

INVESTIGATING STUDENTS RESPONSE OF USING VIDEO BASED LEARNING METHOD THROUGH YOUTUBE ON ENGLISH VOCABULARY LEARNING

Raihan Diovany Bhusaery¹, Andrie Chaerul² Acep Bahrum Kamil³

^{1,2,3}English Education Department, Faculty Of Teacher Training And Education, University Singaperbangsa Karawang.

Email: raihandiov@gmail.com

ABSTRACT

The objective of this study is to investigate how vocabulary-learning students respond to video based learning as a method at SMPN 2 Ciampel. This research used qualitative methodology as the research design. Vocabulary is an important aspect of language development. But Students has problems in remembering vocabulary. The first thing that we have to do is by create new innovation to students in learning more about vocabulary of English language. That is by use the YouTube video for learning vocabulary. The data were collected using observation when the students watch the video from YouTube and interview the students. Based on the study's findings, students can benefit from watching vocabulary-learning videos on YouTube to increase their vocabulary proficiency. It also found that when students speak English, they become more active, brave, and motivated.

Keywords: Vocabulary learning, Teaching vocabulary, Video based learning

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana respon siswa pembelajaran kosakata terhadap pembelajaran berbasis video sebagai metode di SMPN 2 Ciampel. Penelitian ini menggunakan metodologi kualitatif sebagai desain penelitiannya. Kosakata merupakan aspek penting dalam perkembangan bahasa. Namun Siswa mempunyai masalah dalam mengingat kosa kata. Hal pertama yang harus kita lakukan adalah dengan menciptakan inovasi baru kepada siswa dalam mempelajari lebih lanjut kosakata bahasa Inggris. Yaitu dengan memanfaatkan video YouTube untuk belajar kosakata. Pengumpulan data dilakukan dengan menggunakan observasi ketika siswa menonton video dari YouTube dan mewawancarai siswa. Berdasarkan temuan penelitian, siswa dapat memperoleh manfaat dari menonton video pembelajaran kosakata di YouTube untuk meningkatkan kemahiran kosakata mereka. Ditemukan juga bahwa ketika siswa berbicara bahasa Inggris, mereka menjadi lebih aktif, berani, dan termotivasi.

Kata Kunci: Pembelajaran kosakata, Pengajaran kosakata, Pembelajaran berbasis video.

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1. INTRODUCTION

1.1. Background of study

In learning English, there are four important skill that we should learn. There are Listening, Speaking, Reading, and Writing. According to Permatasari (2011), Indonesian students was facing some problems in learning these four skills. This problem happens in our country. In Indonesia, most students still feel uneasy when they try to communicate with the English language because the method used by the school in teaching English is more focused on grammar than conversation. Undoubtedly, acquisition of vocabulary is one of many aspects which contributes of learning foreign languages.

According to Jamalipour and Farahani (2012), the most important communication instrument is vocabulary. Students are not motivated to learn about their vocabulary, where the development of vocabulary is crucial for language development. Some students have problems in remembering vocabulary. When they are memorizing anything, they only recall briefly before forgetting it again. Because of this problem, students might consider that learning vocabulary is difficult and they are also not interested anymore in mastering it as their teacher rarely create instructional media. This shows that a creative way of learning the vocabulary is needed for students in Junior high school.

However, the focus of the study is to investigate the effectiveness of English video from YouTube towards students' vocabulary learning. Hence, this study will focus on the student response learning vocabulary by used YouTube video. Not with standing this, this study will provide useful information to teachers and students. Teachers can take this chance to start their class with this strategy and evaluate it whether it is better to be applied in the classroom and students will have better improvement on their vocabulary

1.2. Literature Review

a. Vocabulary

Vocabulary is one of some other important aspects in foreign language learning. Some research indicate that teaching vocabulary can be considered as problematic. According to Lehr (2004: 1), vocabulary is the understanding of words and their meanings in both oral and written language, as well as in productive and receptive forms, which are utilized in speaking, writing, reading, and listening. The words taught in a foreign language are considered vocabulary, Pribilova (2006: 13).

Nation (2001) say that vocabulary knowledge and language usage are complementary in that vocabulary knowledge facilitates language use, while language use facilitates an increase in vocabulary knowledge. Every day, both within and outside of the classroom, the value of vocabulary is highlighted. The high achievers in the classroom have the most extensive vocabulary.

The total quantity of words (together with rules for combining them) that make up a language, the range of terms that a person is familiar with, and the presence of a list of words with definitions or translations are how Hornby (1974:959) defines vocabulary.

Language learners need a store of words they may draw from in order to articulate meanings or concepts they desire to convey when they are producing language. According to Nation (2001), dictionaries are the only books that language learners bring with them when they travel. Numerous studies contend that one of, if not the most, crucial elements in learning a second language is vocabulary, and that foreign language curricula should reflect this. vocabulary has been identified as the biggest single source of issues for language learners (Meara, 1980).

b. YouTube for English Classroom

YouTube is a well-known platform for finding videos on the internet. A research by Boster et al. (2006) found that videos can improve students' academic performance Moreover, the study stressed that there is a lacuna in using clips or videos in class. The researchers also found that the use of video applications improved students' performance in science and social studies. However, teachers who are interested in using technology in the classroom will find using YouTube videos useful and advantageous.

