THE IMPACT TEACHING ENGLISH USING VIDEO ON STUDENT VOCABULARY MASTERY FOR EYL STUDENTS IN THAILAND

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Abstract
This study aims to determine whether there is an impact of teaching English using videos on students' vocabulary skills at Anuban Chumchon Phukradueng School. The researcher used a quasi-experimental design to determine the comparison between two groups that received different treatments. The total population of grade 5 was 94 students, but the researcher decided to select two classes 5.2 and 5.3 after getting recommendations from the school and finding that the two classes were equal. Researchers used tests as instruments to collect data and the final result of this study is that teaching English using videos has a very significant impact on students' vocabulary skills.

Keywords: *Video,vocabulary,EYL Student*

INTRODUCTION

The acquisition of a quantity vocabulary is an important aspect for the successful use of a foreign language because without a broad vocabulary, students cannot use language functions effectively to communicate (Alqahtani, 2015). Students are relying on vocabulary in their learning process and the lack of vocabulary mastery become the biggest problem overcome (Huckin et al., 1993). On the other hand, vocabulary has been recognized as a resource of the problem in second language learners (Meara, 1980). Recent studies have shown that many problems when teaching vocabulary are due to teachers lack of confidence in teaching their students, sometimes teacher confused about the steps to deliver material and also the method that they should use (Berne & Blachowicz, 2008). While learning process, teacher have to face the problem during the class. The teacher should mastery the material, preparing their self to find various technique and the best learning media to use.

Another problem is the lack of experience of the students in learning language, so that it affects the amount of their vocabulary mastery (Lutviana & Mafulah, 2017). (Juhana, 2014) said that the most of the students easily to feel bored and their level of concentration is very short. According to (Schramm Hermawan 2009: 11) argues that 'technology is a media for conveying messages that can be used for learning purposes' (Harmer, 2007) states that teachers should view technology as a tool to support them in develop how the way to teach students. It can be said that there is one way to make teaching vocabulary are more interesting and can increase student vocabulary by using technology such as audiovisual media or video.

Videos can positively influence education. which access is very fast and fun, there are videos based on culture, and languages from all over the world. In other words, learning through videos can positively change the learning environment (Almurashi, 2016). In addition, videos can make students more interactive because it will be easier for them to find new topics and vocabulary (Riswandi, 2016). the characteristics of the video being manipulated, edited, and portable have made the video look very useful for use as a learning medium. Supporting this idea (Harmer, 1998) states in his book, "Video can be used for many things: presenting, providing information, providing background on a topic, playing various forms of dialogue, and interaction".

Some researchers have conducted research on the impact of using some media on students vocabulary mastery. (Ferria, 2015) the researcher conducted his research by using quasi experimental Research and used English songs from YouTube towards students" vocabulary mastery. The method of the study is quantitative by taking 60 students as the sample from 92 students of population. The sample of students was divided into two classes; 30 students for experimental class and 30 students for control class. She found that by using English songs from YouTube are effective in improving student vocabulary mastery.

Mamuko (2017) the researcher conducted his research by using descriptive quantitative method and use of video blog to learn english vocabulary. The subjects of this research were three undergraduate students of Faculty Cultural Studies, Barawijaya University, Malang. He found that by watching english vlog, the students can learn new vocabulary and practice it well. vlog also has positive impact for their academic work, because it provides useful information for their assignment. In the previous study above there are several similarities and differences in this study. The similarity of the research findings above is variable. A common problem is the lack of understanding and interest of young learners in remembering new vocabulary.

Based on the previous study most of the researcher focus on the impact of using video from YouTube can increase students' interest and their ability in vocabulary mastery. Most of the previous state that using interactive video on You Tube can make students easily remember the material that already delivered. In here the researcher want doing something new for the novelty of this study. In this research, researcher does not use videos from YouTube. However, the researcher prefers to use movie clips to know the impact on student's vocabulary mastery.

