

**THE IMPACT OF ANIMATED VIDEOS ON STUDENTS'
VOCABULARY ACQUISITION OF EFL STUDENTS**

THESIS

Submitted By

Reyza Amelia Caesari

NIM. 220203098



STUDENT OF TEACHER TRAINING AND EDUCATION FACULTY

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

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**THE IMPACT OF ANIMATED VIDEOS ON STUDENTS' VOCABULARY
ACQUISITION OF EFL STUDENTS**

THESIS

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Education

By

REYZA AMELIA CAESARI

NIM. 220203098

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

Approved by:

جامعة الرانيري


Supervisor

AR - RANIRY Head of Department



Drs. Lukmanul Hakim, M.A.

NIP. 196208081991031002



Syarifah Dahliana, S.Ag., M.Ed., Ph.D.

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

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Board of Examiners,

Chairperson

Drs. Lukmanul Hakim, M.A.

Secretary

Asma, S.Pd.I., M.Ed.

Examiner 1 .

Syamsul Bahri, S.Ag., M.A.TESOL.

Examiner 2

Mulia, S.Pd.I., M.Ed.

Certified by:

The Dean of ~~Fakultas~~ *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh*



Prof. Safrul Muluk, S. Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN KARYA

(Declaration of Originality)

Saya bertanda tangan dibawah ini:

Nama : Reyza Amelia Caesari

NIM : 220203098

Tempat/Tanggal Lahir : Meulaboh, 04 Juni 2004

Alamat : Darussalam, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Impact of Animated Videos on Students' Vocabulary Acquisition of ELF
Student**

adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruannya didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 09 Desember 2025

Saya yang membuat pernyataan:



METERAL
TEMPEL
770EANX228443653

Reyza Amelia Caesari

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The Writer,

Reyza Amelia Caesari

ABSTRACT

Name : Reyza Amelia Caesari
Reg. Number : 220203098
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working Title : The Impact of Animated Videos on Students' Vocabulary Acquisition of ELF Student
Main Supervisor : Drs. Lukmanul Hakim, M.A
Keywords : Vocabulary Acquisition, Animated Videos, EFL Students

This thesis is entitled The Impact of Animated Videos on Students' Vocabulary Acquisition of ELF Student aiming at analyzing whether animation videos have a significant impact on students' vocabulary acquisition and finding out the extent animated videos improve the students' vocabulary acquisition of the eighth-grade students at MTsN 2 (State Islamic Junior High School) Aceh Besar. The research employed a quantitative approach with a pre-experimental design, specifically the one-group pre-test-post-test design. The population of this research was the eighth-grade students at MTsN 2 and the sample was taken from students Class VIII consisted of 32 students in academic year 2025/2026. In the data were collecting the data, a vocabulary test was used in multiple choice item types, and the total of number questions was 100 with 4 alternative answers and the task of students is to choose the best alternative by croosing on etheir A, B, C or D. There were two types of the test given; namely, pre-test and post-test. The purpose of pre-test to measure the students' basic knowledge on vocabulary acquisition before the treatment implemented while posttest is to measure the students' knowledge on vocabulary acquestation after the treatment. Before the test was applied, the question of the test is retested to know the validity of the test by using the correlation formula. The result shows that the correlation is 0.986. this mean that the instrument has high consistency.

After analyzing the result of the test, it is concluded that the students' vocabulary acquisition for (eighth-grade students) at MTsN 2 Aceh Besar was significantly improved, where $\bar{X} = 53,97$ in pre-test and $\bar{X} = 78,34$ in post-test. This indicates that applying animated videos in teaching vocabulary has strongly impact on vocabulary acquisition.

The findings, also revealed a significant improvement on the students' vocabulary acquisition after the use of animated videos. The pre-test mean score was 53.97, classified as "Failing," with 81.3% of students scoring below the passing grade. After the treatment, the post-test mean score increased to 78.34, classified as "Adequate," with a gain of 24.37 points. Moreover, none of the students got in the failing category, while several students achieved "Good" and "Excellent" levels. These results indicate that animated videos are an effective teaching media that enhances students' vocabulary acquisition through engaging audio-visual learning contexts.

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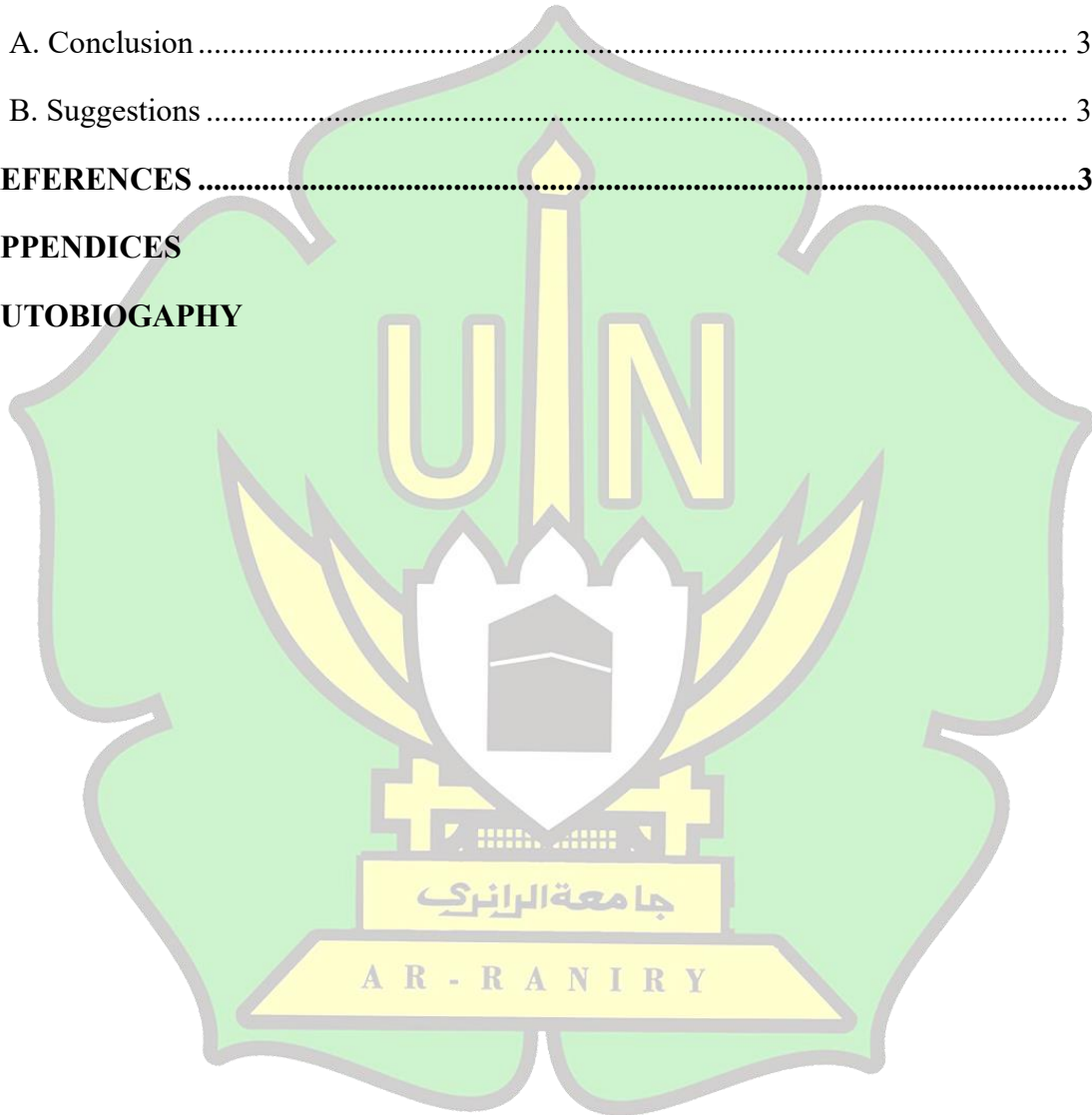


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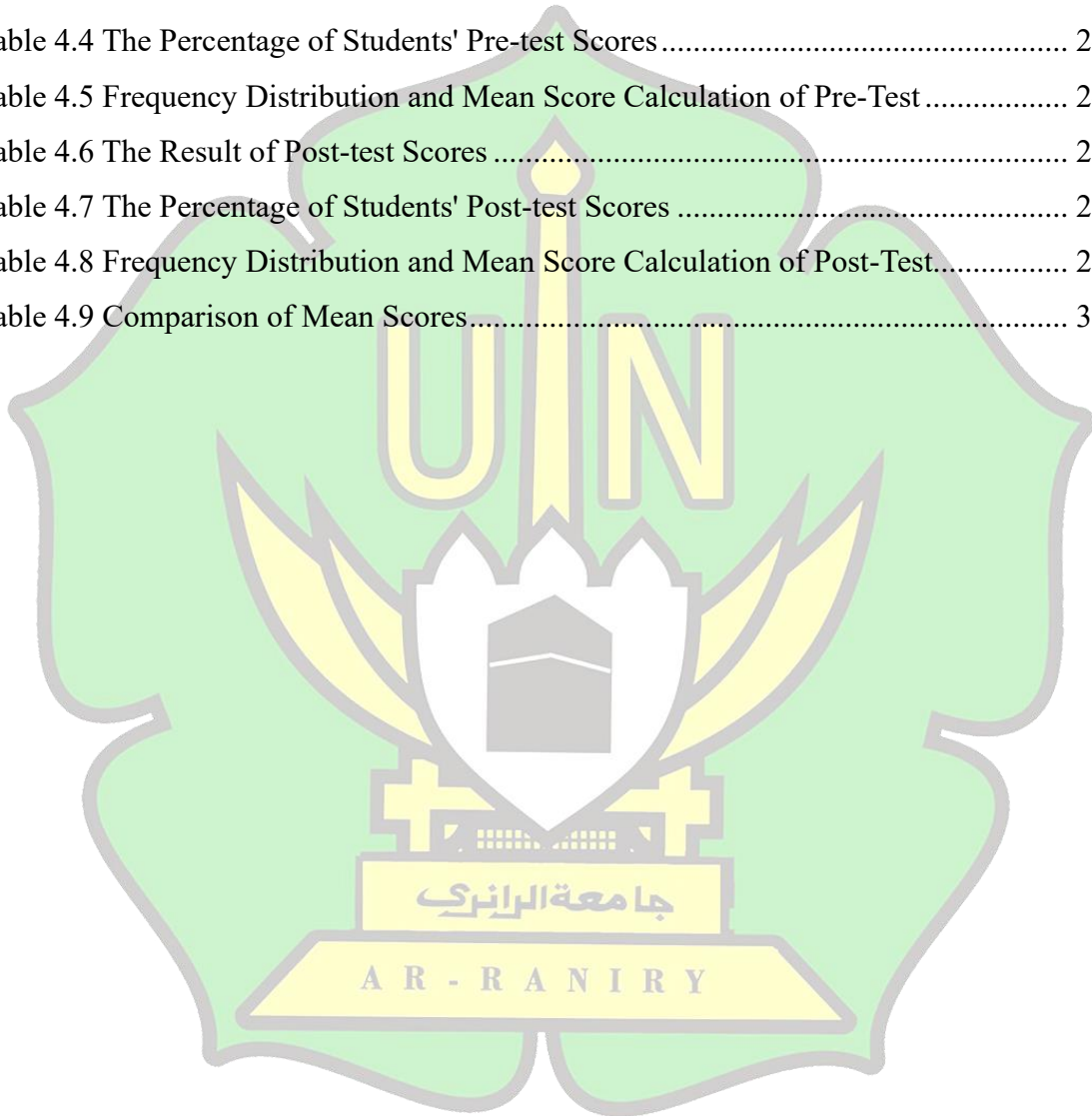
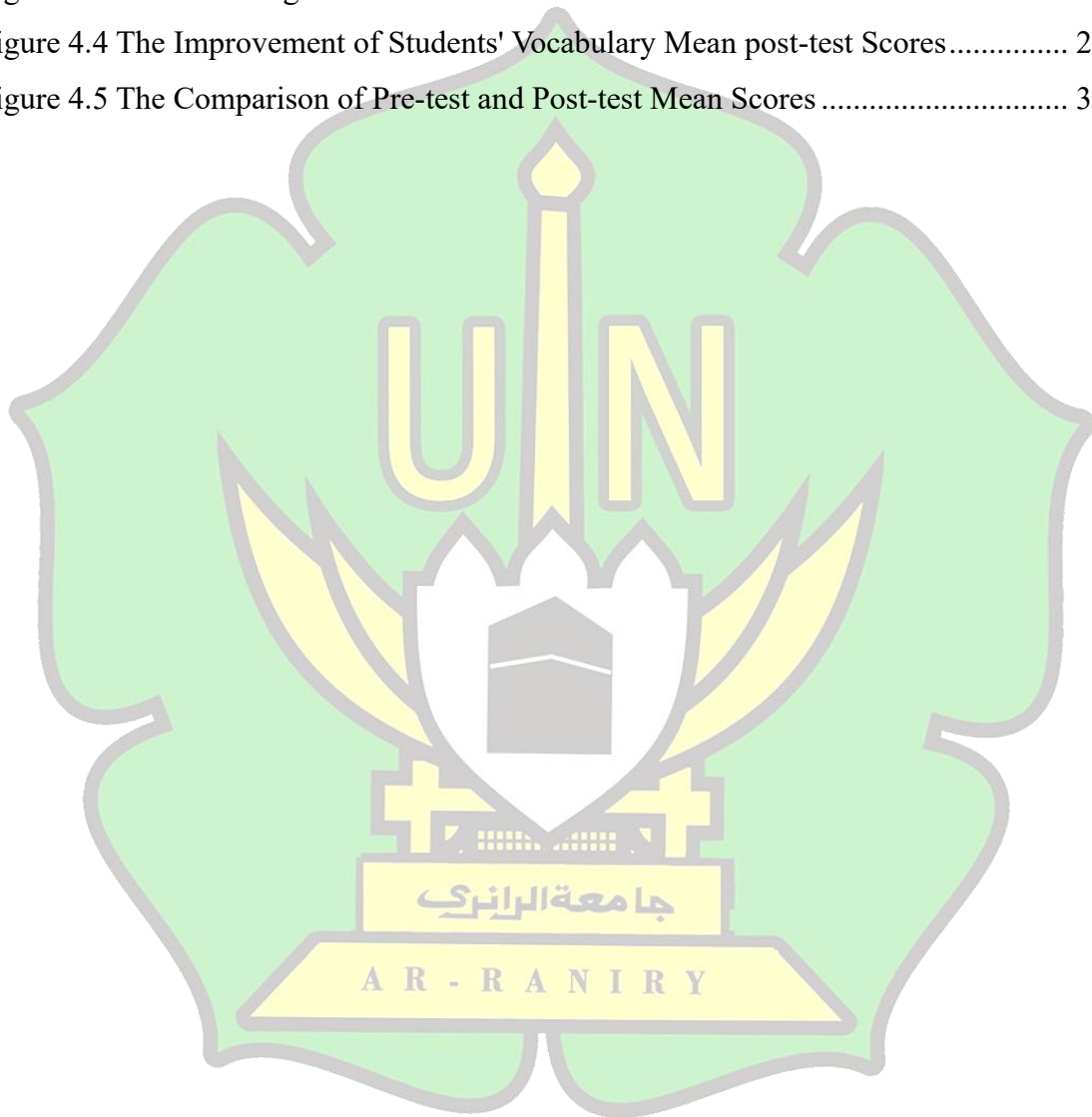


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CHAPTER I

INTRODUCTION

A. Background of Study

There are several definitions of vocabulary based on the experts, as the meaning of the term itself varies according to their perspective. One of the most a common definitions comes from Hornby (2002), who defined it as the total number of words that form a language. The development of this component serves as a fundamental basis for achieving English proficiency, as it constitutes an essential element in the process of language acquisition. Since word knowledge represents the core of language, it should be given primary attention in learning. Both in spoken and written forms, this lexical element is recognized as the basic component. According to Nunan (2005), vocabulary refers to the collection of words that an individual understands. This indicates that learners encounter obstacles in acquiring a language when their knowledge of it is insufficient. Indeed, a strong lexicon is one of the essential components of language learning and a primary key for effective communication in foreign language learning.

Vocabulary is one of the essential components of language learning and a primary key for effective communication in foreign language learning. In understanding its acquisition, experts often distinguish between different types of word knowledge. For instance, Hiebert and Kamil (2005) identify Receptive Vocabulary as the ability to assign meaning when listening or reading, a concept Neuman and Dwyer (2009) support by defining it as the words understood during listening. This distinction is highly relevant to the use of modern pedagogical tools, such as animated videos. Animated videos, by their nature, are an audiovisual medium that presents language through both sound and engaging visuals simultaneously. This method directly targets and facilitates the development of this receptive vocabulary, as it allows students to acquire words incidentally by hearing and seeing them used in a meaningful and supportive context, rather than through rote memorization.

Vocabulary is one of the essential components of language learning and a primary key for effective communication in foreign language learning. Nowadays, audiovisual content has been well-known for enhancing students' English skills. Previous studies primarily investigated the effect of audiovisual material on students' speaking or listening skills development for students (Kirana, 2023).

In research from Albahiri & Alhaj, (2020) EFL learners often focus on their hearing sense and body language when processing foreign words or concepts. Audiovisual materials, such as animation videos, have been shown to be more engaging than textbooks. Students' preexisting vocabulary knowledge plays a significant role in their vocabulary acquisition.

Acquisition of vocabulary is crucial for students to comprehend and express ideas, forming the bedrock upon which all other language skills are built. However, in many EFL settings, students face significant challenges in acquiring and retaining new English words. Observations in various schools indicate that students often struggle to understand and remember vocabulary due to conventional teaching methods that are dominated by lectures and limited media use, such as textbooks alone. This can lead to a lack of enthusiasm and boredom during English lessons, hindering the learning process. Research confirms that traditional, non-interactive methods often fail to engage students, resulting in lower retention rates and a passive learning attitude (Alqahtani, 2015).

To address these challenges, educators are increasingly turning to modern, engaging teaching aids, with audiovisual media showing particular promise. Animated videos, a popular form of audiovisual content, have emerged as a powerful tool in the language classroom (Kartal & Simsek, 2017). They combine engaging visuals, sound, and contextual storytelling, which can capture students' attention and create an enjoyable learning atmosphere. This multi-modal approach helps students better understand and remember new vocabulary by presenting words within a meaningful context, allowing them to make connections between the words and real-world situations.

Several studies have confirmed the effectiveness of animated videos in enhancing vocabulary acquisition. Research conducted on Indonesian middle schoolers demonstrated a significant improvement in vocabulary gain after using TED-Ed animated videos, indicating a positive impact on learning (Kirana, 2023). Similarly, a study in Pakistan found that students taught with animated movies showed a statistically significant improvement in both receptive and productive vocabulary compared to those taught with traditional methods (Younas & Dong, 2024). Further studies support this, showing that visual and auditory stimuli in videos reinforce word meaning and pronunciation, leading to better recall (Khadawardi, 2022; Siregar et al., 2021). The use of animated videos is not only effective but also increases student engagement and motivation, making the learning process more dynamic and interactive (Minalla, 2024)

Based on the observation conducted at this school, it was found that the students lacked vocabulary understanding and had minimal knowledge of verbs. Therefore, the researcher is interested in conducting research using animated videos to examine the impact of this media on the students' acquisition of the material. Consequently, this study aims to investigate the impact of using animated videos on the vocabulary acquisition of students at State Islamic Junior High School 2 Aceh Besar (MTsN 2 Aceh Besar Tungkob). "By implementing a quantitative pre-test and post-test design, this research will provide specific data on the effectiveness of this pedagogical tool in an Acehnese EFL classroom, contributing to the ongoing effort to enhance English language instruction in the region.

B. Research Questions

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

1. Do animated videos have significant impact on the vocabulary acquisition of eighth-grade students at MTsN 2 Aceh Besar Tungkob?
2. To what extent do animated videos improve the students' vocabulary acquisition?

