

Challenging the Students by Using Video Movie to Improve Students' Vocabulary on Independent Curriculum

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Abstract:

The objective of the study to enhance students engagement and establish a dynamic learning environment, the teacher should ensure that students are provided with optimal resources, such as conducive classroom conditions, effective media, and techniques that stimulate their intrinsic motivation to learn and comprehend the language. Videos, by rendering language more dynamic and meaningful, serve to transport real-world scenarios into the confines of the classroom. This research, constituting a Classroom Action Research (CAR) study, encompassed two cycles of implementation. The outcomes revealed that in the first cycle, 18 students (54.54%) achieved a score of ≥ 55 , a figure that rose to 32 students (96%) in the second cycle, surpassing the score threshold of ≥ 60 . In terms of student engagement, only 23 students (66%) completed 80% of the activities during the initial cycle, contrasting with 32 students (96%) achieving the same benchmark in the subsequent cycle. Concurrently, the teacher's performance exhibited notable improvement, with a score progression from 62 in the first cycle to 84 in the second, indicative of effective teaching following the integration of video movies.

Keywords: *Video Movie, Vocabularies, Independent Curriculum*

1. INTRODUCTION

The educational objective in junior high school, as outlined by the Independent Curriculum, is to enhance students' grammar and other language skills that are essential for developing communicative competence in English (Adem & Berkessa, 2022; Rouse-Malpat et al., 2022; Saleem et al., 2023; Sulistyono et al., 2019). Mastering effective communication is crucial for problem-solving in everyday situations, however achieving this goal is still difficult to do. As a result, the teacher-researcher focused on improving students' vocabulary, acknowledging its importance in the classroom setting (M. P. Wallace, 2022; T. Wallace et al., 2004). Recognizing vocabulary as the fundamental basis of language, its acquisition is essential for the purpose of expressing oneself effectively and communicating ideas (Alexiou, 2023; Ling & Abdul Aziz, 2022). Vocabulary holds the greatest importance in determining speaking and writing test results for the Junior High School National Final Examination. Specifically, it accounts for 40% of the listening test score and 30% of the reading test score (Homayouni, 2022; Teng, 2023; Zhou & Li, 2021). Hence, adopting a

systematic methodology for vocabulary instruction becomes essential in order to get enhanced English scores among pupils.

Nevertheless, due to the extensive number of terms in the English language, instructing vocabulary poses a daunting task. The conventional approach of memorizing vocabulary using word lists is ineffective, since pupils often fail to retain the learnt words without subsequent recall (Aghajanzadeh Kiasi & Pourhosein Gilakjani, 2023; Syaputri et al., 2020). Certain Junior High School teachers rely on coercing pupils to learn vocabulary words without offering chances to use them in real-world situations (Cai et al., 2020; Leo, 2021; Nushi & Orouji, 2020). As a result, students do not have the chance or motivation to actively participate in and utilize their vocabulary, resulting in a lack of interest and challenges in exams and classroom tasks (Andriani et al., 2021; Aravind & Bhuvanewari, 2023; Lestari & Sakti, 2020;).

In order to improve student engagement and create a dynamic learning environment, it is important for the teacher to ensure that students have access to the best possible resources. This includes creating a classroom environment that is conducive to learning, using effective media and techniques that stimulate students' intrinsic motivation to learn and understand the language. The pupils' increased attentiveness to the class enhances the efficacy of vocabulary memorization. According to Bristol III (2007) and Covarrubias & Kirschbaum (2017), their motivation stems from personal curiosity and excitement, rather than a desire for excellent grades or to satisfy authority figures. The phrase implies that it is more effective to inspire the pupils through engaging and stimulating activities rather of focusing just on achieving a high score. It is strongly recommended that teachers utilize a suitable methodology and uphold the instructional process that fosters students' ability to apply information rather than simply acquiring it. Effective memory may be achieved by the use of visual aids, such as pictures, or through the power of imagination when reading or listening to a tale.

