



## EXPLORING STUDENT PERCEPTIONS ON THE USE OF ENGLISH LANGUAGE VIDEO TO ENHANCE VOCABULARY AT SECONDARY SCHOOL

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### **Abstract:**

Exploring Students' Perceptions Regarding the Use of English Videos in Learning New Vocabulary, is research to find students' perspectives in using English Videos to learn new knowledge. The sampling method used in this research is quantitative and interviews. Data collection was taken from the results of questionnaires and interviews with MAN Kota Surabaya students via Google Docs. Researchers used Google Docs to take a sample of students who met the requirements. The majority of them have watched English videos and the majority of Man Kota Surabaya students said that English videos were useful as a medium for their English learning to learn students' vocabulary by speaking, listening, reading and writing. This research was analyzed quantitatively based on the facts of students who successfully analyzed learning comprehension with English videos with advantages which would later be constructed in descriptive form. The research results showed that learning English Using English videos has many benefits for MAN students in increasing their vocabulary. The benefits include Students will use various strategies to learn vocabulary while watching videos. Students will use words in the appropriate grammatical form of the language; Students pronounce words that are easily recognized; Students recognize understanding in oral and written form; Students spell words correctly; to develop understanding of English. Teachers can develop comprehension teaching with more flexible time by using English videos.

**Keywords:** *English Language Video, Student Perception, Vocabulary Enhancement*

## 1. INTRODUCTION

The comprehension and mastery of vocabulary can be achieved through the application of two fundamental aspects of the learning process, namely receptive learning and productive learning. Receptive learning refers to the ability to recognize and comprehend the meaning of a word. In contrast, productive learning encompasses the ability to recognize and understand a word, as well as the capacity to utilize it accurately in speaking or writing.

Vocabulary is the fundamental element of oral proficiency. A command of vocabulary provides the speaker with a sense of assurance and self-assurance. A person with sufficient vocabulary is more likely to feel confident in speaking and to experience reduced nervousness or fear of mistakes when communicating with others. In the context of learning, the understanding and use of vocabulary facilitates the rapid absorption and retention of information. A robust vocabulary facilitates more efficient learning, whether in comprehending readings, following lectures, or engaging in discussions. The relationship between vocabulary and speaking ability is highly intertwined, with each influencing the other. Vocabulary proficiency enables individuals to speak with greater fluency, without being constrained by a dearth of words or a sense of uncertainty. (Rambe et al., 2021)

Vocabulary learning entails five key stages: (1) identifying a source of new words, (2) forming clear images of the words, either visual or auditory, (3) learning the meaning of the words, (4) establishing a robust connection between the form and



meaning of the words, and (5) utilizing the vocabulary. In other words, vocabulary learning is the process of discovering new words through listening and reading, and subsequently applying them in writing and reading.

For example, English is an international language utilized as a communication tool in international forums. When studying English, one gains familiarity with various language components, including listening, speaking, writing, and reading. This component facilitates the development of communication skills in both verbal and written forms. Additionally, it influences the learning outcomes of students.

The vocabulary itself plays an important role in the English language teaching program. This is evident when vocabulary is presented in each language skills area (listening/reading, writing, speaking) and in each linguistic aspect (phonology, grammar). There are several reasons for the teaching of vocabulary. 1) Accurate research on vocabulary can assist learners in developing useful language skills, particularly speaking. Secondly, learners have limited vocabulary. Thirdly, learners and teachers alike consider vocabulary to be a crucial aspect of learning English.

There are numerous methods that can be employed to enhance student learning outcomes. It is anticipated that students will not only demonstrate knowledge of the subject matter but will also exhibit an ability to comprehend it in English. One potential solution is the implementation of an effective learning approach that facilitates the creation of student-centered learning environments. This approach can help to make learning more engaging and enjoyable, while also encouraging students to be more active participants in the learning process. One potential method for facilitating learning is the incorporation of English-language videos.

Prior research has demonstrated that students display positive attitudes toward the integration of video resources in vocabulary learning activities. There are several reasons why students hold a positive view on this matter. Firstly, as Scacco (2007, p. 11) asserts, videos can effectively complement reading in the language classroom. Similarly, Peacock (1997) and McNulty and Lazarevic (2012, as cited in Lialikhova, 2014) posit that videos may represent authentic materials, which could have resulted in greater motivation due to the increased concentration and involvement of learners in learning activities that are more effectively facilitated by authentic materials than by artificial materials. Additionally, it will facilitate the development of students' English skills (Nunan, 1999).

Based on the explanation above, the problems issued by this research might bring some questions for instance:

1. How are student perceptions towards the use of English Language Video to enhance students vocabulary?
2. To what extent does the use of English videos impact the improvement of new vocabulary for secondary school students?



