

THE USE OF VIDEO BASED LEARNING TO IMPROVE STUDENTS VOCABULARY IN GRADE ELEVENTH OF SMA YPK PEMATANG SIANTAR

¹Fadlal Fajduani, ²Marhaeni K D Matondang, ³Tiodora Fermiska Silalahi

Fakultas Keguruan Dan Ilmu Pendidikan Universitas Simalungun
marhaenikd@gmail.com, tiodorasilalahi2@gmail.com.

ABSTRACT

This research investigates the effectiveness of Video Based Learning in enhancing vocabulary acquisition among eleventh-grade students at SMA YPK Pematang Siantar. The study employs a true experimental design with a quantitative approach, involving pre-test and post-test assessments to measure vocabulary improvement. Thirty-two students from class XI IPS 1 were selected as the sample. The data were collected through multiple-choice vocabulary tests and analyzed using SPSS 26.0. Findings reveal a significant increase in students' vocabulary scores after the implementation of video-based instruction, with the mean score rising from 70.47 (pre-test) to 87.34 (post-test). Statistical analysis confirms the effectiveness of the treatment, with a t-count of 7.678 exceeding the critical value. The results support the use of multimedia, particularly videos, as a powerful tool to enhance vocabulary learning through contextual, auditory, and visual reinforcement. This method not only improved students' vocabulary mastery but also increased their engagement and confidence in language use.

Keywords: *Video Based Learning, Vocabulary Improvement, Experimental Design, Multimedia, English Language Teaching*

I. Introduction

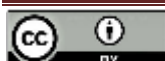
1.1 Background of Research

In the modern era, technology has become an essential tool in education, enhancing students' learning experiences and improving their academic performance. One such method is video based learning, which has gained popularity in teaching English as a foreign language (EFL). Vocabulary acquisition is a fundamental aspect of language learning, and videos provide an interactive and engaging way to introduce new words, improve retention, and enhance comprehension.

The use of videos in vocabulary learning allows students to associate words with visual and auditory stimuli, making the learning process more effective. According to Mayer (2001), multimedia learning, which involves both visual and auditory elements, enhances cognitive processing and leads to better knowledge retention. Additionally, Nation (2001) states that vocabulary learning is most effective when learners encounter words in various contexts, which videos can provide through dialogues, subtitles, and real life scenarios.

Furthermore, Harmer (2007) highlights that video based instruction can capture students' interest, sustain motivation, and make abstract concepts more tangible. This aligns with the findings of Berk (2009), who emphasizes that videos can significantly improve students' engagement and comprehension by providing contextualized language input.

1.2 Problem of Research



In accordance with the background of the research, the problem of research is : How does the use of video based learning to improve students vocabulary in grade eleventh of SMA YPK?

1.3 The Aim of Research

The objectives of the research is to identify the improvement of the use of video based learning on students' vocabulary abilities in grade eleventh of SMA YPK.

II. REVIEW OF LITERATURE

1. Concept of Vocabulary

1.1. Definition of Vocabulary

Vocabulary refers to the set of words known and used by an individual or group within a specific language. It serves as the foundation for communication, enabling people to express ideas, emotions, and information effectively. The breadth and depth of one's vocabulary often reflect their level of education, exposure to diverse fields, and linguistic competence.

According to linguist David Wilkins, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." This emphasizes the critical role vocabulary plays in understanding and conveying meaning in any language. The researcher highlight that vocabulary knowledge is at the heart of language proficiency, providing the essential building blocks for listening, vocabulary, reading, and writing abilities.

Experts agree that vocabulary acquisition is a lifelong process influenced by various factors, such as context, repetition, and exposure. Nation (2001) points out that effective vocabulary learning involves not only knowing a word's meaning but also understanding its usage, pronunciation, and relationship with other words. Thus, vocabulary is not merely about memorizing words but mastering how to use them dynamically in communication.

1.2. Types of Vocabulary

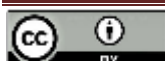
Vocabulary can be categorized into different types based on how it is used and acquired. Broadly, it can be divided into receptive vocabulary, which includes words we understand when we read or hear them, and productive vocabulary, which comprises words we actively use when vocabulary or writing. These distinctions help explain how individuals process and apply language in various contexts.

