

Students' Perception on English Learning Videos in Improving Vocabulary Mastery

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Abstract

The objective of the research is to find out the students' perception toward the use of English learning videos in improving students' vocabulary mastery at the eighth grade students of SMP Negeri 3 Palopo. This research used descriptive quantitative method and descriptive qualitative method. Based on the results of data processing, it can be seen that most of the students have very positive perceptions and none of the respondents gave a negative perception of English learning videos to improve vocabulary. The conclusion is that the eighth grade students of SMP Negeri 3 Palopo gave positive perceptions based on the results of close-ended questionnaire and open-ended questionnaire. Judging from the data on students' answer in close-ended questionnaire and open-ended questionnaire, the percentage of students who answered agree was more than students who answered disagree so that it can be concluded toward the use of English learning videos in improving vocabulary mastery the eighth grade students of SMP Negeri 3 Palopo gave positive perception.

Keyword : *Students' perception; vocabulary; English learning videos*

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Introduction

Perception is the process by which a person gives an impression or makes a response about someone or something. The ability of perception occurs when an individual performs a stimulation process to make a response to the stimuli he receives. Each individual tends to give meaning to a stimulus received with the knowledge and experience he has, then the individual gives a response to the stimulus it receives. In the world of education, the perception of teachers and students is very important in the success of the education component itself. The teacher is the most important educational staff in developing educational ideas and designs while the student is the object that is subject to actions implemented by the teacher in order to support the teaching process more effectively, schools are implementing a virtual learning process, one of which is using video based leaning.

Learning videos are learning media that use video recordings to help the learning process. By using this approach, we can stimulate three important parts of learning, namely emotional, intellectual and psychomotor. Learning videos are one of the learning media that are suitable for today's digital generation because students prefer to use technology and when students use technology in the learning process, student memory is easier, and students will feel interested because there are pictures. learning activities through learning videos are able to stimulate students so that students understand the material more quickly, videos can make things more interesting than just text.

According to Brown (2001), vocabulary is one important aspect of learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding. It might indeed be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. The learners cannot communicate with others clearly, because of the limited vocabulary (Thornbury, 2002: 13).

Vocabulary is a tool for understanding and mastering English. Vocabulary was a key component in improving all aspects of English. Indeed, understanding language was a challenging task; it was not as simple back then, and it required a process. There are numerous elements that make it difficult for kids to master vocabulary. The difficulties of students to understand and remember vocabulary, Many students were obtaining difficult when they spoke because restrictiveness their vocabulary, the lack of used the media only always rely on the speech method without involved media. The students were not interested and difficulty to understand vocabulary.

Zulkifli (2014) states that the concept of teaching is not only defined as providing knowledge, but the concept of teaching is actually to motivate, facilitate and organize classes and matters related to the teaching and learning process. but in practice found in the field, students who have difficulty understanding the meaning of a word during the learning process, so the teacher provides a shortcut to find the meaning of the word by telling students directly about the meaning of the word. This method is considered less effective and if it is used frequently it can lead to unfavorable results for students because

not all students have a strong memory but some students prefer to learn through visual media. Similar difficulties or obstacles were also experienced by students of SMPN 3 Palopo, namely the eighth grade.

Teachers at SMP Negeri 3 Palopo are already using English learning videos. The learning video used is a general video designed by the person then the teacher distributes the video to students to be used as teaching materials according to the subject, while the learning video is designed directly by the teacher, the teacher makes learning videos related to the material to be taught.

Based on the problems above, the use of the method of increasing students' vocabulary through learning videos can affect students' vocabulary mastery. So that writer are interested in researching and exploring further the use of learning videos to increase students' vocabulary will also be able to improve student learning outcomes. Based on the English vocabulary, so this writer raised the title "The Students' Perceptions on English Learning Videos to Improve Vocabulary Mastery Eight Grade Students at Smpn 3 Palopo.

Literature review

Perception is a cognitive process experienced by everyone in understanding information about the environment, either through sight, hearing, appreciation, hearing, and smell. The key to understanding perception lies in recognition that perception is a unique interpretation of situation, not the correct recording of the situation (Ridwan,2016:89).. Perception is defined as a process that combines and organize our sensory data (sensing) to developed in such a way that we can realize in around us, including being aware of ourselves.