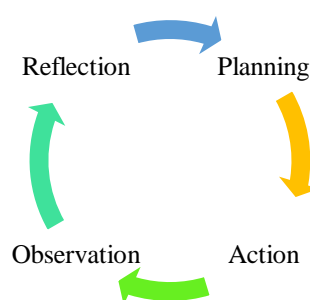
2. METHOD

The identified issue among pupils, as determined through interviews, is their lack of proficiency in language. The issue of comprehending and utilizing both receptive and productive language skills was attributed to insufficient command of vocabulary. The solution was developed in response to the challenges encountered by the students during their learning process. The research utilized a cartoon video due of its vocabulary being appropriate for a Junior High School language level. In addition, Junior High School kids exhibit a strong inclination for cartoons from an early age, and during their teenage years, they are inclined to engage in learning through enjoyable means. The participants of this classroom action research were the students of the second year of SMP Global Madani Bandar Lampung Class VIII A, including a total of 33 students. The majority of the pupils have a restricted vocabulary. Their lexical proficiency was significantly deficient. They were unable to complete the written test due to their difficulty in recalling the vocabulary they had acquired, which may be attributed to their lack of enthusiasm and motivation in studying English.

The employed problem-solving approach involved instructing vocabulary through the medium of video films. A lesson plan was created and implemented. Subsequently, the students were instructed to respond to inquiries posed by the professors regarding their comprehension of the film. Additionally, they were tasked with selecting the appropriate

answer pertaining to their vocabulary proficiency. This study was conducted in partnership with the class teacher. The class teacher assumed the role of an observer, closely monitoring the teacher researcher's instructional performance. An examination of the learning process was conducted using the teacher researcher's observations and the findings of the students' questionnaires. After conducting an analysis and reflection, it was determined that the following cycle would be centered on addressing the deficiencies identified in the previous cycle. This classroom action research consisted of two rounds. The initial cycle revolved around the issue encountered by both students and teachers. The primary stages of the cycle are as follows:

Picture 1. The Study Cycle Steps



During the preparation stage, the teacher researcher developed lesson plans and chose a movie that aligned with the junior high school curriculum (Drenoyianni & Bekos, 2023; Jiang et al., 2022; Williams et al., 2023, 2023). The video consists of educational content suitable for educating junior high school students. It focuses on the topic of rescuing animals, which aligns with the syllabus. In addition, an observation sheet and vocabulary problems were supplied. Additionally, at this phase of the process, a teacher implemented the intervention by instructing English through the medium of film. During the implementation phase, the lesson plan developed by Holden (2023) was utilized in the teaching and learning process. During the exercises, the teacher distributed practice materials and allowed the students to view a movie. The teacher then assessed their comprehension by posing questions connected to the movie. Subsequently, the teacher instructed the pupils to select the appropriate response that pertained to their proficiency in language. The second observer carefully watched the event in the classroom and took essential notes. The observation stage involved the systematic monitoring of students' actions during the teaching and learning process, with the rater being responsible for this task (Fan & Zhong, 2022). The teacher's performance was assessed and recorded by the class teacher through the use of an observation sheet and the interpretation of the teaching and learning outcomes. This stage was executed concurrently with the teaching and learning process. The reflection stage involves the teacher researcher analyzing and reflecting on the teaching and learning process. This analysis is based on the observation results, students' performance, and the vocabulary assignment. The purpose is to identify the improvements in students' accomplishment (Mumford & Dikilitaş, 2020). The teacher researcher assessed the strengths and weaknesses of the activity, material, media, and students' performance.

The teacher researcher utilized two types of devices to collect the data. The initial instrument served as the primary means of obtaining information. The second one corroborated the analysis itself. The instruments employed in this context were a vocabulary task and an observation sheet. The teacher verified the data via the utilization of tests and observations. Upon receiving the data obtained from the test and observation, the teacher

proceeded to evaluate the data, taking into account the constraints of the issues and the objectives of the study. During the teaching and learning process, the observer carefully observed both the teacher and the students. This involved closely monitoring all actions in the classroom and completing an observation form. An observation was conducted to assess the students' engagement during the learning process. The subject of the observation focused on the challenges encountered by the teacher. The observation was separated into three distinct activities: pre-activity, during activity, and post-activity. During the pre-activity, we observed the students' inclination to actively participate in the class and engage with the topic. In the while activity, we focused on the students' attentiveness to the teacher's explanations, their concentration on vocabulary acquisition, and their comprehension of the movie's content.

