

## **The Application of Video-based Learning to Develop Students' Proficiency in Phrasal Verbs**

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### **ABSTRAK**

Studi ini menyelidiki efektivitas pembelajaran berbasis video (VBL) dalam meningkatkan kemahiran siswa dalam frasa kata kerja, yang merupakan aspek tata bahasa Inggris yang menantang bagi pelajar non-asli. Metode pengajaran tradisional sering kali menyebabkan ketidakefektifan dan keterlibatan yang terbatas. Oleh karena itu, penggunaan video edukasi dieksplorasi sebagai alternatif yang lebih interaktif dan memotivasi. Kelompok eksperimen terdiri dari 26 siswa yang menjalani tes pra dan pasca yang berfokus pada pengenalan dan produksi kata kerja frasa. Item tes dikontekstualisasikan untuk mendukung pemahaman dan mengurangi jawaban yang tidak sesuai topik. Dalam tinjauan pustaka, penelitian sebelumnya oleh Tanihardjo (2019), Nadeak dan Naibaho (2020), dan Hairuddin et al. (2022) mengonfirmasi efek positif VBL pada hasil belajar siswa, terutama dalam motivasi dan pemahaman. Namun, penelitian oleh Tanihardjo dan Sturdy (2022) menemukan efek terbatas ketika video tidak dirancang khusus untuk pembelajaran bahasa, yang menyoroti pentingnya konten yang ditargetkan. Dari video YouTube yang berdurasi 7 menit tentang kata kerja frasa bahasa Inggris, hanya 25 dari 68 kata kerja frasa yang diambil. Desain penelitian kuantitatif digunakan menggunakan uji-t sampel berpasangan. Temuan menunjukkan peningkatan yang signifikan secara statistik dalam skor pasca-tes dengan kenaikan 9,39 poin dibandingkan dengan hasil pra-tes. Studi ini juga menunjukkan bahwa pembelajaran berbasis video terbukti menjadi metode yang sangat efektif untuk mengajarkan kata kerja frasa, terutama ketika video dirancang untuk pembelajaran bahasa. Dukungan visual dan konteks yang disediakan oleh video memang membantu pelajar memahami dan meningkatkan keterampilan pengenalan dan produksi.

**Kata kunci:** Pembelajaran berbasis video, Kata kerja frasa, Efektivitas

### **ABSTRACT**

This study investigates the effectiveness of video-based learning (VBL) in enhancing students' proficiency in phrasal verbs, a challenging aspect of English grammar for non-native learners. Traditional teaching method often leads to ineffectiveness and limited engagement. Therefore, the use of educational videos was explored as a more interactive and motivating alternative. The experimental group consisted of 26 students who underwent pre- and post-tests focusing on both recognition and production of phrasal verbs. The test items were contextualized to support comprehension and reduce off-topic answers. In the literature review, prior studies by Tanihardjo (2019), Nadeak and Naibaho (2020), and Hairuddin et al. (2022) confirmed the positive effects of VBL on student learning outcomes, especially in motivation and comprehension. However, research by Tanihardjo and Sturdy (2022) found limited effects when videos were not designed specifically for

language learning, which highlighted the importance of targeted content. Within the 7-minute YouTube video of the English Phrasal verbs, only 25 out of 68 PVs were taken. A quantitative research design was employed using a paired sample t-test. Findings revealed a statistically significant improvement in the post-test scores with a rise of 9.39 points compared to the pre-test results. The study also shows that video-based learning proved to be a highly effective method for teaching phrasal verbs, particularly when videos are designed for language learning. The visual and contextual support provided by videos indeed helped learners understand and improved both recognition and production skills.

**Keywords:** Video-based learning, Phrasal Verbs, Effectiveness

## INTRODUCTION

Textbooks have long been seen as the best resource for helping teachers provide teaching materials to students. However, the fact that textbooks often annoy a lot of learners makes it even more difficult to comprehend the content. In whatever circumstance that they encounter, educators must always devise a strategy to grab students' interest and encourage learning. Using video learning is one such strategy that may make learning more fun.