Students' perception is a student feeling about something. Students perception is very important not only for estimation but also for teaching development goals. Understanding student perceptions is very important for teacher or lecturer to evaluate the lesson to be more effective. Based on opinion above, the researcher concludes that perception is interpreting something that has been checked beforehand based on what has been received directly or indirectly. Perception can also be interpreted as the ability to interpret and understand what is captured to build a final conception or conclusion.

Arsyad (2011:4) argues that "Learning media includes tools that are physically used to convey content learning, which consists of books, tapes recorder, cassette, video camera, video recorder, film, slide (picture frames), photos, pictures, graphics, television, and computer". Opinion from Anitah (2008:2) said that "Learning media" is any person, material, tool, or events that can create conditions which allows the learner to receive knowledge, skills, and attitudes".

Furthermore, according to Sabir in Hardianti (2017), "learning media are items" that are manipulated, seen, heard, read, or discussed, as well as the tools well employed in teaching and learning activities, can influence the success of instructional programs."

According to Wiarto in Hardianti (2017), "Videos are pictures in" frame, where each frame is mechanically projected through the projector lens, resulting in a visible live image on the screen." Then, according to Daryanto (2010: 90), "Video is a non-printed instructional resource" that is "rich in information and simple because it can directly in front of students, videos bring a new dimension to learning.

Furthermore, the advantages of video media according to Rusman (2012:220), namely: 1) video can give messages that can be accepted more evenly by students; 2) videos are very good for explaining something process; 3) overcome the limitations of space and time, more realistic and repeatable or terminated as needed, and 4) give a deep impression, which can influence students' attitudes.

In addition, according to Cecep Kustandi and Sutjipto (2013:64-65), the following are some of the video media's flaws: 1) video media procurement is expensive and time-consuming; 2) image and sound video playback will be continuous; and 3) not all students will be able to follow the information presented through video media.

Method

The writer applied mix descriptive quantitative and descriptive qualitative method. According to Sugiyono (2014:2), descriptive quantitative method is the result of a later research processed and analyzed to draw conclusions, meaning that research carried out is a research that emphasizes the analysis on numerical data (numbers), by using this research method. According to Saryono (2010), descriptive qualitative method is research that used to investigate, find, describe and explain the quality or features of social influences that cannot be explained, measured or described. The purpose aim to find out the students' perception that the method improve vocabulary through English learning videos. The location of the research was conducted at SMP Negeri 3 Palopo which is located on Jalan Andi Kambo Palopo, Salekoe, districts East Wara, City of Palopo Prov. South Sulawesi. To obtain sufficient and clear data in accordance with the research problems, writer use data collection methods which includes:

Close-ended Questionnaire

(Sugiyono 2018:124), close-ended questionnaire are data collection carried out by giving written consent to respondents to ask questions that they answer. This close-ended questionnaire is an efficient data collection technique if the author knows with certainty the variables to be measured and knows what is expected of the respondents.

Open-ended Questionnaire

Open-ended questionnaire is a series of list of questions given to respondents openly, where in a questionnaire with this type of open question it means that the researcher gives freedom to every answer that the respondent wants to give without any restrictions that are still in line with the research problem. Open-ended questionnaire tend to start with what, why, how, or explain. The writer used open-ended questionnaire created by himself.

Documentation

Documentation is a technique of collecting data that has been obtained in the form of images, photos, recordings, and so on. Documentation techniques are used to obtain data needed in research such as notes school, archives. The function of data derived from documentation is more used as supporting and complementary data for primary data that obtained through close ended- questionnaire and open-ended questionnaire.

Results and Discussion

In this section, the writer presents the students' answers about their perception of improve vocabulary through English learning videos. Writer describe the results of data analysis based on the formulation of the problem. In this study, writer used questionnaire and opened-questionnaire to obtain information about their perception of vocabulary improvement through English learning videos. the number of participants is 30 students from eight grade students of SMP Negeri 3 Palopo.

Close-ended Questionnaire

The 16 questions in the close-ended questionnaire are categorized into 2 components, namely affective component about feeling and cognitive component about knowledge as follows:

Table 1. Statements related to feeling

	Statement	SA	A	D	SD	Total
1	Statement no 2 "English learning videos attract attention"	9	14	7	0	30
2	Statement no 5 "You don't feel bored when teacher uses English learning videos in class"	9	16	5	0	30
3	Statement no 7 "You feel more comfortable use english learning videos to learn English"	4	12	14	0	30
4	Statement no 8 "Learning using English learning videos increases the ability to concentrate on learning English, especially vocabulary"	7	15	8	0	30
5	Statement no 9 "You enjoy choosing materials in English learning videos to improve vocabulary"	9	15	6	0	30
	Total	38	72	40	0	150

Based on table statements related to feeling through English learning videos to improve vocabulary, can attract students' attention, students feel not bored, students feel comfortable and enjoy and improve concentration skills.

