The Effectiveness of Using Video Clip in Teaching English Vocabulary at SD Fastabiqul Khairat Samarinda

Utari Erliana[1] & Arbain[2]
Universitas Widya Gama Mahakam Samarinda
E-mail: [1]utarierliana.ue@gmail.com & [2]baintigers@gmail.com

Abstract
This study examines the effectiveness of video clip in teaching vocabulary to elementary school students. The researcher used a quantitative approach of one-group pre-test post-test design or single-subject experimental design. This research was conducted at SD Fastabiqul Khairat Samarinda at Utsman Bin Affan class of two grades consist of 25 students. The researcher was collected the data for three meetings, the researcher gave pre-test, treatment, and post-test in every meeting. The data were analyzed by using SPSS version 23 with an analysis of the Paired Sample T-Test to know the significant effect of using video clips in teaching English vocabulary. The result of this study showed that there was a significant effect of using video clips in teaching English vocabulary for three meetings. The significant (2-tailed) score of pre-test and post-test for three meetings was less than 0.05. The researcher concluded that using video clips in teaching English vocabulary to Utsman Bin Affan class was effective.

Keywords: Effective, Video Clip, Vocabulary.

1. INTRODUCTION

Language is one of the tools to communicate and vocabulary also is a part of the language that cannot separate one from another. Without learning vocabulary we are not able to communicate to the others. One of the languages that people learn to communicate in English. English also one of the subjects taught by the teachers and learned by the students at school. In addition, English is one of the subjects that will be tested for the graduation requirement. Meanwhile, there are so many students at school had a low passion for learning English. Therefore, the teacher used a different technique, media, and method for teaching. There are many media to teach English, one of those is a video clip. Using video clips in teaching English vocabulary can help students learn new vocabulary better and easier. Using video clip also establish their attention to the lesson and pronunciation. The researcher hopes this research can be useful for the teachers and future researchers who want to know the effectiveness of using video clips in teaching English vocabulary.

2.1 Concept of Teaching

According to Harmer (1998), teaching was given someone's knowledge or instructing or training someone. The purpose was to explain how to do something or to alter someone's ideas. Moreover, Brown (2007) assumed that teaching was guiding and facilitating learning, enabling learners to learn, set the conditions for learning. As a result the researcher deduced that teaching was the process of transferring knowledge from teacher to students by instruction and explanation. Setting the condition for learning is also important such as setting the class conditions and sitting arrangement. In addition preparation in teaching is necessary, such as prepare the interesting topic, video, song, game and so on.

2.2 Concept of Learning

Learning was a process from something people who do not know to know. According to Brown (2000), people had learned about something when their behavior changed. The change brings about by developing a new skill, understanding new knowledge, and changing attitude. In addition Thornbury (2002) mentions how children learn or acquire knowledge especially language, typically those used for labeling and mapping words on to concepts. In fact, gaining a vocabulary was not only labeling but classifying skills. In conclusion, the child needs to recognize that common words like *apple* and *dog* can be replaced by super ordinate terms like *fruit* and *animal.* Therefore the researcher concluded learning was a process of activity done by a person to get a change of new behavior on purpose, consciously as a result of someone's experience in interaction with the environment. As well, identify the common words was important for the children who learn vocabulary.

2.3 Vocabulary

According to Thornbury (2002), without vocabulary, nothing can be conveyed and communicate. He also stated that if people learn more vocabulary than grammar, they can easy to say anything although say little grammar. Moreover Gitamarsita(2012) stated that vocabulary was a set of words that an essential factor in learning the language. Concerning Hidayat(2017), he mentioned vocabulary was an important part of mastering language, because if people do not learn the vocabulary they were not able to communicate. According to Oladunjoye (2017), vocabulary was one of the components of four skills (reading, speaking, writing, and listening). It means the lack of vocabulary can influence to all the four skills, therefore vocabulary was really matters in learning language especially for communication.

