

STUDENTS' DIFFICULTIES IN LEARNING VOCABULARY THROUGH VIDEO CLIP (A CASE STUDY IN SMK KESEHATAN SAMARINDA)

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Abstract

Vocabulary is a part of the language. It is important for the students to learn vocabulary. Learning vocabulary through video is one of many strategies that teacher can use in teaching vocabulary to the students. The aim of this study is to find out students' difficulties in learning vocabulary through video clips, in order to find students' difficulties in learning vocabulary through video clips, the researcher will use case study as design with qualitative approach. The subjects of this study are the first-grade students in SMK Kesehatan Samarinda. The researcher will use two kind of supporting instrument to collect the data; interview and observation. The output of this study is expected to give useful contribution to existing theories of vocabulary. Besides, practically, this study will provide more insight about problems in learning vocabulary as well as students' effort toward the problems to English teachers so that they are able to design appropriate strategy for better leaning vocabulary. For students, this study will help them in figuring out their weaknesses so that they can improve their vocabulary effectively. For future researcher, this study is hoped to become a reference for those who investigate similar topic. Finally, this study is planned and expected to be published on Scopus journal.

Keywords: *learning, vocabulary, video clips, Journal*

Introduction

English is a lingua franca in global context, and this fact makes English becomes an important language that need to be learned. In Indonesia English language becomes a subject that Indonesian students have to learn in school, it starts from elementary school until University. For some students in Indonesia English may not a second language but foreign language, as a foreign language it's not easy to mastered English. One of many problems in mastered English language faced by students is vocabulary; in other hand vocabulary is very important for English language students. Vocabulary is the most essential component in learning well a foreign language, Pan & Xu (2011) explain that there are three component in a language; pronunciation, vocabulary and grammar. Moreover according to Nam (2010) he explains that in English second language environment, vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also

mediates between English second language students and content-area classes in that these students usually find that lack of vocabulary knowledge is a problem in learning.

Base on Nam explanation above we need to underline the words lack of vocabulary knowledge is a problem in learning a language, even vocabulary play an important role in language learning but still vocabulary become a problem for students. According to Khiyabani, Ghonsooly, & Ghabanchi (2014) multimedia refers to computer-based systems that use many types of content, such as text, audio, video, graphics, animation, and interactivity, the finding of the research also suggest that the using of multimedia is more effective in the acquisition and learning of unfamiliar vocabulary than traditional methods. In other hand a research that conducted by Sari (2016) still there are difficulties in learning vocabulary through video clip, in her finding she found students problems in learning vocabulary are pronounce,

spelling and memorize new vocabulary. Knowing vocabulary is an important part of a language and also support four skills in English (reading, listening, writing and speaking) and base on the problems above the researcher conducted this research entitle "Students difficulties in learning vocabulary through video clip"

This study aims to find out what difficulties are faced by Student in learning vocabulary through video clips, the specific objective of this study is: to find out difficulties faced by Student in learning vocabulary through video clips.

Research Methodology

2.1. Research Design

The researcher uses case study as design with qualitative approach. Case study research is a kind of qualitative research design in which investigator focus on a unit of study recognized as a bounded system such as individual teachers, a classroom, or a school (Mills & Gay, 2016). Qualitative study is related to nature, explanation and understanding of phenomena (Ryan, Coughlan, & Cronin, 2016).

2.2. Research Setting

This section presents the setting place of research, the setting of this research will take place in SMK Kesehatan Samarinda. SMK Kesehatan is an educational institution located on Jl. Perjuangan No.02 Samarinda, East Kalimantan.

2.3. Research Subjects

In this research researcher took students in X nursing 1 as research participants. In selecting research participants, researcher use purposive sampling, according to Gay et al (2012) purposive sampling is the procedure of selecting a sample that is supposed to be representative of a given population.. Researcher select the subject of this research by observe several students who show misbehave during learning activity and researcher will put these students in a list of students who would interviewed in interview section, based on Yuan & Che

(2012) there is a strong correlation between learning difficulties and behavior problem.

2.4. Research Instruments

In this research the key instruments are the researcher herself. To collect the data in this research, researcher use observations, field note and interview as supported instruments: observation sheet, interview guide, field note

2.5. Data Collection Techniques

The data in this research is student's difficulty in learning vocabulary through video clips. There are several procedures to collect the data in this research such as interview and observation

2.6. Data Analysis Techniques

Data analysis is the process of reducing big amounts of collected data to make the data appropriate, the data describe in-the-field as including inscription description and transaction (Kawulich, 2015). To analyze the data, researcher use flow model of analysis by (Miles, Huberman, & Saldaña, 2014) there are four activities in analyze the data as following :

1. Data collection

There are two sources of data in this research observation and interview. Before the data can reduced, researcher collect the data from observation and all the data would written on field note and researcher will transcript the data from interview into transcription to help researcher in data reduction.

