Exploring The Ellen Show Videos to Promote The Students' Vocabulary Learning and Engagement

Sianna
Corresponding Authors' Email: sayasianna@gmail.com
Universitas Muhammadiyah Parepare, Indonesia

Patahuddin
Email: sayasianna@gmail.com
Universitas Muhammadiyah Parepare, Indonesia

Wahyuddin
Email: wahyuddinyunus@gmail.com
Universitas Muhammadiyah Parepare, Indonesia

Nur Azizah Muin
Email: nurazizahmuin@gamail.com
Universitas Muhammadiyah Parepare, Indonesia

Abstract

This study investigated the effectiveness of using The Ellen Show videos to improve students' vocabulary mastery. The study was conducted with students at UPT SMK Negeri 7 Pinrang. The students were given a pre-test and post-test to measure their vocabulary mastery. The results of the post-test showed that students' vocabulary mastery improved significantly after using The Ellen Show videos. The mean score on the post-test (72.66) was significantly higher than the mean score on the pre-test (49.69, p < 0.001). These results suggest that using The Ellen Show videos can be an effective way to improve students' vocabulary mastery. There are several reasons why The Ellen Show videos may be effective for improving vocabulary mastery. First, the videos are engaging and motivating, which can help to increase students' interest in learning. Second, the videos expose students to a wide range of vocabulary words in a variety of contexts. Third, the videos can help students to practice emphasis and intonation, which can improve their fluency. Overall, the findings of this study suggest that The Ellen Show videos can be a valuable tool for teaching and learning vocabulary.

Keywords: Vocabulary mastery, video, The Ellen Show.

INTRODUCTION

This study investigates the effectiveness of using "The Ellen Show" videos to improve students' vocabulary mastery. Vocabulary mastery is an essential component of language learning (Sutanti, 2016) which include a lot of words, in individual and group words that contain meaning. In accordance to it, Harahap (2020) defines vocabulary as a word order to individual speaker of language that might use. Vocabulary can be described like the words that must to be mastered to communicate usefully: words in listening (receptive) and word n speaking (expressive). In the other words it can be said that vocabulary is a collection of English words used in the form of sentences. Learning vocabulary first can enable one to master other skills such as speaking, reading, listening, and writing. vocabulary is a crucial company in learning a foreign language, with other activities associated with it, such as watching movies, tv, videos blogs, listening to music, and so on. it is easier for a person to sing a song in that language, as well as to enjoy a film that uses that language. the more vocabulary we have, the more likely language skills will be. Mastering English vocabulary is much needed to learn more about English. It means to be able in controlling the four skills in language for communicating, without contain a proportional vocabulary, it will a great compact of difficulty in use English, both orally and written. But, it can be challenging for students, particularly in terms of pronunciation, spelling, word length and difficulty, grammar and word usage, and meaning of new words (Afzal, 2019). SMK Negeri 7 Pinrang is one of a school in Pinrang, Indonesia where the researcher observed that many students also struggling with this challenge in mastering vocabulary.

Related to this problem, Kamelia (2019) states that to show or provide the students on how to do or to make something, the teacher be able to use one of audio visual media which is video as a part of media. It's mean that video is brand of media as an instrument to send and recieve message or information from sender to receiver. Other than that, Muhammad (2017) on his research stated that the students gain a lot of benefits and be able to build their motivation to master new vocabulary and new pronunciation in learning English by using video.

Video is a powerful teaching medium that can be used to introduce new concepts, provide demonstrations, and engage students in learning. Like Sutanti (2016) said that video is a media that supply audio and visual that include the learning message containing a principle, concept, application, procedure, and theory to helping understanding of learning. Using video in teaching English class as additional material will give the learners knowledge and a good understanding of their lecture. In addition, it's possible to make the learning procedure more meaningful and enjoyable. Besides, it give the students the possibility to learn their lesson easier (Almurashi, 2015). It is in line with Muhammad (2017) statements that learning in English by using English video gave a lot of feedback to the learners and make motivation for them, master new vocabularies and good into pronunciation. The importance visual media (videos) in teaching vocabulary was one of a media that could make learning process more be enjoyable, students were not get bored and interesting because teaching vocabulary was not simple presenting to the students Hajis (2014). Besides that, Ma'rifah (2013) found that using interactive videos is one of the most appropriate media to increase students motivation, because it's not only attract students'

attention through the visual but also by the audio and giving role models of the English native speaker contextually.