Video-based learning is among the techniques the lecturer can use in the teaching and learning process. The practice of teaching students through the use of various types of videos is known as "video-based learning" (Prayudha, 2021). Video-based learning (VBL) is becoming recognized by researchers in Technology-Enhanced Learning (TEL) as a potent learning resource for online teaching activities (Aryusmar et al., 2021; Yousef et al., 2014a). VBL has the power to grab students' interest and inspire them to work together more. Consequently, using videos could result in better learning outcomes.

Languages have two fundamental components: vocabulary and grammar. But in order to speak or use a language, one needs to have a vocabulary, because it is essential for communication. Phrasal verbs (e.g. *sit down*, *get up*, *get in*, *don't*

*give up*, *come on*) are a type of verbs that we frequently encounter in books, TV shows, movies, and other written works. However, they rarely become the main emphasis of vocabulary learning. Instead, teachers and students place greater emphasis on vocabulary that is fundamental, situational, and genre-specific. According to Bradwell (2006), studying phrasal verbs can make learners sound more natural when speaking English. A phrasal verb of *fell down* in "*the old tree fell down last night*", for example, is more acceptable and natural than "*the old tree collapsed and fell to the ground last night*" in a conversation.

According to Side (1990), phrasal verbs can present problems for English learners, since there are so many different types of phrasal verbs, and the way the verb and particle are combined seems so arbitrary. According to Shoebottom (2001), learning how to appropriately produce phrasal verbs is essential for those learning a second language.

According to Michael (2001), lecturing is one of the first teaching methods out of the numerous teaching-learning methods and is believed to be an effective way to impart knowledge and concepts. However, such strategy simply promotes passive learning and fails to engage students, and thus it raises numerous issues for educators as well as students.

In the modern days, technology has advanced quickly in many areas, including education. It is believed that integrating technology into the classroom is an effective way for educators and students to enhance teaching-learning activities. Now that people are aware of the conveniences of technology, users should take full advantage of it. For that reason, this study intends to determine the efficacy of a video-based learning resource in assisting students in acquiring phrasal verbs.

First of all, the impact of authentic materials on the lexical collocation competence of EFL learners was investigated by Tanihardjo (2018). Lexical collocations were classified by Benson, Benson, and Ilson (1997) into seven kinds, but only the “verb + noun” category was covered in this study. To get the data, the researcher administered a pre- and post-tests to 18 students of Tourism Academy in Bunda Mulia University. Five newspaper articles about Indonesian tourism destinations were distributed to the students during the lesson. The results showed that the students’ proficiency with lexical collocations increased as a result of using authentic materials.

Moreover, Tanihardjo (2019) in his research aimed to identify the errors made by students in the identification and construction of phrasal verbs. Twenty-two English department students who had taken Reading and Vocabulary 1 and 2 classes participated in the study. The only tool utilized to gauge the students’ competency with phrasal verbs was a test with two parts: production and recognition, each of which contained 15 questions. Since there are a large number of the English phrasal verbs, the study was limited to only three primary verbs, namely *look*, *take* and *get* with 5 different particles each (e.g., *look into*, *look after*, *take away*, *take down*, *get by*, *get rid of*,

etc.). The findings demonstrated that: (1) EFL learners find literal and idiomatic phrasal verbs to be equally difficult; (2) students performed significantly better in the recognition task than in the production task; and (3) L1 transfer may have contributed to the formation of English phrasal verbs.

Next, Nadeak and Naibaho (2020) investigated the effects of video-based learning on raising students’ learning output. The aim of the research was to determine whether using video learning media may improve students’ performance in the Anatomy Practicum. According to the study, 80 percent of the students made an improvement in their learning outcomes. Data collected from interview sheets also demonstrated that students’ enthusiasm for using video learning resources supported the improvement. In other words, video learning media is beneficial in improving students’ understanding.

Next, in order to learn about two specific English rules—the gerund and the infinitive—Tanihardjo and Stardy (2022) compared the efficacy of authentic materials with that of grammar books. This study was carried out to find out the effectiveness of authentic materials in teaching grammar rules. The participants involved in the study were the whole second semester students of the English Department, who were then categorized into two distinct groups: control and experimental. In the process of teaching and learning grammar, the experimental group had authentic materials, more precisely, a snippet from a short video, while the control group used a grammar book. Pre- and post-tests were the medium utilized to evaluate learners’ grammar proficiency. The findings showed that neither tool had much of an impact on students’ understanding of the particular grammar rules.



