Teaching Vocabulary Using Videos to the Tenth Grade Students At Sman 1 Mojo Kediri in the Academic Year 2024/2025

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ABSTRACT
The study investigates the implementation of video as a medium for teaching vocabulary in speaking classes at SMAN 1 Mojo Kediri during the 2024/2025 academic year. Recognizing that vocabulary mastery—particularly in terms of pronunciation and meaning—is essential for effective communication, the research focuses on how video enhances students' vocabulary acquisition and speaking skills, especially in the context of delivering announcements. The instructional process emphasizes speaking activities, centering on students' ability to understand the meaning of new words and pronounce them accurately. Employing a qualitative descriptive method, the researcher collected data using field notes and documentation to objectively record classroom activities and the implementation of video-based learning. The findings reveal that integrating videos—particularly animated and YouTube-based content—significantly increases student engagement, motivation, and confidence. Students benefit from contextual examples, improved pronunciation, and interactive activities such as quizzes and discussions, which foster better understanding and retention of new vocabulary. The study concludes that the use of video not only makes vocabulary learning more effective and enjoyable but also supports the development of practical speaking skills, addressing challenges in language learning in the digital era.

Keywords: video-based learning, vocabulary teaching, speaking skills, announcement, senior high school

ABSTRAK
Penelitian ini menyelidiki penerapan video sebagai media pengajaran kosakata di kelas berbicara di SMAN 1 Mojo Kediri pada tahun ajaran 2024/2025. Penelitian ini berfokus pada bagaimana video meningkatkan penguasaan kosakata dan keterampilan berbicara siswa, terutama dalam konteks menyampaikan pengumuman. Proses pembelajaran menekankan aktivitas berbicara, berpusat pada kemampuan siswa untuk memahami arti kata-kata baru dan mengucapkannya dengan akurat. Dengan menggunakan metode deskriptif kualitatif, peneliti mengumpulkan data menggunakan catatan lapangan dan dokumentasi untuk merekam aktivitas kelas dan penerapan pembelajaran berbasis video secara objektif. Temuan penelitian mengungkapkan bahwa mengintegrasikan video—terutama konten animasi dan berbasis YouTube—secara signifikan meningkatkan keterlibatan, motivasi, dan kepercayaan diri siswa. Siswa mendapatkan manfaat dari contoh kontekstual, pelafalan yang lebih baik, dan aktivitas interaktif seperti kuis dan diskusi, yang mendorong pemahaman dan retensi kosakata baru yang lebih baik. Studi ini menyimpulkan bahwa penggunaan video tidak hanya membuat pembelajaran kosakata lebih efektif dan menyenangkan tetapi juga mendukung pengembangan keterampilan berbicara praktis, mengatasi tantangan dalam pembelajaran bahasa di era digital.

Kata Kunci: pembelajaran berbasis video, pengajaran kosakata, keterampilan berbicara, pengumuman, sekolah menengah atas

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INTRODUCTION

The importance of vocabulary Language learning has been widely acknowledged, as vocabulary forms the foundation of communication in listening, speaking, reading, and writing[1]. Without sufficient vocabulary, learners struggle to convey their thoughts, which can significantly hinder effective daily communication. Previous studies and experts such as Carter and Nation have defined vocabulary as the collection of words in a language, and emphasized its role as a fundamental tool for acquiring knowledge and enabling clear expression.

Recently, the use of video as a learning medium has gained increasing attention in the field of vocabulary and language instruction. Videos offer movement, color, and sound, making them more engaging compared to traditional methods. Modern educational research shows that video not only increases student interest and motivation but also provides contextualized examples, aids in memory retention, and supports various learning styles. This aligns with multimedia learning principles, which state that combining text, visuals, and audio can significantly enhance comprehension and memory.

However, the application of video in teaching vocabulary, especially in speaking classes focused on announcement skills, is still rarely discussed in current research, despite the potential to transform classroom dynamics and improve speaking abilities. As technology develops, platforms such as YouTube provide easy access to a broad range of language content, offering authentic examples that are relevant and appealing to students.

Given these developments, this research seeks to address the following problem: "How is video implemented in vocabulary teaching in the speaking classroom?" The main purpose is to describe the use of video to teach vocabulary within speaking classes, highlighting how video can support the mastery of meanings and pronunciation, particularly in the context of delivering announcements.

METHOD

This research used a qualitative approach with a descriptive design to examine the use of video in vocabulary teaching in speaking classes. The study was conducted at SMAN 1 Mojo Kediri during the 2024/2025 academic year. The sample consisted of tenth-grade students selected through purposive sampling, specifically from classes where the video-based method was applied. Data were obtained from field notes and documentation collected during the learning process, including lesson plans and student activities. The procedures included observing the implementation of video in the classroom, recording key events and interactions, and collecting relevant teaching

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documents. The data were analyzed using descriptive qualitative techniques by categorizing, interpreting, and summarizing findings to answer the research questions on how video supports vocabulary learning in the speaking classroom.

FINDING AND DISCUSSION

The data obtained from field notes and documentation show that the teacher used video as the primary medium for teaching vocabulary in speaking classes, particularly on the topic of announcements. The learning process began with the teacher presenting a selected educational video relevant to the announcement material. During the video playback, students watched and listened attentively, with some students taking brief notes of unfamiliar vocabulary. The teacher paused the video at key moments to highlight specific vocabulary, pronunciation, and expressions, as recorded in the field notes.