Graves (2006) identified four main types of vocabulary: listening, vocabulary, reading, and writing vocabulary. Listening vocabulary includes the words we recognize and understand during verbal communication, often forming the foundation of language acquisition. Vocabulary vocabulary consists of words we use actively in conversations. Reading vocabulary includes words we recognize and understand in written texts, while writing vocabulary represents words we can recall and use accurately in our written expressions.

In addition to these, vocabulary can also be categorized into active and passive vocabulary. Active vocabulary refers to words that a person frequently uses and can recall without hesitation. Conversely, passive vocabulary consists of words that a person recognizes but may not use regularly. According to Nation (2001), passive vocabulary often serves as a precursor to active vocabulary, as individuals first encounter words in receptive contexts before incorporating them into productive use.

Schmitt (2000) further classifies vocabulary into core vocabulary and domain specific vocabulary. Core vocabulary includes common words used in everyday communication, such as "house," "go," or "happy." Domain specific vocabulary consists of specialized terms used in specific fields or professions, like "photosynthesis" in biology or "amortization" in finance. Understanding these types of vocabulary is essential for developing effective language abilities and adapting to different contexts of communication.

1.3. Model of Vocabulary



Vocabulary acquisition and usage are explained through various models that illustrate how words are learned, stored, and applied in language. These models help educators and linguists understand the processes involved in expanding a person's vocabulary and how it can be effectively taught. The models often emphasize stages of learning, cognitive processes, and the integration of vocabulary into language abilities.

Nation (2001) proposed a comprehensive model of vocabulary learning that highlights three key dimensions: form, meaning, and use. Form refers to the pronunciation, spelling, and structure of words; meaning involves understanding definitions, synonyms, and context; and use focuses on how words are applied in communication. This model underscores the idea that mastering vocabulary requires more than just knowing a word's definition; learners must also know how to use it appropriately.

Another influential model is Schmitt's (2000) dual approach to vocabulary learning, which categorizes vocabulary into incidental and intentional learning. Incidental learning occurs through exposure to language in natural contexts, such as reading or listening, while intentional learning involves deliberate efforts to research words through activities like memorization or practice. Schmitt's model highlights the importance of combining both approaches for effective vocabulary acquisition.

A further model comes from Graves (2006), who developed a four part framework for vocabulary instruction: providing rich and varied language experiences, teaching specific words, teaching word learning strategies, and fostering word consciousness. This model emphasizes that vocabulary development is not just about teaching individual words but also about cultivating an awareness and curiosity about language. Together, these models provide a holistic understanding of how vocabulary can be acquired, retained, and applied in meaningful ways.

1.4. Purposes of Vocabulary Proficiency

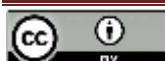
Vocabulary proficiency refers to an individual's ability to understand, recall, and effectively use words in various contexts. It plays a vital role in language proficiency, serving as the foundation for communication, learning, and personal expression. By mastering vocabulary, individuals can articulate their ideas more clearly, comprehend complex information, and engage in meaningful conversations.

One primary purpose of vocabulary proficiency is to enhance communication abilities. As Nation (2001) explains, vocabulary is a core component of language ability, enabling individuals to express their thoughts accurately and understand others effectively. Without a sufficient vocabulary, communication may be hindered, leading to misunderstandings or incomplete exchanges of information.

Another important purpose is to improve reading and writing proficiency. According to Graves (2006), vocabulary knowledge is directly linked to reading comprehension and text production. Readers with a broad vocabulary can interpret texts more efficiently, while researchers with extensive word knowledge can craft detailed and engaging pieces. proficiency of vocabulary thus empowers learners to excel in academic and professional contexts.

Vocabulary proficiency also facilitates lifelong learning. Schmitt (2000) emphasizes that individuals with strong vocabulary abilities can better acquire new knowledge, as they are more adept at decoding unfamiliar terms and understanding specialized language. This adaptability is essential in fields requiring continuous learning, such as science, technology, and business.

