USING VIEWING TECHNIQUE: ITS EFFECT ON STUDENTS' VOCABULARY MASTERY ACCROSS LEARNING STYLE

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ABSTRACT

Abstract: *There were some studies using video in teaching English recently. The research is used to find out the effect of using video in teaching English on students' vocabulary mastery across learning style. The research involved 36 students from two classes at the second grade of Senior High School. The students were divided into class experiment and class control. The students in the experiment class were taught vocabulary by using video, and the students in control class were taught vocabulary by using book as media. The students in experiment and control class were further group according to their learning style (kinesthetic, audio and visual learner). The result of the study indicated that there was improvement of students' vocabulary mastery and the result also described that there was an interaction between learning style and vocabulary mastery.*

Keywords: *viewing technique, vocabulary mastery, learning style*

INTRODUCTION

Teaching English as a foreign language by using video is a contemporary way now. There have been many types of research on this. (Cahyana, 2020) (Hariyono, 2020), (Susanto, 2017), (De & Rosa, n.d.). The result showed teaching English by using video gives a good impact on the learners, not only on their listening but also on vocabulary as said in some articles (Hariyono, 2020), (Syafiq et al., 2021). There is only limited investigation about the effect of using video in teaching English on students' vocabulary mastery across learning styles. Vocabulary is one of the sub-skill from four skills of learning English. The importance of vocabulary development cannot be overestimated. A robust vocabulary improves all areas of communication like listening, speaking, reading and writing (ALQAHTANI, 2015). Vocabulary knowledge is often viewed as a critical tool for the second language learner because a limited vocabulary.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, the problem would appear to the teacher. They have problem how to teach students in order to gain satisfying result. The teacher should prepare and find out techniques which will be implemented to the students. A good teacher should prepare himself or herself with various and up to date techniques.

Enriching students' vocabulary by using video is one of interesting techniques. Because the learners today is the most interested in using technology. There were some investigating that there is good effect of vocabulary mastery by using video, such as (Cahyana, 2020), (Hariyono, 2020).

Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011).Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. "When students travel, they don't carry grammar books, they carry dictionaries" (Krashen, as cited in Lewis, 1993, p25Many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972) states that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" p97).

Learning styles are all ways that are used to facilitate the learning process. Thus, children will use certain ways to help capture and understand a subject matter. You need to pay attention to how your child's learning style so that they are easy to understand a subject matter and you can develop their learning potential to be optimized. Individual learns in different way using several learning style, but the teacher may not always share material and learning experiences that match to student's learning preferences.(Chetty et al., 2019)

According to Kolb's model (1981) and Neil Fleming's Vark model, there are some ways of categorizing learning style for example, students are identified as visual learning , auditory learning and kinesthetic learning. Visual learning, the students prefer to learn by using pictures, movies, diagram. Auditory learning, the students prefer to learn by using music, discussion, and lectures, reading and writing, meanwhile kinesthetic learning, students intend to like movement, experiments and hands on activities.

There are various ways of categorizing learning styles including Kolb's (1981) model and the Neil Fleming's VARK model. In Fleming's (2006) model, which is often referred to as VARK learning styles, learners are identified by whether they have a preference for visual learning, i.e. pictures, movies and diagrams, auditory learning, which implies music, discussion and lectures, reading and writing, i.e. making lists, reading textbooks, taking notes, or kinesthetic learning which include movement, experiments, and hands-on activities.

Besides that there are two types of learning styles. The first is Independent learning style (field independent).Independent learning style is not influenced by the environment and education in the past. Kids stand alone and have autonomy over their

actions, do not care about other people's names. Less concerned with social relationships, it does not require detailed instructions, can take criticism improvement. The second is Dependent Learning Style. This learning style is influenced by the environment, much depends on education as a child, educated to always pay attention to other people, to remember things in social context area, need guidance to understand more and criticism.

In using video in teaching and learning process, there are variety activities that are done by students, such as (1) Freeze frame activity in which the teacher asks what the student see, make vocabulary list, and the students' feeling based on what they see. (2) Silent viewing activity in which the teacher has the students try to tell the story to the class. (3) Prediction activity in which the teacher stop the video and ask the students to predict what will come next. (4) Listening without viewing activity in which the teacher turn the picture off and have the students listen to a clip. (5) Back to back activity means that ask the students sit back to back and play the video without sound and ask the students watching to describe what happens as it happens. (6) Summary strip activity means that the students write out several sentences that describe the plot of the video. (7) Comprehension checks activity means that the teacher asks questions to check for students' understanding after each clip. (8) Normal viewing activity in which the students watch video from beginning to end. Thus, there are types in coaching and mastering method with the aid of using the usage of video. Through those activities, the scholars are loved and interested by coaching and mastering method, particularly in coaching vocabulary. By taking part in mastering vocabulary, the scholars are capable of apprehend or gather greater vocabularies easier.

METHOD

This research is a pseudo-experimental research using a research design of nonequivalent control group design and 2×2 factorial design. In this study there were two classes, namely the experimental class and the control class. The experimental class was taught using the video learning model and the control class was taught using the textbook learning model as media.