Mayer (2001) emphasizes that the usage of videos is very successful, particularly for introductory courses as it helps simplify difficult ideas and grab the attention of both weak and visual/special needs students.

YouTube is a multidimensional resource that offers videos in all fields of knowledge that can be accessed effortlessly. YouTube videos are also just a certain amount of time long, which makes them appropriate for the constrained amount of time in a classroom. Studies have also looked into how YouTube affects self-directed learning (Hafner & Miller, 2011).

According to Bonk (2009), YouTube is regarded as a captivating social platform that advances worldwide education. Hariyono, T. C. (2020) entitled "Teaching vocabulary to young learner using video on YouTube at English course". The study discovered that students responded favorably to teaching and learning activities in the classroom, as seen by their attendance at this course's classes.

1.3. Method Of The Research

In this research, the researcher will use qualitative approach with descriptive research which is a research method that tries to describe and interpret the object, according to best, (1982:119) as cited in Darmidi (2011:145). Based on statement above, the researcher make a conclusion that descriptive method is a research that's the main objective usually involves events that are currently happening.

This research will be conducted at SMP in Karawang. A total of 5 from 32 students (female 13 male) students were selected randomly as the participants for this research. The reasons why the researcher choose only 5 students is to know how are they feel to learn about English vocabulary by using YouTube videos, and what are they response after they watch some videos about learning vocabulary from YouTube videos.

a. Observation

Participant observation is the data collection method that will be used in this research. Video recording is used in this study as an observation tool instead of a checklist form to track students' YouTube video viewing behavior.

b. Interview

The researcher conducted face to face interviews with participants with open-ended questions and are intended to elicit views and opinions from participants. The question can be a fact, respons or experience related to focus of study. During interview, the researcher will used tape recorder, and camera. Interview will be held after the teaching vocabulary by using VBL method through YouTube video done. There are some purposes from this interview. The writer wants to know directly opinion about knowledge, feeling, experience, process and responses in the moment learning activities occur.

In this study, the researcher used technique of data analysis, based on Miles and Huberman (1994) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

2. FINDING AND DISCUSSION

After conducting observational studies and interviews, the researcher worked with the data that had been gathered and chose the information that was crucial to the study. The data indicates that students face a number of challenges when attempting to study English, particularly when it comes to mastering vocabulary.

This section addresses a number of issues the researcher discovered in the field with regard to students' responses to interview techniques for vocabulary learning.

2.1. Eager

Eagerness is another aspect that influences students' vocabulary development through the utilization of YouTube videos. When the researcher starts playing the English video about verb, the majority of them feel happier. As the R1 said, they were quite happy.

“Seneng sih bisa belajar menggunakan video di YouTube, bisa lebih semangat untuk belajar Bahasa Inggris” (So happy that I can learn by use YouTube video, can more enthusiasm for learning English).

2.2. Self Confidence

A few of them gained the courage to speak after hearing the audio from the videos. The case's explanation is displayed on the data that follows. R2 and R4 both have a purpose that is completely different from the other. R2 argued that,

“Jadi merasa lebih semangat sih buat belajar Bahasa Inggris kalau belajar nya menggunakan YouTube video”. (Feel more motivated to learning English if using YouTube video).

R4 argued that,

“Dengan menggunakan YouTube video saya jadi lebih berani untuk ngomong pake Bahasa Inggris”. (With use YouTube video make me feel more courage to speak English).

The data show that students are excited about utilizing YouTube videos to help them acquire vocabulary in English. According to R2 and R4's responses, they were inspired and had more courage to use YouTube videos to study vocabulary and speak English.

2.3. Helpful

After seeing the YouTube videos, more than half of them reported feeling more helpful, they believe that watching YouTube videos would aid them in their learning process. R1 argued that,

"Dengan menggunakan YouTube video lebih memudahkan sih buat belajar Bahasa Inggris sebenarnya, jadi itu sangat membantu banget". (Using YouTube videos actually makes it easier to learn English, so it's really helpful).

According to the data, watching videos on YouTube helps students learn vocabulary more effectively. They also become more engaged and enthusiastic about learning English, and some of them gain the confidence to share their minds regardless of whether it is correct or incorrect. Additionally, learning English using YouTube videos might make things easier to understand. Videos aid in better student learning, and this is explained well by the cognitive theory of multimedia learning.

2.4. Lazy

Some students, appear uninterested when the researcher starts playing the video; they also appear bored while the video is playing. Additionally, they don't seem as interesting as other students because they merely watch the video without speaking, in contrast to other students who appear to be more engaged during the video.

"lebih sulit belajar lewat youtube sih, karena bosan lebih enak pembelajaran langsung". (It's more difficult to learn via YouTube, because I feel bored and direct learning is better).

3. CONCLUSION

Based on research studying vocabulary on YouTube as media of the learning process can help students become more motivated, active, and brave when speaking English with friends. It can also make

learning more enjoyable and prevent students from getting bored when learning the language in class, according to the researcher's observations and interviews with students. Based on the study's findings, using YouTube to help with vocabulary learning has a major effect on vocabulary acquisition, and students can benefit from watching vocabulary-learning videos on YouTube to increase their vocabulary proficiency. This showed how much better the students were after seeing the YouTube video. Additionally, since the YouTube videos stimulated the students' minds, teaching vocabulary using English videos also made it easier for the students to remember vocabulary.

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