According to Harmer (2001), Vocabulary divided into two kinds. The first, Passive vocabulary, it means words that the students understand when they occur in the context, but they cannot produce correctly themselves. Second, Active vocabulary, it means words which are understood, pronounced correctly and used constructively in speaking and writing by the students.

2.4 Teaching Vocabulary

In teaching vocabulary, teachers had to consider about the essential things, as what they were going to present in the class. According Thornbury (2002), there were several things that teachers had to measure how many words they want to present. First, the level of the learners (whether beginners, intermediate, or advanced). Second, the learners' like familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary). Third, the difficulty of the items-whether, for example, they express abstract rather than concrete meaning, or whether they were difficult to pronounce. Fourth, their 'teachability' -whether, for example, they can be easily explained or demonstrated. The last, the items were being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items was likely to be fewer than if the aim is only recognition.

From the theory above the researcher can conclude that teaching vocabulary was not something that you can apply in random ways without considering the essential things before you teach.

2.5 Word Classes

According to Thornbury (2002), there are 8 different word classes:
1. Nouns   : bits, pieces, record, player, spoon, snake, flower, etc.
2. Pronouns   : I, you, they, we, she, etc.
3. Verbs   : study, look, do, look, go, etc.
4. Adjectives   : old, second-hand, new, etc.
5. Adverbs   : up, down, etc.
6. Prepositions : for, like, in, on, between, at, etc.
7. Conjuctions : and, or, but, etc.
8. Determiner   : the, a, an, some, this, last.

In English *like* could be many words, can belong to two or more word classes. We can make a simple division from the terms of the meanings connected with these word classes into two groups. First, there were words like *far, and, them, to* that generally contribute to the grammatical structure of the sentence. These were called **grammatical words** (or **function words**) and were generally prepositions, conjunctions, determiners, and pronouns. Second, there were the **content words**, those that carry a high information load. Content words were commonly nouns, verbs, adjectives, and adverbs.

2.6 Concept of Video

There were many materials to teach and the video was one of the materials to teach. According to Gitamarsita (2012), the video was a kind of audiovisual. In addition, Isiaka (2007) states video was a great tool for teaching in the classroom and he mentioned using video as a media was effective and matter than not using any instructional material as well. Here the criteria video to teach in the classroom by Gass & Selinker (2008). First, watchability (the content of the video should be interesting to

the students). Second, completeness (the story of the video is complete and clear, so the students can enjoy and motivated by the video). Third, length (the duration should not be too long, perhaps between 30 seconds to 10 minutes conditional on the learning objects or the goals). Fourth, appropriateness of content (the video should suitable for the students, how has the video been rated; 'Universal', 'Parental Guidance', for ages '13' or '18'? and also is the video suitable watch to the student in all cultures). Fifth, level of maturity (showing the videos should based on their level and age). Sixth, availability of related materials (the material in the video should be suitable for their level and their necessity. So the teacher should consider the video they can use for teaching). Seventh, the degree of visual support (if the visual of the video is much visual, so it is good for the students as long as the pictures illustrate what is being said). Eighth, clarity of picture and sound (the video which copied from television, the sound and picture have to be clear). Ninth, the density of language (the amount language should not too intense so students can easily learn and understand). Tenth, speech delivery (the clearness of the speech, the accent, speech rate, and all factors can influence students' comprehension). Eleventh, language content (the content of the video should be related to the curriculum or the coursebook thus providing a way to integrate video work into the course as a whole). The last, language level (the level language that shows in the video should suitable for the students' level, so the teacher not explain too much about the video).

According to the theories above, teaching using video in the classroom should appropriate to the students. The teachers also had to consider all the essentials preparation in teaching using video.

2.7 Concept of Video Clips

According to Sari (2016), the video clip was a short movie that contain a duration between three or four minutes. The video clip contains image and sound. As a result, the video clip was different from video because the duration only between 3 to 4 minutes but the video's duration might more than 4 durations. After all, there were also has similarities between video and video clip, that was both of them had similar content that was audio-visual. Generally all of the types of videos such as movies, dramas, documentaries, news, interviews, talk shows, and commercial, they all contain audio-visual, there were existing of sound and picture in the video.

