

**INVESTIGATING THE CORRELATION BETWEEN STUDENTS'  
EXPOSURE TO ENGLISH SPOKEN VIDEO TOWARDS  
VOCABULARY MASTERY**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN**

**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

**2024M / 1446**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for The Degree  
Bachelor of Education in English Language Teaching

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Date 27/ 12 / 2023

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in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

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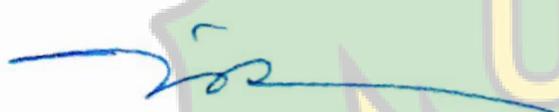
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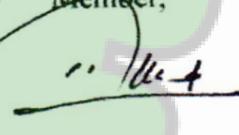
  
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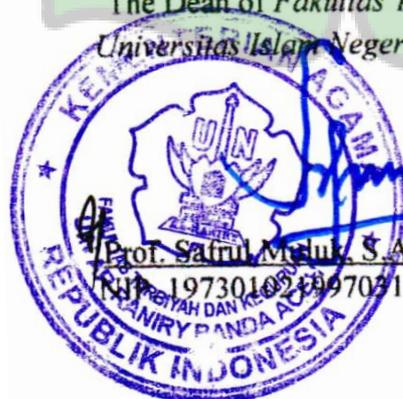
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**Investigating the Correlation Between Students' Exposure to English Spoken Video Towards Vocabulary Mastery** adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*(In the name of Allah, the most Gracious most Merciful)*

I would like to seize this moment to convey my heartfelt appreciation and gratitude to all those who contributed to the development of my thesis.

First and foremost, all praises belong to Allah SWT, the creator, lord of whole worlds and judgment day. Peace and blessing of Allah may always be upon prophet Muhammad, his family and companions, may Allah have mercy on all of them. Here, I would like to express deepest grateful to my thesis supervisors, Mr. Dr. Muhammad Nasir, M.Hum and Ms. Nidawati, S.Ag.,M.Ag. for their invaluable guidance, support, and expertise throughout the entire research process. Their insightful feedback, patience, and encouragement have been instrumental in shaping this thesis and pushing me to reach my full potential.

I would also like to convey my sincere thanks to the faculty members and staff at PBI of UIN Ar Raniry for creating a conducive academic environment and providing access to valuable resources. Their dedication to fostering a culture of learning and excellence has profoundly contributed to my academic growth.

I am also indebted to my family, especially Mamak, she is the sole reason of me going to college in the first place. I would like to thank her for the unwavering support, understanding, and belief in me. Her love, encouragement, and patience have been my constant source of inspiration.

Furthermore, I want to extend my appreciation to the participants of PBI batch 2018 who willingly took part in this study and shared their valuable insights, Zacky, Ulul, Safwan, Rian, Alvies, Putra and the rest members of the Rhoma Irama Squad. Their support and contribution has enriched the findings and added depth to this research.

Additionally, I would like to acknowledge the contributions of all the scholars, researchers, and authors, whose works has served as a foundation for this thesis. Their fundamental research and dedication to advancing knowledge in the field have been invaluable in forming my understanding and informing my study.

Although it is impossible to acknowledge everyone individually, please accept mysincere thanks for all those who have contributed in ways big and small to the accomplishment of this research. Thanks for the amazing support and for being an integralpart of this journey.

Banda Aceh, June 2024

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## ABSTRACT

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Exposure to English Spoken Video Towards  
Vocabulary Mastery  
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Keywords : English video exposure; vocabulary mastery;  
correlation

Exposure to authentic English spoken video materials is crucially importance for English learners as it allows them to observe the language being used in real-world situations. Several studies have shown positive correlation between constant exposure to English materials and language acquisition. This study aims to figure out the correlation between English spoken video exposure and vocabulary mastery. This study employed quantitative research method, the data were analyzed descriptively using SPSS software. The participants of this research were students of English Education Department of Universitas Islam Negeri Ar-Raniry. The sample of 30 students were chosen by utilizing purposive sampling technique, they were chosen with the characteristic of having the habit of watching English spoken video as a means of vocabulary learning. The study found that there was positive and significant correlation between exposure to English spoken video and vocabulary mastery. The correlation test results showed the correlation coefficient at 0.428 which was higher than the R-table (0.361).

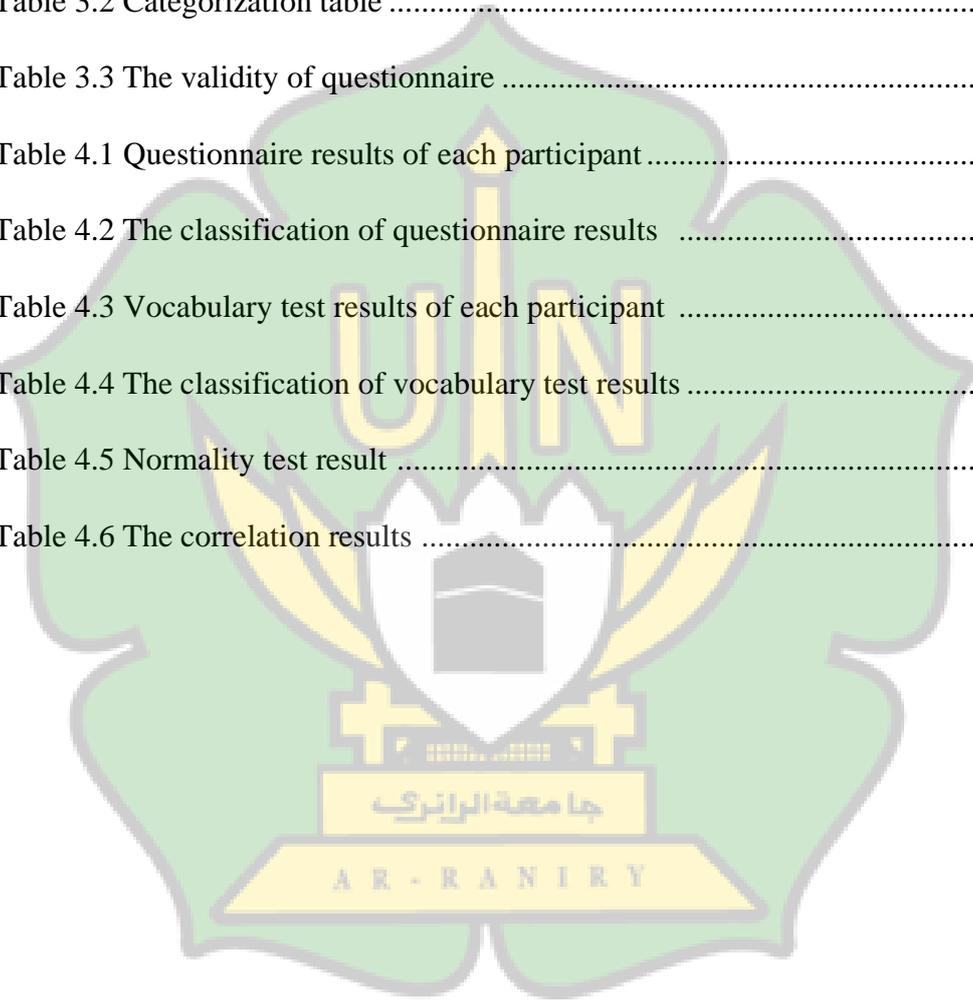
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# CHAPTER I

## INTRODUCTION

This introductory chapter provides the rationale behind conducting this research. It delves into the background of the study, articulates the research questions, outlines the aims of the study and clarifies the terminologies that are used. Further elaboration on this information is provided in the following section.

### **A. Background of the Study**

The proliferation of technological aids in language learning has led to the emergence of entirely new approaches in second language learning over time. It contributes to the efficacy of language acquisition by providing students with authentic resources from the target language. In second language learning, direct authentic resources allow the student to observe the target language being used by native speakers in real-world situations. According to Olmedo (2015), the efficacy of language learning hinges on both the nature and extent of exposure a learner receives to the target language. Continuous contact to the target language thereby assists in the acquisition of the second language by allowing students to experience and at the same time practice language use in various ways. Direct exposure to second language spoken video allows students to perceive the language contextually with the help of auditory and visual imagery.

The integration of technology into language learning processes has radically transformed both language teaching methodology and the individual language learning habits. English language learning programs as far back as the

1950s have integrated technological advances such as radio, television, and computers into language teaching. Researchers have reached a consensus regarding the important role of both type and quantity of contact with the target language in achieving effective language learning. However, the amount of vocabularies taught in the classroom is insufficient to reach proficiency in foreign language learning (Malone 2018). In formal educational environments, the input given and the chances for students to generate output are inadequate in developing fundamental language abilities, especially speaking and listening skills. Therefore, learning a second language should include practice outside of the classroom, preferably with real-world materials and people who speak the target language as their first language. Among these alternative sources, television viewing has been studied for its potential of second language vocabulary mastery input (Peters and Webb 2018; Rodgers 2013). With that being said, the researcher wanted to delve into the effectiveness of video viewing or exposure to English spoken video and its implication on language acquisition, specifically vocabulary mastery. The researcher wanted to figure out whether the video viewing habit help them to master language productive skills.

According to Coxhead, et.al (2015), vocabulary size is the amount of vocabulary a student has, it has beneficial impacts on language learning domains such as reading, listening, and writing. Researchers have successfully pinpointed a strong correlation between vocabulary size and various aspects of lexical comprehension: form and meaning recognition, form recall, and meaning recall (Suárez & Gesa, 2019). Therefore, it can be concluded that the effect of this

parameter appears to be quite consistent, as the effect of vocabulary size remained relatively consistent across all tests. According to Peters, Heynen, and Puimege (2016) the possibility of a correct response increased 2–5% for each additional word known in the vocabulary size test. This result is supported by Peters and Webb (2018), who observed that an increase of ten words known in the vocabulary size test ended in 32% increase in the odds of getting a correct answer in meaning recall, form and meaning recognition tests.

