

## **Effect Video Using Captions on EFL Vocabulary Learning**

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### **ABSTRACT**

In education, the use of technology is greatly enhanced to stimulate the ability of English language learners. Various methods have been used to support students' ability to master vocabulary. One such method is by presenting a video that is given a caption. This study examines the effects of viewing videos that are given two types of information on vocabulary and enis learning which most influence the ability of students in vocabulary mastery. Participants are the two groups studying at Uhamka English education, and they are still in the second semester who are on average 19-21 years old. This research was conducted by testing two group studies that took vocabulary building courses. By referring to statistical results, it is significantly proven that the presence of subtitles in the video helps students get the words used in conversation better. The findings of this study must include professional developers who are updating language teaching methods in a multimedia way that is involved in teaching procedures.

**Keywords:** vocabulary learning, captioning effects

### **INTRODUCTION**

Video that is given a caption is one of the methods used to support understanding of video content in a foreign language. This offers advantages especially in vocabulary construction. In addition, various types of caption have also been applied in several studies and have an impact. Harji, Woods, & Alavi (2010) stated that using text videos will help language learners develop their vocabulary levels. Also, Aldera & Mohsen (2013) revealed that the use of sequential animated annotations has improved vocabulary recognition and written vocabulary creation. Then, Bird and William (2002) state that sophisticated English students perform better when new words are presented with text and sound (bimodal input) than when presented with text or audio (single modality) in memory identification tasks. Montero Perez et al, (2018) examined the impact of polished keyword text on videos. Respondents at Flemish University were 227 undergraduate students (122 male, 105 feumale). The results show that students in the polished keyword description group (with access to significance) get the best score on form recognition and significance testing.

There is a lot of literature describing the use of video caption in building vocabulary skills (Hsu et al., 2013; Montero Perez et al., 2013; Studies et al., 2015). Hsu et al. (2013) hexamined the impact of various video caption display modes on mobile devices, including the non-caption, full-caption method, and target words, on the English comprehension of fifth grade students. Vocabulary development is measured through pre-test and post-test assessment. The results showed a significant impact of caption on listening comprehension and vocabulary development.

The same study was also discussed by Montero Perez et al., (2013), who explored whether different text display modes and subtitles led to varying levels of efficacy in listening to elementary school students' understanding and vocabulary acquisition. Participants in this study were three classes of fifth-grade students who are low-achieving English learners. From the experimental results, it was found that the learning performance of groups of words in English in terms of vocabulary acquisition was as large as the performance of the full-text group, while both groups outperformed the non-text group.

The study conducted by Montero Perez et al., (2018) and Hsu (2013) has presented two main limitations of a video caption in constructing vocabulary abilities. First, in a study by Montero Perez et al., (2018), this research concentrated on vocabulary learning through comparatively brief videos that only used most of the target words once. While this research demonstrates that short videos offer countless possibilities to boost original word learning, it takes longer videos to offer repeated encounters with the

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target phrases if we are to promote more sustainable education. Second, Hsu (2013) revealed that the brief videos are suitable for students with low learning accomplishments in elementary school, but they may not be suitable for sophisticated learners. Although the use of video caption to facilitate the understanding of video material, particularly in vocabulary building, offers positive benefits to foreign language (Hsu et al., 2013; Montero Perez et al., 2018), this study only compared the test performance of learners immediately after viewing the video. A more extensive research is required to comprehend delayed impacts as well as perceptions of learners of different kinds of captions, which could assist in maximizing learning possibilities in a multimedia setting.

In this study, video texts are used in this study to assist English students in developing their vocabulary skills. This paper is specifically designed to look for other beneficial impacts caused by the use of captioned videos at Jakarta universities. This article will be very helpful in assisting educators in teaching. This finding will also lead to previous results that are still missing.

## **Literature Review**

### *Vocabulary Learning*

One thing that students need to learn to study a foreign language is vocabulary. Vocabulary is an essential element for learning a foreign language (Alqahtani, 2015; Mahdi, 2017). Grammar is essential in writing but communication can not be communicated in conversation without a vocabulary. Therefore, students must be able to master the vocabulary of foreign languages. As Mahdi (2017) said, students, need to learn vocabulary to write, read, speak, and listen to learning the language.