2. Data Condensation

Data condensation is a procedure of selecting, focusing, and transforming the data from written -up field note or transactions, in this research researcher will reduce the data from observation sheet and interview with students, and then researcher transformed the data into summary form.

3. Data display

The data display in this research will presents in the form of data related to students difficulty in learning vocabulary through video clips, after data reduction

the researcher continue to display the data into descriptions and table form.

4. Conclusion drawing and verification

The last step is drawing the conclusion, after display the data the researcher drawing a conclusion based on data analysis and then verify the data in order to answer research problem and make conclusion for the results of the data analysis

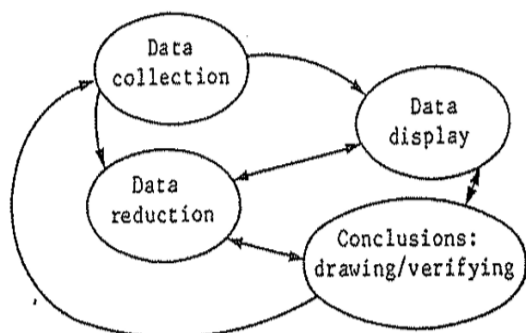


Figure 3.F flow model of analysis by (Miles, Huberman, & Saldaña, 2014)

2.7.Triangulation

In this research, researcher use two kinds of method in collect the data. First researcher will collect the data from interview and then it will be check by observation.

Findings And Discussion

3.1.Research finding

In previous chapter has been mentioned that the researcher used interview and observation as supported instruments to collect the data. From interviewed the students the researcher got the data about students' difficulties in learning vocabulary through video clip. To valid the data about students' difficulties in learning vocabulary through video clip the researcher conducted the observation to observe the students in process of learning vocabulary through video clip

3.1.1. The informant characteristics

Informants of this research are students in first grade students in SMK Kesehatan. To find out students difficulties in learning vocabulary through video clips the researcher interviewed five students.

No	Name	Coding	Class
1	Monica	S1	X
2	Bibi	S2	X
3	Hana	S3	X
4	Yora	S4	X
5	Valno	S5	X

3.1.2. The findings of interview

In order to find out students' difficulties in learning vocabulary through video clips the researcher conducted the interview with the students,

From interview the researcher found there are some difficulties faced by students in learning vocabulary through video clip, those difficulties would show in the table below:

Students difficulties in learning vocabulary through video clips				
S1	S2	S3	S4	S5
Pronunciation Meaning Finger and thumbs	Pronunciation Grammar Meaning Finger and thumbs	Meaning Pronunciation	Meaning Finger and thumbs Pronunciation Grammar	Pronunciation Meaning

Based on the table above there are four difficulties faced by students in learning vocabulary through video clip; pronunciation, meaning, grammar and least one is finger and thumbs, for more explanation, the researcher would explain those difficulties as following;

Pronunciation

Based on the table of students' difficulties in learning vocabulary through video clips above, we can conclude that all of the informants found that pronunciation is their difficulty in learning vocabulary through video clip.

Extract 1:

S: eee dia bicara itu saya tidak tau cara dia ngomong itu bagaimana

S: I do not know how to pronounce the word

(Interview.S3.C81-C84)

The student stated that it was hard to pronounce the word in the video, and the fact that the student cannot pronounce the words correctly, also found in the result of observation. During observation the researcher found that some students still cannot pronounce the word properly, when the teacher asked the students to repeat some words and asked the students to pronounce several words in the video, the students still make some mistake when they tried to pronounce those words by their self, so the teacher had to help the students to pronounce the word until they can pronounce the word perfectly. However the students also mention about unclear pronunciation.

Extract 2:

(S: susah nya itu dalam penyebutan nya, jadi kaya kurang jelas gitu)

S: the difficulty is in pronunciation, it is not clear

(Interview.S1.C2-C6)

(S: iya penyebutannya kurang jelas)

S: yes, the pronunciation is not clear

(Interview.S2.C36-C37)

(S: emm tidak terlalu jelas)

S: It's not clear

(Interview.S4.C145-147)

As the researcher explained that some students faced difficulty in pronounce the words, the data above show that the other students think the pronunciation in the video is not clear. When researcher asked them is it the video or the speakers that become a cause of unclear pronunciation and the informant stated that they cannot hear the pronunciation clearly because the speaker speaks to fast, in this problem unclear pronunciation was cause by the speakers. The students think the speakers speak too fast so they cannot hear it clearly and it became a cause of students difficulty so they cannot pronounce the word that they got from the video clips.

