IMPROVING STUDENTS' ENGLISH VOCABULARY BY USING ANIMATED VIDEO ON YOUTUBE: A CASE STUDY AT SMP NEGERI BELAWA

An Undergraduate Thesis

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial Fulfilment for The Requirement to Obtain Sarjana Degree in English

WRITTEN BY

NAHILA YUSRIYA SYAMSUL

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ENGLISH DEPARTMENT

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY MAKASSAR

2024

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LEGITIMATION

THESIS

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BY

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It has been examined before the Board of Thesis Examination on Friday, August 2nd, 2024

and is declare to have fulfilled the requirements.

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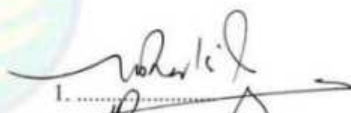ENGLISH LITERATURE STUDY PROGRAM

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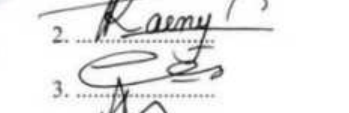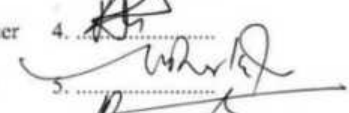## AGREEMENT

On August 2nd, 2024, the Board of Thesis Examination has kindly approved a thesis by Nahila Yusriya Syamsul (F041201019) entitled *Improving Students' English Vocabulary by Using Animated Video on YouTube: A Case Study at SMP Negeri 1 Belawa* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, August 2nd, 2024

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DECLARATION

The thesis by Nahila Yusriya Syamsul (F041201019) entitled *Improving Students' English Vocabulary by Using Animated Video on YouTube: A Case Study at SMP Negeri 1 Belawa* has been revised as advised during the examination on August 2nd, 2024, and is approved by the Board of Undergraduate Thesis Examiners:

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STATEMENT LETTER

The undersigned,

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Title of Thesis   : Improving Students' English Vocabulary by Using Animated Video on YouTube: A Case Study at SMP Negeri 1 Belawa

Department/Faculty   : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, August 10th 2024

Nahila Yusriya Syamsul

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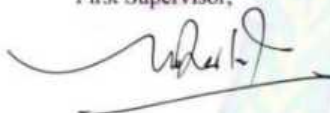
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<u>APPROVAL FORM</u>

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1363/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **Nahila Yusriya Syamsul** (F041202019) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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Finally, the researcher realizes that this research still imperfect. The author happy to receive all suggestions, advices, and constructive criticism to this undergraduate thesis.

Makassar, 26 July 2024

Nahila Yusriya Syamsul

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ABSTRACT

Nahila Yusriya Syamsul, 2024. **Improving Students' English Vocabulary by Using Animated Video on YouTube: A Case Study at SMP Negeri 1 Belawa** (supervised by Marleiny Radjuni and Sitti Sahraeny)

This study aims to obtain empirical evidence on how effective the use of animated video on YouTube in improving students' English vocabulary. The research objective is to address issues faced by students in improving English vocabulary such as low motivation and less effectiveness of learning method. In this research, the design used was one group pre-test post-test and the instrument used was a test. The purposive sample method was used to select a sample of 62 students of SMP Negeri 1 Belawa which located on Belawa, Wajo, South Sulawesi. The data analysis was done by using SPSS 25.0 software. Paired sample t-test was used to determine the result of pre-test and post-test scores. The results of the research showed a significant increase in students' pre-test and post-test scores. The mean score of students' pre-test was 48.13 and the mean score of students' post-test was 78.19. The test of hypothesis showed that sig. (2-tailed) was 0.00 while alpha (α) was 0.05 ($0.01 < 0.05$). It can be stated that the Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. Therefore, it can be concluded that the use of animated video on YouTube effective and can improve students' English vocabulary of ninth grade students at SMP Negeri 1 Belawa.

