



## Using Video Recording Techniques to Increase Students' Vocabulary

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### Abstract

This study aimed to 1) compare students' vocabulary before and after using video recording technique (VRT), 2) study students' vocabulary learning retention after using VRT, and 3) study students' experience towards using VRT. This research involved 10 Business English major students enrolled in the Listening and Speaking for Business English 2 Course at Roi Et Rajabhat University. The participants were selected using a purposive sampling technique. This study was a mixed-methods research. Data were collected through a vocabulary test (administered as a pre-test, post-test, and delayed-test) and semi-structured interviews. Data were analysed using mean, standard deviation, paired sample t-test and thematic analysis. The findings indicated that (1) the post-test score was statistically significantly higher than the pre-test at the .05 level. (2) The pre-test score was statistically significantly higher than the delayed post-test at the .05 level. The students' vocabulary retention was 91.61%. (3) All of the participants agreed that VRT is an effective way to increase their vocabulary knowledge. There are four themes that were found: 1) challenging 2) convenience 3) increasing vocabulary and 4) autonomous learning.

**Keywords:** Video-recording technique, Vocabulary, Vocabulary retention

### Introduction

Vocabulary is the most important aspect in learning English as a second or foreign language (Laufer & Nation, 1999, p.254; cited in Wafi, 2013). Proficiency in the four language skills - listening, speaking, reading, and writing - is necessary for effective communication with each

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other. Sufficiency vocabulary enables smooth and accurate conversations, facilitating the expression of ideas. If they are lack of amount of vocabulary, it hardly to have an effective communication or convey ideas. They need to acquire vocabulary as much as they can in order to success in learning English.

It is one important key to help the learners to develop their language competency (Srimongkontip & Wiriyakarun, 2014, p.181; Alhamami, 2014). Vocabulary development was acknowledged by Yoshii and Flaitz (2019) as a crucial aspect of every student's life. Learners might not be able to understand without knowing a word (Schmitt, 2000; cited in Thungsakul & Liangpanit, 2015, pp. 84-106). It is important to consider vocabulary learning in language teaching because vocabulary is essential to acquire language. However, learning English vocabulary, the most important aspect to be learned is not the meanings but how the words are related in the sentence. Thus, teachers need to teach a large amount of vocabulary in class as soon as possible, to teach not only a single word but multi-word chunks, to suggest to the students how to connect a new word with other words in sentence, and to review vocabulary after class (Ur, 2016; Rahman, Kamsinah & Hafid, 2016). According to Faliyanti and Sari (2018), acquiring vocabulary is requirement for learning and teaching English language skills both students and teachers.

### **Literature Review**

For teaching and learning vocabulary in Thailand, most Thai teachers employ the traditional teacher-centered approach in schools and have been teaching vocabulary by having learners repeat after the teacher, when the teacher give students a list of vocabulary, has them memorize the meanings in Thai, and after that test how much students can remember the meanings of the vocabulary in their L1 (Satienchayakorn, 2016). This approach leads the students to be passive learners, the students wait to receive knowledge from the teacher (Wiriyachitra, 2002; Jenpattarakul, 2012; Rattanavich, 2013; Yusica, 2014; Rahman, Kamsinah & Hafid, 2016). It is not enough to just read through a list of vocabulary with their meaning or translation and try to memorize a list of vocabulary (Shoebottom, 2011). Likely, some activities are that students have to write definitions of vocabulary and copy the meanings, which are taught in class or looked up in the dictionary (Basurto, 2004 cited in Khodashenas, Farahani & Alishahi 2014; Phillips, 2016). Even through, Teachers provide many techniques to help the student, the students still have a problem in vocabulary learning. Many learners face a problem in using English because they cannot use English to communicate, even if they know the meaning of vocabulary which prevents them from improving their English proficiency. Learners still struggle in using vocabulary to create a sentence in real situations or in their life. When a student fails to interact with their friend or respond to the teacher's question, it may be because the sentence is too complex or contains difficult vocabulary (Tsui, 2018, p. 101). Therefore, lack of vocabulary is the highest problem for both high and low proficiency participants in oral communication and using English of Thai students who learn English as a Foreign Language (EFL) (Metcalfé & Noom-ura, 2014; Khuvasanond, 2013; Saengpakdeejit, 2014; Kufaishi,

1988; cited in Thungsakul & Liangpanit, 2015, pp. 84-106). To overcome vocabulary limitations, students must engage in the process of memorizing words and their meanings. Atkinson and Shiffrin (1968) studied human memory and the information processing found that there are three main types of memory classify by storage where to keep the information and duration to store in each memory. These are sensory memory where we first meet information and encode the information as visual encoding, acoustic encoding, elaborative encoding and semantic encoding. Short-term memory where the information being process; retrieval, recall and rehearsal and then put into long-term memory where we keep the permanent information. Schmitt (2000, p.131) said that vocabulary learning aims to pass the vocabulary information from sensory memory to long-term memory. Furthermore, students who learn English for a Specific Purpose (ESP) like Business English, also lack specific vocabulary. They need to learn and be aware of using specialized words for their field study. It is necessary for students who study at a higher education level to be able to use effective language in all language skills for their future (Kacetyl & Frydrychova-Klimova, 2015).