Good media for vocabulary learning must have several specific criteria so that the material to be conveyed in the learning process can be given optimally. Some of these criteria consist of: 1.) Contextualization, vocabulary should be presented in relevant contexts such as conversations, stories, and videos so that learners can better understand meaning and usage. (Nation, 2001). 2.) Visual support, visual supports help learners connect vocabulary with its visual representation, making it easier to understand and remember. (Hubbard, 2009). 3.) Engaging and interactive, interactive features such as quizzes, games, and exercises encourage learner participation and provide opportunities to practice and deepen understanding. This interactivity keeps learners motivated and engaged in the learning process (Lee et al., 2010). 4.) Authenticity, Authentic media materials such as news articles, podcasts, and videos give learners the opportunity to experience

authentic language use. Reliability helps learners understand vocabulary in context and become familiar with the nuances, idiomatic expressions and cultural aspects associated with the language, making the learning experience more realistic and hands-on. (Jacobson et al., 2003). 5.) Multimodality, combining multiple modes of communication such as text, images, voice and video will help you develop a deeper understanding of vocabulary. By engaging multiple senses, learners can amplify learning, strengthen connections, and improve memory (Hubbard, 2009).

Before starting the learning process, the teacher must prepare the material to be taught as well as possible. (Khalidiyah, 2005) in her journal suggests several procedures for applying video or audiovisual as a media in teaching English, including the following: 1. Preparing yourself, first the teacher must understand well the content of the learning video, then the teacher writes notes about the important points that must be obtained by students. 2. Preparing environment, the goal is make the students become interested and feel comfortable during learning activities. 3. Preparing students, before learning begins, the teacher must explain a number of rules that must be obeyed by students so that the situation is conducive. 4. Showing the video, when the process of viewing videos is attempted to control students to stay focused and feel comfortable so that the points of the video can be understood by students. 5. Carry out the follow up, after watching the video, the teacher asks students to express their opinion about the video. The teacher can also ask them to discuss the essence of the video.

After knowing the stages before the learning process, we must recognize that teaching EYL students is not the same as teenage students. They are prone to losing concentration and also have low motivation to learn, especially when they are playing or doing something fun for them. There is a determining factor in the process of teaching young learners about a second language or a foreign language, namely the teacher must have special skills and a different point of view in teaching young learners and adults (Rahmadhani, 2015). So for the first, the students

supposed to understand the meaning word (vocabulary) so the learning process can be running well and become easier to understand.

Harmer as cited in (Shejbalova, 2006) mentions some aspects in vocabulary that learners need to know in order to have a better understanding. First, meaning, the world context. Second, usage the world knowledge of appropriateness. Third, world formation, word's construction of letter. The last, grammar which word's use in term of rules. In teaching vocabulary there are several things that we must pay attention to and very important to do during the learning process. (Wallace, 1989: 27-31) explain that there are the main principles of teaching vocabulary such as: 1.) Aim, the teacher must have a clear purpose in teaching vocabulary. Teacher must understand what they want delivered to teach the students. 2.) Quantity, after had a clear purpose in teaching vocabulary, the teacher must determine how much vocabulary must be mastered by students for achieve the main learning purpose. 3.) Need, there are so many teachers who are not good at seeing potential of what actually students need, so they made a material that doesn't relate with students need. It is make material that explained by the teacher are not optimally understood by the students. 4.) Repetition, in the process of learning vocabulary is very important for students, it's intended that students can easily remember the vocabulary and easily remember the meaning of the words. 5.) Mother tongue to target language, to achieve the target language that will be taught by the teacher, it would be better to understand the mother tongue to compare and look for similarities of some words that being taught.

We will enter some of the advantages of the learning process using videos and the reason researchers use this media. (Nasution, 2005) states that the advantages of using movie in teaching and learning process are:1) Movie is very good in describing a process, if necessary by using a "slow motion". 2) Each student can learn something from the movie, from the clever one or less intelligent. 3) Movies can take a child from one country to another country and from one period to another period. 4) Movie can be repeated if necessary to add clarity. This is the

background of the researcher's interest in taking the title of this research, because teaching techniques using videos specifically using movie clips provide a fun new atmosphere and are able to attract students' attention when they learn in class.