2.8 Advantages and Disadvantages of Using Video Clips

According to Harmer (2001), he mentions the advantages of using video in teaching. First, seeing language-in-use (students not only hear but also see the facial expression, gesture and also see the clues from the video). Second, cross-cultural awareness (students can learn other countries, such as their body language, attitude, accent, dressed code, food, and others). Third, the power of creation (when the student using video camera themselves they were given the ability to create something memorable and enjoyable. Students can create something creative and communicative video). The last, motivation (not only see and hear the content of the video but when

what they hear coupled with interesting tasks, it will be more interesting for the students).

Harmer also mentioned the disadvantages of using video in teaching. First, the 'nothing new' syndrome (the teacher should provide and show the unique videos, the content of the videos not duplicate or repeat home television viewing). Second, poor quality tapes and disks (we had to decide the best quality and attract the students' interest by using tapes or disks). Third, poor viewing conditions (the teachers had to decide and pay attention to the situation and condition of the class, such as the light, the monitor, the student who sit at the back of the class. Therefore, the students can hear and see clearly). Fourth, stop and start (teacher can not stop and start the video rapidly, because that can affect the students' curiosity and student will irritate). Fifth, the length of extracts (use a short duration between one to four minutes can motivate the students). The last, Fingers and Thumbs (the knowledge of how using the technology is important, such as the machine does not work and the teacher can do anything to repair or make it work. That problem will irritate the students).

In addition, Cakir (2006), he also said there were many disadvantages, there were the content and quality of the video, the sounds' quality, the vision, and of copies or home-produced materials may not be ideal. In conclusion, selecting the suitable English video in learning materials was necessary. Moreover the teacher should consider the students' necessity, their interest, their English skill level, and the cultural aspect.

2.9   Review of Previous Studies

There were several studies that have been dealing with teaching vocabulary through video. First, the thesis by Amalia (2017). Her research was about using a movie to improve students' vocabulary, in the seventh grade of SMPN 26 Bandar Lampung. The result of her thesis, the improvement was proved by the mean score, the pre-test mean score was 48.29 and the post-test mean score was 69.37. Second, the thesis by Manurung (2016), her research was about the implementation of video in teaching vocabulary, in the second grade of elementary school. The result of her research was positive, the researcher described that using video in teaching vocabulary was attracted. In addition, video also improved children' enthusiasm in learning vocabulary. Third, the thesis by Sari (2016), her research was about teaching and learning through video clips in the second semester of seventh grade of SMP PGRI 6 Bandar Lampung. The result of her research was negative due to the lack of teachers' preparation before teaching the lesson using a video clip, make the students have low motivation in learning vocabulary.

Fourth, according to Almurashi in 2016, he has investigated the effective use of Youtube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. The result of his survey, the students' feedback was given positive results. The students agreed that Youtube can help their understanding, English lesson on Youtube was helpful & interesting, and the students also getting some advantages from watching Youtube. Next the fifth research by Kuhail (2017), he had researched the effectiveness of using interactive digital videos on developing sixth

grades' English reading skills and vocabulary learning and retention. The result showed that using interactive digital videos had a significant effect on the students' level of vocabulary. By using interactive digital videos, students' vocabulary increased.

In addition, according to Munir (2016), in his journal about the effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students, the result of his research showed the students' vocabulary mastery improve significantly. So, teaching vocabulary by using audiovisual media (cartoon film) was effective to improve students' mastery of vocabulary. Then, according to Baniabdelrahman (2013), he had investigated the effect of using online tools on ninth-grade Jordanian students' vocabulary learning. He used Youtube as a tool. The result of his research, the use of online tools has a positive and significant effect on improving EFL students' learning vocabulary.

Based on the researchers' above, there were some similarities with this research, such as the researcher used one-group pre-test post-test design, the researcher used T-test formulation to find the result, and used SPSS version 23 to analyze the data. The researcher also gave the pre-test, then gave the treatments, and the last step was to give the post-test to the students. The last similarity was the researcher found the effectiveness of using video clips in teaching English vocabulary.