Recent studies regarding video viewing approach in vocabulary learning are mainly focused on English video with subtitles. For instance, Suárez & Gesa (2019) studied students' exposure to captioned video and its relation to vocabulary acquisition, the result indicated that watching captioned video provides a meaningful assistance for vocabulary learning, especially for slow learners. However, according to Mayer (2014) video captioning has not always been effective for this language learning domain, it is likely leading to students having cognitive overload in the beginner level which prevents language acquisition. Rodgers (2013) examined the incidental acquisition of vocabulary of 60 Japanese (pre-) intermediate EFL undergraduates who watched ten episodes of an American television series. The findings demonstrate a strong influence of English-language television viewing, suggesting that encountering words within context and with visual reinforcement enhanced incidental vocabulary acquisition. A paper by Wang (2022) addressed audiovisual media and teaching methodology, focusing on quality and efficient teaching in education. She suggested that English teachers should employ a right selection of teaching methods utilizing audiovisual

media technologies to accommodate the differences in learning needs of the distinctive levels and disciplines. In a comparative study conducted by Olmedo (2015), secondary and primary school EFL students were surveyed, revealing empirical evidence of the influence of age on the frequency of exposure to English beyond the classroom. This research shows ample disparities in gender and age regarding the frequency of English exposure between elementary and junior high school pupils.

Based on previous studies, one of the studies that is related to this topic is Olmedo (2015), it explores beyond classroom sources of exposure to English to which EFL students exposed to in Spain. Among activities that were investigated such as playing video games, watching films with or without subtitles, reading, speaking, listening to music, attending extracurricular classes, and participating in stays abroad and language camps. The result indicates that these activities were directly affected students' grades. Consequently, the researcher is motivated to conduct this study to gain a deeper understanding of the audiovisual vocabulary learning approach. The objective of this research is to investigate students experience in learning vocabulary using audiovisual method, what are the strategies that they take and to what extent does this approach help them in learning vocabulary. The study is conducted based on an observed phenomenon among students of the English Education Department at UIN Ar-raniry, batch 2018, which appears to influence vocabulary acquisition as an essential aspect for developing English productive skills. Among the students, the researcher also found a subset of students facing challenges in both speaking and writing, and it

seems to be connected to a lack of vocabulary. In order to comprehensively understand the link between these two phenomena, researcher conducted a research entitled “Investigating The Relationship Between Students’ Exposure to English Spoken Video Towards Vocabulary Mastery”. The research was conducted at the English Education Department of UIN Ar-raniry, Banda Aceh.

### **B. Research Questions**

With the elaboration given in the background of the study, the research questions are formulated as the following:

1. What is the level of the 2018 batch students’ exposure to English spoken video?
2. How is the 2018 batch students’ vocabulary mastery?
3. To what extent does English spoken video exposure influence vocabulary acquisition?

### **C. Aims of The Study**

The aims of this study are formulated as the following:

1. To find out the 2018 batch students’ exposure to English spoken video
2. To figure out the 2018 students’ vocabulary mastery
3. To investigate the correlation between exposure to English spoken video towards vocabulary mastery

## **D. Hypothesis**

A hypothesis is an assumption or an idea that is proposed for the sake of argument, so that it can be challenged to see if it might be true. Creswell (2015) suggests that a hypothesis is a statement in quantitative research that makes predictions or conjectures about the outcome of relationships among attributes or special characteristics. Often times scientists formulate hypotheses using symbols like H1 (Ha) or Ho for a topic research topic. H1 (Ha) indicates hypothesis to be accepted, while Ho signifies hypothesis to be rejected. The hypothesis in this research were:

Ha: There is a significant impact on students' vocabulary mastery after watching English spoken video

Ho: There is no a significant impact on students' vocabulary mastery after watching English spoken video

## **E. Significance of The Study**

### ***1. To Students***

This research provides information about students' exposure to English spoken video materials and its implications towards vocabulary mastery. The results of this research will provide students information about types of audiovisual materials which suit students the most from the effectivity stand point.

## ***2. To Lecture***

This research will contribute to the lecturers' approach in teaching vocabulary by considering the efficacy factor. The findings and results of this study can hopefully be used as a consideration for lecturer to utilize which types of English spoken video materials to use in the classroom.

## **F. Terminology**

### ***1. Investigation***

Investigation is a systematic, thorough and careful examination of a phenomenon in order to discover the truth or gather evidence. Investigation refers to the research approaches and techniques that scientists utilize in developing hypotheses, gathering data, conducting experiments, analyzing data, and drawing conclusions.

In this study, investigation refers to an in-depth examination of students' exposure to audiovisual and its relationship with vocabulary acquisition. The investigation is to find out the students' experiences in vocabulary learning.

### ***2. Exposure to Language***

Exposure to language entails the active engagement of students as they seek to acquire and understand the language (Al Zoubi, 2018). This interaction encompasses various forms, such as listening to native speakers, reading authentic texts, engaging in conversations, and participating in

immersive language environments. The richness and diversity of exposure significantly contribute to the depth and fluency of language acquisition. Benson (2001) defines the term ‘outside-of-class’ as encompassing all forms of learning that happens beyond classroom settings. This includes self-directed naturalistic learning, where students engage with the language independently outside traditional educational environments.

In this study, students’ exposure refers to ‘consuming’ English spoken materials as an approach to master vocabulary. Exposure to English materials is significant as it provides students the demonstration of how English should be utilized. The researcher wanted to find out how do the students of English education department of UIN Ar-raniry especially from batch 2018 expose themselves with English materials.

### **3. *English Spoken video***

Generally, English spoken video is often referred as audiovisual learning, a type of learning method that involves the utilization of instructional content that integrates visual and auditory stimuli (Podolskiy,2012).

In this study, English spoken video refers to a medium that incorporate auditory and visual imagery which provides authentic English language skill demonstration as a means of vocabulary learning

### **4. *Vocabulary Mastery***

Vocabulary is the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other

words (word/semantic relationships). Vocabulary refers to the collection of words that an individual has acquired and is familiar with. Vocabulary can also be described as " words we have to know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385).

In this study, vocabulary mastery is defined as the process of vocabulary acquisition through exposure to authentic sources with accurate demonstration by professionals or native speakers. It encompasses the ability to comprehend, retain, and effectively employ a wide range of words and expressions within the English language. This comprehensive skill not only pertains to understanding individual word meanings but also extends to the nuanced grasp of contextual usage and the incorporation of these acquired words into one's spoken and written communication. Furthermore, this study aims to scrutinize the intricate dynamics between such vocabulary mastery and the students' exposure to English spoken videos, ultimately seeking to discern the extent of their influence on language proficiency and productive skills development.

## CHAPTER II

### LITERATURE REVIEW

This chapter delves into the theoretical framework underpinning the research, offering a concise summary of concepts related to language exposure, English spoken video consumption, and vocabulary mastery.

#### **A. Exposure to Language**

Language exposure is the extent to which a learner encounters or interacts with the target language on a daily basis. It includes the quality and quantity of experiences received related to listening, reading, speaking, and engaging with others using that language. This exposure can occur in diverse settings, like schools, social interactions, or even social media consumptions. Exposure to target language is an ultimate approach to reach language proficiency. Student's exposure to the target language is one of the elements that might influence their language competency (Phon, 2017). Many studies in language learning revealed that exposure to the target language can impact language acquisition. Magno (2009) found that the exposure to the target language is impactful. He defines language exposure as the entire length of exposure a person has to a language he/she trying to learn, whether it is in verbal or written form, formal or informal modes of communication, and whether an individual plays an active or passive part.

Krashen (1982) proposed the Acquisition Learning Hypothesis, suggesting that language acquisition can occur naturally and unconsciously, particularly in the situation where learners are immersed in an English-speaking

environment. Continuous consumption of the target language has a crucial influence in assisting learners' language development.

The Monitor Hypothesis, as emphasized by Lightbown and Spada (2013), they assumed that learners can utilize their acquired language knowledge when they are in spontaneous communication. There are two types of language exposures, which are explicit and implicit exposure. Both of these exposures contribute to the language sensitivity in the sense of enabling the learners to use contextual terminology. The Comprehensible Input Hypothesis, elaborated by VanPatten et al. (2019), assumes that language acquisition happens when the input or exposure of target language is comprehensible and slightly beyond the learners' current level.

According to these hypotheses, it becomes apparent that exposure to the target language which in this case in the form of English-spoken video can be a significant tool to assist language acquisition. Krashen's Acquisitional Learning Hypothesis, suggests that language acquisition occurs naturally and unconsciously, it is in line with the immersive experience context. Learners in early stage of language acquisition who are constantly and intensively expose themselves with English video content can develop their vocabulary and practice pronunciation at the same time. When learners engage with English-spoken videos, they are basically creating an environment that simulates the language exposure necessary for acquisition. The visual and auditory aspects of video content, combined with contextual cues, can facilitate language learning in a manner similar to acquiring one's first language. Furthermore, English spoken

videos include variations in speech patterns, accents, and contexts, reflecting the diversity of language use.

## **B. English Spoken Video**

English spoken video is a multimedia format that combines auditory and visual elements to offer authentic demonstrations of English language skills, making it an effective and dynamic tool for language learners to enhance their proficiency. These types of videos immerse students in the language nuances and allow them to witness real-life communication. These types of videos often present a wide range of accents and dialects which contribute to a more comprehensive and contextual understanding of the language. This is in line with Hruby (2010), he postulated that the use of contextual video improves the learning experience and makes the material more appealing to students. Contextual video learning enhances students' motivation and interest in practicing listening skill, which is related to their psychology.