EYL students in Thailand are also like other countries in Asia, especially Indonesia where they have limitations in speaking English due to lack of mastery vocabulary. In addition, many of the EYL students have low motivation and do not feel comfortable in learning English. This makes it a challenge for every English teacher to provide the best possible understanding and can be easily understood by their students. Therefore, teachers must be creative to find the right media to deliver the material, so that it can be received easily by students.

The background to the problem of foreign language learning, especially English at Anuban Chumchon Phukradueng school is that EYL students have low concentration levels and are very easily distracted by many things. Not only that, teachers are not able to utilize facilities and technological developments to support the learning process. Therefore, it is necessary to take measures that can make them feel comfortable during the learning process so that their concentration is not easily disturbed. One of them is by using video media that can attract their interest to follow and listen to the learning process.

Therefore, the purpose of this study is to determine the impact of learning English using movie clips video as media on students' vocabulary mastery ability. Teachers can also see the difference between students who get treatment using videos and students who only get conventional teaching methods. The hope of the researcher is that English teachers can use the right media according to the needs of their students. And also need to know that there are many backgrounds that are considered the use of effective media for learning so that the material presented can be easily understood by students.

METHODS

The method used in this research is quasi experimental. Where there are two groups, namely the control group and the experimental group. The thing that distinguishes here is the treatment given to the two groups. The experimental group received a special treatment using movie clips videos, while the control group only used conventional methods without using videos. The reason the researcher used the quasi experimental method was because the researcher wanted to compare the final results of the two groups that received different treatments. Researchers get data through instruments in the form of tests (pre-test and post-test).

As stated by (Cresswell, 2012), the design used when the writer cannot artificially create groups for the experiment is called quasi-experimental design. That is the design that was used by the writer because the writer used the existing class in the school without forming a new group of experiments. (Gay, 1987) in (Furqon, 2011) describes the main characteristic that distinguishes experimental research with one another is the manipulation of independent variables called treatment. In other words, experimental research is a study conducted by manipulating the object of study, and controling a particular (Mishabuddin & Hasan, 2013).

This study used a non-Equivalent Control Group Design (Pre-test and Post-test). This type of design is usually used in experiments using classes that already exist as the group, by selecting the classes which are estimated at the same state/condition (Taniredja & Mustadifah, 2011)

The population of the study was 94 students from the fifth grade of Anuban Chumchon Phukradueng School. They are 5/1, 5/2, 5/3, 5/4. The writer only took two classes that were 5/2 consists of 22 students and 5/3 consists of 22 students. The reason researcher only took two class because both of the class has the same level of English ability. Only 5/4 who has the high ability in English because they are student in EP (English Primary) class. The sample of this research is 44 students, which is divided into 2 classes, 5/2 as the experimental class and 5/3 as the controlled class. Those classes were chosen based on the permission of the school

which allowed to conducted study in a class where the writer was teaching during Internship and community service program in Thailand. And also the researcher got the result after interview with the teacher in there, so the teacher in there said that 5/2 and 5/3 has the same level. Which means that both of the class has lower background knowledge, especially in English. That's make the researcher put more effort to finish this research.

In this research study, the vocabulary test served as the research instrument. The vocabulary test was held twice, in the pre-test and the post-test. It was used to reveal the significant difference in the vocabulary ability between the 5/2 who were taught by using video and 5/3 who were not. The test used fill in the blank and match with the correct answer. It consists of 25 items to assess the student's vocabulary that consists of pre-test and post-test. Form of pre-test and post-test contain 25 questions. Every single word in pre-test and post-test is same. (Heaton 2005) suggests how to make vocabulary test well, those are: 1. Each option should belong to the same word class as the stem. 2. The key answer and distractors should be at the same level of difficulty. 3. All options should be approximately at the same length.