Moreover, vocabulary proficiency fosters cultural and social integration. By understanding and using words appropriately within specific contexts, individuals can adapt to diverse environments and communicate effectively with people from different backgrounds. As Richards and Renandya (2002) point out, vocabulary is not just about knowing words but also about understanding their cultural and situational nuances.



From the researcher's viewpoint: During the vocabulary instruction phase, the students who used personal notebooks, drew connections between words and real-life objects, or associated new words with pictures from the video material tended to retain the vocabulary more effectively. It reinforced the idea that learning is not passive but must be personalized and actively constructed by the learner. Lastly, vocabulary proficiency contributes to self confidence and personal growth. When individuals can express themselves clearly and comprehend others without difficulty, they feel more competent and confident in social, academic, and professional settings. Thus, vocabulary proficiency is not merely a linguistic achievement but a key factor in personal and social development.

2. Concept of Video Based Learning

2.1. Definition of Video Based Learning

Video based learning is an instructional approach that utilizes video content to deliver educational material, enhance comprehension, and engage learners. This method allows students to visualize concepts, making abstract ideas more concrete and easier to understand. By integrating multimedia elements such as images, animations, and audio narration, video based learning provides an interactive experience that fosters better retention and understanding of the subject matter.

According to Mayer (2009), video based learning follows the principles of multimedia learning, where both visual and auditory channels are used to enhance cognitive processing. This dual channel approach helps students retain information more effectively by presenting knowledge in a dynamic and engaging manner. Similarly, Brame (2016) states that educational videos support active learning by encouraging students to process and apply information in meaningful ways, leading to improved academic performance.

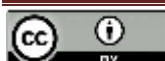
Furthermore, the researcher emphasize that video based learning increases student engagement by providing contextualized and visually appealing content. The combination of storytelling, real life scenarios, and interactive elements creates an immersive learning experience that helps learners develop a deeper understanding of the material. In the context of language learning, video based instruction enhances vocabulary acquisition by exposing students to authentic language use, improving pronunciation, and reinforcing word meanings through visual cues.

2.2. Purposes of Video Based Learning

Video based learning serves multiple purposes in education, particularly in enhancing student engagement, comprehension, and knowledge retention. One primary goal is to create an interactive and dynamic learning environment where students can visualize complex concepts in a more accessible and understandable way. By incorporating videos into the learning process, educators can cater to different learning styles, making lessons more effective and inclusive.

According to Clark and Mayer (2016), video based learning is designed to optimize cognitive processing by using multimedia elements that stimulate both auditory and visual senses. This approach facilitates deeper understanding and long term retention, making it an effective strategy for delivering educational content. Additionally, Brame (2016) highlights that videos help students develop critical thinking abilities by presenting real life applications of theoretical concepts, allowing learners to make meaningful connections between knowledge and practice.

Another important purpose of video based learning is to promote self paced and autonomous learning. As emphasized by Bolliger and Supanakorn (2011), video based learning enables students to control the speed of their learning, pausing and replaying content as needed to reinforce understanding. This flexibility is especially beneficial for students with different learning paces and preferences, ensuring that all learners can grasp the material at their own comfort level.



Furthermore, video based learning enhances motivation and engagement by making lessons more appealing and relatable. According to Berk (2009), well structured educational videos with compelling narratives and high quality visuals can capture students' attention and sustain their interest throughout the learning process. In the context of language learning, videos provide authentic language exposure, helping students develop listening abilities, pronunciation, and cultural awareness. Overall, video based learning serves as an effective tool for improving the quality and accessibility of education across various disciplines.

III. RESEARCH METHOD

In this research the researcher applies quantitative approach. Quantitative research is a systematic investigation that focuses on quantifying data and analyzing numerical information to identify patterns, relationships, and trends. This research method is often used in social sciences, education, and business to measure variables and test hypotheses through statistical analysis. Quantitative research aims to provide objective and replicable results that can be generalized to a larger population.

According to Creswell (2014), quantitative research is an approach that emphasizes the collection and analysis of numerical data using structured methodologies such as surveys, experiments, and statistical models. This method allows researchers to test theories, evaluate outcomes, and make predictions based on empirical evidence. The use of standardized procedures ensures the reliability and validity of the findings.

