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The Effect Of Educational Video-Based Multimedia Toward Students' English Vocabulary Mastery (A Quasi Experimental on 7th Grade Students at SMPN 52 North Bengkulu Academic Year 2024-2025)

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Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh pembelajaran multimedia berbasis video terhadap penguasaan kosakata bahasa Inggris siswa. Penelitian ini dilakukan dengan menggunakan desain kuasi-eksperimental yang melibatkan dua kelas siswa kelas tujuh di SMPN 52 Bengkulu Utara pada tahun ajaran 2024/2025. Satu kelas ditetapkan sebagai kelompok eksperimen, yang menerima pembelajaran melalui multimedia berbasis video edukasi, sedangkan kelompok kontrol diajarkan menggunakan metode konvensional. Data dikumpulkan melalui tes awal dan tes akhir untuk menilai pemahaman kosakata sebelum dan sesudah perlakuan. Temuan penelitian mengungkapkan bahwa siswa dalam kelompok eksperimen menunjukkan peningkatan yang signifikan dalam penguasaan kosakata mereka dibandingkan dengan kelompok kontrol. Hal ini menunjukkan bahwa penggunaan multimedia berbasis video edukasi dapat meningkatkan keterlibatan, motivasi, dan pemahaman siswa terhadap kosakata bahasa Inggris. Penelitian ini mendukung integrasi multimedia dalam pengajaran bahasa Inggris dan menyoroti potensinya untuk menciptakan lingkungan belajar yang lebih dinamis dan interaktif.

***Kata kunci**: multimedia berbasis video, penguasaan kosakata, pembelajaran bahasa Inggris, media pembelajaran, kuasi-eksperimental..*

Abstract

This study aims to investigate the effect of video-based multimedia instruction on students' English vocabulary mastery. The research was conducted using a quasi-experimental design involving two classes of seventh-grade students at SMPN 52 North Bengkulu in the academic year 2024/2025. One class was assigned as the experimental group, which received instruction through educational video-based multimedia, while the control group was taught using conventional methods. Data were collected through pre-tests and post-tests to assess vocabulary comprehension before and after the treatment. The findings revealed that students in the experimental group showed significant improvement in their vocabulary mastery compared to the control group. This suggests that the use of educational video-based multimedia can enhance students' engagement, motivation, and understanding of English vocabulary. The study supports the integration of multimedia in English language teaching and highlights its potential to create a more dynamic and interactive learning environment.

***Keywords**: video-based multimedia, vocabulary mastery, English learning, instructional media, quasi-experimental.*

INTRODUCTION

In the rapidly evolving educational landscape, technological advancements have reshaped the way teaching and learning are conducted. Particularly in the domain of English language education, the integration of multimedia—especially educational video-based materials has emerged as a significant innovation to enhance students' learning outcomes. Vocabulary mastery, as a fundamental aspect of language proficiency, plays a crucial role in the development of students' overall communicative competence in English. However, in traditional classrooms such as those at SMPN 52 North Bengkulu, vocabulary instruction often relies on passive memorization techniques, resulting in low engagement and poor retention among students. This

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situation calls for innovative and effective strategies that not only make learning more engaging but also align with students' digital-oriented learning preferences (Hutasuhut & Harahap, 2024).

Multimedia learning, particularly through video content, has been shown to significantly improve students' vocabulary retention and comprehension. According to Mayer's cognitive theory of multimedia learning, combining visual and auditory elements helps learners process information more deeply, leading to enhanced understanding and memory (Mayer, 2023). Moreover, empirical studies show a statistically significant difference in vocabulary mastery between students taught using video-based methods and those taught using conventional methods, with improvements often supported by higher test scores (Jember, 2022; Qamariah et al., 2023). This suggests that video-based multimedia is not just a supplementary tool, but a transformative approach that caters to various learning styles and strengthens students' ability to learn and retain new vocabulary.

Despite the known advantages of this approach, its implementation remains limited in rural schools such as SMPN 52 North Bengkulu. Traditional, text-based instruction still dominates, often neglecting students' need for visual, auditory, and contextual input. This disparity between students' digital learning preferences and classroom practices results in reduced motivation and inadequate vocabulary acquisition. As digital natives, today's students are accustomed to interactive and visually stimulating environments. Therefore, incorporating educational videos into English instruction can make learning more relevant and engaging (Oblinger, 2005; Yuliana, 2022).

