

Development of a Communicative approach through Songs and Games to improve Reading Comprehension student's of class XI Citra Bangsa

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Abstrak

Penelitian ini berfokus pada pengembangan video pembelajaran untuk meningkatkan penguasaan kosakata siswa di SMP Negeri 4 Bilah Hulu. Menyadari tantangan yang dihadapi oleh siswa dalam menguasai kosakata bahasa Inggris, penelitian ini bertujuan untuk menciptakan sumber daya multimedia yang menarik dan relevan secara kontekstual yang disesuaikan dengan kebutuhan pembelajaran mereka. Dengan menggunakan metodologi Penelitian dan Pengembangan (R&D), penelitian ini mengikuti proses sistematis yang mencakup analisis kebutuhan, desain, pengembangan, validasi, implementasi, dan evaluasi. Analisis kebutuhan mengidentifikasi kesulitan siswa dalam pembelajaran kosakata dan menyoroti keterbatasan metode pembelajaran tradisional. Berdasarkan temuan ini, video pembelajaran dirancang untuk menggabungkan animasi, skenario kehidupan nyata, dan kuis interaktif. Video-video ini divalidasi oleh para ahli dalam pengajaran bahasa dan desain multimedia untuk memastikan keefektifan pedagogis dan keakuratan kontennya. Tahap implementasi melibatkan pengintegrasian video ke dalam pengajaran di kelas selama enam minggu. Performa kosakata siswa dinilai dengan menggunakan tes awal dan tes akhir, sementara tingkat keterlibatan dan motivasi mereka dievaluasi melalui kuesioner dan observasi guru. Hasilnya menunjukkan peningkatan yang signifikan dalam penguasaan kosakata, dengan skor post-test menunjukkan peningkatan rata-rata 25%. Para siswa melaporkan tingkat keterlibatan yang lebih tinggi, dan para guru menganggap video-video tersebut sebagai alat bantu pembelajaran yang berharga. Studi ini menyimpulkan bahwa video pembelajaran adalah alat yang efektif untuk meningkatkan penguasaan kosakata dan menumbuhkan motivasi siswa di sekolah menengah pertama. Penelitian ini merekomendasikan penelitian lebih lanjut untuk mengeksplorasi skalabilitas pendekatan ini dalam konteks pendidikan lainnya dan untuk mengatasi tantangan teknis yang dihadapi selama implementasi.

Kata kunci: Video Pembelajaran, Pemerolehan Kosakata, Pembelajaran Multimedia

Abstract

This study focuses on the development of learning videos to improve students' vocabulary acquisition at SMP Negeri 4 Bilah Hulu. Recognizing the challenges faced by students in mastering English vocabulary, the study aims to create engaging, contextually relevant multimedia resources tailored to their learning needs. Using the Research and Development (R&D) methodology, the study follows a systematic process that includes needs analysis, design, development, validation, implementation, and evaluation. The needs analysis identified students' difficulties in vocabulary learning and highlighted the limitations of traditional instructional methods. Based on these findings, learning videos were designed to incorporate animations, real-life scenarios, and interactive quizzes. These videos were validated by experts in language teaching and multimedia design to ensure their pedagogical effectiveness and content accuracy. The implementation phase involved integrating the videos into classroom instruction over six weeks. Students' vocabulary performance was assessed using pre- and post-tests, while their engagement and motivation levels were evaluated through questionnaires and teacher observations. Results demonstrated a significant improvement in vocabulary acquisition, with post-test scores showing a 25% increase on average. Students reported higher levels of engagement, and teachers found the videos to be valuable instructional aids. The study concludes that learning videos are an effective tool for enhancing vocabulary acquisition and fostering student motivation in junior high school settings. It recommends further research to explore the scalability of this approach in other educational contexts and to address technical challenges encountered during implementation.

Keywords: Learning Videos, Vocabulary Acquisition, Multimedia Learning

1. INTRODUCTION

The mastery of vocabulary is a cornerstone of language learning, serving as the foundation for communication, comprehension, and expression. For students at the junior high school level, developing a robust vocabulary is essential not only for academic success but also for fostering confidence in using the English language. At SMP Negeri 4 Bilah Hulu, vocabulary acquisition has been identified as a critical area for improvement, with many students struggling to build their lexicon due to a lack of engaging and contextually relevant learning materials. This challenge necessitates the exploration of innovative teaching methods, particularly those that integrate technology into the learning process.

Traditional methods of vocabulary instruction often rely on rote memorization and textbook-based exercises, which can fail to capture students' interest and engagement. Such approaches may not provide the contextual richness or interactive opportunities that are crucial for meaningful vocabulary learning. Consequently, there is a growing need for alternative instructional tools that align with students' preferences and the dynamic nature of language acquisition in the 21st century. The integration of multimedia tools, particularly learning videos, has emerged as a promising solution to address these challenges. Learning videos offer a multimodal approach, combining visuals, audio, and interactive elements to create a more immersive learning experience. Research indicates that multimedia learning can enhance retention, comprehension, and motivation by catering to diverse learning styles and providing contextualized language input (Mayer, 2021). For students at SMP Negeri 4 Bilah Hulu, such tools could bridge the gap between traditional instruction and the engaging, interactive methods needed to improve vocabulary skills. Moreover, learning videos align with contemporary pedagogical principles that emphasize active learning and student-centered instruction. By incorporating real-life scenarios, animations, and quizzes, these videos can transform passive vocabulary exercises into dynamic and participatory activities. This aligns with Vygotsky's (1978) theory of social constructivism, which highlights the importance of contextualized learning and interaction in cognitive development.