4.1.2.2 Meaning

The second difficulty in learning vocabulary through video clips encounter by the students is meaning, all of the informants admitted meaning as their difficulty in learning vocabulary through video clips, most of informant opined that they still do not understand the meaning of some words in the video.

Extract 3:

S: kalo arti nya ada yang saya mengerti ada yang tidak

S: I do not understand the meaning of some the word

(interview, S5.C195-C198)

(S: iya iya artinya kadang yang diomongin itu kita tidak tau artinya)

S: yes the meaning, sometimes I don't know what they talking about

(interview, S3.C106-C107)

(S: sama sekali tidak mengerti)

S: did not understand

(interview, S2.C42-C43)

(S: emm tidak mengerti)

S: did not understand

(interview, S4.C126-C129)

S: Gak ngerti sih bu soalnya cepat gitu

S: I do not understand, because it's too fast

(interview. S1.C9-C10)

Some students found it was hard for them to understand the meaning in the video, they have no idea what the video talk about. In line with students' statement, the result of observation show that some students cannot catch the meaning in the video, after watch the whole video the teacher repeated several words in the video and ask the students the meaning, and some students cannot give the right answer. The students above, they have their own reason why they found it is difficult for them to understand the meaning in the video, some students stated that it is hard for them to understand the meaning because of the language, the knowledge of English language is still low. In other hand first informant believe that the speaker speak to fast so she cannot hear clearly and do not know the meaning.

4.1.2.3 Grammar

The third difficulty faced by the students in learning vocabulary through video clip is grammar, students thought that grammar is difficult to understand

Extract 4:

(S: Gak ngerti saya)

S: I do not understand

(interview, S2.C38-C39)

(S: Emm anu belum ngerti)

S: I have not understood

(interview, S4 C156-C159)

The data above showed us that grammar is one of students' difficulties in learning vocabulary through video clip. Some students think grammar is difficult to understand even the teacher already teach them. Students' statement above also supported by the data from observation which is show that even the teacher already teach grammar before, some students still do not understand when the teacher give them an exercise about grammar.

4.1.2.4 Finger and thumbs

The last problem is fingers and thumbs, some students stated that they feel a little disturbed when the video did not work effectively and the teacher had to reply the video.

Extract 5:

(S: emm agak mengganggu bu soal nya video nya terputus-putus)

S: emm it is a little disturb me, because the video is not working effectively.

(interview, S1. C22-C24)

(S: iya bikin kita bad mood nunggunya)

S: yes it makes me feel bored because of waiting.

(interview, S2. C48-C49)

(S: karena menyita waktu)

S: because it takes more time

(interview, S4. C134-135)

Based on the data above some students think that finger and thumb a little disturb them in learning vocabulary through video clips, when the video is not work properly, so the teacher have to reply the video again and again. This situation takes more time and the students have to wait for it and start feel bored. It confirmed by the result of observation, when the teacher uses online video they faced some problem such as internet-connection problem and the laptop that teacher uses is not working properly.

4.1.3 The findings from observations

To valid the data from interview the researcher conducted observation to observe learning activity, the purpose of

the observation is to see what difficulties faced by students while they learned vocabulary through video clip.

The first meeting

Before the teacher starts the lessons, firstly the teacher greets the students and asked all of the students to pray before they study. The teacher introduces the topic of the lessons that students would studied that day and the teacher explained that the teacher would use video in delivering the lesson. All of the students sound and seem excited when the teacher said that they would learn using video clips. the teacher use two kind of video; first video was an online video from kahoot.com and the second video is offline video.

The first video that teacher use is online video the video from kahoot.com was about grammar, it was an exercise, multiple choices. Online video required the students to enter the website, and the researcher noticed that some of the students cannot enter the website because of internet connection problem. So the teacher decided that for some students who cannot entering the website can do the exercise on their book while the others students who can enter the website will do the exercise online. After finish the exercise the researcher noted that some students still cannot answer the exercise correctly and this fact indicates that some students still faced difficulty in understanding grammar.

