

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH ENGVID APPLICATION**

THESIS

Submitted by

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
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APPLICATION**

THESIS

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**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH ENGVID APPLICATION**

THESIS

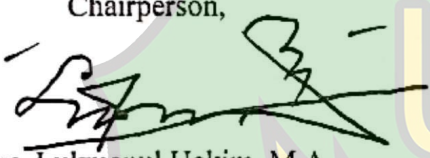
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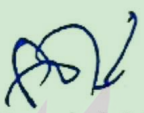
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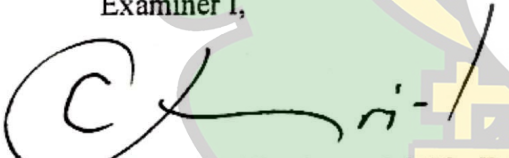
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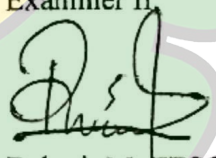
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Banda Aceh, 30 December 2025

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A R - R A N I R Y

AMIRA TUDDIANAH

ABSTRACT

Name : Amira Tuddianah
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Major : Department of English Language Education
Thesis Working Title : Improving Students' Vocabulary Mastery Through EngVid Application
Main Supervisor : Drs. Lukmanul Hakim, MA.
Keywords : Vocabulary mastery, EngVid application, digital learning media, English vocabulary learning

This thesis is entitled Improving Students' Vocabulary Mastery Through EngVid Application, aiming at finding out the extent to which the EngVid application improves students' vocabulary mastery and identifying the obstacles faced by students in improving their vocabulary through the use of the EngVid application. The research employed a quantitative approach with a pre-experimental design, specifically the one-group pre-test-post-test design. The population of this study consists of all students of Grade XI at SMK Negeri 2 Banda Aceh in the academic year 2025/2026. The sample was selected according to criteria set by the researcher. In this case, the sample comprised 31 male students. Data were collected through vocabulary tests (pre- and post-test) and a questionnaire.

The results of the study showed that using the EngVid application significantly improved students' vocabulary mastery. This was indicated by an increase in the mean score, from 72.25 in the pre-test to 85.03 in the post-test, a difference of 12.78 points. The post-test results also showed an increase in the proportion of students achieving the 'good' and 'excellent' grades. Furthermore, the questionnaire results revealed that students primarily struggled with understanding native-speaker pronunciation and speed of speech, as well as unfamiliar vocabulary used in the videos. However, teacher guidance and additional explanations helped students to better understand the vocabulary presented.

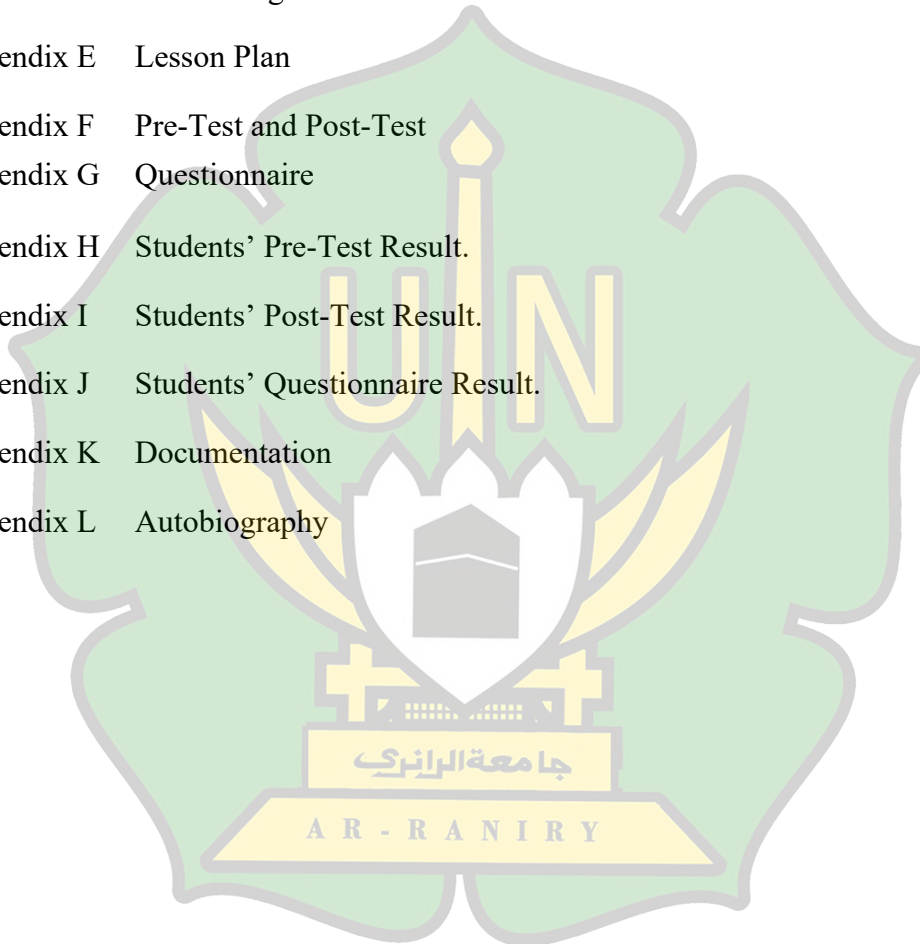
In conclusion, the EngVid app is an effective digital learning tool for helping students to master vocabulary. However, teacher support is still important in helping students overcome comprehension difficulties, particularly when learning from videos of native speakers.

