

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning Media in English Vocabulary Learning

1. Definition of Learning Media

According to Trisno, Learning media clarified educational messages, led to better retention and understanding of material, as evidenced by enhanced student performance (Hasil et al., 2023). According to Heinich, media were communication channels such as movies, television, diagrams, printed materials, computers, and teachers (Technology, 2024). Media referred to tools or platforms used to convey information and facilitated learning, encompassing a wide range of resources from traditional ones, such as textbooks, chalkboards, and whiteboards, to modern digital formats, including videos, podcasts, e-books, and educational apps. In education, media served as a bridge to enhanced the learning process, made it more engaging, interactive, and accessible to students with diverse learning styles. For example, videos and images provided visual aids to helped clarify complex concepts, while audio recordings supported the development of listening and pronunciation skills. These tools not only made lessons more dynamic but also helped students better retained the information presented.

In the context of language learning, media played a crucial role in fostering interactive and immersive experiences. Digital resources, such as video-based learning platforms and online language games, enabled students to practiced vocabulary, grammar, and conversational skills in enjoyable and meaningful ways (Cuenca-calva et al., 2024). Videos, for instance, presented language in real-life contexts, allowed students to saw and heard words being used naturally, which strengthened their understanding and retention. Additionally, media encouraged collaborative learning by offered tools for group discussions, virtual classrooms, and shared projects that enhanced Communication and teamwork skills. The flexibility of media also allowed for personalized learning, where students could accessed materials at their own pace and revisited content as needed. Furthermore, integrating media into education kept students motivated, as it aligned with their familiarity and comfort with technology in daily life. As technology continued to advance, leveraging media in language education was essential to created a dynamic, inclusive, and effective learning environment that prepared students for real-world communication.

Media could be used to transmitted messages from sender to receiver to interested students, facilitated learning, and stimulated their thoughts, feelings, talents, and attention

(Studies et al., 2023). As a result, more engaged and critical media consumers were produced, and they continued to have increasing needs. Media education focused on how movies, television, press, and radio affected student development. It was about what, when, and how media taught. The goal was to help students learn to think critically, assess their experiences with various media tools, and reflect on them. Media in the teaching and learning process was anything that could arouse students' thoughts, emotions, attention, abilities, or skills to encourage learning, assist in communication, and foster enthusiasm and student involvement in academic activities.

2. Type of Media

According to Smaldino, there were 6 main types of media that were used in learning, namely;

- 1) Text was a type of media that employed alphanumeric characters (letters, numbers, and the alphabet), which could be seen in books, board writing, and computer screens, among other formats.
- 2) Audio (sound) was a media that encompassed all audible forms, such as music and human voices.
- 3) Visuals were a type of media that were frequently used to encourage learning. Examples included pictures, illustrations in books, and diagrams on posters and blackboards.

- 4) Moving media, which included movies and animations, was media that represented motion.
- 5) Manipulable media, students could touch and hold manipulable media because they were three-dimensional things, such as props and frog jumping games.
- 6) People served as messengers of information, such as teachers, pupils, or subject-matter experts.

According to Aini, there were various forms of teaching media available for teachers to implement in the classroom include:

- 1). The students themselves

Students were 'the most useful resource in the classroom.' Teachers could do a lot with the help of their students. As active participants in the learning process, students brought their unique experiences, perspectives, and abilities to the classroom, which could greatly enrich the educational environment. By engaging students as collaborators in their own learning journey, teachers could create a more dynamic and interactive classroom atmosphere.

Students' contributions could take various forms, such as sharing their ideas during discussions, participating in group work, or offering peer feedback to help each other improve. Their questions and insights could guide teachers to adjust their methods and

materials to better address the needs and interests of the class. Additionally, when students were encouraged to take responsibility for their learning, they became more motivated and confident in their abilities. This active involvement not only enhanced their understanding of the subject matter but also fostered critical thinking, creativity, and communication skills, which were essential for lifelong learning. By recognizing and utilizing students as valuable resources, teachers could build a collaborative learning environment that benefited everyone.

2). Realia

Described realities as 'objects and props from the world outside the classroom used for teaching and learning.' Therefore, it could be concluded that realities were real, unaltered objects used by teachers in and outside the classroom to help students learn. Understanding the concept of the material and introducing the lesson could start by using reality. By incorporating real-life objects, teachers could bridge the gap between abstract concepts and students' practical understanding, making lessons more relatable and engaging.

Using realia enhanced the sensory learning experience, as students could see, touch, and sometimes

even smell or hear the objects being studied. For example, in a language class, bringing actual fruits when teaching vocabulary related to food or using real maps when discussing geography provided a tangible connection to the subject matter. This approach not only made the learning process more interactive but also helped students retain information more effectively. Furthermore, realia could be used to stimulate curiosity and discussions, encouraging students to explore and ask questions. By connecting classroom learning to the real world, realia fostered a deeper understanding and appreciation of the subject, catering to diverse learning styles and helping students develop critical thinking skills. Teachers could adapt realia to different learning levels, ensuring all students benefited.