2.10 Conceptual Framework
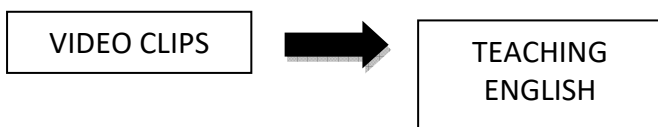
Teaching vocabulary used a media such as video clip was helping students learning a second language especially English. Teaching English using video clip was the way to introduce and teach English to the students (Brown, 2007). The basic in teaching and learning English is vocabulary. Vocabulary was important to someone who wants to learn English because vocabulary can help people to understand and respond (Thornbury, 2002). When people learn about vocabulary, they can use many words to communicate and they also understand about the words.

2.11 Conceptual Framework

According to Thornbury in 2002, he stated there were three working memory customary distinguish between the following system: the short-term store, working memory, and long-term memory. The short-term store received and remembered the new word for a few seconds, besides the long-term store received and remembered the new word longer than the short-term store. He stated words learning by repetition (the time-honored way of 'memorizing' new material was through repeated rehearsal of the material. One kind of repetition that was important was a repetition of encounters with a word). Next, retrieval (using the new word in written sentences, this activity make the learner will be able to recall it again later). Then, spacing(after teaching students a new

set of words, the teacher test by asking students about what the words they have just learned, and then present some more, then backtrack again, and so on. That is better to distribute memory work across a period than mass it together in a single block). Next, pacing (learners have different learning styles, and process data at different rates, so ideally they should be allowed to pace their rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do 'memory work' such as organizing or reviewing their vocabulary silently and individually). Next, use (putting word to use, preferably in some interesting way, it is the best way of ensuring they are added to long-term memory). Next, cognitive depth (the learner makes about a word and complete a sentence). Then, personal organizing (learners read a sentence aloud and containing new words should better recall than learners silently rehearsed the words). Next, imaging (the learners who were given the task of silently visualizing a mental picture) goes with a new word. Other tests have shown that don't immediately evoke a picture). Next, mnemonics (these were 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. The best kind of mnemonics is often visual. Next, motivation (the learners spend more time on rehearsal and practice, which in the end will pay off in terms of memory). Then, attention/arousal (the word that easily recalled by students will be easy to remember even if they've heard them only a couple of times). The last, affective depth (teacher will teach new words by reading and writing skill and the student chose the word they wanted to learn).

In addition, according to Gogoi in 2015, there were techniques of teaching vocabulary, there were showing pictures or using audio-visual aids, showing real objects or models, miming or performing an action, framing illustrative sentences, associating with other words, identifying the lexical set, breaking words into component units, exposure of different contexts, selecting the bases and their order of presentation, give some importance on word-formation, crossword puzzles (crossword puzzles helping studying vocabulary), word games, giving equivalents in mother-tongue, and encourage the students to use a dictionary.

Based on the theories above the researcher used some of them, such as using audio-visual, repetition, spacing, pacing, and mnemonics due to the researcher want the students easy to remember and learn new words by using video clip in teaching.

2. METHODS

The researcher used a quantitative approach of one-group pre-test post-test design or single-subject experimental design to analyze the effectiveness of using video clips in teaching English vocabulary. The researcher chose SD Fastabiqul Khairat Samarinda for doing the research. At SD Fastabiqul Khairat Samarinda there were four classes of two grades as the population. The sample was Utsman Bin Affan class of two grade consists of 25 students. The researcher gave pre-test consists of 10 questions to the Utsman Bin Affan class and then the researcher gave a video clip as a treatment. After the researcher gave the treatment, the researcher gave post-test consists of 10 questions. The researcher was collected the data for three meetings. After collecting the

data, the researcher analyzes the data by using SPSS version 23 with Paired Sample T-Test to know the significant effect of using video clips in teaching English vocabulary.