In this research the researcher decide to take only one class from class XI IPS 1 as the sample to get representative data which consist of 32 students. In collecting data the researcher to take the sample only one class, so that the process of collecting the data will be efficient. The use of purposive sampling, where one class (XI IPS 1) was selected from a total of 192 students, was guided by practical and logistical considerations.

In collecting the data for the research, the researcher uses one kind of instrument. The Instrument is test. The tests were conducted twice. The first test is Pre-test and the second test is post-test after the researcher applies treatment to the students.

a. Pre-Test

For collecting data, The Researcher employed pre test and post test. The pre test is used to find out the students' prior knowledge in vocabulary ability before the treatment. Pre test is used in the first meeting to measure the basic ability of students before given the treatment. The Researcher asks the students some question related to the topic. This test is delivered to investigate the students' vocabulary after the students are treat with the treatment.

b. Treatment

The treatment in this research consisted of a structured series of lessons that integrated video-based learning into the classroom environment. These sessions were designed to create a more engaging and contextual learning experience for students, allowing them to acquire vocabulary not through memorization, but through real-life application. Each treatment session was centered around video clips that included dialogues, expressions, and vocabulary relevant to daily communication. The videos selected were carefully reviewed to ensure that the language used was appropriate for the students' proficiency level and aligned with the curriculum. The steps in general can be seen as follows :

Type of Activity	Activity
Opening Activity	a. The Researcher opens the class by greeting the



	students. b. The Researcher takes the students' attendance list c. The Researcher gives the motivation d. The Researcher introduces the topic e. The Researcher delivers learning objectives
Core activity	a. The Researcher present a video which consist of some conversation with the random topic. b. The Researcher explain the vocabularies that exist in the video. c. The students developed their ideas, vocabulary and pronunciation with brainstorming based on the topic
Closing Activity	a. The students were given feedback on vocabulary aspect after they had practiced the material. b. The Researcher provided assignments, including the vocabulary and pronunciation assignments for the next meeting as well as the grid for the following meeting.

c. Post-Test

After giving the treatment, the researcher administered post test for both groups. Post test was given in order to know the student's development in mastering materials of vocabulary after getting the treatment. The researcher gives an interview test as a tool to measure the students' ability. The students were given a chance to respond the questions by answering the multiple choice. After getting the data, The researcher analyzed the data from the results of the pre test and the post test. The researcher implements written method for both pre test and post test.

In scoring the pre test and the post test, The Researcher adopted vocabulary proficiency scoring categories developed by Brown in (Arikunto, 2010:318) it is stated that there are five important items need to be scored such as grammar, vocabulary, comprehension, fluency, and pronunciation. The vocabulary rubric is used by researchers to get scores from students' performances. After knowing the score of the students will give the level achievement to the students.

IV. FINDING AND DISCUSSION

4.1. Data Analysis

The pre-test was intended to know the skill of the students' vocabulary aspect before giving the treatments, while the post-test was intended to find out whether there were any influences or not of the students' ability in vocabulary after having several treatments by applying Video Based Learning at the grade eleventh students of SMA YPK Pematang Siantar. The data involved from vocabulary test in form of multiple choice test as the instrument of the research. There are pre-test and post-test for the class. Student score data for pre and post tests were analyzed using SPSS version 26.00.

The Hypothesis Test

Hypothesis testing is a systematic procedure used in quantitative research to evaluate claims or assumptions about a population based on sample data. It involves several critical components and steps, aiming to determine whether there is sufficient statistical evidence to support a specific hypothesis. In forming the hypothesis in quantitative research, Null Hypothesis (H₀) means a statement that indicates no effect, no difference, or no relationship exists between variables. It serves as the default assumption. Meanwhile, Alternative Hypothesis (H₁ or H_a) means a statement that contradicts the null hypothesis, suggesting the presence of an effect, difference, or relationship.

Paired Samples Test							
	Paired Differences				t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			



				Mean	Lower	Upper			
Pair 1	Post – Pre	21.406	15.772	2.788	15.720	27.093	7.678	31	.000

Based on the table above, it can be said that $t_{count} = 7.678 > t_{table} = 1,695$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 31, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there are significantly differences on students' vocabulary skill by applying Video Based Learning and without applying Video Based Learning in learning vocabulary at grade eleventh students of SMA YPK Pematang Siantar.