After finished the first video the teacher play second video the video was offline from British Council, the video was about complement. The students asked to pay attention to the conversion between men and women. The researcher noted that the teacher had to reply the video for several times because the machine (teachers' laptop) was not work properly so the teacher have to reply the video again and again until the students can see the end of the video clips. After the students finish watching the video the teacher asked the students to guess what

the video talk about some students still cannot give the right answer. Releasing that the students still have no idea about what the video about the teacher started picked several word from the video and ask the students the meaning of those words and the researcher found that some students do not know the meaning of those words. Furthermore the researcher also found that some students still wrong in pronunciation when the teacher asked the students to pronounce several words from the video, some students still cannot pronounce the words correctly. to correct students mistake the asked the students to open their dictionary so that the students can found the meaning of words and learn how to pronounce the words perfectly. At the end of the lesson the teacher motivated the students to study more and explain what the next meeting would discussed.

The second meeting

In teaching vocabulary through video clips to the students the teacher used two kinds of video; they are online video and offline video. The first video that teacher showed to the students was online video, the video was from, kahoot.com the video required the students to rearrange the sentence and make it became the right sentence. The website allowed the students entered the website and answer the questions online so the students are able check their answer right after they answer the question and at the end of questions they can see their total score. In this section the researcher noted that some students still faced difficulty in understanding grammar, the fact that some students still difficult in grammar confirms students' acknowledgment about their difficulty in understanding grammar.

In other hand the researcher noted that the teacher have to reply the video for several times because of the internet-connection problem and the machine (teachers' laptop) did not work effectively. Because of those problems the students seem and sound unhappy and a little

disturbed by the situation where they cannot finish the exercise in the video. The students asked the teacher to keep trying to play the video again because they still want to finish the video until the end. But the teacher release that the time is limited, so the teacher have to move to the next video and decided to end the first video, even the students have not finished the exercise in first video.

The second video was offline; the video was about conversation between two people. At the end of the video , the teacher asked the students to guess what the video talk about, as a respond of teachers' command, the students tried to guess but the researcher noted that some students still wrong and do not understand what the video talk about. The teacher also highlight several vocabulary in the video and asked the students the meaning of

those vocabulary, but again some students still cannot answer because they do not know the meaning. Besides teach the students the meaning of the vocabulary in the video the teacher also asked the students pronounce several words in the video, concordat with students' statement in the interview that they faced difficulty in pronunciation the researcher noticed that some students cannot pronounce the words correctly, some students still confuse how to pronounce the word. Knowing the students cannot pronounce the word perfectly, the teacher teaches them how to pronounce the word and make some correction.

Based on the explanation above the researcher displayed the data about students' difficulties in learning vocabulary through video clips in brief description in the table below:

Students' difficulties in learning vocabulary through video clip

Pronunciation	The researcher noted that some students still cannot pronounce the words correctly
Meaning	Some students still do not understand the meaning of words in the video
Grammar	The researcher found that some students still wrong in answer the exercises about grammar.
Finger and thumbs	Some students seem and sound unhappy when the video cannot played until the end.

4.2 Discussion

The aimed of this research is to find out students' difficulties in learning vocabulary through video clips in first grade students in SMK Kesehatan Samarinda. In order to find out students' difficulties in learning vocabulary through video clips the researcher conducted the interview and the observation to collect the data. The participant of this study was students in X nursing 1 where the teacher teach vocabulary through video clips. In teaching vocabulary through video clips the teacher use two kinds of video, online

and offline video. The online video was from kahoot.com which required the students connect to the internet connection and entering the website, and the offline video was about conversation between two people.



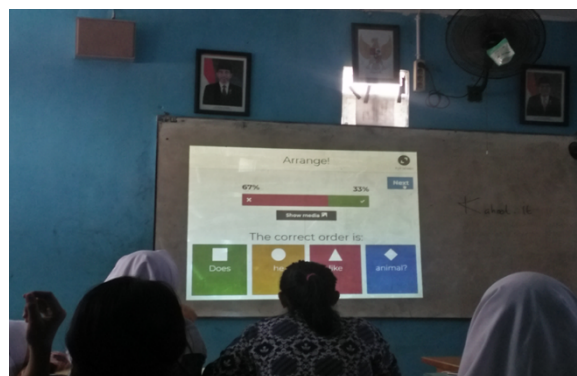
(Offline video about congratulations)

Based on the data from interview with the students and the observation, there are four difficulties faced by students in learning vocabulary through video clips those difficulties are pronunciation, meaning, grammar and the last one is finger and thumb the problem related to the machine. The difficulties that students faced would discussed as following:

In the interview section almost the entire informant stated that pronunciation is their difficulty in learning vocabulary through video clip, they believed that they cannot hear the speaker because the speakers speak too fast so the students cannot hear clearly, this condition affect the students ability in pronounce the words when they asked to repeat the speaker. Thornbury (2002) explain that pronunciation is one of several problems encounter by the students in learning vocabulary. Moreover in order to find out the difficulties experienced by the students in learning English vocabulary, Rahmawati (2012) also found pronunciation become a problem experienced the students in learning vocabulary. According to Sari (2016) in her research entitled teaching and learning vocabulary through video, she found pronunciation as students' difficulty in learning vocabulary through video.