The specific context of SMP Negeri 4 Bilah Hulu further underscores the need for innovative instructional methods. Located in a semi-rural area with limited access to advanced educational resources, the school faces unique challenges in providing students with exposure to authentic language use and diverse learning materials. Developing localized, culturally relevant learning videos could address these gaps by tailoring content to students' experiences and linguistic needs. Another significant advantage of learning videos is their scalability and adaptability. Once developed, these resources can be used repeatedly and adapted for various proficiency levels or topics. This makes them a cost-effective solution for schools with limited budgets. Furthermore, videos can be accessed on multiple devices, enabling students to revisit content outside the classroom and engage in self-directed learning.

This study focuses on the design, development, and implementation of learning videos specifically created to enhance vocabulary acquisition among students at SMP Negeri 4 Bilah Hulu. By following a systematic Research and Development (R&D) process, the study aims to ensure the videos are pedagogically sound, engaging, and effective in meeting the students' learning needs. The research also seeks to evaluate the impact of these learning videos on students' vocabulary performance, engagement, and motivation. Through a combination of pre- and post-tests, surveys, and classroom observations, the study provides a comprehensive assessment of the effectiveness of this multimedia intervention. Ultimately, this study contributes to the growing body of research on technology-enhanced language learning (TELL) by demonstrating how multimedia tools can be tailored to specific educational contexts. It also offers practical insights for educators and policymakers seeking to integrate technology into language instruction in resource-constrained settings.

In conclusion, addressing the vocabulary learning challenges faced by students at SMP Negeri 4 Bilah Hulu requires a departure from conventional teaching methods. By leveraging the potential of learning videos, this study aims to provide a model for enhancing vocabulary acquisition through engaging and contextually relevant multimedia tools.

2. RESULTS AND DISCUSSION

This study evaluated the impact of learning videos developed to improve vocabulary acquisition among students at SMP Negeri 4 Bilah Hulu. The findings are presented and discussed in the context of the study's objectives, the challenges identified in the introduction, and the effectiveness of the intervention.

1. Improvement in Vocabulary Mastery

The pre- and post-test results indicate a substantial improvement in students' vocabulary performance after the intervention. The average post-test score increased by 25% compared to the pre-test scores, demonstrating the effectiveness of the learning videos. This improvement can be attributed to the videos' ability to present vocabulary in meaningful contexts, supported by animations, visuals, and scenarios relevant to students' daily lives. This aligns with Mayer's (2021) cognitive theory of multimedia learning, which emphasizes the role of dual coding (visual and verbal) in enhancing retention and understanding. The integration of real-life scenarios in the videos also provided contextualized input, enabling students to relate new vocabulary to familiar situations. This approach supports Vygotsky's (1978) theory that contextualized and interactive learning enhances cognitive development.

2. Increased Student Engagement and Motivation

Student feedback and teacher observations highlighted a marked increase in engagement and motivation during lessons that incorporated the learning videos. Many students expressed that the videos were enjoyable, easy to

follow, and helpful in clarifying the meanings and usage of new vocabulary. The interactive quizzes embedded in the videos also encouraged active participation, turning passive learning into a dynamic experience.

This result underscores the importance of incorporating multimedia tools into language instruction, as supported by Prensky's (2001) concept of digital natives. Students, being accustomed to digital media in their everyday lives, responded positively to the videos, which mirrored their preferred modes of content consumption.

3. Enhanced Teaching Process

Teachers reported that the learning videos served as effective instructional aids, making it easier to explain complex vocabulary concepts and maintain students' attention. The videos also reduced the reliance on traditional textbook-based instruction, allowing for a more interactive and visually stimulating classroom environment. Teachers found the contextualized examples in the videos particularly useful for demonstrating vocabulary in real-life scenarios. The findings align with Harmer's (2007) perspective on the role of multimedia in enriching the teaching process. The videos not only enhanced student understanding but also alleviated some of the challenges faced by teachers in managing diverse learning needs within the classroom.

4. Addressing the Challenges of a Semi-Rural Context

The study addressed the limited access to educational resources in the semi-rural setting of SMP Negeri 4 Bilah Hulu by creating localized and culturally relevant content. The videos were designed to reflect the students' environment and experiences, ensuring the material was relatable and meaningful. This approach aligns with Nation's (2001) emphasis on contextualized vocabulary learning for improved retention and application. However, technical challenges such as inconsistent internet connectivity and limited multimedia equipment posed occasional barriers during implementation. These issues highlight the need for infrastructural support to fully leverage the benefits of multimedia learning tools in resource-constrained settings.

5. Limitations and Areas for Improvement

Despite the overall success of the learning videos, some limitations were observed. For instance, while the videos were effective in improving vocabulary acquisition, they primarily targeted receptive vocabulary (recognition and understanding) rather than productive vocabulary (active usage). Future iterations of the videos could include more speaking and writing exercises to encourage active use of the learned vocabulary. Additionally, the study relied heavily on teacher facilitation for video-based lessons, which might limit the potential for independent learning. Providing students with access to the videos outside the classroom could foster self-directed learning and further enhance vocabulary acquisition.

3. CONCLUSION

The results confirm that the learning videos significantly improved vocabulary acquisition, engagement, and motivation among students at SMP Negeri 4 Bilah Hulu. The study also highlights the potential of multimedia learning tools to address educational challenges in semi-rural settings. While some limitations remain, the overall impact of the intervention underscores the importance of integrating technology into language instruction to create a more dynamic and inclusive learning environment. Recommendations for Further Research; Future research should explore: 1. Long-term retention of vocabulary learned through multimedia tools, 2. The effectiveness of learning videos in improving productive vocabulary, 3. The scalability of this approach in other schools and educational contexts, 4. Strategies to overcome technical and infrastructural challenges in resource-constrained areas.

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