The teacher researcher has established that the indicator for the pupils' actions is 80%. If 80% of students actively engage in teaching and learning activities when video movies are used, it indicates that the usage of video movies is effective in enhancing students' vocabulary attainment. The teacher researcher established 80% as the aim based on the findings of Pawlak et al. (2021) and Zhai et al. (2020). These studies indicate that when over 75% of students actively participate in teaching and learning activities, it may be considered as a satisfactory level. The topic was also addressed with the English teacher by the teacher.

When examining and interpreting the data, the teacher's initial step was to abstract all the data. Subsequently, the teacher organized the gathered data by categorizing it. In this instance, the teacher categorized the data into two distinct classifications. The data used in the learning process and learning product consisted of observations and vocabulary tasks. The last stage involved the creation of the report. Upon acquiring the data, she proceeded to analyze and summarize the gathered information into a conclusive statement. After much examination and contemplation, it was determined that acquiring two bicycles was the best course of action. In order to assess the learning product, the teacher researcher employed a vocabulary assignment to get the necessary data. The indication used to examine the data obtained from the test is if at least 70% of students' scores reach 55 or above. If this criterion is met, it is believed that video teaching is effective in enhancing learning outcomes.

Several metrics were employed to assess the learning process of both students and teachers: If the proportion of students actively engaged in teaching and learning activities throughout the implementation of video English instruction reached 80% or above, then the aim has been successfully accomplished. A good level was defined as having an active participation rate of above 80% among students in teaching and learning activities. A teacher who achieves a score of 80 in her teaching performance demonstrates a high level of proficiency in effectively instructing pupils through the use of video movies as a teaching medium. The teacher researcher utilized observation sheets to collect data from the learning process. The analysis of the observation sheets was performed following the completion of each cycle.

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In addition to monitoring the students' activities, the teacher researcher also assessed the teacher's performance during the teaching and learning process. The teacher's teaching performance was anticipated to get a score of 80. If the teacher achieves a score of 80 in her teaching performance, it indicates that she is capable of effectively instructing the students. The teacher's performance was evaluated based on several criteria, including demonstrating appreciation, mastering the learning topic, employing effective learning strategies, utilizing appropriate learning media, engaging pupils, and conducting evaluations.

3. FINDING AND DISCUSSION

The learning product pertains to the results obtained from the vocabulary task, which are shown by the students' scores. A criterion is set to evaluate students' performance: if at least 70% of students earn a score of 55 or above in the vocabulary task, it indicates the success of using audio-visual instruction to improve students' vocabulary competency. The following table presents a detailed analysis of the distribution of students and their respective scores in the vocabulary task.

Table 1. Students' Vocabulary Score at Cycle I and Cycle II

No	Score	Cycle I		Cycle II	
		Frequency	Percentage	Frequency	Percentage
1	90 – 99	-	0	5	15.15 %
2	80 – 89	4	12.12 %	16	48.48 %
3	70 – 79	4	12.12 %	10	30.30 %
4	60 - 69	10	30.30 %	1	3.03 %
5	50 – 59	11	33.33 %	1	3.03 %
6	40 – 49	2	6.06 %	0	0
7	30 – 39	2	6.06 %	0	0

Table 1 from Cycle 1 indicates that 18 students, or 54.54%, met the expected vocabulary scores outlined by the indication. Conversely, 15 students, or 45.45%, did not reach the desired outcome. This group faced difficulties in providing satisfactory answers, demonstrating a competency level that fell below the objective. Significantly, they encountered difficulties in discerning the semantic roles of certain lexical items like verbs, adjectives, and adverbs, particularly difficulty with differentiating between "care," "careful," and "carefully." Due to the failure of 15 students to achieve the objective scores, the study's indication was not met during the initial cycle.

