# INVESTIGATING STUDENTS' VOCABULARY MASTERY TAUGHT USING VIDEOS AND PICTURES AT SECONDARY SCHOOL: AN EXPERIMENTAL STUDY

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**Abstract***: The purpose of this study is to determine whether there is a difference in students' vocabulary mastery when taught using videos and pictures. The researchers in this study utilized a variety of videos instead of just focusing on one type, which differentiates it from the previous study. The goal of this study is to compare the students' learning outcomes who were taught using videos and using pictures. The sample of this research was eighth graders of SMP Negeri 14 Banjarbaru. In this regard, from three available classes of eighth graders, there were two classes selected as the experimental class (class VIII C) consisting of 20 students, and the control class (class VIII D) consisting of 22 students, both classes have the closest average scores. The results of this study revealed that the experimental class's post-test score was 82,6. Meanwhile, in the control class, the mean post-test score was 65,7. The researchers calculated the data using SPSS 26.0 and discovered that the Mann-Whitney U Test Asymptotic Significance (2-tailed) is 0.04, indicating that it was lesser than 0.05. Therefore, it can be stated that there is a difference between students' vocabulary mastery taught using videos and using pictures, and the null hypothesis (H0) is rejected. As a result, it is possible to assume that the use of videos as a teaching and learning media at SMP Negeri 14 Banjarbaru gave more effect in terms of students' vocabulary mastery than pictures. The researchers suggested English teachers utilize videos in their lesson plans and combine two or three different types of media to make their vocabulary lessons more engaging and enjoyable for the students. As for future researchers, the researchers suggested conducting research on the same topic using more advanced and modern audio-visual media and visual media.*

**Keywords***: Vocabulary Mastery, Teaching Media, Video, pictures*

## INTRODUCTION

Modern society depends heavily on technology, which is useful in many different situations. Many people use technology to increase the efficiency of their daily tasks and profession. Types of teaching media are also improved as technology advances. The internet is one example of technological success. On the internet, we can find additional sources for learning and teaching English, such as audio-visual media (videos).

Teachers must be able to use various kinds of modern instructional media creatively during the learning process because it can facilitate learning and increase students' understanding of the material (Tanggoro, 2015). Audiovisual media is said as one of the most effective instructional media in enhancing learning achievement (Winarto, 2020). Video is a type of media from audiovisual media. Videos is now a common media for English teaching and learning. This is because, in addition to being a convenient resource, using videos as a medium for learning and teaching English is thought to be effective.

Picture is another type of instructional media. It may be utilized more successfully to develop and maintain motivation in establishing students' positive responses about English as well as to teach or practice their language skills. It means that pictures can help the teachers to teach English as well as maintain students' motivation in learning English. In addition, Wright (1989) stated that "pictures are not merely an aspect of the method, but through their portrayal of places, objects, and people they are a crucial part of the total experience teacher must help to cope with their students". It means that pictures can help the teachers to provide a complete experience for the students because pictures portrayed places, objects, and people.

The definition of instructional media according to experts is a tool that helps teachers deliver the material or information to students, or to support the learning objectives to be achieved (Puspitarini & Hanif, 2019) Media is an important aspect of teaching and learning; it cannot be separated from the classroom learning process since it is used to achieve the learning objective. The Oxford Dictionary (2008) defines video as "a

short film or recording of an event, made using digital technology and viewed on a computer, especially over the internet." Video is one of the types of audio-visual media used in education (Fuady & Mutalib, 2018). Meanwhile, a picture is a type of drawing, painting, and photograph (Cambridge Dictionary). Picture is defined by Marianne and Sharon as cited from Isticomah (2017) as a type of visual teaching materials, that may be utilized more successfully to develop and maintain motivation in establishing students' positive responses.

In this study, the researchers examine the differences in students' vocabulary mastery taught using videos and pictures. As we all know, vocabulary is crucial in language learning; without it, it would be difficult to master other language skills such as reading, writing, listening, and speaking. This statement is in accordance with Susanto (2017) when it comes to mastering a language, vocabulary acquisition is crucial. A learner who does not have a large amount of vocabulary will struggle in all aspects of language. So, based on the

explanations above, it is possible to conclude that one of the student's obstacles in learning a foreign language is limited vocabulary acquisition.