As shown in the result of a need analysis conducted with first year students majoring in business English at Roi Et Rajabhat University found that vocabulary is the biggest problem in using English for communication, in addition to the four language skills of speaking, listening, reading, and writing. Building a strong vocabulary is crucial for effective communication in English, as students may encounter unfamiliar words and expressions when communicating with others. Lack of vocabulary can lead to difficulties in understanding and being understood by others, and may result in miscommunications or misunderstandings. To overcome this challenge, students may need to focus on building their vocabulary through various methods such as reading, listening to English media, using vocabulary learning apps, and practicing using new words in context. It may also be helpful for teachers to incorporate vocabulary-building activities into their lessons. Overall, addressing the issue of vocabulary can help students improve their overall communication skills in English. There are many techniques that can help to improve the students' vocabulary. One effective way to learn vocabulary is the use of technology.

Nowadays, most teachers use technology such as computers, mobile applications, digital devices and social media, as a tool to teach students and to motivate students. There are many studies on strategies using technology in vocabulary learning through mobile devices which indicate that technology can help learners learn vocabulary more effectively than traditional way and mobile devices are an effective tool for learning vocabulary (Mahdi, 2017; Kilickaya & Krajka, 2010; Zhang, Song & Burston, 2011; Jahanyfard, 2015). New techniques must be used in the vocabulary classroom because traditional vocabulary instruction and learning are boring to both teachers and students. The usage of technology will enhance the learning process; this tactic might make vocabulary study more enjoyable, supporting students in recalling target words more quickly and successfully. It's important to use new visual media, mobile and social media, as a tool to motivate and encourage students in learning vocabulary

and succeeding in English. One of multimedia that is used in many studies is video, which contains live action, picture, text, sound. Similarly, Chatuthen (2021) found that watching video clips through YouTube could help students to enhance vocabulary and the student have a positive opinion towards vocabulary learning through watching video clips on YouTube. Widiastuti (2011) found that videos helped learning to remember vocabulary because they could pronounce and practice from the video. Toleuzhan et al (2023) also found that the use of YouTube had a positive impact on students' oral language skills, especially vocabulary. Video-based materials help improve vocabulary comprehension of the target language. In addition, the video made the students more active, interested, confident and motivated in learning English.

As a possible solution suggested in the literature, students can use technology like mobile phones as a tool to video record their production and improve their speaking ability to express their ideas (Gromik, 2012). Moreover, when they use a video recording feature to create their own video, they will have a chance to practice outside the classroom anywhere and anytime and help them learn all aspects that they need to know in order to learn new words and put it in long term memory. Combining challenging activities, new technologies, students' interests, and positive experiences can create an optimal learning environment that promotes long-term memory retention (Jensen, 2000). Incorporating technology into the classroom motivates students to shift from traditional methods of pen-and-paper education to more interactive and productive digital learning experiences. Based on the findings of the literature, it can be concluded that technology, especially video, has a good impact on the learning process.

In order to motivate, serve their needs and solve their problem, especially vocabulary, video recording features on mobile phones and social media platforms like Facebook notification feature will be used in this research for business English students at Roi Et Rajabhat University. These can be effective tools for engaging and motivating students in their language learning. By incorporating these technologies into language instruction, teachers can help students develop their vocabulary and retain it more effectively. This research attempts to reveal whether or not using video recording techniques (VRT) help students learn new vocabulary, and also sought to determine whether VRT has effect on students' vocabulary retention. By using VRT, it is hoped that students feel more interested in learning English and hoped that the student will have a good experience towards using VRT. Moreover, the teachers can get additional information and apply the findings obtained by the study in order to design activities for their classes. Future research may benefit from the results of this method by conducting further studies into the usefulness of VRT in Teaching English.

### **Research Objectives**

1. To compare students' vocabulary before and after using video recording technique
2. To study students' vocabulary learning retention after using video recording technique
3. To study students' experience towards using video recording technique

## **Methodology**

### *1. Research Design*

This research was mixed-method research, specifically one group design. The study used both quantitative and qualitative data to answer these the research questions. In the one-group design, a single group was measured not only after being treated, but also before. The participants created a learner-made video every week for five consecutive weeks. Before the experiment, vocabulary was measured through the pre-test which was constructed by the researcher (delivered in the first week). After treatment, the post-test was distributed to the participants (delivered in the sixth week). After two weeks, the delayed post-test and semi-structured interviews with open-ended questions were distributed to the participants.