In recent decades, technology has been an integral part of language learning in the classroom settings, with a continuous evolution from traditional tools like blackboards and overhead projectors to the contemporary landscape of computer-based technology, closely intertwined with the Internet. The massive technological developments in recent years have unlocked a wealth of opportunities for educators and learners alike to leverage technology for educational purposes (Shadiev & Huang, 2020). Numerous studies have substantiated the positive impact of technology on language learning, including

enhanced learning performance, increased motivation, and the provision of more efficient language learning tools (Jin, 2018).

Richard E. Mayer's theory of multimedia learning was built upon cognitive psychology perspective and offers a comprehensive framework for understanding how students learn from multimedia assistance. Mayer's theory is closely connected to Allan Paivio's Dual Coding Theory, which suggests that human possess two distinct cognitive channels for processing information, one for verbal or text-based information and the other one is for non-verbal or visual information (Mayer, 1998). Mayer's theory assumes that effective learning occurs when multimedia materials effectively engage both of these channels, that's why it optimizes learning outcomes. This theory introduces principles like the Multimedia Principle, which emphasizes that learners learn more effectively if information is presented through a combination of speeches and visuals rather than through words only. It also includes the Modality Principle, which underscores the benefit of using audio narration rather than on-screen text. It is in line with Paivio's concept of dual coding by promoting oral and visual information integration (Kurniawan, 2022).

The Multimedia Principle is highly relevant in the context of vocabulary acquisition or vocabulary learning. This multimodal approach allows learners to connect the visual representation of the word with its correct pronunciation and contextual usage. Moreover, the Modality Principle is perfectly in line with vocabulary learning. Presenting vocabulary words with audio pronunciation or in audio-visual contexts through multimedia not only enhances more efficient

learning but at the same time it also helps learners to practice proper pronunciation and intonation. This is particularly beneficial in languages like English, where word stress and pronunciation can be challenging to learners especially beginners. Multimedia aids help learners construct a more authentic and intuitive understanding of vocabulary.

In summary, Richard E. Mayer's theory of Multimedia Learning is grounded in the idea of learners engaging both verbal and non-verbal cognitive channels. It is very relevant in the context of vocabulary learning in language acquisition. Multimedia materials offer an immersive and comprehensive approach to vocabulary acquisition, improving understanding, retention, and practical application of newly acquired words and would ultimately enhance language proficiency. With the exposure to authentic source of language demonstration students could learn new vocabularies on their own, with their own preferences, this way learning is going to be more enjoyable and effective.

### **C. Types of English Spoken Videos**

English spoken videos are an essential resource in language learning, providing learners with diverse auditory and visual stimuli that enhance their understanding and retention of the language. By exposing students to various contexts, accents, and cultural nuances, these videos cater to different learning styles and preferences. The integration of technology in education has made it easier for educators to incorporate these multimedia resources into their teaching practices. The types of English spoken videos can be categorized into several

distinct types, each serving specific educational purposes and offering unique advantages for language learners.

### **1. Narrative Videos**

These videos tell engaging stories, often featuring characters, dialogue, and a structured plot that captures the viewer's interest. Narrative videos can significantly enhance listening comprehension and vocabulary acquisition by immersing learners in context-rich scenarios. They provide a narrative framework that helps students understand how language functions in different contexts. According to Li and Peng (2018), storytelling through videos encourages deeper engagement with the content, allowing students to connect emotionally with the material, which can lead to improved retention and understanding. Additionally, narrative videos can introduce learners to various cultural themes and moral lessons, making them a multifaceted educational tool.

### **2. Interviews**

Featuring real people discussing various topics, interviews provide authentic insights into cultural practices and everyday life. These videos are particularly effective for improving listening skills and understanding diverse perspectives. By exposing students to different speakers, accents, and speech patterns, interviews help learners develop their ability to comprehend real-world conversations. For example, integrating interviews into language curricula can enhance students' cultural awareness and empathy, as they gain insights into the experiences and viewpoints of

others (Hruby, 2010). Furthermore, interviews can serve as a springboard for classroom discussions, encouraging students to express their thoughts and opinions on the topics presented.

### 3. *Documentaries*

Documentaries present factual information on a wide range of subjects, often emphasizing historical or educational content. They offer learners the opportunity to enhance their listening comprehension and vocabulary while exploring different cultures and topics. Documentaries can also serve as a platform for teaching specific language skills, such as grammar and vocabulary, making them a versatile tool in language education (Shadiev & Huang, 2020). The structured nature of documentaries allows educators to highlight important language features, such as formal language and technical vocabulary, while also providing context through visuals and narration. This dual approach can help students better understand complex concepts and terminology.

### 4. *Vlogs*

Personal video blogs, or vlogs, feature individuals sharing their experiences, opinions, or daily routines. These videos are engaging and relatable, helping learners improve their listening comprehension and cultural understanding. Vlogs often showcase authentic language use in real-life contexts, making them an excellent resource for teaching pronunciation, intonation, and colloquial expressions (Kurniawan, 2022). The informal and conversational style of vlogs can also make language

learning feel more accessible and less intimidating for students, encouraging them to practice speaking and listening in a relaxed manner. Additionally, vlogs can introduce learners to contemporary slang and cultural references, enriching their understanding of the language as it is used in everyday life.

### **5. Educational Videos**

Specifically designed for instructional purposes, educational videos focus on teaching particular language skills, such as grammar, vocabulary, or pronunciation. These structured resources can be highly effective for language learning, as they provide clear explanations and examples. For instance, using educational videos in English classes can enhance students' speaking proficiency by offering engaging material that supports their learning objectives (Jin, 2018). Many educational videos incorporate visual aids, such as animations and graphics, to illustrate concepts, making them easier to understand. Furthermore, these videos often include exercises or quizzes that allow students to apply what they have learned, reinforcing their understanding and retention of the material.

### **6. Interactive Videos**

These videos allow learners to engage actively with the content through quizzes, games, or exercises. Interactive videos are particularly effective in promoting critical thinking and problem-solving skills while enhancing listening comprehension and vocabulary acquisition. By

incorporating interactive elements, educators can create a more dynamic learning experience that encourages participation and retention (Mayer, 1998). For example, interactive videos might pause at key moments to prompt learners to answer questions or make choices that affect the outcome of the story. This not only keeps students engaged but also encourages them to think critically about the language and content being presented. Additionally, interactive videos can cater to various learning styles, providing visual, auditory, and kinesthetic learning opportunities.

These various types of videos can be strategically utilized in language learning environments to enhance students' listening skills, cultural awareness, and overall language proficiency.

#### **D. Vocabulary Mastery**

##### ***1. Definition of vocabulary***

Vocabulary is an element of language that integrates the four language skills; listening, speaking, reading, and writing all together. It is inseparable from language learning. It has an essential role in understanding a particular word (Crystal, 2018). Amri (2016) characterizes vocabulary as the complete set of words comprising a language. These words serve as symbols within a language and are crucial for effective communication across different regions.

Vocabulary mastery is a sign of proficiency and should be a top priority for language learners and teachers. According to Thornbury (2002), mastering vocabulary involves students acquiring a full understanding of

various aspects of words, including meanings, pronunciation, spelling, grammatical behaviour, word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency. Therefore, effective vocabulary learning strategies are crucial to vocabulary acquisition. Cameron (2001) emphasizes that the acquisition of vocabulary is an ongoing, never truly completed task. Mastery of vocabulary entails continual learning, involving the assimilation of new words, their pronunciation, meaning, spelling, usage, and their grammatical categorization. Furthermore, she underscored that the process of acquiring words is cyclical. It commences with the encounter of new words and their initial understanding, followed by repetitive encounters, which further deepen one's comprehension of their meanings and their application within a foreign language. This signifies that each subsequent meeting with these familiar words leads to a direct enhancement of one's knowledge concerning them.

Language acquisition heavily rely on one's grasp of vocabulary because it provides the essential tools for expressing productive skills. Vocabulary is extremely important because without it nothing can be conveyed. Vocabulary is a fundamental element of effective communication. Hence, mastering vocabulary is a prerequisite for effective communication with others. The vocabulary dimension framework has been used in several studies to examine vocabulary acquisition. Here, rather than focusing on specific words or phrases, vocabulary is acquired as a product of processing

the second language input. It is in line with the hypothesis of this research where exposure to authentic demonstration of a language gives positive impact on language acquisition especially vocabulary.

## ***2. Kinds of vocabulary***

A sentence consists of several phrases, these phrases are part of the vocabulary. These phrases could be a noun, a verb or an adverb. Haycraft, as referenced by Hatch & Brown (1995), distinguishes between receptive and productive vocabulary.

### **2.1 Receptive vocabulary**

Receptive vocabulary comprises words that can be understood in context but may be challenging to articulate precisely. Many learners comprehend vocabulary when encountered in context, using it effectively in their speech and writing. These terms are recognized while listening or reading but may not be readily incorporated into spoken language, thus extending beyond mere effective vocabulary.

### **2.2 Productive vocabulary**

Productive vocabulary comprises words that students understand, can accurately pronounce, and can use in both spoken and written communication. It encompasses all the elements of receptive vocabulary and extends to the ability to express themselves effectively through speech and writing. Consequently, productive vocabulary serves as a crucial tool for

individuals to convey their thoughts, ideas, and emotions with clarity and precision, fostering effective communication in both oral and written forms.

### 3. *Aspects of vocabulary*

Understanding vocabulary involves comprehending the meaning, usage, creation, and grammatical structure of words. This is in line with Lado (1957) that some parts of vocabulary must be understood, such as word meaning, spelling, pronunciation, word classes and word use.

#### 3.1 Meaning

The meaning of a word matters, and it must fit the context. Take the word "novel" as an example. It can be classified into two different word classes. Depending on whether it's used as a noun or a verb, it can mean reading a book or describe something "new," "different," or "unusual."

#### 3.2 Spelling.

Spelling encompasses the technique of producing phrases by arranging letters, the consistent order writing of phrases with primary letters and diacritics, and the process of connecting letters that make up a word or section of a phrase. Essentially, spelling is the visual representation or appearance of words.

