ABSTRACT

DEVELOPING VOCABULARY CLASSES BASED ON EXPLICIT-IMPLIED VOCABULARY LEARNING TO PROMOTE VOCABULARY MASTERY OF STUDENTS OF MTS DARUL A’MAL

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This quasi-experimental study aims to investigate the effectiveness of explicit and implicit vocabulary learning using video with L1 or L2 subtitle on students’ vocabulary mastery of 30 target words. One hundred and twenty (120) female students of MTs. Darul A’mal participated in this research by watching three videos within three meetings with approximately three minutes long with either L1 or L2 subtitle. Thirty (30) students in each classroom were assigned to one of this four conditions; explicit-L1 subtitle, explicit-L2 subtitle; implicit-L1 subtitle, and implicit-L2 subtitle. The students’ vocabulary mastery of the target words was measured by English-to-Indonesian translation test. The results of each test are analyzed and described separately.

Two-way factorial ANOVA reveals that there is a statistically significant interaction between types of vocabulary learning (explicit and implicit) and types of subtitled video (L1 and L2 subtitle) on the students’ immediate post-test results \((p = 0.004 < \alpha = 0.05)\). In the immediate post-test, the students in explicit vocabulary learning with L1 subtitle outperformed students in other condition. A similar result can also be found in the delayed post-test where the students in explicit learning with L1 subtitle outperformed the students in other condition. Explicit vocabulary learning is constantly showing its superiority over implicit vocabulary learning throughout this research. However, the result of current research also indicates that in 2 weeks delayed post-test, the effect of L1 or L2 subtitle is moderated by the type of vocabulary learning (explicit or implicit). In explicit learning, the type of subtitle (L1 or L2) significantly affected the result of the delayed posttest \((p = 0.000 < \alpha = 0.05)\); while in implicit learning, the difference between the mean score of students in L1 and L2 subtitle condition is not statistically significant \((p = 0.186 > \alpha = 0.05)\); it means that types of subtitle do not play important role in affecting students’ scores in the delayed posttest in implicit learning.

There are several limitations of current research. First, the use of the translation test to measure students’ vocabulary mastery is not sensitive enough to detect gains in degrees of students’ word knowledge. Second, the writer suspects that the unsatisfying performance of the students in implicit learning might due to the fact that the video used in this research is too complex or difficult for the students in implicit learning to get a comprehensible input. Third, this research only pictures the students’ retention after two weeks from each respective treatment. It means that different interval on the delayed post-test may produce a different result. Fourth, the participants in this research do not use a proper hearing-aid while watching the video, this may also affect students’ overall performance; further research in the future is expected to able to address these limitations.