

The Impact of Interactive Video Lessons on Vocabulary Acquisition in Final Year ESL Students

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ARTICLE INFO	ABSTRACT
Keywords: ESL students; interactive video lessons; K.H. A. Wahab Hasbullah University; pre-experimental; vocabulary acquisition.	This study aims to evaluate the impact of interactive video lessons on vocabulary acquisition among final-year ESL students at K.H. A. Wahab Hasbullah University. A pre-experimental, one-group pretest-posttest design was employed, involving 16 participants. The results showed a significant improvement in vocabulary scores, with the mean pretest score increasing from 72.50 to 85.63 in the posttest. The paired samples t-test revealed a significant mean difference of -13.125 ($p < 0.05$), indicating the effectiveness of the interactive video lessons. Additionally, a moderate positive correlation ($r = 0.540$, $p = 0.031$) was found between pretest and posttest scores. These findings suggest that interactive video lessons can be a valuable tool in enhancing vocabulary acquisition in ESL education.

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INTRODUCTION

The definition of second language acquisition and learning is learning and acquisition of a second language once the mother tongue or first language acquisition is established. It is the systematic study of how people learn a language other than their mother tongue. Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language (Enamul Hoque et al., 2017).

In second language education, video materials have proved especially useful for several reasons. Primarily, these materials allow students to experience the target language in a more natural context. Language is presented in an apparently less structured way through the use of video materials, English as a second language (ESL) students are allowed to observe and participate in a more active learning experience while maximizing the use of several cognitive skills (William and Lutes, 2007).

Integrating video into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons As Cundell (2008, 17). in Sahla Yassaei notes, “One of the most powerful ways that video can be integrated into courses is for the visual representation by provided for students on an otherwise abstract concept.” (Rugaiyah, 2016).

Language acquisition, especially vocabulary development, is critical to English as a Second Language (ESL) education. With advancements in educational technology, interactive video lessons have gained attention as potential tools to enhance learning outcomes among ESL students, particularly those in their final year of study. This article explores the impact of interactive video lessons on vocabulary acquisition in this specific student cohort.

Recent advancements in educational technology have introduced interactive video lessons as a dynamic alternative to traditional teaching methods. These lessons integrate multimedia elements such as audiovisual aids, interactive quizzes, and real-world context scenarios to create an immersive learning experience. Interactive video lessons aim to enhance engagement, retention, and application of vocabulary knowledge among ESL learners by harnessing the power of visuals and interactivity.

In the realm of ESL education, vocabulary acquisition challenges persist as students strive to grasp the nuances and complexities of the English language. Final-year ESL students represent a pivotal stage in their linguistic journey, where proficiency in vocabulary becomes increasingly crucial for academic and professional success. Traditional methods of vocabulary instruction often include rote memorization and contextual reading exercises, yet these approaches may not fully engage students or cater to their diverse learning styles.

Traditional methods are rarely used in the globalized world, with many teachers and lecturers using modern methods for learning styles such as the one discussed in this study, which uses interactive videos to increase new vocabulary in second language learning.

This study focuses on final-year ESL students at K.H. A Wahab Hasbullah University, exploring the impact of interactive video lessons on vocabulary acquisition. Vocabulary knowledge is a fundamental aspect of language proficiency, influencing students' ability to comprehend and express themselves effectively in English (Widiyanto & Setyawan, 2020).

RESEARCH METHOD

This design involves measuring students' vocabulary knowledge before and after the intervention without a control group. The pretest-posttest design is advantageous for small-scale studies where the primary aim is to observe the changes within a single group over a while. In this study, 16 final-year ESL students at K.H. A. Wahab Hasbullah University participated in the research. The pre-test was administered to assess the students' initial vocabulary knowledge, followed by a series of interactive video lessons designed to enhance their vocabulary. After the intervention, a post-test was conducted to measure the vocabulary knowledge acquired. The difference in pre-test and post-test scores was then analyzed to determine the impact of the interactive video lessons.

Researchers use a quantitative research approach. Quantitative research is defined as an approach that emphasizes the analysis of numerical data processed by statistical methods. Therefore, this study uses the correlation of the independent variable and the dependent variable to make it easier for researchers to process data, researchers also use Spss to test the research hypothesis. The data studied with a quantitative approach is data about “The Impact of Interactive Video Lessons on Vocabulary Acquisition in Final-Year ESL Students”.

The study uses a pre-experimental approach, specifically a one-group pretest-posttest design, to investigate the effect of the intervention. This approach is chosen due to its suitability for preliminary investigations where control groups are not feasible. The pre-

experimental approach allows for a direct comparison of vocabulary knowledge before and after the intervention within the same group of participants, providing initial insights into the effectiveness of the interactive video lessons.

RESULT AND DISCUSSION

The study aimed to investigate the impact of interactive video lessons on vocabulary acquisition among final-year ESL students at K.H. A. Wahab Hasbullah University. Here are the key findings based on the data analysis by SPSS:

Table 1. Descriptive Statistics
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	72.5000	16	12.90994	3.22749
Post-Test	85.6250	16	13.14978	3.28744

The mean score increased from 72.50 (pretest) to 85.63 (posttest), indicating a significant improvement in vocabulary acquisition among final-year ESL students after using interactive video lessons. The mean difference of -13.12500 (negative sign indicating improvement) supports the hypothesis that interactive video lessons enhance vocabulary knowledge.

Table 2. Correlation Analysis
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Before treatment and after treatment	16	.540	.031

The paired samples correlation of 0.540 with a significance value of 0.031 suggests a moderate positive correlation between pretest and posttest scores. This means that students who scored higher on the pretest also tended to score higher on the posttest, indicating a consistent improvement across the sample.

Table 3. Paired Samples Correlation
Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair Before 1 treatment and after treatment	-	12.50000	3.12500	-	-	-	-	15	.001
	13.12500				19.78578	6.46422	4.200		

The paired t-test results show a mean difference of -13.12500 with a standard deviation of 12.50000 and a standard error mean of 3.12500. The 95% confidence interval for the difference ranges from -19.78578 to -6.46422, and since it does not include zero, it indicates that the improvement is statistically significant.

The significant increase in the mean post-test scores and the moderate positive correlation suggest that interactive video lessons effectively enhance vocabulary acquisition. These findings align with existing literature that highlights the benefits of multimedia learning tools in language education, such as (Neo & Neo, 2009).

The interactive nature of the video lessons likely contributed to increased student engagement and motivation. The interactive elements, such as animations, quizzes, and exercises, made the learning process more enjoyable and effective, leading to better retention and understanding of vocabulary.

CONCLUSION

This study demonstrates that interactive video lessons significantly improve vocabulary acquisition among final-year ESL students at K.H. A. Wahab Hasbullah University. The increase in mean scores and the statistically significant results highlight the effectiveness of this teaching method. Educators are encouraged to incorporate interactive video lessons into their teaching strategies to enhance language proficiency. Further research is recommended to explore the long-term effects and broader applicability of interactive video lessons in different educational contexts. It is hoped that this study can motivate educators to be able

to provide more interesting and innovative learning strategies for ESL students.

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