Before embarking on the research, the researchers interviewed two English teachers of SMPN 14 Banjarbaru and then proceed to conduct a test to find out the validity and the reliability of the instrument in the class that was recommended by the teacher, which is classes VIII C, VIII D, VIII E. After conducted a preliminary observation in the selected setting, the researchers discovered that the students' vocabulary acquisition is still low to middle-level, thus the researchers decided to conduct the research at SMPN 14 Banjarbaru. As a result of the previous explanation, the researchers are motivated to conduct a study to determine the effect of employing videos and pictures on students' vocabulary mastery at SMP Negeri 14 Banjarbaru.

In this study, the experimental group was taught using videos that the researchers had prepared. Meanwhile, the control group was taught using pictures. The researchers used videos and pictures in both classes in the same learning steps. In pre-activities, the researchers open up the class and then

asked the students to watch music videos related to the topic, meanwhile in the control class the researchers asked the students to observe the pictures in the textbook. In while-activities in the experimental group, the researchers explained the material and then asked the students to watch some videos and then asked the students to do some exercises in the textbook. After conducting preliminary observation, the researchers realize that the students' vocabulary acquisition is still low to middle level, thus the researchers decided to conduct the research at SMPN 14 Banjarbaru.

As a result of the previous explanation, the researchers are motivated to conduct a study to determine the effect of employing videos and pictures on students' vocabulary mastery at SMP Negeri 14 Banjarbaru.

**REVIEW OF RELATED LITERATURE**
**The Use of Audio-Visual Media in English Teaching and Learning**
*The Definition of Audio-Visual Media*

The term "audio-visual media" refers to a combination of instructional materials that are intended for both hearing (audio), and seeing (visual) senses. According to Fuady (2018), "audio-visual media can make the teaching materials to students become easier, complete, and optimal." Since they can easily relate to the context of the material when sound and image are combined, students would feel more at ease while learning the new language. Therefore, audio-visual resources can support the teacher in conducting teaching-learning activities or even step in to provide the information instead of the teacher.

*Types of Audio-Visual Media*
In some research there areseveral types of audio-visual media, asfollows:

1. Sound and motion film

The film is an audio-visual media that displays a moving picture with sound recorded. A film has a plot that tells a story, either fictional or actual story, to entertain the audience.

2. Videos

The video according to Cambridge Dictionary is "a recording of moving pictures and sound". In addition, video according to KBBI is "moving image recordings that are broadcast on television

programs". Based on the definition above, a video can be defined as a recording of moving pictures and sounds that can be broadcast and enjoyed by the audience.

3. Television (TV)

Television (TV) is an electronic device that broadcasts a video for a large number of people to watch. Because television can broadcast both visually and sound, it can be used to support learning resources. Teachers can use television to show films and videos to students to help them learn. However, as technology advances, the usage of TV as a medium for displaying videos and films has begun to decrease, and LCD or Laptop has taken its place.

4. News Bulletin

News bulletins are broadcast news that is broadcast on television and radio. By using news bulletins as a learning medium students can get information, in addition, students can also get several advantages in language learning.

There are various audio-visual media types that can be used in the teaching and learning process. It is expected that by using

this material, students would be more able to enjoy and understand their English classes. Because the teacher's biggest worry is that the students would become bored with what they are studying. The usage of audio-visual media is supposed to help in capturing students' attention.

**The Use of Videos in English Learning and Teaching**

In this era, media in teaching and learning does not only simply rely on manual media, such as books, boards, or textbooks, but the teacher can use more advanced alternative media. Harmer J (2007:176) states that "teachers should consider technology as a tool to assist them when using whatever techniques and approaches they have chosen".