#### 3.3 Pronunciation.

The correct sound production of a certain word. According to Hewings (2004). Pronunciation in a language involves combining its fundamental speech elements.

### 3.4 Word classes.

According to Hatch and Brown (1995) words can be categorized into a few classes known as part of speech based on their functions. Part of speech includes nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

### 3.5 Use.

Word use refers to the manner in which a word, phrase, or concept is employed within a language. Additionally, word use may encompass grammar and therefore become the subject of thorough analysis.

## ***4. Classification of vocabulary***

Hatch and Brown (1995) argue that words can be classified based on their purpose categories, which often referred to as parts of speech. Part of speech includes nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections (Munir, 2022). To have a better understanding of the parts of speech, it can be seen from lexical and grammatical framework. Lexical vocabuaries serve the esential content of a language, while grmmatical vocabulary helps learners structure words within sentences.

### 4.1. Lexical (content of words).

Lexical refers to the set of words in a language that carry specific meanings and are used to convey content, such as nouns, verbs, adjectives, and adverbs. These words play a fundamental role in expressing concrete and abstract concepts within a language. Lexical includes:

a. Noun

Nouns are words that represent a person, thing, place or idea, and it can be classified into several subclasses. These subclasses include proper nouns (such as Obama, Anis, and Coir), common nouns (like giraffe, man, and woman), concrete nouns (such as wall, chain, and bicycle), abstract nouns (like feeling, anger, and jealousy), count nouns (such as pens, guitars, and phones), non-count nouns (like sand, soup, and emotions), and group nouns (such as organization and institutions).

b. Adjective

Adjective are vocabularies used to represent certain nouns. For example; smart, light and easy.

c. Verbs

Verbs are words that denote action and exist in time. For example; kick, punch, and see.

d. Adverb

Adverbs share similarities with adjectives, but they usually describe verbs, clauses, or entire sentences instead of nouns. For instance, examples include swiftly, joyfully, and cautiously.

4. 2. Grammatical or function word

a. Preposition

Prepositions are linguistic tools that aid in specifying the positions of objects and activities in both time and space. Examples of prepositions include beneath, within, and beyond.

b. Conjunctions

Conjunctions are often referred to as logical connectors as they elucidate the relationship between connected clauses. Examples of conjunctions include however, therefore, and moreover.

c. Pronouns

Pronouns are words that substitute for previously mentioned nouns or anticipate forthcoming nouns. Examples of pronouns include them, it, and her.

d. Articles and Demonstratives

Articles and demonstratives play a crucial role in indicating objects and directing the listener's focus towards them. Examples of articles include every, some, and each, while demonstratives include those, these, and such.

**E. Previous Studies**

There have been many studies regarding the investigation of the relationship between exposure to English materials and its implication on learning outcomes. A study by Al Zoubi (2018) entitled “The impact of exposure to English language on language acquisition”. In his study, Al Zoubi chose 42 EFL students from the Department of English Language and Literature at Ajloun National

University, Jordan. The results of the study suggest that there is a significant positive correlation between exposure to English and developing the four language skills (listening, reading, speaking and writing).

A case study conducted by Tozcu and Coady (2004) entitled “Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed”. The subjects of this study were 56 intermediate level students, the study took place in United States of America. In this study, the researchers investigated the effect of direct vocabulary learning using Computer Assisted Language Learning (CALL) on vocabulary knowledge, reading comprehension, and speed of word recognition. The results suggest that a group of students who are exposed to three hours per week for eight weeks show significant gains compared to students outside the group.

Alhamami (2016) conducted a study entitled “Vocabulary Learning through Audios, Images, and Videos: Linking Technologies with Memory”. He studied 99 students from English Department of King Khalid University, Saudi Arabia. This study explained the different outcomes of vocabulary learning using three teaching methods; a) associating the words’ meanings with relevant audios, b) associating the words’ meanings with relevant images, c) associating the words’ meanings with relevant videos without sound. The result shows that learning vocabulary through image is more effective compared to learning it through audio and video without sound.

Munir (2022), conducted a study entitled “The Correlation Between the Habit of Watching English Youtube Videos and Students’ Vocabulary Mastery in EFL Class”. The population of this research was the second grade of SMA Negeri 3 Takalar in South Sulawesi province, taking 36 students as participants. The purpose of this study was to find out the significance of Youtube-watching activity and its implications towards vocabulary mastery. The result of the research suggests that there is a significant correlation between the habit of watching English Youtube videos and vocabulary mastery.

The last one was by Sabouri & Zohrabi (2015) entitled “The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners”. The study took place in Iran, four English classrooms with the same level of vocabulary knowledge (based on proficiency test) including 46 (24 male and 22 female) Iranian EFL. The objective of this study was to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies. The result shows that the use of movies with subtitles can improve students’ engagement in learning and retrieval of new lexical items.

While several studies have explored the relationship between exposure to English materials and its impact on language learning outcomes, a noticeable gap in the existing literature is the need to investigate the specific influence of exposure to English spoken videos on vocabulary mastery. Prior research, such as Al Zoubi's (2018) study, primarily focused on the development of language skills in general, including listening, reading, speaking, and writing, without delving

into the domain of vocabulary acquisition through video exposure. Additionally, studies by Tozcu and Coady (2004) and Alhamami (2016) have examined the effects of Computer Assisted Language Learning (CALL) and various multimedia methods on vocabulary acquisition, but there is a distinct lack of research scrutinizing the role of English spoken videos in this context.

The studies by Munir (2022) and Sabouri & Zohrabi (2015) highlighted the potential benefit using video-based content, such as English YouTube videos and English subtitled movies for enhancing vocabulary acquisition. However, there remains an apparent research gap that needs to be delved into. These studies have mainly focused on different forms of video exposure, yet there is still limited research that comprehensively investigates the broader relationship between students' exposure to English spoken video materials in general and its impact on vocabulary mastery. Therefore, the researcher find the need to bridge this gap by conducting a study entitled “Investigating The correlation Between Students’ Exposure to English Spoken Video Towards Vocabulary Mastery”.

## **CHAPTER III**

### **METHODOLOGY**

This chapter outlines the methods used in conducting the research, covering aspects such as research design, participants, data collection methods, and data analysis techniques.

#### **A. Research Design**

This study is approached quantitatively using correlational descriptive study that included to ex-post facto study. According to Cohen et al. (2021), an ex-post facto-study involves the presence of independent variables before the researcher observes the dependent variable in the research. This method is used because this study seeks to find out whether there is a correlation between students' exposure to English spoken video and students' vocabulary mastery. The correlational description is deemed to be appropriate for this research because the purpose of this study is to learn a description of the studied variables and its correlation (Arikunto, 2006). In this study, the researcher tried to find the relationship of students' exposure to English spoken video towards vocabulary mastery.

#### **B. Research Location**

The research is conducted at English Education Department of Uin Ar-Raniry University Banda Aceh. Uin Ar-Raniry has ten faculties and departments, including the Faculty of Tarbiyah and Teacher Training (FTK) and this research is carried out specifically in the English Department.

## **C. Research Participants**

Participants are samples chosen to represent a larger population in research, guiding researchers when conducting investigation in a research. Sugiyono (2013) defines population as the specific object or subject under investigation, possessing certain predetermined qualities or characteristics as determined by the researcher.

### **1. Population**

According to Creswell (2017), population is a group of people who possess the same characteristics. The population in this research is students of English Education Department of Uin Ar-Raniry in Banda Aceh. The population for this research is students from the 2018 batch, totaling 106 students.

### **2. Sample**

In this study, the researcher used a purposive sampling technique. Purposive sampling refers to a technique where the samples are intentionally selected by considering the criteria needed for the study. According to Palinkas et al. (2015), purposive sampling technique is commonly employed in quantitative analysis to select cases that offer substantial information regarding the topic of interest. This non-random sampling technique is based on specific characteristics identified by the researcher when choosing the sample. In this study, the sample is selected based on one criteria, which is students who have been continuously exposing themselves to English spoken

video. The research sample for this research consists of 30 participants from the English Education Department of UIN Ar-raniry batch 2018 with the margin of error of 5%. This is in line with Creswell (2012), that there should be at least 30 participants in a study using correlation method to establish relationship.

#### **D. Data Collection**

In order to collect data for this research, the researcher used a questionnaire and a test.

##### ***1. Questionnaire***

As per Sugiyono (2018), a questionnaire serves as a method of gathering data wherein respondents are provided with a set of questions or statements to answer. Essentially, questionnaires are instruments used to obtain data that consists of written questions on a particular topic. There are two types of questionnaires which are closed questionnaires and open questionnaires. Closed questionnaires consist of short questions with predefined answer choices, limiting respondents to select from provided options. On the other hand, open questionnaires allow respondents to freely express their opinions without any restrictions or limitations. (Annum, 2017).

In this study, the researcher used a close questionnaire by adopting the Likert scale questionnaire style. Arikunto (2006) described the Likert scale 25 as a statement followed by a response level. This scale is effective for gauging the attitudes, opinions, and perceptions of individuals or groups regarding

educational phenomena. The questionnaire was arranged with five possible answers which the participants can choose from according to their experiences. The five possible answers represent participants' level of agreement of each statement. "Strongly agree" for 5 points, "Agree" for 4 points, "Neutral" for 3 points "Disagree" for 2 points, "Strongly disagree" for 1 point. The questionnaire consists 16 questions, consists of statements assessing students' exposure to English spoken video on a daily basis as a means. The questionnaire was distributed through online messages (WhatsApp), in the form of accessible link which would take the participants to a Google form page. The following is the table of the questions to be asked in the questionnaire instrument.