Keywords: Animated video, Vocabulary, YouTube

ABSTRAK

Nahila Yusriya Syamsul, 2024**. Meningkatkan Kosa Kata Bahasa Inggris Siswa Menggunakan Video Animasi di YouTube: Studi Kasus SMP Negeri 1 Belawa** (dibimbing oleh Marleiny Radjuni dan Sitti Sahraeny)

Penelitian ini bertujuan untuk memperoleh bukti empiris seberapa efektif penggunaan video animasi di YouTube dalam meningkatkan kosa kata bahasa Inggris siswa. Tujuan penelitian adalah untuk mengatasi masalah yang dihadapi siswa dalam meningkatkan kosakata bahasa Inggris seperti rendahnya motivasi dan kurang efektifnya metode pembelajaran. Dalam penelitian ini, desain yang digunakan adalah *one group pre-test post-test* dan instrumen yang digunakan dalam penelitian ini adalah tes. Metode *purposive sample* digunakan untuk memilih sampel sebanyak 62 siswa SMP Negeri 1 Belawa yang terletak di Belawa, Wajo, Sulawesi Selatan. Analisis data dilakukan dengan menggunakan software SPSS 25.0. Paired sample t-test digunakan untuk mengetahui hasil skor *pre-test* dan *post-test*. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada nilai *pre-test* dan *post-test* siswa. Nilai rata-rata *pre-test* siswa adalah 48,13 dan nilai rata-rata *post-test* siswa adalah 78,19. Uji hipotesis menunjukkan bahwa sig. (2-tailed) adalah 0,00 sedangkan *alpha* (α) adalah 0,05 (0,01 < 0,05). Dapat dinyatakan Ho (Hipotesis Null) ditolak dan Ha (Hipotesis Alternatif) diterima. Oleh karena itu, dapat disimpulkan bahwa penggunaan video animasi di YouTube efektif dan dapat meningkatkan kosakata bahasa Inggris siswa kelas sembilan SMP Negeri 1 Belawa.

Kata Kunci: Video Animasi, Kosa Kata, YouTube

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication. Every day, human use a particular language to communicate. In order to reach out success in communicating, the sender and the receiver must have the same understanding/interpretation of the message being conveyed in a language. Knowing and understanding many languages enable us to communicate with large category of people, especially if that language is the most widely spoken language.

English is known as international language. It signifies that English as a global means of communication. Consequently, in many countries English has been taught since elementary school even in non-English Countries. According to Patel (2008), the main objective of teaching English are language development and library development. It allows students to understand and speak English, also helps students to read and write in English. English is a direct medium of acquiring knowledge of modem arts, science, technology and humanities. Therefore, in the current globalization era, English proficiency is very important.

Vocabulary in a language can be assume as a primary aspect. Lack of vocabulary is one of the problems experienced by those who are learning English. The more vocabulary known in a language the more effective we can use that language. When using a particular language to communicate we should know the vocabulary of that language. If we only know a little vocabulary, then we cannot communicate effectively. Memorizing English word might be difficult for people from non-English country, as they not familiar to the way it is written and ed. Therefore, seeking and discovering a convenient, yet appropriate nethod to learn vocabulary is highly suggested.

Along with the development of technology, people nowadays are attempting to find a practical way of doing something. For instance, people currently utilize technology to gathering information, looking for a job, making transaction, etc. In fact, as its objective, the existence of technology indeed makes human works easier. In the world of education, technology has a big impact in teaching and learning process. Because of technology students can easily access many learning sources and try some learning strategy. One of the technologies that can be used in learning a new language is YouTube.

YouTube is a technology designed for sharing videos. It allows us to uploadand watch any videos. Millions of users around the world have created accounts on YouTube. There are variety of content in YouTube, such as tutorial, review, vlog, gaming, education, beauty, comedy and so forth. We can watch YouTube videos either for entertainment or for educational purpose. Nowadays, as Duffy (2008) stated in his article that YouTube progressively used by educators as the pedagogic resource to teach students within an ESL (English as a Second Language) course. The use of YouTube as the learning platform can be a good representation of Learner- Centered principle which is widely used in current situation. Additionally, learning through YouTube videos tends to be more interesting than traditional way of learning. Students can get either the learning goal or get entertained. One kind of video in YouTube that offering these two benefits is animated video.

