

# LEVERAGING THE ACTIVITY OF WATCHING VLOGS: ITS EFFECT ON EFL STUDENTS' VOCABULARY MASTERY

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<p><b>ARTICLE INFO</b></p> <p><b>Article history:</b> Received February 19, 2024 Revised March 07, 2024 Accepted March 17, 2024 Available online June 19, 2024</p> <p><b>Keywords:</b> Effect of Vlogs, Vocabulary mastery, Video blogs, Watching vlogs</p> <p><i>This is an open access article under the CC-BY-SA license.</i> Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.</p>	<p><b>ABSTRACT</b></p> <p>Previous studies have shown that English as a foreign language (henceforth, EFL) students learned English through watching videos. However, its effects on first time EFL students' vocabulary mastery remains unclear. Therefore, this research was conducted to determine the effect of watching video blogs (henceforth, vlogs) on EFL students' vocabulary mastery. This research employed a quantitative approach. Particularly, this study employed quasi-experimental research using a posttest-only control group design. The research was conducted at a junior high school in Indonesia. The experimental group was taught using vlogs, and the control group used conventional strategies. The sample was selected using an intact group sampling technique. The total population of this study was 117 students, and the sample was 61 students. Data was collected through a post-test through a multiple-choice test given to students. The data were analyzed using the <i>Mann-Whitney U Test</i> in the SPSS 25.0 program. The <i>Mann-Whitney U Test</i> for independent samples shows a significant difference in students' vocabulary understanding between the experimental and control classes where the significance value was smaller than 0.05. The learning outcomes of the experimental class were higher than the control class (<math>M_{exp}=62.34</math>; <math>M_{con}=47.24</math>). Based on these results, there is a significant influence on EFL student's vocabulary mastery.</p>
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## INTRODUCTION

Technology is essential in various fields, especially education, as a learning medium that helps transfer knowledge. Many learning innovations were introduced in the 21st century as tools to improve vocabulary mastery, such as the Internet, blogs, videos, digital dictionaries, and others (Kuning, 2019). For example, Jaid (2018) evaluated the effectiveness of using vlogs on YouTube in teaching English vocabulary to learners of English as a second language.

Vlogs are one of the main content, namely videos uploaded on the YouTube channel to share information, both in the form of entertainment and education, which are used as content (Baran, 2007; Oktaviani, 2020; Aminatun, 2021). Vlog is a video component that provides various video genres and allows everyone to watch, create and post content (Maulidah, 2017). Vlogs can be accessed and watched anywhere and anytime to allow students to study according to their need (Debbag, 2018; Citrawati et al., 2021; Brilianti & Fitriyani, 2020). In addition, exciting and informative vlogs can increase student engagement in learning due to visual media and engaging content.

## Literature Review

Having adequate vocabulary mastery allows someone to communicate clearly and effectively. By mastering a variety of words, students can convey ideas more precisely. There are several factors that influence students' lack of vocabulary mastery, such as students not having access to adequate learning resources, such as books, dictionaries, or online learning resources. Apart from that, teachers have not yet maximized the use of technology to teach vocabulary to students. This results in a lack of motivation to learn vocabulary due to unattractive learning media, which is one of the weaknesses that must be overcome.

Vlog is a video component that provides various video genres and allows everyone to watch, create and post content (Maulidah, 2017). In addition, Isaiah (2020) found many advantages of using vlogs on the YouTube platform as a learning medium, especially in improving speaking skills, namely in mastering vocabulary. In vlogs, the use of words is often accompanied by pictures, videos or situations that provide clear context. This helps students make connections between words and their meanings in authentic

contexts. Through vlogs, students can get used to language variations, intonation, expressions, and appropriate words in everyday conversations.

Vlogs can introduce students to new vocabulary and language variations they might not encounter in traditional textbooks. Through vlogs, students can learn new words, phrases and expressions native speakers use, Isnaniah (2020). This helps expand their vocabulary and enriches their understanding of the language used in real situations. In addition, through vlogs, students can see and listen to native speakers using vocabulary in the proper context. It provides hands-on examples of how to use words correctly and provides references to students on intonation, pronunciation, and proper use of vocabulary. Vlogs can be accessed and watched anywhere and anytime to allow students to study according to their need (Debbag, 2018; Citrawati et al., 2021; Brilianti & Fithriyani, 2020). In addition, exciting and informative vlogs can increase student engagement in learning due to visual media and engaging content.