## 2. METHOD

This study adopts a quantitative research design to evaluate the effectiveness of English instructional video tutorials in English Language Teaching (ELT). A quantitative approach involves collecting numerical data and using statistical analysis to assess relationships, trends, or patterns within a given context. This design is especially effective for understanding how students perceive and engage with instructional video tutorials, as well as how these tutorials influence their learning outcomes in English.

The quantitative descriptive research method used in this research allows systematic data collection and analysis of measurable data without changing the experiment. The main goal of using this methodology is to provide a clear, accurate, and objective picture of the current state of the research topic. By concentrating on observable and quantifiable elements, this approach ensures that the findings are both reliable and unbiased. This study specifically aims to examine how students perceive, engage with, and benefit from instructional video tutorials in their English language learning. It evaluates the tutorials' effectiveness in enhancing comprehension, retention, and overall learning outcomes while identifying areas for potential improvement.

A descriptive approach is ideal for studies like this, where the goal is to explore a phenomenon as it naturally happens rather than testing a hypothesis or altering variables. This method provides a structure for collecting quantitative data about students' experience with video tutorials, such as their views on how useful the videos are, how often they use them, and how effective they are in helping them understand English concepts. By using this approach, researchers can objectively observe and analyze the data, gaining clearer insights into how well the instructional videos work overall.

This study adopted a quantitative approach to gather objective, measurable data that could be analyzed using statistical tools. By using this method, researchers can systematically examine relationships between various factors, such as students' engagement levels and their perceptions of the effectiveness of instructional videos. This approach also makes it possible to compare different groups, such as students who have varying levels of exposure to video tutorials or different levels of English proficiency. These comparisons help uncover patterns and trends in how students engage with videos and evaluate their usefulness. Overall, the quantitative approach offers a clear and reliable way to understand students' experiences and determine how effective the videos are in supporting their learning.

The quantitative method, which focuses on quantifiable results, makes it possible to precisely analyze it possible to precisely analyze elements like students' comprehension of the tutorial material their interaction with the resources, and the tutorials' overall efficiency in promoting English language learning. Additionally, statistical analysis offers a reliable way to assess the information and spot any significant trends or patterns that may show up in the students' answer

This study's main goal is to assess how well instructional video tutorials work as a tool to help students learn the English language. The study specifically seeks to :

1. Evaluate how helpful, important and interesting the student perceives the instructional video tutorials are.



2. During the learning process, track how often and successfully students interact with the video tutorials.
3. To Examine how the video tutorials lessons affected the students comprehension of important English language ideas and their overall learning objectives
4. Identify if students have any difficulties when using the video tutorials and gather feedback on potential improvements

An efficient framework for evaluating the use of instructional video tutorials in ELT is offered by the quantitative descriptive study design. The study intends to provide insightful information about how various multimedia technologies can enhance learning outcomes and engagement by gathering quantifiable data on students' experiences. The researchers may impartially assess the videos' efficacy and advance knowledge of how digital tools can improve English language instruction by using statistical analysis.

The research site is the geographical area in which the research is conducted. There are many locations in which research can be carried out, depending on the topic and goal of the study. Choosing a suitable location is essential to guaranteeing the production of accurate and pertinent data. In this instance, Madrasah Aliyah Negeri (MAN) Kota Surabaya is included in the author's definition of the research location.

Participants in a study are individuals or groups that are the focus of the research. This can include people or things related to this topic being studied. For this research, students in grade 10 at Madrasah Aliyah Negeri (MAN) Kota Surabaya will take part. They will be selected to represent a variety of academic backgrounds and English proficiency levels, ensuring that the data collected reflects different perspectives and provides a more complete understanding of the topic being investigated.

To obtain direct information from participants, primary data was used as the main source in this research. These data, collected through methods such as vocabulary tests and possibly through student forms, provide raw information illustrating the impact of English video tutorials on vocabulary development. Sugiyono (2012) explains that primary data enables researchers to examine raw, unfiltered information, which helps produce more accurate results. The aim of this study is to evaluate whether the instructional materials effectively improve vocabulary in the correct English Language Learning (ELT). Information from students was collected both before and after they viewed the English video tutorials.

In this study, the questionnaire method was used as a part of a quantitative research approach to collect and analyze data in a structured way. The goal of the survey was to gather detailed information about students' perceptions and experiences with the English video tutorials they have watched. Descriptive statistics are used in data analysis to characterize and summarize the key characteristics of the data collection. This makes it possible to comprehend the responses that were received without attempting to make generalizable conclusions about the population as a whole. Because it allows researchers to describe data numerically and apply a variety of statistical procedures for thorough analysis, this analytical approach is especially effective in quantitative research (Sugiyono, 2008).