4.2 Finding

The data analysis above presents the findings of a study conducted to identify the use of applying Video Based Learning on improving students' vocabulary skill. In quantitative research, Finding refers to the results or outcomes derived from the analysis of numerical data. These findings are typically presented through statistical measures, such as means, variances, correlations, and regression coefficients, which help the researcher to summarize and describe the data.

The statistical results obtained from the pre-test and post-test clearly illustrate the effectiveness of video-based learning in enhancing students' vocabulary mastery. The mean score increased from 70.47 in the pre-test to 87.34 in the post-test, indicating a substantial improvement. This numerical change was not merely a result of repeated testing, but rather a reflection of the meaningful learning that occurred through video integration. As Nation (2001) asserts, vocabulary is best acquired when it is encountered repeatedly in different contexts, and video provides precisely that—rich, varied, and meaningful exposure.

The research was conducted with a population of 192 students and a sample of 32 students. The researcher selected one classes, XI-IPS-1 as the research class which consist of 32 students, there are 16 boys and 16 girls, Pre-test and post-test were conducted to evaluate the use of Video Based Learning to improve students' vocabulary skill.

The students' pre-test score in the class is 2255 where the mean is 70,47. After the treatment applied in the class using Video Based Learning, the students' score for both tests showed significantly different where the post-test score in the class is 2795 where the mean is 87,34. In this research, the researcher found out that in the class, there is a student who got the score of 90 which is considered as the highest score, a student who got the score of 65 which is considered as the median score, and a student who got the score 35 which is considered as the lowest score of pre-test in the class. Furthermore, the researcher discovered that there is a student who got the score of 100, which is considered as the highest score, a student who got the score of 85 which is considered as the median score, and a student who got the score of 70 as the lowest score of post-test in the class.

Based on the hypothesis testing of posttest scores, it is found that $t_{count} = 7.678 > t_{table} = 1,695$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 31, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. The researcher divides the range of the pre-test and post test score of the class. The researcher states that high score has range of 80-90, medium score has range 65-75, and low score under 60.

4.2 Discussion

The results of this study highlight how video-based learning can serve as a transformative tool in English language classrooms, particularly in vocabulary instruction. By combining audio and visual input, videos stimulate multiple senses and provide richer language exposure compared to traditional methods. This aligns with Mayer's (2001) theory of multimedia learning, which asserts that learners process information more effectively when presented through both visual and auditory channels. In the classroom setting, students not only watched and listened to the language being used, but also observed facial expressions, body language, and real-life contexts that enhanced their understanding



and made the vocabulary more memorable. This multifaceted approach helps bridge the gap between passive word recognition and active language production.

Moreover, the students demonstrated a heightened sense of curiosity and engagement throughout the learning process. Unlike in typical grammar or reading exercises, where student interest can wane, the use of videos stimulated questions, discussions, and reactions that indicated active cognitive engagement. For instance, many students attempted to imitate the pronunciation and intonation of native speakers they saw in the video clips. This suggests that video-based learning not only teaches vocabulary but also encourages a deeper connection with the language and its cultural nuances. According to Kramsch (1993), language and culture are deeply intertwined, and the use of video allows students to grasp this relationship more effectively than text alone can offer.

The collaborative atmosphere observed during the treatment sessions also supports researcher statement social development theory, which emphasizes the role of social interaction in learning. During video-based activities, students frequently engaged in peer discussions to clarify meanings, confirm pronunciation, and share interpretations of the scenes they watched. These interactions allowed more proficient students to support their peers, creating a dynamic learning environment where vocabulary learning was not isolated but socially constructed. Such an environment fosters motivation and builds learner autonomy, as students begin to rely on each other and themselves to seek understanding rather than depending solely on the teacher.