There are several studies that have investigated the impact of vlogs on vocabulary mastery. (e.g., Pane, 2019; Sismona, 2020; Nababan, 2023) investigates the use of videos on vocabulary mastery. This study's results stated that video use significantly affected students' vocabulary mastery. Video can be an alternative for students to improve their vocabulary mastery compared to using media in the form of images. The results of this study showed an increase in students' cognitive aspects. There are several factors that influence students' lack of vocabulary mastery, such as students not having access to adequate learning resources, such as books, dictionaries, or online learning resources. Apart from that, teachers have not yet maximized the use of technology to teach vocabulary to students. This results in a lack of motivation to learn vocabulary due to unattractive learning media, which is one of the weaknesses that must be overcome.

In recent years, there has been extensive research on the use of vlogs in students' speaking and listening skills. but efforts are rarely directed at teaching vocabulary. For example, Pane (2019), This research was conducted at an elementary school in Indonesia. These findings conclude that there is a significant difference in students' vocabulary results before and after using videos. The same research was conducted by Hakim (2019), regarding the application of YouTube social media for teaching vocabulary. The implementation is carried out by inviting students to watch videos on YouTube. On the other hand, Wang (2020) conducted research that focused on the growing trend of English learning in Taiwan. The findings state that learning English on YouTube is more flexible and interactive than formal learning in the classroom. Continuing the discussion, research regarding the use of technology-based learning media using videos was also carried out by Yunita (2022), namely project-based learning through vlogs to improve vocabulary mastery in early childhood.

Although the studies above have provided some enlightenment regarding teaching vocabulary mastery to students using vlog, there is still a lack of more specific information regarding the influence of using vlogs in teaching student vocabulary at several school levels. One of them is at junior high school level. In this case, it is necessary to examine in detail the influence of using Vlogs on vocabulary mastery in junior high schools. Therefore, to fulfill the empirical gap analysis regarding the results of using vlogs in mastering vocabulary in junior high schools, this research aims to determine the effect of using vlogs, especially on vocabulary mastery. Based on the background above, there research question can be formulated as follow:

1. Is there a significant difference in the effect of watching vlog on students' vocabulary mastery?

## **METHOD**

This study employs a quasi-experimental design, which aims to assess the impact or effects of a treatment but does not fulfill all the criteria for a true experimental design. Specifically, this study employed a posttest-only control group design and a quantitative approach. The research involved two sample groups: an experimental group and a control group. The experimental group was taught using vlogs, while the control group was taught using conventional strategies, without vlogs. The research was conducted at a junior high school in Indonesia that allowed the use of technology in the classroom. The population consisted of 117 seventh grade students, with a sample size of 61 students selected through employing *intact group sampling*. Then, Class VII A was designated as the experimental group, and Class VII B served as the control group. The study included two types of variables: the independent variable (X) and the dependent variable (Y). The independent variable was the activity of watching vlogs, while the conventional vocabulary mastery learning media used was websites only. The dependent variable was the students' vocabulary mastery. The experimental study was conducted for seven meetings where the eight meeting was used to give the posttest. In the experimental group, students were invited to watch vlogs via YouTube links and they simultaneously wrote difficult words they encountered for later discussion. The teacher and students then discussed the vlogs and worked on creating antonyms and synonyms. In the control group, students were invited to read a provided website blog and write down difficult words they encountered for

discussion. Meanwhile, the teacher and students in the experimental group discussed the websites' contents, focusing on creating antonyms and synonyms, similar to the activities in the experimental group. In the last meeting, both groups were given a post-test to assess students' vocabulary mastery. The vocabulary test was a researcher-made test that has been validated by the experts in EFL. The scores obtained from both groups were analyzed using the *Mann Whitney U Test* to find out whether vlog had a significant influence on students' vocabulary mastery.



**Figure 1.** Students in both groups

## RESULT AND DISCUSSION

### Result

The following is the number of experimental class students along with the scores obtained by the students, which can be seen in table experimental group frequency.

