# USING VIDEOCAPTIONING BASED ACTIVITIES TO DEVELOP EFL SECONDARY SCHOOL LEARNERS' VOCABULARY

**Ika Diar Marthafany**

Madrasah Aliyah Nurul Khoiroh, Banyuwangi, Jawa Timur, Indonesia

Corresponding Author Email: ikadiarm148@gmail.com

## ABSTRACT

This research was conducted to investigate how video captioning based activities help students improve their vocabulary achievement. Video captioning was used to help learners locate textual definitions and pictorial aids to better comprehend the meaning of new words. This research employs classroom action research which has four stages: planning, implementation; observation; reflection. 13 (6 females and 7 males) students participated in this study The observation checklist was used to know students' engagement during the teaching and learning of vocabulary through video captioning. Meanwhile, the vocabulary test was used to know the students' vocabulary improvement. All collected data from vocabulary test was quantitatively calculated. Findigs of the study showed that students vocabulary achievement improved from vocabulary test 1 (68), vocabulary test 2 (72), vocabulary test 3 (84), and vocabulary test 4 (88). The findings of the study also showed that the use of video captioning in learning vocabulary could engage students in more meaningful learning environment. Overall, the results of the vocabulary test show that video captioning can increase students' vocabulary. The results of the study also show that student participation and activity have increased. This study shows the benefits of using video captioning to increase students' vocabulary. Video captioning can facilitate students to know unfamiliar words and can encourage them to learn new words more efficiently.

**Keywords:** EFL learners, video captioning, vocabulary

## INTRODUCTION

Vocabulary is an essential part of mastering a language. Vocabulary is considered as the building blocks of a language (Schmitt, Schmitt, & Clapham, 2001). Without knowledge of words and their meanings, it is impossible to convey the message in a language. Vocabulary is one of the difficult subjects and students have problems in mastery vocabulary because vocabulary skill includes some aspect.

According to Cameron (2001: 78) vocabulary skill included pronunciation, spelling, grammar and meaning. It is commonly viewed that inadequate knowledge of L2 vocabulary can obstruct learning English as a second language (ESL). Vasu and Dhanavel (2015) mentioned that ESL experience obstacles to use language effectively because of inadequate vocabulary knowledge as well as relevant word knowledge. Furthermore another potential difficulty with learning unfamiliar vocabulary is a lack of sufficient information about vocabularies such as textual definitions and still images (Lin & Tseng, 2012). To overcome the difficulty of unfamiliar L2 vocabulary learning, researcher have suggested using in language classroom such as video to help learners to locate textual definitions and pictorial

aids to better comprehend the meaning of new words (Lin & Tseng, 2012). Among multimedia tools, captioned videos, that are accompanied by synchronous on screen L2 texts to enhance video comprehension (Danan, 2004).Captioned videos have helped learners at various skill level to Furthermore captions can leverage learners' audiovisual input to visualize what they are hearing, especially when the material is slightly beyond their level of ability.

Video captioning is one of the modes that technology can provide for vocabulary learning it is defined by Danan (2004,p.232). Based on this theoretical, the combination of image, sound, and text in captioned videos may prompt learners to perceive, understand ,subsume, and merge new information within their mental system (Plass & Jones, 2005).Videos with subtitles can aim to improve students' learning ability to understand and learn some unfamiliar words. In that case, combining video with text can serve as an action to progress the development of students'          vocabulary      through audiovisuals.

Combining captioned videos and advance organizers can be explained through dual coding theory (Paivio, 2008),Audiovisual material provides contextualized visual images that could aid the understanding of verbal input (Plass & Jones, 2005).In this study, defined as the provision of background information to improve students' comprehension of foreign-language materials under the assumption that comprehension can be gained from an introductory sequence of exercises. The combination of image, sound, and text in captioned videos may prompt learners to perceive, subsume, and merge new information within their mental system (Plass & Jones, 2005). A combination of imagery and verbal information could make L2 input more comprehensible and easily retrievable from memory as the activation of both verbal and nonverbal systems results in better learning (Paivio, 2007).

