

Student's perception of using short stories videos to improve vocabulary mastery for elementary school students

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ABSTRACT

As an international language, English is important for everyone in the world to learn. An important thing to master when one learns English is vocabulary. As one of the important aspects, vocabulary is difficult to master because the writing and pronunciation are different and difficult to memorize for some people. The researcher also wanted to attract students' attention and eliminate the image of fear of learning English by using learning media in the form of Short Story videos. So, this study aims to determine student's perceptions of the use of short story videos to improve vocabulary mastery in elementary school students. This study used quantitative research and to collect data, the researcher used a questionnaire. The questionnaire is one of the research instruments used to collect data in research and can be considered as one type of written interview. The type of questionnaire used in this study is a closed questionnaire. The questionnaire used in this study is scaled in data collection and is analyzed descriptively. The answer options given by respondents were measured from strongly agree, agree, neutral, disagree and strongly disagree. The findings of the test result analysis indicated that most students have positive opinions 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.

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1. Introduction

English is one of the international languages, where English has been studied by various countries in the world, even many people have used English internationally and used it as the main language to communicate and used as the key to knowledge, science and technology. Pustaka (2021) believes that many aspects in humans' lives namely education, technology, tourism, health, economics, and so on involve English language showing how close English is to people's life today. The position of English nowadays is important because there are many job sectors that are looking for employees who are good in English.

So, English is very important to communicate anywhere, anytime, and everything. English consists of four skills: listening, speaking, reading and writing. Vocabulary is one of the elements that is important to be mastered in a language, especially in English. Harmon et al. (2009) as well as Linse (2005) state that learners' vocabulary development is an important aspect of their language. Without having a sufficient amount of vocabulary, 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

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. A person cannot express their ideas if they do not have vocabulary. That is, if students master the vocabulary, it will make it easier for students to learn English. Teachers must give words or teach the student any opportunities to learn how words are conceptually related to one another in the material that they are studying. Wallace (2007) points out that vocabulary is an important key in learning English. Krashen and Terrell (1985) add that vocabulary is the basis of communication. This means that vocabulary plays an important role in communication, so we cannot communicate well without an adequate vocabulary.

However, many people have difficulty in mastering and memorizing vocabulary. Especially vocabulary at the primary school level, where primary school students have or understand very simple vocabulary, such as animal vocabulary, colors, objects in their class, numbers and so on. They only recognize and have very simple basic vocabulary, this is because students do not have the enthusiasm to learn new vocabulary and sometimes teachers rarely use appropriate media to learn vocabulary that is suitable for elementary school students.

Most people find it difficult to understand vocabulary because of the use of different techniques. According to Al-Dersi (2013) a lack of vocabulary mastery is one of the main factors that contribute to foreign language learners' ability to communicate, both orally and written. It could also lead to students' difficulty in reading. Most teachers only use books to teach students to master vocabulary. That way students get a lot of vocabulary by reading various books. Teachers teach vocabulary by providing materials by asking students to read books and then assigning and giving them tasks and training by doing reading activities so that students can understand word by word and the meaning of words. That way they can learn vocabulary. However, there are some students who still have difficulties in understanding vocabulary.

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 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.

The use of media is needed in the learning process in the classroom. The suitable media used in learning English for elementary school students is audiovisual media, especially videos that contain material in the form of images and sounds so that students can see and hear directly such as short story videos. By using this video media can help teachers in the learning process in the classroom and students will be happy in learning English and can make elementary students' interest in learning English increase. The use of Animated Videos in English learning can be an alternative means for teachers to develop students' listening skills. Ramadhika (2014) also found that Animated Video can attract students' attention, making it an effective teaching tool. By showing a short story video, students become motivated to try to learn and make it easier to understand the message in the short story video. Mulyadi (2015) states in his paper that watching English movies as learning media can help improve students' language skills, this is because movies can make the learning and teaching process more interesting and fun for both teachers and students. It can be concluded that by watching movies, students will improve rapidly if they learn more words and expressions. Even if students' grammar is excellent, they will not be able to communicate their meaning without an extensive vocabulary. Basically, the use of media in the teaching and learning process will attract students' motivation and attention (Sinaga & Oktaviani, 2020). Media also provides information about an object and clarifies the classroom situation.

From this statement, this research focuses on the students' point of view in using short story videos to improve students' vocabulary acquisition at the elementary school level. By using short story videos in the process of learning activities in the classroom, we can find out students' perspectives on the usefulness of these learning media.

Based on all the descriptions above, the researcher decides to conduct a research to find out the students' perception of using short story videos in English to improve students' vocabulary mastery. In relation to that, the following research question is utilized: "How is students' perception of using short story videos in English to improve their vocabulary mastery". The result of this study is supposed to provide proof of student impressions and perception on the use of short story videos in English on vocabulary mastery.