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CHAPTER I

INTRODUCTION

A. Background of the study

Vocabulary plays a crucial role in mastering a second language. It serves as the building block of communication, supporting all four language skills: listening, speaking, reading, and writing. Without sufficient vocabulary, learners cannot express ideas clearly or comprehend spoken and written texts effectively. As Wilkins (1972, p. 111) famously stated, “*Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed.*” This highlights the central role of vocabulary in language proficiency.

Despite its importance, many students still struggle with vocabulary mastery. According to Nation (2001), learners often face challenges in acquiring and retaining vocabulary because they lack exposure, effective strategies, and motivation. Traditional vocabulary learning methods, such as rote memorization or dictionary translation, can feel monotonous and are often ineffective in promoting long-term retention (Schmitt, 2000).

In response to these issues, digital platforms have emerged as innovative tools in language education. One such platform is EngVid, a free website offering hundreds of English video lessons delivered by native speakers. These lessons cover various topics such as vocabulary, grammar, idioms, and practical usage, all presented in an engaging and contextualized manner. The multimedia approach, which combines audio, visuals, and real-life examples, supports effective vocabulary learning (Mayer, 2009).

Another important reason for using the EngVid application to learn vocabulary is that it is mobile and accessible. EngVid can easily be accessed through smartphones, laptops or other digital devices with an internet connection, enabling students to learn vocabulary anytime, anywhere. This enables learning to take place beyond the classroom, supporting flexible learning environments, especially beneficial for students with limited time or resources.

Furthermore, EngVid's mobility allows students to watch learning videos repeatedly at their own pace. They can pause, rewind, and replay vocabulary lessons as needed to help them better understand word meanings, pronunciation, and usage. This flexibility is particularly beneficial for vocabulary learning, as repeated exposure is essential for retention (Nation, 2001).

Using EngVid as a mobile learning platform also encourages students to become more independent learners. By accessing vocabulary materials outside the classroom, students become more actively involved in their own learning process. As Benson (2011) states, learner autonomy supported by flexible and mobile learning environments plays an important role in improving language learning outcomes. Therefore, the mobility and accessibility of the EngVid application make it a suitable and effective tool for improving vocabulary mastery.

Several previous studies have examined how digital media and online learning platforms can enhance vocabulary mastery in English language learning. These studies have provided valuable insights into how technology-based instruction can facilitate vocabulary acquisition by offering interactive materials and authentic language input, as well as increasing learner engagement.

Tran and Le (2023) conducted a study investigating the effectiveness of using Quizlet to enhance vocabulary acquisition among secondary school students. Their findings revealed that students who learnt vocabulary through digital platforms demonstrated better retention and were more motivated than those who relied on traditional methods. The study concluded that technology-based applications effectively support vocabulary learning by providing interactive and engaging learning experiences.

Similarly, Hasrullah et al. (2024) investigated whether Android-based learning resources could improve students' vocabulary skills. Their results revealed a notable improvement in students' vocabulary proficiency following the introduction of digital learning resources. The researchers emphasised that multimedia features, such as audio and visual elements, helped students to understand the meanings of words more easily and improved their pronunciation accuracy.

In addition, several studies have emphasised the importance of video-based learning for acquiring vocabulary. For example, Berk (2009) stated that videos combining visual and auditory elements can improve students' understanding and retention of new vocabulary. Similarly, Canning-Wilson (2000) argued that video materials provide meaningful contexts that help learners understand how vocabulary is used in real-life situations.

Despite the positive findings reported in previous studies, some researchers have also identified challenges faced by students in learning vocabulary through digital and video-based media. Nation (2001) noted that students often encounter difficulties such as unfamiliar vocabulary, confusion caused by words with multiple meanings, and limited background knowledge. These challenges suggest that teacher guidance and appropriate learning strategies are still necessary to support effective vocabulary learning.

Based on previous related studies, it can be concluded that digital learning platforms and video-based media positively impact students' vocabulary mastery. However, most existing studies have focused on well-known platforms such as YouTube and Quizlet, as well as other mobile applications. Research specifically examining the use of the EngVid application for vocabulary learning remains limited.

Furthermore, although digital vocabulary learning has been adopted in various educational settings, more research is required to understand how EngVid operates in different classroom environments and how students engage with it during the learning process. In particular, limited attention has been given to identifying the obstacles that students may face when using the EngVid application to learn vocabulary.

However, EngVid has never been introduced or used as a learning tool at SMK Negeri 2 Banda Aceh. While students at this school have access to English as a subject, they may not yet benefit from structured exposure to English through digital media such as EngVid. Recognizing this gap, the researcher intends to introduce EngVid for the first time and explore how this platform can improve students' vocabulary mastery.

Thus, this study seeks to investigate the effectiveness of EngVid as a digital vocabulary learning tool and identify any challenges students may face during its implementation.

B. Research Question

From the description above, it is necessary to formulate research questions as follows:

1. To what extent does the EngVid application improve students' vocabulary mastery?
2. What are the obstacles faced by students in improving their vocabulary using the EngVid application?

C. Research Aims

From the formulation of the problem above, the researcher has the following research objectives:

1. To find out the extent to which the EngVid application improves students' vocabulary mastery.
2. To find out the obstacles faced by students in improving their vocabulary through the use of the EngVid application.