According to We Video website, animated video is a video that enhances and illustrates a narrative, topic, process, and/or idea through visuals, motion graphics, drawings, and arts. An animated video can be used in many ways. In addition, the reason why it is created also varied according to the purpose of the video. Animated video can also be used as a media to support the teaching and process, as mentioned in the previous paragraph that learning through video make students get entertained and achieve their learning goal at time.

When entering formal education at higher level, Indonesian students required to learn English as a foreign language. Even though they have studied English for years at school, they still cannot speak English after graduating. Apart from the fact the time to learn English at school is very limited, students' interest in English is also very low compared to other major at school. Since childhood, Indonesian students have been accustomed to communicating in their mother tongue, which is their regional language, which varied according to the region where they live. They also have been required to learn Bahasa Indonesia as National Language. For all these reasons, Indonesian students think that learning English is not important because they will not use it for everyday communication.

Therefore, through this research, the researcher trying to use animated video on YouTube as extrinsic motivation for students who feel that learning English is not important. The researcher wants to know whether using animated video on YouTube can improve the students' vocabulary mastery. The researcher chose junior high school students as subjects in this research because most junior high school students already had their personal handphone, which is a support to conducting this research. They also still relevant to the use of animated video compared to senior high school students. Since students' lack of vocabulary considering as most common issue that students face in learning English as a foreign language the researcher conducts research entitled "Improving Students' English Vocabulary by Using Animated Video on YouTube: A Case Study at SMP Negeri 1 Belawa."

B. Identification of the Problems

Based on the explanation of background study above, the researcher formulates the identification of the problem as follows:

ents' motivation to learn English is very low.

ents lack of English vocabulary that makes it difficult for them

ringing words in English.

3. Teacher Centered Learning (TCL) is less effective and tends to be boring for students.

C. Scope of the Problems

Based on the three identified problems above, the author will limit them into students' low motivation to learn English and students lack of vocabulary. Therefore, this research uses YouTube as a supporting media and determines the effect of using YouTube in improving students' vocabulary. The method proposed in this research is learning English vocabulary through animated video on YouTube.

D. Research Questions

Based on the background of the study, the researcher questions are formulated as follows:

1. Why is the motivation of ninth grade students to learn English at SMP Negeri 1 Belawa very low?
2. How can animated video on YouTube improve ninth grade students' vocabulary in SMP Negeri 1 Belawa?

E. Objectives of the Study

Based on the research questions that have been formulated, the objective of the study are as follows:

1. To explain the reason of the very low motivation of ninth grade students to learn English at SMP Negeri 1 Belawa.
2. To describe the effectiveness of animated video on YouTube to improve grade students' vocabulary in SMP Negeri 1 Belawa

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F. Significance of the Study

The result of this study expected to provide new knowledge and insight for readers, especially academics, students and teachers, as well as further research both practical and theoretical:

1. Teachers

This research can be a reference for teacher because it provides information about improving students' vocabulary knowledge by using animated video through YouTube. The output will help teachers to figure out the reason of why students motivation to learn English is very low, so that they will try to overcome the problems by finding suitable methods to apply to their students.

2. Students

This research is intended to motivate and encourage students to improve their English vocabulary. Students can get inspired to explore many learning media options to choose for their learning style, not only for language learning, but also in various subject and learning field.

3. Further Researchers

The author expect that this study can contributes to particular research, and as a reference for those who are interested or could be a comparison to another writing. Future researchers can try to adapt the same method with different level of subject or adapt the same method and subject but the skills on which the research focuses can be different.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are several researches related to the topic of this research that the author used to support this research.

The first study by Sofiah Datun Hikmah (2021) entitled "The Use of Animation Video for Vocabulary Mastery". In this study the participants were seventh grade students in Mayang 01 Junior High School. The author used qualitative method to conduct this study. According to the interview conducted by the researcher, the results shows that the application of animated videos has a positive impact on students in the learning process. The participants stated that learning vocabulary through animated videos was interesting and effective in improving vocabulary mastery.