Today is more complicated, so various methods can be used to teach vocabulary. Nevertheless, the language teacher must be mindful of several variables, such as content, time availability, and interest for students, whichever approach is employed (Takáč, 2008). There are many terms that students must learn to understand how to use the given the word. So Alqahtani (2015) stated learning, training, and revising must be done to avoid missing students.

### *Captioning Effects on vocabulary learning*

Videos with captions have been reported by the researchers to help vocabulary education. First Aldera and Mohsen (2013), appears to help learn vocabulary, particularly for learning its context, as multimodal data can build a higher system profile. Secondly, Gernsbacher (2015) says the information is beneficial to people who watch the non-native video, children, and adults who learn to read and people who are sour and difficult to hear. Yufen Hsieh (2019) explores how the form of video text affects Mandarin vocabulary learning. Resolution shows that multimedia materials combining text, pictures, and audio are available to students, as multimodality makes input accessible through various channels.

The type of phrase also affects the learning process of vocabulary — studies by Hsu (2013) in elementary schools in Taiwan, where English is a foreign language for students. From the experimental results, it has been discovered that the learning outcome of English word groups is as strong as the entire text group as the acquisition of vocabulary. While Hassan's study of 34 Arab EFL students showed that video keyword students performed better than complete videos.

### *Mobile assisted language learning and vocabulary learning*

Students are allowed to learn through mobile devices, not just in the classroom. Since cellular devices were first introduced in 1973, Miangah (2012) said that they were no longer essential or even used in the learning process. It had never happened to them. Most teachers use them in their teaching languages after telephones become an integral part of life.

There is a lot of research and development on the use of wireless technology for various aspects of language learning. It shows the benefits of using cell phones in learning English as a second language. Research conducted by Lu (2008) of thirty middle students that students, in general, hold positive attitudes towards learning vocabulary via mobile phone. Areas of cellular-based language learning vary, among which the most common are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

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## RESEARCH METHOD

### *The Participants*

The participants were two groups study of English education in Uhamka, and they were still in semester two who are on average 19-21 years old.

### *Study Design*

This study was conducted by testing two study groups who were taking vocabulary building courses. Each group is given a test (Vocabulary Knowledge Scale) created with Google forms. The form already contains videos that must be watched by participants before taking the test. The video presented to both classes has the same content (the difference is the caption). The first group presented videos with English caption and the second group presented videos with full caption + L1 caption target words and underlined.

### *Materials Used and Target Vocabulary*

The video is an English animations titled "The left brain vs. right brain myth - Elizabeth Waters" made by TED-Ed (Technology Entertainment Design Education). The video clip was downloaded from the YouTube website. Twenty five target words from the video were selected based on students' level of proficiency and background, and trials were conducted with similar groups from the same university to determine vocabulary compatibility.

Wesche and Paribakht (1996) used Vocabulary Knowledge Scales to measure progress were used in this study. This scale is one of the most commonly used Vocabulary Knowledge Scales (VKS), which determines the stages of vocabulary acquisition from first exposure to output. This research following two steps were given in the VKS provided to the participants:

- A. I don't remember having seen this word before.
- B. I have seen this word before
- C. I have seen this word before, and I think it means \_\_\_\_\_ (synonym or translation)
- D. I know this word it means \_\_\_\_\_ (synonym or translation)

### *Data analysis*

In the process of examining the relationships between variables, researchers can use t-test or ANOVA to compare the average of two groups on the dependent variable (Green & Salkind, 2012). This study uses the ANOVA analysis of the pre-test and post-test to find experimental research.

## RESULTS AND DISCUSSION

To analyze the results of this test, researchers used SPSS. the researcher wants to know which type of caption has more effect on learning (full caption or full caption + L1 target word). Before that it is very important to know the equality of the ability of each group to study. From table 1 it can be seen that the value of  $t = 0.945 > 0.05$ , which means the pre-test results of the two groups did not show a significant difference. It can be concluded that the vocabulary doubts of groups 1 and 2 are almost the same.

