

EXPLORING THE AFFORDANCES OF VIDEO-BASED ENGLISH VOCABULARY LEARNING

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ABSTRAK

Guru harus melek teknologi agar dapat menghasilkan strategi dan metode ajar yang menarik agar siswa dapat memiliki pengalaman belajar yang beragam dan menarik. Salah satu strategi ajar yang dapat digunakan guru di masa kini adalah dengan menggunakan video. Penelitian ini bertujuan untuk mengetahui pengaruh dan persepsi siswa kelas 2 SMP di salah satu SMP swasta berbasis pesantren dalam mempelajari kosa kata Bahasa Inggris melalui media video. Metode yang digunakan dalam penelitian ini pendekatan kualitatif. Data yang didapatkan dari penelitian ini berasal dari uji kemampuan siswa dengan menonton video lalu menjawab pertanyaan dan wawancara untuk menggali perasaan mereka mempelajari kosa kata Bahasa Inggris menggunakan media video. Peneliti menggunakan pertanyaan pilihan ganda untuk mengukur sejauh mana siswa menunjukkan peningkatan kosa kata Bahasa Inggris. Lebih dari separuh partisipan merasa senang dan mudah dalam pembelajaran kosa kata Bahasa Inggris melalui media video. Beberapa dari mereka mengungkapkan bahwa pembelajaran kosa kata Bahasa Inggris menggunakan media video lebih mudah dipahami dan menumbuhkan ketertarikan mereka untuk mempelajari lebih dalam walaupun sebagian dari mereka masih ada yang merasa kesulitan dikarenakan ketidakpahaman mereka terhadap apa yang dibicarakan di video tersebut. Hasil dari penelitian ini mengungkapkan bahwa para siswa merasa senang dan tertarik terhadap pembelajaran kosa kata Bahasa Inggris melalui media video meskipun masih ada beberapa hambatan dalam pelaksanaan pembelajarannya.

Kata kunci: pembelajaran kosa kata berbasis video, appraisal framework, strategi pengajaran berbasis video

ABSTRACT

Teacher must possess technology literacy to create varied teaching strategies and methods to facilitate students' learning in a fun and interesting way. One of the teaching strategies used is video-based teaching. The study is aimed at knowing the perceptions and feelings of middle school students in an Islamic Boarding School on video-based English vocabulary learning. The methods used in research are qualitative approaches. The data obtained from the study comes from a combination of students vocabulary test interview to explore their feelings about learning English vocabulary using video. Multiple choice questions and live interviews are used to collect data related to English vocabulary acquisition and emotional perception of learning English vocabulary through video. More than half of the participants felt happy and easily-understand in video-based English vocabulary learning. Some of them have expressed that English vocabulary studies use video media more easily to understand and have developed an interest in learning more about it, even though some of them still feel troubled because of their misunderstanding of what the video is talking about. The results of the study revealed that the students were excited and interested in learning English vocabulary through the video media despite the obstacles to their learning

Keywords: video-based English vocabulary learning; appraisal framework, video-based teaching strategy

INTRODUCTION

Teaching English as a Foreign Language (EFL) in the context of junior high school requires teachers to orchestrate the teaching plan in an effective and fun way. Lin (2010) argues that using video-based learning can enhance low proficient students' incidental vocabulary comprehension. From this affordance we can see that video-based teaching might be adapted to my local context. I use the moving picture video to help my students acquire vocabulary, particularly about name of places in town.

Even though using video-based teaching might help create a more fun learning environment, the most important thing is not the technology or application used for learning English. I have designed a lesson plan that help me structure the learning activities in a sequential manner. As learning should be authentic, the use of video in teaching English vocabulary about name of places is implemented through concept explanation first, query session, and exercises they need to complete to observe to what extent they understand the materials given. In the explanation stage, I introduce the students to know about name of places in a town, what learning objectives they need to achieve, and how the learning activities will be conducted. In the query sessions, students are allowed to raise questions if they discover that the materials are not yet understood. The last session of exercise provides opportunity for teachers to observe how far students understand the materials.

METHOD

Because the research focuses on exploring the affordances of video-based teaching, I explore students' narratives displaying their perception in learning English vocabulary, specifically name of places in a town using video music from Macmillan beyond book which describe about some places in Melbourne City. The focus of the study is students' incidental and intentional vocabulary acquisition. The participants recruited are class 2 of Junior High School of a private Islamic boarding school in Indonesia. There are 22 female students with age ranging from 13 up to 14 years old. The results from final test are also used as the base to measure students' English vocabulary acquisition. Furthermore, students' interview is also conducted to gain their perception in learning English vocabulary about name of places in a town

using video. The critical incidents are captured from students' interview result which is selected to trace students' perception towards learning using video. Critical incidents can be seen as an extraordinary situation which is problematic, significant or memorable from which students may learn about themselves, their actions, their values, and relations to other people in the community (Brookfield, 1995; Cope and Watts, 2000; Schon, 1987) These critical incidents from students' interview are analysed using Martin & White (2005) Appraisal Framework. Appraisal Framework is chosen as the lens through which the teacher elucidates students' emotional feeling as the video-based learning is enacted.

RESULT AND DISCUSSION

Students' final test shows that students' range of English vocabulary expands throughout learning activities. Students' noun acquisition is increased. From the vocabulary test after learning through audiovisual materials, students' performance is higher than their performance when the instructional design focuses on teacher's explanation as the centre of students' knowledge resource. This proves how video-based English vocabulary teaching is effective in improving students' performance in vocabulary test and how a more fun environment has been created from this teaching strategy.

To observe students' perception and response regarding video-based teaching implementation, I show a video about the moving picture of places in Melbourne City to 5 students of mine. Following Lin's direction (2010), I used two-opinion multiple choice format from which students select one correct option. There were 5 questions for the video.

Most of the students find learning through video fun and motivating. Student A, reflected that "Learning through the moving picture video, I found that learning vocabulary is not demanding compared to learning only from the text book." Drawing from Martin & White's concept of affect, i.e., showing positive and negative feeling such as (un)happy, (un)confident, (un)interested, the mentioned perception shows student's assessing the fun ambience in the learning environment. The use of video helps them feel at ease during learning

compared to teaching conventionally without the use of video.

The results of the interview on video-based learning vocabulary indicate that more than half of the students feel that video-based learning is very fun and does not bore them quickly during the learning period. In addition to the video make them more interested in listening native speakers. They also felt strongly interested in learning more about the English vocabulary. But several of them still having difficult acquiring vocabulary from the video because of their misunderstanding of what native speaker was talking about in the video.

Student A is more at ease in acquiring English vocabulary is also a sign of student's positive evaluation of the use of video in learning English vocabulary. Student B, C and D evaluate that the video-based learning helps them enough to remember some vocabularies in the video by the help of moving pictures, narration and explanation in the video

Student C still found difficult to acquire some vocabularies from learning through the video. The evidence from her that she has not been able to answer the question precisely based on the video that she has been given.

CONCLUSION

This study uses video-based instruction to teach English vocabulary. The finding shows that using video-based instruction could enhances students' vocabulary building and brings positive effects to students' motivation in learning. Considering their affect when learning English vocabulary, we can conclude that video-based learning is fun, motivating, interesting, joyous, and helps them feel at ease throughout learning process. In other words, students have a positive perception towards the use of video in learning. However so, we must be careful not to overgeneralize the findings in different contexts, as the factors affecting students' improvement in vocabulary acquisition and positive attitude towards this teaching strategy is not the media but the activities orchestrated in the classroom.

Future research should explore how other technology enhanced language teaching may be operationalized in the classroom and what effects do they bring to the students.

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