3). Pictures

Pictures, charts, graphs, posters, cartoons, were examples of 'non-photographic and two-dimensional' materials used by teachers to convey messages to students. The term 'graphic materials' also referred to these types of materials. These visual aids helped simplify complex information and enhanced students' understanding by making abstract concepts more tangible and accessible. By utilizing pictures, teachers could engage students' visual senses, which often

improved retention and comprehension, especially for visual learners.

4). Coursebook

One type of print media was textbooks, which contained material or verbal information through print and could be used as a basic instructional guide for teachers. Textbooks were structured resources designed to provide a comprehensive and organized approach to teaching various subjects, offering step-by-step explanations, exercises, and assessments. They served as a primary reference for both teachers and students, helping to ensure that the material was delivered systematically and consistently across lessons.

5). Board

Interactive whiteboards, whiteboards, and black or blackboards (IWB) were some types of whiteboards. Whiteboards, like photos, served many purposes. Whiteboards were multifunctional tools that teachers could use. They could be used as notebooks, visual aids, general workbooks, game boards, and notice boards. These boards were integral to the learning environment, allowing teachers to present, illustrate, and emphasize key concepts during lessons. Their versatility made them a valuable asset for various teaching strategies, from note-taking to interactive exercises and classroom

activities..

6). Overhead Projector (OHP)

Students could see material written or drawn on a transparent sheet in front of the class with an overhead projector. The overhead projector was a versatile teaching tool that allowed teachers to project text, images, and diagrams onto a larger screen for the entire class to see. It operated by shining light through a transparent sheet, which displayed the content onto the board or wall. This visual projection ensured that all students, regardless of their seating position, had access to the same information simultaneously, enhancing clarity and engagement.

7). Flipcharts

Flipcharts, which were learning media consisting of large sheets of paper, were an additional tool that could be used by teachers. In group discussions, this media was usually used to write important points. Several benefits of flipcharts were portable, accessible, and easy to use (Aini, 2013). Flipcharts provided a simple yet effective way for teachers to visually display key information, ideas, or concepts in front of the class. This media allowed for clear, organized presentation of material and could be particularly useful in collaborative settings where students were encouraged to participate.

8). Computer-based presentation technology

This learning media consisted of two main components that made up the educational material. Each one was equipped with software and hardware. The devices required for this learning media were PC and LCD projector. This learning media used audio and visual content. Computer-based presentation technology integrated digital tools such as computers, software, and projectors to deliver multimedia-rich educational content. This form of learning media enhanced the traditional teaching approach by adding a visual and auditory layer to the learning experience, making it more engaging and accessible for students.

With technology-supported presentation methods, often known as multimedia presentations, teachers could provide more information to their students. Social media was a platform for online socializing that allowed people to engage, create, and share content. It included blogs, social media networks, forums, wikis, and websites that allowed people to edit, add, or correct content. It was clear that social media was a modern feature that was strongly associated with people and seemed to be needed by everyone.

B. Video-Based Multimedia as English Learning Media

1. Definition of Video-Based Multimedia

Video-Based Multimedia referred to the use of videos as the main medium to deliver instructional content. This method

included integrating various forms of media such as text, images, animations, and sound into a single, cohesive learning tool. Mayer had explored three perspectives on multimedia instructional messages, including the delivery media perspective (which was based on devices used to deliver the message), the presentation modes view (which concerned with the use of specific representational formats for presenting learning materials), and the sensory modalities view which was based on the sense modalities the learner used to receive the message (Mayer, 2023). It was particularly effective in language learning as it engaged multiple senses, providing a rich learning environment for students. In this study, video-based multimedia instruction referred to the use of videos specifically designed to teach English vocabulary to students in a technology-driven era.

Video-based multimedia offered significant advantages in teaching vocabulary, primarily due to its ability to provide real-life context in learning. By combining visual, audio, and narrative elements, videos helped students gain a deeper understanding of word meanings and usage. Additionally, video-based multimedia created an interactive and enjoyable learning experience, which could enhance students' motivation to learn new vocabulary. Materials presented through videos, such as dialogues, stories, or illustrations, gave students the opportunity to see and hear vocabulary used in everyday situations. This not only strengthened their comprehension of new words but also helped them retain them longer. Another advantage was the flexibility of videos to be replayed, allowing students to review the material at their own learning pace.