Although the indication was not reached, both the rater and the teacher observed a noticeable rise in student involvement and excitement during the teaching-learning activities. This was evident through heightened activity levels and responsive responses with the teacher's inquiries. An enhancement in vocabulary proficiency was seen, as about 50% of

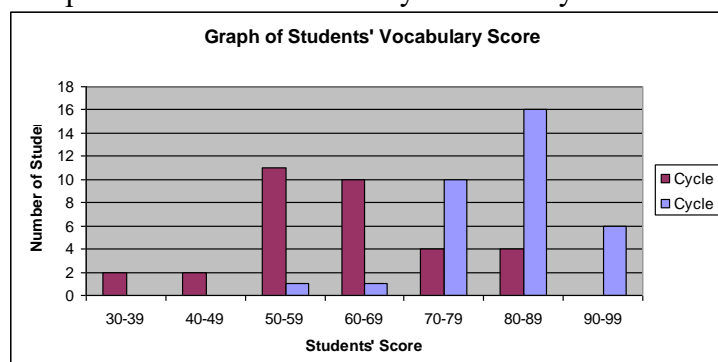
children demonstrated the ability to discern content words and generate sentences using the given vocabulary. This included discriminating between terms like "wonderful" and "wonderfully." However, in order to fulfill the learning product indication that mandates 70% of students achieving a score of 5.5 or above in their vocabulary, it was determined that an additional cycle was essential.

According to the chart for Cycle II, only 5 students (15.15%) achieved scores in the 80-89 range for the vocabulary assignment. This suggests that these students have a thorough comprehension of the topic, as seen by their 90% success rate on the test. However, an overwhelming majority of students, namely 32 (96.96%), successfully reached the desired outcome, showcasing their mastery of language following teaching via movies. Although most students achieved or above the objective, one student (3.03%) had a score between 40-59, suggesting inadequate vocabulary proficiency with several mistakes linked to the tasks. However, it is worth noting that 32 students, accounting for 96.96% of the total, achieved scores over 55. This outcome aligns with the study's requirement that 70% of students should attain a vocabulary accomplishment score of 55 or above. Hence, the teacher-researcher and teacher decided not to continue with an extra cycle after witnessing enhancements in both the learning outcome and the learning method subsequent to the second cycle.

Effective Media for the Students

The achievement of the learning product indicator target was realized following the completion of the second cycle. Additionally, the vocabulary task outcomes for the second grade of SMP Global Madani reflected an enhancement in the students' vocabulary scores, illustrated in the subsequent graph.

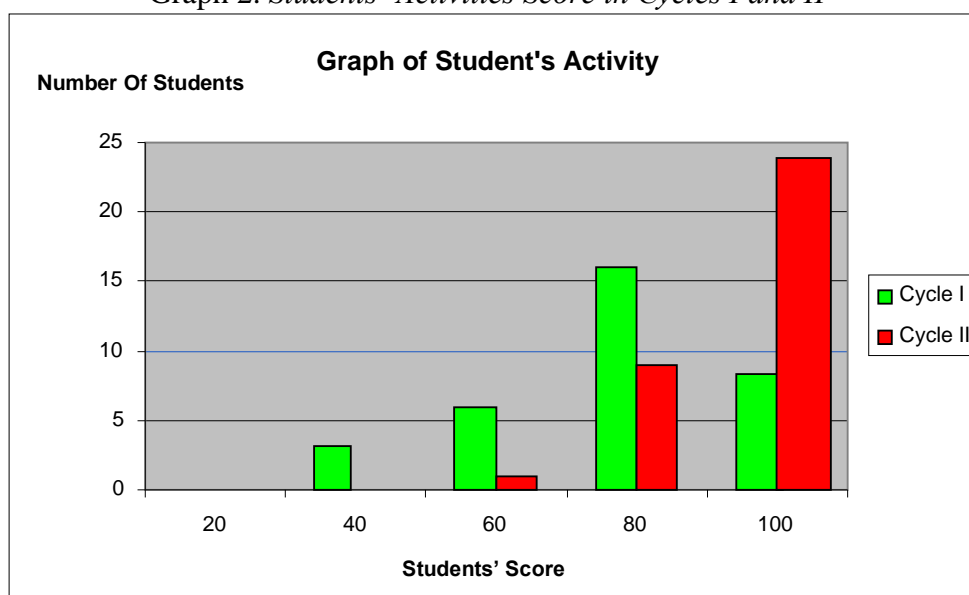
Graph 1. Students' Vocabulary Score in Cycles I and II