1.1. Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language (Richards, 2002). According to Nunan (1991) Vocabulary is more than lists of target language words. Based on the definition above it can conclude that vocabulary is intimately interrelated in grammar. In fact, it is possible to divide the lexical system of most languages into grammatical words. Krashen and Terrell (1985) added that vocabulary is the basic of communication. It means that vocabulary plays an important role in communication, so we cannot be able to communicate well without sufficient vocabulary. As teachers, we should know that we have to do something with the language of their content and provide a lot of basis for how well students speak, listen, read and write. It is also mentioned that 'vocabulary is the number of words in a language'. It can be concluded that vocabulary is the number of words in a language. Advanced learners can generally communicate well, having learnt all the basic structures of the language. However, they need to expand their vocabulary to express themselves more clearly and precisely in various situations. The students may even have receptive knowledge of a wider vocabulary, which means they can recognize objects and know their meanings. However, the productive use of a wide range of vocabulary is usually limited and this is one area that needs more attention.

Linse and Nunan (2005) emphasize the importance of teaching vocabulary to young learners. As young learners, an important aspect of language development is vocabulary acquisition. Vocabulary mastery will benefit language learners, especially young learners, as they absorb more than adult learners. Vocabulary learning seems to be a tedious routine of looking up, defining and memorizing words and using them in sentences. While there is nothing wrong with looking up, defining and memorizing words and using them in sentences, the approach itself is too narrow for users to learn the words in depth in terms of their meaning. Instead, students memorize definitions to pass a quiz on Monday and forget them by Wednesday, the memory does not last long. Having students learn a list of words based on the inferences of a book or dictionary will be different from learning words whose inferences are derived from a vocabulary separated from the development of ideas and concepts within a content area. Teaching vocabulary often means assigning a corpus of words rather than exploring word meanings and relationships that contribute to students' conceptual awareness and understanding of a subject. Once teachers explain the relationship between words and concepts, they can accept instructional alternatives. It is different from assigning students to memorize a lot of vocabulary that they encounter in their daily lives. They will certainly explore the meaning of these words.

1.2. Methods in Teaching Vocabulary

Teaching is an activity or process of transforming knowledge to help someone require changes and develop their skills, attitudes, ideas and appreciations. They are influenced by affective, cognitive and psychomotor domains. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary teaching above the basic level has been largely incidental, limited to the presentation of new items as they appear in reading texts or sometimes a listened text. This indirect teaching of vocabulary assumes that vocabulary expansion will occur through language skills practice, which has been shown to be insufficient to ensure vocabulary expansion. Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus, and be taught in a planned and organized manner. Vocabulary is at the center of language teaching because language is made up of grammatical lexis, not lexicalized grammar. According to research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally, and enables learners to experience authentic language in a controlled environment (Çakir, 2006),

A method is theoretically related to an approach, organized by the design, and practically realized in procedure. According to Mandasari and Oktaviani (2018), using various techniques for language learning, such as listening to English voices, memorizing vocabulary, describing pictures, and watching movies, can be an effective way to learn English. Students can easily practice their vocabulary acquisition through videos of speakers. Method is the plan of language teaching which is consistent with the theories. In other words, the method is procedural (Setiyadi, 2006, P. 8). There are many methods that can be used when teaching vocabulary. Such as presentation, is In the presentation method, a resource person narrates, dramatizes, or incarnates information to the learners. Incarnate in formation to the learners. This method is a one-way communication controlled by the source, with no direct response. Other methods that can be used to teach vocabulary are discussion. This method involves the exchange of ideas and opinions among students or between students and the teacher. This method can be used in small or large groups. Drill and practice, in drill and practice, students are guided through a series of exercises designed to increase fluency in a new skill or to refresh an existing skill. To be effective, drill and practice exercises must include feedback to reinforce and to correct any mistakes students may have made during practice. cooperative learning, problem solving, tutorial and so on.

1.3. Media

Media is an intermediary or introductory between a speaker to the listener in the communication. So the media is a connector between communicator and communicant. Media is a means of communication and source of information Smaldino (2002). From the definition above it can be said that anything which carries the information between a source and a receiver is called media. The purpose of media is to facilitate communication and learning (Heinich, 2002). As used in this article, using short story media in the form of videos.

Functions of audiovisual media

- a. Attention function: Attracting interest and building student concentration on lessons. By using audio visuals in the learning process, the spirit of students' enthusiasm in listening to the explanation and they become more concentrated on the lesson.
- b. Affective function: In this affective function, students feel happy in reading the illustrated text.
- c. Cognitive function: Displaying visuals or images that make students easier to understand and remember information. This means that by using visuals and audio, the information is clear and students can easily understand it.
- d. Compensatory function: It helps lower-level students to understand information by showing another text.