Compared to traditional teaching methods, such as reading texts or memorizing vocabulary, video-based multimedia offered a more dynamic and contextualized approach. Traditional methods often tended to be monotonous and less interactive, causing students to lose interest. In contrast, video-based multimedia integrated various learning styles, such as visual, auditory, and kinesthetic, making it more effective in reaching different types of learners. Furthermore, videos enabled students to see vocabulary used in real-life situations, which was difficult to simulate with other methods. For example, teaching through videos allowed students to understand nuances of pronunciation, intonation, and non-verbal expressions, which were essential aspects of vocabulary mastery. Videos also provided students with access to authentic resources, such as interviews, short films, or documentaries, enriching their learning experience. Therefore, video-based multimedia not only enhanced vocabulary learning but also made the process more relevant, engaging, and effective compared to other teaching methods.

According to Adisa, Multimedia is a combination of various but interconnected elements-such as audio, visual, and audio-visual media-that function collaboratively and interactively as a unified medium to improve the effectiveness of lesson presentations (Metropolis, 2023). Multimedia can be defined as a combination of various media used for instructional purposes, as learning occurs through multiple forms and involves multi-sensory experiences. Examples of multimedia-based instruction include video-based learning, Computer-Assisted Instruction (CAI), and Content-Based Instruction (CBI), among others.

2. Teacher's Role in Video-Based

While the video content itself played a significant role, teachers were still crucial in guiding students through the learning process. Teachers had to curate, present, and integrate the videos in a way that complemented the lesson objectives. According to Tomalin's research, language teachers liked video because it motivated learners, brought the real world into the classroom, contextualized language naturally, and enabled learners to experience authentic language. Students liked it because video presentations were interesting, challenging, and stimulating to watch. Sherman presented a convincing argument for incorporating authentic video material into language classrooms (Sidek & Rahim, 2015). She provided a variety of practical classroom activities showing how to use video to bring real-world language and culture into the classroom in contemporary, engaging, and productive ways. There were a lot of documentaries, educational films, interviews, and sites containing a large body of material created and posted by people all over the world to communicate their ideas and beliefs, and allowed for interaction with others through the commenting feature.

Teachers had to provide context and facilitate discussions, ensuring that students could fully comprehend the material and engaged with it actively. The role of the

teacher was to bridge the gap between the multimedia content and the students' learning needs, using videos as a tool to enhance understanding rather than as a sole instructional method. Video presentations also helped create a dynamic and immersive learning environment where students felt more connected to the subject matter. By guiding students through the material, teachers reinforced the objectives and ensured that the videos complemented the learning goals effectively. Authentic video materials, such as documentaries, educational films, interviews, and user-generated content from online platforms like YouTube, served as valuable resources for language learning. YouTube, in particular, offered a vast library of videos that exposed students to diverse accents, colloquial language, and cultural nuances that they might not have encountered in traditional textbooks. This platform provided a wealth of real-world examples, giving students the opportunity to practice language in context and experienced global perspectives, enhancing their overall language proficiency. Through active engagement with such materials, students not only improved their language skills but also developed a broader understanding of the world around them.

There were many other studies investigating the use of technology to help students acquire targeted vocabulary. This ensured that students were not merely passive

recipients but actively involved in the learning process.

3. Student's Role in Video-Based

Video-based learning fostered higher levels of student engagement due to its interactive and visually stimulating nature. This was revealed in their research, which showed that the use of multimedia improved learning situations, made learning more interesting, and motivated students (J. T. Pendidikan et al., 2021). Video-based learning promoted a more interactive and dynamic approach to education, as it stimulated both visual and auditory senses, which significantly enhanced student engagement. Students were more likely to remain interested and focused when the learning material was presented in a video format, which broke away from traditional text-based instruction. The visual elements in videos, such as graphics, animations, and real-life situations, provided clear and contextualized examples that made complex concepts easier to grasp. This approach fostered active participation, as students could pause, replay, and engaged with the material at their own pace, allowing for better comprehension and retention. Additionally, by including various modes of representation (text, audio, and visual), students processed information better and retained vocabulary more effectively. Studies showed that when students engaged with multimedia, they were more likely to participate in

discussions and applied their knowledge in real-world contexts.

According to Djauhar, suggested that the use of video media in learning had several advantages, including: video displayed a combination of images and sound, could be used repeatedly, could present objects in detail as needed, could present objects that physically could not be brought into the classroom as learning media, and the use of video media could be adjusted according to the level of understanding of students in absorbing learning material (Ganesha, 2013). Learning video media provided a new atmosphere in the learning process that made learning activities fun. Students no longer felt bored because they only received material from verbal communication delivered by the teacher. In receiving material presented through learning video media, students' attention was very focused.

Learning media had an important role in creating an interesting and effective learning environment. Video, as a form of learning media, became more accessible and usable in education. Video had the advantage of displaying information visually, audibly, and interactively, which stimulated more senses of learners (Nuridah et al., 2023).

4. Learning steps in implementing video-based

multimedia in teaching english vocabulary

Learning Steps in Implemented Video-Based
Multimedia in Taught English Vocabulary.