Documentation includes lesson plans (RPP), which list new vocabulary, video links, and detailed procedural steps for their use in class. Worksheets collected from students show exercises related to vocabulary and announcement expressions derived from the videos. Field notes also reveal that after watching the video, the teacher led the class in a pronunciation drill and meaning discussion, prompting students to repeat and use the new vocabulary. Follow-up activities documented include pair or group practice, where students used the vocabulary in simulated announcement tasks.

At the end of the lesson, vocabulary mastery was evaluated through short written or oral assessments, the results of which are documented by the teacher. The documentation further indicates that most students were able to identify and pronounce the new vocabulary accurately, as evidenced by their submitted worksheets and classroom participation records.

The findings demonstrate that using videos as a medium in vocabulary teaching for speaking classes at SMAN 1 Mojo Kediri brings a dynamic, contextual, and interactive learning environment. This supports theories by Mayer (2001) and the principles of multimedia learning, which emphasize that combining visual and auditory stimuli can enhance comprehension and retention of new material. In this study, the use of video helped students better understand, pronounce, and recall new vocabulary related to announcement tasks, as evidenced by their active classroom participation and improved results in exercises and assessments.

These results align with Carter's (cited in Suleman, 2013) definition of vocabulary and its importance in supporting communication skills by providing both form and context. The video media provided students with authentic

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contexts and real-life examples, facilitating better understanding and retention. This is consistent with Hemei (1997) and previous educational research suggesting that videos can increase student interest and motivation, making language learning more engaging.

Additionally, field notes and documentation showed that videos encouraged interaction—students not only watched and listened but also practiced pronunciation and used new vocabulary through pair and group work. This correlates with the findings of Harmer (2001), who stated that active and communicative learning strategies can foster deeper memory and greater confidence in language use. The adoption of video-based learning also allowed teachers to accommodate various learning styles, as observed by Fleming (2001), who emphasized the importance of catering to visual, auditory, and kinesthetic learners.

Though the results show positive outcomes, some students still struggled with unfamiliar vocabulary during the initial video exposure, which echoes Nation's (2001) view that repeated exposure and practice are required for vocabulary mastery. The teacher's role in pausing the video, explaining new terms, and providing follow-up drills was crucial in bridging the gap between passive viewing and active language production.

Moreover, these results confirm the conclusions of previous research, such as Hafid (2023) and Kusuma (2020), who found that integrating videos in vocabulary instruction could increase student enthusiasm and improve learning outcomes. However, the present study adds detail on how practical lesson execution—from careful video selection to subsequent practice activities—can maximize the benefits of technology in the EFL classroom.
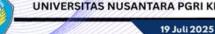
In conclusion, the use of video media not only makes vocabulary learning more effective but also transforms the atmosphere of speaking classes, supporting student engagement, comprehension, pronunciation, and communicative confidence. Future studies could further examine challenges in differentiation and long-term retention, but the evidence here highlights videos as a practical, theory-backed solution for vocabulary instruction.

CONCLUSION AND SUGGESTION

Conclusion

This research has shown that the implementation of video as a learning medium in vocabulary teaching, especially in speaking classes at SMAN 1 Mojo Kediri, provides a significant contribution to students' vocabulary mastery. The use of video, particularly with animated and YouTube-based content, supports the development of students' speaking skills, focusing on

both the understanding of meaning and correct pronunciation. Through active classroom engagement, pronunciation practice, and contextual learning, students become more motivated, enthusiastic, and confident in expressing themselves, especially when delivering announcements.

Data collected through field notes and documentation illustrates that video-based instruction not only makes vocabulary learning more interactive and enjoyable but also creates a supportive atmosphere for practicing real communication. The results of this study answer the research question by demonstrating that video is effectively implemented in the classroom to present new vocabulary, build understanding, and facilitate pronunciation drills within speaking activities. The research objective—to describe the use of video in enhancing vocabulary and speaking abilities in announcement delivery—has thus been achieved.

Suggestion

Based on the findings, teachers are encouraged to integrate videos more routinely as a central medium in vocabulary instruction within speaking classes. Choosing video materials that are closely related to the lesson themes—such as animated segments or authentic short clips from platforms like YouTube—can help generate a more relatable and stimulating classroom environment. When video content aligns with students' interests and language proficiency, learners can better understand the meaning of new words, mimic correct pronunciation, and see real examples of usage in practical settings.

After presenting videos, teachers may enrich the learning experience by guiding students through a series of interactive activities. These can include discussions where learners share what they have understood, pronunciation practice to reinforce correct articulation, and quizzes or other video-based exercises that prompt students to actively apply the newly introduced vocabulary. This approach encourages learners to participate fully in class and to internalize vocabulary through use and repetition.

It is also beneficial for teachers to observe students' responses and adapt both the selection of video content and classroom activities according to evolving needs and levels of engagement. Combining videos with a variety of interactive practices contributes to a dynamic and inclusive atmosphere. In this way, teaching vocabulary—especially in the context of speaking and delivering announcements—becomes more effective, meaningful, and enjoyable for all students.

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