Relevant researches indicated that the use video captioning to develop vocabulary learning. The first previous research was conducted by Montero Perez, Peters and Desmet (2018) reported that two enhancement techniques for vocabulary learning from videos: L2 captioned videos (glossed keyword captioning, full captioning, keyword captioning, and no captioning) and test announcement (informing or not informing). This 2 x 4 quasi experimental design involved 277 Dutch- speaking university students. The design targeted receptive form and meaning knowledge, including form recognition, clip association, and meaning recall. Result revealed that within the condition wherein learners were informed of the test, glossed keyword captioning resulted in the best outcomes for the there dimensions of vocabulary knowledge. A questionnaire regarding learners look up behavior while watching videos also showed that behavior in looking up a word was connected to the learning of that word.

The second researcher is Teng (2019 a) examined the effect of two independent variables on 257 Chinese primary school students vocabulary learning. The variables included captioning videos and target word exposure frequency (one and three encounters).This 2 x 3 quasi experimental design explored the recognition of word form meaning and recall of word meaning. Result showed that the full captioned group and the no captioning group. Three encounters with target word led to more successful learning than one encounter. The most realistic condition for learning the three dimensions of vocabulary knowledge was therefore a combination of full captioning and three encounters. Teng's study was innovative in exploring ESL primary students vocabulary learning through captioned videos and provided insight into ESL context where learners were heavily dependent on print literacy activities for vocabulary learning.

Besides the third researcher Montero Perez, Peters, Clarebout, and Desmet (2014) reported examined Flemish undergraduate students vocabulary gains within four group: full captioning with highlighted keywords, full captioning, keyword captioning and a control group. Learners who viewed captions while watching videos outperformed the control group

on form and meaning recognition test. Visual salience (highlighted keyword group in full captions) did not help learners achieve higher vocabulary mean scores in form and meaning than those obtained by the full captioning group.

After reviewing relevant literature ,some issues may need to be considered. First, finding related to using captioned videos appear inconsistent. Full captioning does not necessarily yield promising result in vocabulary learning in all cases (Montero Perez et al. 2018). However ,in some studies (Teng, 2019a) full captioning yielded significantly better result for vocabulary learning than keyword captioning. In addition, videos might include complex and incomprehensible language input, for which learners may need additional enhancement techniques to focus on key aspects of video input comprehension. Besides third subjects are not grouped according to their level of proficiency.

The Current classroom action research discusses two attention-raising techniques: (a) the effect of video text on vocabulary learning and (b) video text will be applied to increase student vocabulary, in which student video text helps students increase vocabulary. This study is expected to shape how ESL students can add to their vocabulary by combining the two (the effects of video captioning in learning vocabulary and video captioning will be applied to increase students' vocabulary. Furthermore, with regard to this problem, this researcher also uses some of the results from previous studies as a reference in using video captioning in vocabulary learning Indonesian English- speaking students Researchers conducted a study to determine the vocabulary achievement of students in junior high schools in Indonesia. I raise a single question to guide the study that is how video captioning based activities help students improve their vocabulary achievement?

**METHOD**
**Design**

This study used classroom action research following four main stages: planning; implementation; observatio; and reflection (Kemmis and McTaggart, 1999).  In the planning stage, the researcher did a preliminary study to know the problem  faced by the English teacher and students in the classroom. Next, the researcher selected the teaching strategy approriate with the problems face  and made lesson plans as well as the material and media. In the implementation stage, I  taught students using the strategy and the materials I made. I then  observed the implementation of the strategy during the teaching and learning. In the reflection stage, I did reflection on the implementation of the strategy. Lastly, I revised the lesson plans based on the reflection I did and reimplemented it in the next cycle.