Initial observations at SMPN 52 North Bengkulu revealed that many students struggled with English vocabulary. Their limited exposure to English media, combined with a lack of engaging instructional resources, resulted in low participation and poor comprehension. Teachers rarely used digital or multimedia tools, limiting students' opportunities to experience vocabulary in real-life contexts. Research by Shadiev (2020) and Sinjai (2023) confirms that video media helps students understand and remember vocabulary better because it contextualizes words in everyday settings. Furthermore, the accessibility and variety of video content on platforms like YouTube make it an ideal tool for vocabulary instruction, especially in resource-limited environments.

Videos provide a comprehensive learning experience by combining images, sounds, and movement. These elements can enhance the learning process by illustrating how vocabulary is used in authentic situations. Moreover, learners with different preferences—visual, auditory, or kinesthetic—benefit from such content, as it accommodates multiple intelligences and fosters deeper learning (Barbosa, 2018; Ganihanova, 2019). Video-based media also allow repeated exposure to vocabulary, enabling students to revisit and reinforce their learning at their own pace.

Another advantage of educational videos is their potential to enhance motivation and engagement. When students are interested in the material, they are more likely to participate actively in class activities. This motivation translates into better vocabulary acquisition and application. According to Nuzulia (2019), students are more responsive and focused when using video-based tools, as these tools align better with their everyday media consumption habits. In addition, teachers can use videos not only to present new words but also to illustrate pronunciation, spelling, grammar usage, and cultural context, thereby offering a holistic language learning experience.

The research conducted at SMPN 52 North Bengkulu seeks to explore the effectiveness of educational video-based multimedia in improving English vocabulary mastery among 7th-grade students. This quasi-experimental study involves two groups: an experimental class taught using educational videos and a control class taught with traditional methods. Pre-test and post-test assessments are used to measure the vocabulary gains in both groups. The aim is to determine

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whether students exposed to video-based instruction perform better in vocabulary mastery compared to their peers in conventional classrooms (Sismona, 2020; Sydorenko, 2010).

This research holds practical significance. For students, it can improve vocabulary mastery through engaging and meaningful learning experiences. For teachers, it provides evidence-based strategies to enhance language instruction. For educational institutions, the findings can inform curriculum development and promote the integration of digital resources. Ultimately, this study contributes to the broader discussion on using multimedia to transform language learning in Indonesian schools (Commons et al., 2018; Shandri & Ibrahim, 2024).

In conclusion, the increasing need for effective vocabulary instruction in English language classrooms necessitates innovative pedagogical approaches. Educational video-based multimedia offers a promising solution by creating a dynamic, interactive, and student-centered learning environment. By leveraging technology that students are already familiar with, educators can bridge the gap between conventional teaching methods and modern learning needs. This study aims to provide empirical evidence on the impact of such multimedia tools on vocabulary mastery, highlighting their potential to revolutionize English language education in rural Indonesian schools.

METHODOLOGY

This research employed a quantitative method using a quasi-experimental design with pre-test and post-test control group approaches. Quantitative research is defined as a method that involves collecting and analyzing numerical data to explain phenomena, identify patterns, or test hypotheses (Creswell, 2022). The quasi-experimental design was chosen because it allowed the researcher to compare two groups—experimental and control—while maintaining certain levels of control over external variables, even though random assignment was not fully possible. This design was appropriate for evaluating the effect of video-based multimedia instruction on students' vocabulary mastery, as it provided a framework for measuring improvements over time in a structured manner (Yuliana, 2022).

The study was conducted at SMPN 52 North Bengkulu, located in Tanjung Harapan Village, Ulok Kupai District, North Bengkulu Regency. The research was carried out during the academic year 2024/2025, after securing formal approval and permits from both the university and the school. The research population consisted of all seventh-grade students, totaling 60 students, who were distributed across two classes. The researcher selected Class 7A as the experimental group and Class 7B as the control group, each consisting of 30 students. The selection was done purposively, based on recommendations from the English teacher who confirmed that both classes had similar proficiency levels, thereby minimizing bias and ensuring comparability between groups (Sugiyono, 2018).

