

The impact of captioned videos on students' vocabulary retention

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ABSTRACT

This study investigates the impact of captioned video on students' vocabulary retention. The method used in this research is quasi experiment. The sample of this research is the eighth-grade students of SMP La Tahzan Rangkasbitung which consists of 26 students. The obtained data is analysed using SPSS version 27. The result of this research showed that captioned video is effective to be used for vocabulary learning. It is seen from the result of t-test. The t count is -7.036 and t-table is -1.771. In addition, the mean of pre-test is 31.54 and the mean of post-test is 31.54. Based on the findings, it is suggested that English teachers should utilize captioned video since it supports students in strengthening their vocabulary through both hearing and seeing language. For the students, it is suggested that they have to watch film without subtitle and with subtitle.

1. INTRODUCTION

Vocabulary plays a crucial role in communication and understanding both spoken and written text and important element in learning English. It is considered as a basis, either written or spoken (Syarifudin, Marbun, and Novita, 2014). Captions is a stream of written text presented synchronously with audio content, function as a tool for converting a video into a story book. (Teng, 2022). Captions are like foreign-language subtitles; they trans-late a spoken language into a written language (Garza, 1991). In addition, vocabulary is essential to first, second, and foreign language teaching. It is the first step for the students if they want to achieve their goal in learning English skill. With rich vocabularies, it enhances one's ability to express thoughts, comprehend ideas, and engage in effective communication.

Based on the writer's experience during teaching practice program, it shows that students' vocabulary mastery is still low so that it has an impact on the process and students' English learning outcomes. It was seen from the students' score of vocabulary test of 25, students only 8 students scored above the standard. Having a limited vocabulary can impact on different aspects of language learning, such as reading, writing, listening, and speaking. For example, when reading, students may struggle to understand texts because they encounter unfamiliar words. In writing, they may find it challenging to express their ideas clearly due to a lack of vocabulary. In listening, they may have difficulty in understanding spoken English because they are unfamiliar with many words.

Additionally, the students get difficulty to memorizing English vocabulary. They also cannot use their English appropriately in the certain context. It is occurred due to the teaching-learning activities which tend to be teacher-centered. In addition, they have monotonous teaching-learning activity and the teacher does

not provide them with various stimulus in learning vocabulary. For instance, when they have a reading text, the teacher translated the words directly for the students.

To solve those problems, captioned videos can be used in the teaching-learning vocabulary. Captioned video, a multimedia tool incorporating both auditory and visual elements, has garnered attention for its potential impact on vocabulary retention, particularly among language learners and individuals with diverse learning needs. Perez (2020) reported that the watching audio-visual input can be considered an important activity for L2 lexical development. It is important for schools and educators to provide the necessary support and resources to students who still face difficulties in mastering English vocabulary. Although numerous previous studies have explored this topic, most have been conducted at the university level. Therefore, this study specifically examines the impact of captioned videos on vocabulary acquisition at the junior high school level.

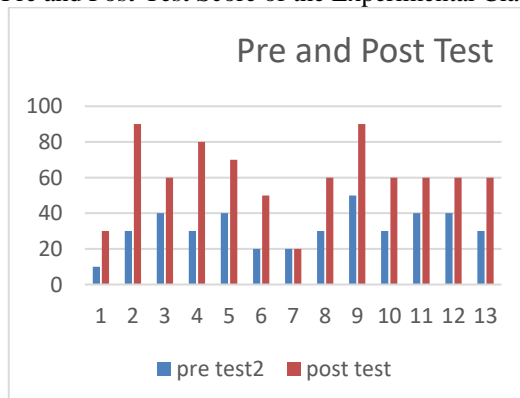
2. METHOD

This research was aimed to know the effectiveness of captioned videos on student' vocabulary retention. Here, the dependent variable is a students' vocabulary retention, while the independent variable is captioned videos. To achive such aim, a quasi-experimental design was employed as the research method. The population of this study were the eight grade students of SMP La Tahzan Rangkasbitung. The number of populations are 26 students. In collecting data, vocabulary test which consist of 10 questions was employed. The form of the tes tis fill in the blanks. The students were asked to fill with the appropriate words based on the context given.