Table 2. Statement related to knowledge

Statement	SA	A	D	SD	Total
Statement no 1 "English learning videos are useful for improving vocabulary"	11	18	1	0	30
Statement no 3 "You learn English faster and it's better to use English learning videos"	2	16	12	0	30
Statement no 4 "English learning videos allow you to use appropriate vocabulary and correct grammatical form"	5	24	1	0	30
Statement no 6 "English learning videos encourage you to improve your vocabulary"	7	20	3	0	30
Statement no 10 "Watching English learning videos helps you speak in class"	8	15	7	0	30
Statement no 11 "English learning videos allow you to organize ideas while speaking"	8	17	5	0	30
Statement no 12 "English learning videos help you understand the material being delivered"	10	15	5	0	30
Statement no 13 "Your pronunciation is improved when you learn through English learning videos"	5	17	8	0	30

Statement no 14 "English learning videos simplify lessons for you"	6	17	7	0	30
Statement no 15 "English learning videos help you speak fluently"	4	16	10	0	30
Statement no 16 "You understand the material better when you watch English learning video".	9	9	12	0	30
Total	75	184	71	0	330

Based on table 2, statements related to knowledge through English learning videos to increase vocabulary. useful for increasing students' vocabulary, learning faster and better, enabling students to use grammatically appropriate vocabulary, encouraging students to increase vocabulary, helping students speak, students organizing ideas while speaking, students understanding the material presented, students' pronunciation level increasing, simplify the lesson, students speak fluently, students understand the material presented.

Table 3. Data frequency close-ended questionnaire of students answer

No	Statements	Frequency			
		SA	A	D	SD
1	Statement 1	11	18	1	0
2	Statement 2	9	14	7	0
3	Statement 3	2	16	12	0
4	Statement 4	5	24	1	0
5	Statement 5	9	16	5	0
6	Statement 6	7	20	3	0
7	Statement 7	4	12	14	0
8	Statement 8	7	15	8	0
9	Statement 9	9	15	6	0
10	Statement 10	8	15	7	0
11	Statement 11	8	17	5	0
12	Statement 12	10	15	5	0
13	Statement 13	5	17	8	0
14	Statement 14	6	17	7	0
15	Statement 15	4	16	10	0
16	Statement 16	9	9	12	0
Total		113	256	111	0
Percentage		24%	53%	23%	0%

Based on table 3, data frequency close-ended questionnaire of students answer, it can be seen that the respondents totaled 30 students, there were 113 who chose strongly agree (SA), 256 chose to agree (A), 111 chose to disagree (D) and there was not one student who chose to strongly disagree (SD), by answer the statement. showed that more students who answered the statement agree that English learning videos could improve vocabulary.

Table 4. The result of close-ended questionnaire

Category	SA	A	D	SD	Total
Total	113 x 4	256 x 3	111 x 2	0 x 1	480
Score	452	768	222	0	1442
Percentage	31%	53%	16%	0%	100%

The data in table 4, shows a total score of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) from 30 students based on the result of closed questionnaire showing the data above the percentage strongly agree 452 (31%), agree 768 (53%),

disagree 222 (16%), and there are no students who strongly disagree. It means that more and more students agree with the statement and students give positive perceptions of English learning videos to improve vocabulary.

Based on the table above, the writer concludes that improve students' vocabulary through English learning videos gives an agree perception with positive statements. Students are more interested in improve vocabulary through English learning videos related to the formulation of the problem above. How are students' perception of the use of English learning videos in improving students' vocabulary mastery in the eight grade of SMP Negeri 3 Palopo.

