

## **The Use of Video-Based Learning with Interactive Quizzes to Foster the Acquisition of English Vocabulary: A Case Study at an English Course in Indonesia**

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### **Abstract**

*The present study aims to explore the use of video-based learning with interactive quizzes as an addition to the English as a Second Language (ESL) vocabulary learning process for elementary school students at an English Course in Indonesia. This method is implemented with the aim of enhancing students' vocabulary understanding and improving the retention of learned material. The study used a qualitative case study. The research participants consist of students and tutors from private lesson in elementary school involved in using video-based learning with interactive quizzes. Data were collected through in-depth interviews with tutors and active observations during the learning process. The results indicate that the use of this method encourages student engagement and motivates them in learning. However, several challenges were also identified, including the need for more varied teaching materials that are responsive to students' abilities, as well as the necessity for more active guidance from tutors. Implications are discussed in this study.*

**Keywords:** English Course; Interactive Quizzes; Vocabulary; Video-Based Learning

### **INTRODUCTION**

English as a Second Language (ESL) becomes increasingly relevant in the context of globalization. This transformation encompasses new methods of learning English at the elementary level. English has long been a vital aspect of Indonesia's education system, first only taught at the secondary level, but as the necessity and popularity of English grew, the curriculum was changed accordingly. With the aim of improving students' English language skills and proficiency, the government eventually began introducing English classes at the lower levels of education, specifically primary school (Setyowati et al., 2023). Teaching a foreign language is an interactive activity that requires active participation from both teachers and students interaction. English as a second language (ESL) emphasizes language as a dynamic resource for creating meaning rather than a set of rules. This shift emphasizes studying language

as a tool for communication, rather than solely as a system (Namaziandost et al., 2020). As a result, the importance of English in many aspects of life can motivate teachers and students to collaborate effectively in order to fulfil the objectives of teaching and studying English. The major goal of communication can be fulfilled if students gain direct experience communicating clearly in English during the learning process (Amanda et al., 2023). According to Asrianti et al. (2022) research, teachers in national schools should actively participate in students' vocabulary knowledge by designing guided education programmers and current teaching methods. Teachers should also offer students continuous encouragement, guidance, and review to students so that they can continue to practice and enhance their English vocabulary abilities.

Learning vocabulary is a crucial aspect of language development for students (Akramy et al., 2022). Until now, lecturers and teachers' teaching methods have been conventional and monotonous. This method causes training and mastery of the material taught to be less than optimal, and students are not able to think critically. If students do not master a lot of vocabulary, learning a language will be difficult. The learning and retention of English vocabulary is a critical component in achieving language competency. According to Namaziandost, Hosseini, et al. (2020), vocabulary helps students enhance their four language abilities (listening, speaking, reading, and writing). However, initial observations in several English language courses in Indonesia found that many students still struggle to communicate orally and generate ideas in writing due to a lack of vocabulary. Challenges in teaching and acquiring English vocabulary remain widespread. Teachers must be more innovative in their learning designs if students are to truly comprehend the subject offered. Traditional teaching methods that rely solely on textbooks and lectures are ineffective in attracting students' attention or stimulating their learning process. This highlights the need for more dynamic and interactive techniques to improving vocabulary learning. One way to overcome these problems is by utilizing technology.

Technology plays an important role in all aspects of education, especially in English language teaching. According to Singh (2021), technology has become an integral element of daily life, with the primary goal of increasing efficiency and production. Technology may improve learning in a variety of ways, including giving students with quick feedback, new resources, and the ability to practice skills at their own speed (Sanchez et al., 2020). As a result, technology takes center stage in understanding English and propels innovation in learning and teaching techniques. Furthermore, incorporating technology into the teaching and learning process can benefit both students and teachers. It will also cause some variations in their learning methods (Andrean et al., 2019). As technology progresses and learning demands evolve, new approaches incorporating the use of multimedia become more popular as creative and novel ways to boost English vocabulary comprehension. The use of video-based learning with interactive quizzes stands out as a dynamic method

with significant potential to improve the educational experience. As outlined by Lin et al. (2021), quizzes are an effective and efficient educational tool for overall evaluation. In essence, quizzes assist teachers in evaluating elementary school students, determining whether their learning matches instructional objectives, and motivating elementary school students to organize their academic efforts. This strategy not only graphically presents learning content in an attractive manner, but it also allows students to actively participate in the learning process, increasing interaction and improving English word comprehension.

