



Immersive Video towards Vocabulary Mastery: EFL Students' Perspective

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Abstract

EFL students have to master vocabulary in order to understand the material in the classroom. However, based on the observation in one of the private junior high schools in Malang, students have low vocabulary and face difficulties in understanding sentences. It happens because the teacher is too focused on using one kind of traditional technique where the book acts as the main source of learning. This case causes the limitation of vocabulary. Therefore, this study aims to find out the students' perspective on the use of a teaching media for vocabulary mastery namely immersive video. To solve this problem, the researchers formulated a research question, how are students' opinions towards the use of immersive video in vocabulary mastery? The method used was a mixed method by applying quantitative and qualitative approaches. The participants were 7th graders that consisted of 60 students in total. The data was collected through questionnaires and interviews. The findings show that students enjoy the learning process when immersive video is used. It helps them to remember vocabulary in the long term. In addition, it makes students become more active in learning vocabulary.

Keywords: EFL Students; Immersive Video; Vocabulary Mastery

Introduction

English is an international language that has been spoken all around the world. In Indonesia, English is considered as a foreign language. Therefore, mastering English is needed in many aspects including Education. In addition, the globalization era insists the young generation to be more aware of the application of English in life since they are more familiar with it.

One of the components of learning a language is vocabulary. It is a crucial step because there is a relation between vocabulary mastery and other language

skills such as speaking, listening, reading, and writing. The connection between the four skills requires students to have enough vocabulary in order to express their ideas. Vocabulary can be taught by giving the translation of the word in students' mother tongue. The use of mother tongue affects students' language acquisition to the target language (Yadav, 2014). However, Indonesian EFL students have low comprehension of unfamiliar words and its application in communication (Susanto, 2017). In addition, there is a difference between learning vocabulary in L1 and L2. According to Siyanova-Chanturia & Webb (2016), the possibility to receive incidental vocabulary can be found in regular input. Meanwhile, in L2, there are limitations of getting incidental vocabulary in regular input. It shows that the lack of vocabulary happens due to the low exposure of regular vocabulary input.

In teaching vocabulary, the expertise of the teachers plays an important role. Besides providing material that contains expressions and its social function, teachers need to find the suitable method to deliver it. According to Nurmala (2005) as cited in Rahayu (2015), in order to engage the students in learning vocabulary, teachers must give various activities to lead the students to write, read, and listen. The variety of media can be applied to create an engaging learning process, one of the examples is making use of technology.

Based on the observation in one of the private junior high schools in Malang, students have low vocabulary because the teacher does not use variations of media which makes students feel bored. There was a situation where the classroom became uncondusive when the teacher was writing on the whiteboard. Furthermore, students do not fully understand the vocabulary that was explained. It can be seen because students repeated the same questions even though the teacher has answered it. Since the students rely on the teacher and book more, it leads to the low exposure of vocabulary. Therefore, additional media is needed to give students more chances to explore new vocabulary.

There are many kinds of teaching media that have the potential to enrich vocabulary and students' self-discovery such as immersive video. It illustrates videos in the form of 3D versions based on certain events (Moezzi, et al., 1996 as cited in Medrano et al., 2017). Danieau, Guillo, and Dore (2017) stated that immersive video gives the viewers experience to be immersed through a wider angle. Although immersive video has become popular because of virtual reality games (VR), there are more accessible immersive videos called 360° video. Unlike VR games, 360° video can be found easily on YouTube and it does not need equipment such as a headset. According to Lampropoulos et al. (2021), teachers can utilize 360° video with different approaches for example digital storytelling, flipped classroom, and game. Besides its potential in factual learning, immersive experiences influence students' interest and engagement (Pirker & Dengel, 2021). From the statements, it can be seen that immersive video is applicable for learning vocabulary.