C. Aims of the Study

In line with the research questions, the aims of this study are:

1. To analyze whether animation videos have a significant impact on students' vocabulary acquisition.
2. To find out the extent animated videos improve the students' vocabulary acquisition.

D. Significance of Study

This research is expected to provide valuable insights for several parties:

1. For Students

This study may help students recognize that learning English vocabulary can be an enjoyable and effective process through engaging media like animated videos. It can increase their motivation and interest, leading to better retention and a more positive attitude toward language learning.

2. For Teachers and Educators

The findings of this research can provide English teachers with empirical evidence on the effectiveness of integrating animated videos into their teaching practices. This can encourage them to diversify their pedagogical tools beyond traditional textbooks, creating a more dynamic, interactive, and effective learning environment.

3. For Future Researchers

This study can serve as a reference for future research on the use of multimedia in language education. It will contribute to the body of literature on technology-enhanced learning in the Indonesian EFL context, providing a basis for further studies on different skills, age groups, or types of animated content.

E. Research Terminology

In order to make it easy to discuss this research it is necessary to clarify some terms related to this research, as follows :

1. Impact

Impact is fundamentally defined as the demonstrable and/or perceptible benefits to individuals, groups, organizations, and society that are causally linked (necessarily or sufficiently). A key element of this definition is the recognition that while the “impact agenda” implicitly focuses on positive outcomes, a comprehensive evaluation must also assess any potential negative effects. In the context of this research, "impact" is not a wide-ranging societal benefit, but rather the direct, measurable, and statistically significant effect of the animated video intervention on the vocabulary acquisition of eighth-grade EFL students. The "demonstrable benefit" is quantified as a positive change in the students' vocabulary test scores (Reed et al., 2021).

Therefore, the impact will be determined by comparing the students' performance on a pre-test (before the intervention) with their performance on a post-test (after the intervention). A positive impact is confirmed only if the increase in post-test scores is statistically significant, proving a causal link between the animated videos and the students' improved vocabulary. This focused definition ensures that the concept of impact is consistently tied to the specific variables and methodology of this classroom-based research (Reed et al., 2021).

2. Animated Videos

Animated videos are audio-visual materials that use a sequence of images to create the illusion of movement. As a form of multimedia, they are characterized by the integration of text, pictures, sound, and video into a coherent program that can effectively grab a learner's attention (Romadhon et al., 2022).

These videos are a popular form of visual entertainment, especially among children, because they are perceived as interesting, fun, and imaginative (Siregar et al., 2021).

From a pedagogical perspective, animated videos are a powerful tool in the language classroom because they present information through multiple channels, engaging both the senses of sight and hearing (Indrayanti et al., 2022). This combination of auditory and visual stimuli such as colorful characters, spoken dialogue, music, and on-screen text can be highly engaging, relatable, and motivating for EFL learners (Minalla, 2024). By combining written and spoken words with images, animated videos can leave a stronger impression on learners and help make difficult content easier to understand (Alhujaylan, 2024). In the context of this study, animated videos serve as the primary teaching medium to present new English vocabulary to students in a contextualized and engaging format, a method that has been shown to have a significant positive effect on vocabulary learning (Khadawardi, 2022).

3. Vocabulary Acquisition

Vocabulary acquisition is the process by which people learn new words, encompassing both the subconscious 'acquisition' and the conscious 'learning' pathways. It involves moving a word from being completely unknown to being fluently used in speaking and writing.

This process is not an all-or-nothing event. Instead, it occurs in stages. A learner might first recognize a word when they read it, then understand its general meaning in context, later be able to use it in a sentence with some thought, and finally use it spontaneously and accurately.

There are two main ways vocabulary is acquired:

- **Incidental Learning:** This is the most common method for both native speakers and language learners. It happens indirectly by being exposed to words in context, such as through reading books, watching movies, or having conversations.
- **Intentional Learning:** This involves direct and deliberate efforts to memorize words, such as using flashcards, studying word lists, or completing vocabulary exercises.

A robust vocabulary is built through a combination of both incidental exposure and intentional study (Reynolds et al., 2022).

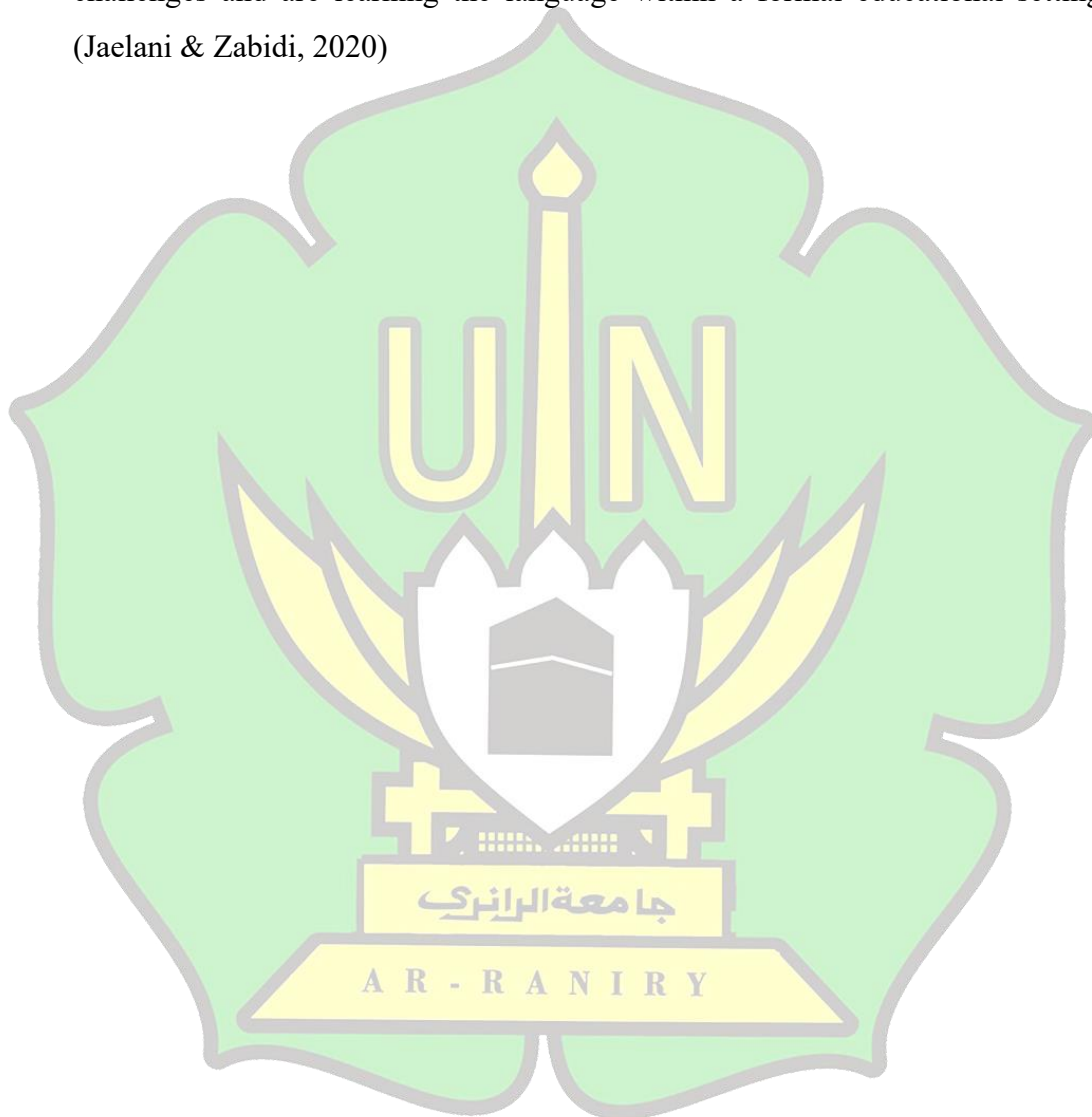
4. EFL (English as a Foreign Language)

EFL (English as a Foreign Language) refers to the study of English in a non-English-speaking country, where English is not the primary language of communication. In this context, students' exposure to the language is often limited to formal classroom instruction, and they typically lack opportunities to practice and apply the language in authentic, everyday situations outside of school. This environment presents unique challenges for learners (Indrayanti et al., 2022).

Many EFL students experience difficulties, particularly in productive skills like speaking and receptive skills like listening. These challenges are frequently caused by internal factors such as a lack of confidence and fear of making mistakes, as well as linguistic obstacles like limited vocabulary and grammar knowledge. Because English is not part of their daily conversation, students are often not accustomed to hearing or recognizing the correct pronunciation of English words, which further hinders their progress (Jaelani & Zabidi, 2020).

Despite these difficulties, the importance of English in EFL contexts continues to grow. It is not only a mandatory subject for academic achievement but also a crucial medium for global communication in various fields, including

science, technology, and the economy. In the context of this study, EFL specifically refers to the learning of English by Indonesian students at the eighth-grade (Class VIII) students of MTsN 2 Aceh Besar Tungkob for the 2025/2026 academic year, generally aged between 14 and 15. Who face these common challenges and are learning the language within a formal educational setting. (Jaelani & Zabidi, 2020)



CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary Acquisition

Vocabulary is universally recognized as an essential element of learning a new language. It is the foundation that enables learners to comprehend input and express themselves clearly. The process of acquiring vocabulary is complex and gradual, requiring frequent and meaningful exposure to new words in various contexts (Alqahtani, 2015). Language learning scholars distinguish between intentional and incidental vocabulary learning. Intentional learning involves direct instruction and memorization of word lists. In contrast, incidental learning occurs when learners acquire new words as a by-product of engaging in another activity, such as reading or watching videos, without the specific intent to learn vocabulary (Singer, 2022).

Many researchers argue that incidental learning is a highly effective method for vocabulary acquisition, as it exposes learners to words in their natural context, which aids in both comprehension and retention (Arifani, 2020). As noted by Alqahtani (2015) exposure to vocabulary in rich, contextualized multimedia settings significantly enhances incidental learning compared to decontextualized word lists. Audiovisual materials, such as animated videos, are particularly well-suited for facilitating this type of learning because they provide rich, contextualized input through a combination of sound, images, and text. The narrative format of videos provides a coherent framework where new words are naturally embedded, allowing for deeper processing and understanding (Minalla, 2024b). This is further supported by studies that highlight the role of technology-mediated learning using animations to help young learners improve vocabulary acquisition (Unnathamani & Sumanjari, 2022).

B. Animated Videos as a Tool in EFL Classrooms

The integration of technology in education has introduced various tools to make learning more engaging and effective. Among these, animated videos have gained

significant popularity, especially in the context of teaching young learners (Siregar et al., 2021). Animated videos offer a dynamic and stimulating audiovisual experience that can capture and hold students' attention more effectively than traditional, static media (Yetti et al., 2024). This increased engagement is a key factor in successful learning, as motivated and interested students are more likely to process and retain information.

The effectiveness of animated videos lies in their ability to present information multimodally. The combination of visual action, spoken dialogue, and often on-screen text (such as subtitles or captions) caters to different learning styles and reinforces vocabulary learning (Khadawardi, 2022). When students see a word, hear it spoken, and watch an action that illustrates its meaning simultaneously, they form stronger mental connections, which facilitates deeper comprehension and long-term memory (Siregar et al., 2021). This is supported by numerous studies that found captioned videos lead to better vocabulary learning outcomes than those without captions. According to (Reynolds et al., 2022b), intralingual captioned videos (in the same language) have the greatest effect on vocabulary learning outcomes.

Moreover, the narrative structure of animated stories provides a natural context for new words, helping students not only learn a word's definition but also understand its appropriate usage. The engaging characters and relatable storylines make learning a fun and non-intimidating experience for students (Liya, Ade Zubainah, et al, 2024).

C. Previous Studies

A substantial body of research has investigated the impact of animated videos on language learning and has consistently shown positive results. A pre-experimental study by Kirana (2023) examined the effects of TED-Ed animated videos on the vocabulary acquisition of 24 eighth-grade EFL students in Surabaya, Indonesia. Using a one-group pre-test-post-test design, the study found a statistically significant improvement in students' vocabulary scores after the treatment, with the post-test mean score being substantially higher than the pre-test. The researcher concluded that TED-Ed is a beneficial platform for enhancing vocabulary learning among middle schoolers. This

aligns with the findings of (Kirana, 2023), who also showed that the integration of audiovisual input through TED-Ed videos can enhance vocabulary learning and retention.

In another study, Younas & Dong (2024) conducted a quantitative study with 64 twelfth-grade students in Lahore, Pakistan, to compare the effectiveness of animated movies with traditional teaching methods. The research used a quasi-experimental design with a control group and an experimental group. The findings showed a significant difference in post-test scores favoring the experimental group, concluding that animated movies are a highly effective tool for improving students' English vocabulary.

A classroom action research by Yeti et al. (2024) explored the use of Cocomelon animated videos to improve English vocabulary recognition among 28 first-grade students at SDN 020 Ridan Permai. The study, conducted over two cycles with data collected through tests and observation, showed a marked improvement in students' vocabulary acquisition. The percentage of students meeting the minimum passing criteria rose from 46% in the pre-cycle to 85% in Cycle II, indicating that animated videos can be a very effective strategy for enhancing vocabulary skills in young learners.

Similarly, a quasi-experimental study by Monica et al. (2023) with 60 eighth-grade students demonstrated that the use of short animated videos with captions significantly enhanced vocabulary acquisition compared to a class that did not use the medium. The mean post-test score of the experimental group (67.17) was significantly higher than the control group (52.67), affirming the effectiveness of audiovisual media in vocabulary learning. Additionally, Özkurdis & Bümen (2021) found that cartoon discussions supported by computer-assisted collaborative tasks resulted in significant gains in vocabulary acquisition at the university level, with post-test scores being considerably higher than pre-test scores.

Arifani (2020) investigated the acquisition of incidental vocabulary among 30 EFL children in an at-home setting using cartoon videos. The experimental study compared a group that watched videos with English captions to a group that watched without captions. The results indicated that the children who used captioned videos

learned vocabulary more effectively, demonstrating that the combination of audio, visual context, and text significantly aids comprehension and learning, even without formal instruction.

Collectively, these studies provide strong evidence that animated videos are a powerful and effective tool for enhancing vocabulary acquisition across various age groups and learning contexts. The present study builds upon this foundation by applying a similar quantitative methodology to the specific setting of a junior high school in Aceh Besar.



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology that will be used to conduct the research, including the research design, participants, data collection techniques, and data analysis procedures.

A. Research Design

This study will employ a quantitative research approach with a pre-experimental design. Specifically, a one-group pre-test-post-test design will be utilized. This design is chosen because it is suitable for measuring the effectiveness of a particular intervention or treatment on a single group of participants. In this research, the intervention is the use of animated videos as a teaching medium. The students' vocabulary knowledge will be measured before the intervention (pre-test) and after the intervention (post-test). The results will then be compared descriptively to determine if the intervention had a significant effect on their vocabulary acquisition.

B. Population and Sample

1. Population

According to Bryman (2001), the population is the entire sample chosen by the researcher, while the sample is part of the population that is represented as a group. He also added that the population and sample should not always be human or people, but it could be a nation, school, some of the theories, and others. The population of this research is the eighth-grade (Class VIII) students of MTsN 2 Aceh Besar Tungkob for the 2025/2026 academic year.

2. Sample

Semiawan (2007, p.27), defined that “the sample is a segment of the population chosen to represent it. The sample of research is focused on the main target of research.” The main target of this research is the eighth-grade (Class VIII/2) students of MTsN 2 Aceh Besar Tungkob.

C. Data Collection

The data for this study will be collected using a vocabulary test as the primary instrument. The procedure will be conducted as follows:

1. Instrument: The instrument was a test of vocabulary test constructed by the researcher under the guidance of thesis supervisor. Before the test is applied, the question of the test is retested to know the validity of the test by using the colleration formula. The test was used to measure students' knowledge of a set of target vocabulary words selected from the animated videos that will be used during the treatment phase.
2. Procedure: The data will be collected in the following steps:
 - Pre-test: The researcher was administer the vocabulary pre-test to the sample class before any treatment is given. This test aimed to measure the students' basic knowledge of vocabulary acqesition.
 - Treatment: After the pre-test, the researcher conducted a teaching session by using selected English animated videos. The videos was short durations (3-5 minutes), engaging, and relevant to the students' level. During the lesson, the teacher presented the vocabulary in the context of the video, ensuring students see and hear the words being used meaningfully.
 - Post-test: After the treatment was completed, the researcher was administer the vocabulary post-test. The post-test was identical in format and difficulty to the pre-test but may have the order of questions rearranged to minimize the practice effect. This test aims to measure the

students' vocabulary knowledge after being exposed to the animated video lesson. For further information about the test both Pre-test and Pos-test question and item types can be seen in appendix

D. Validity and Reliability Instrument

1. Validity

To ensure the validity of the research, the following steps will be taken:

- a) Content validity: The questions in the pre-test and post-test will be reviewed by a panel of language education and music education experts to ensure they actually measure students' listening comprehension skills according to the research objectives.
- b) Instrument tryout: Before conducting the actual research on the target population, the pre-test and post-test were tryout on a group of students of equivalent level. This tryout test can help identify potential problems in the questions or instructions and ensure that the instruments are well understood by students.

2. Reliability

To assess the reliability of the pre-test and post-test instruments, the reliability test was conducted by giving the pre-test and post-test to the same group of students in two different time periods. Analysis of the reliability test using internal consistency techniques such as Cronbach's alpha will provide information about the reliability of the instrument.

E. Scoring Technique

In this scoring, each number that is given a correct answer received one point (1), incorrect answers received zero point (0) and questions that are not answered received zero point (0). The teacher compiles an assessment rubric

with criteria that are in accordance with students' level of English. The standard of assessment is as follow.

Table 3.1 Rubric Comprehension Assessment

NO	Category	Predicate	Letter Value
1	Score 90 - 100	Excellent	A
2	Score 70 - 89	Good	B
3	Score 61 - 69	Adequate	C
4	Score 50 - 60	Inadequate	D
5	Score 0 - 49	Failing	E

Based on the students raport score at MTsN 2 Aceh Besar

F. Data Analysis

To analyze the data collected from the pre-test and post-test, the researcher employs descriptive quantitative analysis. This method is used to describe the characteristics of the data and to measure the improvement in students' vocabulary acquisition by comparing the results of the pre-test and post-test descriptively. The data will be presented in the form of scores, percentages, charts, and graphs.

1. Mean Score

The mean score is calculated to determine the average performance of the students in both the pre-test and post-test. By comparing the mean score of the pre-test and post-test, the researcher can identify the improvement in students' vocabulary acquisition. The formula used is (Sudijono, 2018):

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = Mean (Average Score)
- $\sum X$ = The sum of all scores
- N = Total number of students

2. Score Classification and Percentage

To analyze the distribution of students' achievement, the researcher classifies the students' scores into several categories (e.g., Excellent, Good, Fair, Poor) and calculates the percentage for each category. This helps to see how many students improved their level of acquisition. The formula for percentage is:

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = Percentage
- F = Frequency (Number of students in a category)
- N = Total number of sample

3. Data Visualization

To present the findings more clearly and attractively, the researcher visualizes the descriptive data using charts and graphs:

- **Bar Charts** : This chart will be used to visually of the pre-test and the post-test. It will clearly illustrate the gap or increase in the students' average score after the implementation of animated videos.
- **Pie Charts** : This chart will be used to display the percentage distribution of students' vocabulary acquisition levels (e.g., the percentage of students who got "Excellent" vs "Failing" scores). Two pie charts will be presented: one for the pre-test and one for the post-test, allowing for a clear comparison of the class composition shift.

CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the research findings and the discussion of the result. The findings are based on the data obtained from the pre-test and post-test to answer the research question of whether there is a significant impact of using animated videos on students' vocabulary acquisition.