According to Sablić et al. (2020), video-based learning offers distinguishing characteristics that make it an excellent learning method that can supplement or entirely substitute traditional learning methodologies. It is a highly effective technique for increasing learning result and student happiness. Traditional teaching methods typically follow textbook chapters, which make students hesitant to take in and frequently inactive in the learning process. Traditional teaching activities usually follow textbook chapters, which makes students reluctant to learn and frequently passive in the learning process. Video-based learning is utilized to help students learn to think about skills and procedures while also improving their ability to communicate with other students. Video resources may obviously complement learning content by providing contextual and emotional information that creates vivid and complex mental images, as well as improve learning comprehension by combining sights and sounds that appeal to a wide range of people (Varma, 2020). According to the findings of a study conducted by Chen et al. (2022), using videos was substantially more effective than traditional learning. This implies that video-based learning methods improve vocabulary comprehension and retention when compared to traditional methods. Furthermore, there are comments from the research conducted by Cook & Babon (2016) criticizing the interactive quiz, intriguing parts of this quiz can be derived from its complaints, notably that the quiz can be "played" and is too easy. However, these comments highlight the importance of striking a careful balance between cognitive challenge and accessibility when creating interactive quizzes, with the ultimate goal of assuring their success in meeting educational objectives for elementary school students.

Previously, researchers conducted several studies on the use of video-based learning and interactive quizzes to improve English vocabulary acquisition. Previous research has primarily focused on video-based learning or interactive quizzes separately, rather than on the possible synergistic effects of combining these two methods. Moreover, most of the studies were carried out in formal educational settings such as schools and universities, leaving a gap in our understanding of how these strategies work in less controlled environments like language classes. According to a study conducted by Gunel & Top (2022), the experimental group learned and retained more vocabulary than the group that used traditional learning. However, the study only focused on the use of movies. It did not

integrate interactive components such as quizzes, which could boost student interest and provide immediate feedback. As therefore, more research is needed to establish how the use of videos and interactive quizzes can increase vocabulary learning and retention, particularly in the Indonesian educational context.

Meanwhile, Lin et al. (2021) found that quiz activities promote active learning and push students to ponder and utilize questions to analyze their learning. Unfortunately, the study only looked at the usage of interactive quizzes for learning. This also leaves a gap in understanding how learning videos and interactive quizzes might work together to increase students' vocabulary and learning outcomes in a more holistic way. Despite the growing usage of digital learning tools, there are substantial gaps in the data on the efficacy of video-based learning mixed with interactive quizzes for vocabulary development. One possible explanation is that using videos and interactive quizzes can increase elementary school students involvement (Su & Chiu, 2020). As a result, video-based learning with interactive quizzes becomes one of the most essential methods for vocabulary acquisition, engaging students actively and emerging as a very promising option to attracting elementary school students.

The aim of this study is to explore the use of video-based learning with interactive quizzes as an adjunct in the learning of English as a Second Language (ESL) vocabulary for elementary school students at an English course institution in Indonesia. This study focuses on a learning technique that includes two objects: video-based learning and interactive quizzes, which are expected to deliver more effective outcomes in accomplishing the learning objectives. In an English course institution, a video-based learning technique with interactive quizzes is employed as supplementary material to promote the acquisition and retention of English vocabulary among elementary school students. This learning method will allow for the combination of various learning elements in order to capture students' attention and produce better outcomes. This study is expected to provide innovative contributions or new insights on how to improve the effectiveness of video-based learning with interactive quizzes, as well as make a positive contribution to finding solutions to the challenges of vocabulary comprehension and retention among elementary school students, as well as help develop more effective and engaging learning methods in the context of second language education.