The similarity with this research is both of the research are investigating using animated videos as English learning media for improving vocabulary. While the difference is the number of participants in the previous study was much less compared to this research.

The second previous study from Muhammad Khaerul Hadist; and Siti Hodijah (2019) entitled "Enriching Students Vocabulary Mastery by Using Animation Videos as a Learning Media at Seventh Grade of SMP IT Hayyun Sasmita". The participants of this study were 36 seventh grade junior high school students. This research used qualitative descriptive method and used documentation and observation as the research instrument. Based on the finding, in which the researcher uses three measurements of variable (student effective communication, interest in subject, and student mastery of the material), it can be concluded ated videos had positive impact in enriching students' vocabulary mastery.

The similarity with this research is both of the research are investigating animated videos for increasing students' vocabulary knowledge. The difference is the previous study involving three measurements of variable (student effective communication, student interest in subject, and student mastery of the material), while this research will only focus on vocabulary improvement and describe it in more detail.

The third previous study by Raniah Kabooha; Tariq Elyas (2018) entitled "The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers". This study involves one hundred Saudi female students studying English as a Foreign Language in their preparatory year at King Abdul Aziz University. The results of pre-test, post-test, and questionnaires as the data collection method indicate that the use of YouTube in their classroom for learning new vocabulary is effective as it can motivate them to learn faster and better.

The similarity with this research is both of the research are investigating the use of YouTube as a learning media for vocabulary improvement. The difference is the previous study involve one hundred Saudi female students as participants which is such a big sample compare to this study. There is also a difference on the level of students participated, in which the participants in the previous study are University students while the participant in this study are junior high school students. Besides that, the previous study was only investigated the use of YouTube as a learning media for vocabulary improvement without mentioning the type of video, considering that there are various kind of video on YouTube.

The fourth previous study from Hanadi Abdulrahman Khadawardi (2022) entitled "Teaching L2 Vocabulary Through Animated Movie Clips with English Subtitle". This study involves 35 female students as the participants. This study examines the effectiveness of watching video clips with English subtitles to L2 students' vocabulary through short- and long-term retention. The the study shown that the participant learn effectively, understood, and

memorized L2 vocabulary after watching movie clips with English subtitles.

The similarity with this research is both of the research are investigating the use of animated video in teaching vocabulary. The difference is the number of participants in the previous study was much larger than this study. Besides that, in the previous study L2 students taken as the subject of the research, while in this research the subject is EFL (English as Foreign Learner) students.

The fifth previous study, Yudhi Arifani (2020) entitled "Cartoon Video-Assisted Learning: An Investigation into the Acquisition of EFL Children's Incidental Vocabulary". This research aims at investigating the effectiveness of children's at-home incidental vocabulary learning using cartoon videos with and without captions. The participants consisted of 30 grades three students from a famous private elementary school MI Al-Falah Plus in Blitar, East Java, Indonesia. The findings indicate that cartoon videos help children to gain incidental vocabulary with ease.

The similarity with this research is both of the research are using animated/cartoon videos as a learning media for enriching vocabulary and use the same research subject which is EFL students. The major difference is the previous study conducted in home setting, in which the students' parents also taking part on this at home cartoon experiments, while in this research only the teacher and students contributed. Another difference is the previous research take a large number of participants compare to this research. Also, the level of the participant involved in the previous research which is elementary students different with the participants involved in this research which is junior high school students.