There were two techniques of analyzing the data of this research, namely descriptive and inferential statistics. In the descriptive analysis, there were two formulas used in the computation; the mean and the standard deviation analysis. In the inferential statistics, this research used test of normality, test of homogeneity, and test of hypothesis. The testing steps would be described as follows:

1.   Descriptive statistic

The descriptive analysis was aimed at providing answers to the research question about the impact of teaching using video on students' vocabulary mastery. The statistics used in computation were the mean and the standard deviation. The mean was the average score attained by the subjects of the research. The standard deviation was the average variability of all the scores around the mean. The larger the standard deviation was the more variability was from the central point in the distribution, and vice versa.

2.   Inferential statistic

The inferential analysis used in this study was the analysis of covariance (ANCOVA) test. ANCOVA test was used because the researcher took into account the pre-test score. The pre-test score was used as the covariance. This answers the question in the problem of this research, namely whether the video is effective and has a significant impact on students' vocabulary mastery. However, before the test was conducted, the prerequisite test for analysis was carried out, namely the normality and homogeneity tests.

FINDING AND DISCUSSION

Descriptive Statistic

To analyze the data, the first is to use descriptive statistics, which serves to determine the mean, media and also std.deviation. Please see the table below to get more information:

Table 1. Students Scoring and Categorizing

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	22	0	24	9.09	5.406
Post-Test Experimental	22	12	92	62.91	21.039
Pre-Test Control	22	0	52	15.82	13.208
Post-Test Control	22	12	80	35.55	23.362
Valid N (listwise)	22				

As we can see from the table 1, it can be clarified that the minimum score both group (pre-test of experimental and control group) was equal. The reason is because both of them got the same score, 0 score for pre-test and 12 score of post-test. And the maximum score of pre-test control group is highest (54) than experimental group (24), but in the end post-test of experimental group was better (92) than control group (80). We move to the mean score, control group got the highest score on pre-test (15.82), but in the end experimental group got the highest

score on post-test (62.91). For the last part is std. deviation, as we can see that experimental group is better than control group because in the pre and post-test got the smallest score than control group.

Normality Test

Table 2. Normality test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-Test Experimental	.262	22	.000	.897	22	.026
	Post-Test Experimental	.131	22	.200*	.934	22	.149
	Pre-Test Control	.250	22	.001	.854	22	.004
	Post-Test Control	.231	22	.003	.883	22	.014

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data in Table 2 in the Kolmogorov-Smirnov, the significance of the experimental class in pre-test was 0.00 and the controlled class was 0.001. If the data is more than or equal to a significance $\alpha = 0.05$ the data was normally distributed. Thus, it can be concluded that the pre-test of experimental class and controlled class data were not normally distributed because both classes 'significances are less than 0.05.

From Table 2 it can be seen in the Kolmogorov-Smirnov rows of the two classes in post-test, the experimental class was 0.200 and the controlled class was 0.003. The researcher found that the data in the experimental class is higher than controlled class. Only experimental group who has p value above 0.05, while control group is below 0.005. This implies that study information was not normally distributed, because only experimental group that using part of the animation movie as a treatment was effective for students 'vocabulary mastery.

Homogeneity test

The purpose of the homogeneity test is to decide whether the data of the experimental class and controlled class are homogeneous (equal) or not. In this research, the researcher used Levene Statistic to scale the homogeneity test of experimental class and controlled class. The results are presented below:

Table 3. Homogeneity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students learning outcomes	Based on Mean	.352	1	42	.556
	Based on Median	.751	1	42	.391
	Based on Median and with adjusted df	.751	1	39.993	.391
	Based on trimmed mean	.403	1	42	.529

Based on Table 5, the results of the data showed that the significance based on mean was 0.556, it means that p value was above 0.05. Therefore, we can conclude that the data from both classes were homogeneous because p value was higher than α= 0.05 (0.556 > 0.05). It means that the data of post-test from both classes were also homogeneous.