The use of videos can help young learners with different learning styles. As stated by Nasution (2019), videos that consist of audio and visual information will activate two-channel reception for young learners. Therefore, automatically, learners who have both audio and visual learning styles will benefit better. However, kinesthetic learners will also benefit as they move and focus on the video information.

2. Method

The research was intended to know about the students' perception on short stories video in learning vocabulary mastery. This research was conducted at SDN Adisucipto 1 Yogyakarta. To conduct this research, the researcher used a survey research which was categorized as a descriptive quantitative method in educational research science. To collect the data the researcher distributed a questionnaire in the form of paper to the fifth grade students of SDN Adisucipto 1 Yogyakarta. A questionnaire is a tool to collect information by providing nonverbal questions to be answered in writing (Margono, 2007). The population of this research is the students in five grade and the sample of this research is 25 students. In this research, the researcher used a questionnaire which was distributed through a form of paper. The students were asked to answer 15 statements consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The questionnaire can be considered as a type of written interview. The type of questionnaire used in this study is a closed questionnaire. The questionnaire used in this study was scaled in data collection and analyzed descriptively. After getting the data, the researcher analyzed each data through questionnaires, by

counting the number of answers to each statement with each option: strongly agree, agree, neutral, disagree and strongly disagree.

3. Findings and Discussion

The researcher used close-ended question to answer the statement of the problem, the total number of close ended questionnaire were 15 questions with 5 choices of answer (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) as follows below:

Table 1. Frequency of responses for students' perception questionnaire

No	Question	SA	A	N	D	SD
1.	I got a lot of new vocabulary after watching short story videos.	16%	64%	20%	0%	0%
2.	By watching English story videos, it really makes it easier for me to understand the meaning of new vocabulary.	8%	36%	44%	12%	0%
3.	Watching English stories in video form is more interesting.	28%	36%	32%	4%	0%
4.	I had difficulty understanding some of the new vocabulary in the video.	16%	20%	40%	20%	4%
5.	I can understand and retell the contents of the story in the video.	12%	16%	52%	20%	0%
6.	Using short story videos can improve my vocabulary mastery	32%	40%	20%	8%	0%
7.	Watching short story videos made me interested in learning English	28%	28%	44%	0%	0%
8.	Watching English short stories makes it easier for me to memorize new vocabulary	40%	48%	12%	0%	0%
9.	I prefer watching short story videos than reading books.	36%	28%	16%	16%	4%
10.	I like the story content in the short story videos that I watch.	20%	48%	20%	12%	0%
11.	I immediately looked for the meaning of the new vocabulary I discovered after watching the short story video	0%	20%	64%	16%	0%
12.	The story in the video that I watched has a lot of moral messages.	20%	64%	12%	4%	0%
13.	There are some new vocabulary words in the video that are difficult for me to pronounce.	12%	28%	44%	8%	8%
14.	I need to concentrate to understand the content of the story in the video.	32%	48%	4%	16%	0%
15.	I wrote down a lot of new vocabulary that I encountered in the video.	4%	4%	64%	24%	4%

The table above shows the Students' Perception of Using Short Story Videos to Improve Vocabulary Mastery. Based on questionnaire number 1, 64% of 16 student respondents stated that they gained new vocabulary after watching short story videos. This also relates to statement number 6, 72% agreed and strongly agreed that using short story videos can improve vocabulary mastery. So the results of this study discuss the findings related to students' perceptions of the use of short story videos for vocabulary learning. The findings obtained from the questionnaire analysis were that most of the participants gave positive responses regarding the use of short story videos in English vocabulary learning. The researcher found three major categories based on the results of students' perceptions, namely: (1) learning media is very important (2) students agree that short story videos are beneficial to learn some new words by watching short story videos as well as improving their vocabulary learning and generating interest in learning English again because of the animation of short story videos.

3.1. Learning media is very important.

The students do believe that the use of learning media is very important because it can make learning more attractive and learning media can also stimulate students to study harder. The students stated that the most effective learning media they use is watching short stories videos through mobile

phones because it is more practical to use and easy to carry. This shows that students like to use learning media and they believe that with learning media the purpose of learning information can be conveyed well and teaching and learning activities become more interesting and fun. Learning media is very important because besides being able to make learning more interesting, learning media can also stimulate students to study harder. All participants stated that the most effective learning media they used was watching short story videos via smartphone because it was easy to access, and practical to carry. One of the interesting media that can help students learn vocabulary is through movies (Simamora and Oktaviani, 2020). One of the technologies used by teachers is YouTube. Bonk (2008) argues that it is a cultural tool and that instructors in all educational institutions need to start using it in their classes. Since YouTube is to some extent a new phenomenon, scholars and researchers in second language acquisition are concerned with its effectiveness in the language classroom. YouTube provides endless opportunities to maximize learning for language students and “has the potential to anchor instruction in rich learning contexts” (Bonk, 2008, p. 10).