1. Preparation Stage

- a. Selected or created videos that matched the students' proficiency level and aligned with the learning objectives.
- b. Ensured the videos contained vocabulary presented in meaningful contexts.
- c. Prepared supporting materials, such as worksheets or quizzes, to reinforced the vocabulary from the video.

2. Introduction Stage

- a. Began by introduced the topic and explained the learning objectives for the session.
- b. Pre-taught key vocabulary from the video to provided context and prepared students for the lesson.
- c. Engaged students by asked questions related to the video's theme to activated their prior knowledge.

3. Viewing Stage

- a. Played the video in class and ensured students focused on the target vocabulary.
- b. Used subtitles if needed to supported comprehension.
- c. Paused the video at key points to explained vocabulary or addressed students' questions.

4. Engagement Stage

After watched the video, engaged students in activities to deepened their understanding of the vocabulary. Activities may included:

- a. Group discussed about the video's content.
- b. Matched vocabulary with definitions or images.
- c. Constructed sentences using the newly learned vocabulary.

5. Evaluation Stage

- a. Students completed multiple-choice questions designed to evaluated their understanding of the vocabulary taught through the video.
- b. The questions covered various aspects, such as definitions, synonyms, antonyms, and the application of vocabulary in sentences.
- c. Provided sufficient time for students to completed the questions, ensuring they were appropriate for the students' level of difficulty.

6. Review and Feedback Stage

- a. Discussed the answers to the multiple-choice questions with the students to clarified their understanding.
- b. Provided constructive feedback for each response, whether correct or incorrect.
- c. Emphasized key vocabulary that needed to be remembered and encouraged students to used it in

other contexts.

7. Reflection Stage

- a. Asked students to reflected on what they had learned and how the video helped them understood and used vocabulary.
- b. Gathered feedback from students about the lesson to improved future implementations.

These steps ensured that multiple-choice questions were an integral part of the learning process, measured the effectiveness of video-based multimedia methods in teaching vocabulary.

C. Vocabulary Mastery in English Learning

1. Definition of Vocabulary

One of the most important components of language learning and development was vocabulary. It described the set of terms that a person knew and was able to employ in a certain language. Receptive vocabulary, or words recognized when reading or listening, and productive vocabulary, or words utilized when speaking or writing, were the two basic categories of vocabulary. Both were necessary for efficient communication because they let people express ideas, comprehend others, and interact with spoken and written words. Insufficient vocabulary made it difficult for students to understand what they were saying or to articulate their ideas. Vocabulary referred to the body

of words that an individual knew and used in communication. It was an essential component of language learning.

According to Richards, vocabulary was essential to language competency and had an impact on learners' performance in various language domains, including speaking, listening, reading, and writing. While a restricted vocabulary might have made it difficult for students to completely understand or participate in conversations, a wide vocabulary enabled them to express themselves more clearly and artistically. For language learners, who had to constantly increase their vocabulary in order to improve their overall language proficiency, this was especially crucial (Richards & Renandya, 2021).

Vocabulary played an important role in language learning, as it formed the basis for understanding and producing language. Vocabulary included all the words that a person knew and used to communicate in a particular language. Mastering vocabulary allowed students to express their thoughts and ideas more clearly and effectively, both in oral and written form. Without a strong vocabulary, it was difficult for students to understand the meaning of what they read or heard, and to express themselves accurately when speaking or writing. In language learning, expanding vocabulary was an ongoing process that significantly improved overall language ability, making communication more fluent and meaningful.

2. Vocabulary Mastery

Vocabulary mastery referred to the ability to acquire, understand, and effectively use words in various contexts with accuracy and confidence. According to Havwini, vocabulary mastery was crucial for understanding new concepts and ideas, facilitating better communication (Havwini et al., 2024). Mastery went beyond recognition to the productive use of words in speaking, writing, and comprehension. According to Harli, a strong vocabulary correlated with improved writing skills, as evidenced by a study showing a significant relationship between vocabulary mastery and descriptive writing achievement (Pedamaran, 2024). Enhancing this ability helped students not only understand texts but also express their thoughts clearly and effectively.

Vocabulary mastery was indeed a gradual process involving depth, including pronunciation, spelling, grammatical use, and collocations. The principles of teaching vocabulary emphasized the importance of these aspects, contributing significantly to students' overall vocabulary mastery and language skills (Dakhi, n.d.). In this study, we focused on how video-based multimedia instruction could enhance vocabulary mastery by providing meaningful and contextual experiences that promoted deeper learning and retention of words.

Vocabulary mastery was fundamental to achieving effective communication and academic success, as it allowed

students to confidently use words in both spoken and written formats. Without strong mastery, students might have struggled to convey meaning or understand complex materials, which could have hindered their engagement and performance. Expanding vocabulary mastery helped improve not only reading and listening skills but also speaking and writing abilities, equipping students with the tools needed for successful language use.