The graph depicts the improvement in students' vocabulary scores between the initial and subsequent cycles. In the first phase, a total of 18 students, which accounts for 54% of the participants, obtained scores of 55 or above, failing to meet the study's criteria. Therefore, the second cycle was essential. After the second round, the study's indication was met, with around 32 pupils or 96% attaining scores of 55 or above. The explanation of the improvement in the learning product and the statistics shown in the graph both confirm that the study's indication for the learning product has been met. These results corroborate the findings of a study conducted by Stack (1966) in a controlled language laboratory environment. In this study, participants who were exposed to video pictures exhibited a greater proportion of correctly formed sentences for difficult target words compared to those who only read narratives or both narratives and definitions. Their study highlights the beneficial influence of video images on the generation of sentences for a wide range of words.

The incorporation of audiovisual aids in English instruction demonstrates itself as an efficacious substitute for conventional approaches. Previously, educators frequently depended on the method of instructing pupils to commit a set of vocabulary words to memory, which has been deemed less efficient as explained in the preceding section. The process of quickly memorizing vocabulary via word lists is considered ineffective, as pupils often lose the vocabulary, they have acquired without being able to retrieve it later. This study emphasizes the efficacy of integrating video movies as a pedagogical tool, allowing the teacher to enhance the teaching and learning process and supplant the antiquated approach of delivering content through repetitive vocabulary memorization. The utilization of video movies as an instructional tool incited and encouraged students, cultivating an increased enthusiasm for learning. Students demonstrated heightened enthusiasm in using newly learnt language by connecting it to their environment, hence enhancing their ability to remember and comprehend. The assessment of the learning process included the evaluation of both student activities and teacher performance, with a thorough analysis and reflection on these elements provided below.

Graph 2. *Students' Activities Score in Cycles I and II*



The graph depicts the evolution of students' activities from the first cycle to the second cycle. During the initial cycle, around 23 pupils, accounting for 66% of the total, successfully completed 80% of the designated tasks. However, the results of the vocabulary exercise did not fulfill the study's criteria, thus it was necessary to carry out a second cycle. After the second cycle, about 32 students, accounting for 96% of the total, successfully completed 80% of the tasks involved in the teaching and learning process. The study's criterion for students' activities has been met, as it states that if at least 80% of students participate in at least 80% of teaching and learning activities, the usage of video movies is considered beneficial in improving students' engagement.

Students demonstrated increased eagerness for learning by utilizing multimedia, which presented them with authentic scenarios for debate, making the process more engaging and inspiring. According to Haryana et al. (2022) and Perez (2022), including audio-visual elements in language programs is motivating since it meets the different learning media preferences of the current generation. However, the teacher researcher saw a significant lack of student engagement in responding to teacher inquiries throughout various student

activities. Their unwillingness was ascribed to a deficiency of self-assurance and unease in actively articulating their thoughts.

Fortunately, during the second cycle, the teacher effectively enhanced pupils' confidence by offering positive reinforcement for their ideas and giving special attention to those who faced difficulties. According to Jukes et al. (2023) and Roberts (2022), successful learning happens when individuals actively participate in visual, auditory, olfactory, tactile, cognitive, and physical experiences. By using video films, students may effectively perceive, hear, experience, and reflect upon the material being provided, leading to a more immersive and captivating learning experience. The surge in interest about the teaching-learning process resulted in elevated levels of student engagement, notably in their responses to the teacher's explanations and queries.