Last but not least, Hairuddin, Abubakar, and Astri (2022) looked into how students perceived the use of video-based learning in an online English language course. Participants in this study included eighty accounting department first-semester students. Both closed-ended and open-ended questions in the questionnaire were used as the data. The findings indicated that students who did not major in English had a favorable opinion of using videos for instruction, because they found them to be more motivating and easier to understand.

The previous studies above utilized authentic materials in the teaching and learning process. This study made use of a video-based learning media from Easy English Youtube channel to learn specific vocabularies related to Phrasal verbs. Easy English Youtube channel provides lots of English-learning videos that help learners improve English vocabulary and spoken English. The channel also provides video about learning grammar in a fun way, and easy to understand. This study is to find out whether the video-based learning media is eventually going to help learners from the English department gain more understanding.

## THEORETICAL FRAMEWORK

Phrasal verbs, according to Celce-Murcia & Larsen-Freeman (1983), are verbs that are followed by particles, which can be classified as prepositions, adverbs, or any combination of the two. Similarly, Lindstromberg (1997) defines "phrasal verbs" as "verbs plus preposition combinations that are non-literal and more or less idiomatic." It is composed of a primary verb plus the words *up*, *down*, *out*, *off*, or *through* (e.g., *wash up*, *calm down*, *chill out*, *cool off*, *think through*).

The semantic categories of phrasal verbs were divided into three types by

Celce-Muria, Larsen-Freeman, and William (1999): idiomatic, aspectual, and literal.

### A. Literal phrasal verbs

This group includes verbs and directional prepositional particles mixed together. PVs have a literal meaning, which makes it easy for EFL/ESL learners to produce and understand them (e.g. *climbed up*, *stand up*, *take down*, *throw away*, *down*, *look inside*, *walk across*).

### B. Aspectual Phrasal Verbs

The meaning is neither idiomatic nor literal in this category. The particle contributes to the usage by having its own meaning. There are four subcategories within this category: inceptive, continuative, iterative, and completive. "Inceptive" indicates a beginning state (e.g., *James took off*); "Continuative" indicates that the action is continuous (e.g., *the children play along all day*); "iterative" indicates a repeated action (e.g., *he did it over and over again*); and "Completive" refers to an action that has been finished (e.g., *my daughter drank up the milk*).

### C. Idiomatic Phrasal Verbs

Idiomatic phrasal verbs have figurative meanings, and understanding them requires more than just interpreting the individual components (e.g., *My friends usually catch up with me on Sundays*)

## METHOD

This study focuses on the effectiveness of the use of video-based learning media in learning phrasal verbs, and thus the tools that were utilized to measure the efficacy of the two methods were pre- and post-tests. Students' prior knowledge of certain phrasal verbs was

evaluated in the pre-test, while the impact of the treatment was evaluated in the post-test. Both assessments included a total of 50 questions with 2 sections in both tests, and the objective was for the students to apply the phrasal verbs based on the situations provided.

As many as 26 English Department students from the third semester were the participants in this study. The group received treatment with video-based learning media from Easy English. They received the same instruction, with the researcher teaching the English phrasal verbs using video-based learning as a method. The video contained various applications of phrasal verbs that were commonly used in daily life.

Given that the effectiveness of video-based learning tools in teaching phrasal verbs is the main emphasis of this study, the pre- and post-tests were the instruments used to gauge its effectiveness. The pre-test assessed students' prior knowledge of specific phrasal verbs, and the post-test assessed the effect of the treatment.

A video taken from a 7-minute YouTube video of *English Phrasal Verbs for Everyday Life* by *Easy English* was used as a teaching tool for phrasal verbs. The video featured a dialogue between two college students. To alert students to the usage of phrasal verbs, a subtitle highlighted their usage. Also, to further help learners better comprehend the phrasal verbs, their contexts and meanings were also supplied.