Table 3.1 *The questionnaire*

No	Questions	Likert scale				
		SA	A	N	D	SD
		(5)	(4)	(3)	(2)	(1)
	I frequently watch English spoken videos					
1	(for example, movies, TV shows, Youtube / online content).					
	I believe that watching English spoken					
2	videos has helped me improve my vocabulary.					
	I actively pay attention to the words and					
3	phrases used in English spoken videos.					
	I make an effort to learn and remember					
4	new words encountered while watching English spoken videos.					

I have noticed a significant improvement  
5 in my vocabulary as a result of regularly  
watching English spoken videos.

Watching English spoken videos is an  
6 enjoyable way for me to learn new  
words.

I believe that exposure to English spoken  
7 videos is a valuable method for  
vocabulary acquisition.

I actively try to use new words learned  
8 from English spoken videos in my  
conversations or writing.

I prefer watching English spoken videos  
9 with subtitles to allow me to understand  
the content better.

I often find different genres of English  
10 spoken content to expose myself to a  
different level of vocabulary and  
language styles.

Engaging with English spoken videos has  
11 positively impacted my comprehension  
of expressions and informal language.

I often discuss or share interesting  
12 vocabulary or phrases I've learned from  
English spoken videos with my friends

I set specific vocabulary learning goals  
13 related to watching English spoken  
videos, such as learning a certain number  
of new words per week.

I believe that exposure to different  
14 English accents in videos has contributed

to my language proficiency  
I actively search for English spoken  
15 videos that fit my areas of interest or  
hobbies to make learning more  
enjoyable.  
I find that watching English spoken  
16 videos about educational and informative  
content enhances my vocabulary more  
than videos that are purely entertainment  
-based

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## **2. Vocabulary test**

According to Arikunto (2010) tests consist of a set of questions, exercises, or tools designed to gauge an individual's skills, intelligence, abilities, or talents. They represent a method for collecting data by posing questions aimed at measuring specific attributes. In this study, a test was employed by the researcher to evaluate the students' proficiency in vocabulary. In this study, the researcher adopted the vocabulary test was Paul Nation's Vocabulary Size Test (VSL). Vocabulary Size Test is a tool developed by Paul Nation to measure the size of someone's vocabulary. According to (Beglar, 2010), it was created to assess the written receptive vocabulary size in English for both first and second language learners (Beglar, 2010). The vocabulary for the test is drawn from the British National Corpus word family lists, which extend up to the 25th 1000 words. There are three versions of this vocabulary test, the researcher used the parallel 20,000 version which was developed based on the first 20<sup>th</sup> 1000 word family level. The

researcher chose this version because it is relatively straightforward and with easy instructions. This version consists of A and B form, each containing 100 multiple choice items. Only 25 items from the B form were used to develop the vocabulary test. Each correct answer is valued with the score of 4 and 0 for each wrong answer.

## **E. Data Analysis**

### **1. Descriptive analysis**

The data analysis technique used in this study is descriptive -quantitative analysis because the data retrieved is in the form of numbers (quantitative data). Data analysis includes all activities to describe, analyze and draw conclusions from all quantitative data collected in this study. To determine the tendency category of each variable of questionnaire and vocabulary test, experts' theory must be employed to measure the exposure to English spoken video and the vocabulary test results. To categorize the tendency of the questionnaire results, the researcher employed Azwar (2015) categorization technique. The steps are as follows.

1.1 Determining highest and lowest score

1.2 Calculating the ideal mean (M)

$$M = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

1.3 Calculating the ideal standard deviation

$$SD = (\text{highest score} - \text{lowest score}) / 6$$

Results from the calculations above are then used to determine the categorization of each interval in the following table.

Table 3.2 *Categorization table*

Category	Interval
Very high	$M + 1,5SD < X$
High	$M + 0,5SD < X \leq M + 1,5SD$
Fair	$M - 0,5SD < X \leq M + 0,5SD$
Low	$M - 1,5SD < X < M - 0,5SD$
Very low	$X < M - 1,5SD$

### 1. *Validity Test*

Validity refers to how much an instrument accurately measures the objectives it is intended to assess and aligns with the specified requirements (Hatch and Farhady, 1982). In essence, a test is deemed valid when it effectively measures the targeted attributes. Conversely, if a test lacks validity according to its intended design, the resulting scores do not reflect their intended meaning or purpose.

$$r = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{[n (\sum x^2) - (\sum x)^2] \times [n(\sum y^2) - (\sum y)^2]}}$$

Description:

r = product-moment correlation

n = number of respondents

$x$  = question score (respondent's answer)

$y$  = total score of all questions

$xy$  = question score multiplied with total score

$x^2$  = question score (respondent's answer) squared

$y^2$  = total score of all questions squared

According to Azwar (2015), an item is considered to be valid if it fits the criteria for the validity coefficient value of  $\geq 0.3$ . In this case researcher examined both validity values of instruments with SPSS 16.0 software.

#### 2.1 The validity of vocabulary test

The method used to find the content validity of this vocabulary test is the judgement of the experts, who can suggest which items of the test should the instrument consist of to define the construct to be measured. The items of questions for the vocabulary test were developed by Paul Nation. In short, this vocabulary test instrument has been approved by the supervisors of this study before the researcher proceeded the research.

#### 2.2 The validity of questionnaire

To examine the validity level of the questionnaire the researcher conducted a try out by handing out the 16 items of the total statements to 30 participants who was not included in actual sample. The data result of the try out was later processed using SPSS software to figure out its

validity. In this case, to reach 5% level of significant and N = 30, the value of R observe must be higher than 0.361 (R Table)

Table 3.3 *The validity of questionnaire*

Items No	R Observe	R Table	Status
Item 1	0.521	0.361	valid
Item 2	0.483	0.361	valid
Item 3	0.568	0.361	valid
Item 4	0.510	0.361	valid
Item 5	0.741	0.361	valid
Item 6	0.533	0.361	valid
Item 7	0.598	0.361	valid
Item 8	0.687	0.361	valid
Item 9	0.757	0.361	valid
Item 10	0.468	0.361	valid
Item 11	0.707	0.361	valid
Item 12	0.519	0.361	valid
Item 13	0.534	0.361	valid
Item 14	0.506	0.361	valid
Item 15	0.469	0.361	valid
Item 16	0.653	0.361	valid

## **2. Normality test**

A normality test is employed to determine if the collected data follows a normal distribution, allowing it to be used in parametric statistics. The Kolmogorov-Smirnov test will be used as the normality test. The normality of the research data can be determined by examining the significance value. If the significance value is greater than 0.05 ( $p > 0.05$ ), the data is considered normally distributed. Conversely, if the significance value is less than 0.05 ( $p < 0.05$ ), the data is deemed not to follow a normal distribution (Sugiyono, 2010).

## **3. Correlation Test**

This study uses a regression correlation analysis technique (bivariate pearson) which is used to find a simple correlation between:

- a. Students' exposure to English spoken video
- b. Vocabulary mastery

If the significance (sig.) value is below 0.05, there is no statistically significant correlation between the variables. Conversely, if the significance value is above 0.05, a statistically significant correlation is evident (Arikunto, 2010).

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter delves into the collected data from the questionnaire, divided into two main sections. The first section comprises the findings, where the questionnaire data is visually represented through tables. The second section presents a discussion that provides insights into the data presented in the findings.

#### **A. Findings**

The following part present the answer of the research questions: 1. What is the level of the 2018 batch students' exposure to English spoken video? 2. How is the 2018 batch students' vocabulary mastery? 3. To what extent does English spoken video exposure influence vocabulary acquisition? The description of findings is in the following lines.

##### ***1. Students' English Spoken Video Exposure***

The following part presents the results of research based on data obtained in the research. Students' exposures to English spoken video were found through questionnaire which consists of 16 question statements. The questionnaire was given to 30 students of English Education Department from batch 2018. Students' exposure to English spoken can be observed in the following table.

Table 4.1 Questionnaire results of each participant

No	Students' Name	Score
1	AA	60
2	NF	66
3	M	59
4	UA	72
5	AHR	69
6	AFR	32
7	NNP	16
8	MKG	65
9	CH	53
10	DNA	78
11	FB	34
12	SH	72
13	SN	78
14	CT	60
15	RJ	72
16	SFD	37
17	AR	23
18	ON	78
19	UH	63
20	AN	56
21	SF	62
22	ZF	67
23	WY	73
24	YE	53
25	MZ	57
26	ZH	78
27	DA	72

28	BQ	70
29	NFZ	66
30	WJ	69

To categorize the tendency of the questionnaire result, the researcher calculated the following:

1. Highest and lowest score

$$\text{Highest score} = 5 \times 16 = 80$$

$$\text{Lowest score} = 1 \times 16 = 16$$

2. Ideal mean (M)

$$M = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$M = \frac{1}{2} (80 + 16)$$

$$M = 48$$

3. Ideal standard deviation (SD)

$$SD = (\text{highest score} - \text{lowest score})$$

$$SD = (80 - 16) / 6$$

$$SD = 10,67$$

Based on the calculations above, the ideal maximum score for questionnaire result is 80 and the minimum score is 16. The ideal mean score is 48, while the

ideal standard deviation is 10,67. Based on these details, the categorization table for questionnaire results are as the following:

Table 4.2 *The classification of questionnaire results*

<b>Categorization</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Very high	>64	16	53%
High	54-64	7	23%
Fair	44-53	2	7%
Low	33-43	2	7%
Very low	≤32	3	10%
<b>Total</b>		<b>30</b>	<b>100%</b>

Based on the description in the table 4.2, it can be explained that there were 16 students (53%) in the 'Very high' category, 7 students (23%) in the 'High' category, 2 students (7%) in the 'Fair' category, 2 students (7%) in the 'Low' categories and 3 students (10%) in the 'Very low' category.