It is shown that the participants' are likely to use media to support their learning and they believe with learning media the purpose of learning information can be conveyed well and even better because with the learning media it becomes more interesting and fun for teaching and learning activities. It is supported by Pitriana (2013) states that the media is one of facilitating the teaching of the lesson by the teacher to the students; media aims to make the learning process more interesting for students.

3.2. Watching short stories videos is useful to learn some new words and improve their vocabulary learning

Learning using Indonesian subtitles (their mother tongue), they still have an advantage. The students said that when they watch short stories in English, sometimes they use English subtitles, they believe that the use of language subtitles will give them the advantage of adding new vocabulary with correct writing. That way students can have a lot of knowledge and insight. In addition, many students said that they are more interested in watching videos than reading books. Because by watching students can hear and see images clearly so that they can easily imagine. It can be concluded that using short stories videos as learning media can motivate students to learn English and also to speak English fluently. Sabouri et al. (2015) say that in English language learning, movies can help with problem variables, such as lack of comprehension, limited vocabulary, slow reading, poor grammar, and low-level conversational skills. The students agree to use short story videos as a media for learning vocabulary. It means that the use of short story videos as media for learning vocabulary gives a potentially positive contribution to improve vocabulary mastery. As formulated by Ismawati (2011), videos provide a wealth of information. Second language videos will provide authentic material. This authentic material takes many forms such as culture, pronunciation, stress, clarity, and many more. Most of them enjoy and are interested in using short story video as media for learning vocabulary. Moreno and Mayer (2001) emphasizes that the use of videos is especially effective for introductory courses as they can facilitate difficult concepts, and attract the attention of weak students and visually impaired students. The reasons are, by using short story videos as media for learning vocabulary, they can more easily understand the contents of the conversation from the animation video. Watching short story videos is useful for learning some new words and improving students' vocabulary mastery. If the video has subtitles, the students said that when they watch short stories in English, sometimes they use English subtitles, they believe that the use of language subtitles will give them an advantage to add new vocabulary with correct writing. That way students can have a lot of knowledge and insight. The use of movie subtitles was shown to be more effective in improving overall comprehension than non-subtitled movies (Ebrahimi and Bazaee, 2016). Ebrahimi and Bazaee (2016) also added that movie subtitles can offer a new path for language learning and comprehension; the use of movie subtitles proved to be more successful than non-subtitled movies in improving overall comprehension. In addition, many students said that they are more interested in watching videos than reading books. Because by watching students can hear and see the images clearly so they can easily imagine. It can be concluded that using short story videos as learning media can motivate students to learn English, and can motivate students to learn English and also be able to speak English fluently. In addition, according to Faqe (2017), watching movies with English subtitles will enhance vocabulary learning and enable learners to acquire vocabulary. It also helps learn about new English words, grammar, idioms and slang.

However, students also felt that they needed more concentration to understand the content of the story in the video. Some students who were initially silent to understand and watch the short story video that was being played immediately in the middle of watching the short story video became unfocused as before. This is because the student's focus is distracted by his friend who is noisy and does not listen to the short story video that is being played. Thus, it becomes difficult to fully understand the content of the short story video that is being played.

4. Conclusion

Based on the result of this study, it can be concluded that most of the students agree to use short story videos as a media for learning vocabulary. It means that the use of short story videos as media for learning vocabulary gives a potentially positive contribution to improve vocabulary mastery. Most of them enjoy and are interested in using short story video as media for learning vocabulary. The majority of students in this study strongly agreed that the use of YouTube in their classroom to learn new vocabulary provided an interesting and fun learning environment, and motivated them to learn faster and better. Terantino (2011) argues that YouTube offers learners access to language and culture-based videos in a fun and engaging way.

Technology has made teaching and learning easier for young learners (Purnamaningwulan, 2021). The use of videos to teach vocabulary is widely recognized among experts in teaching young learners. The use of videos in vocabulary teaching is believed to maximize student learning (Sabgini & Wiraatmaja, 2022; Brame, 2016). The reasons are, by using short story videos as media for learning vocabulary, they can more easily understand the contents of the conversation from the animation video.

The young learners showed positive engagement with the use of videos in vocabulary instruction. This finding is in line with previous research by Hariyono (2020). The learners were satisfied when the student-teachers used videos. In addition, the young learners felt happy when the student-teachers played the videos. Then, learning media is very important because besides being able to make learning more interesting, learning media can also stimulate students to study harder which certainly can help students more easily understand the contents of the conversation from the short story videos. Not only that, the use of short story videos also makes students not bored, students become more active so they are more interested and of course animation videos also help students in increasing vocabulary and developing listening skills.

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