The result of interview also shows that some students think meaning is their problem in learning vocabulary through video clip. Some students found that it is hard for them to understand the meaning; they do not know what the video talked about because they cannot understand the

whole words they found in the video. The fact that meaning is one of students difficulties in learning vocabulary through video clips also appeared in the result of observation, some students look confused when the teacher asked them what the video talked about, so the teacher asked them to guess and still some students cannot answer accurately. In learning vocabulary meaning is one of several problems faced by the students Ningrum (2015). Furthermore the result of previous study conducted by Sari (2016) she also found that meaning is students difficulty in learning vocabulary through video. Next difficulty faced by the students is grammar, the result of interview shows that grammar still hard to understand by the students even the teacher already teach them about grammar, grammar is one of several problem in learning vocabulary, it confirmed by Rahman (2016) he found that most students' difficulty in learning vocabulary is grammar. Thornbury (2002) explain there are five difficulties in learning vocabulary and one of those difficulties is grammar he stated that Grammar is complicated, especially if it differs from students' first language equivalent. The data of observation also show the same result that some students still face difficulties in understanding grammar in process of learning vocabulary through video clips.



The documentation above shows us that some students still faced difficulty in understanding grammar; the data above confirm students' statement that some students still face difficulty in grammar.

From three difficulties encounter by the students we can conclude that those three difficulties are related each other. As Brown & Hatch, (2001) explain there are five essential steps in learning vocabulary. In this case the researcher would like to discuss three of five steps, they are; encountering new word, getting the word form, getting the words meaning. The first step is encountering new words in this case the students learn new word from video that teacher play in the classroom, in the second step students will try to have clear image of the form of a word and associated new words with words that are sound similar in first language and by having clear image of the form of word learner can give definition of word, but in this case some students said that they faced difficulty in pronounce the word that they hear in the video because the speakers speak to fast and some of the students also confirmed that they still difficult in understanding grammar. These difficulties (pronunciation and grammar) lead the students to one more difficulty that is meaning as the results of interview and observation that researcher mentioned above some students still do not understand the meaning.

The last result show that students' difficulty in learning vocabulary through video clip is fingers and thumbs. Based on Harmer (2001) fingers and thumbs refers to a situation where the machine is not working effectively and this situation potentially affected both teacher and the students. In this case, from the result of interview, some students think fingers and thumbs a little disturb and wasting time, because the teacher have to replayed the video again and again and the students cannot see the end of the video. It confirmed by the result of observation, the researcher noticed that students seem and sound disappointed when the teacher cannot play the video until the end, some students also asked the teacher to reply the video because they want to see the end of

video and finish the exercise that teacher give in the video.

Based Thornbury (2002) there are five problems encounter by the student in learning vocabulary, three of those problem are pronunciation, meaning and grammar, the results of previous study such as Nunik (2012), Ningrum (2015), Rahman (2016) who conducted a study about students' problem in learning vocabulary found that meaning, pronunciation and grammar as students problem in learning vocabulary. In this study, entitled students' difficulties in learning vocabulary through video clips, conducted to find out students' difficulties in learning vocabulary through video clips, show that the findings of interview and observation indicated that pronunciation, meaning and grammar still found as students' difficulties in learning vocabulary through video clip, followed by fingers and thumbs, a problem related to the machine or video, that a little disturbed the students in the process of learning vocabulary through video clips.

Conclusion

According to the finding, the results show that in learning vocabulary through video clips some students encounter some difficulties;

1. Pronunciation

Some students found that pronunciation is their difficulty in learning vocabulary through video clips. The students still cannot pronounce some words correctly and still need the teacher to help them in pronunciation.

2. Meaning

Some students think that they still do not understand the meaning of some words in the video.

3. Grammar

Some students still faced difficulty in understanding grammar.

4. Fingers and thumbs

A situation where the machine that teacher use in teaching did not work

effectively is a little disturb the students in learning vocabulary through video clips.

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