## **2. Students' Vocabulary Mastery**

The following discussion presents the results of the research based on data obtained during the research. 30 students from batch 2018 took the vocabulary test which consist of 25 questions through Google form, each correct answer is valued with 4 score and 0 score for each wrong answer. The results of the vocabulary test can be observed in the following table.

Table 4.3 Vocabulary test results of each participant

No	Students' Name	Score
1	AA	88
2	NF	96
3	M	92
4	UA	96
5	AHR	100
6	AFR	76
7	NNP	36
8	MKG	48
9	CH	80
10	DNA	88
11	FB	60
12	SH	100
13	SN	88
14	CT	68
15	RJ	92
16	SFD	28
17	AR	92
18	ON	92
19	UH	56
20	AN	80
21	SF	64
22	ZF	88
23	WY	100
24	YE	92
25	MZ	72
26	ZH	88
27	DA	100

28	BQ	88
29	NFZ	80
30	WJ	96

To categorize the tendency of the vocabulary test results, the researcher calculated the following:

1. Highest and lowest score

$$\text{Highest score} = 4 \times 25 = 100$$

$$\text{Lowest score} = 0 \times 25 = 0$$

2. Ideal mean (M)

$$M = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$M = \frac{1}{2} (100 + 0)$$

$$M = 50$$

3. Ideal standard deviation (SD)

$$SD = (\text{highest score} - \text{lowest score})$$

$$SD = (100-0) / 6$$

$$SD = 16,7$$

Based on the calculations above, the ideal maximum score for vocabulary result is 100 and the minimum score is 0. The ideal mean score is 50, while the

ideal standard deviation is 16,7. Based on these details, the categorization table for questionnaire results are as the following:

Table 4.4 *The classification of vocabulary test results*

<b>Categorization</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	>75	22	73%
Good	59-75	4	13%
Sufficient	43-58	2	7%
Less	26-42	2	7%
Fail	≤ 25	0	0%
<b>Total</b>		<b>30</b>	<b>100%</b>

Based on the table above, out of 30 students of English Education Department of UIN Ar-Raniry batch 2018, there were 22 students (73%) who got 'Very good' score category, 4 students (13%) got 'Good' score, 2 students (7%) got 'Sufficient' score, 2 students (7%) got 'Less' score and 0 students (0%) got 'Fail' score.

### 3. *Normality*

The normality test is done to determine whether the data distribution of the studied variable is normal or not. Essentially, the purpose of normality test is to prove that the related variable in the form of numbers (score) obtained from the research is in accordance with the normality rule. The rule utilized to test the normality of the distribution is if  $p > 0.05$  then the distribution is declared normal

and if  $p < 0.05$  then the distribution is declared not normal. The normality test uses the One Sample Kolmogrov-Smirnov Test to determine whether the distribution of the research variable scores follow the normal curve or not. The results of normality can be observed as follows:

Table 4.5 Normality test result

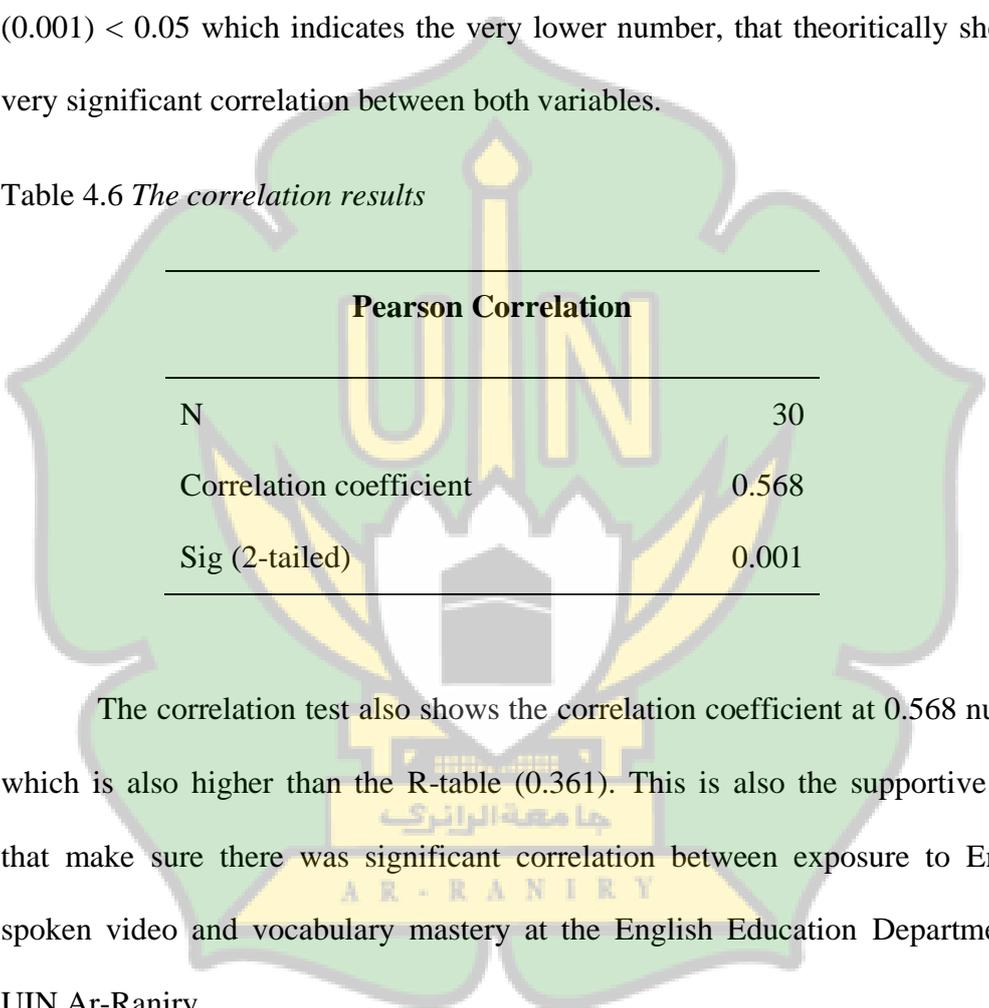
	English spoken video exposure	Vocabulary mastery
N	30	30
<i>KolmogorovSmirnov -Z</i>	0.988	0.988
<i>Asymp. Sig.-2 tailed</i>	0.283	0.283

The normality of the English spoken video exposure from the calculations carried out, the Kolmogrov-Sminov Z (ks-z) obtained was and the p value was asymp. Sig (2-tailed) was 0.283. Since the p value = 0.283 > 0.05, it is considered that the distribution score was normal. As for the normality of vocabulary mastery, the result shows that the Kolmogrov-Sminov Z (ks-z) value obtained was 0.988 and the p value was asymp. Sig (2-tailed) was 0.283. The p value = 0.283 > 0.05, it indicates that the distribution score was normal.

#### ***4. The Correlation between Exposure to English Spoken Video and Vocabulary Mastery***

The table below is showing The significant value between the variables of English spoken video exposure and student's vocabulary mastery, the sig value (0.001) < 0.05 which indicates the very lower number, that theoritically shows a very significant correlation between both variables.

Table 4.6 *The correlation results*



<b>Pearson Correlation</b>	
N	30
Correlation coefficient	0.568
Sig (2-tailed)	0.001

The correlation test also shows the correlation coefficient at 0.568 number which is also higher than the R-table (0.361). This is also the supportive point that make sure there was significant correlation between exposure to English spoken video and vocabulary mastery at the English Education Department of UIN Ar-Raniry.

## **B. Discussions**

This section presents further elaboration of the previous research findings, which are the results of: 1. What is the level of the 2018 batch students' exposure to English spoken video? 2. How is the 2018 batch students' vocabulary mastery? 3. To what extent does English spoken video exposure influence vocabulary acquisition?

### ***1. Students' Exposure English Spoken Videos***

According to the research results in the findings section, students' exposures to English spoken video are categorized into 5 levels. There are 16 students who have 'Very high' exposure to English spoken video, 7 students in the 'High' category, 2 students in the 'Fair' category, 2 students in the 'Low' category and 3 students in the 'Very low' category. This shows that generally the 2018 batch students' level of exposure to English spoken video is concentrated in the two highest categories.

Despite there being several participants with low exposure to English spoken video, the majority of them demonstrate a relatively high level of engagement with this mode of language exposure. Al zoubi (2018) stated that exposure to the target language is one of the most influential elements of language acquisition. The assertion regarding the influential role of language exposure has particular relevance when considering the majority's high engagement with English spoken videos. The continuous exposure to the target language through this medium may

also contributes to the developmet of other listening comprehension, speaking and overall language skill.

The consistent exposure to the target language through this medium does not only give postive impact on vocabulary mastery but also contribute to the development of listening comprehension and speaking proficiency and overall language skills. This is in line with the Comprehensible Input Hypothesis, as elaborated by VanPatten (2019) that repeated contact with the target language is a stimulus for language acquisition.

## ***2. Students' Vocabulary Mastery***

Based on the calculated data of the research findings, it is evident that generally the 2018 batch students have good vocabulary mastery. The result of the test was classified into five categories, from the highest to the lowest category. The results indicate that most of the participants demonstrate “very good” vocabulary comprehension, only 2 students scored both “sufficient” and “less” category and there were no students failed the test.

Vocabulary acquisition is a never-ending process for English learners, it is a pre-requisite factor to reach language proficiency. There are various ways a learner can take to reach vocabulary mastery but the key lies in the consistency Learning vocabulary is the key to reach other language skills, as stated by Crystal (2018), vocabulary is an element of language that links the four skills of speaking, listening, reading and writing. According to Thornbury (2002), mastering vocabulary entails a thorough understanding of various aspects, such as meanings, the spoken and written form, the grammatical behavior, the word derivation, the

collocations of the words, connotation or associations of the word, and word frequency. All these elements can be found with repeated and consistent exposure to English spoken videos.