However, there are also some challenges associated with using video in the classroom, such as ensuring that all students have access to the video and technology needed to view it. This study will carefully consider these challenges and implement strategies to mitigate them. Learning English is indicated to offer learners with the performances and competences of using language. The performance is probable will be actualized in listening, reading, writing and speaking. In order to do well the learning process of the four skills of language, every student must be able to master the language sub skills, such as pronunciation, vocabulary, and grammatical competence. The sub skills are important to the four skills in language. In the other hand, without mastering the sub skills, the students will not meet the goal of in learning language that is ability of receiving and producing language in communication interest. In the middle of the sub skills, vocabularies are determine of the most basic one. It means that with no suitable quantity of vocabulary, communication will never happen.

Grathia (2017) and Haris (2014) argues that teaching vocabulary is a hard duty because it including the way of teaching effectively. A good teacher must use an appropriate media, method or technique and practice of certain word to use, so that teaching goals can be attained. As many research findings about the advantages of using media for teaching vocabulary mastery such as pictures, videos, English songs, sound of musics, English movies and computer, then the researcher considered using audio visual media in term of English video, because using English videos is trusted be able to motivate students to give their attention to the subject matter (Alkathiri, 2019). According to Riyana's research in 2017 video is one of method as a media teaching in English to help out the students learn quick and simple. Many students really like videos. They will paying attention and cheerful to learn in English by this media (video). Also, the data interpretation of Ridarma's research (2017) revealed that viewing English with subtitled videos able to improve the students' ability to master in vocabulary and pronunciation in class XI of Man 3 Banda Aceh 2016. Based on these description, this study aims to address the students' challenges by exploring the potential benefits of using "The Ellen Show" videos, which are engaging and visually appealing videos that are likely to motivate students and provide them with exposure to a variety of vocabulary words and contexts.

METHOD
Research Design

This study used a one-group pre-test and post-test design to investigate the effectiveness of using "The Ellen Show" videos to improve students' vocabulary mastery. This type of design is appropriate for this study because it allows us to measure the change in students' vocabulary mastery over time and to control for other factors that may influence their performance on the post-test.

Population and Sample

The population of this research is all students in class XII of UPT SMK Negeri 7 Pinrang academic year 2021/2022. Meanwhile, the sample was selected using cluster random sampling. First, all classes will be randomly assigned to one of two clusters. Then, one cluster will be

randomly selected to participate in the study. All students in the selected cluster will be included in the sample. The class XII AP 1 and XII MM 2 as an experiment class with the total number of sample are 32 students.

Instrument

The instrument in this study was vocabulary test consisting of two parts: a definition matching test and a jumbled word test items that assess students' knowledge of a variety of vocabulary words and contexts. Each part consisted of 10 items. For the definition matching test, students were asked to match each word to its corresponding definition. For the jumbled word test, students were asked to unscramble the words to form correct English words. Each correct answer was awarded one point. Students who scored 15 or more points on the post-test were considered to have mastered the vocabulary words.

The pre-test will be administered to all students in the sample at the beginning of the study. Then, students will be exposed to "The Ellen Show" videos for a period of four weeks. At the end of the four weeks, the post-test will be administered to all students. The procedure of data collection is presented in chronological order as follows:

a.   Pre-test: At the beginning of the study, the researcher administered a pre-test to all students in the sample. The pre-test consisted of definition matching test, students were asked to match each word to its corresponding definition. For the jumbled word test, students were asked to unscramble the words to form correct English words.

After giving the pre-test, the researcher gave treatment to the students. The researcher applied English videos "The Ellen Show" to teach vocabulary to the experiment class at each meeting with 45 minutes per meeting. The procedure as follow:

1)   The researcher introduced the video to the students and explained the purpose of the activity.
2)   The researcher played the video for the students.
3)   At certain points in the video, the researcher stopped the video and reviewed the vocabulary words that had been used. The researcher reviewed the words by asking students to define them, provide examples of how they are used in context, and pronounce the words correctly.
4)   After reviewing the vocabulary words, the researcher asked the students to write down the words and their meanings in their notebooks.
5)   The researcher gave the students an assignment to practice using the vocabulary words.

b.   Post-test: Four weeks after the pre-test, the researcher administered a post-test to all students in the sample. The post-test consisted of the same definition matching test and the jumbled word test as the pre-test

Data Analysis

The data collected from the pre and post-test were analyzed using the paired sample t-test. This statistical test was selected due to its appropriateness for comparing the means of the same group at two different times. Through this analysis, the researchers sought to determine whether the intervention had a statistically significant impact on the students' reading comprehension skills. Data was processed on Windows using SPSS version 21.0.

