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# Captioned videos for incidental vocabulary learning and retention

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**ABSTRACT**

The purpose of this study is for students to be able to understand and remember the vocabulary in the video that has been studied at the time the study began, knowing the effectiveness of the retention of captioned vocabulary. The method used in this study is a quasi-experiment and by using. The sample used was twelfth grade students of SMK Bani Rusydi Anawawi consisting of 42 students, the analysis used was SPSS 25. The results of this finding indicate the effectiveness of being used for students in the video captioned vocabulary retention class. The pretest and posttest results showed an increase after the treatment, namely 40 and 80 and the T-count was -16.001 and the T-table was -1.725.

## 1. INTRODUCTION

Teng (2022) state that captioned videos have helped learners at various skill levels to visualize what they have heard, thereby enhancing vocabulary acquisition (Peter & Webb, 2018; Teng, 2019a, 2019b 2019c). Winke, Gass, and Sydorenko (2010) documented that captioned videos may help learners perform spoken-word processing at greater depth, become engaged in video content, and reinforce knowledge structure. Thus, the use of captioned videos may be considered an added benefit rather than an imposed burden, through which learners can better connect auditory input with visual input to acquire new word (Vandeplank, 2016).

Video is a visual technology that provides the impression of images, sounds and very divers time durations. Videos with captions can also provide a lot of insight to students. This videos with text was created to give students more understanding about second language learning or English. This text continent video is given to see how student understand the vocabulary given, whether they are able to remember it in a short time. Because learning videos with text or visualization technology are very important, why? even when I explained this tittle, I saw that many children and adults were not spared from technology so that technology could be utilized as well as possible so that it could be used as a learning video with learning text an incidental insight retention.

In his work, he states that incidental vocabulary learning is still a very effective method for increasing vocabulary, especially in environments where learners are exposed to a large amount of the target language. Schmitt emphasizes the importance of repeated exposure and repetition as the key to strengthening long-term memory of incidentally learned vocabulary (Schmitt 2022).

Problems experienced by student in learning vocabulary due to students lack of vocabulary and lack of interest in learning foreign languages. Is this text learning videos effective for teaching to student? The problem experienced by student are due to the to the difficultly of studying videos that contain vocabulary they remember, why should they try to learn them? Vocabulary by watching videos, because this videos vocabulary can give students a better understanding of how remember vocabulary easily by watching

the text videos that we have made. The point is to provide videos containing text for vocabulary learning and incidental vocabulary retention so that students can easily remember and understand the basics of foreign language or English vocabulary.

## 2. METHOD

In this study, quantitative method was applied. This study aims to determine the impact of subtitled videos on incidental vocabulary learning and retention. using experimental design, namely by experimenting using two experimental classes and control using quasi-experimental.

## 3. RESULTS AND DISCUSSION

The findings describe the results of the data collected from the testing and the discussion discusses the interpretation of the findings. The results of the study will be explained in the following description. The reliability test was used to measure the consistency of the instruments used in the pretest and posttest. The reliability coefficient value obtained was 0.631. This value indicates that the instrument used has a sufficient level of reliability, although not too high. Although this value is sufficient for research purposes, increasing the reliability of the instrument in the future can provide more consistent and accurate results.

Before conducting a t-test, the initial step is to test the normality of the data to ensure that the data from the pretest and posttest are normally distributed. The normality test was conducted on both groups, both experimental and control. The test results showed that the data from both groups were normally distributed, which allows the t-test to be carried out as a further statistical analysis method.

Table 1 Result of pretest and posttest experimental

| score | student | Pre test | Post test |
|---|---|---|---|
| **Mean** | **21** | **50,71** | **78,95** |
| **median** | **21** | **54** | **80** |
| **modus** | **21** | **40** | **80** |

From the table above, the average pre-test score was 50.71 and the post-test score was 78.95. The post-test results in the experimental class showed that the average post-test score was higher than the average pre-test score, which increased by 28.24 after treatment was given. This means that there was an improvement after treatment. The pre-test median was 50.71 and the post-test score was 78.95. The pre-test mode was 40 and the post-test was 80.

Table 2 Result pretest and posttest control

| score | student | Pre test | Post test |
|---|---|---|---|
| **Mean** | **21** | **26,10** | **50,24** |
| **Median** | **21** | **27** | **47** |
| **modus** | **21** | **20** | **47** |

From the table above, the average pre-test score was 26.10 and the post-test score was 50.24. The post-test results in the control class showed that the average post-test score was higher than the average pre-test score, which increased by 24.14 The pre-test median was 27 and the post-test score was 47.

## 4. CONCLUSION

Based on the findings and discussion, this study concludes that captioned videos effectively enhance vocabulary retention among twelfth-grade students at SMK Bani Rusydi Anawawi. This effectiveness is supported by the results of the t-test, which indicate that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. The t-test analysis using SPSS 25 revealed that the

obtained t-value (-16.001) is lower than the critical t-table value (-1.725), confirming the statistical significance of the results.

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