D. Significance of the study

This research has some important significance, both for academic and practical development:

1. For students: this study introduces EngVid as a new and engaging learning platform that supports students in developing their vocabulary mastery. It provides them with flexible access to authentic English input, enabling them to learn independently and reinforce vocabulary outside the classroom environment.

2. For teachers: this study introduces EngVid as a potential instructional resource for the first time in this school context. It offers a reference for integrating digital tools to supplement classroom-based vocabulary instruction.

D. Terminology

The terminology used in this study was explicitly specified as follows:

1. Vocabulary Mastery

According to Cameron (2001), vocabulary mastery refers to the learner's knowledge of word meanings, pronunciation, usage, and the ability to use words correctly in context. In this study, vocabulary mastery involves students' ability to understand, recall, and apply new vocabulary items learned through the EngVid application.

2. Students' Vocabulary

Students' vocabulary refers to the collection of words and their meanings that students understand, recognize, and use effectively in both spoken and written form while learning English as a second or foreign language. Richards (2001) highlights vocabulary as a core component of language proficiency that influences comprehension and communication.

3. EngVid Application

EngVid application is a free online learning platform that provides video lessons taught by English teachers, focusing on different aspects of English learning, including grammar, vocabulary, pronunciation, and language use. This study refers specifically to its use as a tool to improve students' vocabulary acquisition. EngVid has been recognized for its accessible, learner-centered approach to language learning (Godwin-Jones, 2011).

4. Obstacle

Obstacles refer to difficulties or barriers that students encounter while learning. According to Oxford (1990), these may include cognitive, emotional, and technical challenges. In the context of this study, obstacles relate to any issues faced by students while using EngVid to learn vocabulary for the first time, such as internet access, difficulty understanding content, or low motivation.



CHAPTER II

LITERATURE REVIEW

A. Vocabulary Improvement in Language Learning

1. The Definition of Vocabulary

Vocabulary refers to the collection of words and phrases that individuals must know to communicate effectively in a language. According to Thornbury (2002), vocabulary includes not only the meaning of words but also their use in various contexts, which is crucial for comprehension and expression. A well-developed vocabulary enables learners to express their thoughts clearly, understand complex texts, and engage in meaningful conversations.

In the context of language learning, vocabulary is a crucial component that affects overall language skills. Nation (2001) states that vocabulary knowledge plays a fundamental role in reading comprehension, writing ability, and oral communication. Recent research emphasizes that vocabulary acquisition is not a passive process; rather, it involves active engagement with words through various strategies, such as contextual learning, repetition, and application in real situations.

Moreover, vocabulary is dynamic and develops over time as learners encounter new words and phrases in different contexts. Schmitt (2000) emphasizes that vocabulary learning is a gradual and cumulative process that requires repeated exposure and practice. Therefore, educators have a vital role in facilitating vocabulary growth by providing learners with various opportunities to explore, practice, and apply new vocabulary in meaningful ways.

Harmer (2001) emphasizes that knowing a word means knowing its form, grammatical function, meaning, and when it is appropriately used. He adds that vocabulary acquisition is central to language learning because learners often rely on vocabulary knowledge even when their grammar is limited.

Nation (2001) distinguishes between two types of vocabulary knowledge:

- Receptive vocabulary: the words learners can recognize and understand when listening or reading
- Productive vocabulary: the words learners can use correctly in writing or speaking

Mastering vocabulary means developing both receptive and productive abilities, enabling learners to comprehend texts and express themselves with precision.

2. Students' Vocabulary

In recent years, the importance of vocabulary development in students has gained significant attention in educational research. A strong vocabulary is critical to academic success, as it directly affects reading comprehension and overall communication skills. According to Nation (2001), vocabulary knowledge is closely related to learners' ability to comprehend texts and express ideas effectively. Furthermore, Zhang and Liu (2022) reported that there is a significant correlation between students' vocabulary knowledge and their academic performance, particularly in reading achievement. This finding emphasizes the need for educators to prioritize vocabulary instruction in the curriculum.

Effective vocabulary teaching involves a variety of strategies that actively engage students. Thornbury (2002) explains that contextualized learning, in which students encounter new words in meaningful situations, helps learners remember and use vocabulary more effectively. In addition, incorporating interactive games and activities can enrich vocabulary learning by promoting problem-solving and collaboration among peers. Understanding vocabulary in context is also very important for students, as research shows that when students learn words through context, they are more likely to remember and apply them effectively. In addition, Schmitt (2000) states that learning vocabulary through context not only supports memorization but also enhances learners' understanding of word usage and meaning. Interactive activities such as games and group discussions can further support vocabulary learning by encouraging student participation and collaboration.

Furthermore, the role of technology in vocabulary development cannot be overlooked. Alqahtani (2015) argues that digital tools and learning applications provide learners with interactive and flexible environments that support vocabulary acquisition. Similarly, Godwin-Jones (2011) emphasizes that technology-based platforms allow students to practice vocabulary at their own pace and promote learner autonomy. By integrating technology into vocabulary instruction, educators can create a more dynamic and effective learning environment that not only motivates students but also fosters a deeper understanding of language. As such, leveraging these technological advancements can significantly contribute to improving students' vocabulary acquisition and overall language proficiency.

