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## THE EFFECT OF ANIMATED VIDEO ON STUDENTS' VOCABULARY MASTERY AT THE EIGHTH-GRADE OF SMPN 3 KRAMATWATU

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### ABSTRACT

This study aims to determine the effect of using animated videos on vocabulary mastery of class VIII students of SMPN 3 Kramatwatu. This study used a quasi-experimental research method with a nonequivalent control group design. The population in this study were all eighth-grade students at SMPN 3 Kramatwatu totaling 255 students, with two classes as samples, namely class 8A, consisting of 30 students, as the experimental class, and class 8B, consisting of 32 students, as the control class. The data collection technique involved the use of test consisting of 20 multiple-choice questions. For pretest hypothesis testing, a t-test was used, and the results showed a value of  $t_{\text{count}} = 2.043$  and  $t_{\text{table}} = 2.009$ , indicating that there was difference between the experimental and control classes. For posttest hypothesis testing, the t-test results showed a value of  $t_{\text{count}} = 4.972$  and  $t_{\text{table}} = 2.009$  which indicated a significant difference between the experimental and control classes after the teaching-learning process. This shows that the use of animated video has a significant effect towards the vocabulary mastery of class VIII students of SMPN 3 Kramatwatu.

**Key words:** animated video, vocabulary mastery, English

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### INTRODUCTION

One of the most important factors in preparing kids for success in their future careers is language. In the increasingly interconnected global corporate community, multilingualism is becoming more and more crucial. In Indonesia, students are required to speak primarily in English while interacting with individuals from other nations. English is therefore utilized on a global scale.

When someone is able to communicate in English fluently, it automatically puts him miles ahead of his peers in the competition for jobs and high-prestige positions. This makes the government think a way to build the students' skills in English. One of the ways is to introduce English as early as possible, such starting from the

elementary school up to college, including the Junior High School level of education. Junior High School is one formal form of early childhood education program that aims to help lay the foundation of the basic conditioning development and basic capabilities which include language skills, cognitive, motor and physical arts.

However, based on the pre-observation data and one of the researcher's teaching experience at SMPN 3 Kramatwatu from January 8–February 13, 2024, it was revealed that students struggled to learn in the absence of suitable instructional materials. Furthermore, the majority of students were still unable to understand the language due to their lack of vocabulary competence. Thus, they struggled to write and

speak the language. Given the importance of vocabulary at the initial level, the researcher reasoned that English teachers should use engaging media to help the students acquire vocabulary while still having fun. They would eventually become fluent in the language and utilize it on a regular basis.

An animated video can be used as one of the teaching tools for vocabulary instruction in English. Because visual media may grab students' attention and encourage participation in class, the researchers thought that utilizing animated videos may help the students understand the topic more quickly. Students could infer the meaning from the videos faster than they could by reading the explanations from the teachers and listening to them. Thus, the researchers formulated the research as, "Is there any effect of using animated video on students' English vocabulary mastery at the eighth-grade students of SMPN 3 Kramatwatu?" The researchers were interested in conducting the research to discover the effect of using animated video on students' English vocabulary mastery at the eighth-grade students of SMPN 3 Kramatwatu.

## 1. Concept of Vocabulary Mastery

According to Nation and Meara (2013), vocabulary is the total amount of words, a list, or a collection of terms in a particular language that a person can recognize, utilize, and that have meaning and form appropriate sentence structures. Graves (2015) adds that vocabulary is a group of terms that stand for something. A person's entire word list that they are familiar with and use to construct sentences is their vocabulary. One's opinions might be construed as their vocabulary, which is a collection of words that can form a fundamental sentence structure. Everyone understands that vocabulary mastery is the cornerstone of communication. It is the ability to look up and understand any term in the English language so that it may be used to express the desired meaning orally or in writing form. These days, while learning English is easy, having a big vocabulary is necessary. Increasing the vocabulary makes it easier for us to communicate with other people. In other words, it helps us accomplish our aim of learning English.

These days, expanding one's vocabulary is one of the most crucial things for

anyone learning a second or foreign language. This is accurate given that mastering vocabulary is the primary goal of language acquisition. Furthermore, a student's ability to use the English language abilities of speaking, writing, listening, and reading may be influenced by the expansion of their vocabulary. However, foreign language learners typically do not perform at their best in other skill areas or in their academic achievements due to their lack of a strong vocabulary. Language and vocabulary are intimately related since language has an infinite vocabulary. Put another way, vocabulary serves as a link between the development of other language skills. The students could find it challenging to read and participate in discussions if they have limited numbers of vocabulary.

