



## DEVELOPING VIDEOS TO SUPPORT STUDENTS VOCABULARY MASTERY

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**Abstract:** This study aimed to find out the developing videos to support vocabulary mastery. Teaching vocabulary is very important for junior high school students. In Curriculum 2013, students are expected to be able to describe people and things around them. In SMP N 11 Mataram several teachers have applied video in the teaching and learning process. The students face some obstacles in recognizing the vocabulary. The goal of the study is to help teachers and students solve their problems in teaching by the development of videos to support students to learn vocabulary. The development of videos to support students learning vocabulary can be considered as the right way to help teachers and students solve their problems in teaching and learning vocabulary. Video is one of the audio-visual media that is widely developed for the purposes of the teaching and learning process because it can improve learning outcomes . The method used in this study is Research and Development (RnD). This research was carried out through three procedures namely planning, design, and development. The data collection in this study is documentation, the instrument data is using a rubric. Part of the video development process, namely the pre-production stage including story boards and scripts, then the production stage, namely shooting and audio recording, and the last is post production, there is editing, mixing, validation and revision

**Keywords:** *Development, Videos, Vocabulary mastery, Learning media*

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### INTRODUCTION

In Indonesia, English as a Foreign Language is taught at all levels of education. According to Fleck (2014), English language consists of four language skills that students have to master such as listening, speaking, reading, and writing. In addition, when teachers teach the four skills, they should refer to the basic aspect of the English language and the mastery in the strategy of teaching to get the purpose of successful teaching particularly when it is supported by the appropriate media. Further more, they need to vary instructional media for teaching English that can help students to enhance language skills, especially the fundamental aspect of teaching language known as vocabulary.

Vocabulary is the foundation to build sums up the importance of vocabulary languages, which plays a fundamental role in learning. He states that without grammar very communication, Hatch and Brown (1995:1). In the absence of vocabulary, not much can be said. People cannot communication ideas without strong language.

Among those four skills, speaking skill is one of the English language skills that should be mastered. According to Bahar (2007) speaking is a verbal activity in which speakers convey their thoughts, feelings, and ideas to listeners through a sequence of sounds, words, and sentences. Speaking includes the integration of language elements at the functional level, and functions employ language for both transactions and interactions (Sujana, 2016). Speaking is a crucial aspect of human interaction and communication. The mastery of speaking skills is a priority for many foreign language learners. Considering the current status of English as an international language, a large number of people learning English around the world show that they study English to develop proficiency in speaking (Richards & Renandya, 2002). Hence, speaking should be taught and practiced in the language classroom.

In SMP N 11 Mataram several teachers have applied video in the teaching and learning process. This school has two English Teacher. Currently, one teacher uses video in learning specifically for teaching and learning vocabulary for students. But most of the students face some obstacles in recognizing the vocabulary. This is proven by observations during PLP several months ago that the study did at the school, especially in grade eight . The study concluded that several things appeared in the word class, such as : (1) Students usually make mistakes in pronouncing words; (2) Students find it difficult to pronouncing the words they have learned before; (3) Students have difficulty in spelling words; (4) Students have difficulty in recognizing vocabulary; (5) Students become confused in interpreting English words.

In an effort to overcome this problem, the development of video to support students to learn vocabulary can be considered as the right way to help teachers and students solve their problems in teaching and learning vocabulary because using video media in class will make the teaching and learning process more efficient lively and can attract students to the lesson.

According to Kurniawan (2013), learning media is any tool, both hardware and software as a communication medium to provide clarity of information. Yusuf Hadi Miarso (2011) defines teaching media as anything that can be used to stimulate students' thoughts, feelings, attention, and willingness so as to encourage the learning process in students. Based on this understanding, learning media can be interpreted as tools used in the learning process, both printed and unprinted. Learning media is used as a learning tool in schools aimed at improving the quality of education. Media is a tool that can be used as a useful intermediary to increase effectiveness and efficiency in achieving goals. Based on this opinion, the use of media in learning provides benefits for both teachers and

students. Teachers have adequate and representative facilities. On the other hand, for students, the use of media can make students overcome boredom and boredom when receiving lesson.

According to Fechera, Maman and Dadang (2012), the use of video learning media is able to provide a positive response from students. Students are motivated to learn and able to improve their understanding of the subject matter.

According to Keraf (2004), vocabulary can be seen in two aspects of language itself, which states that vocabulary is the whole word owned by a language which is a language component that contains all information about the meaning and use of words in language. Second, from the point of view of language users, vocabulary is the wealth of words owned by a speaker or writer. Nurgyantoro (2016) states that vocabulary is the wealth of language owned by (contained in) a language. Vocabulary is a very important component that can even be called the key in learning a foreign language, because the richness of a person's vocabulary also determines the quality of that person's language skills.

According Hatch and Brown (1995), vocabulary mastery is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. By having and mastering it, we will know the meaning of vocabulary in the context. It can also help to avoid making the mistakes in identifying a language with dictionary and guide us in making the equivalence of the second language tonative language.

This research was conducted with the aim to find out how to developing videos to support student vocabulary mastery .

## **RESEARCH METHODS**

This research was conducted using a Research and Development, this research is oriented towards the product being developed (Sugiyono, 2011:297). Products produced in research development to produce videos to increase students' vocabulary. The development model used in this study is a procedural descriptive model that outlines the steps that must be followed to produce a product. A development model that outlines the steps and must be followed to produce a particular product (Sugiyono, 2011:298) .