3. FINDINGS

In these findings the researcher showed the difference mean score between pre-test and post-test and the sig. (2-tailed) score from three different topics to know the hypothesis testing was acceptable or not. The tests were given to the Utsman Bin Affan class. This class consists of 25 students. The researcher spent three weeks to collect the data. There were third meetings:

3.1 First Meeting
The topic was discussed in this meeting was about "My Clothes".

Paired Samples Statistics				
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	90.8000	25	13.82027	2.76405
	POST TEST	97.2000	25	5.41603	1.08321

The data showed the mean score for the pre-test was 90.80 and after the researcher gave the treatment, the mean score increased to 97.20 for the post-test.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE TEST - POST TEST	-6.40000	15.24248	3.04850	-12.69179	-.10821	-2.099	24	.046

The data showed the sig. (2-tailed) score for pre-test and post-test were 0.04<0.05. It means the sig. (2-tiled) score less than 0.05.

3.2 Second Meeting
The topic was discussed in this meeting was about "My Favorite Food".

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	88.8000	25	6.65833	1.33167
	POST TEST	95.6000	25	5.83095	1.16619

The table above showed the mean score for pre-test 88.80 and after the researcher gave treatment the mean score increased to 95.60 for the post-test.

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE TEST - POST TEST	-6.80000	9.00000	1.80000	-10.51502	-3.08498	-3.778	24	.001

Based on the data above showed the sig. (2-tailed) score for pre-test and post-test were 0.00<0.05. It means the sig. (2-tailed) score less than 0.05.

3.3 Third Meeting
The topic was discussed in this meeting was about "My Classes".

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	88.4000	25	17.00000	3.40000
	POST TEST	98.8000	25	3.31662	.66332

The table above showed the mean score for pre-test 88.40 and after the researcher gave treatment the mean score increased to 98.80 for the post-test.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE TEST - POST TEST	-10.40000	14.85485	2.97097	-16.53178	-4.26822	-3.501	24	.002

Based on the data above showed the sig. (2-tailed) score for pre-test and post-test were 0.00<0.05. It means the sig. (2-tailed) score less than 0.05.

Based on the result from the first meeting until three meetings, the mean score pre-test and post-test were increased and the sig. (2-tailed) score from three meetings less than 0.05. It means there was a significant effect of using video clips in teaching English vocabulary at Utsman Bin Affan class. The result showed the hypothesis testing was accepted.

4. DISCUSSION

Based on the research question formulated: is using video clip effective to teach vocabulary?

The researcher collected the data in three meetings. The first meeting of my clothes' topic showed the mean score for the pre-test was 90.80 and after the researcher gave the treatment, the mean score increased to 97.20 for the post-test. The sig. (2-tailed) score pre-test and post-test were 0.04<0.05. It means the hypothesis was acceptable because of the sig. (2-tailed) score less than 0.05. Then, the second meeting of my favorite foods' topic showed the mean score for pre-test 88.80 and after the researcher gave treatment the mean score increased to 95.60 for the post-test. The sig. (2-tailed) score pre-test and post-test were 0.00<0.05. It means the hypothesis was acceptable because of the sig. (2-tailed) score less than 0.05. Last, the third meeting of my classes' topic showed the mean score for pre-test 88.40 and after the researcher gave treatment the mean score increased to 98.80 for the post-test. The sig. (2-tailed) score for pre-test and post-test were 0.00<0.05. It means the hypothesis was acceptable because of the sig. (2-tailed) score less than 0.05.

Based on the three meetings above, the result was stable. The sig. (2-tailed) score for first, second, and third meetings showed less than 0.05. Which is 0.05 was the standard to determine the hypothesis was accepted or not. Based on the data above students responses from the researchers' treatment was impressive. The students learn new vocabulary from the video clip and they also more pay attention. The result from the pre-test and post-test in different topics were very good. This statement supported

by the result showed from the data analysis by using SPSS version 23 with an analysis of Paired Sample T-Test to know the significant difference before and after giving the treatment and also to know whether or not the hypothesis was accepted. The hypothesis was acceptable if the sig. (2-tailed) score less than 0.05. The result showed from the sig. (2-tailed) score from three meetings with different topics were less than 0.05. That means the hypothesis was acceptable, using video clips in teaching English vocabulary was effective.