### *2. Participants*

This research involved 10 Business English major students, two males and eight females, who were enrolled in Listening and Speaking for Business English 2 Course at Roi Et Rajabhat University. The participants were selected using a purposive sampling technique.

### *3. Instrument(s) and Procedures*

The instruments used in this research included (1) lesson plans which were a detailed description of the lessons. (2) Vocabulary test was constructed based on the course syllabus of Listening and Speaking 2 for Business English to measure participants' vocabulary knowledge. The vocabulary test was then delivered in three phases: pre-test, post-test, and delayed post-test. (3) Semi-structured interviews to examine participants' experience using VRT on vocabulary learning

### *4. Data collection*

To answer the first and second research questions, data were collected through vocabulary tests in three phases: pre-test, post-test, and delayed post-test. The test took 50 minutes. To answer the third research question, data were collected through semi-structured interview.

### *5. Data analysis*

Quantitative data obtained from the vocabulary tests were analysed using descriptive statistics. The paired sample t-test was used to compare the mean scores between pre-test and post-test and post-test and delayed-test. The qualitative data which were taken from semi structure interview were analysed using thematic data analysis.

## Results

1. The students' vocabulary improvement was investigated based on students' vocabulary pre-test and post-test mean score. The result was presented in the following tables:

**Table 1**

*The Results of the Pre-test and the Post-test Score*

| Test      | N  | Total Scores | <i>M</i> | <i>SD</i> | <i>t</i> -value | Sig  |
|-----------|----|--------------|----------|-----------|-----------------|------|
| pre-test  | 10 | 50           | 17.60    | 3.03      | 20.97*          | .000 |
| post-test | 10 | 50           | 41.70    | 3.47      |                 |      |

\*Significant at the .05 level

As presented in table 1, with a total score of 50, the mean score of the vocabulary pre-test was 17.60 (SD = 3.03), whereas the post-test was 41.70 (SD = 3.47). This shows that the score of the post-test was statistically significantly higher than the pre-test at the .05 level.

2. To answer the second research question, the students' vocabulary retention was investigated based on students' vocabulary post-test and delayed post-test mean score. The result was presented in the following table

**Table 2**

*The Results of the Post-test and the Delayed Post-test Score*

| Test              | N  | Total Scores | <i>M</i> | <i>SD</i> | <i>t</i> -value | Sig  |
|-------------------|----|--------------|----------|-----------|-----------------|------|
| post-test         | 10 | 50           | 41.70    | 3.47      | 6.79*           | .000 |
| Delayed post-test | 10 | 50           | 38.20    | 3.01      |                 |      |

\*Significant at the .05 level

As presented in table 2, with the total score of 50, the mean score of the vocabulary post-test was 41.70 (S.D = 3.47), whereas the delayed post-test was 38.20 (S.D = 3.01). The mean score of post-tests was statistically significantly higher than the delayed post-test at the .05 level. When comparing the mean score of post-test and delayed post-test, the mean scores the students obtained from delayed post-test decreased.

In order to find the percentage of the students' vocabulary retention by multiplying the mean score of the delayed post-test by 100 and dividing it by the mean score of the post-test. It was found that over 14 days the students' vocabulary retention was 91.61%. In other words, the students lose 8.39% of their vocabulary knowledge.

3. To answer the third research question, the data obtained from students' interviews were also utilized to determine the effectiveness of VRT on students' vocabulary learning in terms of students' attitude towards their experience using VRT. The finding was as follow:

Most of the students have positive perception regarding the usefulness of using VRT on learning vocabulary. All of the participants reported that VRT had been useful or gave them an advantage.

In respect of the usage of the VRT as a learning tool, all the students appreciated the flexible and convenient access to learn through Facebook groups. Concerning the online communication with the teachers and friends, students addressed timely and helpful responses from the teachers and friends. Students stated that they enjoyed the online communication because of the immediate response, convenient, perceived friendly learning environment, feel free to comment on the post, appreciated using online learning tools, and also had more frequent communications with their friends.

The students' experiences were distributed in four themes; (a) challenging, (b) convenience (c) increasing vocabulary and (d) autonomous learning.