A. Research Findings

The research was conducted at MTsN 2 Aceh Besar. The sample of this research was the eighth-grade students (Class VIII), consisting of 32 students. To collect the data, the researcher administered a vocabulary test given twice: as a pre-test and a post-test. The pre-test was given before the treatment to measure students' initial capability, and the post-test was given after the treatment using animated videos to measure the improvement.

1. Description of Research Objects

The participants of this study were students of MTsN 2 Aceh Besar. The students who participated in this study amounted to 32 students of class VIII (Eighth Grade). The discussion of the research results illustrates the effectiveness of using animated videos to improve students' vocabulary acquisition. Unlike the previous research which used two classes, the research participants in this study were grouped into a single experimental class (One-Group Pre-test-Post-test Design). All 32 students were involved in the same learning process.

The research procedure began with the administration of a Pre-test. All students were given a set of vocabulary questions (100 multiple-choice items) covering topics such as *Farm Animals*, *Fruits*, and *Community Helpers*. This test was conducted to measure their initial vocabulary acquisition before any treatment was given.

After the Pre-test, the researcher conducted the treatment by playing English animated videos related to the topics. The students watched the videos and learned the new vocabulary presented in the visual and auditory context. Finally, after the treatment sessions were completed, all students were given a Post-test. The Post-test contained the same questions as the Pre-test to measure the improvement in their vocabulary acquisition after being taught using animated videos.

2. Validity and Reliability of the Instrument

Before conducting the pre-test and post-test, the researcher conducted a try-out test to determine the validity and reliability of the instrument. The try-out was administered to 32 students of class VIII at MTsN 2 Aceh Besar who were not part of the sample group. The instrument consisted of 100 multiple-choice questions covering topics such as *Farm Animals*, *Fruits*, and *Community Helpers*.

a) Validity

Validity refers to the extent to which a test measures what it is intended to measure. In this research, the validity of the instrument was established through two stages: content validity and item validity.

For content validity, the researcher consulted with experts, including an English lecturer and an English teacher at the school, to ensure that the test items were appropriate for the students' level and relevant to the material taught (animated videos). The experts reviewed the test items based on the syllabus and the indicators of vocabulary acquisition. The validation sheet from the experts is attached in the appendix.

b) Reliability Analysis

Reliability refers to the consistency of the measuring instrument. To measure the reliability of the test, the researcher used the Cronbach's Alpha

formula in the SPSS program. An instrument is considered reliable if the Cronbach's Alpha value is higher than 0.60.

The result of the reliability test showed that the Cronbach's Alpha value was 0.986. Since this value is significantly higher than 0.60 ($0.986 > 0.60$), it indicates that the instrument has a very high reliability. Thus, the vocabulary test was consistent and reliable to be used as the research instrument. The summary of the reliability statistics is presented below:

Table 4.1 The Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
,986	100

3. The Result of Pre-test and Post-test

The researcher calculated the students' scores from both tests. The detailed result of the pre-test and post-test scores for each student is presented in the following table.

Table 4.2 The Students' Pre-test and Post-test Scores

Students	Pre-test	Post-test	Gained Score
1	59	84	25
2	54	74	20
3	60	89	29
4	67	90	23
5	53	79	26
6	53	68	15
7	68	92	24
8	61	87	26
9	51	80	29
10	59	85	26

11	51	75	24
12	51	74	23
13	57	75	18
14	40	61	21
15	41	64	23
16	51	81	30
17	47	74	27
18	58	74	16
19	48	75	27
20	44	67	23
21	67	92	25
22	53	81	28
23	56	86	30
24	44	74	30
25	51	72	21
26	56	79	23
27	46	73	27
28	58	88	30
29	50	73	23
30	53	77	24
31	50	69	19
32	70	95	25
Total	1727	2507	780
Mean	53.97	78.34	24.37

Based on Table 4.2, the data shows the scores of 32 students. The lowest score in the pre-test was 40 and the highest was 70. Meanwhile, in the post-test, the lowest score improved to 61 and the highest score reached 95.

The mean score of the pre-test was 53.97. This score indicates that the students' vocabulary acquisition was still low before the treatment. However, after the implementation of animated videos, the mean score significantly increased to

78.34 in the post-test. The difference (gained score) between the pre-test and post-test means is 24.37, which indicates a substantial improvement.

4. The Analysis of Pre-test Scores

The pre-test was administered to measure the students' initial vocabulary acquisition before the implementation of animated videos. The test consisted of questions related to the topics of "Farm Animals", "Fruits", and "Community Helpers". The result of the pre-test is presented in the following table.

Table 4.3 The Result of Pre-test Scores

Students	Pre-test	Classification
1	59	Failing
2	54	Failing
3	60	Inadequate
4	67	Inadequate
5	53	Failing
6	53	Failing
7	68	Inadequate
8	61	Inadequate
9	51	Failing
10	59	Failing
11	51	Failing
12	51	Failing
13	57	Failing
14	40	Failing
15	41	Failing
16	51	Failing
17	47	Failing
18	58	Failing
19	48	Failing
20	44	Failing

21	67	Inadequate
22	53	Failing
23	56	Failing
24	44	Failing
25	51	Failing
26	56	Failing
27	46	Failing
28	58	Failing
29	50	Failing
30	53	Failing
31	50	Failing
32	70	Adequate
Total	1727	
Mean	53.97	Failing

Based on Table 4.3, it can be seen that the students' vocabulary acquisition before the treatment was generally low. The highest score achieved was 70, while the lowest score was 40.

To determine the Mean Score (\bar{X}) of the pre-test, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N} = \frac{1727}{32} = 53,97$$

The calculation shows that the Mean Score of the Pre-test is 53.97. According to the score classification, this average falls into the "Failing" category. This indicates that the students encountered significant difficulties in vocabulary acquisition, particularly in understanding the meaning of specific nouns and adjectives presented in the test.

To provide a clearer picture of the students' achievement, the frequency and percentage of the pre-test scores are classified in Table 4.3 below.

Table 4.4 The Percentage of Students' Pre-test Scores

Category	Score	Frequency (F)	Percentage (%)
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	1	3,1%
Inadequate	60-69	5	15,6%
Failing	0-59	26	81,3%
Total		32	100%

Table 4.4 reveals that the majority of students, specifically 26 students (81.3%), were in the Failing category. Only 5 students (15.6%) were in the Inadequate category, and just 1 student (3.1%) reached the Adequate category. None of the students (0%) achieved the Good or Excellent categories. This data confirms the need for an effective teaching strategy to improve their vocabulary.

Table 4.5 Frequency Distribution and Mean Score Calculation of Pre-Test

No	Score	Fi	Xi	FiXi
1	90-100	0	95	0
2	80-89	0	84,5	0
3	70-79	1	74,5	74,5
4	60-69	5	64,5	322.5
5	0-59	26	29,5	767
Total		$\sum Fi$ 32		$\sum FiXi$ 1164

Based on Table 4.5, the distribution of pre-test scores reveals that the majority of students had very low vocabulary proficiency. Specifically:

- 0 students (0%) were in the *Excellent* and *Good* categories.
- Only 1 student (3.1%) was in the *Adequate* category.
- 5 students (15.6%) were in the *Inadequate* category.

- The largest group, 26 students (81.3%), fell into the *Failing* category (score 0-59).

Based on the grouped data calculation above, the mean score is calculated as follows:

$$\bar{X} = \frac{\sum FiXi}{\sum Fi}$$

$$\bar{X} = \frac{1164}{32}$$

$$\bar{X} = 36,38$$

The visual representation of the pre-test distribution is shown below:

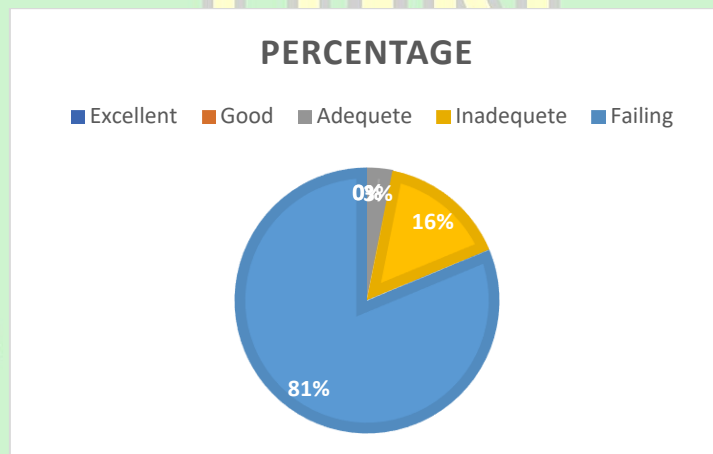


Figure 4.1 The Percentage of Students' Pre-test Scores

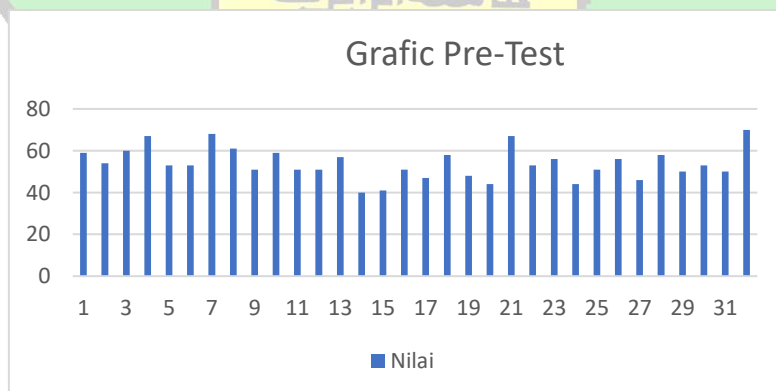


Figure 4.2 The Mean Score of Students' Pre-test

5. The Analysis of Post-test Scores

After implementing the treatment (teaching vocabulary using animated videos), the researcher administered the post-test. The purpose was to measure the improvement in students' vocabulary acquisition. The result is presented in Table 4.6.

Table 4.6 The Result of Post-test Scores

Students	Post-test Score	Classification	Gained Score
1	84	Good	+25
2	74	Adequate	+20
3	89	Good	+29
4	90	Excellent	+23
5	79	Adequate	+26
6	68	Inadequate	+15
7	92	Excellent	+24
8	87	Good	+26
9	80	Good	+29
10	85	Good	+26
11	75	Adequate	+24
12	74	Adequate	+23
13	75	Adequate	+18
14	61	Inadequate	+21
15	64	Inadequate	+23
16	81	Good	+30
17	74	Adequate	+27
18	74	Adequate	+16
19	75	Adequate	+27
20	67	Inadequate	+23
21	92	Excellent	+25
22	81	Good	+28
23	86	Good	+30
24	74	Adequate	+30

25	72	Adequate	+21
26	79	Adequate	+23
27	73	Adequate	+27
28	88	Good	+30
29	73	Adequate	+23
30	77	Adequate	+24
31	69	Inadequate	+19
32	95	Excellent	+25
Total	2507		780
Mean	78.34	Adequate	24.37

Based on Table 4.6, there was a significant improvement in the students' scores. The highest score increased to 95, and the lowest score improved to 61.

The Mean Score (\bar{X}) of the post-test was calculated as follows:

$$\bar{X} = \frac{\sum X}{N} = \frac{2507}{32} = 78,34$$

The Mean Score of the Post-test is 78.34, which falls into the "Adequate" category (approaching "Good"). This represents a substantial increase from the pre-test mean of 53.97. The frequency distribution of the post-test scores is detailed in Table 4.7

Table 4.7 The Percentage of Students' Post-test Scores

Category	Score	Frequency	Percentage
Excellent	90-100	4	12,5%
Good	80-89	9	28,1%
Adequate	70-79	14	43,8%
Inadequate	60-69	5	15,6%
Failing	0-59	0	0%
Total		32	100%

Table 4.7 shows a positive shift in the students' achievement. In the post-test, 0 students (0%) were in the Failing category. The majority of students, 14 students (43.8%), achieved the Adequate level. Furthermore, 9 students (28.1%) reached the Good level, and 4 students (12.5%) achieved the Excellent level. This demonstrates that the treatment was successful in improving vocabulary acquisition for the entire class.

Table 4.8 Frequency Distribution and Mean Score Calculation of Post-Test

No	Score	Fi	Xi	FiXi
1	90-100	4	95	380
2	80-89	9	84,5	760,5
3	70-79	14	74,5	1043
4	60-69	5	64,5	322,5
5	0-59	0	29,5	0
Total		$\sum Fi$ 32		$\sum FiXi$ 2506

Table 4.8 shows a significant shift in the students' scores. The data reveals that:

- 4 students (12.5%) achieved the *Excellent* category.
- 9 students (28.1%) reached the *Good* category.
- 14 students (43.8%) were in the *Adequate* category.
- 5 students (15.6%) were in the *Inadequate* category.
- Notably, 0 students (0%) remained in the *Failing* category.

The mean score based on the frequency table is calculated as follows:

$$\bar{X} = \frac{\sum FiXi}{\sum Fi}$$

$$\bar{X} = \frac{2506}{32}$$

$$\bar{X} = 78,31$$

This result is very close to the arithmetic mean from the raw data (78.34), confirming that the class average has improved significantly to the "Adequate" level, approaching "Good".

The visual representation of the post-test distribution is shown below:

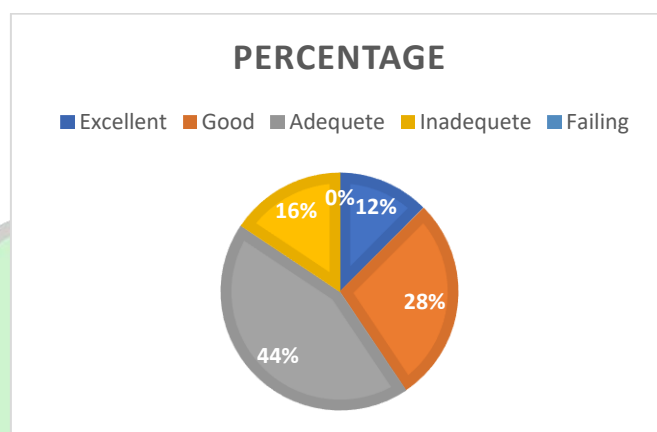


Figure 4.3 The Percentage of Students' Post-test Scores

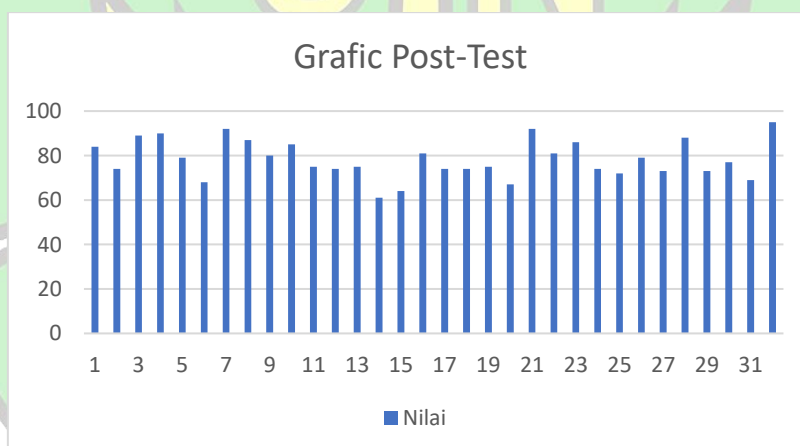


Figure 4.4 The Improvement of Students' Vocabulary Mean post-test Scores

3. Comparison of Pre-test and Post-test Results

To clearly see the impact of the animated videos, the researcher compared the mean scores of the pre-test and post-test.

Table 4.9 Comparison of Mean Scores

Test	Total Score	Mean Score	Improvement (Gain)
Pre-test	1727	53.97	-
Post-test	2507	78.34	+24.37

As shown in Table 4.9, the mean score increased by 24.37 points. This improvement proves that the use of animated videos has a positive impact on students' vocabulary acquisition.

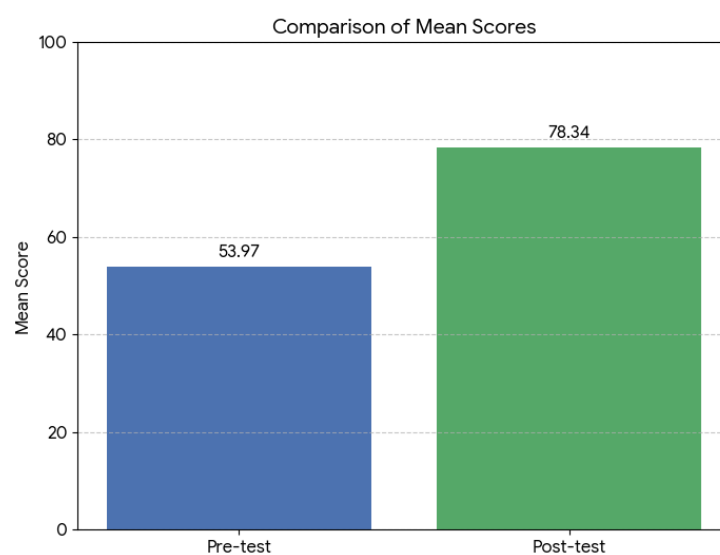


Figure 4.5 The Comparison of Pre-test and Post-test Mean Scores

As illustrated in Table 4.9, there is a significant gap between the two scores. The students' vocabulary acquisition improved by an average of 24.37 points after the treatment. This quantitative evidence confirms that the use of animated videos is effective.

B. Discussion

The objective of this research was to analyze the impact of using animated videos on students' vocabulary acquisition at the eighth grade of MTsN 2 Aceh Besar. The findings revealed that the use of animated videos as a teaching medium successfully improved the students' vocabulary acquisition, as shown on the previous description of the result of the students' vocabulary acquisition in chapter IV between Pre-test and post-test evidenced by the descriptive analysis of the test scores.

The improvement is clearly demonstrated by the difference in the mean scores between the pre-test and post-test. In the pre-test, the mean score was 53.97, which indicated that the students' initial vocabulary knowledge was relatively low. At this stage, the majority of students were in the failing or inadequate category, struggling to understand specific vocabulary related to topics like "Farm Animals", "Fruits", and "Community Helpers". However, after the implementation of the treatment using animated videos, the students' mean score significantly increased to 78.34 in the post-test. The gained score of 24.37 points confirms a substantial improvement in their vocabulary acquisition.

Furthermore, the distribution of student scores also showed a positive shift. Based on the frequency distribution data, in the post-test, 4 students (12.5%) achieved the "Excellent" category and 9 students (28.13%) reached the "Good" category. This indicates that after watching the animated videos, most students were able to grasp and retain the meaning of new words much better than before.

This significant improvement can be attributed to the nature of animated videos which provide a rich context for learning. As stated by Alqahtani (2015), learning vocabulary is more effective when words are presented in a meaningful context rather than in isolation. Animated videos combine visual (images/action) and auditory (sound/pronunciation) stimuli, allowing students to build a connection between the word and its meaning (receptive vocabulary) without relying solely on translation.

The results of this study are also in line with previous research by Kirana (2023) and Younas & Dong (2024), who found that animated videos significantly enhanced vocabulary acquisition. The engaging visuals and interesting storylines in the videos captured the students' attention, reducing boredom and motivating them to focus on the lesson. This active engagement facilitated a better understanding and retention of the vocabulary.

In conclusion, the findings of this research confirm that animated videos are an effective pedagogical tool. They help students acquire vocabulary by providing visual cues and context, creating a more dynamic learning environment that leads to a significant improvement in their test performance.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The conclusion is drawn based on the data analysis and findings discussed in the previous chapter, while the suggestions are proposed to provide beneficial input for English teachers, students, and future researchers related to the use of animated videos in teaching vocabulary.

A. Conclusion

Based on the research findings and data analysis presented in Chapter IV, the researcher draws several conclusions regarding the impact of using animated videos on students' vocabulary acquisition at the eighth grade of MTsN 2 Aceh Besar.

There was a significant increase on the students' mean scores from the pre-test to the post-test. The average score in the pre-test was 53.97, while in the post-test the mean score increase significantly to 78.34. The gained score was 24.37 points.

