

**THE EFFECT OF ANIMATED VIDEOS ON VOCABULARY
ACHIEVEMENT OF SEVENTH-GRADE STUDENTS
AT SMP NEGERI 14 BANJARMASIN**

SARJANA'S THESIS

**NURHALISA KHAIRIDA
REG. NUMBER: 2110117220037**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT**

BANJARMASIN

2025

**THE EFFECT OF ANIMATED VIDEOS ON VOCABULARY
ACHIEVEMENT OF SEVENTH-GRADE STUDENTS
AT SMP NEGERI 14 BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

**NURHALISA KHAIRIDA
REG. NUMBER: 2110117220037**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of Nurhalisa Khairida reg 2110117220037 entitled "The effect of animation videos on the vocabulary of seventh-grade students at SMPN 14 Banjarmasin" has been approved by the advisors for oral examination.

Banjarmasin, September 30, 2024

Advisor I,



(Elvina Arapah, M.Pd.)
NIP: 197902132005012002

Second Advisor II,



(Fahmi Hidayat, M.Pd.)
NIP: 198708262023211017

Approved by:
Coordinator of English Language Education Program,



Dr. Moh. Yamin, M.Pd
NIP. 19800716 201012 1 003

REVISION APPROVAL FORM

The undersigned hereby declares that:

Name : Nurhalisa Khairida
Student's ID : 2110117220037
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effect of Animated Videos on Vocabulary Achievement of
Seventh-Grade Students at SMP Negeri 14 Banjarmasin

has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the Research Result Seminar.

Banjarmasin, May 2025

Advisor I,



Elvina Arapah, M.Pd.
NIP: 197902132005012002

Advisor II,



Fahmi Hidayat, M.Pd.
NIP: 198708262023211017

Approved by:
Coordinator of English Language Education Program,



Dr. Moh. Yamin, M.Pd
NIP: 1980071620101210003

REVISION APPROVAL FORM
RESEARCH RESULTS SEMINAR


The undersigned hereby declares that:

Name : Nurhalisa Khairida
Student's ID : 2110117220037
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effect of Animated Videos on Vocabulary Achievement
of Seventh-Grade Students at SMP Negeri 14 Banjarmasin

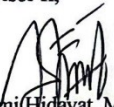
has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the thesis examination.

Banjarmasin, June 2025

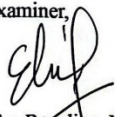
Advisor I,


Elvina Arapah, M.Pd.
NIP: 197902132005012002

Advisor II,


Fahmi Hidayat, M.Pd.
NIP: 198708262023211017

Examiner,


Elsa Rosalina, M.Pd.
NIP. 199104072019032025

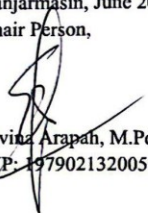
Approved by:
Coordinator of English Language Education Program,




LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis of Nurhalisa Khairida, Reg. Number 2110117220037 entitled "The Effect of Animated Videos on Vocabulary Achievement of Seventh-Grade Students at SMP Negeri 14 Banjarmasin" has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.


Banjarmasin, June 2025
Chair Person,


Elvina Arapah, M.Pd.
NIP: 197902132005012002

Member,


Fahmi Hidayat, M.Pd.
NIP: 198708262023211017

Member


Elsa Kosalina, M.Pd.
NIP. 199104072019032025

Approved by
Coordinator of English Language Education Program,


Dr. Moh. Yamin, M.Pd.
NIP: 198007162010121003

ABSTRACT

Khairida, Nurhalisa. 2025. The Effect of Animated Videos on Vocabulary Achievement of Seventh-Grade Students at SMP Negeri 14 Banjarmasin. Sarjana's Thesis. English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Elvina Arapah, M.Pd., the second advisor: Fahmi Hidayat, M.Pd
Keywords: vocabulary, vocabulary achievement, animated videos

Vocabulary is a fundamental component of language acquisition and communication. However, a significant number of seventh-grade students at SMP Negeri 14 Banjarmasin demonstrate low levels of English vocabulary. This problem affects their development of English skills and hinders them from achieving their learning goals in the classroom. At the same time, animated videos are widely acknowledged as an effective learning medium for improving the vocabulary achievement of students. Hence, this study aims to investigate whether there is a difference between students who are taught vocabulary using animated videos and those who are taught using non-animated videos in the seventh grade of SMP Negeri 14 Banjarmasin.

This study employs a quantitative approach with a quasi-experimental design, involving fifty-four students who were divided into experimental and control groups using cluster random sampling. The primary data collection instrument was a vocabulary achievement test, comprising both a pre-test and a post-test. The data were analyzed using an independent t-test with SPSS 21.