Furthermore, there was a discernible increase in teacher performance throughout the second cycle. During the first cycle, the teacher's performance did not meet the indicator target. Weaknesses were identified that affected students' vocabulary achievement and activities. These weaknesses included a failure to stimulate students' background knowledge and a lack of emphasis on consistent use of English during teaching and learning. Nevertheless, during the second cycle, the teacher effectively resolved these deficiencies, showcasing expertise in employing video as an instructional tool. The teacher adeptly utilized the benefits of video, delivering pertinent material, novel insights, subjects, and vocabulary that were tailored to the students' requirements and interests. Incorporating videos into teaching proved to be effective in sparking and inspiring student interest, supporting the claim made by Ng et al. (2022) that using videos in educational activities can improve student engagement.

Although the introduction of video movies in two cycles shown favorable results, it is important to acknowledge certain limits. The teacher should apply prudence in order to prevent an overabundance of movies, since frequent utilization may result in pupil apathy. In order to anticipate teaching-learning activities, creativity is crucial, particularly due to the scarcity of appropriate movies that properly correspond to the topic. Moreover, the reliance on energy presents possible obstacles to the continuity of video-based language instruction. Proper placement of TVs is essential, since improper posture can impede students' ability to see well and undermine the efficacy of video-based instruction. These factors emphasize the necessity for careful strategizing and adjustment to optimize the advantages of integrating video films into language teaching.

4. CONCLUSIONS

The research demonstrates that including video movies is an effective approach to enhancing students' language proficiency, especially in the area of vocabulary education. The notable surge in the quantity of pupils attaining elevated scores demonstrates the favourable influence on language acquisition results. The results indicate that using video-based education not only helps students' language abilities but also increases their level of interest in and active involvement in classroom activities. The increased proportion of students actively engaging in the second phase of the research signifies a favourable change in student participation. The research emphasises the beneficial impact of using videos on teacher instructional effectiveness. The significant rise in the teacher's evaluations from cycle 1 to cycle 2 indicates an improvement in instructional efficacy. This indicates that integrating video films may serve as a beneficial instrument for the professional growth and improvement of teachers.

Study Constraints

1. **Sample size and generalizability:** The research specifically targeted a cohort of grade VIIA students, and as a consequence, the findings may not be entirely applicable to other groups. Enhancing the sample size and diversity would provide a more comprehensive understanding of the wider range of applications for video-based vocabulary training.
2. **Short-Term Evaluation:** The study's limited evaluation duration may hinder the assessment of the video integration's long-term efficacy. Subsequent investigations should include post-evaluation evaluations to ascertain the durability of the reported favourable results over an extended timeframe.
3. **Possible biases in teacher evaluations:** The research depends on teacher evaluations as a means of evaluating instructional performance, which might introduce subjective bias. Integrating supplementary assessment techniques, such as soliciting student feedback or conducting external observations, might provide a more holistic understanding of instructional efficacy.

Recommendations for Subsequent Investigations

1. **Long-Term Impact Analysis:** Subsequent investigations should delve into the enduring effects of video-based vocabulary training on students' linguistic proficiency. This may include monitoring participants beyond the duration of the research to evaluate their ability to retain and use the language abilities they have learned. To demonstrate a more certain cause-and-effect link between the usage of video films and better language results, it would be beneficial to conduct comparative studies that include control groups not exposed to video-based training.
2. **An examination of content types:** Analysing the influence of various video content categories (educational vs. entertainment-based) on language learning results may provide valuable knowledge on the most efficient and captivating methods for distinct student demographics. Additional investigation is needed to examine efficient approaches for incorporating video material into language teaching and to assess the impact of teacher training on enhancing the utilisation of multimedia resources in the educational setting. If these suggestions are used in future research, it might help us understand the effects of learning vocabulary through videos better, get around the problems this study found, and help teachers come up with effective ways to teach languages.

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