



The Effectiveness of Using Vidio Vlog on Students Vocabulary Mastery For Grade 8 Junior High School Students' at SMP Advent Sei Bamban

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Abstract:

This study aims to determine the impact of video vlog on student's vocabulary mastery for grade 8 junior high school students at SMP ADVENT Sei Bamban. The research method used is experimental research methods. Data were collected using pre-test and post-test where divided into two research classes; experiment and control group. As many as 16 students being in experiment group also 16 students in control group. In calculating the effectiveness of using video vlog on students vocabulary mastery for grade 8 junior high school students at SMP ADVENT Sei Bamban, researchers used Normalized Gain (N-Gain). The data analysis technique was assisted by SPSS. The results showed that the average value of the N-gain score for the experimental class is 81.553 or 81.5% which is included in the category of very effective. Meanwhile, The average N-gain score for the control class is 50.3744 or 50% is included in the effective enough category. Based on the result, it can be concluded that the use of video vlog on student's vocabulary mastery for grade 8 junior high school students at SMP ADVENT Sei Bamban is very effective to improve students' vocabulary mastery. This research can be a helpful teaching methods for teacher in teaching vocabulary to students.

Keywords: Video vlog, Vocabulary mastery, teaching methods

INTRODUCTION

The goal of learning English is to provide students with the necessary skills and abilities to communicate in that language (Khan, et., al., 2018). Listening, speaking, reading, and writing are all anticipated to be used in the performances. Furthermore, in

order to succeed in the study of the four language skills, each student must have gained sub-language abilities such as vocabulary, pronunciation, and grammatical competencies (Grathia, 2017). The sub-skills are essential to the four language skills. To put it another way, without the sub-skills,

children would never achieve the aim of language acquisition, which is the ability to produce and receive language in communication situations. Vocabulary is regarded as the most essential of the sub-skills. It indicates that if you don't have a large enough vocabulary, you'll never be able to communicate. Having a solid understanding of grammar does not ensure language learning success. Thornbury (in Hartiwi, 2019) underlined that very little can be stated without grammar, and nothing can be communicated without vocabulary. As a result, vocabulary is essential for communicating.

After that, children must comprehend the meaning of words, which is referred to as vocabulary. The vocabulary is a fundamental skill in learning English for starters. Having more English terms will enable you to comprehend and be understood by others.

The process of accomplishing language-teaching objectives, as well as listening, speaking, reading, and writing proficiency, requires the use of vocabulary (Ramadhaniarti, 2016). If someone speaks with people in a foreign language, he or she should be able to understand the foreign language, particularly in terms of commonly used terminology. Furthermore, according to Hayden, Baird and Singh (2019), knowing the words is the main aspect and being understood. Students will be able to communicate using the form and function they have learnt even if they do not have a large vocabulary. As a result, vocabulary is critical since without it, one cannot acquire or make language. To be able to utilize the language, one must learn vocabulary, as vocabulary is essential for both receiving and generating the language.

One of the most crucial linguistic abilities in learning a language is vocabulary. The acquisition of a sufficient vocabulary becomes a need for effective communication. Knowing language is the key to understanding and being understood. Learning new words is the most time-consuming aspect of learning a new language. Grammatical knowledge does not

imply fluency in a language (Kusumawardani & Mardiyani, 2018). It might be said that understanding the meaning is the most crucial aspect of language interaction. Grammar knowledge isn't everything when it comes to understanding the language.

Vocabulary is one of the most important linguistic qualities to have when learning a language (Afzal, 2019). Effective communication necessitates the learning of an adequate vocabulary. Knowing language is the key to understanding and being understood. The most time-consuming component of learning a new language is acquiring new words. Fluent in a language is not determined just by grammatical understanding. It may be said that the most important part of linguistic interaction is interpreting the meaning. When it comes to comprehending the language, grammar knowledge isn't everything.

This problem is in line with what the researchers found in the initial study at Sei Bambi Adventist Middle School. Researchers through interviews found that students were still very difficult in mastering vocabulary with contextual learning methods or referring only to books. They feel that learning vocabulary is difficult to remember because it is rarely used or applied in their lives. Therefore, students have weak mastery of vocabulary.

Teaching vocabulary is a difficult endeavor since it entails figuring out how to do it successfully. So that the objectives may be met, a skilled instructor should employ proper approach and practices of various word usage. In terms of proper strategies, a teacher must select an appropriate strategy for teaching vocabulary. Teachers can combine learning with something that is in high demand by students. One of them is the use of Vlogs or video blogs in learning English.

Video-Blogging, or vlogging can be abbreviated, is a form of blogging activity using the video medium over the use of text or audio as the main media source (David & Sondakh, 2017). According to the Educause

Learning Initiative, various devices such as camera phones, digital cameras that can record video, or cheap cameras equipped with microphones are easy modalities for vlogging. In making a video blog, anyone can express himself freely. Therefore, many are interested in vlogs today.