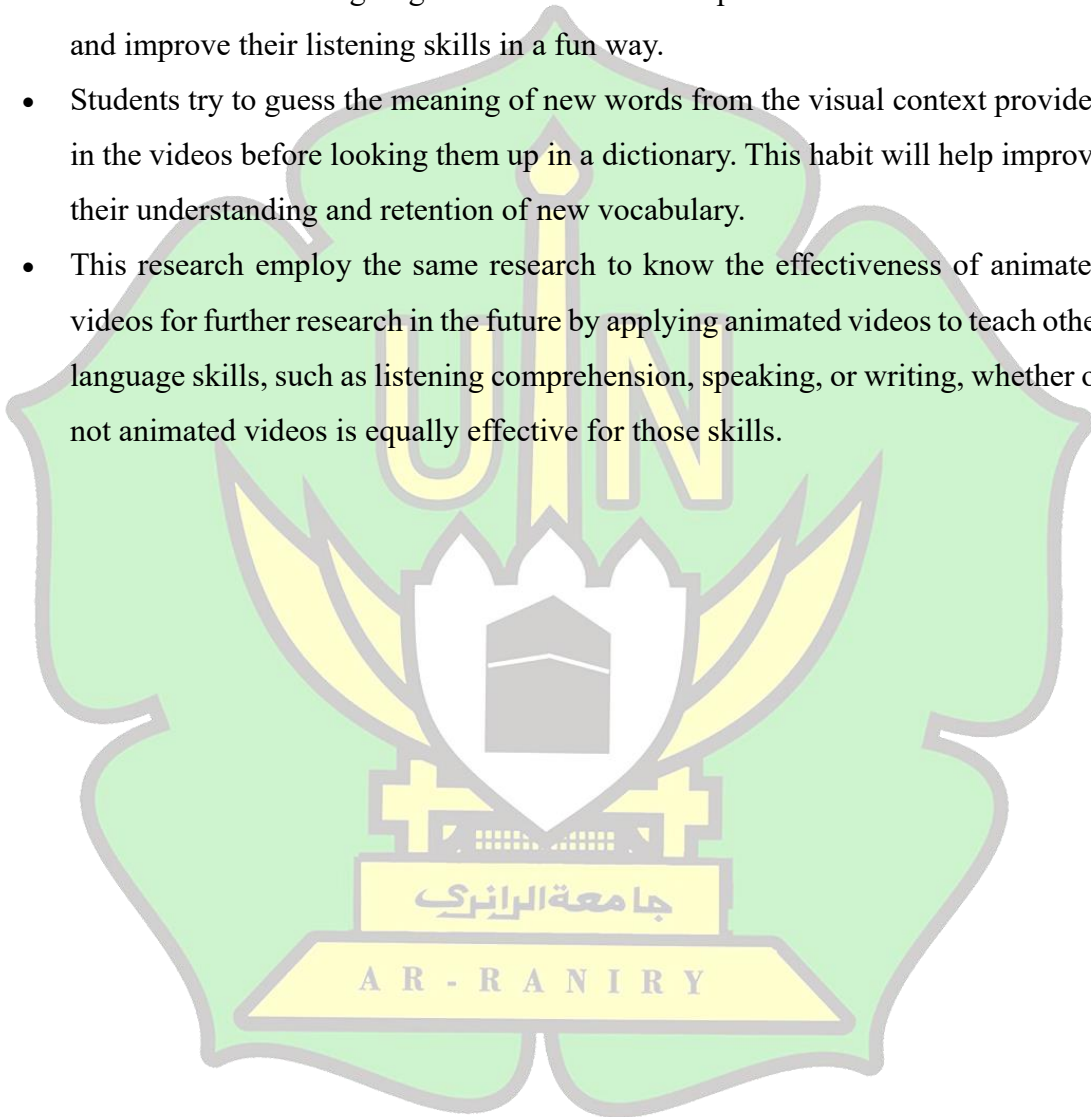
The research demonstrates that animated videos help students understand vocabulary better by providing visual and auditory context. The combination of interesting visuals, sound, and storylines in the videos allowed students to grasp the meaning of words (receptive vocabulary) without relying heavily on translation. This method proved to be engaging and motivated the students to participate actively in the learning process.

B. Suggestions

Based on the conclusions above, it is suggested that:

- The Teachers in teaching vocabulary use animated videos as an alternative media in teaching vocabulary.
- The Teachers select animated videos in teaching vocabulary. The videos must be appropriate for the students' level, age, and the specific topic of the lesson. The duration should not be too long (ideally 3-5 minutes) to maintain students' focus.

- Teachers not only play the video but also facilitate the learning process by providing guidance, such as discussing the content, highlighting key vocabulary, and giving feedback after watching the videos.
- The students be encouraged to utilize English animated videos as a self-learning tool at home. Watching English animations can help them enrich their vocabulary and improve their listening skills in a fun way.
- Students try to guess the meaning of new words from the visual context provided in the videos before looking them up in a dictionary. This habit will help improve their understanding and retention of new vocabulary.
- This research employ the same research to know the effectiveness of animated videos for further research in the future by applying animated videos to teach other language skills, such as listening comprehension, speaking, or writing, whether or not animated videos is equally effective for those skills.



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Appendix 1 Administration



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1432 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

- DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**
- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 10. Keputusan Menteri Agama Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** : Menunjuk Saudara :
Drs. Lukmanul Hakim, M.A
- Untuk membimbing Skripsi
- Nama : Reyza Amelia Caesari
NIM : 220203098
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Impact of Animated Videos on Students' Vocabulary Acquisition of EFL Students
- KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember Tahun Anggaran 2025;
- KEEMPAT** : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.
- KELIMA** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 16 Oktober 2025
Dekan,


Saiful Muluk

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-8815/Un.08/FTK.1/TL.00/11/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Kantor Kementerian Agama Kabupaten Aceh Besar ; Kepala MTsN 2 Kabupaten Aceh Besar
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203098

Nama : REYZA AMELIA CAESARI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln. Imam bonjol No.74 Seunebok Seunebok

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Tbu pimpin dalam rangka penulisan Skripsi dengan judul ***THE IMPACT OF ANIMATED VIDEOS ON STUDENTS' VOCABULARY ACQUISITION OF EFL STUDENTS***

Banda Aceh, 04 November 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 12 Desember 2025



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
Jalan Bupati Bachtiar Panglima Polem, SH. Telp 0651-92174. Fax 0651-92497
Kota Jantho – 23911 email : kabacehbesar@kemenag.go.id

Nomor : B-370/Kk.01.04/PP.00.9/11/2025 11 November 2025
Sifat : Biasa
Lampiran : -
Hal : **Izin Penelitian Ilmiah Mahasiswa**

Kepada Yth.
Kepala MTsN 2 Aceh Besar
di –
Tempat

Sehubungan dengan surat dari Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: B-8815/Un.08/FTK.I/TL.00/11/2025 Tanggal 04 November 2025 perihal Izin Melaksanakan Penelitian Ilmiah Mahasiswa, maka dengan ini memberi izin kepada mahasiswa/i yang tersebut namanya di bawah ini:

Nama : **Reyza Amelia Caesari**
NIM : **220203098**
Program Studi : **Pendidikan Bahasa Inggris**

Untuk melakukan penelitian Ilmiah dalam rangka penyusunan Skripsi untuk menyelesaikan studinya pada Universitas Islam Negeri Banda Aceh di MTsN 2 Aceh Besar judul penelitian :

“The Impact Of Animated Vidios On Students’ Vocabulary Acquisition Of Efl Students.”

Demikian kami sampaikan, atas bantuan dan kerja samanya diucapkan terima kasih.

An Kepala,
Kasubbag Tata Usaha



Azzahri, SH, MH



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR

Jalan Bupati Bachtar Panglima Polem, SH. Telpun 0651-92174. Fax 0651-92497

Kota Jantho – 23911 email : kabacehbesar@kemenag.go.id

Nomor : B-370/Kk.01.04/PP.00.9/11/2025 11 November 2025
 Sifat : Biasa
 Lampiran : -
 Hal : **Izin Penelitian Ilmiah Mahasiswa**

Kepada Yth.
Kepala MTsN 2 Aceh Besar
 di –
 Tempat

Sehubungan dengan surat dari Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: B-8815/Un.08/FTK.I/TL.00/11/2025 Tanggal 04 November 2025 perihal Izin Melaksanakan Penelitian Ilmiah Mahasiswa, maka dengan ini memberi izin kepada mahasiswa/i yang tersebut namanya di bawah ini:

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 NIM : **220203098**
 Program Studi : **Pendidikan Bahasa Inggris**

Untuk melakukan penelitian Ilmiah dalam rangka penyusunan Skripsi untuk menyelesaikan studinya pada Universitas Islam Negeri Banda Aceh di MTsN 2 Aceh Besar judul penelitian :

“The Impact Of Animated Vidios On Students’ Vocabulary Acquisition Of Efl Students.”

Demikian kami sampaikan, atas bantuan dan kerja samanya diucapkan terima kasih.

An Kepala,
 Kasubbag Tata Usaha



Azzahri, SH, MH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-612/Un.08/PBI/Kp.01.2/12/2025

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Reyza Amelia Caesari
NIM : 220203098
Prodi : Pendidikan Bahasa Inggris
Alamat : Jln. Imam bonjol No.74 Seunebok Seunebok

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Impact Of Animated Vidios On Students' Vocabulary Acquisition Of Efl Students."

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Desember 2025
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
MADRASAH TSANAWIYAH NEGERI 2 ACEH BESAR
KECAMATAN DARUSSALAM
JALAN TEUNGKU GLEE INIEM TUNGKOB - DARUSSALAM KODE POS 23373

SURAT KETERANGAN PENELITIAN

Nomor : B- 915 / Mts.01.04.3 /PP.00.5/11/2025

Kepala Madrasah Tsanawiyah Negeri 2 Aceh Besar dengan ini menerangkan Bahwa :

N a m a : Reyza Amelia Caesari

N I M : 220203098

Program Studi : Pendidikan Bahasa Inggris

Yang namanya tersebut di atas telah selesai melaksanakan tugas mengumpulkan data untuk menyusun skripsi dengan judul **"The Impact Of Animated Vidios On Students' Vocabulary Acquistion Of EFL Students"** mulai tanggal 18 – 22 November 2025 pada Madrasah Tsanawiyah Negeri 2 Aceh Besar, sesuai dengan surat Fakultas Tarbiyah dan Keguruan Nomor : B-370/Kk.01.04/PP.00.9/11/2025

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Tungkob, 25 November 2025
Kepala Madrasah

Sudirman M. S. Ag
Nip. 19690812 199703 1 002

Appendix 2 lesson Plan

LESSON PLAN

Fase D (Kelas VIII)

I. INFORMASI UMUM

Komponen	Keterangan
Nama Penyusun	Reyza Amelia Caesari
Satuan Pendidikan	MTsN 2 Aceh Besar
Tahun Pelajaran	2025/2026
Jenjang/Kelas	MTsN – Kelas VIII (Delapan)
Mata Pelajaran	Bahasa Inggris
Alokasi Waktu	3 Pertemuan (6 JP x 40 Menit)
Topik Materi	<i>Descriptive Text (Animals, Fruits, Community Helpers)</i>
Kompetensi Awal	Peserta didik mengetahui nama-nama hewan dan buah dasar dalam Bahasa Inggris.
Profil Pelajar Pancasila	Beriman & Bertakwa, Mandiri, Bernalar Kritis, Kreatif.
Sarana & Prasarana	Laptop, LCD Proyektor, Papan Tulis, Lembar Soal Pre-Test dan Post-Test
Model Pembelajaran	<i>Audio - Visual</i>

II. KOMPONEN INTI

A. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran dan tes, peserta didik diharapkan mampu:

1. Mengidentifikasi kosakata baru yang muncul dalam animated videos terkait topik *Animals, Fruits, dan Community Helpers*.
2. Memahami makna kosakata secara kontekstual melalui penggunaan kata dalam adegan dan narasi pada animated videos.
3. Menggunakan kosakata yang telah dipelajari untuk menyusun kalimat sederhana dalam bentuk lisan maupun tulisan.

B. Pemahaman Bermakna

- Deskripsi membantu kita menjelaskan ciri-ciri objek kepada orang lain secara detail sehingga orang lain dapat memvisualisasikannya.

C. Kegiatan Pembelajaran

PERTEMUAN KE-1: Pre-Test & Introduction (Animals)

Fokus: Pengambilan Data Awal & Pengenalan Konsep

Tahapan	Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam, berdoa, dan memeriksa kehadiran. 2. Guru menjelaskan maksud kedatangan (penelitian) dan membangun hubungan baik (<i>building rapport</i>). 3. Menyampaikan tujuan pembelajaran hari ini. 	10'
Kegiatan Inti 1	<p>PENGAMBILAN DATA (PRE-TEST)</p> <ol style="list-style-type: none"> 1. Guru membagikan lembar soal Pre-test. 2. Peserta didik mengerjakan soal terkait <i>Animals, Fruits, & community Helpers</i> secara mandiri. 3. Guru memastikan suasana kondusif (durasi ketat 40 menit). 	40'
Kegiatan Inti 2	<p>TOPIC 1: DESCRIBING ANIMALS</p> <ol style="list-style-type: none"> 1. Observing: Guru menunjukkan gambar hewan (misal: <i>Tiger</i>). 2. Vocabulary Building: Mengenalkan kata sifat (<i>fierce, wild, stripes, sharp teeth</i>). 3. Practice: Siswa diminta membuat 1-2 kalimat sederhana lisan tentang hewan peliharaan mereka (<i>My cat is cute. It has soft fur</i>). 	20'

Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi singkat. 2. Memberikan motivasi untuk pertemuan selanjutnya yang akan menggunakan permainan. 3. Salam penutup. 	10'
----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

PERTEMUAN KE-2: Fun & Active Learning

Fokus: Perlakuan (*Treatment*) Penuh dengan Media Menarik (Fruits & Community Helpers)

Tahapan	Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Salam, doa, dan presensi. 2. Ice Breaking: <i>Clap Hands Game</i> (Tepuk 1 jika guru bilang "Apple", Tepuk 2 jika "Doctor"). 3. Review materi hewan minggu lalu secara kilat. 	10'
Kegiatan Inti	<p>TOPIC 2: DESCRIBING FRUITS (Sensory Games)</p> <ol style="list-style-type: none"> 1. Guru menampilkan video animasi buah-buahan. 2. Activity: "<i>Guess the Fruit</i>". Guru mendeskripsikan rasa, warna, bentuk, siswa menebak. (Contoh: "<i>I am yellow, long, and sweet.</i>" -> <i>Banana</i>). 3. Siswa menuliskan 3 kata sifat untuk buah favoritnya. <p>TOPIC 3: COMMUNITY HELPERS (Interactive)</p> <ol style="list-style-type: none"> 1. Guru mengenalkan kosakata profesi (<i>Firefighter, Nurse, Farmer, etc</i>) dan tempat kerjanya. 2. Activity: "<i>Who Am I?</i>" <ul style="list-style-type: none"> - Siswa diminta memperhatikan animasi video yang di putar menggunakan proyektor - Guru memberikan tayangan <i>Silhouettes</i> dan meminta siswa menebak 	60'

	<ul style="list-style-type: none"> - Siswa menebak profesinya berdasarkan <i>Silhouettes</i> yg telah dideskripsikan 3. Penguatan materi tentang <i>vocabulary</i> yang digunakan dalam deskripsi. 	
Penutup	<ol style="list-style-type: none"> 1. Refleksi: Menanyakan perasaan siswa tentang pelajaran hari ini. 2. Memberikan apresiasi/reward kecil (pujian/stiker) kepada siswa yang aktif. 3. Doa dan salam. 	10'

PERTEMUAN KE-3: Review & Post-Test

Fokus: Penguatan & Pengambilan Data Akhir

Tahapan	Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Salam, doa, dan presensi. 2. Guru menyampaikan bahwa hari ini adalah pertemuan terakhir dan akan ada evaluasi akhir. 	10'
Kegiatan Inti 1	<p>REVIEW (PEMANTAPAN)</p> <ol style="list-style-type: none"> 1. Guru mengulang materi (Animals, Fruits, Community Helpers) untuk menguatkan pemahaman anak 	20
Kegiatan Inti 2	<p>PENGAMBILAN DATA (POST-TEST)</p> <ol style="list-style-type: none"> 1. Guru membagikan lembar soal Post-test (tingkat kesulitan setara Pre-test). 2. Peserta didik mengerjakan soal dengan tenang dan jujur. 3. Pengumpulan lembar jawaban. 	40'
Penutup	<ol style="list-style-type: none"> 1. Guru mengucapkan terima kasih kepada siswa kelas 8 atas bantuannya dalam penelitian skripsi. 2. Sesi foto bersama untuk dokumentasi lampiran skripsi. 3. Memberikan <i>snack</i> sebagai <i>Reward</i> dan Salam perpisahan. 	10'

III. ASESMEN (PENILAIAN)

1. Asesmen Diagnostik (Pre-Test)

- Waktu: Pertemuan 1 (2 X 40 menit).
- Bentuk: Tes Tulis (*Multiple Choic*).
- Tujuan: Mengukur kemampuan awal siswa sebelum diberikan perlakuan (*treatment*).

2. Asesmen Formatif (Selama Proses)

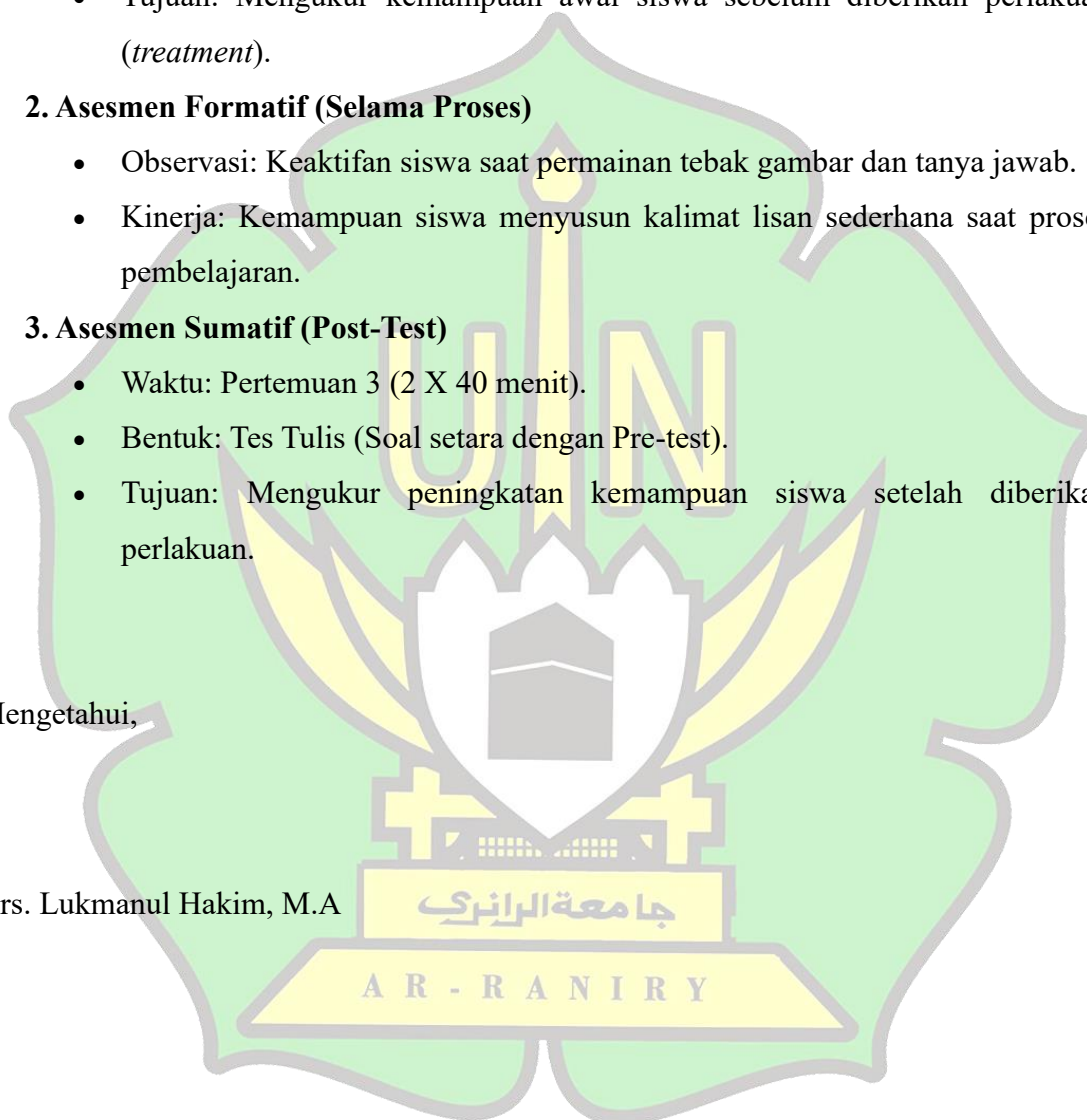
- Observasi: Keaktifan siswa saat permainan tebak gambar dan tanya jawab.
- Kinerja: Kemampuan siswa menyusun kalimat lisan sederhana saat proses pembelajaran.