One of the reasons most students did not like English lessons is because they find them boring and difficult. This is due to students' lack of motivation and enthusiasm for learning a new language, as a result, the learning objective cannot be achieved. This can be caused by several factors, such as the use of less effective learning media, an unattractive classroom environment, and, finally, the lack of teacher creativity in the use of teaching techniques.

One of the alternative media that

teachers might employ in the classroom to boost students' motivation for studying English is audio-visual media or videos. Lewis and Anping (2002) state that due to the rapid advancement of technology, "video technology is becoming more popular in education." It implies that using videos as a teaching and learning tool can be helpful. Additionally, according to Wang (2015), "Authentic video resources can provide realistic language learning environments, which can help boost EFL learners' motivation in learning the language and their overall linguistic skills. This suggests that using videos could help students who are not interested in learning English.

It can be stated that using videos in a classroom could increase students' interest in learning because they would find it interesting and entertaining to watch. Students are expected to grasp and be able to relate to the content of the video because it also includes a real-life conversation.

### Techniques in Using Videos in Classroom

When using videos as media

in teaching and learning, the teacher needs to apply several techniques to make the students become active learners. According to Harmer (2007:309), there are several viewing techniques that the teacher could use to increase students' curiosity, the researchers choose only a few techniques to get explained in this research, as follows:

1. Fast forward

Fast forward is a technique where the teacher would play the videos for a few seconds and fast-forward it. When it is over the teacher would ask the students about what they heard and saw from the videos.

2. Silent viewing

Silent viewing is a technique in which the videos are played without sound, so the students have to predict what the characters in the videos are talking about.

3. Freeze frame

The freeze-frame happens when the teacher pauses the videos and asks the students to predict what will happen next.

4. Partial viewing

Harmer J (2007) claimed that partial viewing is one technique that would provoke students' curiosity. By covering half of the screen, the student's curiosity would increase, and then the

teacher would ask the students to predict what information they get from the videos.

5. Subtitle

Subtitles have been used extensively in video-based learning. Video subtitles can be used in a variety of ways to assist learning. First, students can watch the videos with subtitles, but the volume of the videos is reduced. Second, if the subtitle appears, the teacher can pause the videos and ask the students to predict what

6. Repetition

When there are some difficult sentences or vocabulary in the videos, repeating might be an important step in helping students improve their communication skills. Individually or for all students, a video scene is replayed with particular pauses for repetition.

**The Use of Visual Media in English Learning and Teaching**

The term "media" can be broken down into three separate categories: audio, visual, and audiovisual. Teaching tools that rely on the visual communication channel are referred to as visual media (Suhartono, 2016). In addition,

Sahuni et al (2020) also stated that visual media are forms of media that can be appreciated by using human senses. Therefore, teachers' expectations for students' learning can be met with the help of visual media. From the explanation above, it can be said that visual media is a media that rely on visual (view) that directed would affect all the sense of human. Hence, employing visual media in a classroom would help the teacher in delivering the material. In this research, the researchers would focus on finding out which media between videos and pictures give more effect on students' vocabulary mastery.

*The Definition of pictures*

Picture is a type of drawing, painting, and photograph (Cambridge Dictionary). Picture is defined by Marianne and Sharon as cited from Isticomah (2017) as a type of visual teaching materials, that may be utilized more successfully to develop and maintain motivation in establishing students' positive responses about English as well as to teach or practice their language skills. It means that pictures can help the teachers to teach English as well as maintain students' motivation in learning English

*Types of Pictures*

According to Finnochiaro and Bonomo (1973), the pictures should include three different types of pictures: pictures of specific people and objects, pictures of situations in which people are "doing something" with specific objects, and in which the relationship between people and/or specific objects can be seen, and pictures that are a series of pictures (six or ten) on a single chart. Wright (1989) added that there are 20 different categories of pictures, including:

1.  pictures of a single item
2.  pictures of a single individual
3.  pictures of prominent people
4.  pictures of the group of people
5.  pictures of people in action
6.  pictures of locations
7.  Historical pictures
8.  A picture with a lot of information
9.  pictures from the news
10.  Fantasy-related pictures
11.  pictures of maps and symbols
12.  pictures in pairs
13.  pictures and text
14.  pictures collage (pictures Series)
15.  Related pictures
16.  A single interesting image
17.  pictures that are obscure
18.  Strange pictures
19.  Explanatory pictures
20.  Drawings made by students andteachers

**The Use of Pictures in English Learning and Teaching**

Using pictures as media in teaching and learning can be a consideration for the teacher out there. Besides, it can help teachers to maintain their students' motivation during the teaching and learning process, it also has several more advantages. Below are the advantages of pictures according to Education Summary;

1.  Easy to remember
2.  Encourages Visual Learning
3.  Supports all learning styles
4.  Better Clarity
5.  Introduce new concepts

From the explanation above it can be said that using pictures in teaching and classroom can help the teachers to deliver the material to the students. pictures will stimulate the students' brains, so the students can memorize the words more easily ratherthan using only printed text.

**Vocabulary in Teaching and  Learning**

**Language**

*The Definition of Vocabulary*

One of the elements of language is vocabulary. Vocabulary is defined as a list of terms for a certain language that a specific speaker of that language may use, according to Hatch and Brown (2001), as referenced by Widhiastuti (2012). Learning the vocabulary is the first step in learning a new language.

*The Importance of Vocabulary*

Vocabulary is essential in learning a language. Students will struggle to understand the material and keep up in class if their vocabulary comprehension is still limited when learning a foreign language Additionally, vocabulary is the key to learning a new language, if vocabulary knowledge is still limited, it will be difficult to learn other language skills such as reading, writing, speaking, and listening. Without appropriate vocabulary knowledge, it would be difficult to interact in a foreign language because the success of communication is influenced by vocabulary knowledge. (Al-Qahtani, 2015)

*Types of Vocabulary*

Some experts, mentioned by Susanto (2017) such as Gruneberg and Sykes (1991), and Hatch and Brown, claim that vocabulary comes in a variety of categories (1995). There are two categories of vocabulary: active vocabulary and passive vocabulary, according to Gruneberg and Sykes (1991). The term "active vocabulary" refers to language that students have learned and are expected to be able to utilize. Meanwhile, passive vocabulary refers to words that students would recognize if they encountered them but would most likely be unable to pronounce.

Vocabulary was divided into a receptive and a productive vocabulary by Hatch and Brown (1995). Receptive vocabulary describes words that students would understand and utilize when reading and listening but cannot use or produce when speaking and writing. On the other hand, students' understanding, ability to use, and production of words in speech and writing are referred to as their "productive vocabulary."

*Vocabulary Mastery*

The ability to comprehend and use a language is referred to as vocabulary mastery. (Syarifudin, et al). Vocabulary acquisition is a way for individuals to master a vocabulary.

Vocabulary acquisition can be acquired when individuals learn a new language. According to Wang (2015), assimilation is one of the steps in the process of learning a new language; it has to do with how the person processes and remembers the language. During this process, individuals can acquire a new vocabulary and then process to master it.

### Vocabulary Teaching

A vocabulary is a collection of words from any language that is likely to be used in conversation or writing. Considering that words are the foundation of all languages, teaching words is an essential component of learning a language, states Thornbury (2002), referenced by Alqahtani (2015). Therefore, it is accurate to say that learning vocabulary is a crucial component of learning a language. Teaching vocabulary may be summed up as giving students knowledge and information regarding vocabulary, according to Hadi (2019). To get a satisfying outcome when teaching vocabulary, the teacher should put a lot of effort into the preparation.

From the above explanations, it can be concluded that teaching vocabulary involves the teacher giving new vocabulary knowledge to the students. To successfully teach vocabulary, teachers need to do a number of preparations.

## METHODOLOGY OF STUDY
### Approach and Design

The data in this study was analyzed numerically using a quantitative approach. The statistical analysis of the data utilized in this study is done using SPSS 26.0. The experimental group receives treatments using videos while the control group uses pictures, This research is conducted using a quasi-experimental design with the goal of attempting to manipulate the learning environment for students. After that, the outcomes from both groups would be examined and compared.

