EXPLORING EFL TEACHERS' EXPERIENCES IN IMPLEMENTING VIDEO-MEDIATED VOCABULARY INSTRUCTIONS IN AN ISLAMIC SCHOOL CONTEXT

THESIS

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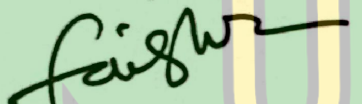for the Bachelor Degree of Education in English Language Teaching

On:

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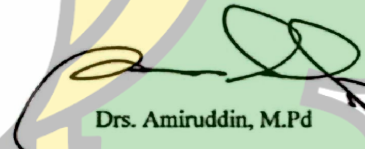

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iii

Surat Pernyataan Keaslian
(Declaration of Originality)

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Exploring Efl Teachers' Experiences in Implementing Video-Mediated

Vocabulary Instructions in an Islamic School Context

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.

Banda Aceh, 30 Desember 2024

Saya yang membuat pernyataan,

Nabila Husna

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Bismillahirrahmanirrahim.

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iv

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Penulis

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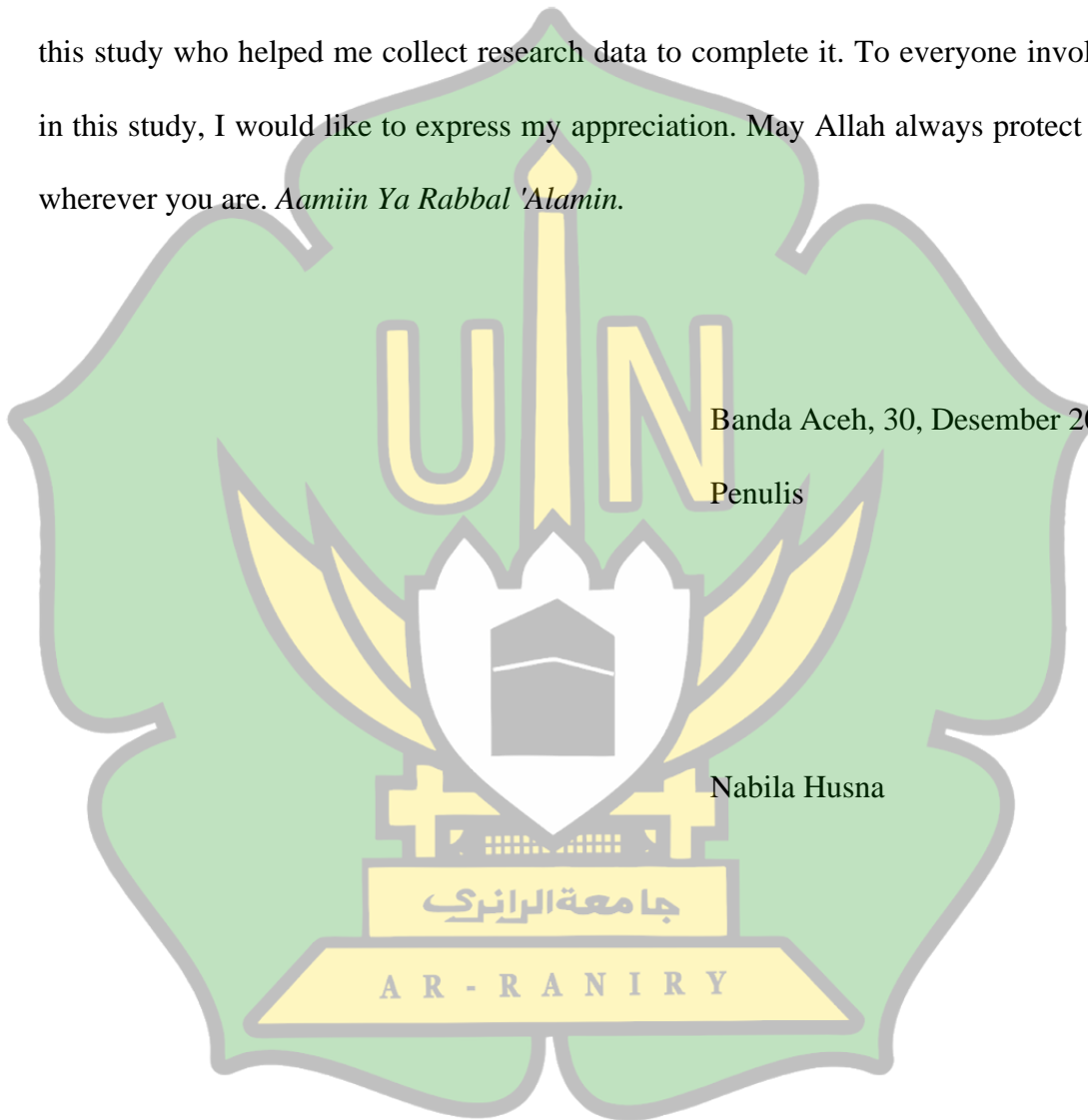
ABSTRACT