B. Theoretical Background

1. Vocabulary

Definition of Vocabulary

According to Cambridge Dictionary (2024), vocabulary is all the words a person knows or use and it is all the words in a particular language. In

our daily live we use vocabulary to communicate. As Jamalipour and Farahani (2012) states that vocabulary often acknowledge as a tool for communication. Language users demonstrating their ideas, feelings, and opinions using vocabulary. Vocabulary is manifestation of human thoughts. In short, vocabulary is all words that we used to communicate in particular language.

b. Importance of Vocabulary

Moghadam, et al. (2012) stated that vocabulary knowledge is not everything in language, but methodical formula in which diverse types of knowledge are learned until all aspects of knowledge are known for an item. Vocabulary knowledge is not all we need to fluent in a particular language, but we need vocabulary to speak that language. Fluently partly depends on developing sight vocabulary through extensive reading and studying high-frequency vocabulary (Richard & Renandya eds., 2002) If we want to communicate effectively in a particular language it is important to studying and memorizing the words in that language. Lacks of vocabulary means that someone would having a hard time in communicating and expressing their ideas.

c. Types of Vocabulary

There are many kinds of vocabulary made by the expert. Harmer differentiates two kinds of vocabulary, there are active vocabulary and passive vocabulary.

Active vocabulary is also known as the productive vocabulary. Learners usually use it appropriately in speaking and writing. It seems more complicated to be implement in practice, but at least learners must be able to ounce it appropriately and be able to use the words with good structure rget language. Vocabulary can be called as an Active Vocabulary when nts have already learned it and they are expected to be able to use it

properly.

Passive vocabulary is called as receptive vocabulary as well. It is words that usually are uneasy to be identified and understood in the context of listening and reading either by learners. The passive vocabulary refers to items that learners will perhaps find it hard or even not able to proceed it and they only recognize it when they meet them.

In sum, active vocabulary is more convenient to use because probably someone has already learned it right away and practiced it a lot, while passive vocabulary will incline to be difficult to use.

According to Elfrieda H. Hiebert and Michael L. Kamil (2005), vocabulary is divided into three. Those are oral vocabulary, print vocabulary, and productive vocabulary. Oral vocabulary means the set of words for which we know the meaning when we speak or read only. Print vocabulary, it consists of those words for which the meaning is known when we write or read only. Then productive vocabulary is the set of words that individual can use when writing or speaking. They are words that are well-known, familiar, and used many times.

d. Problem in Learning a Vocabulary

Learning vocabulary somehow difficult for students. Improving vocabulary is a complicated process, and one that takes a long time. According to Ronald Carter (1998), there are a lot of problems that students face while they are learning vocabulary. Some factors that often cause these problems are:

1) Pronunciation

Research shows that words are difficult to pronounce and more difficult to . Potentially difficult words will typically be those that include sounds that nfamiliar to some groups of learners.

1) Spelling

Words which are containing silent letters are mainly problematic, for examples listen, foreign, honest, etc.

2) Grammar

Grammar associated with the words also problematic, especially if this differs from that of it is first language equivalent.

3) Meaning

When two words overlap in meaning, learners are likely to confuse them. In learning a language, learning vocabulary seems to be one of the easiest things but also one of the hardest things to do since studying vocabulary is not just learning the meaning of a word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. Therefore, it often makes difficulties for the students to comprehend the vocabulary.

e. **Technique in Teaching Vocabulary**

According to Adrian Doff the techniques in teaching vocabulary are:

1) Say the word clearly and write it on the board
2) Get the class repeat the word in chorus
3) Translate the word into students' own language
4) Ask the students to translate the word
5) Draw a picture to show what the word means
6) Give an English example to show how the word is used
7) Ask a question using new word

Additional thought for the points above, in teaching or learning vocabulary, it is important to note that the techniques do not have to be the same as the points above. Every person can choose and look for their own techniques to use as ... is truly effective. Therefore, no matter what method a learner takes as ... is helpful and can bring success in learning then it is acceptable because it ... ant to find comfort in learning.

2. YouTube

a. Definition of YouTube

YouTube is a popular social media platform that contain a various kind of video content consists of sounds, graphics, and animation. YouTube can be used for various purpose depending on the users' intention. YouTube authorizes contents to be viewed, shared, embedded, and discussed (Burgess & Green, 2013). YouTube supports users to add or share any genre of videos as long as it is original and allowable without any copyright or legal issues (Balakrishnan & Griffiths, 2017).

b. Advantages of YouTube as a Learning Platform

Due to the effectiveness of YouTube in sharing people's ideas, it is not surprising that YouTube is also used to facilitate the learning process. It will be very easy for students to absorb the information provided through YouTube if it is presented with tempting and clear pictures and visuals (Oktaviani, n.d.; N. R. Putri & Sari, 2021; Yulianto et al.,2019). The content that being presented on YouTube can be studied easily and execute directly by the students (Puspaningtya, et al. 2020). The use of informal digital learning makes students have the opportunity to upgrade their understanding and skills beyond what is taught to them by their teachers in the classroom (Nugroho & Triana, 2021). There are many other online resources that students can access well, but YouTube videos are one of the many online resources that get a lot of attention for students.