## **METHOD**

### **Context and Participants**

This research utilizes a qualitative approach focused on assessing the effectiveness of students in understanding video-based learning materials with interactive quizzes in the context of learning English as a second language at an English course in Central Java, Indonesia. The research location was chosen based on the diverse demographic characteristics of the student population and to ensure a representative sample for this study. I selected this English course because of its

strong commitment to English language implementation and being one of the best English course in Kudus, Central Java, according to the Kemendikbud. The taught subject is complemented with specified worksheets supplied by the owner and delivered by expert instructors or professional tutors. This research aims to explore the use of video-based learning with interactive quizzes as supplementary material for acquiring English as a second language (ESL) vocabulary among elementary school students.

The assessment of student effectiveness is evaluated through several observations in various classes while using video-based learning with interactive quizzes, as well as through interviews with the tutors in the institution. Each session lasts for 60 minutes and is conducted once a week. The researcher has negotiated access with the owner of English course and involved the tutors to gather more relevant information regarding the observation of the effectiveness of the existing learning methods in the English course. Ultimately, I was introduced to three tutors who were willing to actively participate in this research.

Three female English tutors from English course volunteered to actively participate in this research and did so voluntarily. The demographic information for the three English tutors who participated is shown in the table below (Table 1).

### **Data Sources and Analysis**

The research data was collected over approximately two weeks, starting from November 15<sup>th</sup> to December 2<sup>nd</sup>, 2023. Empirical data was gathered through a series of semi-structured interviews with the tutors teaching in English course and through observations in various classes at the English course. The interview guide included questions related to the experience of using video-based learning with interactive quizzes (including challenges faced and their mitigation strategies), student responses to the learning method, comparison with conventional methods, student learning outcomes, and tutors' assessments or observations regarding the effectiveness of this method in assisting students in acquiring and retaining English vocabulary.

Throughout the interviews, we used a bilingual language (Indonesian and English) was utilized to acquire more comprehensive and lucid insights into the views and opinions of the participants on the effectiveness of using video-based learning with interactive quizzes for elementary schools students. Participants were anonymized and designated with pseudonyms such as Tutor #1, Tutor #2, and Tutor #3 to safeguard their identities. Each interview about 30 minutes, and audio recordings were made for all sessions to facilitate data replication.

In addition to interview, direct observations were conducted to document students' responses to the material delivered through video-based learning with interactive quizzes. These observations were carried out with the aim of obtaining a deeper understanding of students' interaction with the learning process, their

level of engagement, and their responses to the use of this method in enhancing the comprehension of English vocabulary as a Second Language.

**Table 1.** Demographic characteristics of the participants

<b>English Course</b>			
	female		
<b>Demographic characteristics of participants</b>	Tutor #1	Tutor #2	Tutor #3
<b>Age</b>	23	24	23
<b>Educational background</b>	Bachelor Degree	Bachelor Degree	Bachelor Degree
<b>Teaching experience</b>	3 years	2 years	2 years
<b>Informal training</b>	Teaching Strategies	Teaching Strategies	Teaching Strategies

The data collected through interviews with tutors and observations serve as the primary foundation for the qualitative analysis in this research. Data reduction is an analytical method that involves refining, prioritizing, eliminating, and arranging data to enable the development and validation of a final result (Sulistiyo et al., 2020). The data reduction process begins with a complete transcription of interviews, involving error checking, elimination of irrelevant data, and grouping of quotes related to the research objectives. The transcription of interviews and notes from observations were used as the basis to identify patterns and key aspects related to the effectiveness of using this instructional method. Careful coding categorizes the data into emerging issues pertinent to this study. Based on analysis, some issues pertaining to the use video-based learning with interactive quizzes, such as student responses to the teaching methodology, difficulties that teachers confront, comparisons with conventional methods, and student learning outcomes. The result of this data reduction serve as the basis for further analysis aiming to assess the effectiveness of using video-based learning with interactive quizzes in enhancing the understanding and retention of English vocabulary among elementary school students. The consistency and validity of the coding outputs are tested by comparing observations data to tutor interview data.

To establish credibility, each participant was given private access to their transcripts of interviews, allowing them to thoroughly analyze the data for clarity and reliability, as well as bring more detail into their lived experiences.

