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THE SOPHOMORES' PERSPECTIVE ON ENGAGING TED-Ed WEBSITE IN ENHANCING SOPHOMORES' VOCABULARY MASTERY

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Abstract

TED-Ed (Technology, Entertainment, Design,-Education) is an educational and initiative website for youth that can be used by teachers or lecturers to spark and celebrate the ideas to teach the sophomores around the world. The study is aimed at investigating the sophomores' perspective toward vocabulary learning activities through TED-Ed website. The writers employed a qualitative methodology under a cross-sectional survey technique. Under this technique, the writers administered the questionnaire to 20 sophomores. The results of the first research question showed that 40% of the respondents answered that TED-Ed Website can improve vocabulary mastery, 40% of the respondents asserted that TED-Ed Website helps the sophomores to understand the material. Meanwhile, 20% of the respondents stated that TED-Ed Website can make the lesson fun. The results of the second research question asserted that 60% of the respondents claimed that they found the obstacle because of the unsupported facilities, whereas 20% of the respondents answered that there is no obstacle on engaging to TED-Ed Website to have the video. Furthermore, 15% of the respondents claimed that the video sometimes do not suit for the materials, and 5% of the respondent purposed that they could not understand each word from the videos. To sum up, the most of respondents perceived that TED-Ed website is very useful for them. Besides, the most of the respondents perceived that they have obstacles in learning vocabulary through the videos from TED-Ed website.

Keywords: *The Sophomores' Perspective, Vocabulary Learning, TED-Ed website*

INTRODUCTION

Vocabulary is one of the language aspects that have to be mastered by English students, particularly the sophomore level. Without mastering sufficient vocabulary, sophomore cannot express their own ideas or understand the other speaker's expressions. Unfortunately, most of the sophomores feel difficult and find boredom when they learn vocabulary in their English class. The sophomores' difficulties and boredom normally are caused by the vocabulary factors that should be mastered by them such as: pronunciations, words classes, meanings, and dictions. Those factors cannot be separated in learning vocabulary that become the essential parts in vocabulary class.

To avoid the difficulties and boredom while teaching learning activities, the appropriate strategies are needed in engaging it. One of the strategies which can be applied is using interactive website, namely TED-Ed website. TED-Ed website is an initiative education website which creates worth sharing various lessons in short video. Through using TED-Ed website, the sophomores can apply the interesting videos to learn and practice vocabulary. Through the selected videos provided in TED-Ed website, both the lecturer and the sophomores can describe the new words, then how to spell it, afterwards apply it into sentences.

To support the present study, the writers highlight three previous studies. The first previous study is undertaken by Sadikin (2016) entitled: "The Use of WebQuest for Teaching English Vocabulary in an EFL Young Learners Context". The second previous study is carried out by Abidin et al., (2011) entitled: "The Effectiveness of Using Songs in Youtube to Improve Vocabulary Competence among Upper Secondary School Studies". The last previous study is conducted by Achmad (2013) entitled: "Developing English Vocabulary Mastery through Meaningful Learning Approach".

Regarding to the previous studies aforementioned, those are similar to the present study at which those focus on enhancing students' vocabulary mastery. Later, those previous studies are used to underpin the present study conducted by the writers. The writers set two research questions. Those are: 1.) What benefits do sophomores gain from the use of TED-Ed website? 2.) What obstacles do student gain from the use of TED-Ed website? Then, to find out the answers, the writers are going to delineate them in the discussion session.

METHOD

In this session, the writers explore several points to support this research methodology. The related points cover research design, participant and research site, data collection procedure and data analysis. In this present study, the writers employ qualitative methodology under a cross-sectional survey technique. It is because the writers can collect the data at one point in a time (Creswell, 2012, p. 377). In addition, he also claims that this design has the advantage of measuring current attitude or practices. It also provides information in a short amount of time such as the time required or administering the survey and collecting the information (Creswell, 2012, p. 377).

The writers select 20 sophomores as the participants. They were selected because they conduct teaching-learning vocabulary. Furthermore, the writers select one of sophomore level of University in Ciamis as a research site because this research site provides vocabulary class for the sophomores. In this present study, the data were obtained by administering open-ended questionnaires that is suggested by Dornyei and Taguchi (2010, p. 37). In the process of answering the questionnaire, the writers administer the questionnaire to the participants. Then, the answered questionnaire was submitted to the writers directly after the last meeting. After collecting the data, the writers analyzed the answers of the questions taken from the open-ended questionnaires qualitatively. The writers analyzed the data dealing with the engaging TED-Ed Website. Furthermore, quantification is also employed to describe the data in percentage.