The use of YouTube as a learning media can be applied to various fields, one of which is to study a foreign language. Al-Seghayer (2001, p.201), conducted a study that examined the influence of different modes of multimedia: "the printed text definition alone, printed

text definition coupled with still pictures, and printed text definition coupled with video clips" (Al- Seghayer, 2001, p.202). The findings of the study represented that the use of video clips with a text definition is more advantageous in the acquisition of new English vocabulary than the use of picture with a text definition. In line with that, Ayu (2016, p.153), YouTube videos provide numerous advantages for language acquisition, such as providing authentic sample of native speakers using English in daily conversation. She also claimed that the videos can be utilized to improve language skills such as listening, speaking, reading, and writing. Students in the study efficiently learn and remember more vocabulary when videos were used than when pictures were given. The application of different supporting media can deliver meaningful learning experience. Moreover, YouTube video is very easy to access and free of charge, that is the reason why it is very ideal for students.

c. Learning English Vocabulary through YouTube

There are many free English language courses and English language learning channels on YouTube. All of those channels have their own excess. In this research especially, would highlight one channel namely "English Fairy Tales". Actually, this channel is not included in the channels for learning English since it only contains a lot of short stories in English. However, this channel can also be used to learn English, especially vocabulary. This channel can also help students to practice their listening skills and pronunciation. To sum up, this channel can help students according to their needs in learning English. What's interesting about this channel is that apart from learning, students will also be entertained by the visual animation and the sound content in the videos, which will prevent students from feeling bored in learning. This the same reason why the content of the videos quite easy to understand for beginners even if it is all in English. Additionally, YouTube's own features, such as translation feature and video speed control, of course

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also play an important role in helping those who want to learn something from YouTube. Once the students do not understand the content of the video, they can activate subtitles and slow down the video if they feel the video is too fast to listen to the content.

Figure 2.1

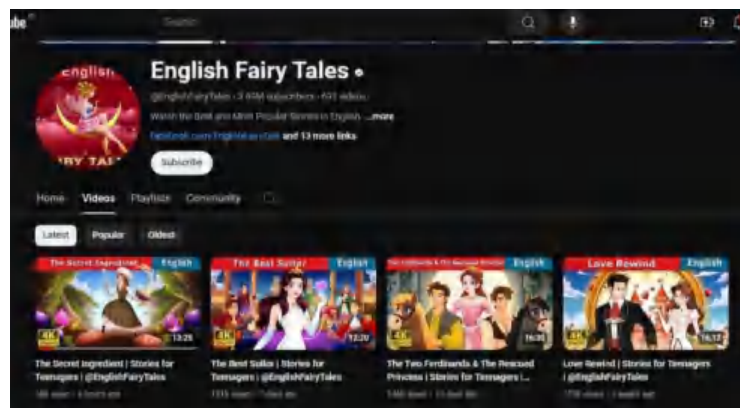**English Fairy Tales Channel Home Page on YouTube**
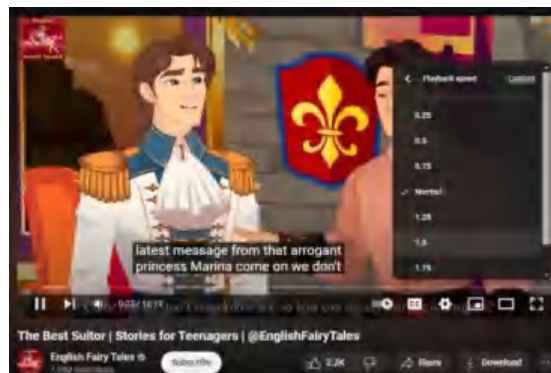