Several studies under the topic the implementation of immersive video in EFL context have been done. Shadiev et al., (2021) proved that immersive video has

improved students' self-discovery skills. There were 40 higher education students took English Proficiency Test that focused on reading and writing. Another study by Majid et al. (2020) investigated the effects of immersive video in reading class. The findings found that using immersive video can lower students' anxiety. Meanwhile, the use of immersive technique in speaking skills by Muslem et al. (2019) showed that students' fluency, accuracy, and pronunciation increased. In contrast, a study by Ji et al. (2019) revealed that students who learned through 360° video did not give significant output in speaking performance compared to the students who used traditional presentation mode. Based on the previous research, immersive video was applied for different kinds of English skills. The result also showed either positive or negative effects for EFL learners. However, there is no specific study under the topic vocabulary mastery. Therefore, this study is expected to find out students' perspective on immersive video as a vocabulary teaching media. The researchers formulated a research question as how are students' opinion towards the use of immersive video in vocabulary mastery?

Method

The method used in this study is mixed method with explanatory sequential type. Creswell (2012) stated this type expects to provide important information required to better understanding to the research problem. Creswell also stated both data are not independent. Qualitative data support Quantitative data in order accomplish deeper interpretation that can be done by doing interview with purposive sampling. Palinkas et al. (2015) defined purposive sampling is an effective way to choose respondents that are most likely to give relevant information. For this study, the purposive sampling was used to see the pattern between the participants who categorized in two groups.

This research consists of some steps. First, the researcher tried out the questionnaire in order to check the validity and reliability. The quantitative data was collected through questionnaire. After the data collection, the questionnaire data was analyzed using quantitative descriptive analysis. Loeb et al. (2017) stated that quantitative descriptive analyzes the phenomena that happen in society by finding patterns in data to determine who, what, where, and to what extent. The next step was qualitative data collection through in-depth interview. Dana (2013) agreed the greatest way to get crucial information about certain issue is by using unstructured interview. Then, the interview was analyzed to see the pattern of the findings. Lastly, the researcher found out students' perception on the use of immersive video in vocabulary enrichment.

The participants of this study were 60 students of 7th grade. The data was collected by distributing a close ended questionnaire with 20 questions in total. Microsoft Excel was used to analyze all the data collected. The researchers also used 4 points likert scale. The modification used to prevent neutral answers that can be

implied as double meaning (Hartanto, 2017). Thus, the alternative answers describe as:

Table 1. Likert Scale Scoring

No.	Alternative Answers	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

In order to examine the result, the data was calculated by using:

$$\text{score percentage} = \frac{\text{participants' total score}}{\text{max score}} \times 100\%$$

The items provided based on six indicators: (1) Students understand the meaning of vocabulary (2) Students don't enjoy to learn vocabulary through books (3) Students prefer to learn vocabulary using immersive video than books (4) Immersive video is helpful in learning vocabulary (5) Immersive video is accessible (6) Immersive video increase students' motivation in learning vocabulary. Meanwhile, the qualitative method data was collected through an interview via WhatsApp. The participants of the interview were chosen by two highest and two lowest scores from the questionnaire. The questions also adapted from the same indicators but the participants need to elaborate their answers. The interview consists of eleven questions with some adjustments that depend on participants' answers.

Questionnaire Results

Students' vocabulary mastery

In table 2, the researchers wanted to measure students' vocabulary skills. The statements focused on the students' difficulties in the learning process. From the result below, there were 28 students (36%) and a student (1%) have no problem in understanding vocabulary. Otherwise, 25 students (48%) strongly agree and 6 students (15%) agree that they have limited vocabulary. In this case, the low vocabulary mastery affected their understanding towards sentences both spoken and written. In addition, 43 students (75%) agree and 4 students (9%) strongly agree that they also face difficulties to process the meaning of new vocabulary. 13 students (15%) disagree with the statement of item 2.