FINDINGS AND DISCUSSION

In interpreting the data, the writers analyzed the answers written within the questionnaire. The writers identified and analyzed the questionnaire answered by the sophomores. For further data, they are described in the following table:

The analysis of the students' questionnaire

NO	QUESTIONS	ANSWER	PERCENTAGE (%)
1	Do you learn Vocabulary class?	Yes, I do.	100
2	After attending the meetings, do you know well TED-Ed website?	Yes, I do.	100
3	If you answer "yes, I do." for the	1. The lesson becomes so fun	20

	question number 2, what benefits do you gain from the use of TED-Ed website?	2. It helps student to understand the material	40
		3. It improves vocabulary mastery	40
4	Are there few obstacles in using TED-Ed Website during the vocabulary class?	1. Yes, they are.	80
		2. No, they are not.	20
5	If you answer “yes, there are” for the question number 4, what obstacles do you gain from the use of TED-Ed website?	1. Aids	60
		2. The videos do not suit for the materials	15
		3. I could not understand each word of the video	5
		4. (there is no obstacle)	20

Adapted from Dornyei and Taguchi (2010)

Dealing with the findings aforementioned, those can be asserted that the writers classified the answer into some points. Based on the answer, the sophomores stated that there are some benefits of using TED-Ed Website, those cover: TED-Ed Website makes a lesson fun, TED-Ed Website helps students to understand the material well, TED-Ed Website can improve the sophomore’s vocabulary mastery. Moreover, the most of sophomores claimed that there are some obstacles on engaging TED-Ed Website and the rest of students purposed that there are no obstacles of using TED-Ed Website. The obstacle of using TED-Ed Website in teaching learning activities is that there is no aid to support the lesson within using video. There are no supporting facilities such LCD Projector, sound system/speaker and etc. Furthermore, the other obstacles cover: the video does not suit for the video, sophomores could not understand each word of the video.

After discussing the findings of the present study, then the writers continue to answer the research questions. The answers are as follow:

Research Question 1: *What benefit do the sophomores gain from the use of TED-Ed website?* The evidences were taken from the answers written in the questionnaire. Those evidences particularly referred to the third question written in the questionnaire, the answers

from the third question revealed that 40% of the respondents can improve their vocabulary mastery. The students found new vocabularies from the videos which is used by the teachers in teaching activities. Then, 40% of the respondents revealed that TED-Ed Website helps them to understand the whole material by the presented videos. Moreover, 20% of respondents stated that the lesson becomes so fun because of the videos. Based on the evidences gained from the answers of question number three above, those lead the writers to answer the first research question that the benefits gained by the sophomores during learning and teaching vocabulary covers; (1) it helps sophomores to understand the material, (2) it improves sophomores' vocabulary mastery, and (3) it makes the lesson becomes so fun.

Research Question 2: *What obstacle do the sophomores gain from the use of TED- Ed website?* From the answers written in the questionnaire, the writers took evidences from the last question written in the questionnaire. The answers from the last question showed that

60% of the respondents obtained that the difficulties are caused by no supporting facilities to present the videos in learning vocabulary. Besides, 20% of the respondents stated that they have no obstacles in learning activities. Other than that, 15% of the sophomores revealed that the videos are not suitable for the materials. Moreover, 5% of the respondents revealed that they could not understand each word of the video. Based on the evidences obtained from the answers of question number five aforementioned, those evidences lead the writers to answer the second research question. The answer shows that there are obstacle, and there is no obstacle in using TED-Ed Website. The obstacles which are faced by the sophomores when they were learning vocabulary cover: (1) no supporting facilities, (2) unsuitable videos for the materials, (3) could not understand each word of the video.

Dealing with the present study, the writer compared between the findings gained in the present study and the findings gained in the previous studies. The first and second previous studies are similar to the present study conducted by Sadikin (2006) and Abidin et al., (2011) which focused on the use of Website as a platform to gain an educational video to improve student's vocabulary mastery. Meanwhile, the third previous study carried out by Achmad (2013) was dissimilar to the present study which focused on developing English vocabulary mastery through Meaningful Learning Approach toward Junior High School Students in Gorontalo.

CONCLUSIONS

Related to the answers of the research questions written in discussion session, the findings of the present study can be concluded that the benefits gained by the sophomore from TED-Ed website in learning and teaching vocabularies cover: helping sophomores to understand the material, helping student to improve vocabulary mastery, and having a fun lesson. Besides the benefits, they also gain the obstacles in learning vocabulary through TED- Ed website. The obstacles cover: the facilities which are not supported, the unsuitable video for the materials.

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