There are two kinds of independent variables, namely the video learning model (experimental class) and the textbook learning model (control class). The moderator variable is learning style, audio learning style and kinesthetic learning style. The independent variable (dependent) is vocabulary mastery.

The population of the study was all students of class XI SMA Negeri 4 Bukittinggi consisting of 2 MIPA classes. All students totaled 72 people. Sampling in this study through the procedure of direct appointment by the researcher. So one class was chosen as an experimental class taught using a video learning model and one class as a control class taught with a text book learning model, where each experimental class consist of 36 participants.

The instruments used are learning vocabulary mastery instruments in the form of essay tests and learning style instruments in the form of a questionnaire. This test consists of a vocabulary mastery test and a questionnaire to find out the learning style of students. Before the instrument was used, it was first validated by two experts in the field

of English. in addition, empirical validation was carried out by testing the instrument on a population group that was outside the sample.

Learning activities in both sample classes are basically the same. The difference is in the learning model applied in the experimental class to carry out the teaching and learning process using the learning model using videos while the control class carries out the teaching and learning process with the textbook learning model. Before carrying out the teaching and learning process, both classes were given a learning style questionnaire to find out the learning style of each student. This test is also used as a basis for grouping sample groups in the audio learning style and kinesthetic learning style categories. After the teaching and learning process was implemented, the two classes were then given a test to measure the vocabulary mastery of students after treatment.

Data on students' vocabulary mastery after treatment (post-test) was processed with descriptive and inferential statistics. Before the hypothesis test is carried out, the prerequisite analysis test is first carried out which consists of normality test and post-test. Homogeneity. Normality test using the Kolmogorov-Smirnov test formula at a significant level α = 0.05. Homogeneity test using the F test formula with the requirement $Fhitung < Ftabel$ at a significant level of α = 0.05.

FINDING

The data described in this study are learning style data obtained from written questionnaires about respondents' learning styles. The division of audio and kinesthetic learning style categories used is based on the acquisition of the highest score. The description of learning style data for each research design matrix is presented in Table 4.1.

Table 4.1. Distribution of Students in Each Group

Learning style (B)	Learning Model (A)		TOTAL
	Using Vidio (A1)	Text book (A2)	
Audio (B1)	8	8	16
Kinesthetic (B2)	8	8	16
Total	16	16	36

Based on Table 4.1. above shows that for classes taught with a learning model with videos for students who have audio and kinesthetic learning styles as many as 8 students. While for classes taught using the textbook learning model there are 8 students who have audio and kinesthetic learning styles.

The data of students' vocabulary test scores for class XI IPA1 taught using the video learning model and class XI IPA2 taught using the textbook learning model are presented in Table 4.2.

Table 4.2. Statistical Data of Vocabulary mastery Test Score Students of Class XI IPA SMA Negeri 4 Bukittinggi

Description	Learning model	
	Using Video	Textbook
Numbered of sampel		8
average	23,50	19,67
Higest score	27	26
Lowest score	20	15
Standard Deviation	2,12	3,37
Variance	4,50	11,41
Coefficient of variation	22,45	17,99%

Table 4.2 above describes the test results of students' vocabulary mastery in each class. For the average score in the class taught by the video learning model obtained an average score of 23.50 and the class taught by the learning model textbooks obtained an average score of 19.67. Based on the data above, it shows that the average score of the video learning model is higher than the textbook learning model. The standard deviation obtained based on the table above, in the class taught with the video learning model obtained 2.12 and for the class taught with the textbook learning model obtained a standard deviation of 3.37. The smallest variance is found in the class taught with the video learning model which is 4.50 compared to the class taught with the textbook learning model which is 3.37 has a variance of 11.41. This shows that the vocabulary proficiency test data in the class taught with the textbook learning model is more varied than the vocabulary proficiency test data in the class taught with the textbook learning model.

Each category of learners can be grouped into four treatment groups, they are: (1) group of students taught using the viewing model with Audio learning style; (2) group of students taught using the Discovery Learning model with Kinesthetic learning style; (3) group of students taught using the conventional model with learning style. (4) Groups of students taught using the conventional model with an Audio learning style

Discussion

The results of this study indicate that the learning model with video provides a good influence in the learning process activities. This can be seen from the acquisition of vocabulary mastery scores of students taught using video learning models higher than students taught with textbook learning models as conventional learning. This shows that the learners who are taught using the video learning model are higher than the learners who are taught using the textbook learning model as conventional learning. Video learning is easier to understand the concepts of explanation text and passive voice than using the text book learning model as conventional learning. This is because learning with a

learning model using video maximally involves all students' abilities to search, investigate the information in the text logically so that they can find their own knowledge, and find their own answers to problems. Based on the results of the study, it can be concluded that the video learning model has a better effect than the textbook learning model as a learning tool with Kinesthetic learning style.