The findings reveal that there is a difference between the two groups. It is proven by a significance value of 0.01, which is below the significance level of 0.05, indicating that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that animated videos have a positive effect on the vocabulary achievement of students. Therefore, it is suggested that teachers use animated videos in the teaching and learning process in school.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin, all praise and gratitude be to Allah Subhanahu Wa Ta'ala, who has granted strength, patience, and perseverance, enabling the researcher to finally complete this *Sarjana's* Thesis entitled **“The Effect of Animated Videos on Vocabulary Achievement of Seventh-Grade Students at SMP Negeri 14 Banjarmasin.”** The completion of this work undoubtedly involved the support and contribution of many individuals. Therefore, with utmost humility, the researcher would like to express sincere appreciation and deepest gratitude to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M.Si., as the Rector of Universitas Lambung Mangkurat.
2. Prof. Dr. Sunarno Basuki, Drs., M.Kes., AIFO, as the Dean of the Faculty of Teacher Training and Education at Universitas Lambung Mangkurat.
3. Dr. Moh. Yamin, M.Pd., as the Head of the English Language Education Study Program.
4. Elvina Arapah, M.Pd., as the first supervisor and academic advisor, for her patience, guidance, thoughtful advice, and motivation throughout the researcher's academic journey and the process of writing this thesis.
5. Fahmi Hidayat, M.Pd., as the second supervisor, for his valuable guidance and advice during the process of writing this thesis.
6. Elsa Rosalina, M.Pd., as the examiner, for her insightful feedback and time during the thesis defense.
7. Eka Puteri Elyani, M.Pd., as the expert validator, for her willingness to examine and validate the research instruments.
8. Fitri Estia Rini, S.Pd., as the English teacher of SMP Negeri 14 Banjarmasin and expert validator, for her great assistance in the data collection process.
9. Hj. Khairiah, M.Pd., as the Principal of SMP Negeri 14 Banjarmasin, for granting permission to conduct the research.

10. The seventh-grade students of SMP Negeri 14 Banjarmasin in the academic year 2024/2025, for their participation to this research.
11. All lecturers of the English Language Education Study Program, for the knowledge and skills they have imparted over the past four years.
12. The administrative staff of the English Language Education Study Program, for the support in managing academic affairs.
13. The researcher's beloved parents and family, who have never ceased to give unconditional love, wise advice, unwavering appreciation, and endless prayers. The researcher will never be able to repay their sacrifices.
14. The researcher's day ones: Annisa Karina, Khairin Nor Syabina, Rizqy Adinda Freandini, Stefi Petricia Viandri, and Yunita Diva Kirana, for striving together in pursuit of dreams amidst a journey full of challenges. The researcher's will always pray for their health, success, and happiness.
15. The researcher's homegirls: Alma, Aurel, and Chaca, for being one call away.
16. The researcher's real one, Aida, for always being by the researcher's side.
17. The researcher's favorite, Jennie Kim, for the Ruby album – thank you for keeping the researcher company through every page, paragraph, and pause.
18. Last of all, to the writer herself, who has gone through many challenges and continues to endure. Thank you for making it this far.

This research is certainly far from perfect. Therefore, constructive suggestions for improvement are highly appreciated. Finally, it is hoped that this study may provide a meaningful contribution to the development of English language teaching.

Banjarmasin, June 2025

The Researcher

TABLE OF CONTENT

	Page
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF TABLES	vii
LIST OF FIGURES.....	viii
LIST OF APPENDICES	ix
CHAPTER I	1
INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	1
1.2 STATEMENT OF THE PROBLEM.....	5
1.3 PURPOSE OF THE STUDY	5
1.4 SCOPE OF THE STUDY	5
1.5 SIGNIFICANCE OF THE STUDY	6
1.5.1 Theoretical Significance.....	6
1.5.2 Practical Significance.....	6
1.6 HYPOTHESES.....	6
1.7 DEFINITION OF THE KEY TERMS	7
1.7.1 Vocabulary	7
1.7.2 Vocabulary Achievement.....	7
1.7.3 Animated Video	7
1.7.4 Non-animated Video	7
CHAPTER II.....	8
REVIEW OF LITERATURE	8
2.1 VOCABULARY	8
2.1.1 The Definition of Vocabulary	8
2.1.2 The Types of Vocabulary.....	9
2.1.3 Teaching Vocabulary	10
2.1.4 The Types of Teaching Vocabulary	11