FINDINGS AND DISCUSSIONS

Findings

The findings of the vocabulary mastery test are presented in the table below. The table shows the frequency and rate percentage scores of the pre-test and post-test for the students in the experiment class. The data analyzed from the pre-test and post-test to determine the students' scores.

The Frequency and Rate Percentage Scores of the Pre-test

Scale 0-100	Predicate of knowledge and skill competence	Classification of Attitude	Experiment Class	
			F	**%**
94-100	A	Very good	0	0
86-93	A-			
78-85	B+			
70-77	B	Good	5	15.6
62-69	B-			
54-61	C+			
47-55	C	Fair	22	68.7
38-46	C-			
29-37	D+	Poor	5	15.6
0-28	D			

As can be seen from the table, there was a significant improvement in students' vocabulary mastery after using "The Ellen Show" English videos. In the pre-test, 15.6% of students were in the good category, 68.7% of students were in the fair category, and 15.6% of students were in the poor category. In the post-test, 75% of students were in the good category and 25% of students were in the fair category. No students were in the poor category in the post-test.

To assess students' vocabulary mastery after the treatment of using "The Ellen Show" videos, the researcher administered a post-test. The results of the post-test are as follows:

The Frequency and Rate Percentage Scores of the Pre-test

Scale 0-100	Predicate of knowledge and skill competence	Classification of Attitude	Experiment Class	
			F	**%**

94-100	A	Very good	3	9.3
86-93	A-			
78-85	B+			
70-77	B	Good	24	75
62-69	B-			
54-61	C+			
47-55	C	Fair	5	15.6
38-46	C-			
29-37	D+	Poor	0	0
0-28	D			

Table above showed the increase in students after receiving treatment with "The Ellen Show" English videos. The dominant score post-test in good classification. There were three students who scored quite well which got very good and there was no in poor classification. As seen in the table, students showed an increase in the minimum passing standard of Dinas Pendidikan Dasar dan Menengah in 2014.

The result of the students' mean score and standard deviation in pre-test and post-test by using SPSS version 21 were represented as follow :

1. **The mean score of the students in Pre-test and Post-test**
The mean score of the students in Pre-test and Post-test

Group	Mean	
	Pre-test	Post-test
Experiment class	49.69	72.66

Table above showed the mean score of pretest and post-test. The result prove improvement between before and after gave treatment. Significant difference showed in the student's mean score. It signified that using "The Ellen Show" were able to improve students' vocabulary mastery in the learning process.

To test the hypothesis, the researcher used a t-test. A significance level of α = 0.05 was used, which is commonly used in social science research because it represents a balance between the risk of making a Type I error (falsely rejecting the null hypothesis) and the risk of making a Type II error (falsely accepting the null hypothesis).

	Paired Differences						
Mean	Std. Deviation	Std.Error Mean	95% Confidence Interval of the Diffetence		t	df	Sig.(2-tailed)
			Lower	Upper			
-22.969	7.168	1.267	-25.553	-20.384	-18.125	31	0.000

The results of the t-test are shown in the table below. The p-value for the test was 0.000, which is less than the significance level of 0.05. Since the p-value is less than the significance level, the null hypothesis is rejected and the alternative hypothesis is accepted.

Therefore, the researcher concluded that the vocabulary mastery of the students in the experiment class that used video instruction improved. This suggests that English videos can be an effective way to improve students' vocabulary mastery.

The table above showed t-table analysis of students' vocabulary mastery before and after they are given treatment. To solve which hypothesis is accepted, it can first be decided by comparing significance value (sig.value) and probability value (p-value). As the table provides, the p-value for (2 tailed) was divided into 2 (0.000/2), therefore p-value (1-tailed) is 0.000. Because of the sig.value (0.05) is greeter that (>) p-value (0.000). By this evidence, according to Sugiyono (2015) that the null hypothesis (H_0) is rejected, and alternative hypothesis (H_1) is accepted.