To find out how employing videos and pictures affected students' vocabulary knowledge, the researchers conducted a quasi-experimental study. In this study, quasi-experiments are performed because random sampling cannot be assumed. Since the participants have already been split into several classes (intact groups), the researchers do not have the power to alter the participant class. Non-equivalent

Pre-Test and Post-Test Control-Group Design is a method used in quasi-experimental research. This design was used by the researchers since only the experimental group received the treatment whereas both the control group and the experimental group took the pre- and post-tests.

**Table 1. Research Design**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| E | $Y^1$ | $X^1$ | $Y^2$ |
| C | $Y^1$ | $X^2$ | $Y^2$ |

**Note:**

E: Experimental Group

C: Control Group

$X^1$: Teaching learning using videos

$X^2$: Teaching learning using pictures

$Y^1$: Pre-test

$Y^2$: Post-test

**Population and Sample**

According to Ary et al. (2010:148), a population is any individual who belongs to a specific category of people, situations, or objects. Because the teacher assigned to assist the researchers only teaches in VIIIC, VIIID, and VIIIE at SMPN 14 Banjarbaru, these students make up the population of this study.

There are 90 students in total. A sample is a small portion of the overall population (Ary, et al, 2010:148). This indicates that the sample belongs to the population. Purposive sampling was utilized in this study to determine the experimental and control groups. Because these two classes almost had the same average score on the pre-Test, the researchers select VIII C as the experimental class and VIII D as the control class.

**Instrumentation**

A tool used to gather, measure, and evaluate the data is called instrumentation. The success of any research "depends on the selection of adequate and relevant measurement devices," according to Ary et al. (2010:200). It implies that the success of the research depends on choosing the appropriate instruments. Pre-tests and post-tests were applied in this study's instrumentation to measure the students' vocabulary mastery.

The pre-test is used to measure the student's abilities prior to receiving treatment, and the results are compared to the post-test results after the student has received video treatment. Both the pre-test and the post-test have 15 items each, are written, and use multiple-choice questions that include antonym and

synonym tests. Tests to fill in the blanks, define terms, and translate words into Bahasa Indonesian are also provided. The researchers created 25 items to avoid testing before determining whether the instrumentswere valid.

**Data Collection**

Pre-test and post-tests are the instruments used to collect the data for this study. The test is meant to determine how well videos help students learn vocabulary. The following are the steps for data collection:

a. Pre-test

Both the experimental group and the control group took the pre-test. To assess the students' prior vocabulary mastery, a pre-test is given. The pre-test consists of 15 multiple-choice questions. In order to determine the students' prior knowledge, the researchers design the test on the subject that the students have previously studied with their teacher.

b. Treatment

The researchers administered a treatment employing videos to the experimental group, to give an effect on students' vocabulary mastery. The

treatment was given three times by the researchers. In this study, the therapy was administered using the following protocol: The researchers began by showing videos that described the information that would be covered during those talks. Second, the researchers ordered the students to list the vocabulary from the videos that they found hard to understand. The researchers next instructed the students to complete certain tasks based on the knowledge they had learned.

The control group's treatment, meanwhile, the researchers used pictures from the textbook as the media. Furthermore, the vocabulary used in the experimental class is mentioned by the researchers. The researchers will then allow the students to ask questions or use their dictionaries if there are any words, they are unsure of. The researchers and the students discussed the assignment once the students had finished it.

c. Post-Test

In order to determine whether there have been any changes in the student's vocabulary mastery, the researchers distributed the post-test during the last meeting. Both the experiment class and the control class received the post-test. To ascertain whether or not there has been any improvement in the student's

vocabulary mastery, the results from the pre-test and post-test were compared.

## Data Analysis

In this research, the researchers analyzed the data quantitatively. The data in this research was analyzed statistically using SPSS 26.0.