It is common knowledge that a person's vocabulary mastery has a big impact on both learning a language and developing a language that they have mastered. Many individuals find vocabulary development to be an interesting and educational exercise, and it is taught to children as part of their education in many fields. The students who have good mastery of learning English will make vocabulary and grammar simpler to comprehend. According to Boyoh (2018), students find it easier to talk in English once they have mastered the English vocabulary. It is imperative that all students acquire and master vocabulary in order to enhance their language proficiency. Additionally, a person's vocabulary makes up the majority of their language proficiency. Vocabulary is the most important aspect of language; if we can't fully understand vocabulary, our language abilities will suffer (Hamidah, 2021).

## 2. Aspects of Vocabulary

According to Mardianawati (2012), vocabulary has five different characteristics that need to be taught to the students as follow:

### a. Meaning

Since meaning refers to how a word conveys its meaning to language users, it becomes one of the most important concepts that students should understand. A term can often have multiple meanings depending on how it is used. context. As

an illustration, the word “friendship” is a term used to characterize two people acting in a cooperative and helpful manner. As a noun, the term “peace” can also mean giving something to someone. It is crucial that students learn the definition of the word since it will enable them to use it appropriately and comprehend its meaning in a variety of contexts.

#### **b. Spelling**

Students must be able to spell words correctly when they come across them for the first time. Spelling is the representation of a word's appearance. Students will be able to accurately compose words in written form if they know how to spell them. It is crucial that the pupils understand how to spell the word as a result.

#### **c. Pronunciation**

In addition to learning vocabulary, pupils must be able to pronounce words correctly. It will make it easier for the pupils to comprehend what someone is trying to express. It is difficult for someone to understand a term if it sounds wrong. Because it will prevent misunderstandings in oral communication, it is crucial that children learn how to pronounce words correctly.

#### **d. Word Classes**

Word classes are simply groups of related words. In semantic feature analysis, it is a crucial feature. The term categories can be divided into several categories, including prepositions, adjectives, adverbs, verbs, and nouns. This kind of classification of words in a language is based on how those words are used in conversation.

##### **1) Adjectives**

It is defined as a word that describes or gives more information about a noun or pronoun. Adjectives describe nouns in terms of such qualities and size, color, number, and kind. Examples of adjectives: good, young, sad, happy, etc.

##### **2) Adverbs**

Its typical definition is that of a word that provides more information about

verbs, adjectives, and adverbs with regard to attributes like manner, time, and frequency. Adverbs like “slowly,” “quickly,” “hardly,” etc. are examples.

##### **3) Verbs**

It is described as a collection of words that are used for three different types of verbs: auxiliary verbs (shall, be, etc.); main verbs (sit, arrive, eat, etc.); and phrasal verbs, which are formed by combining an adverb or preposition with a verb to give it a new meaning (traffic light, sit down, go on, etc.).

##### **4) Nouns**

A noun is defined as a group of words that is the name of a person, place, thing, activity, or quality or idea. A noun can be used as a subject or object of a verb. These are examples of nouns: (Ricardo, office, shoes, etc.).

In this study, the researchers only concentrated on students’ vocabulary mastery in terms of the word meaning and the word classes, particularly verbs, nouns, adjectives, and adverbs related to the materials to be learned.

### **3. Teaching Media**

Munadi (2013) mentions that teaching media serves as a mediatory tool to aid in comprehending the meaning of content submitted by educators through print or electronic media. Additionally, teaching media facilitates the implementation of system components, thereby extending the duration and efficacy of the learning process. In addition, according to Aniqotunnisa (2013), all instructional media are physical objects with the ability to transmit messages and inspire learning in pupils. Furthermore, according to Nurrochim (2013), the medium acts as a conduit for information between the sender and the recipient. Teaching media is defined as information or messages that are intended to be learned via the use of media. In addition, Suprihatiningrum (2016) mentions that media is seen as a middleman between the sender and the recipient of the introductory message.

Based on the three definitions above, it could be determined that teaching media is a way to help the students comprehend the materials taught in the process of learning consistently, and

it can also be determined that by using the educational materials, students will become more active in the classroom during the educational process sessions.

According to Baidawi (2016), having media in the classroom will influence students' motivation to learn, and choosing relevant media will help students' English proficiency. In addition, he divides instructional media into three categories:

**a. Visual Media**

This kind of visual learning media uses a projector or projection device to display its content. The intended message is poured into graphic forms. Visual media also serves to draw attention, make ideas easier to understand, and highlight information that, when presented in a visual format, may be simpler to retain.