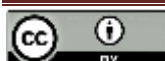
Finally, it is important to acknowledge that the effectiveness of video-based learning also lies in its adaptability to different learning styles. Visual learners benefited from the imagery and contextual cues, auditory learners from the dialogue and sounds, and kinesthetic learners from group activities and hands-on tasks related to the videos. This inclusive nature makes video-based learning not only engaging but also equitable, as it offers multiple pathways to comprehension and expression. In the context of SMA YPK Pematang Siantar, where students have varied linguistic backgrounds and levels of exposure to English, the use of video proved to be an accessible and effective means to strengthen vocabulary acquisition and overall language competence.

The findings of this study revealed that video-based learning had a positive impact on the vocabulary development of eleventh-grade students at SMA YPK Pematang Siantar. Students who were exposed to English vocabulary through videos showed noticeable improvement in understanding, pronunciation, and usage compared to their performance before the implementation. This supports the idea that visual and auditory content can engage students more effectively than traditional textbook-based instruction.

In the class XI-IPS-1, the students who were taught by applying the Video Based Learning to teach the vocabulary skill in learning process. First, the researcher presented the example of video about “Asking & Giving Opinion”. It could be able to attract the students’ interest in beginning learning process. Then, the researcher explained and asked carefully about how to express or ask the opinion in form of the question that could be arranged based on the expression from the video such as “What is your opinion about?” and the researcher ask about the vocabulary that exist in the video such as “Do you think day is vocabulary or not?”, What is the important vocabulary of this sentence?” and etc. After that, the researcher explained about the vocabularies that should be appropriate in daily life, such as verb, adjectives and noun. The researcher taught the students to pronounce several difficult vocabularies that never heard by them before through “repeat after me”. The students in the class were curious and excited when pronouncing the vocabularies that had been taught by the researcher.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion



Based on the findings and discussions of the research, it can be concluded that the use of video-based learning significantly improved students' vocabulary ability in the grade eleventh of SMA YPK Pematang Siantar. The quantitative data showed a notable increase in students' vocabulary scores from the pre-test to the post-test, where the mean score improved from 70.47 to 87.34. This improvement suggests that incorporating videos into the English learning process made vocabulary acquisition more engaging, contextual, and effective for the students.

The research also demonstrated that video-based learning provided visual and auditory stimuli that helped students understand and retain new vocabulary more efficiently. The use of vocabulary in daily life, expressive visuals, and pronunciation modeling enabled students to grasp not only the meaning but also the correct usage of vocabulary in authentic contexts. As a result, students displayed higher levels of interest and participation during the learning process.

Furthermore, hypothesis testing showed a significant difference in vocabulary achievement before and after the treatment. The t-test value ($t_{\text{count}} = 7.678$) exceeded the critical value ($t_{\text{table}} = 1.695$), which confirms the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This clearly indicates that video-based learning is an effective teaching strategy for enhancing students' vocabulary ability.

In conclusion, video-based learning should be considered not as an alternative but as a necessary complement to traditional instruction, especially in contexts where student engagement and exposure to authentic language input are limited. This study provides a foundation for future research and practice aimed at maximizing the pedagogical potential of multimedia in English language education.

5.2 The Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

a. For Teacher

Teachers are encouraged to integrate video-based learning into their vocabulary teaching strategies. Using videos that are relevant, interesting, and level-appropriate can help make abstract vocabulary concepts more concrete and relatable for students.

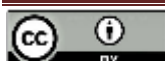
b. For Students

Students are advised to actively engage with English videos outside of the classroom, such as watching English movies, YouTube educational content, or short films with subtitles. This habit can improve their vocabulary and enhance listening and pronunciation skills.

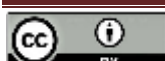
c. For School

School administrators and policymakers are advised to support the integration of multimedia tools into the teaching and learning process. This can be achieved by providing teachers with training on how to effectively implement video-based learning, equipping classrooms with the necessary technology, and creating an environment that encourages creative and interactive teaching approaches. By institutionalizing video-based learning, schools can create a more inclusive and stimulating English language program that better prepares students for real-world communication.