3. Asesmen Sumatif (Post-Test)

- Waktu: Pertemuan 3 (2 X 40 menit).
- Bentuk: Tes Tulis (Soal setara dengan Pre-test).
- Tujuan: Mengukur peningkatan kemampuan siswa setelah diberikan perlakuan.

Mengetahui,

Drs. Lukmanul Hakim, M.A



*Appendix 3 Pre-Test / Post-Test***PRE-TEST / POST-TEST VOCABULARY**

Nama :

Kelas :

Tanggal :

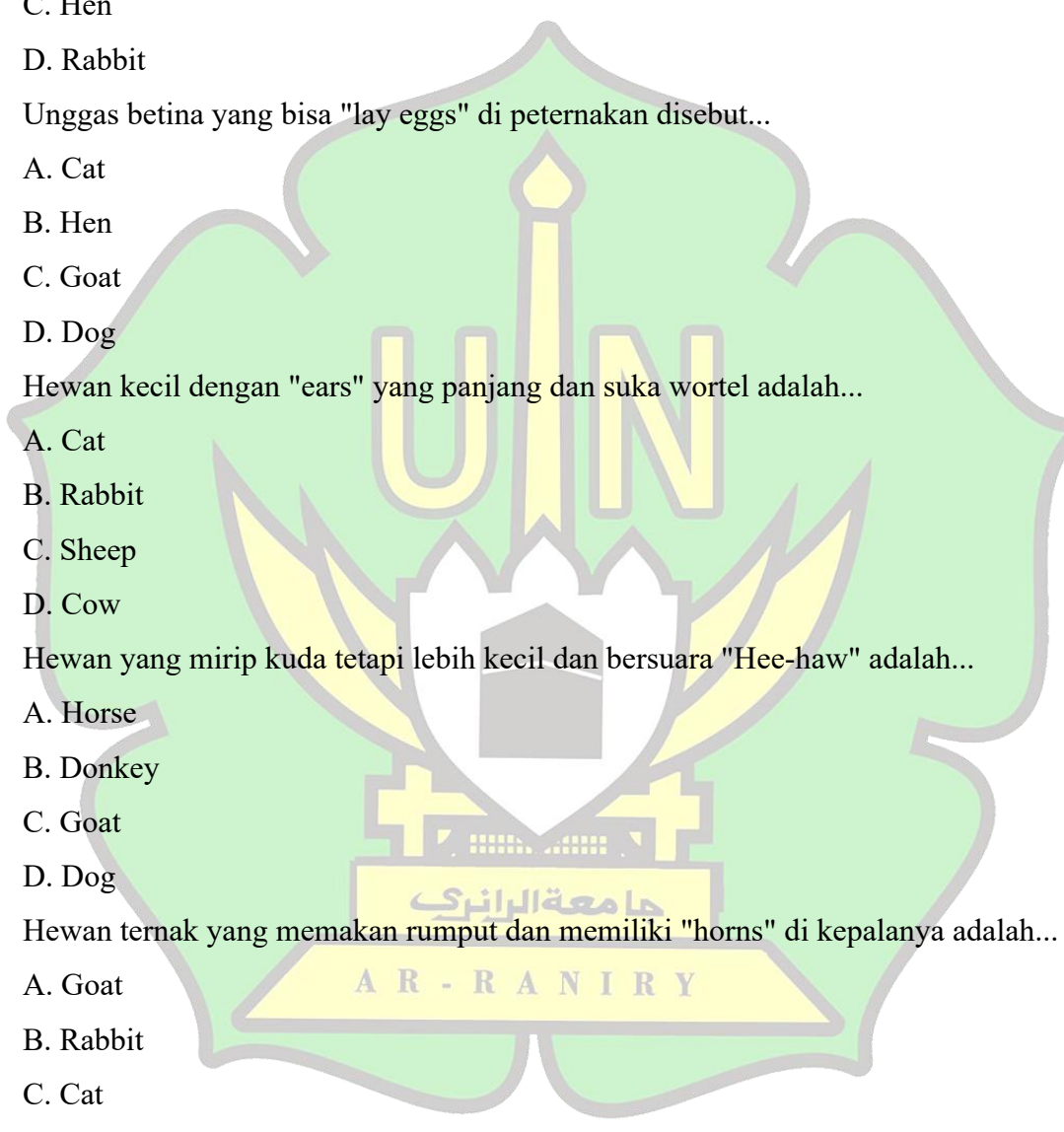
PETUNJUK PRE-TEST / POST-TEST

1. Bacalah setiap soal dengan cermat sebelum menjawab.
2. Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
3. Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
4. Gunakan waktu dengan sebaik-baiknya.
5. Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)**Bagian A: Identifikasi Kosa Kata**

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

1. Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 - A. Cow
 - B. Sheep
 - C. Goat
 - D. Hen
2. Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 - A. Donkey
 - B. Horse
 - C. Dog
 - D. Cat

3. Kita mendapatkan wol dari ..., seekor hewan dengan bulu yang sangat lembut dan bersuara "Baa".
 - A. Sheep
 - B. Cow
 - C. Hen
 - D. Rabbit
 4. Unggas betina yang bisa "lay eggs" di peternakan disebut...
 - A. Cat
 - B. Hen
 - C. Goat
 - D. Dog
 5. Hewan kecil dengan "ears" yang panjang dan suka wortel adalah...
 - A. Cat
 - B. Rabbit
 - C. Sheep
 - D. Cow
 6. Hewan yang mirip kuda tetapi lebih kecil dan bersuara "Hee-haw" adalah...
 - A. Horse
 - B. Donkey
 - C. Goat
 - D. Dog
 7. Hewan ternak yang memakan rumput dan memiliki "horns" di kepalanya adalah...
 - A. Goat
 - B. Rabbit
 - C. Cat
 - D. Hen
 8. Hewan yang sering disebut "human's best friend" adalah...
 - A. Cat
 - B. Horse
 - C. Dog
- 

- D. Duck
9. Unggas yang memiliki "beak" datar dan suka berenang adalah...
- A. Duck
- B. Hen
- C. Goat
- D. Sheep
10. Hewan peliharaan yang sangat "swift" dan bersuara "Meow" adalah...
- A. Dog
- B. Cow
- C. Cat
- D. Rabbit

Bagian B: Kosa Kata dalam Konteks

Petunjuk: Pilihlah kata yang paling tepat untuk melengkapi kalimat!

11. Sapi, kuda, dan domba adalah contoh dari...
- A. Flashlights
- B. Silhouettes
- C. Friends
- D. Farm Animals
12. Saat mati lampu di malam yang "dark", saya menggunakan...
- A. Milk
- B. a horn
- C. a beak
- D. a flashlight
13. Saya tidak bisa melihat wajahnya, saya hanya melihat ... tubuhnya yang gelap.
- A. Silhouette
- B. Milk
- C. Farm
- D. Ear

14. Makanan yang kita makan di pagi hari disebut...

- A. Dinner
- B. Breakfast
- C. Lunch
- D. Animal

15. Makanan yang kita makan di malam hari disebut...

- A. Dinner
- B. Breakfast
- C. Lunch
- D. Animal

Petunjuk: Pilihlah kata dalam Bahasa Inggris yang memiliki makna yang sama dengan kata yang sudah digarisbawahi!

16. Saya tidak dapat menemukan kunci saya yang hilang.

- A. Say
- B. Lay
- C. Find
- D. Recap

17. Di akhir kelas, guru akan meringkas pelajaran hari ini.

- A. Find
- B. Lay Eggs
- C. Recap
- D. Say

18. Sudah malam, saya harus kembali ke rumah.

- A. Laying Eggs
- B. Heading Back
- C. Finding
- D. Saying



19. Saya menyukai es krim vanilla, tapi tidak terlalu sering memakannya.

- A. Like
- B. Lay
- C. Find
- D. Say

20. Saya sangat mencintai keluarga saya.

- A. Love
- B. Find
- C. Lay
- D. Say

Bagian C: Sinonim dan Antonim

Petunjuk (Sinonim): Pilihlah kata (A, B, C, atau D) yang memiliki arti **SAMA** atau **PALING MIRIP** dengan kata yang **dicetak tebal**.

21. Kata **fast** memiliki arti yang paling mirip dengan...

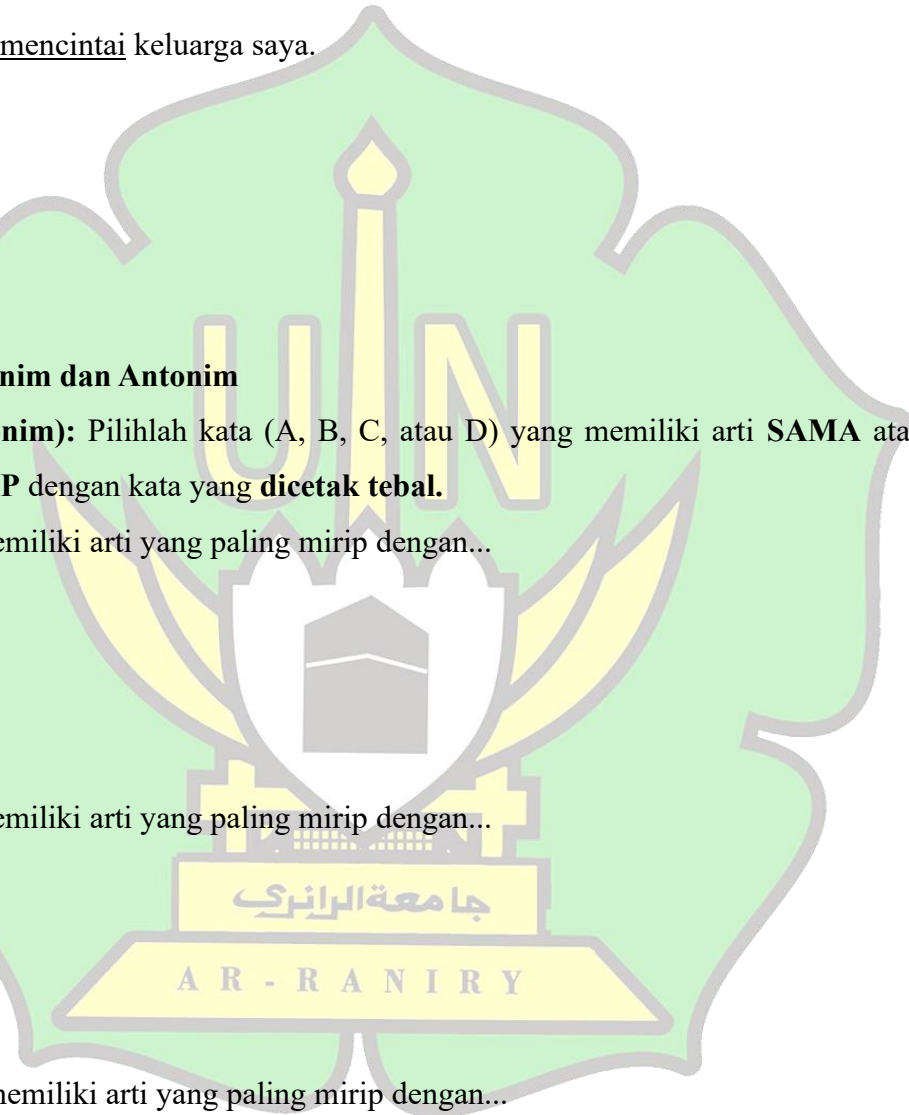
- A. Slow
- B. Soft
- C. Quick
- D. Dark

22. Kata **soft** memiliki arti yang paling mirip dengan...

- A. Hard
- B. Gentle
- C. Fast
- D. Dark

23. Kata **swift** memiliki arti yang paling mirip dengan...

- A. Slow
- B. Soft
- C. Fast
- D. Dark



24. Kata **like** memiliki arti yang paling mirip dengan...

- A. Hate
- B. Enjoy
- C. Find
- D. Say

25. Kata **find** memiliki arti yang paling mirip dengan...

- A. Lose
- B. Locate
- C. Recap
- D. Lay

Petunjuk (Antonim): Pilihlah kata (A, B, C, atau D) yang memiliki arti **BERLAWANAN** (antonim) dengan kata yang **dicetak tebal**.

26. Kata **fast** memiliki arti yang berlawanan dengan...

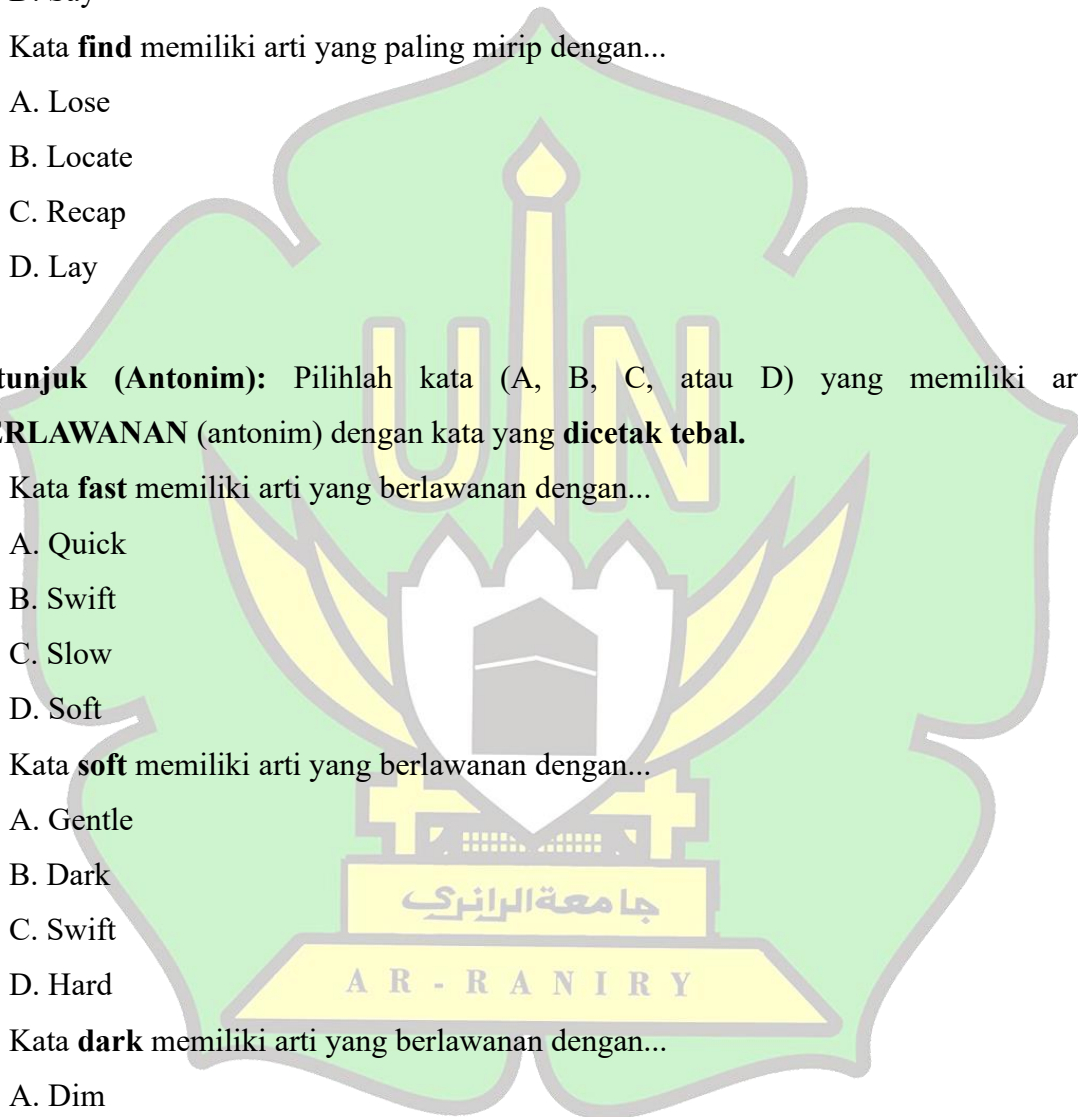
- A. Quick
- B. Swift
- C. Slow
- D. Soft

27. Kata **soft** memiliki arti yang berlawanan dengan...

- A. Gentle
- B. Dark
- C. Swift
- D. Hard

28. Kata **dark** memiliki arti yang berlawanan dengan...

- A. Dim
- B. Fast
- C. Soft
- D. Bright



29. Kata **like** memiliki arti yang berlawanan dengan...

- A. Hate
- B. Love
- C. Enjoy
- D. Find

30. Kata **find** memiliki arti yang berlawanan dengan...

- A. Locate
- B. Discover
- C. Lose
- D. Recap

31. Kata **friend** memiliki arti yang berlawanan dengan...

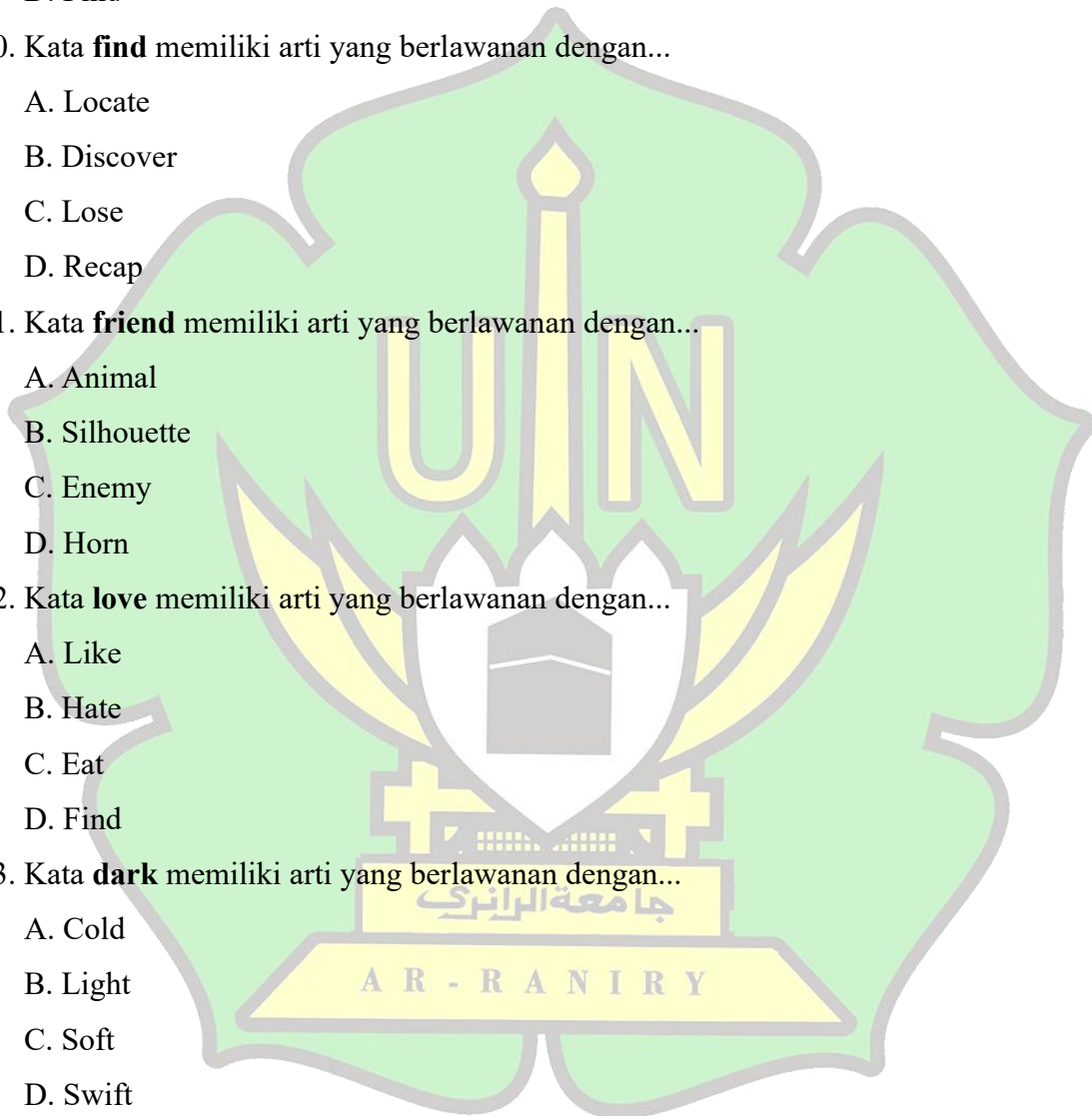
- A. Animal
- B. Silhouette
- C. Enemy
- D. Horn