In a learning environment, especially in second language acquisition, it was crucial to provide learners with diverse strategies to deepen their vocabulary mastery. Vocabulary was the foundation of language proficiency and played a pivotal role in enabling learners to communicate effectively. Without a strong vocabulary, students often struggled to understand spoken or written language, which could have hindered their overall progress in acquiring a new language. Diverse strategies not only catered to various learning styles but also ensured that learners could engage with the language in meaningful and practical ways. Multimedia tools, such as videos, offered dynamic and engaging ways to present vocabulary within realistic contexts. By visualizing and hearing words in action, students could better understand and apply them effectively in various scenarios. This method encouraged meaningful learning, where students went beyond memorizing words to truly mastering their usage.

Additionally, vocabulary mastery was an ongoing process that required regular exposure to words in different forms and contexts. Through repeated practice, whether via multimedia, reading, or interactive activities, students could build a solid foundation of vocabulary knowledge. As their mastery improved,

students became more confident in their language skills, which further enhanced their ability to perform academically and communicate effectively in diverse situations."

3. The Importance of Vocabulary in English Learning

Vocabulary played an important role in all language skills, including speaking, listening, reading, and writing. Students who had a strong vocabulary understanding tended to perform better in all areas of language learning. This vocabulary was likely an important limitation on how well English was understood (Rashid & Hui, 2022).

A rich vocabulary allowed students to express their ideas more clearly and precisely. When students had enough vocabulary, they could communicate more effectively in everyday situations as well as in academic settings. In addition, a good command of vocabulary also helped students understand more deeply what they read or heard, thus improving their critical and analytical thinking skills.

In the English language learning process, vocabulary served as the foundation for the development of more complex communication skills. Students who had limited vocabulary might have struggled to understand more complex learning materials and also experienced barriers in expressing themselves. Therefore, enriching students' vocabulary was a very important step in ensuring they were able to develop

well-rounded language skills.

In addition, effective vocabulary learning required a variety of teaching methods, including the use of visual and audio media and direct interaction. This integrated approach not only helped students to memorize new words but also to understand the context in which they were used. In this way, students could more easily master relevant vocabulary and apply it effectively in various communication situations.

Wardani said that vocabulary was an important aspect of language, as it appeared in every language skill, including listening, speaking, reading, and writing skills (Herdiyana & Nurfatimah, 2023). Vocabulary also played an important role in building students' confidence when communicating. When they were able to use the right words in various contexts, their confidence increased, and this had a positive impact on their overall language skills. By mastering more vocabulary, students could respond to questions or situations more quickly and appropriately, which in turn made them more active in teaching and learning activities.

In language learning, expanding vocabulary also had a direct impact on improving comprehension of more complex material. The more words students mastered, the more likely they were to understand abstract concepts or technical information presented in English. Therefore, vocabulary enrichment served not only as a tool to improve

communication skills but also to deepen understanding of the content. Continuous and purposeful vocabulary learning provided a strong foundation for students to master other language skills and achieve better academic success.

4. Elements of Vocabulary Mastery

According to Cameron, pronunciation, spelling, grammar, and meaning were all aspects of vocabulary skills.

1. Pronunciation

Pronunciation was one of the elements that greatly affected vocabulary. Pronunciation was the way a person pronounced a word in a language. Children had to hear new words in a foreign language so that they could distinguish the sounds at the beginning and end of words and stress patterns. English and Indonesian vocabulary differed in the way they were pronounced.

Every language had certain phonemes. Indonesian and Malaysian did not have the same sounds. As a result, students had difficulty pronouncing them. Of course, the first reason was that some sounds in Indonesian or Malaysian did not exist in English. Undoubtedly, the phonemes /o/ (thin) and /θ/ (this) did not exist in English and Indonesian. Therefore, in learning pronunciation, one had to learn not only to produce the correct sounds but also to use those sounds in the right places. The following ideas helped students speak better:

1. Imitated the teacher or a recorded voice model of words and sentences.
2. Recorded speech of the learner, contrasted it with the original model.
3. Provided systematic explanation and instruction (including details of mouth part structure and movements).
4. Engaged in mimicry exercises, imitating sounds, words, and sentences.
5. Participated in choral repetition of exercises.
6. Practiced varied repetition of exercises.
7. Imitated the teacher or modeled word and sentence sound recordings and made word and sentence sound recordings.
8. Learned and had conversations.

2. Spelling

"Spelling is the act of correctly forming a word from individual letters or how to spell a word". It involves understanding the sequence of letters and the rules that govern the formation of words in a language. Children should also know the letters and syllables that make up a word.

3. Grammar

Grammar information was related to words, and students could get into grammar by learning words.