**Table 1.** Experimental Group frequency

No	Score	Frequency
1	25-35	5
2	40-50	6
3	55-65	6
4	70-80	8
5	85-95	7

Based on the score frequency table for the experimental group, only five students got a score of 25-35, while there were six students who got a score of 40-50. The data also shows that there are six students who have grades 55-65. Apart from that, there were eight students who had scores of 70-80. Interestingly, there were seven students who got higher scores, namely 90-93.

The following is the number of control class students along with the scores obtained by the students, which can be seen in table control group frequency.

**Table 2.** Control Group Frequency

No	Score	Frequency
1	20-30	6
2	35-45	10
3	50-60	9
4	65-75	3
5	80-90	1

Based on the table of control group frequency scores, the students that get scores 20-30 only have six students, The data also shows the students that have a score 35-45 amount to ten students. while there were nine students who got a score of 50-60. In addition, there were just three students who had scores of 65-75. Interestingly, only one student had a higher score of 80-90.

Based on the results of descriptive statistical analysis as shown in the table below. According to table analysis descriptive statistics above, group experiments have a higher mean score (Mean=62.34), While control groups have lower mean score (Mean=47.24). The data also shows that experimental group have a higher standard deviation compared to the control group (Sd=20.906) also experimental group have a higher score in every aspect mean, Sd, var, range, min, max compared to the control group (Min=25, Max=95, Range=70, Mean=62.34, Sd= 20.906, Var=437.072).

**Table 3.** Analysis Descriptive Statistic

No	Variables	Min	Max	Range	Mean	Sd	Var
1	Experimental	25	95	70	62.34	20.906	437.072
2	Control	20	80	60	47.24	15.329	234.975

This research uses SPSS 25.0. to test the normality of the data. The Kolmogorov-Smirnov technique was used in this research to determine the normality of the data. Data will be considered normal if it is significant more than 0.05. However, if the significant value of the data is less than 0.05, it means the data is not normal and continues with a non-parametric test using the Mann Whitney U Test. The following are the results of the data normality test:

**Table 4.** Normality Test

No	Variables	Statistic	df	Sig
1	Experimental	0.134	32	0.155
2	Control	0.132	29	0.200

According to the table test of normality (Kolmogorov-Smirnov), experimental group has 0.155 sig was not significantly different because the sig of experimental group higher than 0.05. In addition control group had 0.200 sig that means it's significantly different because the sig of control group lower than 0.05.

Researchers conducted a variance homogeneity test to find out whether the data variants used in this study were homogeneous or not. In this research, SPSS 25 was used to analyze homogeneity data. Data is considered homogeneous if the significant value is more than 0.05. The following are the results of the homogeneity test in this study:

**Table 5.** Homogeneity Test

No	Variables	Based on mean	Based on median	Based on median and with adjusted df	Based on trimmed mean
1	LS	5.512	5.027	5.027	5.478
2	df1	1	1	1	1
3	df2	59	59	58.514	59
4	sig	0.022	0.029	0.029	0.023

According to the table test of homogeneity of variance, the sig based on mean had 0.022 and based trimmed mean 0.023 which means not homogenous because it has under 0.05, and based on median 0.029, based on median with adjusted 0.029, also not homogenous because it is under 0.05. it can be concluded that the data is not homogeneous. Since the data were categorized as not homogeneous, therefore the t-test was not conducted. In this case, hypothesis testing was carried out using the Mann-Whitney U Test.

Based on these results, it is stated that the results do not pass the homogeneity test and are not homogeneous because the results are under 0.05. Thus, the analysis of the test results is continued with a non-parametric test using the Mann Whitney U Test as follows.

**Table 6.** Ranks Mann Whitney U Test

No	Variables	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
1	Experimental	32	37.22	1191.00
2	Control	29	24.14	700.00

Based on table Ranks Mann Whitney u Test, experimental group is better that control group because the sum of ranks experimental group is higher than the control group. (Sum of ranks of the experimental class= 1191.00, Sum of ranks of the control class= 700.00). According to the table Mann-Whitney U test, the asymp.sig(2-tailed) was 0.004 it's means significantly different, because the asymp.sig(2-tailed) under 0.05. (asymp.sig(2-tailed)= 0.004).