Table 2. Questionnaire Result of First Indicator

No.	Statement	SA	A	D	SD
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1.	I find it difficult to understand sentences due to limited vocabulary.	15%	48%	36%	1%
2.	I find it difficult to understand new vocabulary.	9%	75%	15%	0%

Students don't enjoy to learn vocabulary through books

According to the data below, 18 students (38%) have hard time concentrating when reading books and 4 students (11%) have the same problem. 35 students (49%) disagree and 3 students (2%) strongly disagree since they do not have the same problem. There were 5 students (14%) and 17 students (35%) agree that the illustrations in the books are hard to understand. Meanwhile, 35 students (49%) disagree and 3 students (2%) strongly disagree that illustration from the books confuses them. In item 4, although 35 students (47%) disagree, 18 students (36%) and 6 students (16%) feel bored since the teacher uses books as the major learning source. Furthermore, limited vocabulary reference leads 29 students (52%) and 9 students (22%) to confusion. However, 22 students (26%) disagree with the statement.

Table 3. Questionnaire Result of Second Indicator

No.	Statement	SA	A	D	SD
3.	I find it difficult to concentrate when reading books.	11%	38%	49%	2%
4.	I find it difficult to understand the material because of poor illustration from the books.	14%	35%	49%	2%
5.	I feel bored because most of the source materials are from books.	16%	36%	47%	1%
6.	I find it difficult to find new vocabulary on my own due to limited references from books.	22%	52%	26%	0%

Students prefer to learn vocabulary using immersive video than books

In the third indicator, the researchers wanted to compare two media between picture in books and immersive video. In the first statement, 21 students (45%) strongly agree and 27 students (43%) agree that illustration of immersive video is easier to understand than picture. 15 students (33%) strongly agree that learning vocabulary using immersive video is more exciting than pictures in the books and 33 students (54%) also have the same preference. On the other hand, 11 students (12%) disagree and a student (1%) strongly disagree with item 15. Moreover, 35 students (60%) and 10 students (23%) find learning vocabulary through immersive video is easier to understand than pictures in the books. Meanwhile, 15 students (17%) disagree with the statement of item 16.

Table 4. Questionnaire Result of Third Indicator

No.	Statement	SA	A	D	SD
7.	Illustration from immersive video is more understandable than picture.	45%	43%	12%	1%
15.	Learning vocabulary through immersive video is more exciting than picture in the books.	33%	54%	12%	1%
16.	Learning vocabulary through immersive video is more understandable than picture in the books.	23%	60%	17%	0%

Immersive video is helpful in learning vocabulary

The fourth indicator has the most item number among all. The researchers provided six statements to check the effectivity of immersive video in learning vocabulary. Based on table 5, 11 students (12%) disagree and a student 1% strongly disagree. Immersive video also helpful for 16 students (35%) and 32 students (53%) in terms of learning new vocabulary. However, 10 students (11%) disagree and 2 students (1%) strongly disagree that immersive video helps them to get new vocabulary. In item 9, "Immersive video helps me to be more active in finding new vocabulary". There were 19 students (42%) chose strongly agree. 26 students (43%) chose agree. 13 students (12%) chose disagree. Two students (1%) chose strongly disagree. In item 10, 12 students (14%) disagree if immersive video increases their participation and the understanding the meaning of vocabulary. 2 students (1%) strongly disagree. In contrast, 12 students (27%) strongly agree while 34 students (58%) agree. In item 11, "Immersive video helps me to memorize the meaning of vocabulary". 9 students (21%) chose strongly agree. 35 chose students (61%) agree. 14 students (16%) chose disagree. 2 students (1%) chose strongly disagree. In item 12, 5 students (13%) strongly agree and 32 students (61%) agree if immersive video makes them to memorize and remember the meaning of vocabulary in long term. There were 19 students (16%) and 4 students (3%) do not feel the same way. For illustration of immersive video 16 students (35%) strongly agree, 31 students (51%) agree, 12 students (13%) disagree, and one student (1%) strongly disagree if it is beneficial to picturize vocabulary better.