In this study, two variables were identified: the independent variable was the use of educational video-based multimedia, while the dependent variable was students' vocabulary mastery. Educational videos were defined as audiovisual instructional materials designed to enhance comprehension through visual, auditory, and contextual cues (Serrano-Arenas, 2023). Vocabulary mastery referred to students' ability to acquire, understand, and use vocabulary accurately and appropriately in context, an essential skill for language proficiency (Havwini et al., 2024).

The data collection technique utilized in this research involved testing, including both a pre-test and a post-test. The pre-test was conducted before the treatment to measure students' baseline vocabulary knowledge, while the post-test was administered afterward to assess learning outcomes. Both tests were in the form of multiple-choice questions tailored to junior high school vocabulary levels, and each test comprised 20 items. The validity and reliability of the test instruments were ensured through preliminary tryouts conducted in a separate class. Only

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valid and reliable items were included in the actual test (Amelia et al., 2022). This procedure ensured that the assessment accurately measured the intended learning outcomes and minimized measurement errors.

The treatment for the experimental class consisted of four learning sessions using educational video-based multimedia, each session lasting approximately 45 minutes. Videos were selected from YouTube and curated to match the vocabulary objectives of the curriculum. These videos included real-life conversational contexts, pronunciation demonstrations, and visual representations of vocabulary. The sessions also incorporated student-centered activities such as vocabulary matching, sentence construction, and group discussions, all based on the video content. On the other hand, the control group received instruction through conventional methods, such as textbook reading, grammar explanations, and written exercises without any multimedia integration (Shandri & Ibrahim, 2024).

To ensure the consistency and reliability of the intervention, the same teacher delivered instruction in both classes. During the treatment, the researcher observed classroom dynamics and documented the instructional process. After the final session, the post-test was conducted in both groups under the same conditions as the pre-test. The pre-test and post-test results were then analyzed using statistical methods, specifically independent t-tests, to determine the significance of differences between the two groups. Descriptive statistics such as mean scores and standard deviations were also calculated to provide a clear picture of student performance (Kaplan & Saccuzzo, 2017).

In addition to quantitative test scores, student feedback from the experimental group was collected through brief questionnaires to capture their perceptions of video-based learning. This qualitative data complemented the numerical findings by providing insights into student motivation and engagement, which are crucial factors in vocabulary acquisition (Barbosa, 2018; Nuridah et al., 2023). By combining rigorous quantitative analysis with contextual classroom implementation, this methodology aimed to offer robust and meaningful findings on the effectiveness of educational video-based multimedia in improving vocabulary mastery among junior high school students in a rural educational setting.

RESULT AND DISCUSSION

This study aims to examine the effect of educational video-based multimedia on the English vocabulary mastery of seventh-grade students at SMPN 52 North Bengkulu. The data were collected from March 6 to April 6, 2025, involving two classes: VII.A (experimental class) and VII.B (control class), consisting of 30 students each. The sampling technique used was purposive sampling. Before data collection began, the researcher obtained permission from the school principal on February 26, 2024. The data were gathered through a pre-test and post-test administered to both classes. The pre-test was designed to assess students' initial understanding of vocabulary material, while the post-test evaluated their mastery after the teaching intervention. Class VII.A was taught using educational video-based multimedia, whereas class VII.B received conventional instruction.

a. Experimental Class

In the experimental class (VII.A), students were taught vocabulary using multimedia tools, such as educational videos that included visuals, narration, and contextual explanations. The class environment was active and engaging, with students participating in discussions, asking questions, and taking notes. The teaching process was facilitated by a teacher who guided the learning session using a projector or computer.

The pre-test scores of the experimental class ranged from 29 to 54, with an average of 41.67. After the multimedia intervention, the post-test scores ranged from 57 to 90, with an average of 74.73. These results indicate a significant improvement in vocabulary mastery.