32. Kata **love** memiliki arti yang berlawanan dengan...

- A. Like
- B. Hate
- C. Eat
- D. Find

33. Kata **dark** memiliki arti yang berlawanan dengan...

- A. Cold
- B. Light
- C. Soft
- D. Swift



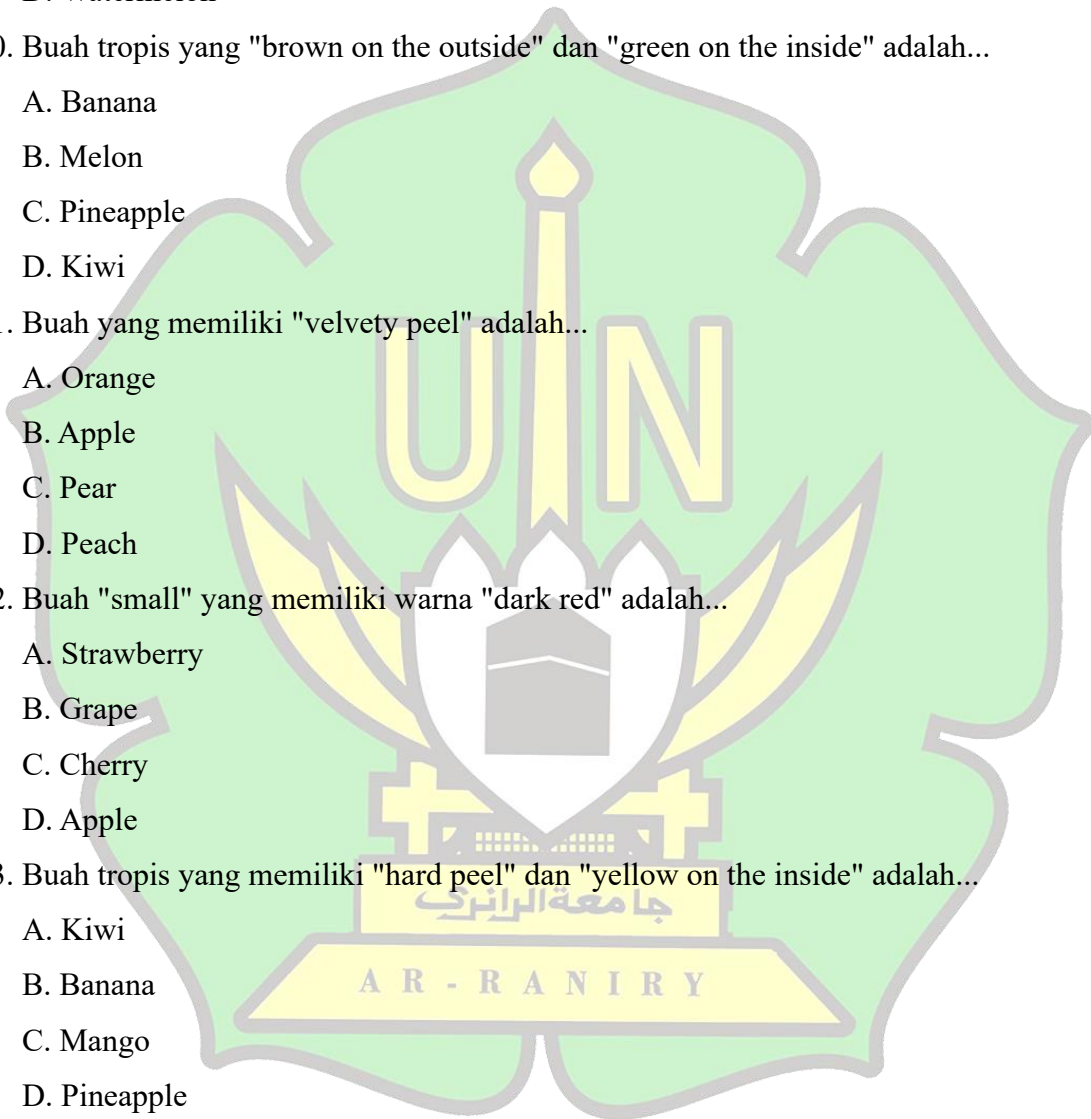
SESI 2: FRUITS (Soal 34-66)**Bagian A: Identifikasi Kosa Kata**

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

34. Buah bulat yang berwarna "orange" dan memiliki vitamin C adalah...
- A. Orange
 - B. Apple
 - C. Banana
 - D. Lemon
35. Buah umum yang berwarna "red", tapi bisa juga "green" atau "yellow", adalah...
- A. Apple
 - B. Orange
 - C. Grape
 - D. Cherry
36. Buah yang "long and yellow" adalah...
- A. Pear
 - B. Mango
 - C. Kiwi
 - D. Banana
37. Buah "small" yang bisa berwarna "purple" atau "green" adalah...
- A. Grapes
 - B. Cherries
 - C. Strawberries
 - D. Watermelon
38. Buah besar yang "green on the outside" dan "red in the inside" adalah...
- A. Watermelon
 - B. Apple
 - C. Melon
 - D. Pineapple



39. Buah "big" yang memiliki "coarse peel" dan terlihat seperti "bola berbatu" adalah...
- A. Melon
 - B. Peach
 - C. Kiwi
 - D. Watermelon
40. Buah tropis yang "brown on the outside" dan "green on the inside" adalah...
- A. Banana
 - B. Melon
 - C. Pineapple
 - D. Kiwi
41. Buah yang memiliki "velvety peel" adalah...
- A. Orange
 - B. Apple
 - C. Pear
 - D. Peach
42. Buah "small" yang memiliki warna "dark red" adalah...
- A. Strawberry
 - B. Grape
 - C. Cherry
 - D. Apple
43. Buah tropis yang memiliki "hard peel" dan "yellow on the inside" adalah...
- A. Kiwi
 - B. Banana
 - C. Mango
 - D. Pineapple
44. Buah yang biasanya "green" atau "yellow" dan bentuknya tidak bulat adalah...
- A. Melon
 - B. Apple
 - C. Pear
 - D. Orange



45. Buah "red" yang memiliki biji-biji kecil di luar kulitnya adalah...

- A. Apple
- B. Cherry
- C. Strawberry
- D. Watermelon

46. Buah tropis dengan warna "yellowish-orange" adalah...

- A. Lemon
- B. Banana
- C. Mango
- D. Peach

47. Buah "yellow" yang rasanya sangat "acidic" adalah...

- A. Banana
- B. Orange
- C. Pear
- D. Lemon

Bagian B: Kosa Kata dalam Konteks

Petunjuk: Pilihlah kata yang paling tepat untuk melengkapi kalimat.

48. Buah dan sayur adalah sumber ... utama bagi tubuh kita.

- A. Colors
- B. Nutrients
- C. Peels
- D. Problems

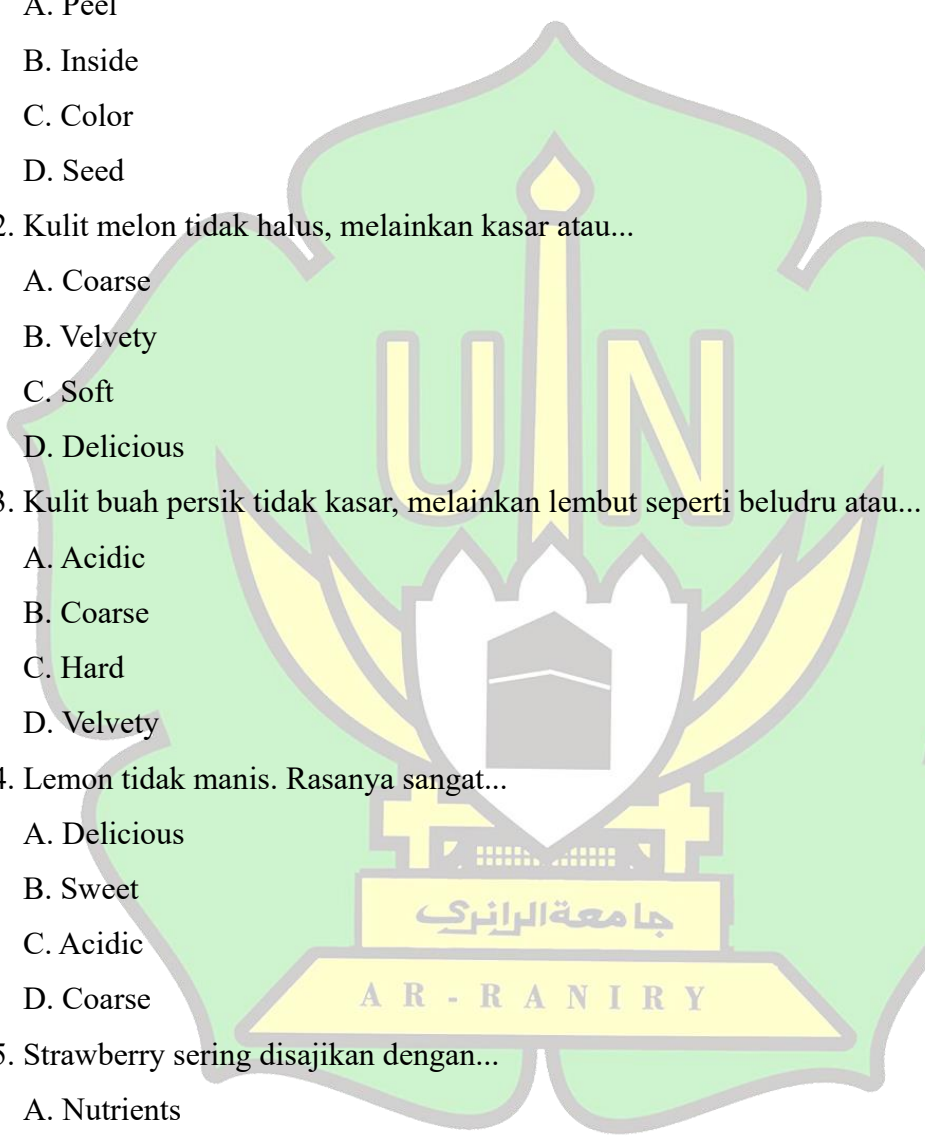
49. Bola atau jeruk memiliki bentuk...

- A. Coarse
- B. Long
- C. Small
- D. Round

50. Kue atau es krim yang dimakan setelah makan utama disebut...

- A. Breakfast



- B. Dessert
C. Nutrient
D. Vitamin
51. Bagian kulit luar dari buah, seperti kulit pisang, disebut...
- A. Peel
B. Inside
C. Color
D. Seed
52. Kulit melon tidak halus, melainkan kasar atau...
- A. Coarse
B. Velvety
C. Soft
D. Delicious
53. Kulit buah persik tidak kasar, melainkan lembut seperti beludru atau...
- A. Acidic
B. Coarse
C. Hard
D. Velvety
54. Lemon tidak manis. Rasanya sangat...
- A. Delicious
B. Sweet
C. Acidic
D. Coarse
55. Strawberry sering disajikan dengan...
- A. Nutrients
B. Whipped Cream
C. Vegetables
D. Rocky Ball
56. Ibu saya menggunakan ... untuk membuat kue baru.
- A. Nutrients
- 

- B. Recipes
- C. Vitamins
- D. Peels

Bagian C: Sinonim dan Antonim

Petunjuk (Sinonim): Pilihlah kata (A, B, C, atau D) yang memiliki arti **SAMA** atau **PALING MIRIP** dengan kata yang **dicetak tebal**.

57. Kata **delicious** memiliki arti yang paling mirip dengan...
- A. Coarse
 - B. Acidic
 - C. Tasty
 - D. Heavy
58. Kata **big** dan **heavy** memiliki arti yang paling mirip dengan...
- A. Large and weighty
 - B. Small and light
 - C. Long and yellow
 - D. Red and green
59. Kata **tropical** mendeskripsikan sesuatu yang berasal dari...
- A. a cold region
 - B. a hot region
 - C. the summer
 - D. a farm
60. Kata **sweet** memiliki arti yang paling mirip dengan..Y
- A. Coarse
 - B. Acidic
 - C. Sugary
 - D. Delicious
61. Kata **acidic** memiliki arti yang paling mirip dengan...
- A. Sweet
 - B. Sour

- C. Delicious
- D. Heavy

Petunjuk (Antonim): Pilihlah kata (A, B, C, atau D) yang memiliki arti **BERLAWANAN** (antonim) dengan kata yang **dicetak tebal**.

62. Kata **sweet** memiliki arti yang berlawanan dengan...

- A. Tasty
- B. Delicious
- C. Sour / Acidic
- D. Round

63. Kata **coarse** memiliki arti yang berlawanan dengan...

- A. Big
- B. Rough
- C. Hard
- D. Smooth

64. Kata **big** memiliki arti yang berlawanan dengan...

- A. Round
- B. Large
- C. Heavy
- D. Small

65. Kata **heavy** memiliki arti yang berlawanan dengan...

- A. Coarse
- B. Big
- C. Light
- D. Delicious

66. Kata **acidic** memiliki arti yang berlawanan dengan...

- A. Sour
- B. Sweet
- C. Heavy
- D. Small



SESI 3: COMMUNITY HELPERS (Soal 67-100)**Bagian A: Identifikasi Profesi (Kosa Kata dalam Konteks)**

Petunjuk: Pilihlah profesi (A, B, C, atau D) yang paling tepat untuk mendeskripsikan tugas di bawah ini.

67. Seseorang yang tugasnya menjaga kita tetap aman dan menangkap penjahat adalah...

- A. Police
- B. Farmer
- C. Doctor
- D. Chef

68. Seseorang yang berani dan kuat yang tugasnya memadamkan api adalah...

- A. Firefighter
- B. Nurse
- C. Teacher
- D. Police

69. Seseorang yang merawat pasien di rumah sakit dengan baik hati dan lembut adalah...

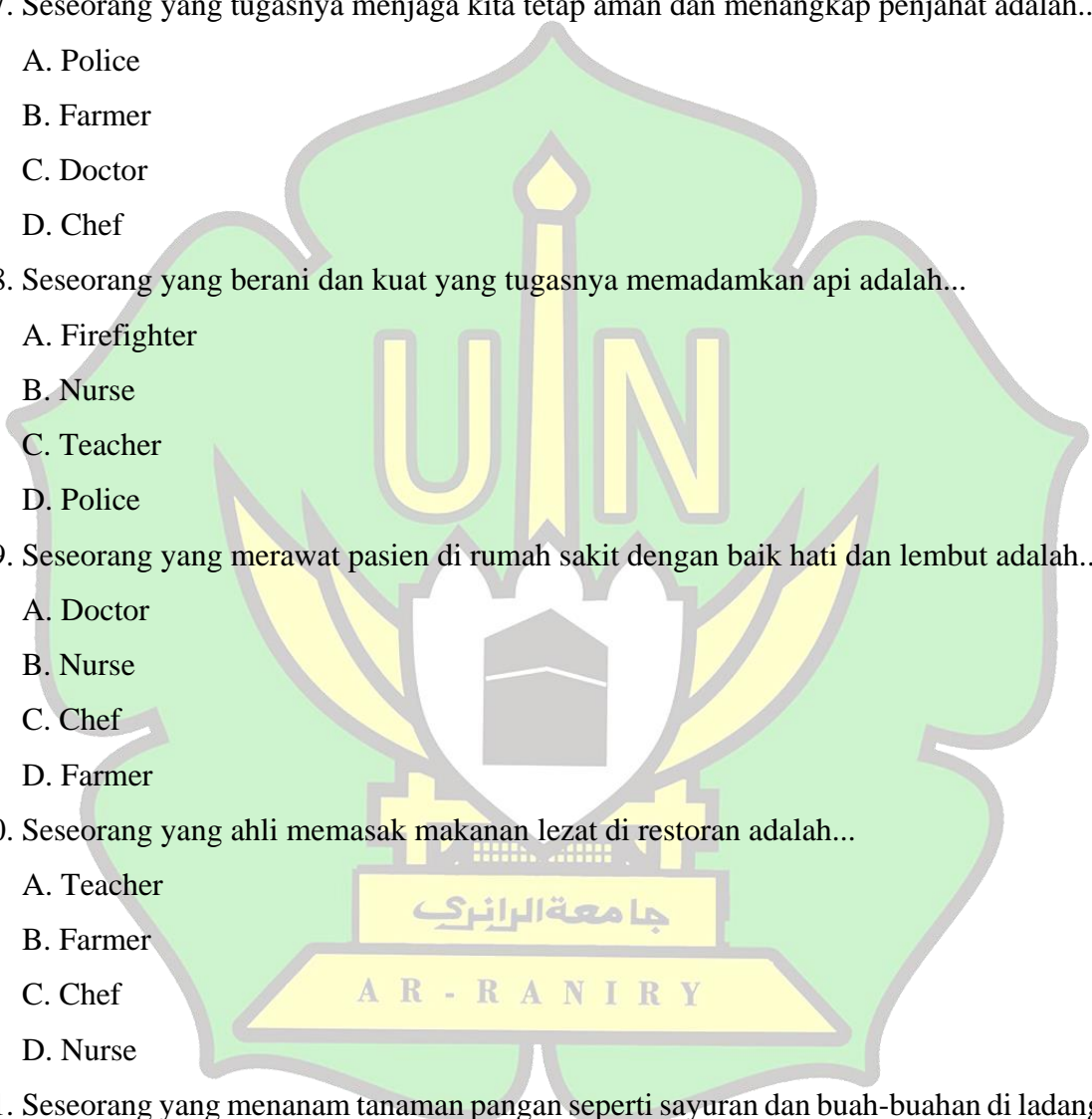
- A. Doctor
- B. Nurse
- C. Chef
- D. Farmer