BIBLIOGRAPHY



- Afisa, M. (2015). Students' Difficulties in Learning English Vocabulary. *International Journal of Language Education and Culture Review*, 1(1), 12-18.
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Anderson & Freebody, (1981) A Methodological Probe to Aeronautical English Vocabulary Instruction
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Berk, R. A. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.
- Bolliger, D. U., & Supanakorn, S. (2011). Student Perceptions of Satisfaction and Learning in a Blended Video Based Learning Environment. *Journal of Interactive & Learning Research*, 22(2), 251-270.
- Brame, C. J. (2016). Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. *CBE Life Sciences Education*, 15(4), 1-6.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Clark, R. C., & Mayer, R. E. (2016). *E Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* (4th ed.) Wiley.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.
- Damanik, I. J., Purba, R., & Tiyas, A. (2023). An Analysis Of Vocabulary Mastery Effects On Students' Speaking Ability In SMA YPK Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 5(2), 180-186
- Fraenkel, R. J., & Wallen, E. N. (2009). *How to Design and Evaluate Research in Education* (7th ed.). San Francisco: McGraw Hills.
- Genc, B., & Bada, E. (2005). Culture in language learning and teaching. *The Reading Matrix*, 5, 73-84.
- Graves, M. F. (2006). *The Vocabulary Book: Learning & Instruction*. Teachers College Press.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Education.
- Kay, R. H. (2012). Exploring the Use of Video in Education: A Comprehensive Review of the Literature. *Computers in Human Behavior*, 28, 820-831.
- Kramsch, C. (1993) *Context and Culture in Language Teaching*. Cambridge University
- Lin, C. H., & Lin, Y. C. (2020). Enhancing Vocabulary Acquisition through Video Based Learning: A Case Study in Secondary Schools. *Language Learning & Technology*, 24(3), 1-17.
- Mayer, R. E. (2001). *Multimedia Learning*. Cambridge University Press.
- Mayer, R. E., & Moreno, R. (2003). Nine Ways to Reduce Cognitive Load in Multimedia Learning. *Educational Psychologist*, 38, 43-52.



- Moreno and Mayer (2007) Interactive Multimodal Learning Environments.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.
- Purba, B., & Saragih, J. (2022). Increasing Students' Vocabulary By Using Cartoon Technique At Seventh Grade Students Of SMP Dharmabudi Sidamanik. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 4(1), 54-61
- Purba, R., Matondang, M. K. D., & Sinaga, P. A. (2023). Implementation Scattergories Game To Improve Vocabulary Skill Of Students' In Junior High School Yayasan Perguruan Keluarga. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 5(2), 116-124
- Purba, T. D. C., Silalahi, M., & Purba, R. (2024). The Effectiveness Of Using Self-Recording Video To Improve Student's Speaking Ability. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 6(2), 154-158
- Purba, Y. C., Purba, R., & Sipayung, R. W. (2024). The Effect Of Using Cartoon Movie To Increase Students Vocabulary Ability In Seven Grade Of SMPN 1 Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 6(2), 166-170
- Rahma, R. A. (2021). The Use Of Video Method To Improve Students' writing Ability Of Procedure Text At The Eighth Grade Students Of Smp Satria Budi Perdagangan. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 3(1), 43-50
- Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge University Press.
- Shapiro, J., & Nkrumah, A. (2021). The Impact of Video Based Learning on Language Acquisition: A Meta Analysis. *Educational Research Review*, 34, 1 15.
- Silalahi, M., Purba, B., & Turnip, W. (2024). Improving Students' Vocabulary By Using Team Assisted Individually (TAI) And Cooperative Integrated Reading And Composition (CIRC) Method. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 6(1), 29-36
- Silalahi, T., & Sandyadenta, E. (2022). A Comparative Study Between Students' Using Video And Audio Media In Listening. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 4(1), 75-83
- Silalahi, T., & Tanjung, D. S. (2019). The Using Of Riddle Technique To Increase Students' vocabulary Mastery In Describing People At Sma Swasta Kartika 1-4 Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 1(2), 14-20
- Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- Thornbury, S. (2002). How to Teach Vocabulary. Pearson Education.
- Valentino Tamara (2022) Improving Students' Vocabulary Through Audio-Visual By Using Youtube Videos at SMA NEGERI 2 TONDANO
- Wang, Y., & Chen, N. (2019). The Effect of Video Based Learning on Student Motivation and Performance. *Journal of Educational Technology & Society*, 22(4), 78 89.