The researcher concluded that the vocabulary mastery of the students in Experiment class at UPT SMK Negeri 7 Pinrang which was carried out by using video improved. It can be said that the English videos are one of the a good media in the process of learning English to improve students' vocabulary mastery.

Discussion

In this study, the researcher investigated the effectiveness of using The Ellen Show videos to improve students' vocabulary mastery. The researcher chose to use The Ellen Show videos because they are popular and engaging videos that are appropriate for English language learners. The show also covers a variety of topics, which would provide students with exposure to a wide range of vocabulary words.

To measure students' vocabulary mastery, the researcher used 10-item definition matching test, and 10-item jumbled word test.The test was administered to students before the treatment (pre-test) and after the treatment (post-test). The treatment procedure consisted of showing students one episode of The Ellen Show English video per meeting. The researcher selected videos that were appropriate for the students' English level and that covered a variety of topics. During the video, the researcher asked students to pay attention to the new vocabulary

words that they were hearing. After the video, the researcher reviewed the new vocabulary words with the students and provided them with definitions. The researcher also gave students a task to complete at the end of each meeting to evaluate their improvement.

The test results showed that most of the students got fair classification scores in the pre-test. The mean score of the students was 49.69. This score is categorized as a fair based on Dirjen Pendidikan Menengah classification in 2014 which fair score is 47-55 score with predicate C. The improvement of the students vocabulary mastery was also supported by some research findings. They were Sutanti (2016), Muhammad (2017), Almurashi (2015), Ma'rifah (2013), and Hajis (2014), all of in their research related to this research they stated that videos is media that provide audios and visuals that contain the learning message including a concept, principle, procedure, application, theory for helping the understanding of learning. Learning English by using video gives many feedback to the students and built the motivation for them to and also master new vocabularies and pronunciation. It is same with this research because the researcher found that English video is one of a good media to improve the students' vocabulary mastery. It is proved by the increase in the achievement of the students. The result of this research was the score of pre-test was lower than the score of post-test. These results suggest that The Ellen Show English videos can be an effective way to improve students' vocabulary mastery. The videos are engaging and motivating, and they provide students with exposure to a wide range of vocabulary words. Additionally, the videos can be used to teach students the meaning and pronunciation of new vocabulary words.

CONCLUSION

To investigate the effectiveness of using The Ellen Show videos to improve students' vocabulary mastery, the researcher conducted a study with students at UPT SMK Negeri 7 Pinrang. The results of the study showed that students' vocabulary mastery improved significantly after using The Ellen Show videos. The mean score on the post-test (72.66) was significantly higher than the mean score on the pre-test (49.69, $p < 0.001$).

These results suggest that using The Ellen Show videos can improve students' vocabulary mastery. There are several reasons why The Ellen Show videos may be effective for improving vocabulary mastery. First, the videos are engaging and motivating, which can help to increase students' interest in learning. Second, the videos expose students to a wide range of vocabulary words in a variety of contexts. Third, the videos can help students to practice emphasis and intonation, which can improve their fluency.

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No	EXPERIMENT CLASS			
	Pre-test	Classification	Post-test	Classification
1.	70	Good	85	Good
2.	45	Fair	60	Good
3.	50	Fair	75	Good
4.	45	Fair	70	Good
5.	45	Fair	75	Good
6.	50	Fair	70	Good
7.	40	Fair	60	Fair
8.	35	Poor	65	Good
9.	45	Fair	60	Fair
10.	50	Fair	70	Good
11.	40	Fair	70	Good
12.	40	Fair	65	Good
13.	35	Poor	65	Good

14.	25	Poor	55	Fair
15.	55	Fair	70	Good
16.	60	Fair	80	Good
17.	45	Fair	70	Good
18.	40	Fair	75	Good
19.	40	Fair	70	Good
20.	50	Fair	75	Good
21.	65	Good	80	Good
22.	75	Good	90	Very good
23.	50	Fair	70	Good
24.	65	Good	80	Good
25.	55	Fair	80	Good
26.	50	Fair	80	Fair
27.	80	Good	90	Very good
28.	50	Fair	70	Good
29.	40	Fair	75	Good
30.	40	Poor	70	Good
31.	40	Poor	70	Fair
32.	75	Good	85	Very good