Barat. In this province, there is only one provider namely Telkom. Compare to bigger cities like in Makassar, Jakarta, Bali, and Surabaya, they have more than one provider there. The existence of those varieties' providers can give alternatives to students whenever they needed. To solve the networking problem, students usually move to places where they can get good internet connection. When they run out of credits, they usually will download the video material whenever they have top up their credit on their phone.

Conclusion

In reference to the above discussion, the 10th Grade students of SMA Oikoumene Manokwari have positive respond to the use of video in learning English vocabulary. It is proved from the big three themes of the data findings from the questionnaire that all themes are scored 3.00 which means positive. Besides, students' answers from the interview are also supported the questionnaire data. Thus, the use of video in the class is highly recommended because it can foster students in learning. However, students are still having problems as identified which are the problem on the internet network and they sometimes run out of credit on their phone.

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