**b. Audio Media**

The sense of hearing is closely associated with audio material. Audio media can transmit both verbal (spoken language or words) and non-verbal (sounds and vocalizations) communications, depending on the type of message that is being received. The radio, tape recorder, phone, language lab, and other devices are examples of auditory media.

**c. Audio-Visual Media**

In terms of its attributes, audiovisual media can be separated into two, specifically motion audiovisual media and silent audiovisual media. Audio-visual media, for example, are in the form of sound books, sound pages, sound movies, and silent TV.

Teachers use media as a tool or set to support a teaching system by properly integrating devices into the classroom. As a result, media plays a crucial role in education. To improve the learning process, educators might combine media and methods (Tuti, 2019). Teachers' primary foundation for teaching in the classroom is the selection of instructional strategies and media. Teachers frequently face the issue of outdated methods and material that are used in the classroom. Their tactics and use of media to instruct students are overly repetitive. In fact, the choices of the appropriate media in teaching English will give great influence towards the learning process as well as the students' achievements.

Teachers can employ a variety of methods and approaches while instructing students in language. Which ones can be utilized to help students become more proficient in language, though, relies on their demands and traits. The integration of media into the teaching and learning process is one of the elements contributing to students' successful comprehension. Numerous studies on student accomplishment indicate that students' comprehension increased because they truly understood the material being covered. Along with these findings, learning through video is one medium that influences students' comprehension. In this instance, the researchers recommended using animated videos to help pupils become more proficient with language

**4. Animated Video as a Teaching Media**

Daryanto (2013) mentions that video is a medium that uses sequential motion to connect audio signals that can be mixed with visuals. Video is an extremely powerful teaching and learning tool that works well for both individual and group instruction. Students studying English can benefit from a soothing environment provided by movies. Since the video includes images and music that force students to view the content directly, it can also increase students' engagement and make the subject easier for them to understand. Videos have the power to stimulate students' imaginations and assist them study a subject. When students view the visualization, their comprehension of the content on the screen is expanded.

When teaching a language, video is mostly a portrait of realistic situations in life. Through videos, students can learn how the language is used in real life more than when they learn from traditional English teaching media. One of the types of videos that can be used for the English teaching and learning process is animated video. Musa, et al. (2013) state that one of the primary resources available to teachers for presenting effective learning is animated video, particularly instructional animated video.

Animated video is the media that consists of vibrant moving images that provide benefits for material display or communication of visual information to communicate meaning or messages. The use of animated videos can motivate students to follow the class activities actively because an animated video can provide combinations of captivating images and audio.

Additionally, it can aid in students' information retention, introduce simultaneously newly learned vocabulary and grammar rules, improving speaking, and providing amusement. Students' motivation to master learning objectives and improve their comprehension can be increased by the use of multimedia, such as animated videos.

There are many types of animated video. According to Awad (2013), different types of animated videos that utilizable in language classroom are as follow:

**a. Traditional Animated**

The film created in this manner started out as a paper drawing. Every frame is a little bit different from the last to provide the impression of motion. These drawings are reproduced onto a clear acetate fiberboard known as a cell, which is subsequently painted with a predetermined hue or tone. Thus, the term "paper/cell technology" is frequently used to describe this technology. The 20th century saw the first appearance of this media. Hand-painted film frames have given way to photographed or scanned constructions in the twenty-first century.

**b. Full Animated**

The term "full animation" describes the process of creating excellent, conventional animated films that regularly feature intricate graphics and visible movement.

**c. Computer Animated**

A digital image that can be created digitally is called a computer-animated. Processing pictures of moving and interacting with people and things is its main objective. Furthermore, according to Bancroft (2016), a computer is a program that creates and duplicates a single frame using animated software.

According to Harmer (2001), there are three basic types of video which can readily be used in class.

**a. Off-air programming**

TV shows that have been taped should be interesting to pupils and have a reasonable runtime. Instructors must take into account their comprehensibility, which includes anticipating, having cross-cultural understanding, instructing in language, or as catalysts for the student's independent work.

**b. Real-world video**

Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential.

**c. Language learning videos**

It means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well.

The researchers believed that computer animation videos related to language learning are the most practical and easily accessible kind of media in the classroom. Hence, this study focused on using these types of videos as teaching tools. In practice, the researchers intended to adapt the animated videos, especially related to the materials, for the vocabulary teaching medium.

Animated videos are utilized in vocabulary instruction helps both the instructor and the pupils in the process of learning. Certain exercises for acquiring vocabulary involve animated videos that is applicable in a school setting. The instructor needs to use appropriate ways to deliver the materials to ensure that the vocabulary teaching process is clear, the teacher and the students must engage in pre-, during-, and post-teaching of the topic through the use of animated videos.