Based on this, the researcher wanted to find out whether there was an effect of using or applying vlogs in learning on the vocabulary mastery of students at Sei Bamban Adventist Middle School. Therefore, the researcher conducted a research entitled The Effectiveness Of Using Vidio Vlog On Students Vocabulary Mastery For Grade 8 Junior High School Students At Smp Advent Sei Bamban. This study aims to find out whether or not the effectiveness of video vlogs on students' vocabulary mastery.

RESEARCH METHOD

Creswell (2013) stated that the research method is basically a scientific way to obtain data with specific purposes and uses. Based on this there are four keywords that need to be considered namely scientific means, data, purpose and usefulness, this research is a Quantitative Experiment that aims to know to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions.

This study uses experimental research methods. The experimental method is defined as a method with a systematic form with the aim of finding the effect of one variable on another by providing special treatment and strict control in a condition (Sugiyono, 2019). The research design used was a pre-experimental pre-test-posttest design. This design involves two groups who are given a pre-test (O), given treatment (X) and given a post-test. The success of the treatment was determined by comparing the pre-test and post-test scores of the two groups.

In pre-experimental pre-test-post-test research, the first step is to determine the sample that will be used as the research sample and classify it into two research

classes. The next stage is to give a pre-test to the two groups. The next stage is the experimental group sample is given treatment using video vlog. Then, in the last stage, the sample was given a post-test to measure the improvement in mastering vocabulary after being given the use of video vlog treatment. While the control class was given a posttest without being given treatment or only using English learning as usual. The design of this research will be presented in table

Table 1. The Design of Experiment

Experiment Group	O1	X	O2
Control Group	O1	-	O2

Noted:

O1 = Pretest

X = Treatment

O2 = posttest

FINDING AND ANALYSIS

Data Description

In the description of the data, the author describes the test results to a sample of class VII students at SMP Advent Sei Bamban. The results were used to obtain empirical evidence about the effectiveness of using video vlog on students vocabulary mastery at SMP Advent Sei Bamban. Researchers used one class, as many as 32 students. Then the researcher divided the students into two groups, namely the experimental group and the control group. This division uses a random sampling technique so that there is fairness in dividing this group. So that as many as 16 students were obtained as the experimental group and 16 students as the control group. The results of sampling can be seen as follows:

Table 2. The Research Sample

No	Experiment group (Students' code name)	Control Group (Students' code name)
1	AMM	VH
2	AN	KS

3	JS	SS
4	KG	YM
5	Yo	WS
6	RB	SM
7	Cl	Des
8	Ri	IS
9	Sa	Der
10	Rit	Jef
11	Jo	Wa
12	Fa	Jh
13	Kn	Ch
14	Di	Kr
15	Sh	Ir
16	LM	AS

The Result of Control Group

The results of the control group will present the results of the pre-test and post-test that have been given. As it is known that in the control group there are 16 students who have been selected through random sampling technique. The pretest was carried out for the first time to students before the treatment using the video vlog was carried out. However, in the control group, the posttest was also given after the treatment was carried out using the usual teaching vocabulary strategy without being subjected to the video vlog. The results of the pretest and posttest from the control group can be seen as follows:

Table 3. The Result of Control Group's Tests

Students' Code	The result of pretest	The result of posttest
VH	55	70
KS	50	70
SS	15	70
YM	25	45
WS	40	55
SM	35	65
Des	40	70
IS	20	75
Der	25	70
Jef	45	75
Wa	30	75
Jh	25	75

Ch	20	65
Kr	15	65
Ir	20	55
AS	15	55
Total	475	1055
Arrange	30	66

Based on the table above, it can be seen that there was an increase in the score that occurred in the control group between the pretest and posttest given. In the pretest it was found that the highest score was 55 and the lowest score was 15. Meanwhile, in the posttest it was found that the highest score was 75 and the lowest score was 55. So the average value obtained at the pretest was 30, while the average value in the posttest was 66. The increase in the score from pretest to posttest was 36 scores.

The result of experimental group

The results of the experimental group will present the results of the pre-test and post-test that have been given. As it is known that in the experimental group there are 16 students who have been selected through random sampling technique. The pretest was carried out for the first time to students before the treatment using the video vlog was carried out. However, in the experimental group, the posttest was also given after the treatment was carried out using the usual teaching vocabulary strategy without being subjected to the video vlog. The results of the pretest and posttest from the experimental group can be seen as follows:

Table 4. The Result of Experiment Group's Tests

Students' Code	The result of pretest	The result of posttest
AMM	40	100
AN	30	100
JS	20	85
KG	25	80
Yo	50	85
RB	35	80
Cl	50	80
Ri	35	80

Sa	45	80
Ri	35	80
Jo	25	100
Fa	30	100
Kn	30	90
Di	20	80
Sh	25	95
LM	10	95
Total	505	1410
Average	32	88

Based on the table above, it can be seen that there was an increase in the value that occurred in the experimental group between the pretest and posttest given. In the pretest, it was found that the highest score was 50 and the lowest score was 10. Meanwhile, in the posttest, it was found that the highest score was 100 and the lowest score was 80. So the average value obtained at the pretest was 32, while the average value in the posttest was 88. The increase in the score from pretest to posttest was 56 scores.