This suggested that abandoning grammar did not mean prioritizing vocabulary. If vocabulary was not explicitly covered in the grammar rules, it should have been taught. For example, we might have given the previous form of a verb when teaching a new verb. If the form was irregular (think, thought), we could have determined whether the form was transitive or intransitive.

Similarly, when teaching nouns, teachers might have wanted to draw students' attention to the fact that the words did not have plurals (mouse, mice) or presented irregular plurals. Teachers could have presented verbs such as 'want' and 'happy' together with the verb form that followed them, such as 'want,' 'happy,' or adjectives or verbs together with prepositions.

4. meaning

There were several ways to explain the meaning of new words in a class of young students, including using objects, cut-out pictures, signs, performances and actions, photographs, drawings or diagrams on the board, and pictures from storybooks. In fact, finding the meaning of a new word in a foreign language was the amount of mental work done by students that affected how well the word was engraved in their memory. The

more students thought about the word and its meaning, the more likely they were to remember the word. Translation could be used to find meaning, i.e., looking for a word in the student's native language that had the same meaning as the word being taught. Thus, it could be concluded that pronunciation, spelling, grammar, and meaning were some of the indicators of vocabulary mastery (Suri, 2012).

D. Previous Study

The use of video-based instruction in English language learning had been a topic of interest to researchers in improving students' vocabulary acquisition. This method was considered effective because it provided a visual context that supported the understanding of new words. Here were some relevant related studies:

The first study in their article *"Effects of Watching Captioned Movie Clips on Vocabulary Development of EFL Learners"* examined the impact of using captioned videos on vocabulary development in EFL (English as a Foreign Language) learners. The study involved 70 students who were divided into a control group and an experimental group. The results showed that students who watched captioned videos experienced a significant increase in vocabulary compared to students who learned through conventional methods without video media. The use of captioned videos helped students

understand the context better and strengthened their vocabulary recall (Prof et al., 2009).

The similarity between the previous study and the current research lay in the use of video-based multimedia as a medium for improving students' vocabulary mastery. Both studies focused on enhancing vocabulary learning among English learners. However, the differences were in the method and specific focus of the research. The previous study employed a quantitative approach using a quasi-experimental design involving captioned movie clips to examine their impact on EFL learners' vocabulary development. In contrast, the current study used a quasi-experimental design with pre-test and post-test control group design to investigate the effect of educational video-based multimedia specifically on 8th-grade students' English vocabulary mastery at SMPN 52 North Bengkulu in the academic year 2024-2025. Additionally, the previous study emphasized captioned videos, while the current study focused on educational videos tailored to the students' learning context.

The second study from Sydorenko, in his article "*Modality of Input and Vocabulary Acquisition*," examined how multimedia input, such as videos, could affect vocabulary acquisition. The study tested students who learned English vocabulary through videos accompanied by text and without text. The results showed that videos with text helped students associate words

with visuals and improved their recall of new vocabulary. The study also revealed that multimedia, especially video, provided a visual context that enriched students' learning experience and facilitated better understanding of vocabulary (Sydorenko, 2010).

The similarity between the second study and the current research lay in the use of multimedia, particularly video, to enhance students' vocabulary acquisition. Both studies focused on how videos could provide contextual and visual support to facilitate vocabulary learning. However, the differences were in the approach and focus of the research. The previous study examined the role of modality in multimedia input, comparing the effects of videos with and without accompanying text on vocabulary acquisition. In contrast, the current study employed a quasi-experimental design with pre-test and post-test control group design to investigate the specific impact of educational video-based multimedia on 8th-grade students' English vocabulary mastery at SMPN 52 North Bengkulu in the academic year 2024-2025. While the previous study highlighted modality as the primary factor, the current research focused on the overall effectiveness of educational videos as a teaching tool.

The third study from Sismona, in her article *"The Effect of Using Video on Students' Vocabulary Mastery,"* examined the impact of using videos in the vocabulary mastery of seventh-

grade students at SMPN 4 Batang Anai. This study used an experimental design with control and experimental groups. The results showed that students who learned using videos had better vocabulary mastery compared to the control group who used conventional methods. This study concluded that videos had a positive impact on students' vocabulary mastery, helping them understand and remember new vocabulary more easily, and making the learning process more interesting and interactive (Sismona, 2020).

The similarity between the third study and the current research lay in their focus on using videos as a medium to enhance students' vocabulary mastery and their implementation of an experimental design with control and experimental groups. Both Previous studies have concluded that the use of videos positively influences vocabulary learning by enhancing student engagement in the learning process and effective. However, the differences were in the educational level, location, and specific approach of the research. The previous study focused on seventh-grade students at SMPN 4 Batang Anai and used general videos to aid vocabulary mastery. In contrast, the current study investigated the effect of educational video-based multimedia on eighth-grade students' English vocabulary mastery at SMPN 52 North Bengkulu in the academic year 2024-2025, emphasizing the use of tailored educational content designed to suit the students' learning

context..

