

STUDENTS' PERCEPTION ON SHORT ENGLISH VIDEO IN LEARNING VOCABULARY AT SMA PGRI 1 BANJARMASIN

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ABSTRACT

This research was conducted at SMA PGRI 1 Banjarmasin. The research was undertaken as a descriptive quantitative research. In collecting the data, the researcher used an online questionnaire that was distributed by Google Form. As a sample, the researcher took the second year of students which consists of 31 students. The aim of this research was to find out about students' perception on short English video in learning vocabulary. The findings of the test result analysis indicated that most students have positive opinion about learning vocabulary through short English video which can be seen from the result of questionnaire analysis. They agreed that short English video can improve their vocabulary mastery and that using a short English video is an interesting technique and helpful in learning vocabulary.

Keyword: short English Video, students' vocabulary, students' perception

1. INTRODUCTION

Vocabulary is one of the elements that is important to be mastered in a language, especially in English. Harmon, Wood, & Keser (2009) as well as Linse (2005) state that learners' vocabulary development is an important aspect of their language. Without having a sufficient amount of vocabularies, the learners will find it difficult to communicate and express their feelings both in spoken and written form effectively. Wilkins in Thornbury (2004) also states that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. Thus, vocabulary is one of the crucial things to be taught when learning foreign language since it would be impossible to speak without variety of words.

In learning vocabulary, to transfer the information through language, there are two ways: oral and written. Written vocabulary is words that are recognized and used for reading and writing, while oral vocabulary is words that are recognized and used for listening and speaking.

However, students face some difficulties in learning vocabulary. Most of the students lack of motivation and interest in developing their vocabulary mastery. In order to make the students become familiar with their vocabulary and can improve their vocabularies, the teacher should also create the materials and interesting techniques to make students become engaged in learning English.

Harmer (2007) states that teachers should see technology as a tool to help them use whatever techniques and approaches they have chosen. One way to make vocabulary teaching more interesting and can improve students' vocabulary is by using audio-visual media or videos. As Lynne Cameron (2001) said, vocabulary is learned better when the meaning of words is illustrated, for example by a picture, an action, or real object. All the visual and audio hints in videos can help students to convey vocabulary meaning and draw students' interest in vocabulary learning. Videos can control time and space. It could take the learner anywhere and extend the interest of the students beyond the walls of the class room.

There have been several studies conducted about the use of video in teaching and learning vocabulary. The first was conducted by Nurkodri (2010). He investigated about how video can improve vocabulary achievement. The research was a classroom action research which was conducted in two cycles. The second study was conducted by Widiastuti (2011). She conducted a classroom action research to and observed about how was the implementation of video in teaching vocabulary in of elementary school students. She gave vocabulary test and used observation sheet as instruments to get the data. She found that using video in teaching vocabulary was effective to enrich students' vocabulary and also made the classroom situation become more conducive as most of students followed the class activities very well. From those findings, it can be implied that teaching vocabulary through video can improve students' vocabulary mastery and promotes an effective teaching learning process.

In the present research, the researcher will use a short English Video as a media to improve students' vocabulary mastery. In this research, the researcher will conduct a research with the title "Students' Perception On Short English Video In Learning Vocabulary" to the second year students of SMA PGRI 1 Banjarmasin

2. METHOD

Research Design and Setting

The research was intended to know about the English students' perception on short English video in learning vocabulary. This research was conducted at SMA PGRI 1 Banjarmasin. To conduct this research, the researcher used a survey research which was categorized as a descriptive quantitative method in educational research

science. A survey design offers “a plan for quantitative or numeric description of trends, attitudes, or opinion of a population by studying a sample of that population.” (Creswell, 2014). A survey research is also to “measure or study attitudes, opinions, or achievement in which data are gathered by asking questions to a group of individuals” (Wiersma, 1995). In other words, it was suitable for the purpose of this research. Moreover, Burhan (2005) also reveals that survey community usually uses questionnaire and it only revolves around a scope such as community demographic characteristics, their social environment, their activities, their opinions and attitudes. In this research, the researcher distributed an online questionnaire by using Google Form to the first grade students of SMA PGRI 1 Banjarmasin.

Population and Sample

Creswell (2012) defines that population is a group of individual who have the same characteristic. Therefore, the total population of this research is all of the students in SMA PGRI 1 Banjarmasin. Creswell (2012) states that the sample is the group participants in a study selected from the target population from which the researcher generalizes to the target population. Sample is the smallest part of population which taken for representative all of the population becoming the object of the research. The sample of this research is the second grade students of SMA PGRI 1 Banjarmasin. There was only one class which consist of 31 students.

Instrument

In this research, the researcher used questionnaire which was distributed through Google Form. The students were asked to answer 10 statements consisted of Strongly Agree, Agree, Disagree, and Strongly Disagree.

Data Analysis

Data analysis is needed to know the result of a research. After getting the data, the researcher analyzed each data through questionnaire. The data obtained through the questionnaire were analyzed by the following formula :

$$P = \frac{f}{N} \times 100\%$$

Which means :

P = percentage

f = frequency

N = number of respondents

100% = constant of value

(Sugiono, 2012, p. 94)

3. FINDINGS AND DISCUSSION

The aim of this research is to investigate the use of short English video in improving students vocabulary by using the questionnaire on the google form. In this section

the findings are discussed to identify how they contribute to provide the answers to the proposed of questions.

The research question of this research is “What are the students’ perception on short English video in learning vocabulary?”. This question can be answered by referring to the questionnaire result. From the result of the questionnaire, most students show positive responses towards using short English video to improve students vocabulary. 87,1% of them agreed that they got much improvement after learning vocabulary through short English video and they thought learning vocabulary through short English video is interesting. However, some students also show negative responses. Some of them still found problems in learning vocabulary through short English video and they thought that using short English video is boring.

Overall, according to findings of the result of questionnaire analysis, it can be concluded that short English video is an applicable technique for second year Senior High School students to improve students vocabulary because it is one of the interesting media for the students in learning vocabulary.

4. CLOSING

Conclusion

The main purpose of this research is to find out about students’ perception on short English video in learning vocabulary. Based on the result and discussion and previous chapter, learning vocabulary using short English video can be one of an effective ways to increase students’ vocabulary. Students of SMA PGRI 1 Banjarmasin are interested in learning vocabulary by using short English video. It can be proved by the result of questionnaire. They agree that they got much improvement after learning vocabulary through short English video and they thought learning vocabulary through short English video is interesting. However, some students also show negative responses. Some of them still found problems in learning vocabulary through short English video and they thought that using short English video is boring.

Suggestion

In order to complete this research, there are some suggestions that can be considered to make students more interested in learning vocabulary through short English video, as follows:

a. For The Teacher

In teaching vocabulary through short English video, teachers should create an enjoyable classroom atmosphere in order to make students more interested in learning English. Teachers also should bring a media to support learning process, such as a laptop, a speaker, etc. Teachers should motivate students in learning English especially vocabulary.

b. For The Students

In learning vocabulary, students should be active to ask questions to their teacher when they got

confused about the material or ask teacher to repeat their explanation if students do not understand yet. Then, students must be diligent to study and to keep practicing in daily life.

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