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Major   : Department of English Language Education

Thesis working title   : Exploring EFL Teachers' Experiences in Implementing Video-Mediated Vocabulary Instructions in an Islamic School Context

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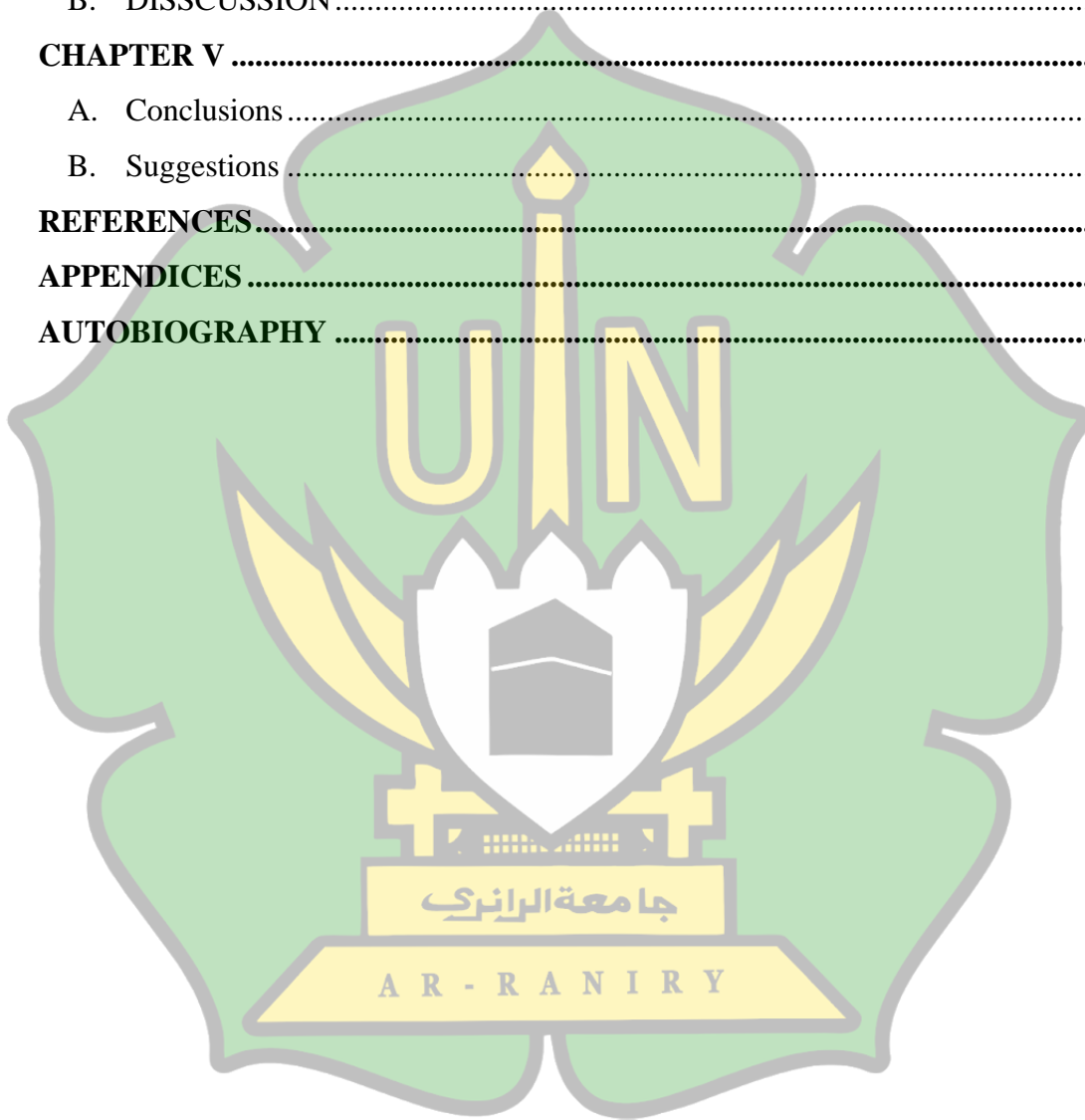
Video-mediated instruction is an instructional methodology that effectively imparts practical skills through video. Instructional videos are increasingly being integrated into educators' pedagogical practices in every field. This study aims to investigate the use of videos for vocabulary learning in *Pesantren* and focuses on how teachers implement vocabulary learning using videos and their impact on teaching practices and student learning outcomes. This research employed qualitative methods with a case study approach. Observations and interviews were the primary source of the data. The participants were selected purposively: Two English teachers who had taught English in Islamic boarding school for over six months and had specific learning media and ten students should score high in their English lessons. This research found several techniques used by teachers to teach vocabulary: video, role play, card and removed some vocabulary from a song lyric, then played the song again and asked the students to find the missing vocabulary and several types used by teacher to teach vocabulary: animation, cartoon, movie and song. The used of video is very helpful for vocabulary learning. By using video they feel can remember and understand vocabulary faster. In conclusion, the use of videos are very effective to support students to remember and understand vocabulary quickly, and to make it a very useful media in vocabulary learning.

TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, school students learn English from primary to senior high school. Nonetheless, many students still struggle to acquire and retain enough English vocabulary to enable them to use English for communication. Many problems are causing this issue. One of the problems is related to how English teachers teach vocabulary. A significant challenge lies in how vocabulary is taught, as traditional methods often fail to engage students fully. Teachers face difficulties in delivering vocabulary lessons that are engaging and effective, especially in Islamic boarding schools, where students have specific cultural and educational contexts that may influence their learning experience (Vignato, 2012).

Vocabulary acquisition plays a fundamental role in language development. The more words a student knows, the better equipped they are to express themselves in speaking, listening, writing, and reading. Suryanto (2014) emphasizes that vocabulary is a core component of language use, encompassing all aspects of word knowledge. For novice English learners, a strong vocabulary foundation is essential for understanding the language's meaning and structure.

One promising solution to these challenges is integrating multimedia tools, particularly video, into English language teaching. Multimedia, including video content, offers an engaging, interactive way to enhance vocabulary instruction.

Hamalik (1996) notes that using various media in teaching can help shift students from passive to active learners by providing more dynamic learning experiences. Video content engages students visually and audibly and aids comprehension by presenting vocabulary in a meaningful context. This method is precious in Islamic boarding schools, where students often require additional support to bridge the gap between rote memorization and practical language use (Fitri, 2017).

However, in teaching English vocabulary, teachers must be innovative in choosing media especially video, so students are not bored during the learning process. Vocabulary is an essential aspect of language skills. The more vocabulary it has, the more skilled it is in speaking. In this case, vocabulary can increase the growth of writing, speaking, reading, and listening activities. Vocabulary is a component that contains all information relating to the use of words in language (Nafiah & Suyanto, 2014). Students who are just starting to learn English need vocabulary knowledge. With excellent and adequate vocabulary knowledge, students will understand the purpose of the English language.

Therefore, using multimedia in teaching should motivate students to attend lessons more; appropriate teaching media also should cause learning excitement. According to Hamalik (1996), students can overcome passive attitudes by using teaching media precisely and variedly. In this case, the teaching media is useful for causing excitement in learning and stimulating and motivating students.

According to Bafadal (2003), all components in the teaching-learning process, materials, media, facilities and infrastructure, education funds, will provide much

support that cannot be used optimally for improving the quality of the process and learning outcomes without being supported by the existence of teachers who are continually trying to realize ideas and thoughts in the form of behavior and attitudes that are superior in their duties as teachers. Teachers are a human element that largely determines the success of education.

The use of media in learning activities will provide many benefits, on the one hand, it will make it easier for students to understand the subject matter being taught because students can directly interact with the object being studied. On the other hand, the use of teaching media can represent something that the teacher cannot convey through verbal communication, so students' difficulties in understanding certain concepts and principles can be overcome. Even with the presence of the media it is recognized that it can give birth to good student feedback (Lutfiana, 2022).

The media has a significant role in learning because it can arouse new desires and interests, motivate and stimulate learning activities, and influence students psychologically. Because the media or props need it, students can master the material well.

Therefore, teachers should provide a kind of media that can help students to enhance vocabulary mastery and to promote interest in learning English. Harmer (2007) states that teachers should see technology as tools to help them with their chosen techniques and approaches. It can be said that there is one way to make teaching vocabulary exciting and enhance their vocabulary, which is by using technology such as audiovisual media or videos. Therefore, I believe that video can

be an interesting technology tool that can be used to promote students' vocabulary mastery and interest in learning English.