3. RESULTS AND DISCUSSION

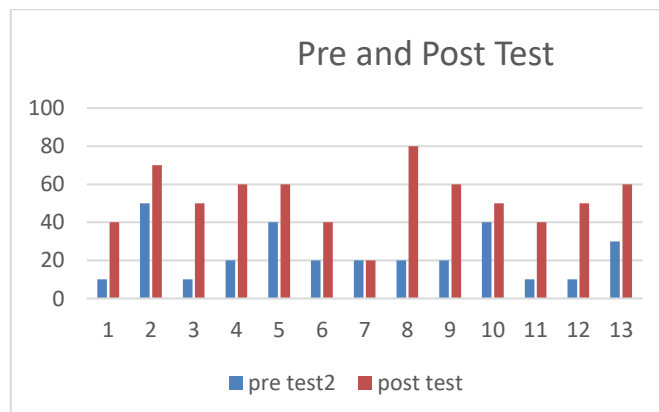
The data showed that the students in experimental class performed better on their vocabulary test than that of the control class. In the experimental class, The lowest score in pre-test was 10 and the highest score was 50. While the lowest score in post-test was 20 and the highest score was 90.

Figure 1
Pre and Post-Test Score of the Experimental Class



However, in control class, The lowest score in pre-test was 10 and the highest score was 50. While the lowest score in post-test was 20 and the highest score was 80.

Figure 2
Pre and Post-Test Score of the Control Class



In addition, the result of t-test revealed that captioned video was effective to be utilized in vocabulary learning. T- count was -7.036 and t-table was -1.771. Therefore, - t-count < - t- table (-7.036 < -1.771).

This research provided the evidence that the captioned videos boosted students' vocabulary retention. It also showed that experimental class higher score than control class. This result is in line with previous the impact of captioned videos on students' vocabulary retention studies which experimental class students' has improvement in vocabulary retention. (Teng, 2023).

Before the treatment given, students experienced difficulties in understanding vocabularies during the pre-test. The writer was applied captioned videos method in experimental class to investigated how effective the method in boosting students' vocabulary retention. When the research was conducted, the writer used short YouTube storytelling videos because young learners may have limited vocabulary language proficiency in processing information provided in long videos.

The writer applied this method in a very short time by captioned videos to teach. This is also supported by Zhang and Song (2017) conducted a meta-analysis that demonstrated a significant positive effect of captions on vocabulary learning outcomes. Their findings suggest that students exposed to captioned videos consistently outperform those who rely solely on auditory or visual input. research by Vanderplank (2010) explored how captions contribute to vocabulary retention among second language learners. His longitudinal study revealed that students who engaged with captioned videos demonstrated improved comprehension and retention of vocabulary over time, compared to those who did not have access to captions.

When the writer given treatment, captions help students' understand the content of the spoken words. This can be particularly helpful for students' who are visual learners or have difficulty understanding spoken language. Captioned videos are more likely to remember the vocabulary words presented in the video. This is because captions allow students' to process the information in multiple ways, which can improve memory retention. This is also supported by (Paivio, 1986) information is processed more effectively when presented through both visual and auditory channels. Captioned videos capitalize on this principle by providing students with synchronized visual and verbal cues, reinforcing the meaning and usage of vocabulary in context.

With captions providing contextual support, students feel able to understand the meaning and use of unfamiliar words. By presenting information through both auditory and visual modalities, captioned videos facilitate dual encoding of vocabulary, strengthening memory recall pathways. The presence of captions encourages active engagement with the video content, as students focus on reading along with the spoken words, thereby increasing attentional resources dedicated to vocabulary acquisition.

In short, the use of captioned videos represents a promising strategy for enhancing vocabulary retention among students. By leveraging multimedia resources to provide contextualized language input, educators can create more engaging and effective learning environments. As research continues to evolve, further exploration of the nuanced effects of captioned videos on different learner groups will contribute to refining instructional practices and maximizing educational outcome.

4. CONCLUSION

Based on the findings and discussion of the study, it can be concluded that effectiveness of the captioned videos were on students' vocabulary retention. It is proven by the result of t-test. T-test score ($-7.036 < t$ -table score (-1.771)). In addition, students' vocabulary improved after taught by captioned videos. It can be seen from the result of the mean in pre-test score for the experimental class is 31.54, while the mean post-test was 60.77. The result of the mean pre-test score for the control class showed a result of 23.8, while the mean score was 52.31.

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