70. Seseorang yang ahli memasak makanan lezat di restoran adalah...

- A. Teacher
- B. Farmer
- C. Chef
- D. Nurse

71. Seseorang yang menanam tanaman pangan seperti sayuran dan buah-buahan di ladang adalah...

- A. Chef
- B. Builder
- C. Doctor
- D. Farmer



72. Seseorang yang membangun gedung, rumah, dan jembatan adalah...

- A. Firefighter
- B. Police
- C. Teacher
- D. Construction worker / Builder

73. Seseorang yang kita datangi saat kita sakit untuk berobat adalah...

- A. Farmer
- B. Doctor
- C. Chef
- D. Nurse

74. Seseorang yang mengajar murid-murid di sekolah adalah...

- A. Teacher
- B. Police
- C. Builder
- D. Doctor

Bagian B: Kosa Kata dalam Konteks

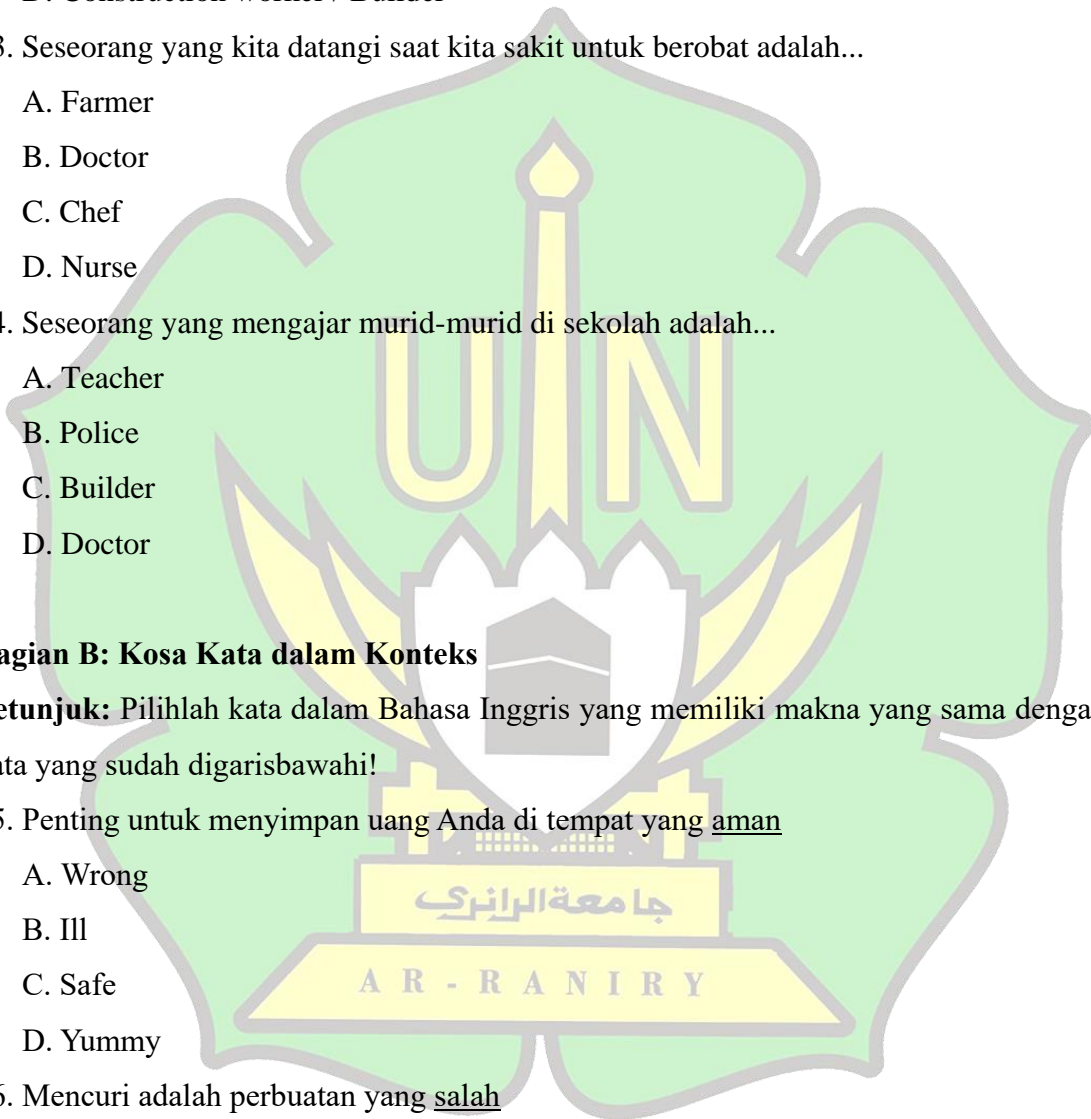
Petunjuk: Pilihlah kata dalam Bahasa Inggris yang memiliki makna yang sama dengan kata yang sudah digarisbawahi!

75. Penting untuk menyimpan uang Anda di tempat yang aman

- A. Wrong
- B. Ill
- C. Safe
- D. Yummy

76. Mencuri adalah perbuatan yang salah

- A. Healthy
- B. Right
- C. Safe
- D. Wrong



77. Polisi bertugas menjaga kota di malam hari agar tetap aman.

- A. Guard
- B. Cook
- C. Grow
- D. Build

78. Saat alarm berbunyi, pemadam kebakaran akan bergegas ke lokasi.

- A. Build
- B. Sleep
- C. Eat
- D. Rush

79. Pemadam kebakaran menyemprotkan air dari selang air

- A. Concrete
- B. Hammer
- C. Whistle
- D. Water Hose

80. Ibu saya merawat saya saat saya sakit.

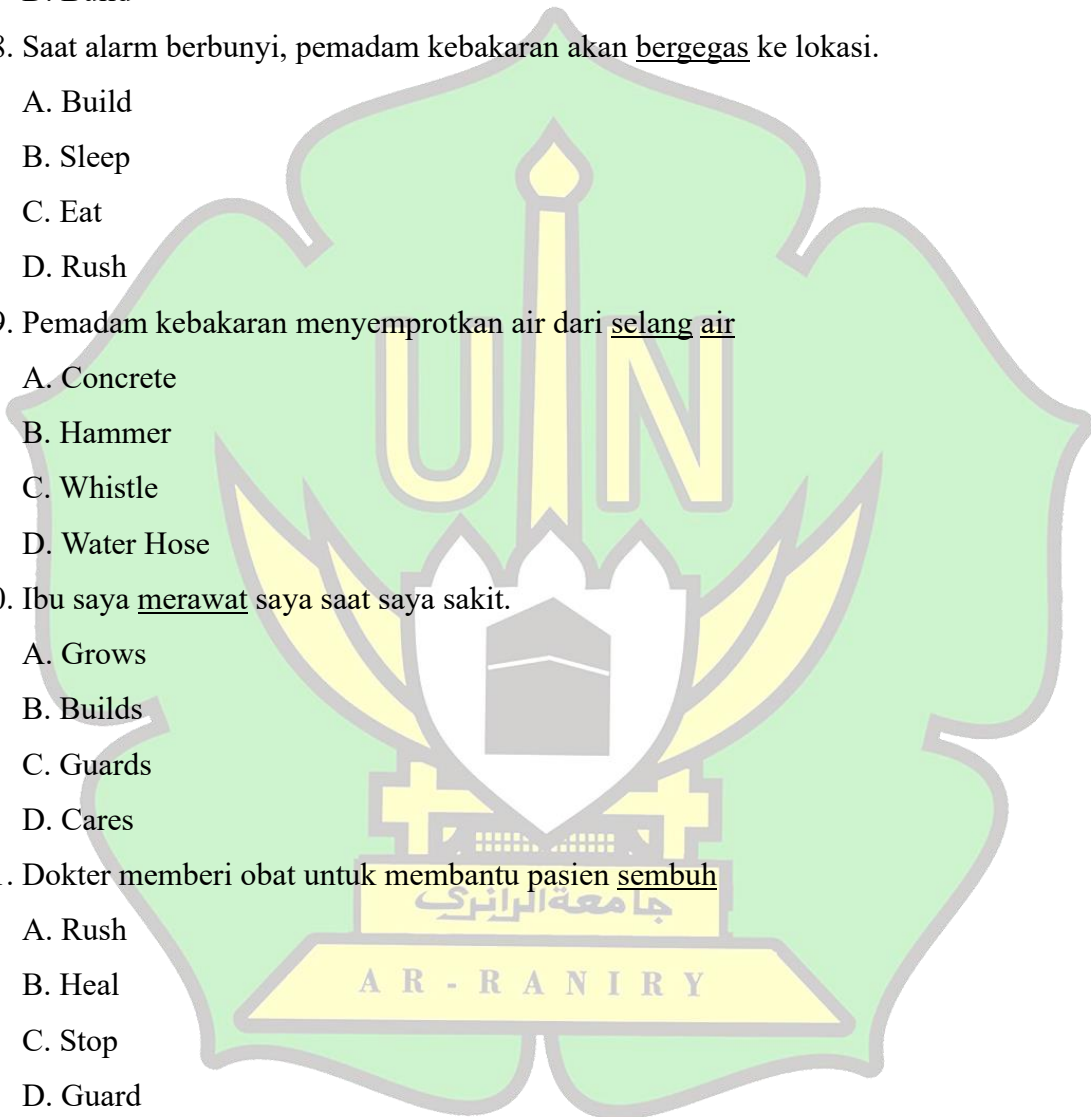
- A. Grows
- B. Builds
- C. Guards
- D. Cares

81. Dokter memberi obat untuk membantu pasien sembuh

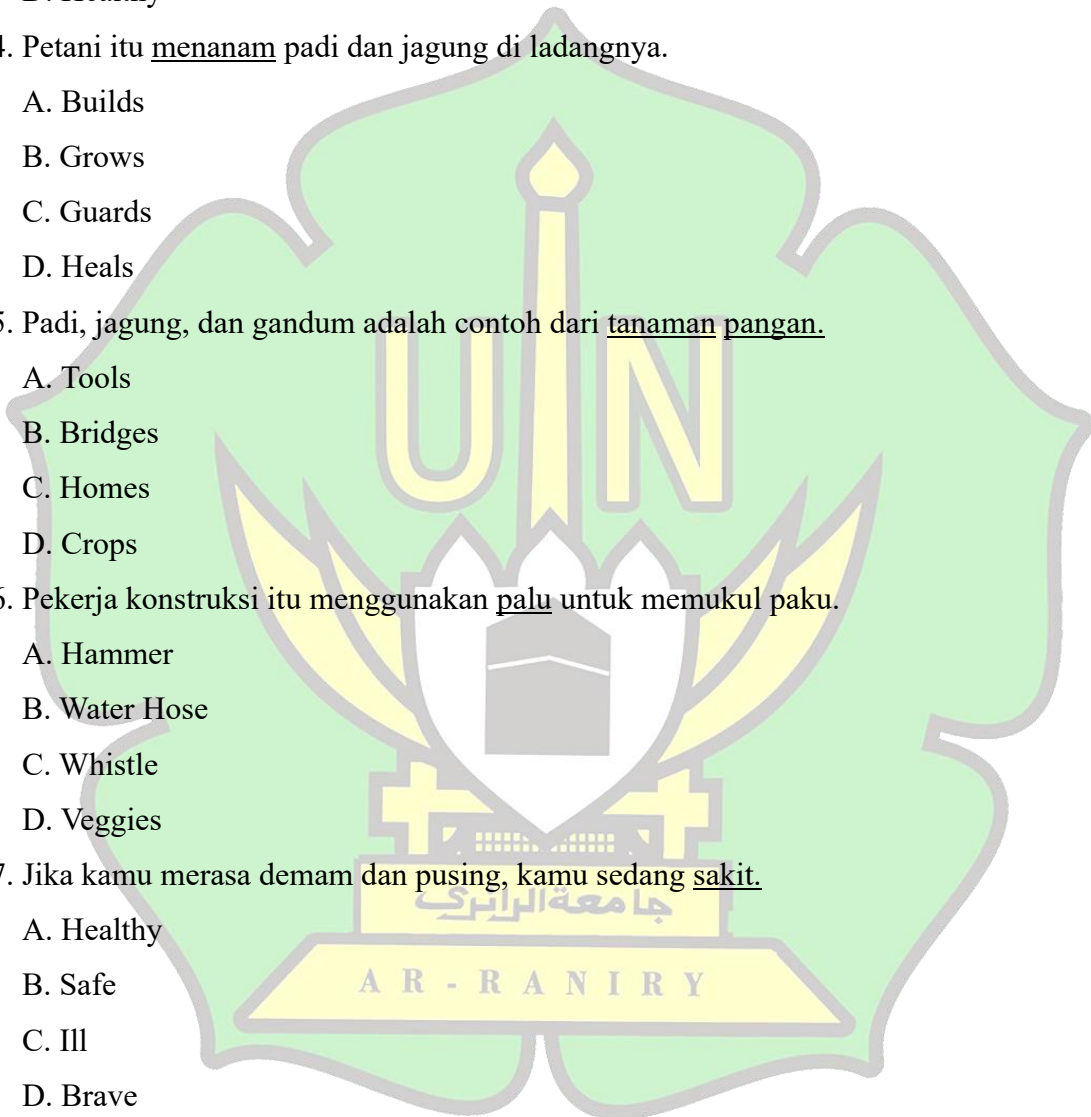
- A. Rush
- B. Heal
- C. Stop
- D. Guard

82. Kue ini rasanya sangat lezat!

- A. Wrong
- B. Ill
- C. Yummy
- D. Safe



83. Sayur dan buah adalah makanan yang sehat
- A. Brave
 - B. Ill
 - C. Wrong
 - D. Healthy
84. Petani itu menanam padi dan jagung di ladangnya.
- A. Builds
 - B. Grows
 - C. Guards
 - D. Heals
85. Padi, jagung, dan gandum adalah contoh dari tanaman pangan.
- A. Tools
 - B. Bridges
 - C. Homes
 - D. Crops
86. Pekerja konstruksi itu menggunakan palu untuk memukul paku.
- A. Hammer
 - B. Water Hose
 - C. Whistle
 - D. Veggies
87. Jika kamu merasa demam dan pusing, kamu sedang sakit.
- A. Healthy
 - B. Safe
 - C. Ill
 - D. Brave
88. Guru membimbing muridnya agar mengerti pelajaran.
- A. Eats
 - B. Builds
 - C. Guards
 - D. Guides



89. Polisi, dokter, dan guru adalah contoh dari pekerja layanan masyarakat

- A. Farm Animals
- B. Community Helpers
- C. Fruits
- D. Kids

90. Kita tidur pada malam hari.

- A. Dawn
- B. Day
- C. Night
- D. Morning

91. Waktu paling pagi, saat matahari terbit, disebut fajar.

- A. Dawn
- B. Night
- C. Evening
- D. Sleep

92. Perawat itu lembut saat memegang bayi.

- A. Strong
- B. Brave
- C. Gentle
- D. Ill

Bagian C: Sinonim dan Antonim

Petunjuk (Sinonim): Pilihlah kata (A, B, C, atau D) yang memiliki arti **SAMA** atau **PALING MIRIP** dengan kata yang **dicetak tebal**.

93. Kata **brave** memiliki arti yang paling mirip dengan...

- A. Scared
- B. Courageous
- C. Kind
- D. Strong

94. Kata **strong** memiliki arti yang paling mirip dengan...

- A. Yummy
- B. Weak
- C. Gentle
- D. Powerful

95. Kata **kind** dan **gentle** memiliki arti yang paling mirip dengan...

- A. Mean and rough
- B. Nice and soft
- C. Strong and brave
- D. Ill and bright

96. Kata **yummy** dan **tasty** memiliki arti yang paling mirip dengan...

- A. Healthy
- B. Disgusting
- C. Delicious
- D. Ill

97. Kata **ill** memiliki arti yang paling mirip dengan...

- A. Bright
- B. Healthy
- C. Strong
- D. Sick

Petunjuk (Antonim): Pilihlah kata (A, B, C, atau D) yang memiliki arti **BERLAWANAN** (antonim) dengan kata yang **dicetak tebal**.

98. Kata **safe** memiliki arti yang berlawanan dengan...

- A. Strong
- B. Protected
- C. Kind
- D. Dangerous

99. Kata **strong** memiliki arti yang berlawanan dengan...

- A. Weak

- B. Powerful
- C. Brave
- D. Healthy

100. Kata **healthy** memiliki arti yang berlawanan dengan...

- A. Unhealthy / ill
- B. Strong
- C. Yummy
- D. Tasty

Kunci Jawaban

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosa Kata

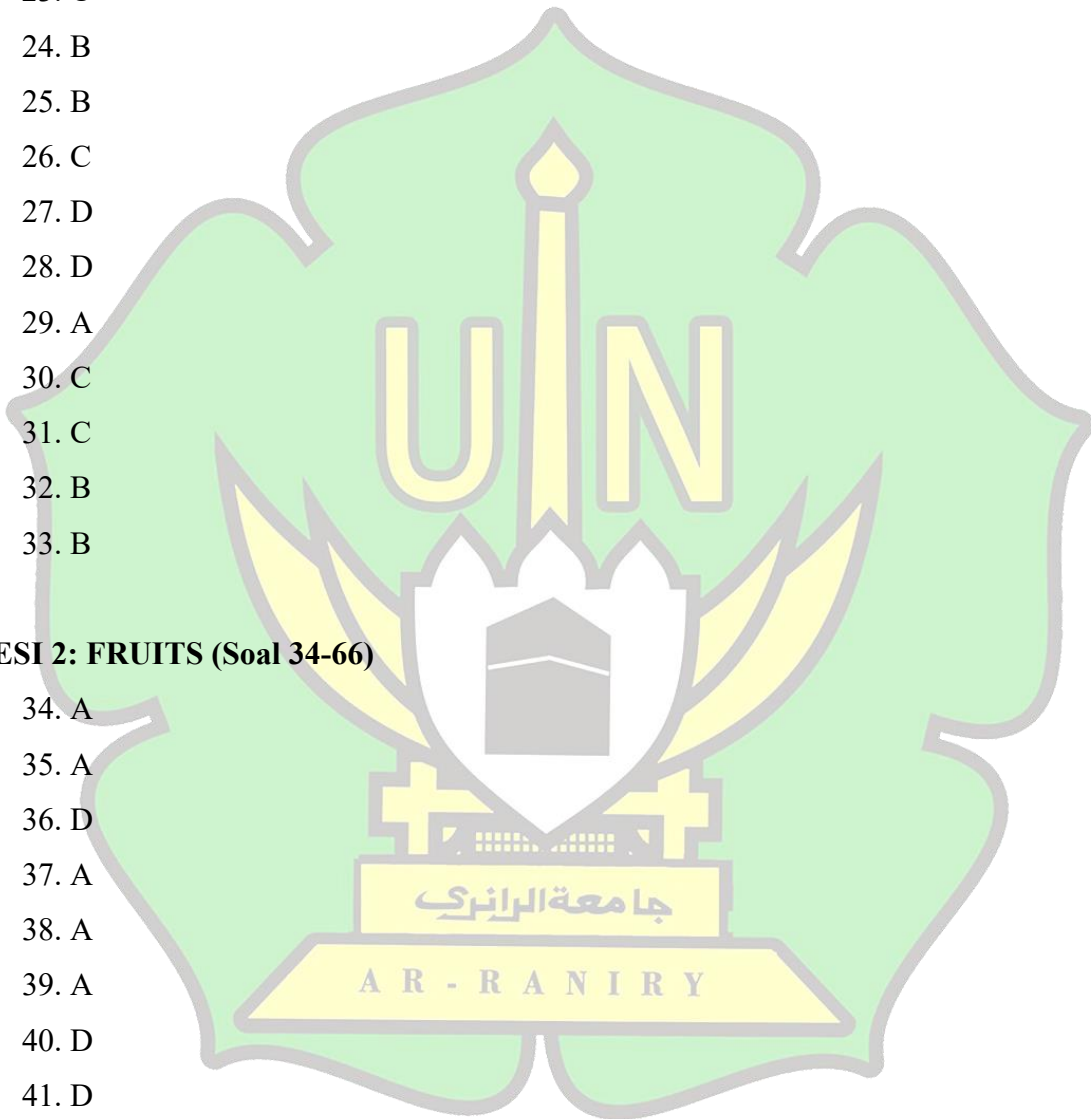
1. A
2. B
3. A
4. B
5. B
6. B
7. A
8. C
9. A
10. C
11. D
12. D
13. A
14. B
15. A
16. C
17. C
18. B