Normality Test

The normality test is part of the classical assumption test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is to have a residual value that is normally distributed. The condition for the value to be normally distributed is if the significance value is more than 0.05. Below will present the results of the normality test from the pretest and posttest from the experimental group and control group.

Table 5. Normality Test of Control Group

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			16
Normal Parameters ^a	Mean		.0000000
	Std. Deviation		12.57237114
Most Extreme Differences	Absolute		.178
	Positive		.178
	Negative		-.100
Kolmogorov-Smirnov Z			.712
Asymp. Sig. (2-tailed)			.692
a. Test distribution is Normal.			

Based on the normality test above, it states that the residual value is normally distributed. This is evidenced by a significance value of 0.712 which is greater than 0.05 ($0.712 > 0.05$). Therefore, the test given to the control group was normally distributed. Furthermore, below are presented the results of the normality test of the experimental group.

Table 6. Normality Test of Experimental Group

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			16
Normal Parameters ^a	Mean		.0000000
	Std. Deviation		10.56939942
Most Extreme Differences	Absolute		.143
	Positive		.143
	Negative		-.108
Kolmogorov-Smirnov Z			.570
Asymp. Sig. (2-tailed)			.901
a. Test distribution is Normal.			

Based on the normality test above, it states that the residual value is normally distributed. This is evidenced by a significance value of 0.901 which is greater than 0.05 ($0.901 > 0.05$). Therefore, the test given to the Experiment Group is also normally distributed.

Homogeneity Test

Homogeneity test is a test of whether or not the variation of two or more distributions is the same. Homogeneity test is usually used as a requirement in the analysis of independent sample Ttest and ANOVA. The basis for making decisions on the distribution of data is said to be homogeneous if the significance value is more than 0.05 (Sig value > 0.05).

Table 7. Homogeneity Test of Control Group
ANOVA

Posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	265.104	8	33.138	.245	.967
Within Groups	945.833	7	135.119		
Total	1210.938	15			

Based on the table above, it can be concluded that the distribution of data in the control group can be said to be homogeneous. This is evidenced by a significance value of 0.967 which is more than 0.05. Therefore, the distribution of control group data is homogeneous. The result of experimental group, which can be seen as follows:

Table 8 Homogeneity Test of Experiment Group
ANOVA

Posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	835.417	7	119.345	3.097	.068
Within Groups	308.333	8	38.542		
Total	1143.750	15			

Based on the table above, it can be concluded that the distribution of data in the experiment group can be said to be homogeneous. This is evidenced by a significance value of 0.068 which is more than 0.05. Therefore, the distribution of control group data is homogeneous.

The Effectiveness of Using Video Vlog on Students Vocabulary Mastery

In calculating the effectiveness of using video vlog on students vocabulary mastery for grade 8 junior high school students at SMP ADVENT Sei Bamban, researchers used Normalized Gain (N-Gain). Normalized gain (N-gain score) aims to determine the effectiveness of using a

method in one group pretest posttest design research and research using experimental and control groups. Gain score is the difference between the posttest and pretest scores. In research using the experimental group and the control group, the N-gain score test can be used when there is a significant difference between the average posttest value of the experimental group and the posttest value of the control group through the independent sample t test. Calculations will be interpreted in the category of N-Gain effectiveness interpretation in the following table:

Table 9. The Category Of N-Gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Not Effective
40 - 55	Effective enough
56 – 75	Effective
> 76	Very Effective

The results of the N-Gain calculation in this study are presented as follows:

Table 10. The Table Tabulation of Effectiveness

Keterangan	Control Group	Experimental Group
Rata-rata	50.3744	81.5253
Minimal	25	60
Maksimal	68	100

Based on the results of the calculation of the N-gain score test, it shows that the average value of the N-gain score for the experimental class (melgde cooperative learning) is 81.553 or 81.5% which is included in the category of very effective. With a minimum N-gain score of 60% and a maximum of 100%.

Meanwhile, the average N-gain score for the control class (conventional learning method) is 50.3744 or 50% is included in the effective enpugh category. With a minimum N-gain score of 25% and a maximum of 68%.

So, it can be concluded that the use of video vlog on students' vocabulary mastery for grade 8 junior high school students at SMP ADVENT Sei Bamban is very effective to improve students' vocabulary mastery. While the use of conventional learning

methods is also effective enough for improving students' vocabulary mastery in class VII SMP Advent Sei Bamban.

CONCLUSION

The research aims to determine the impact of video vlog on students' vocabulary mastery for grade 8 junior high school students at SMP ADVENT Sei Bamban. The results showed that the use of video vlog was very effective in improving students' vocabulary mastery. While the use of conventional learning methods is also effective enough for improving students' vocabulary mastery in class VII SMP Advent Sei Bamban. Based on the results of these calculations, it can be concluded that H_a is accepted and H_o is rejected.

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