**Participants**

This research was  undertaken in one secondary school in Banyuwangi, East Java, Indonesia. 13 (6 females and 7 males)  students participated in this study. They were between 14 and 15 years of age. They come from rural areas. The students speak several local language such as Javanese, Osingnese, Madurese and other languages. They never use video captioning  in vocabulary learning. They only learn vocabulary through English textbook  and printed based dictionary.

**Data Collection Tools**

I used observation checklist and reading test to collect the data. The observation checklist was used to know students' engagement during the teaching and learning of vocabulary through video captioning. Meanwhile, the vocabulary test was used to know the students' vocabulary improvement. The students completed vocabulary test after the implementation or action was done.

**Data Analysis**

All collected data from vocabulary test was quantitatively calculated. To calculate the data, the researchers used formula adapted from Sugiyono (2014). Here is the formula used to analyze the data:

$$p = \frac{f}{n} \times 100$$

Where p is the percentage of response, f is the number of answer, and n indicates number of sample.

**FINDINGS AND DISCUSSION**
**Findings**

The vocabulary test was carried out in eight meeting. The results were carried out four times. Each test consists of 25 questions, 10 multiple choice items and 15 complete sentence items. The total score of the test items is 100 points. Based on the results of the test :

Table 1. Vocabulary Test 1

| NO | Student | Score | Grade |
|---|---|---|---|
| 1 | AA | 40 | D |
| 2 | AF | 56 | C |
| 3 | AR | 56 | C |
| 4 | AS | 40 | D |
| 5 | BN | 68 | C |
| 6 | DA | 44 | D |
| 7 | FS | 48 | D |
| 8 | HE | 60 | C |
| 9 | MM | 64 | C |
| 10 | NA | 60 | C |
| 11 | NK | 52 | D |
| 12 | YP | 48 | D |
| 13 | MU | 40 | D |
| AVARAGE | | 52 | |

Knowing the result of students' vocabulary test did not significantly improve, the researchers developed lesson plans by revising several points. Then, researcher started with introductory activities by greeting students, checking and asking for student attendance, conveying information about learning material. Then the researcher motivates the enthusiasm and goals of the students' material. The researcher explained the material to be taught. The researcher gave a video captioning link and the students watched it. After watching the video, the researcher asked the students to mention the next verb. The researcher gave feedback to all students.

In the next meeting the researcher again motivated the enthusiasm and goals of the students' material. The researcher reviewed the material from the previous meeting to memorize vocabulary through video captioning. The researcher provided a link to the video captioning and the students watched it. After watching the video, students do a vocabulary test. The results show that the score shows the lowest value is 44 and the highest is 72. In this case, two children had reached the target KKM score of 70.

Table 2. Vocabulary Test 2

| NO | Student | Score | Grade |
|---|---|---|---|
| 1 | AA | 56 | C |
| 2 | AF | 64 | C |
| 3 | AR | 64 | C |
| 4 | AS | 52 | D |
| 5 | BN | 72 | B |
| 6 | DA | 52 | D |
| 7 | FS | 68 | C |
| 8 | HE | 52 | D |
| 9 | MM | 64 | C |
| 10 | NA | 60 | C |
| 11 | NK | 70 | C |
| 12 | YP | 48 | D |
| 13 | MU | 44 | D |
| AVARAGE | | 58,92 | |

The researcher reflected again from the result of vocabulary test 2. Drawing from reflection, the researcher revised the lesson plan and used it in the next meeting. The researcher started with introductory activities by greeting students, checking and asking for student attendance, conveying information about learning material. Then the researcher motivates the enthusiasm and goals of the students' material. The researcher explained the material to be taught. The researcher gave a video captioning link and the students watched it. After watching the video, the researcher asked the students to mention noun they learned from the video captioning. The, the researcher gave feedback to all students.