There are several reasons that can be used as the basis for the statement that students in the Learning Model group with videos are better in achieving vocabulary skills compared to groups taught with textbook learning models as conventional learning, like in Agustina's research (2015) which states that the application of learning models with videos is very influential in improving vocabulary. And learning outcomes of students. This is also in line with the research of Hasyim (2014) which states that there is an interaction between learning models and learning styles on students' vocabulary mastery.

As a form of comparison, the textbook learning model as conventional learning is more dominated by teacher activities that still tend to use text and images only in explaining concepts to students during the learning process, so that the learning process carried out still does not strengthen the vocabulary mastery of students. This will clearly place students as passive recipients of information and only receive information from the teacher. Learners lack the meaning of the subject matter they are learning because The model used does not attract learners' attention. This condition tends to make students unmotivated to follow the learning and difficult to develop vocabulary skills. The results of this study reinforce the assumption that giving the right treatment (learning model) can affect the variable being measured (vocabulary mastery).

The video learning model can make it easier for students to grasp the material in the form of explanation text and passive voice taught. During the learning process, students become motivated to focus more on learning with material presented in various ways, so that students do not feel bored in participating in learning. The better the presentation for students, the better the students' memory of the material. Thus, learners as recipients of the material tend to be expected to have higher vocabulary skills.

The results of research on the second hypothesis and the third hypothesis are that there are differences in vocabulary skills in students who have an audio learning style and students who have a kinesthetic learning style. Fcount = 0.037 and Ftable = 3.320 (Fcount < F table), as well as the value of vocabulary skills in students who have an audio learning style and students who have a kinesthetic learning style.

Significance of 0.850 whose value is greater than 0.05 (sig.> 0.05) so that H0 is accepted. This means that there is a difference in vocabulary ability between students who are taught using a learning model with video and students who are taught with a textbook learning model as conventional learning. Based on the results of descriptive analysis, it can be seen that the difference in the average score of vocabulary mastery of students who have an audio learning style in the experimental group is higher than the average score of vocabulary skills of students who have an audio learning style in the control group. with text, audio and video in the experimental group is more interesting for students so that they are more focused on paying attention to the teacher when compared to the textbook learning model as conventional learning. Likewise, for students who have a kinesthetic learning style, the average score of critical thinking skills in the experimental group is higher than in the control group. According to (Suryabrata, 2008) factors that

influence the learning process and achievement can be classified into two, namely factors from within (internal) and factors from outside (external). Factors from within the student (internal) which include physiological factors such as general physiological condition, condition of the student's body, and physical condition.health, condition of the five senses, and psychological factors such as interest, intelligence, talent, motivation, cognitive ability, emotional intelligence and spiritual intelligence. Meanwhile, factors that come from outside students (external) include natural environmental factors (nonsocial), social environmental factors (human interaction) and instrumental factors in the form of hardware and software. The acceptance of this hypothesis may be due to several factors, including that the research was conducted during the last lesson hours, so that it seized the attention of the students to just fulfill their duties. Learning obligations and go home immediately, so that students no longer focus on paying attention to the teacher's presentation.

The results of research on the fourth hypothesis showed that there was no interaction between learning models and learning styles (audio and kinesthetic) on students' vocabulary mastery. This shows that learning style as a moderator variable does not have an effect on the learning used. When viewed from the audio learning style group, students who are taught with a learning model with video have a higher average vocabulary mastery score than students who are taught with a learning model. Text book as conventional learning. The same thing happened to the kinesthetic group, where the average score of vocabulary mastery of the experimental class taught with the video learning model was higher than the average score of vocabulary skills of the control class taught with the textbook learning model as conventional learning.

The effect of learning equity can be seen from the coefficient of variation. The experimental class obtained a coefficient of variation of 22.45% while the control class obtained a coefficient of variation of 17.99%. The coefficient of variation is useful for knowing the variation of data or data distribution from the average count, meaning that if the coefficient of variation is smaller, then the data is more uniform, and vice versa. In other words, the coefficient of variation of the experimental class is smaller than the control class, which means that the data in the experimental class is more uniform than the control class. This indicates that the learning model with video provides a more even effect for students in class XI MIPA SMA Negeri 4 Bukittinggi.

CONCLUSION

Based on the result, it is concluded that most of students think that English is one of the most difficult subjects to learn. Students also feel tired and bored of learning speaking only through traditional method, there is nothing that attracts their interest in learning speaking. Students always find it difficult to express their thought and feeling based on the situation and context when they speak about the topic of discussion. After the researcher applied English video, the students" achievement in vocabulary improved. It can be seen from the mean score of post-test in the experimental class and post-test in the control class. it can be concluded that there is a significant different between the class which using English Video in students" vocabulary mastery and the class which without English video in students" vocabulary mastery. The mean score of the experimental class is higher than the mean score of the control class.

Based on the findings, it is summarized that the English video technique gives the significant effect in students" vocabulary mastery to the eleventh grade students. It can be motivated the students to increase their vocabulary mastery. Then, it also makes the learning process become more interest, create a new atmosphere, and make students have enthusiasm to study English

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