## **FINDINGS AND DISCUSSION**

This study is formulated to investigate the application of video-based learning integrated with interactive quizzes as supplementary material to enhance the acquisition and retention of English vocabulary as a second language (ESL) at an English course in Indonesia. The prima aim of this research is to explore of

implementing this method within the elementary ESL classroom setting. This is based on the outcomes of interviews conducted with tutors who provided their perspective on the use of video-based learning with interactive quizzes. Although it is agreed that this method enhances student participation and motivates them in learning, several challenges have also been identified. Some tutors emphasized the need for more high-quality teaching materials that can capture their attention according to their abilities. Sub-discussions of findings emerged during the interview data analysis when assessing and implementing this method according to students' needs. Meanwhile, others underscored the importance of more active guidance from tutors to ensure students' full engagement and maximum benefit from the presented material.

### **Perspective of Tutors on the Role of Technology**

Currently, technology has become an integral part of the educational realm, opening doors to innovative and dynamic learning methodologies. According to study by Wahyuningsih & Sho'idatut (2022) states that technology can be utilized to help youngsters learn English and is an essential factor in their interests, capturing their attention, and inspiring them to learning English. In terms of English language teaching, the use of technology, particularly video-based learning with interactive quizzes has been a primary focus. Through interviews with experienced tutors, we aim to comprehend their perspectives regarding the function of technology in enhancing students' learning experiences in English language education. Here is a summary of their views regarding the influence and benefits of technology in today's classroom settings.

#### **Tutor #1**

*"Technology plays a crucial role because the use of videos and interactive quizzes undoubtedly requires technology such as laptops, smartphones, and the internet and so on. Technology makes video-based learning more effective and convenient" (Tutor #1, In-depth Interview, and November 20<sup>th</sup>, 2023. Researcher Translation).*

#### **Tutor #2**

*"Technology has a significant impact on changing the dynamics of learning. They believe that technology allows broader access to educational resources, enriches students' learning experiences, and enhances engagement in the learning process" (Tutor #2, In-depth Interview, and November 22<sup>nd</sup>, 2023. Researcher Translation).*

#### **Tutor #3**

*"Considering the current advancements, it's remarkable how learning both inside and outside the classroom has become more accessible and virtually limitless. You can access resources effortlessly, eliminating barriers that existed before" (Tutor #3, In-depth Interview, and November 26<sup>th</sup>, 2023. Researcher Translation).*

Overall, the interview results regarding the tutors' perspective on the role of technology indicate unanimous agreement among the tutors regarding the significant role of technology in enhancing effectiveness, accessibility, and student engagement in the learning process. This underscores that technology is not just an aid but also a key player in the transformation of modern education.

### **The Experience of Using Video-Based Learning with Interactive Quizzes**

The interview results demonstrate a variety of impressive experiences in using this teaching method. Here is an outline of tutors' experiences in employing video-based learning with interactive quizzes while teaching elementary school students.

#### **Tutor #1**

*"I frequently implement this method in daily teaching, especially when instructing elementary school students. We use it by playing the video multiple times, interspersed with brief explanations to ensure their understanding. After watching the video, I create challenging, enthusiastic, and enjoyable quizzes. The response is highly enjoyable and as a teacher, I feel delighted due to their positive reactions. However, sometimes some children face difficulties because we use entirely English-language videos. Some student might be less responsive, so we need to put in extra effort to explain more thoroughly" (Tutor #1, In-depth Interview, and November 20<sup>th</sup>, 2023. Researcher Translation).*

#### **Tutor #2**

*"Teaching young children is always full of surprises due to their unpredictable nature. One memorable experience with this method was when a student consistently showed high curiosity. Whenever the video was played, they would pause and inquire about the vocabulary. They were very active and had a high level of curiosity. However, like most young children, their behavior patterns could change. Sometimes, they appeared or engaged in activities not aligned with our lesson plans" (Tutor #2, In-depth Interview, and November 22<sup>nd</sup>, 2023. Researcher Translation).*

#### **Tutor #3**

*"In my experience, interactive methods are preferred by children because they are more interested in what is being taught. They tend to enjoy learning while playing and appreciate what they learn without losing the fun aspect. The classroom remains lively yet conducive. Observing children understanding the taught material without entirely focusing on listening but still being engaged makes me very happy. It makes me prefer an environment that is lively while they can still understand the material well" (Tutor #3, In-depth Interview, the November 26<sup>th</sup>, 2023. Researcher Translation).*