Table 5. Questionnaire Result of Fourth Indicator

No.	Statement	SA	A	D	SD
8.	Immersive video helps me to get new vocabulary.	35%	53%	11%	1%
9.	Immersive video helps me to be more active in finding new vocabulary.	42%	43%	14%	1%
10.	Immersive video helps me to understand the meaning of vocabulary.	27%	58%	14%	1%

11.	Immersive video helps me to memorize the meaning of vocabulary.	21%	61%	16%	1%
12.	Immersive video helps me to remember vocabulary in long term memory.	13%	61%	24%	3%
13.	Illustration of immersive video helps me to get picture vocabulary better	35%	51%	13%	1%

Immersive Video is Accessible

In the table 6, two number items received the same response. "Learning vocabulary by watching immersive video is accessible". 20 students (42%) strongly agree. 33 students (52%) agree. 6 students (6%) disagree. A student (1%) strongly disagree.

Table 6. Questionnaire Result of Fifth Indicator

No.	Statement	SA	A	D	SD
17.	Learning vocabulary through immersive video is accessible because I can reply it anytime.	42%	52%	6%	1%
20.	Learning vocabulary is accessible because I can find it on YouTube.	42%	52%	6%	1%

Immersive video increase students' motivation in learning vocabulary

There are three number items in the last indicator. Based on the data, 13 students (29%) strongly agree, 32 students (54%) agree, 14 students (16%) disagree, and one student (1%) strongly disagree that illustration of immersive video motivates students to learn vocabulary. Furthermore, 13 students (28%) and 42 students (65%) feel happy to watch immersive video as learning media. On the other hand, 5 students (5%) disagree with the statement of item 18. Lastly, the researcher asked about the positive output of immersive video. Although 3 students (2%) strongly disagree and 7 students (8%) disagree, 16 students (35%) strongly disagree if immersive video is very attractive, engaging, and entertaining. In addition, the rest 34 students (56%) agree.

Table 7. Questionnaire Result of Sixth Indicator

No.	Statement	SA	A	D	SD
14.	Illustration of immersive video motivate me to learn vocabulary.	29%	54%	16%	1%
18.	I feel happy to learn vocabulary using immersive video.	28%	67%	5%	0%
19.	Immersive video is very attractive, engaging, and entertaining.	35%	56%	8%	2%

Interview Result

After the questionnaire was distributed, the interview was held to investigate participants' experience in learning vocabulary using immersive video. The questions given depend on students' answers in the previous questionnaire. There were two students who received the highest score, AN (76) and SR (71). The other two students who got the lowest score also participated in this interview, SK (45) and FD (45). The researchers asked nine questions, as follows:

- a. Have you ever faced difficulties in understanding vocabulary?
AN, SR, SK, and FD answered,
"Yes, I have."
- b. What is the most used source of learning in the class? Is it enough to help you understand vocabulary?
AN answered,
"We usually use photocopies given from the teacher but it does not really help."
SR answered,
"We often use books but I'm still confused sometimes."
SK answered,
"We use books a lot and it makes me bored."
FD answered,
"The teacher writes the material from the module on white board."
- c. Have you ever found difficulties to understand the material from books?
AN, SR, and SK answered,
"Yes, I have. Most of the material in the books use unfamiliar words and the illustration is unclear."
FD answered,
"Yes, it rarely happens though."
- d. If you think studying from books are not enough, what additional source do you usually use?
AN, SR, and SK answered,
"I watch YouTube so I know how to pronounce the words. I do browse too."
FD answered,
"I ask my friend or use a dictionary."
- e. If you don't understand teacher's explanation or instruction of the assignment, what do you usually do?
AN, SR, SK, and FD answered,
"I ask my teacher or friends. I also browse it if the teacher lets us use the phone. Sometimes I use dictionary too."
- f. What do you like from learn vocabulary through immersive video?
AN answered,
"Yes, I like it so much because it is interesting."
SR and SK answered,

“Yes, I like it because the illustration is cool and clear.”

FD answered,

“Yes, I like watching immersive video. The reason is because I can control it to see certain unfamiliar objects.”