Teaching vocabulary by using animated video is among the strategies that educators can utilize to teach students. During the process of teaching and learning, a teacher must find the strategies that is appropriate when being used to instruct the pupils. Hence, the students can learn vocabulary easily. Teaching vocabulary by using animated videos has some benefits, one of the benefits is the students can learn vocabulary easily, the students feel interested and the teacher can teach easily.

Three stages of activity are described by Richards and Renandya (2002) for the teacher to complete. in using animated video in the classroom as follow:

**1) Previewing activities**

This is the phase of preparation. By making connections between the topic and the students' prior knowledge, the teacher can help the students get ready to view the animated film and pique their attention. At this point, the instructor informs the class that



they will see a film that features terminology from their immediate environment.

2) Viewing activities

Since the animated video is being played and replayed, this is the main stage. It is requested of the students that they pay close attention to the video and make notes on the language that is shown. The students pay close attention so they don't miss any crucial visual cues.

3) Post-viewing activities

The instructor must now request that the students practice during this final phase. The instructor will assign the task so that the pupils can demonstrate their understanding.

## RESEARCH METHODOLOGY

In this work, a quasi-experiment design was used with quantitative research method. In quasi-experimental research, the cause variable is controlled and manipulated before the change in the effect variable is observed (Adnan, 2019). This approach was employed to determine the impact of employing animated videos to teach vocabulary in English. The numbers data can be evaluated statistically since the variables can be measured using an instrument. This study used two groups: the experimental class and the control class. As for the design of the quasi-experiment, Sugiyono (2017) represents it as follows

**Table 1**  
**Non-equivalent Control Group Design**

Group	Pretest	Treatment	Posttest
Experiment class	$Y_E$	X	$Y_E$
Control class	$Y_C$	-	$Y_C$

Description:

$Y_C$  = Data result of pretest/posttest of the experimental class

$Y_E$  = Data result of pretest / posttest of control class

X = Treatment using animated video

### Population and Sample

According to Sugiyono (2017), a population is a region of generalization consisting of objects or subjects that have certain qualities and characteristics that the researcher determines to be studied, and then he concludes the study.

The population of this research was 255 students at the eighth grade of at SMPN 3 Kramatwatu Academic Year 2023/2024. For more details, see the table below:

**Table 2. Population**

Class	8 A	8 B	8 C	8 D	8 E	8 F	8 G	8 H
Students	30	32	32	32	32	32	33	32
Total	255							

On the other hand, sample is part of the number and characteristics of the population (Sugiyono, 2017). In this study, the researcher applied purposive sampling to determine the sample. In the purposive sampling technique, the researcher selected a group of subjects based on characteristics of certain things that are considered to be related to the study. Hence, the researcher chose two classes, namely 8A as the experiment group which consists of 30 students, and 8B as a control group which consists of 32 students. The reason for taking these classes as the samples was because the students of these classes could represent the general characteristics of the eighth-grade students of SMPN 3 Kramatwatu.

**Table 3. Sample Spread**

Class	Description	Sample
8B	Control class	32
8A	Experiment class	30
Total		62

### Data Collection Technique

Data collection technique is how research collects data. In this study, the researchers used written tests as the data collection technique. The written tests given in this study were 20 questions of multiple choice which was used to measure the students' vocabulary mastery. The tests were in the form of pretest and posttest given to both the control class and the experimental class.

## RESULTS AND DISCUSSION

Referring to the hypotheses of the study, the results are divided into two parts:

### Pretest Hypotheses:

$H_0 : \mu_1 = \mu_2$

$H_1 : \mu_1 \neq \mu_2$

### Post-test Hypotheses:

$H_0 : \mu_1 = \mu_2$

$H_1 : \mu_1 \neq \mu_2$

After the data on vocabulary mastery test were analyzed, the results of the pre-test were obtained in the form of descriptive data and inferential data. The following are the results of the descriptive data of the pre-test vocabulary mastery test.

**Table 4. Descriptive Statistics of Pretests**

Groups	N	Mean	Median	Standard Deviation (S)
Experiment	26	69.81	70.00	13.075
Control	26	61.92	62.50	14.702

There were two groups in this study, namely the experiment and control classes. The results of the pretests in the experimental class with questions (multiple choice) and carried out before the treatment using animated video media showed that the highest score was 90 and the lowest was 45. The average score was 69.81, the median was 70.00 and the mode was 80. Meanwhile, the results of the pretest in the control class showed that the highest score was 85 and the lowest was 25. The average score was 61.92, the median was 62.50 and the mode was 75. These scores indicated that the students' vocabulary mastery in the experimental class were better than that of the control class.