3. Vocabulary Enhancement and Strategies for Improvement

Vocabulary enhancement is an important aspect of language learning that contributes significantly to students' communication and comprehension skills. In recent years, research has shown that good vocabulary acquisition is not only related to reading ability but also to overall academic success. A study conducted by Zhang and Liu (2022) found that students who actively engaged in vocabulary-building activities showed significant improvements in their reading comprehension and writing skills. This emphasizes the need for educators to prioritize vocabulary instruction in their curriculum.

Effective teaching strategies, such as context-based learning, where students learn new words in relevant situations, have proven to be very beneficial. Research shows that when students learn vocabulary in meaningful contexts, they are better able to remember and apply the words in everyday communication. In addition, the use of technology in vocabulary teaching, such as learning apps and interactive games, can increase student motivation and provide a more engaging learning experience (Kumar & Singh, 2023). By utilizing these digital tools, students can practice vocabulary in a fun and interactive way.

Collaboration between students is also an important strategy in vocabulary enhancement. Activities such as group discussions, word games and collaborative

projects not only encourage social interaction but also strengthen students' understanding of new vocabulary. Smith (2021) emphasizes that through collaboration, students can learn from each other and share knowledge, which in turn enriches their learning experience. By integrating these various strategies, educators can create a comprehensive approach to improving students' vocabulary, which will ultimately contribute to their overall academic success.

4. Vocabulary Mastery

Vocabulary mastery refers to a learner's ability to understand, recall, and appropriately use vocabulary in both spoken and written communication. According to Cameron (2001), vocabulary mastery is the depth and breadth of word knowledge, including knowing a word's form, meaning, use, and how it interacts with other words.

Schmitt (2000) explains that vocabulary learning is a complex and incremental process. Learners need to be exposed to a word multiple times in different contexts to achieve full mastery. One exposure is usually not enough. For this reason, effective vocabulary instruction involves both intentional learning (deliberate study) and incidental learning (learning as a by-product of engaging with language).

Nation (2001) adds that vocabulary mastery includes knowledge of several important aspects. First, spelling and pronunciation refer to learners' ability to recognize and produce words accurately in written and spoken forms. Mastery of spelling helps learners avoid errors in writing, while correct pronunciation supports clear oral communication and comprehension. R Y

Second, grammatical knowledge involves understanding how words function within sentences, such as verb forms, tenses, and whether nouns are countable or uncountable. This knowledge enables learners to use vocabulary correctly according to grammatical rules and to construct meaningful and accurate sentences.

Third, collocational knowledge refers to the ability to use words in natural and appropriate combinations. For example, learners should understand that the correct

expression is “*make a decision*” rather than “*do a decision.*” Mastery of collocations helps learners sound more natural and fluent in their language use.

Finally, frequency and register relate to how often a word is used and in what context it is appropriate. Some words are commonly used in everyday communication, while others are more suitable for formal, informal, academic, or slang contexts. Understanding frequency and register allows learners to choose vocabulary appropriately based on the situation and audience.

Therefore, teaching vocabulary effectively means guiding students not only to learn words but also how to use them meaningfully, accurately, and appropriately.

5. The Importance of Vocabulary in Language Learning

Vocabulary plays a very important role in language learning, as it is the foundation for effective communication and comprehension skills. In recent years, research has shown that good vocabulary acquisition not only contributes to reading ability but is also closely related to overall academic success. A study by Zhang and Liu (2022) found that students who have an extensive vocabulary tend to perform better in various subjects, including reading and writing. This suggests that a strong vocabulary can improve students' ability to understand and interpret information better.

In addition, a rich vocabulary also contributes to students' ability to communicate effectively. Research by Kumar and Singh (2023) emphasizes that students who have a good understanding of vocabulary can express their ideas and opinions more clearly and precisely. This is particularly important in the context of language learning, where effective communication is key to successful interaction. As such, vocabulary instruction should be a priority in the language curriculum, in order for students to develop the communication skills necessary for success in the academic and professional world.

Furthermore, effective vocabulary learning can increase students' motivation in language learning. According to Smith (2021), when students feel confident with their vocabulary, they are more likely to engage in discussions and other learning activities.

This creates a positive and supportive learning environment, where students feel comfortable practicing and using the target language. Therefore, it is important for educators to integrate innovative and engaging vocabulary teaching strategies so that students can experience the direct benefits of good vocabulary acquisition in their language learning.

The importance of vocabulary is also seen in the context of second language learning. Research by Johnson (2020) shows that students who have a strong vocabulary in their second language are better able to adapt and interact with native speakers. This not only improves their communication skills but also enriches their cultural experience. By understanding the vocabulary used in a particular cultural context, students can better appreciate the nuances of language and improve their cross-cultural skills.

Finally, effective vocabulary instruction can help students overcome the challenges they face in language learning. Brown (2023) notes that students who have a good understanding of vocabulary are better able to understand complex texts and complete demanding academic tasks. Thus, vocabulary development should be a major focus in language education to ensure that students are not only able to communicate but also succeed in broader academic and professional contexts.

B. Digital Learning Media in Vocabulary Development

The advancement of technology has transformed how vocabulary is taught and learned. Digital learning media provide dynamic, interactive, and flexible tools that help learners access language input beyond the classroom.

According to Mayer (2009), *Multimedia Learning Theory* argues that learners understand and retain information better when it is presented in both verbal and visual formats. In vocabulary learning, this means that words taught with images, videos, and audio are easier to remember than those learned in isolation.