2.1.5	Teaching Vocabulary in Junior High School	14
2.2	DESCRIPTIVE TEXT	17
2.2.1	The Description of Descriptive Text.....	17
2.2.2	The Generic Structure of Descriptive Text	17
2.2.3	Language Features of Descriptive Text	18
2.2.4	The Types of Descriptive Text.....	18
2.2.5	Example of Descriptive Text	20
2.3	LEARNING MEDIA.....	21
2.3.1	The Definition of Learning Media	21
2.3.2	Function of Learning Media.....	21
2.3.3	Types of Learning Media	22
2.4	ANIMATED VIDEOS	23
2.4.1	The Definition of Animated Videos.....	23
2.4.2	The Types of Animated Videos	24
2.4.3	The Advantages of Animated Videos	25
2.5	NON-ANIMATED VIDEOS	26
2.5.1	The Definition of Non-Animated Videos	26
2.5.2	The Type of Non-Animated Video.....	27
2.5.3	The Advantages of Non-Animated Videos.....	27
2.6	PREVIOUS STUDY	28
CHAPTER III.....		32
METHOD OF THE RESEARCH.....		32
3.1	APPROACH AND TYPE OF RESEARCH	32
3.2	POPULATION AND SAMPLE OF RESEARCH.....	34
3.2.1	Population of Research	34
3.2.2	Sample of Research.....	35
3.3	INSTRUMENTATION	36
3.4	INSTRUMENT TESTING.....	38
3.4.1	Validity.....	38
3.4.2	Reliability.....	40
3.5	DATA COLLECTION.....	41
3.5.1	Procedure of Data Collection	41
3.5.2	Technique of Data Collection	43

3.6	DATA ANALYSIS	43
3.6.1	Normality Testing	44
3.6.2	Homogeneity Testing.....	44
3.6.3	Hypothesis Testing.....	45
	CHAPTER IV	46
	FINDINGS & DISCUSSION	46
4.1	DESCRIPTION OF THE DATA.....	46
4.1.1	Teaching Vocabulary in the Experimental Class	47
4.1.2	Teaching Vocabulary in the Control Class	50
4.2	RESEARCH FINDINGS.....	52
4.2.1	Normality Testing	52
4.2.2	Homogeneity Testing.....	54
4.2.3	Hypothesis Testing.....	55
4.3	RESEARCH DISCUSSION.....	56
	CHAPTER V.....	60
	CONCLUSIONS AND SUGGESTIONS.....	60
5.1	CONCLUSIONS	60
5.2	SUGGESTIONS.....	61
5.2.1	English Teachers	61
5.2.2	Students	61
5.2.3	Further Research	61
	REFERENCES.....	62
	STATEMENT OF ORIGINALITY	66
	APPENDICES.....	67
	CURRICULUM VITAE	108

LIST OF TABLES

Table	Page
2.1 Capaian Elemen of Fase D for Junior High School Students	15
2.2 Example of Descriptive Text	20
3.1 The Design of Quasi-Experimental Research	33
3.2 Research Population.....	35
3.3 The Result of Reliability Testing	41
4.1 The Research Schedule for Experimental Group.....	47
4.2 The Achievement of Students in the Minimum Mastery Criterion.....	50
4.3 The Research Schedule for Control Group	50
4.4 The Achievement of Students in the Minimum Mastery Criterion.....	52
4.5 The Result of Normality Testing.....	53
4.6 The Result of Homogeneity Testing for Pre-Test	54
4.7 The Result of Homogeneity Testing for Post-Test	54
4.8 The Result of Independent Sample Test	56

LIST OF FIGURES

Figure	Page
2.1 Capaian Pembelajaran of Fase D for Junior High School Students.....	15

LIST OF APPENDICES

Appendix	Page
1. Capaian Pembelajaran of Fase D for Junior High School Students.....	67
2. Blueprint of Vocabulary Achievement Test	68
3. Validation Sheet for Instrument.....	69
4. The Result of Validity Testing (Pre-Test and Post-Test).....	70
5. Vocabulary Achievement Test (Pre-Test).....	73
6. Vocabulary Achievement Test (Post-Test).....	76
7. The Pre-Test and Post-Test Result of Experimental Group.....	79
8. The Prest-Test and Post-Test Result of Control Group	81
9. Lesson Plan (Modul Ajar).....	83
10. Vocabulary Lists from Videos Based on CEFR Levels.....	96
11. Documentation	97
12. Letter of Research Permit	98
13. Letter of Advisor Appointment.....	101
14. Berita Acara	102
15. Sarjana's Thesis Consultation Record	104