Video can present language in a lively way as video features visual and audio, which students can use to learn English. The video's visual and audio clues can help students convey the meaning of vocabulary and attract students' interest in learning vocabulary. Therefore, video is expected to be an effective medium for teaching vocabulary to students, increasing their interest in learning English and enriching their vocabulary (Manurung, 2016).

A few existing studies (e.g., a study conducted by Devanti & Amalia, 2018) found that video as a medium of teaching English vocabulary improved the seventh-grade students' vocabulary mastery and active participation. It is proved that by watching a video that is suitable with the theme could attract students' attention and, at the same time, improve their vocabulary mastery. A study by Sabgini & Wiraatmaja (2023) found positive engagement in the young learners' responses when videos were used. The study had a positive atmosphere when the student-teachers employed video in the learning process. The young learners actively asked questions, responded to the instruction, and expressed their thoughts when the student-teachers asked them about the video. In addition, the video managed to engage the young learner actively when learning vocabulary. They have focused on media for teaching English vocabulary.

However, little research specially addresses the media English teachers use in the context of Islamic boarding schools to teach English vocabulary. It is important to

understand how these teachers teach English vocabulary, considering some students' failure to acquire and maintain their English vocabulary. However, they are required to speak in English daily in the dormitories. Based on the previous study, I want to do research by implementing video-mediated vocabulary in boarding school.

This is a common issue faced by students studying in pesantrens in Aceh. For example, research conducted by Arta (2018) in an Islamic boarding school in Aceh found that the students could not remember the vocabulary correctly. Sometimes, they cannot match a word with its meaning, so the teacher gives students a longer time to remember it by assessing the vocabulary in rare times (once a month) so students can prepare it maximally. Therefore, the present study will explore English teachers' experiences using videos when teaching English vocabulary in one of the pesantrens in Aceh Besar, Aceh Province.

B. Research Question

This proposed research seeks to answer the following research questions:

1. How do EFL teachers' in Islamic schools use video-mediated vocabulary instruction in their classroom?

2. What are the perceived effects on their teaching practice and students' learning outcomes?

C. Research aim

Related to the research question, the aims of this study are:

1. To explore and analyze the experiences of EFL teachers in Islamic schools regarding the use of video-mediated vocabulary instructions.

2. To evaluate this instructional method's perceived effects on their teaching practice and students learning outcomes.

D. Significant Of Study

There are several benefits expected from this study. The result of this study is expected to contribute to the teacher, the student, and future researchers. This study is significant in at least two main ways, namely theoretical significance (scientific/academic) and practical significance. Scientifically, the results of this study will show how effective video mediated vocabulaty for students learning outcomes. The practical significance of the reseults of this study will be obtained by teachers and researchers.

E. Terminology

To avoid misunderstanding and eliminate different interpretations of the title, here is the terminology about the purpose of the title:

a. Teacher Experiences

Educators' personal insights and reflections regarding their instructional practices and interactions with teaching tools and methods (Lortie, 1975). Teachers experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers (Kini & Podolsky, 2016).

b.   Video Mediated Vocabulary Instruction

Video media presents materials visually and audibly, allowing students to be actively involved in learning. Through videos, animations and interactive content, students are given better access to new vocabulary and encouraged to use the language in relevant and meaningful contexts. This approach improves students' vocabulary recall and strengthens their ability to apply it in everyday communicative situations (Febriyanti, 2024). Instructional approach that utilizes video content (e.g., instructional videos, educational films) to deliver lessons and enhance learning. This method leverages audiovisual elements to support comprehension and retention (Mayer, 2009). Video Mediated Vocabulary Instruction is a vocabulary teaching method that uses videos to assist students in introducing, teaching, and improving vocabulary learning. Videos are used to demonstrate the context in which new words are used through images, sounds, and narration, so that students can better understand the meaning and application of words in actual or relevant situations.

c.   Islamic School

Islamic schools are organized by incorporating Islamic values and teachings into the curriculum, using effective learning approaches, and good involvement and cooperation between teachers, parents and the community to build students' character and learning ability. In Indonesia, pesantren is a traditional Islamic educational institution that aims to guide students to become human beings with

Islamic personalities who can become useful people for the nation-state and religion. In Aceh, the term pesantren has been synonymously used along with the term" dayah" (Usman et al. 2021). By sending their children to dayah, Acehness people hope that their children will be able to learn the importance of applying Islamic religious morals, which are the guidelines for daily social life. When viewed from a cultural and historical point of view, Dayah in Aceh is a training center that automatically becomes a center of Islamic culture, which is legalized or institutionalized by the people in Aceh (Marzuki, 2011). In this research, I researched the second grade of junior high school students at an Islamic school in Aceh Besar.