No.	Phrasal Verbs	Meaning
1	Bring about	Cause
2	Bring together	Connect
3	Bring up	To be educated
4	Fall apart	Stop working

5	Fall behind	Fail to keep pace
6	Fall for	Fall in love
7	Get back together	Start a relationship again
8	Get down on	Criticize
9	Get into	Become involved in
10	Get over	Overcome
11	Give in	Finally agree to what someone wants
12	Give out	Stop working
13	Give up	Stop doing
14	Go for	Do it! Try it!
15	Go out with	Have a romantic relationship
16	Grow apart	Become distant
17	Grow up	Stop behaving like a child
18	Keep away from	Keep a distance from someone
19	Keep up with	Keep pace with
20	Look down on	Think that you are better than others
21	Put aside	Save
22	Put on	Wear
23	Put <i>sb</i> down	Make someone feel foolish
24	Put up with	Continue to accept
25	Take on	Accept

Table 1. List of phasal verbs

It was found that there were about 68 phrasal verbs in the video. However, only 25 phrasal verbs mentioned above were taken and included in both recognition and production parts. Multiple-choice questions with three options containing the same verbs and different particles were presented in the recognition section, whereas Fill-in-the-blank questions with only a verb provided were presented in the production one. In both pre- and post-tests, each part had 25 questions with identical phrasal verbs, but the situations varied.

In both sections, the meanings of the phrasal verbs and contexts were provided to prevent confusion, and ensure clarity. The whole set of phrasal verbs

included nine distinct verbs—*bring, fall, get, give, go, grow, keep, look, put, and take*—as well as a number of different particles, all of which are often employed in daily speech.

Since this is a descriptive quantitative study, SPSS software was

used by the researcher to assist in data analysis and calculation. Additionally, he contrasted the outcomes of the pre- and post-tests to determine which method to teaching phrasal verbs was more effective in developing the students' proficiency to use the phrasal verbs.

## FINDINGS AND DISCUSSION

No.	Name	Total Scores of PRE-TEST	PRE-TEST Scores in the recognition (Max 50)	PRE-TEST Scores in the Production (Max 50)	Total Scores of POST-TEST	POST-TEST Scores in the recognition (Max 50)	POST-TEST Scores in the Production (Max 50)
1	Student 1	52 / 100	34	18	72 / 100	42	30
2	Student 2	98 / 100	48	50	98 / 100	50	98
3	Student 3	78 / 100	48	30	90 / 100	48	42
4	Student 4	94 / 100	46	48	100 / 100	50	50
5	Student 5	84 / 100	42	42	96 / 100	50	46
6	Student 6	80 / 100	42	38	92 / 100	50	42
7	Student 7	76 / 100	42	34	88 / 100	46	42
8	Student 8	84 / 100	42	42	86 / 100	42	44
9	Student 9	86 / 100	42	44	92 / 100	46	46
10	Student 10	90 / 100	42	48	96 / 100	50	46
11	Student 11	94 / 100	48	46	92 / 100	48	44
12	Student 12	86 / 100	42	44	96 / 100	50	46
13	Student 13	86 / 100	46	40	98 / 100	50	48
14	Student 14	90 / 100	44	46	92 / 100	48	44
15	Student 15	70 / 100	42	28	86 / 100	48	38
16	Student 16	28 / 100	28	0	44 / 100	32	12
17	Student 17	94 / 100	48	46	94 / 100	48	46
18	Student 18	84 / 100	34	50	82 / 100	42	40
19	Student 19	66 / 100	38	28	70 / 100	36	34
20	Student 20	78 / 100	34	44	84 / 100	42	42
21	Student 21	68 / 100	38	30	86 / 100	44	42
22	Student 22	88 / 100	44	44	98 / 100	50	48
23	Student 23	90 / 100	44	46	96 / 100	50	46
24	Student 24	46 / 100	24	22	62 / 100	30	32
25	Student 25	92 / 100	46	46	96 / 100	48	48
26	Student 26	38 / 100	38	0	78 / 100	36	42
<b>Average Scores</b>		<b>77,69</b>	<b>41,00</b>	<b>36,69</b>	<b>87,08</b>	<b>45,23</b>	<b>43,77</b>

Table 2. List of students' performances in the recognition and production sections in the pre- and post-tests

Students' performance in the recognition and production sections of the pre- and post-test is displayed in the above table. The 26 students received the same instruction, with the researcher teaching the English phrasal verbs using video-based learning as a method. The recognition and production sections each have a maximum score of 50 points, with a total score of 100 points when combined together.