### 3. FINDING AND DISCUSSION

This section outlines the research findings. As a consequence, they are learning data analysis based on questionnaires, intended to develop better understanding Students' perceptions of the use of English videos to learn new vocabulary. The data will be subjected to descriptive analysis. This section primarily addresses the subject of vocabulary acquisition through the use of English-language video resources. Additionally, it encompasses an in-depth examination and analysis of the data and information obtained through the administration of questionnaires. Primary sources are used to obtain analysis and interpretation of the data collected. Data interpretation and evaluation are carried out using simple statistical methods. In this case the researcher used 30 questionnaires with short answers to questions of participants. Next, the number of participants for each answer is presented in percentage form. The main aim of the study was to investigate students' opinions about using English videos to acquire vocabulary and find problems students face when using English videos to learn vocabulary.

Students' Perceptions of Using English Videos in Vocabulary Learning Analysis and interpretation of data obtained from original sources. This part contains data presentation, analysis and interpretation. The following subtitles are used for data analysis and interpretation.

#### 3.1. Observation:

Lesson Observations take place in grades 10 and 11. Using video conversations or short dialogues, learn listening skills and new vocabulary with the help of videos. However, there were some students who didn't seem to care about the explanation, there were students who were still chatting with other students in silence and other students were just daydreaming.

The video was played three times. On the first screening, students did not seem to understand the video. Observation data shows that they gave several expressions, such as: surprised, and some students said, "ha? What did he say?". The teacher stops the video and adds more explanation about the video, as well as vocabulary that might not normally appear in the video.

After his explanation, he played the video a second time. After the video was finished, he asked one of the students to write down the new vocabulary contained in the video. A student comes forward and writes down new vocabulary that he thinks is still unfamiliar. He then smiled, indicating that he was concerned he may have provided an incorrect response.

After the video ends, students must write down the new vocabulary they got from watching the video. They looked enthusiastic. Some students wrote enthusiastically. It can be seen that they all watched the video seriously and quietly. In closing, he reminded them of the material they had studied and reminded them how to add new vocabulary.



### **3.2. The use of video to increase students' vocabulary**

Watching films provides a dynamic and engaging learning environment, making it a very effective way to increase vocabulary. Combining visual and aural stimulation, videos appeal to a variety of senses and produce memorable learning experiences that help people remember new words. Videos, as opposed to conventional teaching methods, can show words in context, which helps students grasp new words' meanings, pronunciations, and usages more organically. Learners are better able to understand subtleties like idioms, slang, and colloquialisms that could otherwise be challenging to understand from textbooks alone thanks to this exposure to a wealth of context. Additionally, videos frequently include subtitles, which help students associate spoken and written forms of new phrases and promote vocabulary recognition in written form. By utilizing these special benefits, video-based learning can greatly aid vocabulary acquisition, improving both comprehension and retention of new language components. This will be looked at in more detail in the sections that follow:

#### **1. Natural Language Exposure**

##### **a. Authentic conversations:**

Videos often show real conversations between people, giving the students an opportunity to see how language is used in everyday life. From the interaction, students can learn idioms, frequently used expressions, and subtleties of conversational language that are rarely present in ordinary learning materials. Apart from that, they can also learn important aspects of communication, such as speaking turns, conversational rhythm, and non-verbal cues. This exposure, which is closer to real situations, not only enriches students' vocabulary but also helps them to better understand and imitate everyday conversations.

##### **b. The presence of diverse accents and dialects:**

Video content has the great advantage of giving students the opportunity to hear the various accents and dialects that exist in everyday life. By listening to these different accents, students can improve their listening skills, as they learn to recognize different ways of pronunciation. This ability is very important so that students can understand people from various regions or cultures. In addition, by getting used to listening to various dialects, students will adapt more easily and feel more confident in conversations. Over time, these experiences help students understand the language better and make it easier for them to communicate with a variety of people.

#### **2. Contextual learning**

##### **a. Visual Cues**

Using visual clues to aid understanding is an effective teaching method. Watching movies or videos in class gives students visual images that help them understand new words. Situations, activities, and images in films provide a clearer and more real context for understanding the meaning of words. Apart from helping remember, this method also makes students more involved, thus creating an interesting learning atmosphere. By connecting words to how they are used in everyday life, visual clues help students remember better and use the words more appropriately.



b. Examples from the Real World:

Seeing words in their original context can help improve comprehension and memory. One effective way to improve understanding is to use visual cues. Watching films or videos gives students visual images that make it easier for them to understand new words, because the images and actions in the film provide a clearer explanation of the meaning of the words.

### 3. Repeated exposure

a. Multiple viewing

Because repeated exposure can improve retention and comprehension, watching a film several times can help students memorize new words and phrases. Every time they watch a film again, students will pay more attention to small things that they might have missed before, such as the use of words that are appropriate to the context, smooth pronunciation, and the natural flow of conversation. Watching movies repeatedly helps strengthen memories by improving connections in the brain.