- g. Does immersive video help you to remember vocabulary for a long period of time?

AN and SR answered

“Yes, it does.”

SK and FD answered,

“No, it does not.”

- h. How do you remember vocabulary you get from immersive video for a long period of time? (for participant who answered ‘yes’ in the previous question)

AN answered,

“I reply it while read the notes you gave me.”

SR answered.

“I reply the video. Then, I search up the meaning of the object.”

Have you ever re-watched the video? You can access it on YouTube. (for participant who answered ‘no’ in the previous question)

SK answered,

“No, I have not watched the video again. I did not know that the video was on YouTube.”

FD answered,

“No Miss, I only watched it once.”

- i. Which one do you prefer, learning vocabulary through immersive video or books? Please elaborate your reason!

AN and SR answered,

“I prefer watching video than books because I can learn various vocabulary independently.”

SK answered,

“I prefer to watch video because reading book is boring.”

FD answered,

“I like watching video because it gives me better illustration.”

Discussion

In the 10th grade, EFL students are required to understand the context of the material which is more complicated than what they received in Elementary School. However, based on the result of the questionnaire and interview, the researchers found that students still struggle in understanding English due to the lack of vocabulary. In this case, low vocabulary mastery leads to the decreasing students' performance in the classroom (Panjaitan et al., 2021). Students also mentioned that books are the main source of learning in the classroom. Fortunately, students have

the initiative to look up additional sources through the internet, ask their peers, or the teacher.

Another finding is there is no obstacle in concentrating, the book did not fully help in terms of the limited reference of vocabulary, the level of difficulties, and unclear illustrations. Besides, Students often feel bored since the activity in the book was not engaging enough. Therefore, teachers should give more variation to learning activities such as by using multimedia. In this era, technology has provided many options that can be used as media, one of the examples is immersive video. Silverman (2013) mentioned potential video can increase students' vocabulary from its visual, audio, and action features. Moreover, students also think that immersive video is beneficial in some aspects such as easier to understand, provide more vocabulary, show interesting illustration, and help them to study independently. Lam et al. (2018) agreed self-discovery is one of methods to build an individual's knowledge. It comes from the curiosity that makes students to be more active in the classroom.

Students also think that immersive video is accessible. It helps them to remember vocabulary in long term memory because they can reply to the video on YouTube which is also applicable for online learning. Immersive video can be used as interactive media for video conferencing. The utilization of audio-visual video makes students become more enthusiastic (Safitri & Tyas, 2022). However, the repetition of video is needed in order to determine students' understanding (Kurnia et al., 2013). Thus, students who do not watch it repeatedly only remember vocabulary in the short term which is proven from the interview. In addition, immersive video is able to create a fun atmosphere. Tisza (2021) stated that fun activities give positive output towards students' attitude. Moreover, students feel excited because of eye-catching and colorful illustrations. It makes the learning process become less boring since the activity is engaging.

Conclusion

From the data, it can be summarized that applying one teaching method is not enough to attract students' motivation in learning vocabulary. It causes low vocabulary mastery because students are not interested in the activity or the material. Moreover, it makes students find difficulties in understanding English. Therefore, using diverse techniques and methods is important to raise students' enthusiasm. If the classroom's condition is pleasant, the material will be well delivered to the students.

In this study, the researchers use immersive video as media for learning vocabulary. It can be seen that immersive video brings positive outputs in some aspects. It is not only engaging and makes students remember vocabulary in the long term but also builds students' self-discovery. Since the vocabulary is provided in books, students have limitations to explore. It means the teacher does not give students a chance to learn by themselves. This case also affects students' low

vocabulary. At this point, the role of teacher takes a crucial part. Using technology and utilizing the advantages can be done to facilitate students.

The researchers hope educators can apply immersive video as vocabulary teaching media in the future. For other researchers who investigate similar topic, the researcher would like to give a suggestion. There are not many researches that talk about immersive video as teaching media. The researchers hope the future study will investigate different language skills and the deficiency of this study can be covered.

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