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The majority of students showed upward trends in performance, as illustrated by the bar chart, reflecting the effectiveness of the multimedia approach.

b. Control Class

The control class (VII.B) followed conventional teaching methods, relying primarily on textbook explanations and teacher-led discussions. The classroom atmosphere was more passive, with minimal student engagement. The pre-test scores in the control class ranged from 32 to 50, with an average of 40.93. In the post-test, scores ranged from 39 to 57, with an average of 48.33. While there was some improvement, it was significantly less than that observed in the experimental class. The results suggest that traditional teaching methods, though beneficial, were not as effective as multimedia-based instruction in enhancing vocabulary learning.

c. The Analysis of the Data

1. Normality Test

The normality test was conducted using the Shapiro-Wilk method via SPSS. In the experimental class, the significance values were 0.237 for the pre-test and 0.382 for the post-test. In the control class, the values were 0.053 for the pre-test and 0.056 for the post-test. All values exceeded the 0.05 threshold, indicating that the data were normally distributed.

2. Homogeneity Test

To test the similarity of variance between the two classes, Levene's test was conducted. For the pre-test, the significance value was 0.058, and for the post-test, it was 0.271. Both values were greater than 0.05, confirming that the variances were homogeneous and suitable for further parametric testing.

3. T-Test

An independent samples t-test was used to determine the difference in post-test scores between the experimental and control groups. The experimental class had a mean score of 74.73 (SD = 7.620), while the control class had a mean of 48.33 (SD = 5.591). The t-value was 15.299, with a significance level of 0.000, indicating a statistically significant difference between the two groups. This confirms the positive impact of educational video-based multimedia on vocabulary mastery.

4. F-Test (Simultaneous)

The F-test, conducted using ANOVA, showed an F-value of 234.066 with a significance level of 0.000. This result indicates that the educational video-based multimedia had a strong joint effect on students' vocabulary performance. The Partial Eta Squared value was 0.801, suggesting that 80.1% of the variation in vocabulary scores could be attributed to the multimedia intervention.

5. Effect Size

Effect size analysis using Partial Eta Squared yielded a value of 0.801, which falls into the category of a very strong effect. This confirms that the multimedia-based approach had a substantial and meaningful impact on students' vocabulary learning outcomes.

Table 1. Test of Between-Subject Effects

Tests of Between-Subjects Effects						
Dependent Variable: nilai posttest						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	10454.400[a]	1	10454.400	234.066	.000	.801
Intercept	227181.067	1	227181.067	5086.405	.000	.989

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Kelas	10454.400	1	10454.400	234.066	.000	.801
Error	2590.533	58	44.664			
Total	240226.000	60				
Corrected Total	13044.933	59				

The findings of this study strongly support the hypothesis that educational video-based multimedia significantly improves students' English vocabulary mastery. The experimental class demonstrated substantial gains in both individual and average performance, supported by statistical evidence from t-tests and F-tests. The engaging and interactive nature of multimedia instruction appears to have played a key role in this improvement.

In contrast, the control class, which relied on conventional instruction, showed only modest improvement. This highlights the limitations of traditional methods in stimulating student motivation and understanding, especially in the context of language learning. These results align with cognitive theories of multimedia learning, which emphasize the importance of dual coding (visual and verbal input) in enhancing memory and comprehension. The study also reinforces previous research findings that multimedia instruction promotes better engagement, attention, and retention.

Furthermore, this research highlights the importance of adapting teaching methods to accommodate students' learning preferences. Although the intervention was generally effective, the variation in individual outcomes suggests that personalized learning strategies may further enhance results. In conclusion, the use of educational video-based multimedia presents a promising approach to vocabulary instruction in EFL (English as a Foreign Language) classrooms. It offers a dynamic alternative to traditional methods and can significantly enhance students' motivation, participation, and academic achievement.

Based on data analysis on class VII students at SMPN 52 North Bengkulu, there is a significant influence on the mastery of understanding of students who are taught using Educational Video-based Multimedia. The test data results are divided into pre-test and post-test. Students who were taught using Educational Video-based Multimedia had higher scores than students who were taught without Educational Video-based Multimedia. In analyzing the data, the researcher analyzed the pre-test and post-test hypotheses for both the experimental class and the control class to find out whether the use of Educational Video-based Multimedia was significant for students' English Vocabulary Mastery or not. Researchers analyzed by carrying out at test using SPSS with a significance level of 5% (0.05), so the criteria were a pot t value of 15.299 and a table of 1,296 signs. (2-tailed) is 0.000<0.005. The calculation means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. it can be concluded that there is a significant difference in students' vocabulary mastery by using Educational Video-based Multimedia in the learning process.