Figure 2.2

YouTube Video with Subtitle and Playback Speed

3. Animated Video

a. Definition of Animated Video

Learning with technology has become a crucial thing nowadays. Animation video is one example of the technology which is not new to the younger generation. Speaking of animated video there are many

definitions proposed by experts concerning animation videos. Animations are a form of dynamic representation that show processes that change over time. According to Heinich, Molenda, & Russell (2002) animation is a method in which the motion gives by the filmmakers to otherwise inanimate objects. Nowadays, a video is going to be a more and more popular media in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom. Media that can be used in the teaching and learning process need to explored by the teachers. In line with Ramadhika (2014) states that there are some components that students can pay attention to while watching a video such as settings, action, emotions, gestures, etc. In addition, for language production and practice, the video also offers the students with an important stimulus. In conclusion, an animation video is described as a cartoon, film, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

Additionally, Pangestu & Adiwijaya (2021) The term animation is a quick display of a cycle of images of artwork aiming to create an illusion or movement. In addition, the video is a technology used to record, capture, process, transmit, and changing moving images. Based on the definition before, it can be concluded that the term animated video is a plenary artwork manifestation that contain audio-visual moving text and pictures.

b. **The Advantages and Disadvantages of Using Animated Video**

The existence of learning media especially motion graphics animation video can improve students' enjoyment in subject which triggering students' knowledge adding in that subject and increase the calculation of their grade (Putri, 2019). Not only increase students' motivation, applying animated video in the learning process also considered very beneficial than learning with traditional way.

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Investigating a video as a media in the language learning has to be done by several researchers and as the research is done, there are some benefits that have been found out. As the research carried out by Haryanto (2014), the advantage of using animated videos in language learning is that it easier for students to understand the learning and makes them more interested in the learning content. In addition, the use of animated videos can give students insight into how to interact in conversations and provide advice on how to live better. Another, advantages are animation video can improve students' knowledge, vocabulary, grammar, and pronunciation. Also, the use of video animation in the class can be very entertaining for the students.

Moreover, the research done by Boris Ramadhika (2014) states that a major advantage is that by learning through video, students can focus on information that cannot be presented right away in a traditional classroom because of restraint such as size, location, costs, etc. Both of them are in line with Jeremy Harmer (1993) statement that one major advantage of videos is that learners not only can listen to the language, but they can also take it visually. In order to support comprehension, videos contain visual clues such as gestures and expressions which enable students to go beyond of what they listen, and also to interpret the video.

On the other hand, there are several disadvantages to be recognized when using video in the language teaching process. Video offers with the long-term effects of using video in the classroom. It can be denied that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. The main disadvantages are cost, inconvenience, maintenance, and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue, in

this case, is that the teacher should be well-trained in using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

C. Theoretical Framework

Lack of vocabulary is a common problem that experienced by foreign learners. Since the standard way of teaching did not show the significant progress, it is important to seek into the new alternative teaching method. Previous researches have been indicated that using multimedia in learning is more beneficial than the practice of standardized way of teaching and this study will continue to confirming the previous studies in this field. The focus of this study is to representing the effectiveness of animated video for improving students' vocabulary.

Khadawardi (2022) emphasizing that automatically learning and retrieving vocabulary (incidental vocabulary) are key elements in foreign language learning. This declaration is the most relevant to the aims of this study. However, students may quickly forget the incidental vocabulary as easily as they memorize it. Due to this reason, instead of using random clips, this study will make use the well-design animated video for improving students' vocabulary.

D. Research Hypothesis

In this study, the hypothesis proposed by the researcher was:

Ho (null hypothesis)   : There is no effect of using animated video in improving students' vocabulary mastery at ninth grade students of SMPN 1 Belawa.

Ha (alternative hypothesis) : There is an effect of using animated video on YouTube in improving students' vocabulary mastery at ninth grade students of SMPN 1 Belawa.