- 19. A
- 20. A
- 21. C
- 22. B
- 23. C
- 24. B
- 25. B
- 26. C
- 27. D
- 28. D
- 29. A
- 30. C
- 31. C
- 32. B
- 33. B

SESI 2: FRUITS (Soal 34-66)

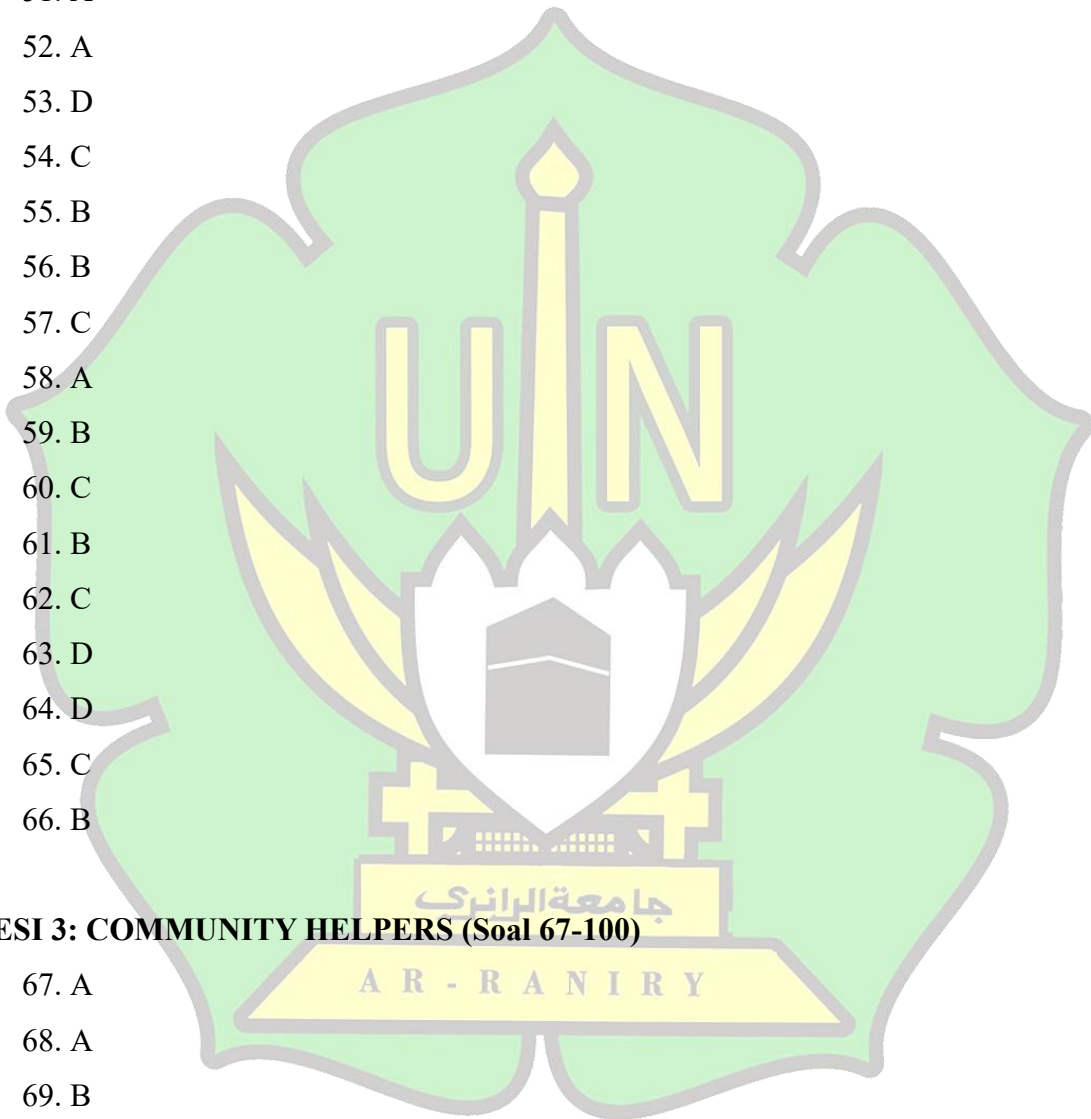
- 34. A
- 35. A
- 36. D
- 37. A
- 38. A
- 39. A
- 40. D
- 41. D
- 42. C
- 43. D
- 44. C
- 45. C
- 46. C



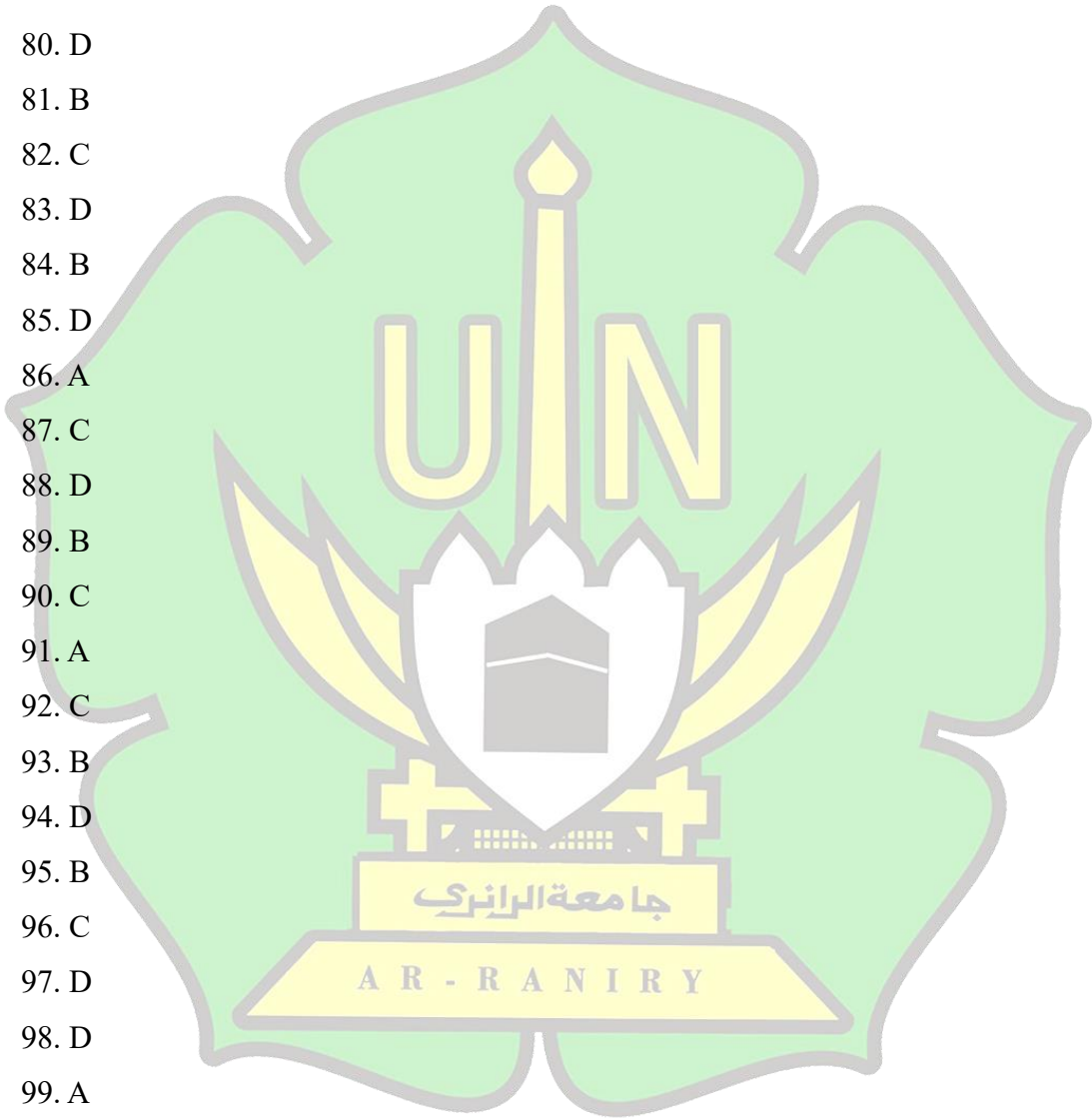
- 47. D
- 48. B
- 49. D
- 50. B
- 51. A
- 52. A
- 53. D
- 54. C
- 55. B
- 56. B
- 57. C
- 58. A
- 59. B
- 60. C
- 61. B
- 62. C
- 63. D
- 64. D
- 65. C
- 66. B

SESI 3: COMMUNITY HELPERS (Soal 67-100)

- 67. A
- 68. A
- 69. B
- 70. C
- 71. D
- 72. D
- 73. B
- 74. A



75. C
76. D
77. A
78. D
79. D
80. D
81. B
82. C
83. D
84. B
85. D
86. A
87. C
88. D
89. B
90. C
91. A
92. C
93. B
94. D
95. B
96. C
97. D
98. D
99. A
100. A



Appendix 4 Validity and Reliability

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q01	48.1250	869.726	.802	.986
q02	48.5000	876.903	.619	.986
q03	48.1250	872.629	.700	.986
q04	48.1250	876.177	.577	.986
q05	48.5313	880.386	.508	.986
q06	48.0938	876.797	.567	.986
q07	48.1875	873.899	.640	.986
q08	48.5625	882.060	.467	.986
q09	48.2500	869.548	.782	.986
q10	48.4375	871.738	.765	.986
q11	48.4375	875.286	.636	.986
q12	48.0938	873.959	.667	.986
q13	48.0938	874.410	.651	.986
q14	47.9063	882.862	.467	.986
q15	47.8125	887.577	.381	.986

q16	48.2500	869.355	.788	.986
q17	48.0313	873.515	.722	.986
q18	48.6563	885.136	.454	.986
q19	48.2188	869.080	.799	.986
q20	48.4063	874.249	.657	.986
q21	48.2188	872.564	.681	.986
q22	48.3125	872.351	.693	.986
q23	48.1563	870.007	.780	.986
q24	48.5625	879.673	.569	.986
q25	48.1250	872.306	.712	.986
q26	48.1250	871.468	.741	.986
q27	48.3438	873.523	.660	.986
q28	48.0625	878.641	.514	.986
q29	48.3438	874.491	.626	.986
q30	47.8750	883.016	.506	.986
q31	47.9688	876.870	.650	.986
q32	48.5313	877.031	.644	.986
q33	48.2500	871.032	.732	.986
q34	48.2813	872.854	.671	.986

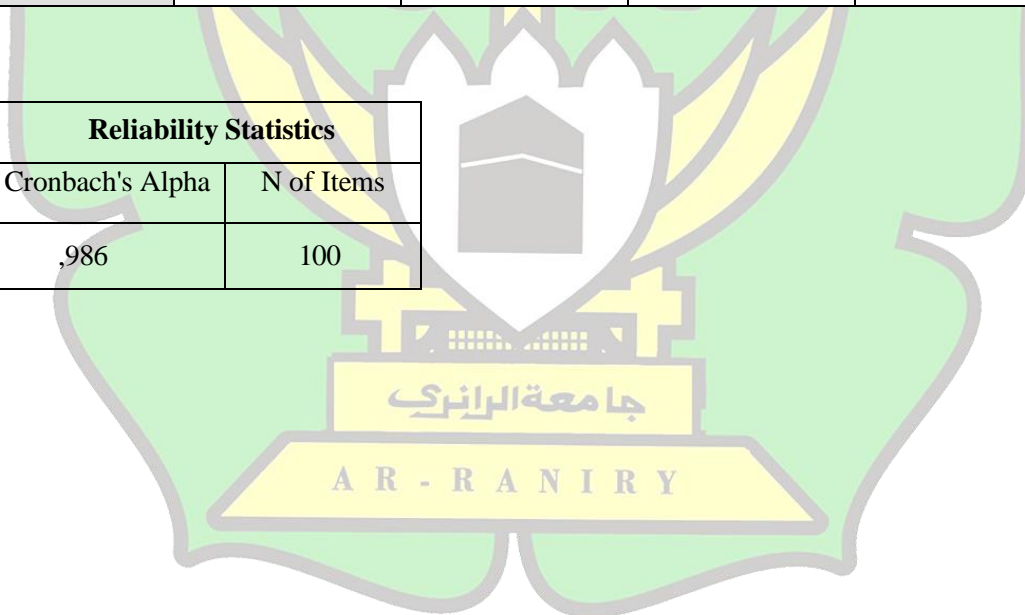
q35	48.4375	879.351	.489	.986
q36	48.0313	874.676	.679	.986
q37	48.2500	871.290	.723	.986
q38	48.0313	879.967	.482	.986
q39	47.9375	878.964	.600	.986
q40	48.3438	875.459	.593	.986
q41	48.4688	876.773	.600	.986
q42	48.1875	869.448	.791	.986
q43	48.4063	879.475	.472	.986
q44	48.5625	883.093	.423	.986
q45	48.0625	876.641	.587	.986
q46	47.9375	879.222	.589	.986
q47	48.0313	873.967	.705	.986
q48	48.3438	871.588	.726	.986
q49	48.3750	872.048	.721	.986
q50	48.0625	876.060	.608	.986
q51	48.2500	874.516	.614	.986
q52	48.1875	871.964	.706	.986
q53	48.3125	876.415	.555	.986

q54	48.0000	875.806	.662	.986
q55	48.3125	870.222	.765	.986
q56	48.4688	879.225	.509	.986
q57	48.3750	870.306	.781	.986
q58	48.1875	871.964	.706	.986
q59	48.2813	873.112	.663	.986
q60	48.5938	881.217	.542	.986
q61	48.1250	875.468	.602	.986
q62	48.6250	882.694	.522	.986
q63	47.8750	882.565	.528	.986
q64	48.3438	874.814	.615	.986
q65	48.0000	875.419	.677	.986
q66	48.3750	873.081	.685	.986
q67	48.3438	875.201	.602	.986
q68	48.1250	874.758	.626	.986
q69	48.4688	874.967	.668	.986
q70	48.1563	868.265	.840	.986
q71	48.1563	870.072	.778	.986
q72	48.5625	881.028	.511	.986

q73	48.4375	872.706	.730	.986
q74	48.3750	870.371	.779	.986
q75	48.3750	876.306	.573	.986
q76	47.9688	881.644	.457	.986
q77	48.6250	882.565	.528	.986
q78	48.3438	876.297	.565	.986
q79	48.5313	879.354	.550	.986
q80	48.2813	869.241	.794	.986
q81	48.6250	884.823	.415	.986
q82	48.0313	875.773	.638	.986
q83	48.2813	872.338	.689	.986
q84	48.5000	876.968	.617	.986
q85	48.3750	868.952	.829	.986
q86	48.0938	874.604	.644	.986
q87	48.6250	882.435	.535	.986
q88	48.0938	876.862	.564	.986
q89	48.3125	873.835	.642	.986
q90	47.9063	880.281	.585	.986
q91	48.5000	878.387	.562	.986

q92	48.5313	880.902	.487	.986
q93	47.9688	878.354	.590	.986
q94	48.3438	875.265	.600	.986
q95	48.2813	872.660	.678	.986
q96	48.0938	873.443	.685	.986
q97	48.4063	873.152	.696	.986
q98	48.1875	873.254	.662	.986
q99	48.4063	870.701	.783	.986
q100	48.1563	873.878	.647	.986

Reliability Statistics	
Cronbach's Alpha	N of Items
.986	100



Appendix 5 Pre-Test Result

58

PRE-TEST / POST-TEST VOCABULARY

Nama : Sifa Anisa
 Kelas : VIII 2
 Tanggal : 18/11/2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosu Kata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 - A. Cow
 - B. Sheep
 - C. Goat
 - D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 - A. Donkey
 - B. Horse
 - C. Dog
 - D. Cat

51

PRE-TEST / POST-TEST VOCABULARY

Nama : Dina Rifan Galia
 Kelas : VIII 7
 Tanggal : 18/11/2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosu Kata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 - A. Cow
 - B. Sheep
 - C. Goat
 - D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 - A. Donkey
 - B. Horse
 - C. Dog
 - D. Cat

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PRE-TEST / POST-TEST VOCABULARY

Nama : Gul Nur Feni
 Kelas : VIII 2
 Tanggal : 18 November 2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosu Kata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 - A. Cow
 - B. Sheep
 - C. Goat
 - D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 - A. Donkey
 - B. Horse
 - C. Dog
 - D. Cat

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PRE-TEST / POST-TEST VOCABULARY

Nama : Gul Nurrah Azzah Lukman
 Kelas : VIII Diklat
 Tanggal : 18/November/2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosu Kata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 - A. Cow
 - B. Sheep
 - C. Goat
 - D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 - A. Donkey
 - B. Horse
 - C. Dog
 - D. Cat

Appendix 6 Post-Test Result

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PRE-TEST / POST-TEST VOCABULARY

Nama : Sofia Ansharia
 Kelas : VIII 2
 Tanggal : 21-Nov-2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosakata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 A. Cow
 B. Sheep
 C. Goat
 D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 A. Donkey
 B. Horse
 C. Dog
 D. Cat

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PRE-TEST / POST-TEST VOCABULARY

Nama : Dini Fadhoni Erlina
 Kelas : VIII 2
 Tanggal : 21-11-2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosakata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 A. Cow
 B. Sheep
 C. Goat
 D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 A. Donkey
 B. Horse
 C. Dog
 D. Cat

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PRE-TEST / POST-TEST VOCABULARY

Nama : Caiti Marlina
 Kelas : VIII 2
 Tanggal : 21-Nov-2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosakata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 A. Cow
 B. Sheep
 C. Goat
 D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 A. Donkey
 B. Horse
 C. Dog
 D. Cat

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PRE-TEST / POST-TEST VOCABULARY

Nama : Caiti Marlina Marlina
 Kelas : VIII 2
 Tanggal : 11/21/2025

PETUNJUK PRE-TEST / POST-TEST

- Bacalah setiap soal dengan cermat sebelum menjawab.
- Pilihlah jawaban yang paling tepat dengan memberi tanda silang (X) pada A, B, C, atau D.
- Kerjakan secara jujur dan mandiri, tanpa membuka buku atau berdiskusi.
- Gunakan waktu dengan sebaik-baiknya.
- Periksa kembali jawaban sebelum mengumpulkan lembar tes.

SESI 1: FARM ANIMALS (Soal 1-33)

Bagian A: Identifikasi Kosakata

Petunjuk: Pilihlah kata Bahasa Inggris yang paling tepat untuk mendeskripsikan situasi di bawah ini.

- Hewan ternak besar yang bersuara "Moo" dan memberi kita susu adalah...
 A. Cow
 B. Sheep
 C. Goat
 D. Hen
- Hewan yang berlari sangat cepat dan bersuara "Neigh" adalah...
 A. Donkey
 B. Horse
 C. Dog
 D. Cat

Appendix 7 Treatments





AUTOBIOGRAPHY

Name : Reyza Amelia Caesari
 Student Number : 220203098
 Place/Date of Birth : Meulaboh, 04 June 2004
 Gender : Female
 Religion : Islam
 Status : Single
 Occupation : Student
 Nationally : Indonesia
 Address : Jln. Imam Bonjol No. 74, Seunebok, Aceh Barat.
 Email : 220203098@student.ar-raniry.ac.id
 Phone Number : 085358482702

Parents
 Name of Father : Drs. Zahari
 Name of Mother : Dra. Rusydiati
 Father Occupation : Entrepreneur
 Mother Occupation : Civil Servant Retirement Decree
 Address : Jln. Imam Bonjol No. 74, Seunebok, Aceh Barat.

Education
 Elementary : MIN Drien Rampak (2010-2016)
 Junior High School : MTsN 3 Aceh Barat (2016-2019)
 Senior High School : Man 1 Aceh Barat (2019-2022)
 University : Uin Ar-Raniry Banda Aceh (2022-2025)