## Descriptive Statistics

The characteristics of the pre-test and post-test data are summarized in this study using descriptive statistics. Research data are described using descriptive statistics, which include the number of data, the maximum score, the minimum score, the mean, and the standard deviation (Hadi, 2019:43). The data were computed by the researchers using SPSS 26.0.

## Inferential Statistics

## Mann-Whitney U Test

If the data distribution is not normal, the non-parametric Mann-Whitney test can be used as an alternative to the Independent Sample t-test. When two groups are being compared using several criteria, the Mann-Whitney test is used. The Mann-Whitney U Test's basic conclusion is if the Asymptotic

Significance (2-tailed) < 0,05 indicates that H0 is rejected and Ha is accepted. Meanwhile, if the Asymptotic Significance (2-tailed) is greater than 0,05, H0 is accepted and Ha is rejected.

## RESULT AND DISCUSSION
## Research Findings

The data in this research was presented using interval and ordinal scores, descriptive statistics is used to present the numbers of data, mean, minimum score, maximum score, and standard deviation. After the data was computed to SPSS, it is shown that the mean of the pre-test and post-test from the experimental class was 71,1 and 82,6, while the control group was 65,1 and 65,7. The maximum and minimum score of pre-tests for the experimental class was 33,3 and 86,7, meanwhile for the post-tests was 33,3 and 100. The maximum and minimum score of pre-tests of the control class was 20 and 100, meanwhile for the post-tests was 26,7 and 100. Below is the table of descriptive statistics:

**Table.2 The Descriptive Statistics of The Experimental Class and Control Class**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pretest Experiment | 25 | 33.3 | 86.7 | 71,196 | 14.6282 |

| | | | | | |
|---|---|---|---|---|---|
| Post Test Experiment | 20 | 33.3 | 100.0 | 82,665 | 17.2253 |
| Pretest Control | 27 | 20.0 | 100.0 | 65,181 | 25.9678 |
| Post Test Control | 22 | 26.7 | 100.0 | 65,759 | 19.2198 |
| Valid N (listwise) | 20 | | | | |

**The Result of the Post-Test Experimental Class**

On Tuesday, September 13, 2022, the experimental class took its post-test. There were 20 students present that day. On the same day as the experimental class, a post-test was given to the control class, and 22 students were present. The multiple-choice pre-test was given to the pupils, who were requested to answer. As was previously indicated in the methodology of the study, the post-tests were to used measure the students' understanding after the treatment. The following table shows the outcome:

**Table 3. The Frequency Distribution of Post-Test in Experimental Class**

| Score | Interpretation | F | % |
|---|---|---|---|
| 93,3-100 | Excellent | 8 | 40% |
| 80-86,7 | Very Good | 8 | 40% |
| 66,-73,3 | Good | 1 | 5% |
| 53,3-60 | Fairly Good | 2 | 10% |
| 40-46,7 | Fair | 0 | 0% |
| 26,-33,3 | Poor | 1 | 5% |
| 6,7-20 | Very Poor | 0 | 0% |

| | | 20 | 100 |
|---|---|---|---|

Based on the table above, 8 students got scores between 93,3-100, 8 students got scores between 80-86,7, 1 student got scores between 66,7-73,3, 2 students got scores 53,3-60, and 1 student and 26,7-33,3.

**Control Class**

**TABLE 4. The Frequency Distribution of Post-Test in Control Class**

| Score | Interpretation | F | % |
|---|---|---|---|
| 93,3-100 | Excellent | 3 | 13,63% |
| 80-86,7 | Very Good | 3 | 13,63% |
| 66,7-73,3 | Good | 5 | 22,72% |
| 53,3-60 | Fairly Good | 6 | 27,27% |
| 40-46,7 | Fair | 4 | 18,18% |
| 26,7-33,3 | Poor | 1 | 4,54% |
| 6,7-20 | Very Poor | 0 | 0% |
| | | 22 | 100 |

Based on the table above, 3 students got scores between 93,3-100 and 80-86,7, 5 students got scores between 66,7-73,3, 6 students got scores 53,3-60, 4 students got scores between 40-46,7, and 1 student got 26,7-33,3.