Alqahtani (2015) explains that digital media promote vocabulary retention by offering:

- Immediate repetition and review
- Interactive tasks such as quizzes or matching
- Audio-visual context that supports understanding

Digital learning also promotes learner autonomy. Benson (2011) defines autonomy as the ability to take charge of one's own learning. When students can access materials at their own pace, such as with mobile apps or video lessons, they are more likely to stay engaged and motivated.

Some examples of popular digital media for vocabulary learning include YouTube, Quizlet, Duolingo, and EngVid. These platforms allow learners to repeatedly hear, see, and practice vocabulary items, which supports long-term retention.

Digital learning refers to learning activities supported by digital technologies and delivered via electronic platforms such as websites, mobile apps, and online learning systems. According to Ally (2008), digital learning emphasises accessibility, flexibility, and learner autonomy, enabling students to access learning materials at any time and from any location using digital devices. It also supports self-paced learning and independent exploration of content.

By contrast, multimedia learning focuses on using multiple forms of media, such as text, images, audio, and video, to improve the understanding and retention of information. Mayer (2009) explains that it is based on the cognitive theory of multimedia learning, which states that learners understand information better when it is presented through a combination of verbal and visual elements. Therefore, multimedia learning emphasises how content is presented rather than how learning is delivered or accessed.

Although digital and multimedia learning are closely related, they are not the same. Digital learning refers to the learning environment and delivery system, whereas multimedia learning refers to the design and presentation of instructional materials. While a digital learning platform may use multimedia elements, its main characteristic is the use of digital technology to facilitate learning.

EngVid is a digital learning platform because it provides online access to English learning materials via a web-based system that enables learners to study independently and flexibly. It enables students to access video lessons anytime, anywhere, using digital devices, aligning with the key characteristics of digital learning (Ally, 2008). At the same time, EngVid incorporates multimedia elements such as video, audio and text. However, its primary function is to support autonomous, self-paced vocabulary learning through a digital learning platform.

C. The EngVid Application

1. Definition of EngVid Application

EngVid is an English learning app designed to help users improve their language skills through interactive and informative learning videos. The app offers a variety of materials covering grammar, vocabulary, pronunciation, and speaking skills, delivered by experienced teachers. According to research by Johnson (2021), the use of videos in language learning can improve comprehension and retention of information, as students can see and hear language use in a real context. EngVid capitalizes on this approach by providing engaging and accessible videos, allowing users to learn anytime and anywhere.

One of the key features of EngVid is the diversity of topics offered, covering a wide range of ability levels, from beginner to advanced. Research by Smith and Brown (2022) shows that variety in learning materials can increase students' motivation and help them find the areas that best suit their needs. By providing diverse content, EngVid allows users to customize their learning experience and focus on the aspects of the language they want to improve.

EngVid also comes with quizzes and exercises designed to test users' understanding after watching the videos. This is in line with findings by Kumar and Singh (2023), which show that self-testing can reinforce learning and help students identify areas for improvement. By providing immediate feedback through quizzes, EngVid helps users to evaluate their progress and set clearer learning goals.

In addition, EngVid has an active user community, where students can interact, ask questions, and share their learning experiences. According to research by Lee (2020), social interaction in language learning can increase student motivation and engagement. By creating a space for users to collaborate and discuss materials, EngVid serves not only as a learning tool but also as a social platform that supports language growth.

Overall, EngVid is a comprehensive and effective app for English language learning, combining learning videos, interactive exercises, and a user community. With an approach that focuses on individual needs and the use of technology, EngVid provides an engaging and rewarding learning experience for users around the world. Therefore, it has become one of the most popular choices for those who want to improve their English skills independently.

2. The Effectiveness of EngVid in Vocabulary Improvement

EngVid has proven to be an effective tool for vocabulary enhancement among English language learners. Recent research shows that the interactive video lessons offered by this platform, which focus on contextual use and practical application, significantly improve vocabulary retention. According to Smith and Johnson (2021), students who used EngVid to learn new vocabulary showed significant improvement in their ability to recall and use the words in the right context. This suggests that context-based learning can help students understand and remember vocabulary better.

In addition, EngVid provides quizzes and exercises after each lesson, which allows students to reinforce their understanding of new vocabulary. Kumar and Lee (2022) noted that self-testing after learning can improve long-term retention and help students identify areas for improvement. By providing immediate feedback through quizzes, EngVid helps users evaluate their progress and set clearer learning goals, thus increasing the effectiveness of vocabulary learning.