The result of this research also supported by related previous studies. First, according to Manurung (2016), the implementation of video in teaching vocabulary in second grade was given a positive impact on the students and encourage their passion for learning vocabulary. Furthermore, according to Almurashi (2016), students' feedback about the effect of YouTube videos for teaching the English language in classrooms, and the result was positive. The students agreed that YouTube can help their understanding, interesting, and the students also getting some advantages from watching YouTube.

5. CONCLUSION

Based on finding and discussion of this thesis, using video clips was effective to teach English vocabulary to Utsman Bin Affan Class consists of 25 students of 2 grade at SD Fastabiqul Khairat Samarinda. The researcher spent 3 weeks collected the data and gave the treatments. There were three different topics in those meetings. The result from three meetings showed the sig. (2-tailed) score less than 0.05. It means the hypothesis was accepted. The hypothesis was acceptable if the sig. (2-tailed) score less than 0.05. This statement supported by the result of analysis by using SPSS with the Paired Sample T Test and by the related of previous studies.

REFERENCES

Almurashi, W. A. (2016). *The Effective Use of Youtube Videos for Teaching English Language in Classrooms as Supplementary Material At Taibah University in Alula*. Retrieved September 6, 2019, from http://www.eajournals.org/wp-content/uploads/The-Effective-Use-of Youtube-Videos-for-Teaching-English-Language-in-Classrooms-as Supplementary-Material-at-Taibah-University-in-Alula.pdf

Amalia, L. (2017). *Teaching Vocabulary Through Movie to Improve Vocabulary Mastery of The First Grade Students At SMPN 26 Bandar Lampung*. Department of Language and Arts Education, Universitas Lampung.

Baniabdelrahman, A. A. (2013). *The Effect of Using Online Tools on Ninth Grade Jordanian Students' Vocabulary Learning., 3*. Retrieved from https://www.academia.edu/15575753/The_Effect_of_Using_Online_Tools_on_Ninth_Grade_Jordanian_Students_Vocabulary_Learning

Brown, D. (2000). *The Principles of Learning and Teaching. New Jersey : Prentice hall*

(Fourth Edition). San Francisco: Addison Wesley Longman, Inc.

Brown, H. D. (2007). *Principles of Language learning and Teaching* (Fifth Edition). San Francisco: Pearson Education, Inc All.

Cakir, D. 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).

Gallacher, L. (2003). *Video and Young Learner*. Retrieved on February 13, 2019, from https://www.teachingenglish.org.uk/article/video-young-learners-1

Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition* (Third Edition). New York: Routledge.

Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational Research Competencies for Analysis and Applications.* (Eight Edition). New Jersey: Pearson.

Gitamarsita, S. R. (2012). *The Effectiveness of Teaching Vocabulary by Using Video Dora The Explorer of The Fifth Grade Students At SD N 2 Sucen Jurutengah in The Academic Year 2011/2012*. English Department, Universitas Muhammadiyah Purworejo.

Gogoi, G. (2015). *Vocabulary: Active and Passive Vocabulary: Various Techniques of Teaching Vocabulary*. Retrieved on September 13, 2019, from http://www.the-criterion.com/vocabulary-active-and-%0Apassive-vocabulary-various-techniques-of-teaching-vocabulary.%0A

Hanson, S., & Padua, J. F. M. (2011). *Teaching Vocabulary Explicitly*. Honolulu: Pasific Resources for Education and Learning.

Harmer, J. (1998). *How to Teach English*. London: Addison Wesley Longman.

Harmer, J. (2001). *The Practice of English Language Teaching* (Third Edition). London: Addison Wesley Longman.

Hidayat, I. W. (2017). *The Techniques for Teaching Vocabulary at SMP Muhammadiyah 10 Surakarta in 2016-2017 academic year.* Department of English Education, Universitas Muhammadiyah Surakarta.