Table 1 Paired Sample Test pretest group 1 & 2

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Group 1 - Pre-test Group 2	1.75000	9.07098	1.85161	-2.08034	5.58034	.945	23	.354

Notes: \* group 1 = full captions

\*group 2 = full captions + L1 target word.

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Table 2 Comparison result of pretest and posttest group 1

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Group1	36.7083	24	7.57272	1.54577
	Post-test Group1	52.7500	24	8.26859	1.68782

The Paired Samples Statistics table shows the descriptive values of each variable in the paired sample.

- Pre-test has an average value (mean) of 36,7083 from 24 data. The data distribution (Std. Deviation) obtained was 7.57272 with a standard error of 1.54577.

- Post-test has an average value of 52.7500 from 24 data. Data distribution (Std.Deviation) obtained was 8.26859 with standard error 1.68782.

The significance value (2-tailed) from this case sample is 0,000 ( $p < 0.05$ ). So the results of the initial test and final test underwent significant changes (meaning). Based on descriptive statistics the initial test and the final test prove the final test is higher. It can be concluded that the video using full caption can help in learning vocabulary.

Table 3 Paired samples statistics pre-test and post-test group 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Group 2	34.9583	24	6.36211	1.29866
	Post-test Group2	57.8333	24	7.76092	1.58419

The Paired Samples Statistical Table shows the descriptive values of each variable in the paired sample.

- Pre-test have an average value of 34.9583 from 24 data. The data distribution (Std. Deviation) obtained was 6,36211 with a standard error of 1.29866.

- Post-test has an average value of 57.8333 from 24 data. The data distribution (Std.Deviation) obtained was 7.76092 with a standard error of 1.58419.

Table 4 Paired Sample Test Pre-test and post-test group 2

		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pre-test Group 2 - Post-test Group 2	-22.87500	10.53901	2.15127	-27.32523	-18.42477	-10.633	23	.000	

The significance value (2-tailed) from this case sample is 0,000 ( $p < 0.05$ ). So the results of the initial test and final test underwent significant changes (meaning). Based on descriptive statistics the initial test and the final test prove the final test is higher. It can be concluded that the video using full caption + L1 target word can help in learning vocabulary.

Table 5

		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Post-test Group 1 - Post-test Group 2	-5.08333	11.30954	2.30855	-9.85894	-.30773	-2.202	23	.038	

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**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Post-test Group 1	24	52.7500	8.26859	1.68782
Post-test Group 2	24	57.8333	7.76092	1.58419

To find out which video gives more effect, a comparison of post-test of the two groups is done. Table 6 shows the least improvement in group 1 in the average score of 52.7500 while group 2 showed the most significant results, namely 57.8333. So it can be concluded that the video using full caption + L1 target word has more effect on vocabulary learning. However, the post test results of the two study groups specifically did not show a significant difference where  $t = -2.02$  and sig. (2-tailed) = 0.038.

**CONCLUSIONS**

This study aims to determine the effect of video using caption in learning vocabulary on EFL. Many studies have found that using caption videos has a positive impact. In addition to researching videos that are given a full caption, this study also examines the effect of videos that are given full caption + L1 of target words. Moreover, the target words are underlined to make it easier for students to find these words. The results of the first group test post show that videos with full captions are indeed influential but not too significant. Whereas the results of the second group posttest (full caption + L1 target words) have a higher mean than the first group posttest (full caption). But the results of the two tests also showed no significant differences.

This study did not escape the shortcomings so it is hoped that subsequent researchers can improve this research. First, the two tests did not show any significant changes that were most likely due to a lack of student memory in which to watch the video had a limit of approximately ten minutes. Second, especially in group 1 where the target words they had seen before in the pre-test so that most students chose the second choice where they felt they had seen the word but did not remember the meaning. Not much different from group 1, group 2 also did the same thing but they remembered the word as well as the meaning of the words they saw from the video. For this reason, further research is recommended to differentiate videos for pre-test and post-test but have the same level of difficulty.

This test is conducted online where the video for the test is uploaded to YouTube and the test questions are distributed via Google form. It is very possible for students to commit fraud such as opening a dictionary or writing down the words they see written.

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