Additionally, frequent exposure helps students more easily recognize words and phrases automatically. This method not only improves listening comprehension because students become familiar with various accents, intonation and everyday expressions. Ultimately, watching films repeatedly provides a stronger and more lasting foundation for learning a language, as well as increasing self-confidence and speaking fluency. Watching movies repeatedly helps strengthen memories by improving connections in the brain.

b. Subtitle and captions

By frequently being exposed to written language, language learners can increase their vocabulary more quickly, one way is by using text or subtitles in videos. For beginner students, seeing text that appears along with conversations in a video helps them connect the pronunciation with the spelling of words, making it easier to understand and remember. This makes it easier and simple for them to understand new vocabulary or words and remember them for a long time. Subtitles also help to connect reading and listening comprehension because they show the words used in the context. With visual elements, students can focus more details such as new expressions or phrases that they might miss if they just listen. This is very useful, especially for those who are still learning to read and write.

Additionally, subtitles help children practice correct grammar, sentence structure, and punctuation in a natural context, which improves their language skills. In addition to helping reading fluency and listening comprehension, concurrent language exposure also helps children build vocabulary that feels relevant and easy to understand. Thus subtitles support a way of learning languages that involves a variety of media, which slowly improve their abilities and confidence.



#### 4. Motivation and Engagement

##### a. Interesting Content

To keep students interested and learning more effectively, content must attract their attention. Interesting videos not only provide knowledge, but also make students more engaged with the material. When the information presented is relevant to them—for example through a close theme, current cultural references, or practical applications—students are more likely to focus, think critically, and absorb new ideas. Interesting videos help break down difficult material into easier to understand parts, making learning feel lighter and less intimidating. This also encourages students to continue learning independently and actively participate.

##### b. Active Participation

When watching instructional videos or films, students need to actively interact with the content, not just mindlessly watch. To get them more involved, students can be asked to take notes, answer questions, or discuss important ideas from the video or film. This is very important because in this way, students can better understand the material and remember what they have learned. In addition, being involved is also very helpful in learning a language, because it gives student the opportunity to practice vocabulary, pronunciation, and understand what they hear better.

The viewing of videos can be an efficacious method for the acquisition of vocabulary, particularly when utilized in conjunction with other pedagogical strategies. Viewing of videos can also help students' vocabulary growth. Webb (2010, p. 497) states that films and videos can offer the same vocabulary learning potential as that provided by written materials. This means that watching videos is not only to entertain and develop their English skills but can also increase their vocabulary and help them understand certain words, as well as how to express them correctly. The table below shows the results of the relationship between watching videos and vocabulary growth.

**Table 3.1.** Watching Videos and New Vocabulary

Number	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	English videos are effective in helping me understand and remember new vocabulary	11	7	7	2	0
8	Vocabulary increases after watching English videos	11	7	7	2	0
13	Certain English videos, such as short films or	9	11	4	2	1



	documentaries, are more effective for increasing new vocabulary					
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From Table 1 it can be seen that most students tend to have positive perceptions and say that watching videos can help them improve their vocabulary. This is shown in item number 7 and 10, where students agree and strongly agree that watching videos can help them in learning vocabulary. Number 13 had the same results, namely students agreed and strongly agreed that watching videos can increase their vocabulary and make them understand certain unfamiliar words, as well as giving them the correct expressions used in real life.

Most students agree that videos can increase their vocabulary, compared to just listening to the teacher because videos can attract them to imitate the correct patterns for certain words that may be used in everyday life. In line with that, Lialikhova (2014) believes that videos can provide more motivation to students during the learning process because they have real situations on how to use vocabulary.

#### 4. CONCLUSION

Mastering a robust vocabulary significantly enhances students' confidence and fluency in speaking across various contexts. For beginner students, dedicating time and effort to understand the intricacies of vocabulary plays a fundamental role in improving their overall proficiency in Arabic. Educational videos, especially those in English, offer a valuable medium for vocabulary acquisition, helping students to engage with language more actively and effectively. By incorporating vocabulary through videos, students employ diverse learning strategies, utilize words in proper grammatical contexts, practice recognizable pronunciations, identify vocabulary in both written and spoken forms, and enhance their spelling accuracy

To maximize vocabulary learning, teachers are encouraged to integrate English instructional videos as a dynamic tool in their teaching approach. This method can make vocabulary instruction more flexible and adaptable, meeting the evolving needs of students at various proficiency levels. Furthermore, using English video material can serve as a benchmark for setting learning objectives and goals, ultimately improving students' vocabulary knowledge and language skills. Educators should consider these videos as a valuable resource to foster deeper language comprehension, catering to students' individual learning styles and enhancing their overall language learning experience.

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