It is clear from the discussion above that the means for the experimental and control classes is different. Although there are students in both classes who receive perfect scores, the average score for the control class is significantly lower than that of the experimental class because there are far more students in the control class who have below-average scores.

**Hypothesis Testing**

The independent sample t-test was replaced by the Mann-Whitney U test, which was utilized by the researchers to analyze the research data. If the data are not normally distributed, two independent samples are analyzed. Data analysis was done using SPSS 26.0 by the researchers. The Mann-Whitney U Test's basic conclusion is whether the Asymptotic Significance (2-tailed) 0,05 indicates that H0 is rejected and Ha is accepted. Meanwhile, if the Asymptotic Significance (2-tailed) is greater than 0,05, H0 is approved and Ha is denied. The results of the experimental and control classes for the Mann-Whitney U test are shown below:

**TABLE 5. The Output of Mann-Whitney U Test of Experimental and Control Class Test Statistics[a]**

|  | Hasil |
|---|---|
| Mann-Whitney U | 109.000 |
| Wilcoxon W | 362.000 |
| Z | -2.864 |
| Asymp. Sig. (2-tailed) | .004 |

Based on the table above, the Asymptotic Significance (2-tailed) is 0,04, which means that it is < 0,05. Therefore, it can be concluded that the Null Hypothesis (H0) is rejected, and there is a difference in students' vocabulary mastery when taught using videos and when taught using pictures.

Discussion

In this section, the researchers explained the findings to answer the research question. The research question of this research is: Is there any difference in learning outcomes from students' vocabulary mastery when taught using videos and using pictures. This research was conducted at SMPN 14 Banjarbaru with VIII C and VIII D as the sample of the research. Based on the research question of this research, this study finds out whether the use of videos and pictures as media affect students' vocabulary at SMPN 14 or not. In this research, the researchers used an experimental class that was taught using videos and a control class that was taught using the pictures. The result of both classes was compared to find the difference in learning outcomes. Therefore, the researchers have done several procedures to get the data, such as preparing instruments for the pre-test and post-test, choosing a class for an experimental and control group that has a similar average score, giving treatments to the sample, and finally conducting the post-test.

Based on the output of descriptive statistics from Table 2, after getting treatment using videos and pictures as the media in teaching and learning the mean score of post-tests in the experimental class was 82,6, and for the control, the class was 65,7. Therefore, it can be stated that there were any differences in students' vocabulary mastery when taught using videos as the media and using pictures. Below is the diagram of the mean scores of both classes:
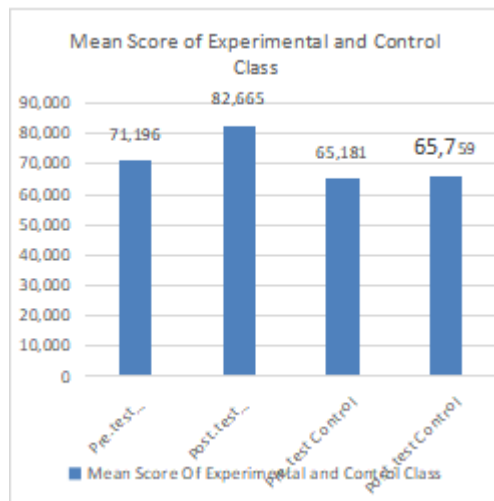


**Figure 1 The Mean Score of Experimental and Control Class**

The activity in the experiment class mostly used video as the media to transfer the material to the students. The researchers played music videos in pre-activity to motivate students. In the while-activity, the researchers only explained a little bit of the material such as the definition, the function, and the language features, and then played a video related to the topic. While playing the video, the researchers paused the video and then ask the students what the meaning of this sentence, and asked the meaning of this word. The researchers try to make students more active by trying to make them involved in the learning process.

On the other hand, in control class, the teacher used the pictures in a textbook and from internet sources as the media and then wrote and explained the material from the textbook. Then, the teacher asked the students to just listen and take a note. The researchers asked the students to explain the pictures in the textbook and also the meaning of the sentence in the textbook to make sure the students understood and will be more active during the learning process.