Hypothesis test

Based on the pre-requisite test of statistical analysis, it showed that the data were distributed *un-normal* and *homogenous*. Afterwards, the data were analyzed by using Wilcoxon. The Wilcoxon test is part of non-parametric statistics, so the Wilcoxon test does not require research data to be normally distributed. The Wilcoxon test is used as an alternative to the paired sample T test, if the data is not normally distributed. This test is aimed to see whether there were any significant differences result of students' vocabulary score on the post-test between experimental and control class after the treatments were implemented. This test was

conducted by SPSS v.19. In order to calculate the data, the formulation used the mean scores of experimental and control classes. Then, 0.05 was determined as the significance value or alpha (α). As for the name in the calculation of the table, there were experimental class and controlled class.

Table 4. Wilcoxon test

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Experimental - Pre-Test Experimental	Negative Ranks	0[a]	.00	.00
	Positive Ranks	22[b]	11.50	253.00
	Ties	0[c]		
	Total	22		
Post-Test Control - Pre-Test Control	Negative Ranks	1[d]	8.00	8.00
	Positive Ranks	21[e]	11.67	245.00
	Ties	0[f]		
	Total	22		

Due to the result of normality test the data is not normal, so we have to use Wilcoxon test to analyze the data. We can see in table 6 above that the negative rank value in both groups, both experimental and control, has the same value, namely 0, this means that there is no gap from the pre-test to the post-test scores. Then we can look at the positive scores of the two groups in the positive rank, which means that both groups experienced improvement from the post test and pre test. The positive values of the two groups are 11.50 and 11.67. And the sum of rank of the experimental group (253.00) was slightly higher than the control group (245.00). Next is the ties section, this is the similarity of pre-test and post-test scores between the two groups. And the ties value is 0, which means that there are no equal values between the pre-test and post-test.

Mann-Whitney test

Table 5. Mann-Whitney test

Test Statistics[a]

	Hasil belajar siswa
Mann-Whitney U	95.500
Wilcoxon W	348.500
Z	-3.448
Asymp. Sig. (2-tailed)	.001

Looking at the result of normality and homogeneity test showed that the researcher must cary out the final of analysis test to find out the result of hypothesis. So the researcher decided to use Mann-Whitney Test. As we can see from the table 8, the data of Mann-Whitney Test above showed the statistical hypothesis of this study. Since that the data of the population was distributed unnormally, the Mann-whitney and willcoxon count assumed was 95.500 and 348.00 with the Sig. (2tailed) 0.000. It meant that the score was lower than the determined significance value 0.05. As the result, it can be seen that $0.000 < 0.05$ which meant that null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. As the result, there is a significant impact of teaching English using Video on students' vocabulary mastery.

CONCLUSION

After collecting data from the research, we can conclude that the experimental group got a better score than the control class. This can be illustrated that students who get treatment or learning methods using video as a media can have a better impact than students who only get conventional methods as usual. This has a great impact on the final results of the vocabulary test, especially EYL students who tend to have low concentration levels and very easily bored. If we insist on using conventional method, then the results we get are not optimal and of course it is very draining if we want to create an interesting class and make students focus on their explanations. Therefore, using videos as media is the right answer to make EYL students interested and focused when the learning process is taking place. Looking at the results of the hypothesis of this study also says that the use of

videos has a significant impact on students' vocabulary mastery. The analysis showed that Significance (2-tailed) calculated (0.000) is smaller than 0.05 then Ho is rejected and Ha accepted. Therefore, the null hypothesis, "there is a significant difference of teaching English using video on student's vocabulary mastery." is accepted.

The important point that researchers want to convey is that we as teachers must understand well the external factors that can affect the learning process. One of them is the background of students, environmental factors, and last but not least the interests and talents of different students. Here the teacher is required to understand some of these factors and be adjusted to the field or material to be delivered so that it can be delivered well and can be understood very easily by students. The researcher realises that there are still shortcomings that can be used by further researchers, namely in the media that can be used and also the level of EYL students themselves. Hopefully, this research can help teachers a little in delivering the material.

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