The table shows the average scores of the pre- and post-tests, which assessed the participants' overall production and recognition skills in the phrasal verbs. The results also show that there is a rise of 9.39 points in the post-test results. Additionally, when the pre- and post-tests of the recognition skills are compared, the results show that there is an increase of 4.23 points. Finally, the comparison of the pre- and post-test results on the production

skills in phrasal verbs displays a 7.08-point rise in score.

With average scores of 41 and 45.23 on the recognition part of the pre- and post-tests, respectively, we can see that the students performed better than they did on the production part, which had average scores of 36.69 and 43.77. Even so, it is so surprising that the average scores in the production part were noticeably higher than those in the recognition section (7.08 points rise compared to 4.23 points), suggesting that the utilization of video-based learning indeed improved the students' comprehension in that area. In conclusion, it can be inferred that both recognition and production skills definitely benefited from the method, since the average scores in the pre-test rose from 77.69 to 87.08 in the post-test.

### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Score Posttest_Score	-9.385	8.832	1.732	-12.952	-5.817	-5.418	25	.000

In order to investigate the efficacy of the video-based learning as a method to promote students' competence in phrasal verbs, a paired sample needs to be used.

According to the data above, with  $df = 25$ , the experimental group's t-score is 5.418. On the other hand, the two-tails

T distribution table displays that the t-score for 1% significance is 2.7874, while for 5% significance, it is 2.0595. Since the t-score from the paired sample test is greater than the two t-scores from the T distribution table ( $5.418 > 2.0595$  and  $5.418 > 2.7874$ ), the null hypothesis is rejected, and proves that the application of



video-based learning to develop students' proficiency in phrasal verb was completely effective.

The findings of this study show similar results of those of Tanihardjo (2019). According to both studies, students performed poorly on the production task and better on the recognition task, which required guesswork. However, in this study, where the phrasal verbs were learned through video-based learning, the increase of average score in the production section in the post-test was more noticeable than those in the recognition part in the post-test (7.08 points against 4.23 points), which implies that the use of video-based tool worked better in increasing students' performances in the production section despite the score being lower than that in the recognition section.

Likewise, this study's findings are consistent with those of Nadeak and Naibaho (2020), as well as those of Hairuddin, Abubakar and Astri (2022). According to their research, students' learning outcomes improved when they used video learning resources. Additionally, students found videos learning tools exciting, motivating and easier to understand.

However, Tanihardjo and Sturdy (2022) discovered that using a brief video clip as real-world content to teach two English grammar rules—the gerund and the infinitive—had a minor effect on students' grammar comprehension. However, this study shows that there was a considerable improvement in the students' knowledge and scores.

Even though the previous studies utilized videos, they served different purposes. In their study, since the video used as a learning tool was authentic, its purpose might not be suitable to learn grammar rule. In this study, however, the

video used was intended for learning specific language rules, so that learners may get clear information on the target language rules.

Additionally, in order to help participants better comprehend the scenarios and keep away of irrelevant and unacceptable responses—particularly in the production section—the pre- and post-test questions in this study were given meanings and contexts.

Overall, in this study, learning grammar rules using videos proves to be a successful method, since the resources are engaging, inspiring, and simple to comprehend. Another thing to pay attention to is that when the target language being learned is already clear and comprehensible and the videos are designed specifically to teach certain grammatical rules, the video-based learning method will work well.

## CONCLUSION

Textbooks have long been seen as the most reliable resources for helping teachers provide teaching materials to students. However, many learners find them disengaging and difficult to comprehend, which presents a challenge for educators who must continually devise strategies to capture student interest and facilitate effective learning. One promising strategy is video-based learning (VBL), which uses multimedia to make education more enjoyable and engaging.

The study confirms that video-based learning (VBL) is highly effective in improving students' understanding and use of phrasal verbs in contexts. Also, by embedding context and meaning into pre- and post-test tasks, the study minimized irrelevant responses and enhanced comprehension.



All in all, the findings suggest that well-structured, purpose-made video materials are effective for language learning, especially when the target content in the videos is clear.

It is also suggested that the next study compare the effectiveness of VBL with other instructional strategies, such as traditional teaching, gamified learning, or interactive platforms to determine the most effective approach for language learning.

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