**Tabel 7.** Mann-Whitney U test

No	Variables	<i>Mann-Whitney U</i>	<i>Wilcoxon W</i>	<i>Z</i>	<i>Asymp.Sig.(2-Tailed)</i>
1	Vocabulary Post-Test score	265.000	700.000	-2.886	0.004

**Discussion**

This experimental research is conducted to determine the effect of using Vlogs (Video Blogs) on the vocabulary mastery. Based on the results of non-parametric statistical tests using the Mann-Whitney U Test (Ho), the null hypothesis is rejected, and (Ha) is accepted. This means there is a significant influence between students who are taught using Vlogs and those who are taught using conventional strategies. Experimental class students who used Vlogs in learning had better vocabulary mastery than students from the control group class who were taught using conventional media. The comparison of students' vocabulary mastery was proven through the results of the post-test of vocabulary mastery given to experimental class students and control group students. These findings also answer the problem formulation in this research, namely to determine the effect of using Vlogs (Video Blogs) on vocabulary mastery. This is proven and supported by the results of the student post-test, which shows that the post-test results of the experimental class students, namely grade VII A, are better than those of the control class, namely grade VII B. Based on the findings, several factors influence the success of implementing Vlog in teaching vocabulary.

This factor is supported by Pane's (2019) research, which aligns with using YouTube videos in teaching English, which is also new for students. Apart from that, students do not experience difficulties and obstacles when teachers teach them using YouTube. However, the sound and image quality findings are pretty good, although there are problems with image color and poor sound quality.

Continuing this discussion, the advantages of using Vlog in vocabulary mastery were discussed by Purwanti (2022), predicted that one of the advantages of using Vlog can be seen from the repeated play and pause features on YouTube videos, as well as the ability to adjust the video speed, which are elements that significant in supporting language learning. In this finding, repeated playback allows students to play and repeat the video as many times as they want; this gives students the flexibility to engage in independent practice and repeat speech in the video using difficult words. These features support independent learning, where students can control and organize the learning process according to their needs to stay focused.

Another advantage of Vlogs is that they can be accessed and watched anywhere and at any time, thus allowing students to learn according to their needs. This is in line with research from Wang (2020) predicted that English learning on YouTube is more flexible and interactive than formal learning on YouTube. Class. Additionally, making learning English a daily routine by watching YouTube videos helps them commit to their learning goals. This research also shows the existence of metacognitive regulation in involving students watching YouTuber videos to 'plan, evaluate, and monitor student learning progress.

Continuing the discussion, the results of research using Vlog answered the research question, namely that there was a significant influence of using Vlogs on students' vocabulary mastery compared to not using Vlog. Based on the author's experience, students are interested and motivated to learn vocabulary using videos. Students also enjoy participating in learning, which influences vocabulary mastery results. All students were very enthusiastic about watching the videos provided. This can be seen from the activeness of students raising their hands during the discussion process after watching the Vlog. Students are also very interested in learning to use Vlog and are motivated to learn. The findings align with previous research,

such as Sismona (2020), which also identified that videos provide students with a way to memorize words effectively by showing interesting letters of words with exciting sounds. Through video viewing, students can reach broader ideas. This can attract students' attention, increase motivation, and enhance their learning experience.

On the other hand, this research also has advantages regarding student affectivity, namely interest and comfort in learning using Vlogs. Apart from that, students feel happy, active, motivated, and confident during the learning process. This can be seen from using video as a learning tool, which has proven effective in increasing students' interest, motivation, and vocabulary mastery results. Students are more interested and motivated to learn when the material is presented using exciting media.

## CONCLUSION

The results of the statistical analysis presented in the previous chapter, can be concluded that the use of Vlogs on students' vocabulary mastery can make a significant difference to students' vocabulary mastery. The results show that the average score of the experimental group is higher than the control group. Thus, it can be said that implementing strategies using Vlogs can provide greater vocabulary mastery. It is concluded that the use of Vlogs in English learning could improve students' vocabulary mastery.

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