Based on the interview data collected, the majority of tutors stated that this method successful in increasing student engagement during lessons. Several tutors



have also mentioned that this method provides a more engaging and dynamic platform, supporting the students' learning process. However, there were some challenges identified by tutors, such as student' difficulty in fully understanding English and changes in student behavior that need attention to enhance teaching effectiveness in the future. The integration of these interview findings offers a comprehensive insight into the experiences and dynamics of implementing this learning method. As stated by Hairuddin et al. (2022) in his research, one of the most difficult aspects of teaching is getting students to understand the material. However, this difficulty is avoided if the tutor employs active teaching techniques to increase students' motivation to learn.

### **Student Response to the Learning Method**

Students' responses to the video-based learning with interactive quizzes vary. The sketches below illustrate how students respond to this method of learning.

#### **Tutor #1**

*"Their response is very enthusiastic because when using the video-based learning with interactive quizzes, they feel very challenged, like "Wow, why is it like this, while my friend is like that, and I'm here like this". Especially when the quizzes are that engaging, they get excited, thinking "Wow, what else will be there after this? What's next?" They become so curious, always wanting to know more" (Tutor #1, In-depth Interview, and November 20<sup>th</sup>, 2023. Researcher Translation).*

#### **Tutor #2**

*"So far, they seem to be enjoying the learning process. They tend to enjoy enjoyable learning experiences. Through may use of video-based learning with interactive quizzes, I've noticed that some of them are more responsive to this method compared to the kinesthetic method. But sometimes there are also those who feel bored because perhaps there's a lack of varied media used" (Tutor #2, In-depth Interview, the November 22<sup>nd</sup>, 2023. Researcher Translation).*

#### **Tutor #3**

*"Overall, students' response to the learning media indicates that they are more motivated to learn if the learning process is interesting and engaging. Especially when the video includes quizzes, they become more interested because they see it as a competition to earn the highest points. This encourages their competitive spirit in learning" (Tutor #3, In-depth Interview, and November 26<sup>th</sup>, 2023. Researcher Translation).*

The statement indicates that this method was successful in engaging students in learning. Students show high enthusiasm in using this method, they feel engaged and motivated to learn. To address possible student boredom and accommodate different learning styles, more diversified and flexible solutions are required. To

attain the best results, several learning methodologies or media may be required. It may necessitate different learning approaches or media to achieve optimal outcomes. According to Heriyanto (2015) delivering data in the form of video can appeal to simultaneously the visual and auditory senses, making it a more successful teaching method than focusing exclusively on the visual. The majority of students had favorable views, and a high number used video to promote their learning (Wahyuningsih, 2018). The integration of these interview results provides a deeper understanding of the level of student engagement and highlights the importance of adjustments in designing effective learning experiences.

### **Comparison with Conventional Methods**

The interviews with tutors highlight a significant difference between the video-based with interactive quizzes and the conventional method in the context of teaching English vocabulary among elementary school students. The following sketch illustrates the comparison between video-based learning with interactive quizzes and conventional methods among elementary school students.

#### **Tutor #1**

*“Children nowadays are highly connected to technology, whether through social media or other forms of technology. If we employ conventional methods, they would definitely get bored and lose interest in learning. However, if we teach them something different like using video-based learning, they become more interested and find it easier to comprehend” (Tutor #1, In-depth Interview, and November 20<sup>th</sup>, 2023. Researcher Translation).*

#### **Tutor #2**

*“When I use videos and interactive quizzes, students become more interested and understand the vocabulary presented in the videos better. However, when relying solely on textbooks, they struggle to speak about the vocabulary. The issue lies in the differences between written and spoken English, which can confuse them” (Tutor #2, In-depth Interview, and November 22<sup>nd</sup>, 2023. Researcher Translation).*