### **3. *The Correlation between Exposure to English spoken Video and Vocabulary Mastery***

Based on the data elaborated in the research findings, the correlation test shows that there is a positive and significant correlation between *Exposure to English spoken video* and *vocabulary mastery* variables. This can be interpreted as, the higher frequency of *English spoken video exposure* students have, the more likely they know more vocabulary compared to students who have lower frequency in accessing *English spoken video*. However, it is important to note that the types of English spoken video exposure being examined in this study was not limited to a specific type of video and the variable of vocabulary mastery being measured was only the level of the participants' vocabulary size which was generally classified into "good" category.

### **4. *Limitation***

This study has potential obstacles or limitations. The obstacles found during the research may have affected its results. The conclusions drawn from his study cannot be generalized to a wider range of areas because the participants involved in this study were restricted to the students of English Education Department of UIN Ar-Raniry only.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion regarding the 2018 batch students' level of exposure to English spoken video, their level of vocabulary mastery and the correlation between the two variables.

#### A. Conclusions

This study investigates the influence of exposure to English spoken video towards vocabulary mastery. Based on the findings and discussion given in the previous chapter, the researcher come up with several conclusions. Firstly, the majority of the participants' exposures to English spoken video are concentrated in the "very high" and "high" categories. So, it is safe to conclude that most of the 2018 batch students are actively watching English spoken video to immerse themselves with the English language and it has been positively impacted their vocabulary development. Secondly, the vocabulary test results showed that most the level of the 2018 batch is classified in very good classification. Thirdly, the correlation test showed that the correlation between the exposure to English spoken video and vocabulary mastery was significant. The correlation test showed the correlation coefficient was at 0.568, which is higher than the R-table (0.361).

## **B. Suggestions**

English spoken videos provide authentic sources which allow students to observe the English language being demonstrated accurately by native speakers or professionals. After investigating the significance of English spoken video and its implications, the researcher would like to give several recommendations: First for students, as the second language learners they should consistently immerse themselves in the English language by watching English spoken videos to be able to grasp the language not only to learn new words, but also contexts in which the words are used. Furthermore, students should expand the variety of the video topics in their preference to increase the possibility of encountering new words. Secondly, considering the widespread and high consumption of English spoken videos among the 2018 batch students, the English Education Department should leverage this inclination by incorporating more multimedia materials into the curriculum. Since there is a lack in English supporting environment to stimulate students to practice the language. Lastly, for future researchers interested in exploring the impact of English spoken video exposure on language acquisition, it is recommended to consider focusing on college students as research participants and to take both receptive and productive skills to be investigated.

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## Appendix A Appointment letter of supervisors



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR : B-3828Un.08/FTK/Kp.07.6/05/2024

TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;  
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;  
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;  
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-2275/Un.08/FTK/Kp.07.6/01/2023  
KEDUA Menunjuk Saudara :

1. Dr. Muhammad Nasir, M.Hum Sebagai Pembimbing pertama
2. Nidawati, M.Ag Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : Mursal  
NIM : 180203101  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Investigating The Correlation Between Students' Exposure to English Spoken Video Towards Vocabulary mastery

KETIGA Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku,

KEEMPAT Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04 2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KELIMA Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan,

KEENAM Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 14 Mei 2024  
Dekan,

Saiful Mutuk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta,
2. Degan Pendidikan Islam Kementerian Agama RI di Jakarta,
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta,
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh,
5. Rektor UIN Ar-Raniry di Banda Aceh,
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh,
7. Yang bersangkutan,
8. Arsip.



## Appendix B Recommendation letter to conduct field research

6/15/24, 2:11 PM

Document



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4699/Un.08/FTK.1/TL.00/6/2024  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MURSAL / 180203101**  
Semester/Jurusan : XII / Pendidikan Bahasa Inggris  
Alamat sekarang : Tungkop

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Investigating the Correlation Between Students' Exposure to English Spoken Video Towards Vocabulary Mastery***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Juni 2024

an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 31 Juli 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

جامعة الرانيري

AR - RANIRY

## Appendix C Questionnaire

Name :

Student's ID :

Please indicate your level of agreement with the following statements by selecting the appropriate response on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree):

No	Questions	Likert scale				
		SA	A	N	D	SD
		(5)	(4)	(3)	(2)	(1)
1	I frequently watch English spoken videos (for example, movies, TV shows, Youtube / online content).					
2	I believe that watching English spoken videos has helped me improve my vocabulary.					
3	I actively pay attention to the words and phrases used in English spoken videos.					
4	I make an effort to learn and remember new words encountered while watching English spoken videos.					
5	I have noticed a significant improvement in my vocabulary as a result of regularly watching English spoken videos.					
6	Watching English spoken videos is an enjoyable way for me to learn new words.					
7	I believe that exposure to English spoken					

videos is a valuable method for  
vocabulary acquisition.

I actively try to use new words learned  
8 from English spoken videos in my  
conversations or writing.

I prefer watching English spoken videos  
9 with subtitles to allow me to understand  
the content better.

I often find different genres of English  
10 spoken content to expose myself to a  
different level of vocabulary and  
language styles.

Engaging with English spoken videos has  
11 positively impacted my comprehension  
of expressions and informal language.

I often discuss or share interesting  
12 vocabulary or phrases I've learned from  
English spoken videos with my friends

I set specific vocabulary learning goals  
13 related to watching English spoken  
videos, such as learning a certain number  
of new words per week.

I believe that exposure to different  
14 English accents in videos has contributed  
to my language proficiency

I actively search for English spoken  
15 videos that fit my areas of interest or  
hobbies to make learning more  
enjoyable.

I find that watching English spoken  
16 videos about educational and informative

---

content enhances my vocabulary more  
than videos that are purely entertainment  
-based

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## Appendix D Vocabulary test

**Project** : Investigating The Correlation Between Students' Exposure to English Spoken Video Towards Vocabulary Mastery

**Name** :

**Student's ID** :

### Vocabulary test

1. drive: He <drives> fast.
  - a swims
  - b learns
  - c throws balls
  - d uses a car
2. jump: She tried to <jump>.
  - a lie on top of the water
  - b get off the ground suddenly
  - c stop the car at the edge of the road
  - d move very fast
3. shoe: Where is <your shoe>?
  - a the person who looks after you
  - b the thing you keep your money in
  - c the thing you use for writing
  - d the thing you wear on your foot
4. standard: <Her standards> are very high.
  - a the bits at the back under her shoes
  - b the levels she reaches in everything
  - c the marks she gets in school
  - d the money she asks for
5. basis: This was used as the <basis>.
  - a answer
  - b place to take a rest
  - c next step
  - d main part
6. maintain: Can they <maintain it>?

- a keep it as it is
- b make it larger
- c get a better one than it
- d get it

7. stone: He sat on a <stone>.

- a hard thing
- b kind of chair
- c soft thing on the floor
- d part of a tree

8. upset: I am <upset>.

- a tired
- b famous
- c rich
- d unhappy

9. drawer: The <drawer> was empty.

- a sliding box
- b place where cars are kept
- c cupboard to keep things cold
- d animal house

10. joke: We did not understand his <joke>.

- a attempt at humour
- b false statement
- c way of speaking
- d way of thinking

11. pave: It was <paved>.

- a prevented from going through
- b divided
- c given gold edges
- d covered with a hard surface

12. rove: He couldn't stop <roving>.

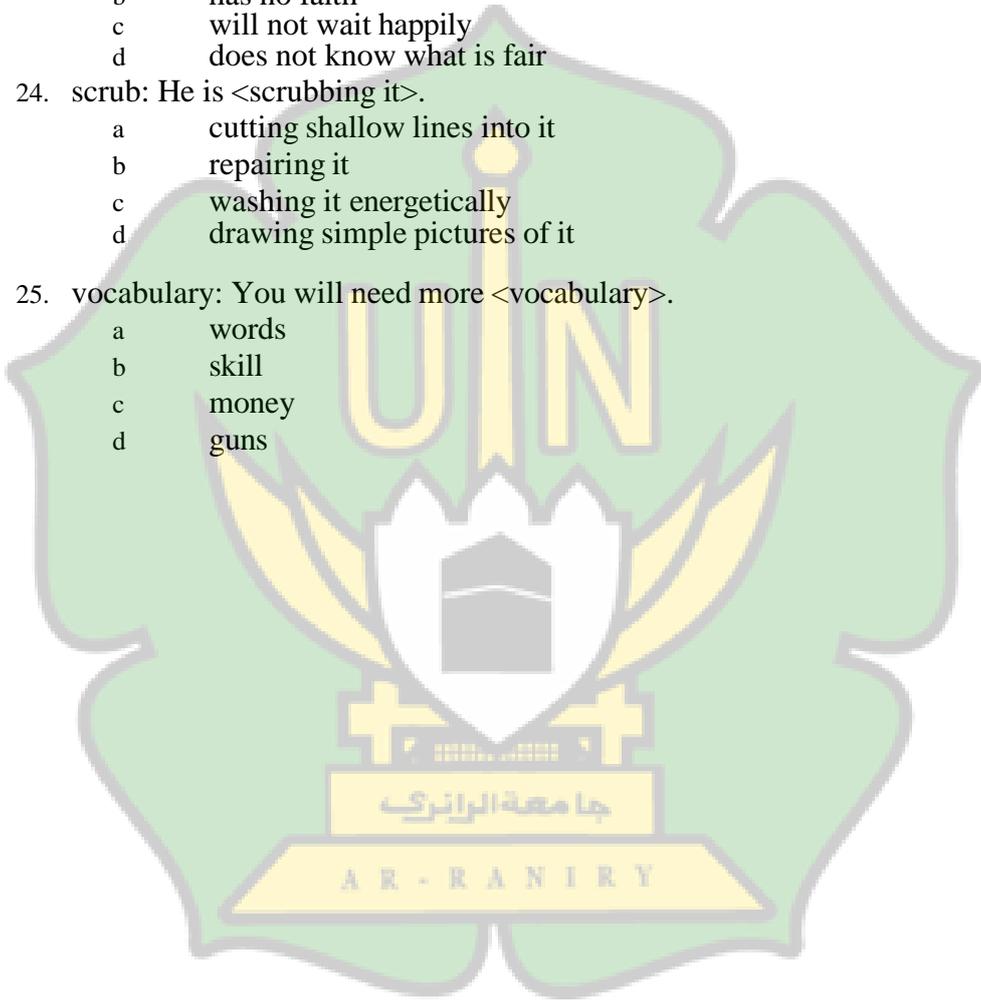
- a getting drunk
- b traveling around
- c making a musical sound through closed lips
- d working hard

13. lonesome: He felt <lonesome>.