Based on the explanation above, the researcher concludes that the use of Educational Video-based Multimedia has a significant influence on students' English Vocabulary Mastery, especially for students at SMPN 52 North Bengkulu. After calculating the normality test using SPSS, it can be proven that the pre-test and post-test data for the experimental and control classes are both normally distributed. It can be stated that the experimental and control class data is much less than the Lilliefors table calculations where the critical point is 30. The results of the pre-test data for the experimental class are 0.104. while the data for the control class are 0,151 and the results of the post-test data for the experimental class are 0.153. while the data for the control class 0.162. It can be concluded that all the data used in this research are normal.

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Furthermore, based on the results of the data homogeneity test, the experimental class and control class became homogeneous data groups. This can be seen from the results of the pre test significance of the control and experimental classes being greater than the significance value of 0.005 and the results of the post test significance of the control and experimental classes being 0.271 which is higher than the significance value of 0.005. significant value 0.005. Therefore, the data group is proven to fall into the homogeneous data category.

This research has several limitations that need to be addressed to provide a comprehensive understanding of the context of the research implementation. First, there was a limitation in terms of the implementation time. The researcher had only four opportunities to carry out the learning intervention due to the subject teacher's participation in a teacher certification program. Nevertheless, the entire research process—from conducting the pre-test, implementing the educational video-based multimedia in the experimental class, to administering the post-test—was carried out in a structured manner and in accordance with the planned procedures. Through effective time management, this limitation did not significantly affect the completeness or quality of the research process.

Second, this study was conducted at only one school, namely SMPN 52 North Bengkulu, involving two classes as the sample: one as the experimental group and the other as the control group. In the experimental group, the learning process was facilitated directly by the researcher using educational video-based multimedia, while in the control group, the teaching was carried out conventionally by the subject teacher, as in regular classroom activities. The selection of the research location and design was based on official permission from the school and the availability of classes that allowed the implementation of a study with two comparison groups. Although the scope of this study is limited, these two limitations do not significantly affect the quality or validity of the research findings. All procedures were carried out following scientific principles, so the results still provide meaningful contributions to the development of English learning models, particularly in enhancing students' writing skills.

CONCLUSION

Based on the research conducted regarding the use of educational video-based multimedia in teaching English vocabulary, it can be concluded that this method significantly enhances students' vocabulary mastery. In the experimental class where video-based multimedia was implemented, student scores ranged from 57 to 90, which was notably higher compared to the control class, where scores only ranged from 39 to 57. The statistical analysis using SPSS 28 revealed a significant difference, with an F-test value of 234.066 and a significance level of 0.000, indicating the effectiveness of video-based multimedia in vocabulary improvement. These findings strongly support the notion that integrating multimedia into the learning process is not only beneficial statistically but also pedagogically effective in improving language acquisition. Furthermore, qualitative observations during the learning process revealed that students in the experimental class displayed greater enthusiasm and participation. They actively engaged in discussions, responded to questions, and were more attentive to learning materials presented via multimedia. The visual and auditory elements of the videos enhanced students' ability to comprehend and remember new vocabulary, contributing to a more dynamic and interactive classroom atmosphere compared to the conventional teaching methods used in the control class. This indicates that video-based learning does not merely improve academic outcomes but also fosters motivation, engagement, and a more enjoyable learning experience. Based on these results, there are several implications. For teachers, the integration of video-based multimedia into teaching strategies is highly recommended to boost student engagement and vocabulary comprehension. For schools and educational policymakers, these findings can guide the provision of adequate technological facilities such as projectors and internet access to support

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video-based instruction. Lastly, for researchers and practitioners, this study opens avenues for further exploration on how multimedia affects other language skills such as speaking and writing, and across different educational levels. As suggestions for future implementation, English teachers should ensure the use of educational videos aligns with student levels and learning objectives. Researchers are encouraged to explore other forms of educational technology and to conduct longitudinal studies on vocabulary retention and broader language outcomes across diverse student populations.

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