### **Discussion**

1. As the result of post-test score higher than pre-test scores and the mean score of pre-tests was statistically significantly higher than post-test at the .05 level. This means the VRT treatment was effective to increase students' vocabulary. Ramli (2019) stated that Leveraging YouTube videos proved to be an effective method for enhancing students' vocabulary skills. The results of utilizing audiovisual techniques, particularly through the use of YouTube videos, demonstrated the effectiveness of this method in teaching vocabulary. The finding indicated that VRT was a successful tool to help students understand English vocabulary and resulted in a notable increase students' vocabulary score. It is supported by Zainal and Rahmat (2020) that YouTube videos was advantages in students' vocabulary learning. It can capture their attention through the integration of visual and audio. Therefore, this enhances the learning experience. Annamalai (2017) also found that social media platforms have a pedagogical utility that naturally fosters the development of students' language skills. it effectively enhances English learners' vocabulary, grammar, and pronunciation while also serving as a catalyst for self-directed learning. Similar to Kiranti, Ulfah and Surayatika (2022), it can be inferred that incorporating tools or media into teaching and learning activities can effectively facilitate the process of expanding students' vocabulary. By integrating such tools or media, which offer more engaging and enjoyable experiences compared to solely relying on books, students are more likely to be motivated and actively involved in vocabulary enrichment. Aligning with Nesrallah and Zangana (2020), students have the opportunity to acquire new words and enhance their vocabulary through their interactions with friends and proficient English speakers on social media platforms.

2. The second research question was answered quantitatively using computer program. The vocabulary test was then delivered in two phases: post-test and delayed post-test. To examine whether there was a difference between the score of the post-test and the delayed post-test, both

scores were analyzed for their statistical difference by using paired sample t-test. The result showed that the mean score of the vocabulary post-test was 41.70 (SD = 3.47), whereas the delayed post-test was 38.20 (SD = 3.01). The mean score of post-tests was statistically significantly higher than the delayed post-test at the .05 level. When comparing the mean score of post-test and delayed post-test, the mean scores the students obtained from delayed post-test decreased. In order to determine the percentage of the students' vocabulary retention, it was found that over 14 days, the students' vocabulary retention was 91.61%. In other words, the students lose 8.39% of their vocabulary knowledge. This means the VRT treatment was effective to retain students' vocabulary.

According to Dale's (1969) cone of learning, active learning activities, such as participating, designing, demonstrating, simulating, and creating, are often more memorable for individuals. These actions involve a harmonious integration of multiple senses, allowing for a synthesis of learning modalities. The incorporation of various learning modalities in the educational process facilitates a greater depth of learning. By engaging multiple senses, such as hearing, seeing, and doing, the capacity for learning is amplified and comprehend 90% of what you learned.

3. There are four themes that arose from this, namely: 1) Challenging; 2) convenience; 3) increasing vocabulary; and 4) autonomous learning. In addition to the four positive learning vocabulary themes that arose in this study, all participants agreed that VRT is an effective way to increase their vocabulary knowledge. Social media makes the learning process easy, interesting, and fun. According to Jung et al. (2002), students exhibited a positive attitude shift towards utilizing the web for learning after engaging in learning experiences within an online environment.

When social media becomes an indisputably essential component of our daily routines, there are diverse perspectives on the effectiveness of utilizing it as a platform for teaching and enhancing English skills. Furthermore, the inclusion of visuals and audio-visuals not only captures students' attention but also generates their interest in the subject matter (Zainal & Rahmat, 2020). According to Kiranti, Ulfah and Surayatika (2022), it can be inferred that incorporating tools or media into teaching and learning activities can effectively facilitate the process of expanding students' vocabulary. By integrating such tools or media, which offer more engaging and enjoyable experiences compared to solely relying on books, students are more likely to be motivated and actively involved in vocabulary enrichment. The result found that the student enjoyed the online communication with the teacher and friends, and appreciated the flexible and convenient access to learn through Facebook groups. It makes learning lively and strengthens social interaction and unity amongst friends. Sharing the view of Hasan et al. (2020) and Sanmamed, Carril and Sotomayor (2017), social media offers a more dynamic, innovative, and cooperative classroom environment compared to traditional methods. The anxiety-free environment provided by social media encourages students to communicate more in English compared to classroom activities (Chotipaktanasook, 2014). In addition, Mamuko



(2017) found that Engaging students in YouTube video activities contributed to their English language improvement as it instilled a sense of joy and excitement during the vocabulary memorization process.

Moreover, social media platforms enhance learners' autonomy by providing them with opportunities to take responsibility and actively engage in their own learning. Social media offers learners an authentic and meaningful platform for interacting with the language, ultimately leading to increased fluency and confidence. Overall, social media can be a valuable tool for promoting learners' autonomy and enhancing the language learning experience. Annamalai (2017) and Hasan et al (2020), found that social media transforms learners from being dependent and passive to becoming active and autonomous, thereby promoting self-directed learning.

### Recommendations

This study found that VRT is an effective way to learn vocabulary with interesting positive insights from the participants, however, between the gap of post-test and delayed post-test (two weeks). There is a significant drop in the result of participants' vocabulary tests. This means during that gap of two weeks, there are many factors involved that contributed to the low word retention. This could be feedback for the future research to find.

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