This study aims to create or provide a change or give a new touch to a "product" to be created and developed in order to achieve progress and effectiveness.

The method used to collect data in this study is the documentation. According to Saekan (2020), the documentation method is one of the methods of collecting data data used in social research methodologies. In essence, the documentary technique is used to trace historical data. Documents can be in the form of writing, pictures, or monumental works of someone.

Instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more efficient, complete, and systematic, so that they are easy to process (Arikunto, 2006:160).

## **THE PROJECT**

### **1. Pre production stage**

Pre-production is a planning stage. In general, it is a preparatory stage before starting the production process (shooting film or video).

In creating the video, the study designed several sections in the video to avoid student boredom in following the lesson. Some of these models can be described as follows :

- a. Prepare materials in detail and complete
- b. Tool for creating learning video

### **1.1 Story Board**

The definition of a storyboard according to Oxford Cambridge and RSA is a series of diagrams that show the order of appearance. Walt Disney animator Webb Smith first used storyboards in the early 1930s.

Storyboard is a visualization of the idea of the application to be built, so that it can provide an overview of the application to be produced. Storyboard can also be said as a visual script which will be used as an outline of a project, shown shot by shot which is commonly referred to as a scene. Storyboards are now more widely used to create frameworks for making websites and other interactive media projects such as advertisements, short films, games, interactive learning media when in the design / design stage.

### **1.2 Script**

The script/script is a list of a series of events that are presented picture by picture and scene by scene toward the learning behavior objectives to be achieved. Script scripts are made before the implementation of production. The script consists of two columns, namely displaying the form of the visualization as well as everything related to sound including dialogue, scene. The preparation of the script includes 3 stages, namely 1) opening containing the title, identity of the study and the material/topic created, 2) preparation including explanation of learning tools and material to be delivered, 3) Explanation of the material with interesting short video shows

## **2. Productionn**

At the production stage includes activities that contain taking picture (shooting video) sound recording, in accordance with the demands of the script that was made before.

### **2.1 Shooting**

This stage is the execution stage of the pre-production process. Production will be good and smooth if the pre-production is also good. Of course, in the field conditions will be very different from what was planned, but good pre-production will minimize unnecessary improvisation

However, in making this video it does not require shooting activities because there is no actor involvement in it, instead the video only involves the editor, namely the recitation itself. This process is replaced by sorting material according to the thesis theme as a learning video to develop students' vocabulary mastery. the process carried out is to search for junior high school student subject matter and then sort the material according to the thesis topic raised so that it can facilitate/assist learning in making learning videos. After the material was found, researchers used PPT to make it a container for videos. the process that is carried out is entering the material in ppt and editing it, after finishing editing the researcher records the screen on the laptop by pressing the windows and G keys on the keyboard so that the ppt file will be in the form of a video file which will be edited via a mobile application.

## **2.2 Audio Recording**

Audio recording is a process of recording, or dedicating a sound so that it can be heard again for certain reasons. In making videos, of course, audio recording is very important, there are several pieces of equipment to record audio, including; microphone, audio recorder, boom pole, etc.

The audio recording in the making of this video did not use the items previously mentioned, but the study did the recording via a direct application on the handphone

## **3. Post-Production Stage**

After production is complete, the next stage is post-production including :

### **3.1 Editing**

Editing is assembling pictures with pictures, pictures and sounds with pictures, sounds with sounds into a chronological sequence so that they can convey messages according to the script, and are enjoyable to watch, entertaining. Basically the notion of editing is connecting shots/visuals or sound with other shots/visuals or sounds by using certain transitional forms so that they become a continuous unit of information.

The video created by the study is edited using the Capcut application. CapCut is one of the leading applications in the PlayStore. CapCut itself is one of the most popular applications on PlayStore, because of its capabilities and several interesting features in video editing. The reason the study chose this application is that it is very practical and complete for all the edits you want to make

### **3.2 Mixing**

Mixing is the activity of combining images and sound to form a unified program that is pleasant to see and hear. In combining images, you can combine 2 or more images so that they can appear in one frame, you can also mix sound with sound so that it becomes a unit that is pleasing to the ear.

### **3.3 Validation and Revision**

After editing and mixing are complete, the video media is declared ready to be reviewed/validated by involving material experts, media experts, and writers of preview activities or a term in evaluation called expert judgment to see whether the media made is in accordance with the plan (script).

After this stage is carried out, if there is input, it must be revised according to that input. Sometimes the input is very basic, in this condition if necessary the manuscript is rewritten or revised only the necessary parts.

## CONCLUSION

Based on the study data and discussion that has been described, it can be concluded that: Development of video media to increase vocabulary mastery in students through several stages, including: a) planning by analyzing the needs beforehand to find out what media is needed and the underlying reasons for this media being needed, collecting sources collected obtained from books, and compiling idea. b) design, namely making flowcharts, storyboards, and scripts then validating and revising. c) development, namely audio and video production based on script. At this stage the supporting devices for the video are also prepared. After the video is arranged and becomes a learning media

The process for making videos that are being developed also goes through several stages, namely: a) Pre-production at this stage is the preparatory stage for making videos. There are two processes that are passed in it, namely making a story board and making a script. b) Production, the stage after the completion of the pre-production stage, namely the shooting and audio recording process will be carried out. c) Post production stage, the last stage after the completion of the previous stage by editing, mixing, and validation.

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