In order to answer the question of the pre-test hypothesis, the researchers calculated and analyzed the data on the results of the vocabulary mastery test using SPSS Version 25.0 and. Based on the data output below, it can be seen that the sig. (2-tailed) is  $0.046 < 0.05$ . Further, from the T-Test calculation, it can be observed that  $t\text{-count} > t\text{-table}$  ( $2.043 > 2.009$ ). Hence, it can be concluded that  $H_0$  was rejected and  $H_1$  was accepted, meaning that there was a difference in students' English vocabulary mastery between the control class and the experimental class before the teaching-learning process using the animated video media.

**Table 5. Hypotheses Testing of the Pretests**

Group	t-count	t-table	Sig. (2-tailed)	Result
Experiment Control	2.043	2.009	.046	Reject $H_0$ Accept $H_1$

On the other hand, the data on the post-test results on students' vocabulary mastery were obtained in the form of descriptive data and inferential data as we can see in the following table:

**Table 6. Descriptive Statistics of Post-tests**

Groups	N	Mean	Median	Standard Deviation (S)
Experiment	26	80.77	80.00	10.168
Control	26	66.73	67.50	10.192

The results of the post-tests in the experimental class with questions (multiple choice) and carried out after the treatment using animated video media showed that the highest score was 95 and the lowest was 60, the average score was 80.77, the median was 80.00 and the mode was 85. Meanwhile, the results of the post-tests in the control class showed that the highest score was 80 and the lowest was 45. The average score was 66.73, median was 67.50 and the mode was 65. The post treatment condition of the animated videos showed that the average value of the experimental class was much higher than that of the control class.

**Table 7. Hypotheses Testing of the Post-tests**

Group	t-count	t-table	Sig. (2-tailed)	Result
Experiment Control	4.972	2.009	.000	Reject $H_0$ Accept $H_1$

In order to answer the question of the post-test hypothesis, the researchers calculated and analyzed the data on the results of the vocabulary mastery test using SPSS Version 25.0 and. Based on the data output above, it can be seen that the sig. (2-tailed) is  $0.000 < 0.05$ . Further, from the T-Test calculation, it can be observed that  $t\text{-count} > t\text{-table}$  ( $4.972 > 2.009$ ). Hence, it can be concluded that  $H_0$  was rejected and  $H_1$  was accepted, meaning that there was a

significant difference in students' English vocabulary mastery between the control class and the experimental class after the teaching-learning process using the animated video media. As a result, it can be concluded that there is a significant effect of using animated video media on English vocabulary mastery at class VIII students of SMPN 3 Kramatwatu.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the results of the research conducted at class VIII of SMPN 3 Kramatwatu in 2024, it could be found that in the experimental class pretest results, the mean was 69.81, the mode was 80, and the median was 70.00. Meanwhile, in the control class pretest results, it was obtained that the mean was 61.92, the mode was 75, and the median was 62.50. Then, from the experimental class posttest results, it was obtained that the mean value was 80.77, the mode was 85, and the median was 80.00. Meanwhile, in the control class posttest results, it was obtained that the mean value was 66.73, the mode was 65, and the median was 67.50.

The t-test results from the pretest of the experimental class and control class obtained the t value  $2.043 > t \text{ table } 2.009$  and the sig. (2-tailed) value  $0.046 < 0.05$ . It means that  $H_0$  is rejected and  $H_1$  is accepted, or there is a difference of students' English vocabulary mastery between the control class and the experimental class before the teaching learning process. Meanwhile, from the calculation of the t-test on the posttest results of the experimental class and control class, the t value obtained was  $4.972 > t \text{ table } 2.009$  and the sig value.  $0.000 < 0.05$ . It means that  $H_0$  is rejected and  $H_1$  is accepted, or there is difference of students' English vocabulary mastery between the control class and the experimental class after the teaching learning process. Thus, we could conclude that realia media had a positive effect towards students' descriptive writing ability at the seventh grade of SMP PGRI Kramatwatu.

### Suggestions

It is expected that the research could provide input for schools to provide facilities and infrastructure that support the teaching and learning process and can improve the quality of future learning outcomes. In teaching and learning activities, teachers could use animated video media so that the learning activities become meaningful, varied, and conducive, so that it could improve students' cognitive process. This research can be used for further researchers and as reference material to continue research in the future that can be more innovative and develop in accordance with the progress of increasingly modern times.

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