Furthermore, the diversity of topics covered in the EngVid curriculum caters to a wide range of interests and proficiency levels, making vocabulary acquisition more interesting and relevant to users. Brown (2023) emphasizes that variety in learning materials can increase students' motivation and help them find the areas that

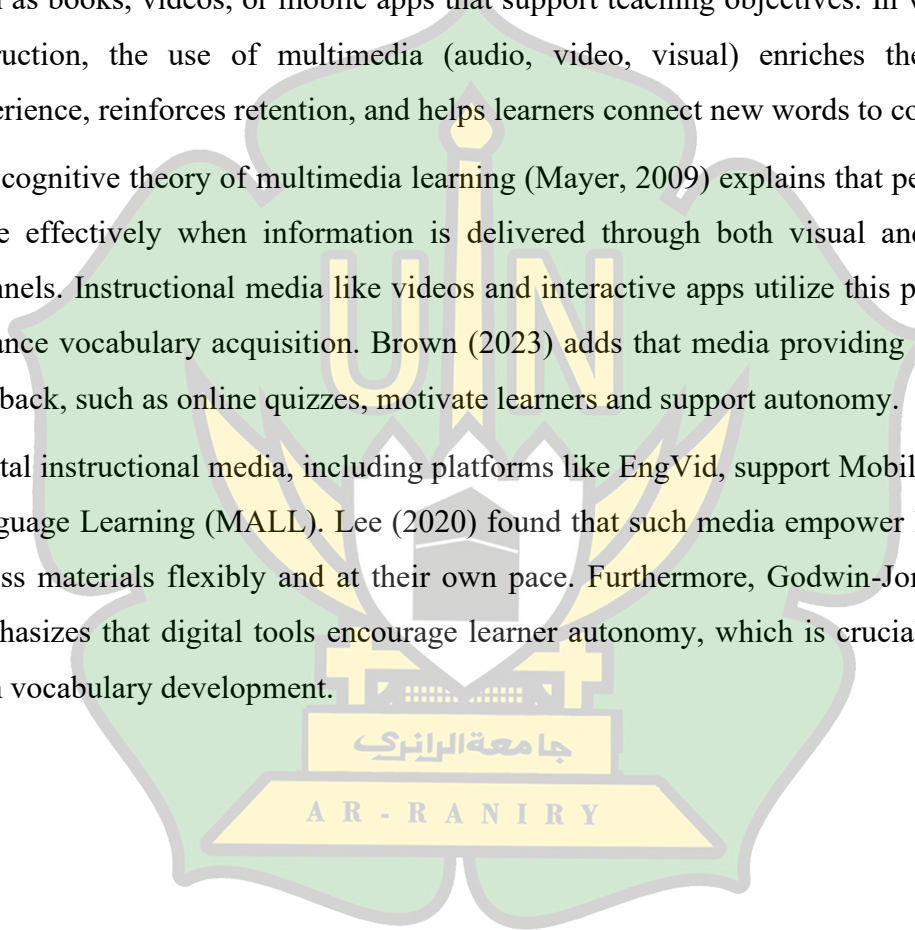
best suit their needs. With this multifaceted approach, EngVid effectively supports vocabulary development in a dynamic and interactive learning environment, thus providing a rewarding learning experience for users worldwide.

D. Instructional Media in Vocabulary Learning

Instructional media refers to all tools used to convey information and facilitate learning. Heinich et al. (2002) define instructional media as physical or digital tools such as books, videos, or mobile apps that support teaching objectives. In vocabulary instruction, the use of multimedia (audio, video, visual) enriches the learning experience, reinforces retention, and helps learners connect new words to context.

The cognitive theory of multimedia learning (Mayer, 2009) explains that people learn more effectively when information is delivered through both visual and auditory channels. Instructional media like videos and interactive apps utilize this principle to enhance vocabulary acquisition. Brown (2023) adds that media providing immediate feedback, such as online quizzes, motivate learners and support autonomy.

Digital instructional media, including platforms like EngVid, support Mobile-Assisted Language Learning (MALL). Lee (2020) found that such media empower learners to access materials flexibly and at their own pace. Furthermore, Godwin-Jones (2011) emphasizes that digital tools encourage learner autonomy, which is crucial for long-term vocabulary development.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology consisting of design, population, and sample, instruments, data collection procedures, and data analysis.

A. Research Design

This research employed a pre-experimental design with a one-group pretest-posttest model. This design was chosen because it allows the researcher to measure the effect of a treatment on a single group without using a control group. This study aims to find out whether the use of the EngVid application can improve students' vocabulary mastery.

In this design, the students were given a pre-test to determine their initial vocabulary knowledge. After that, they were taught vocabulary through the EngVid application during a series of teaching sessions. At the end of the treatment, a post-test was administered to measure the improvement in their vocabulary mastery. The comparison between pre-test and post-test results served to identify the effectiveness of the EngVid application in enhancing students' vocabulary.

The research design can be illustrated as follows:

Pre-test → Treatment → Post-test

This method is suitable for small-scale classroom-based research and allows the researcher to explore the potential of instructional media in real teaching settings.

B. Description of Research Location

This research was conducted at SMK Negeri 2 Banda Aceh, which is one of the vocational high schools located at *Jalan Sultan Malikul Saleh, Lhong Raya, Kecamatan Banda Raya, Kota Banda Aceh, Aceh, Indonesia*. The school offers various vocational programs and includes English as a compulsory subject in its curriculum. The English subject aims to help students communicate effectively in various professional and academic contexts, including vocabulary acquisition.

The selection of SMK Negeri 2 Banda Aceh as the research location was based on several considerations. First, the school had never previously implemented the use of the EngVid application in English language teaching, making it a suitable place to introduce and test the effectiveness of the application. Second, the accessibility of the school that had a smartboard in the classroom and the support from the English teacher were also important factors in determining the research site.

This research was conducted in the academic year 2025/2026, specifically in the odd semester. The treatment and data collection were carried out in the form of classroom activities, using the available technological facilities to access and utilize the EngVid application.