Open-ended questionnaire

Table 5. Students answer in Open-ended questionnaire

No	Question	Student Answer	Frequency
1.	What do you think about the learning process using English learning videos?	Students feel better understand the material	29
		Not enough because learning using videos tends to be fast so I don't understand	1
2.	Do you find it difficult to learn English using English learning videos?	Don't find it difficult because the lessons are easy to understand	22
		Yes Don't ask questions	7
		Yes sometimes boring	1
3.	Do you think English learning videos are easy to access?	Yes easy to access	30
4.	Are English learning videos efficient to use?	Yes, because it can be used anytime	29
		Not efficient	1
5.	Does the use of English learning videos have an effect on increasing vocabulary?	Effect to improve vocabulary	30

Based on the result of the open-ended questionnaire above, the writer concluded, the learning process through English learning videos has some students who understand more but there are some students who don't understand the material. The difficulties that students get when using English learning videos students cannot ask questions because the material presented is only in the form of video so that sometimes students feel bored because students understanding is different, there are students who prefer to use learning videos but there are students who prefer if the teacher directly conveys the material. English learning videos are easy for students to access, English learning videos are efficient to use because they can provide new vocabulary and can be used anytime and English learning videos have an influence on students to increase vocabulary.

In this section, the writer presents a discussion of the findings. the writer explain and discuss the information collected in the results of previous studies. This discussion focuses on the results of the close-ended questionnaire and open- ended questionnaire found in the field. There are several students' perception and component of student's perception in studying English learning videos. When students are given a close-ended questionnaire

and the open-ended questionnaire gives different perception, in this discussion the focus is on 2 components of perception and 1 perception.

Components in perception

Perception is basically a process of observation or knowledge about a particular object or event by using certain senses as an intermediary. Perception refers to how humans see, hear, smell, feel the world around him. Walgito in Marbun, (2019:24), states that the perception contains three components that are: form an attitude structure, namely: Cognitive Components, namely components related to knowledge, views, beliefs, that is, things that relates to how people perceive objects attitude.

Students' perceptions of the cognitive component through English learning videos. English learning videos are useful for increasing students' vocabulary, allowing students to use vocabulary that is in accordance with grammar, encouraging students to increase vocabulary, helping students speak, students can organize ideas while speaking, students understand the material presented, students' pronunciation level increases, simplifying lessons, students speak fluently, as students understand the material presented.

Affective component, which is a component related to the feeling of being happy or not happy with the attitude object. Happiness is a positive thing, while displeasure is a negative. The statements related to feeling which is about students' perceptions of the affective component of English learning video to increase vocabulary, it can attract students' attention so that students do not feel bored, students feel comfortable and enjoy and improve concentration skills.

Types of perception

According to Irwanto in Marbun (2019:25), after an individual interact with the object that is perceived, the result of students' perception of the English learning video is to give a positive perception.

a) Positive perception

Positive perception is a perception that describes all knowledge and feedback passed on with effort its utilization. This will be continued with the activity or accept and support the perceived object.

Based on the results of a close-ended questionnaire and open-ended questionnaire student responses about learning videos give a positive perception. Seen from the data on the frequency of students' answers to the questionnaire, the percentage of students who answered agree was more than students who answered disagree so that the writer concluded that students' perceptions gave positive.

Based on the result of the data processing, it can be seen that the majority of students had a very positive perception and no respondents gave a negative perception of English learning videos to improve vocabulary. the "positive" category in this study shows that the English learning video to improve vocabulary has been going well. The advantage found by the writer was that the sample used was less than the previous writer, while the weakness found was that the information provided by the respondent through the closed and opened questionnaire sometimes did not provide honesty in filling out the questionnaire.

Conclusion

Based on research data on eighth grade students of SMP Negeri 3 Palopo, it can be seen in table statements related to feelings, namely about students' perceptions of the affective component of English learning videos to increase vocabulary can attract students' attention so that students do not feel bored, students feel comfortable and enjoy and improve concentration skills. In table statements related to students' perceptions of the cognitive component through English learning videos. English learning videos are useful for increasing students' vocabulary, enabling students to use grammatically appropriate vocabulary.

Based on the results of data processing, it can be seen that most of the students have very positive perceptions and none of the respondents gave the perception of English learning videos to add negative vocabulary. The conclusion is that the eighth grade students of SMP Negeri 3 Palopo are gave positive perception based on the results of close-ended questionnaire and open-ended questionnaire. Judging from the data on students' answer to closed questionnaire and open questionnaire. The percentage of students who answered agree was more than students who answered disagree so that it can be concluded that the perception of eight grade students of SMP Negeri 3 Palopo gave a positive

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