The fourth study in their article *"Increasing Students' Vocabulary Mastery Through English Movie at Senior High School in Gowa"* examined the influence of using English movies on improving students' vocabulary mastery. The study utilized a quantitative research approach with an experimental design involving two classes: an experimental class using English movies and a control class without them. The participants were 60 grade X students, divided into two groups of 30 each. Data were collected through pre-tests and post-tests, and the results indicated that the experimental group significantly outperformed the control group in mastering vocabulary. The mean post-test score of the experimental group was 83.17, compared to 63.17 for the control group. Statistical analysis revealed a significant effect of English movies on students' vocabulary mastery. The study concluded that using English movies as a learning tool could enhance vocabulary mastery and make learning more engaging for senior high school students (Shandri & Ibrahim, 2024).

The similarity between the fourth study and the current research lay in their focus on utilizing multimedia, such as videos, to improve students' English vocabulary mastery. Both studies employed a quantitative research approach with experimental designs and emphasized the effectiveness of integrating media to enhance learning outcomes. However, the differences lay in the

educational level, type of multimedia used, and specific context of the research. The previous study focused on using English movies as a tool for senior high school students, specifically grade X students at SMAN 10 Gowa. In contrast, the current study examined the effect of educational video-based multimedia on eighth-grade students' vocabulary mastery at SMPN 52 North Bengkulu. Additionally, while the previous study emphasized the use of movies as a medium, the current study focused on the pedagogical design of educational videos tailored for classroom use.

The fifth study in their article *"Improving Students' Vocabulary Mastery in the Pandemic Era Using Project-Based Learning Videos"* examined the effectiveness of project-based learning videos in improving students' vocabulary skills during the pandemic. This study employed a quasi-experimental design, where two groups of fifth-grade primary school students were given pre-tests and post-tests to measure their vocabulary mastery. The experimental group received treatments using project-based learning videos, while the control group received different treatments. The findings showed a significant improvement in the experimental group's mean score, which increased from 63.23 in the pre-test to 84.52 in the post-test. Statistical analysis confirmed the data was normal and homogenous, and the null hypothesis was rejected. This study concluded that project-based learning videos were highly effective in enhancing students' vocabulary mastery, making it a suitable method for teaching during the pandemic (Commons et al., 2018).

The similarity between the fifth study and the current research

lies in the use of video-based multimedia to enhance students' vocabulary mastery and the application of a quasi-experimental design involving pre-tests and post-tests. Both studies emphasize the effectiveness of multimedia as a learning tool in improving vocabulary skills. However, the differences lie in the educational level, learning context, and type of video used. The previous study focused on fifth-grade primary school students using project-based learning videos during the pandemic, while the current study investigates the effect of educational video-based multimedia on eighth-grade students' English vocabulary mastery at SMPN 52 North Bengkulu.

The sixth study, titled *"Second Language Vocabulary Learning from Viewing Video in an EFL Classroom,"* explored the impact of English vocabulary videos on second language (L2) acquisition among English as a Foreign Language (EFL) learners. This research, grounded in Mayer's (2005) Cognitive Theory of Multimedia Learning, involved 25 undergraduate students at a Thai university. The study used several data collection instruments, including a survey on vocabulary knowledge, pre-tests, post-tests, an English vocabulary video, and a questionnaire. The results showed a significant improvement in students' vocabulary knowledge, with post-test scores indicating a notable increase. The study highlighted the effectiveness of videos containing both first language (L1) and L2 captions, relevant images, and L2 audio, which contributed to better vocabulary retention and learning. Learners expressed a preference for videos with these multimedia elements, suggesting that such resources were engaging and effective in vocabulary learning. The findings

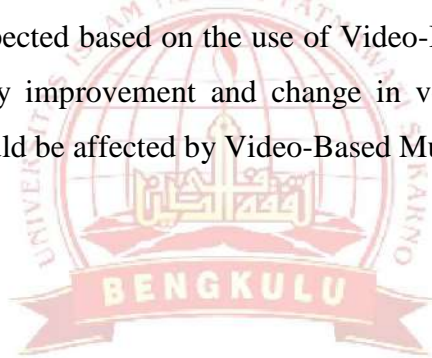
emphasize the role of multimedia in facilitating connections between visual and auditory information and provide insights for vocabulary teaching methods (Yawiloeng, 2020).

The similarity between the sixth study and the current research lies in their use of video-based multimedia to enhance vocabulary acquisition and their shared focus on the effectiveness of videos in improving language learning outcomes. Both studies highlight the benefits of multimedia elements, such as captions and visuals, in supporting vocabulary retention and learner engagement. However, the differences are in the participants, educational context, and specific video features used. The previous study involved 25 undergraduate EFL learners at a Thai university and examined videos with both first language (L1) and second language (L2) captions, images, and audio. In contrast, the current research focuses on eighth-grade students at SMPN 52 North Bengkulu and investigates the impact of educational video-based multimedia tailored for vocabulary mastery in a junior high school context, emphasizing the role of educational design in creating effective learning tools.