The researcher administered the vocabulary test 3. The researcher provided a link to the video captioning and the students watched it. After watching the video, students do a vocabulary test. Below is the result of vocabulary test 3

Table 3. Vocabulary Test 3

| NO | Student | Score | Grade |
|---|---|---|---|
| 1 | AA | 64 | C |
| 2 | AF | 76 | B |
| 3 | AR | 76 | B |
| 4 | AS | 60 | C |
| 5 | BN | 72 | B |
| 6 | DA | 56 | C |
| 7 | FS | 72 | B |
| 8 | HE | 68 | C |
| 9 | MM | 84 | B |
| 10 | NA | 76 | B |
| 11 | NK | 72 | B |
| 12 | YP | 60 | C |
| 13 | MU | 56 | C |
| AVARAGE | | 68,61 | |

Knowing the significant improvement of students' vocabulary, the researcher developed lesson plan after reflecting several important points. Then, the researcher taught again using the lesson plan which was developed based on the result of reflection. Next, the researcher gave a video captioning link and the students watched it. After watching the video,

the researcher asked the students to mention noun they learned from video captioning. The researcher gave feedback to all students.

In the final meeting, he researcher motivated the enthusiasm and goals of the students' material. The researcher reviewed the material from the previous meeting to memorize vocabulary through video captioning. The researcher provided a link to the video captioning and the students watched it. After watching the video, students did a vocabulary test. The results showed that all students achieved the target score above the KKM, namely 70. The lowest score was 72, the highest was 88, and the average score was 76. This research was not continued because it had reached the target score above the KKM, which was 70.

Table 4. Vocabulary Test 4

| NO | Student | Score | Grade |
|---|---|---|---|
| 1 | AA | 76 | B |
| 2 | AF | 72 | B |
| 3 | AR | 76 | B |
| 4 | AS | 76 | B |
| 5 | BN | 88 | A |
| 6 | DA | 72 | B |
| 7 | FS | 72 | B |
| 8 | HE | 72 | B |
| 9 | MM | 80 | B |
| 10 | NA | 80 | B |
| 11 | NK | 76 | B |
| 12 | YP | 72 | B |
| 13 | MU | 76 | B |
| AVARAGE | | 76 | |

**Discussion**

The use of video captioning is proven to improve students' vocabulary learning and students' active participation in learning this statement is similar to previous research (Montero Perez et al,2014 Teng 2019a, 2019b) captions text may help L2 learners gain more access to online streamed text and comprehend unknown words. The results of the study also show that student participation and activity have increased. This statement is proven by the results of observations at each meeting and students are always active and interested in learning. Students' motivation to learn English vocabulary using video captioning increased when they watched the video.

In addition, this study shows the benefits of using video captioning to increase students' vocabulary. Video captioning pays attention to unfamiliar words and can encourage students to learn new words more efficiently. This statement is the same as (Teng, 2019c). Video captions give students attention to more vocabulary learning opportunities to increase the significance of the video text by repeating encounters with target words that help learners encode links or new word meanings Neuman et al. (2018).In addition, the teaching and learning process is more fun. This can happen because of the use of video captioning as a learning medium to increase students' vocabulary. In addition, the use of video captioning also helps in understanding vocabulary.

**CONCLUSION**

Overall, the results of the vocabulary test show that video captioning can increase students' vocabulary. This can be seen from the result of test 1, 2, 3 and 4. Based on the results of data analysis and discussion, it can be concluded that there was an increase in the

percentage of students' first meeting scores from 52 below the KKM 70 to 76 above the KKM. That is, the research target has been achieved and successful. The use of video captioning is proven to improve students' vocabulary learning and students' active participation in learning.

The results of the study also show that student participation and activity have increased. This statement is proven by the results of observations at each meeting and students are always active and interested in learning. Students' motivation to learn English vocabulary using video captioning increased when they watched the video. In addition, this study shows the benefits of using video captioning to increase students' vocabulary. Video captioning can facilitate students to know unfamiliar words and can encourage them to learn new words more efficiently.

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