- a ungrateful
- b very tired
- c without company
- d full of energy

14. allege: They <alleged it>.
- a claimed it without proof
  - b stole the ideas for it from someone else
  - c provided facts to prove it
  - d argued against the facts that supported it
15. remedy: We found a good <remedy>.
- a place to eat in public
  - b way to fix a problem
  - c way to prepare food
  - d rule about numbers
16. dash: They <dashed> over it.
- a moved quickly
  - b moved slowly
  - c fought
  - d looked quickly
17. peel: Shall I <peel it>?
- a let it sit in water for a long time
  - b take the skin off it
  - c make it white
  - d cut it into thin pieces
18. bacterium: They didn't find a single <bacterium>.
- a small living thing causing disease
  - b plant with red or orange flowers
  - c animal that carries water in lumps on its back
  - d thing that has been stolen and sold to a shop
19. thesis: She has completed her <thesis>.
- a talk given by a judge at the end of a trial
  - b first year of employment after becoming a teacher
  - c long written report of study carried out for a university degree
  - d extended course of hospital treatment
20. authentic: It is <authentic>.
- a real
  - b very noisy
  - c old
  - d like a desert
21. miniature: It is <a miniature>.
- a an instrument for looking at very small objects
  - b a very small thing of its kind
  - c a very small living creature
  - d a small line to join letters in handwriting

22. fracture: They found a <fracture>.
- a break
  - b small piece
  - c short coat
  - d discount certificate
23. patience: He <has no patience>.
- a has no free time
  - b has no faith
  - c will not wait happily
  - d does not know what is fair
24. scrub: He is <scrubbing it>.
- a cutting shallow lines into it
  - b repairing it
  - c washing it energetically
  - d drawing simple pictures of it
25. vocabulary: You will need more <vocabulary>.
- a words
  - b skill
  - c money
  - d guns



## Appendix E Questionnaire and vocabulary test results

### a) Questionnaire result

Name / Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Amsal Alfaizin	4	4	3	4	4	4	3	4	4	3	5	3	3	4	5	3
Najwul Fikri	5	4	5	4	4	4	4	4	5	4	5	4	4	4	3	3
Musliadi	4	5	4	4	5	5	3	2	3	3	5	4	3	2	2	
Ulul Azmi	5	4	4	3	4	4	5	5	5	3	5	5	5	5	5	
Auzanil Hakim Roellisa	5	4	3	5	5	3	5	5	3	5	4	4	5	3	5	5
Aufar Fathullah Rahman	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Nisa Nur Parwati	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Muhammad Khaliq Glbran	4	5	4	4	3	5	4	3	5	5	5	3	4	3	4	4
Cut Hayatun	3	3	3	3	3	3	3	2	3	4	3	4	4	4	4	4
Dwi Nur Adinda	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5
farahiyatul banat	2	2	3	2	2	2	2	1	2	2	2	2	3	3	2	2
Syarif Hidayatullah	5	5	5	5	4	5	4	5	5	4	5	5	4	5	1	5
Sarah nabila	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5
Cut Tasha	3	5	4	5	3	3	3	3	3	4	4	4	4	4	4	4
Riadhil jinan	4	4	5	4	5	5	4	4	5	4	5	5	5	4	5	4
Sefta feli dwiyana	2	2	2	3	3	2	2	2	2	2	2	3	3	3	2	2
alvies rhanda	1	1	1	1	2	2	2	2	1	2	2	2	1	1	1	1
Oca Nurjannah	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5
Uswa	3	4	4	3	4	5	4	4	5	3	4	5	5	3	3	4
Aura Nabila	4	5	3	2	3	5	5	1	2	2	5	5	5	1	5	3
Safwani fonna	3	5	4	4	4	4	4	3	4	3	4	4	4	4	4	4
Zahid Fatahillah	5	5	5	4	4	5	4	4	3	4	4	4	4	4	4	4
Wirda yatul	4	5	5	4	4	4	4	5	5	5	3	5	5	5	5	5
Yurintan Elshadika	2	4	3	4	3	3	4	3	3	3	4	5	3	3	3	3
Muhammad zikri	3	4	3	4	4	4	4	3	3	4	4	4	3	3	4	3
Zatul Hilmi	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5
Dyna Akhyarni	5	5	4	5	5	4	4	5	5	4	5	5	4	3	5	4
Bella	4	4	5	5	5	5	5	5	5	5	5	5	5	2	3	2
Nabilah firdha z	4	5	5	4	5	4	3	4	5	3	5	5	5	3	3	3
Wirdatul Jannah	5	4	5	4	3	4	4	5	4	5	5	4	5	4	4	4



## APPENDIX F Outputs of SPSS tests

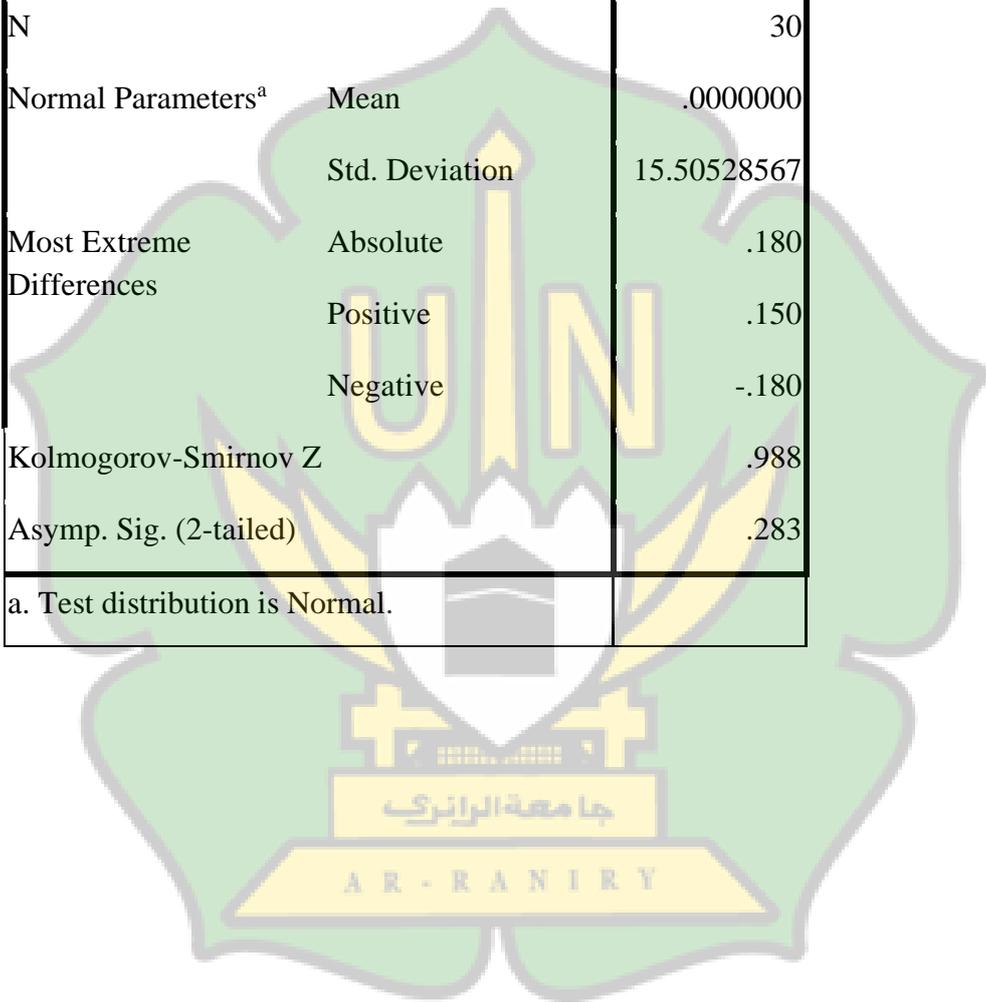
a) Validity of questionnaire

Items No	R Observe	R Table	Status
Item 1	0.521	0.361	valid
Item 2	0.483	0.361	valid
Item 3	0.568	0.361	valid
Item 4	0.510	0.361	valid
Item 5	0.741	0.361	valid
Item 6	0.533	0.361	valid
Item 7	0.598	0.361	valid
Item 8	0.687	0.361	valid
Item 9	0.757	0.361	valid
Item 10	0.468	0.361	valid
Item 11	0.707	0.361	valid
Item 12	0.519	0.361	valid
Item 13	0.534	0.361	valid
Item 14	0.506	0.361	valid
Item 15	0.469	0.361	valid
Item 16	0.653	0.361	valid

b) Normality test

### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	15.50528567
Most Extreme Differences	Absolute	.180
	Positive	.150
	Negative	-.180
Kolmogorov-Smirnov Z		.988
Asymp. Sig. (2-tailed)		.283
a. Test distribution is Normal.		



c) Correlation test

### Correlations

		Vocabulary_ Test	English_Expo sure
Vocabulary_Test	Pearson Correlation	1	.428*
	Sig. (2-tailed)		.018
	N	30	30
English_Exposur e	Pearson Correlation	.428*	1
	Sig. (2-tailed)	.018	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