#### **Tutor #3**

*“Based on my experience, children tend to be more engaged and enthusiastic when using engaging methods. When employing video-based learning, they don’t easily get bored. Conversely, in conventional methods their interest wanes and get bored quickly. I’ve observed quite a significant difference between these two teaching methods. Focusing on outcomes, using more innovative methods leads to more significant and captivating results, garnering better attention from the students” (Tutor #3, In-depth Interview, and November 26<sup>th</sup>, 2023. Researcher Translation).*

Overall, tutors believe that the video-based learning with interactive quizzes provides advantages in student engagement and offers a more realistic context for

understanding English vocabulary compared to the conventional methods they previously used. Conventional methods tend to make students feel bored and struggle with specific aspects of learning. Participants express that this method is far more effective in capturing students' attention, activating their engagement in the learning process and providing a more realistic context for understanding English vocabulary.

### **Student Learning Outcomes**

According to tutor interviews, video-based learning with interactive quizzes has a significant impact on students' learning outcomes for English vocabulary understanding. The following sketch demonstrates the learning outcomes of students when using the video-based learning with interactive quizzes.

#### **Tutor #1**

*"In terms of student learning outcomes, it was observed that the use of video-based visual significantly contributed to understanding English vocabulary meanings. Although students sometimes faced pronunciation difficulties, the visual vocabulary aids helped them identify and associate words with their meanings" (Tutor #2, In-depth Interview, and November 20<sup>th</sup>, 2023. Researcher Translation).*

#### **Tutor #2**

*"Based on my observations, the learning outcomes of students utilizing the video-based learning method with interactive quizzes at the beginning of each session allowed for the assessment of changes and improvements in the students' understanding of the taught materials and vocabulary during the learning process" (Tutor #2, In-depth Interview, and November 22<sup>nd</sup>, 2023. Researcher Translation).*

#### **Tutor #3**

*"In my experience, the use of this media is highly suitable, especially when applying learning theories and introducing interactive quizzes to deepen student understanding. With this approach, their understanding of vocabulary increases in line with their age development stage. Not only in vocabulary but also in forming simple sentences" (Tutor #2, In-depth Interview, and November 26<sup>th</sup>, 2023. Researcher Translation).*

Tutors' observations of students' learning outcomes indicate a significant improvement in understanding and retention of English vocabulary following the implementation of this teaching method. Students were reported to be more enthusiastic about learning vocabulary and more capable of applying it in practical contexts. The learning outcomes resulting from using this teaching method significantly enhance students' understanding and mastery of English vocabulary among elementary school students. The integration of interview results provides a deeper insight into the positive impact of this teaching method on students' learning

outcomes. The findings are consistent with previous research showing that using computer games to teach foreign languages boosts student achievement. This finding is consistent with studies showing that using of computer games in foreign language instruction enhances student achievement (Gunel & Top, 2022). Another probable explanation for this good is that the students enjoy the English courses when they play quiz games (Hung et al., 2018). The quality of these method as valuable educational media has been agreed upon by material and media specialist (Daud et al., 2022).

## CONCLUSION

This study provides a greater knowledge of the usage of video-based learning with interactive quizzes as a supplement to teaching English vocabulary as a Second Language at an English course in Indonesia. According to the findings of the analysis, this method successfully increases student engagement and provides additional motivation in the learning process. However, challenges in implementing this method have also been identified. An essential consideration is the need for more diverse teaching materials that are responsive to students' abilities. Furthermore, the tutor's active engagement in leading and directing the use of these materials is critical to the effectiveness and full benefits of this teaching method.

In addition to highlighting the significant benefits of using video-based learning with interactive quizzes, various limitations in this study should be addressed. The limited research timeframe and the restricted number of participants may limit the generalization of findings broadly. It is recommended that future researchers broaden the scope of the study by involving a larger and more diverse sample of students from various student backgrounds. Further research could potentially take a more precise quantitative approach to assess the method's long-term effectiveness. Moreover, a focus on deeper investigation of individual variations and their impact on the effectiveness of video-based learning with interactive quizzes could be an intriguing research subject.

The implications of this research emphasize that the use of video-based learning with interactive quizzes has significant potential to enhance the effectiveness of English as a Second Language instruction in elementary schools. Recommendation for further development include the provision of more diverse teaching materials, training for teachers to maximize the use of this method, and better content adaptation according to students' needs.

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