The purpose of this research is to find out whether or not there are any differences in using video and pictures in students' vocabulary mastery. In this research, the researchers used various kinds of videos, such as animation videos, lyrics videos, music videos, and short movie videos. The researchers also adds double subtitles (English and Bahasa Indonesia) to the video, to make sure the

students could grasp the meaning of the video. Meanwhile, for the pictures, the researchers used pictures from the textbook and also from the internet.

After comparing students' learning outcomes from experimental and control classes, there was a difference in the score.

In addition, as explained in the review of literature, the technique of using videos in classrooms. In this research, the researchers used techniques of freeze frame, repetition, and subtitle. The researchers used this technique to enhance students' understanding. This technique is proven to be effective because the students' understanding of the material is indeed increasing.

Based on the discussion above, it was proved that using videos is effective in enhancing students' passion for learning English, as stated by Cruse E (2007) "using videos in the classroom can enhance students' motivation and passion in learning, … and the process will be more effective if videos are used in the classroom.". This opinion is proven by the researchers because the researchers could see the enthusiasm

of the students when the researchers played the videos in the class, even though there are two or three students that didn't watch the videos seriously, almost all the students from the class watched the videos seriously. Therefore, in conclusion, the use of videos in teaching and learning vocabulary at SMP Negeri 14 Banjarbaru is more effective than using pictures.

Nevertheless, the aforementioned explanation does not imply that using pictures is ineffective. It's only that at SMPN 14 Banjarbaru, using videos has a bigger effect on the learning outcomes than using pictures. Using pictures has many benefits, including the ability to stimulate students' visual senses, as discussed in the review of the literature. videos are superior in this area since it not only stimulates students' visual senses but also their hearing senses. The researchers themselves believe that using pictures is simpler and more efficient than using videos because pictures don't need any extra equipment, whereas videos need projectors and speakers in order for students to watch them.

On the other side, using videos as teaching media also has a weakness because it requires some facilities, like a projector and speaker to play the videos in the classroom; if the school did not

support it, it will be difficult to utilize videos as a teaching media. Other than that, using videos as media in teaching and learning is more efficient than teaching using the conventional method as already explained above. Therefore, it can be stated that using videos as media in teaching-learning is effective.

## CONCLUSION AND SUGGESTION

### Conclusions

Based on the findings and discussion in the previous chapter, the researchers concluded as follows:

Using videos as media in teaching English at SMPN Negeri 14 Banjarbaru gives more effect on students' vocabulary mastery than using pictures. It was proved by the score of post-tests from both the experimental and control class. The mean score of the experimental was 82,6. Meanwhile, for the control class, the mean was 65,7. It can be seen that there are differences between experimental and control class scores.

In addition, the result of the Mann- Whitney U Test shows that Asymptotic Significance (2-tailed) is 0,04, which is lesser than 0,05, which means the H0 is rejected and the Ha is accepted. Therefore, it can be concluded that there was an effect on students' vocabulary mastery after getting treatment using videos as the media in teaching English.

The findings in this research are, the use of videos is more effective in teaching English, especially teaching vocabulary than pictures. Because using videos in teaching and learning activities could enhance students' passion and enthusiasm for learning English.

### Suggestions

In this part, the researchers want to give suggestions to English teachers and future researchers.

*English Teacher*

The researchers hope that the findings in this research could motivate English teachers out there to include videos in their teaching activities. The teachers could combine two or three media to make their teaching activities become more enjoyable for the students. For example, in this research, the researchers combined videos, flashcards, and textbooks as the media for teaching and learning English.

Future researchers

The researchers want to suggest to

future researchers to conduct research in the same field by using videos or audio-visual media. In this research, the researchers focused only on videos, but other researchers could use more advanced and modern audio-visual media such as YouTube, EdPuzzle, Tiktok, and any other videos- based social media platform. In addition, other researchers could also try to focus on other skills of the English language.

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