E. Theoretical Framework

The following is the Theoretical Framework in the research that researchers conducted entitled *The Effect of Video-Based Multimedia Instruction on Students' English Vocabulary Comprehension in Technology Era at SMPN 52 North Bengkulu on Academic 2024-2025*). In the variables used in this study, they can be identified as follows:

- Variable X (Independent Variable): This study investigated the use of Video-Based Multimedia, which was a learning method using video media to help students understand English vocabulary. The focus of this study was how the use of video media affected vocabulary mastery.
- Variable Y (Dependent Variable): This was an increase in the vocabulary of eighth-grade students. It was the outcome that was measured, and changes were expected based on the use of Video-Based Multimedia. Any improvement and change in vocabulary mastery could be affected by Video-Based Multimedia.



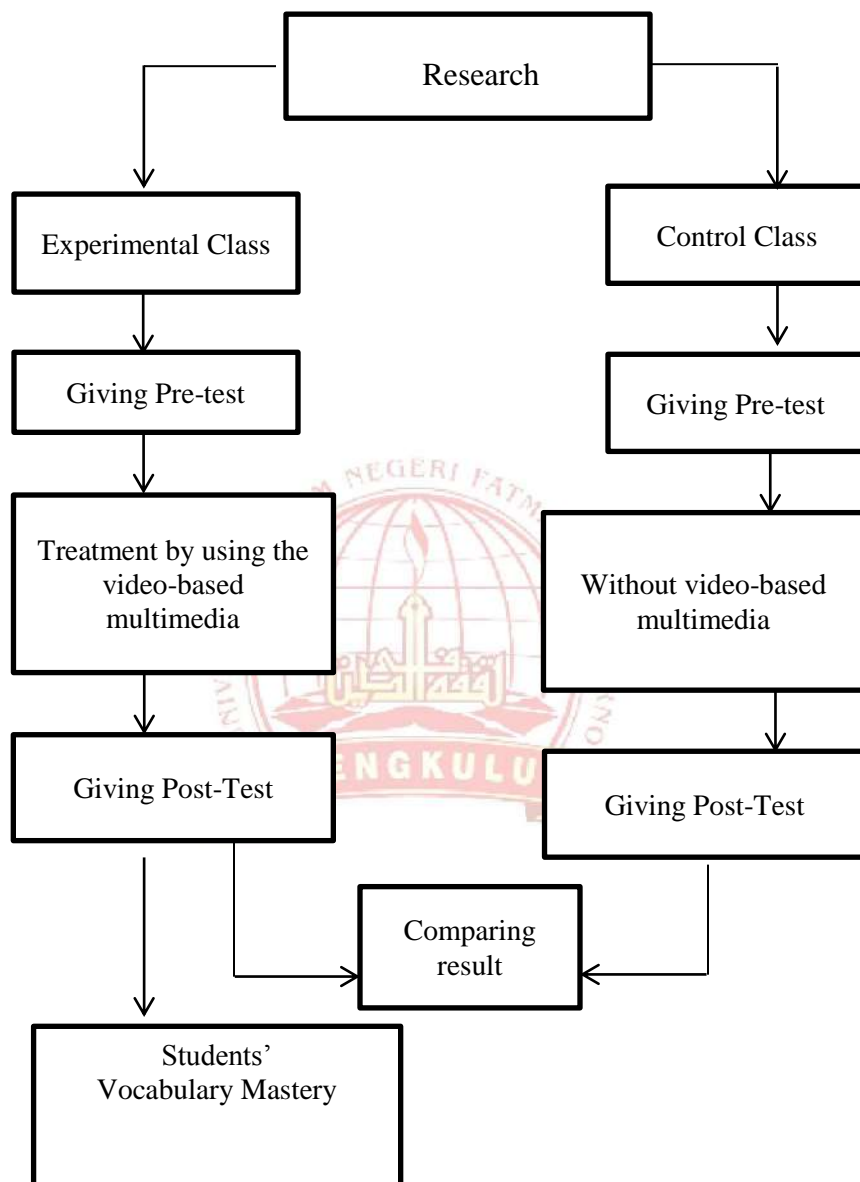


Figure 1. Conceptual Framework

F. Hypothesis

- Null Hypothesis (H0): The use of video-based multimedia as learning media had no significant effect on the vocabulary mastery of seventh-grade students at SMPN 52 North Bengkulu.
- Alternative Hypothesis (H1): The use of video-based multimedia as learning media had a significant positive effect on the vocabulary mastery of grade VII students at SMPN 52 North Bengkulu.