C. Research Participants

1. Population

The population of this study consists of all students of Grade XI. At SMK Negeri 2 Banda Aceh, this amounted to around 223 people in the 2025/2026 academic year. The students in this grade are required to take English as part of their general curriculum. Grade XI was selected because at this stage, students are expected to have a basic foundation in English vocabulary, which allows for further enhancement through the use of digital media such as the EngVid application.

2. Sample

A sample is defined as a part of the population that has been specifically selected for research purposes. This sample is smaller and more manageable than the wider population. Researchers use this sample to make inferences and draw conclusions about the wider population. The sample was selected according to criteria set by the researcher. In this case, the sample consisted of 31 male students majoring in Electrical Power Installation Engineering.

This class was chosen because:

- The students had not previously been introduced to the EngVid application.
- The English teacher agreed to collaborate in implementing the application during the lessons.
- The class schedule allowed for consistent observation and data collection throughout the study.

D. Techniques of Data Collection

According to Arikunto (2000), instruments in data collection are tools used to assist researchers in collecting data to make it easier and systematic. The techniques of collecting data consist of pre-test, treatment, post-test, questionnaire, and documentation.

1. Pre-Test

In the first meeting, the researcher entered the classroom, greeted the students, and checked the attendance list. The researcher then explained the purpose of her presence in the class and informed the students about the research activities that would be conducted. Before the treatment was given, the students were administered a pre-test to assess their initial vocabulary mastery. The pre-test consisted of 25 questions related to the vocabulary topics that would later be taught using the EngVid application. The students were given 35 minutes to complete the test. The purpose of the pre-test was to determine the students' basic vocabulary before the treatment.

2. Treatment

After the pre-test, the students were given the treatment in the form of vocabulary learning using the EngVid application. The treatment was conducted in two meetings during regular English class sessions, namely in the second and third meetings. Each meeting focused on specific vocabulary topics presented through selected EngVid videos. In the second meeting, the video titled *“Improve Your Vocabulary: Stop Saying VERY!”* with James was shown to the students. And in the third meeting, the video titled *“Improve Your Vocabulary: One Idea, Opposite Words”* with Rebecca was shown to the students.

During the treatment, the students:

- Watched selected videos from the EngVid application that focused on vocabulary instruction, which were played twice on the Smartboard at the front of the classroom.
- Participated in class discussions about the content and meaning of the vocabulary presented.
- Completed exercises or tasks based on the vocabulary taught in the videos.

The researcher acted as a facilitator who guided and directed the students to stay focused and to understand the material presented through the application.

3. Post-Test

After the treatment was completed, the students were given a post-test in the last meeting. The format and content of the post-test were similar to the pre-test. The purpose of the post-test was to measure the improvement in the students' vocabulary mastery after using the EngVid application. By comparing the results of the pre-test and post-test, the researcher could determine the effectiveness of the treatment.

4. Questionnaire

To answer the second research question regarding the obstacles students faced while using the EngVid application, a questionnaire was distributed after the post-test in the last meeting. The questionnaire consisted of 7 closed-ended statements using a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree.

These statements were specifically designed to explore the obstacles students faced while using the EngVid application to improve their vocabulary. Therefore, the data collected from the questionnaire supported the researcher in gaining a deeper understanding of the challenges that hindered students' vocabulary learning through the application.

E. Data Analysis

To analyze the results of this study, the researcher used several steps based on the type of data collected.

1. Test

The scores from the pre-test and post-test were calculated to determine the students' level of vocabulary mastery before and after the use of the EngVid application. The researcher compared the average scores to identify any improvement that occurred during the treatment.

a. The scale for classifying the students' scores

1.	90 – 100	Excellent
2.	80 – 89	Good
3.	70 – 79	Fair
4.	60 – 69	Poor
5.	< 60	Very poor

Source: the classification of the students' achievement score (KKM) at SMK 2 Banda Aceh

The difference between pre-test and post-test scores was used to find out the level of vocabulary improvement after the application was introduced.

b. Formula for Converting to Percentage (Scale 100)

The researcher analyzed students' responses from the pre-test and post-test. According to Sudjono (2008), the results are analyzed by applying the following formula:

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

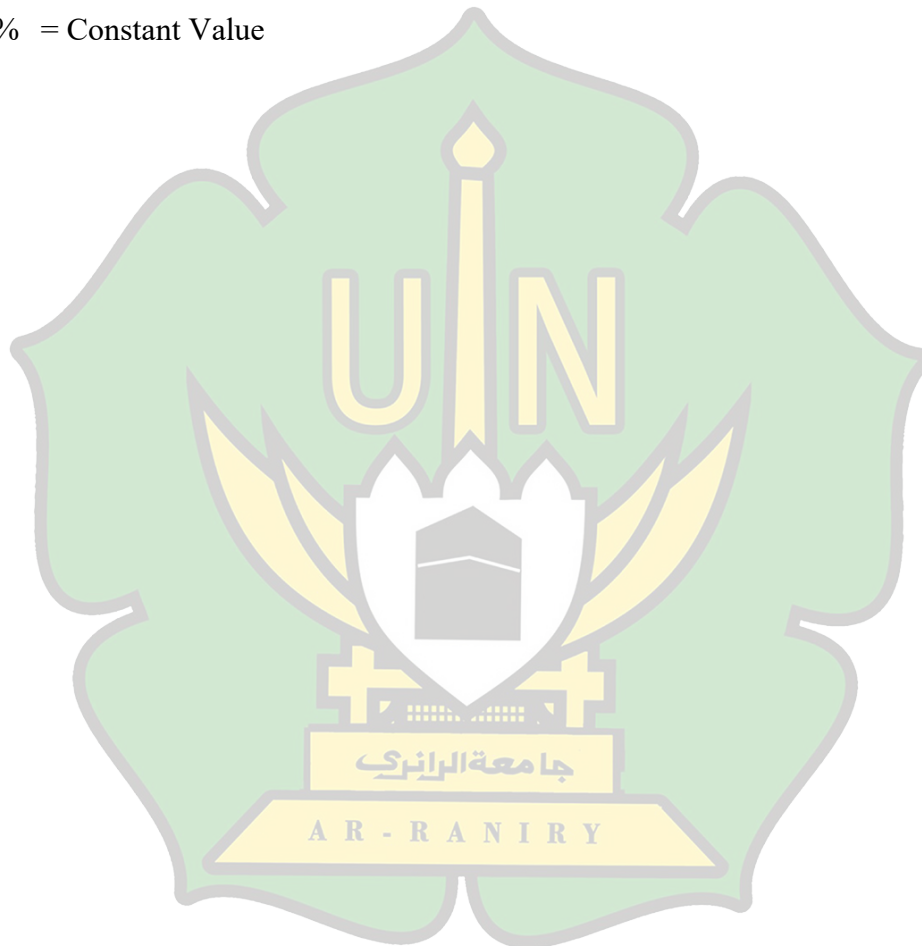
Remarks:

P = Percentage

F = Number of students who chose every choice of answer for each statement

N = Total number of students

100% = Constant Value



CHAPTER IV

DATA ANALYSIS

A. The Result of Analysis

As mentioned in Chapter Three, the data for this study were obtained from two types of tests: the pre-test and the post-test. The pre-test was administered at the first meeting and the post-test at the final meeting. The results of both tests are presented in the following description:

1. The Result of Pre-Test

- a. The students' scores and classification in the pre-test

After giving the pre-test, the results obtained by students can be seen below:

Table 4.1: Students' Scores Pre-Test

NO	Students' Initial	Pre-Test Score	Classification
1.	AMK	88	Good
2.	FR	88	Good
3.	MR	88	Good
4.	M	88	Good
5.	AAS	84	Good
6.	FRR	84	Good
7.	MFS	84	Good
8.	AN	80	Good
9.	FIM	80	Good
10.	MFS	80	Good
11.	BA	76	Fair
12.	FY	76	Fair
13.	MRA	76	Fair
14.	ADU	72	Fair

15.	D	72	Fair
16.	MN	72	Fair
17.	RA	72	Fair
18.	TMK	72	Fair
19.	AK	64	Poor
20.	AS	64	Poor
21.	A	64	Poor
22.	SSH	64	Poor
23.	MA	68	Poor
24.	MA	68	Poor
25.	MF	68	Poor
26.	MNZ	68	Poor
27.	ZG	68	Poor
28.	KA	56	Very Poor
29.	MFF	56	Very Poor
30.	ARA	52	Very Poor
31.	MF	48	Very Poor
	Total	2.240	Fair
	Mean	72.25	

Source: Pre-test result.

Based on the pre-test results shown in the table, the total score of 31 students was 2.240, the mean score was 72.25, which falls into the fair category. In the pre-test column, the distribution of categories shows that 10 students were classified as good, 8 students as fair, 9 students as poor, and 4 students as very poor. None of the students reached the excellent category.

As mentioned earlier, after organizing and analyzing the students' scores, the results are presented in the form. The table below shows the percentage distribution of the students' pre-test scores.

Table 4.2: The result percentage of the pre-test students' vocabulary scores.

Classification	Score	Frequency	Percentage
Excellent	90 – 100	0	0%
Good	80 – 89	10	32%
Fair	70 – 79	8	26%
Poor	60 – 69	9	29%
Very poor	< 60	4	13%
Total		31	100%

Based on the data presented in Table 4.2, it can be understood that the distribution score can be grouped: 10 students (32%) who were in the good category, 8 students (26%) who were in the fair category, 9 students (29%) were in the poor category, 4 students (13%) were in the very poor category, but none of them who achieved the excellent category.

2. The Result of Post-test

After testing the post-test, the results obtained by students can be seen below:

Table 4.3: Students' Scores Post-test

No	Students' Initial	Post-Test Score	Classification
1.	AAS	100	Excellent
2.	AN	100	Excellent
3.	FR	100	Excellent
4.	MFF	100	Excellent
5.	MRA	100	Excellent
6.	MR	100	Excellent
7.	M	100	Excellent
8.	ARA	92	Excellent
9.	FIM	92	Excellent
10.	MA	92	Excellent
11.	TMK	92	Excellent
12.	BA	96	Excellent
13.	ADU	88	Good
14.	AKA	88	Good
15.	RA	88	Good

16.	MFS	84	Good
17.	MA	84	Good
18.	ZG	84	Good
19.	FY	80	Good
20.	FRR	80	Good
21.	MN	80	Good
22.	AS	76	Fair
23.	AMK	76	Fair
24.	D	76	Fair
25.	KA	76	Fair
26.	MFS	76	Fair
27.	MF	72	Poor
28.	MNZ	68	Poor
29.	SSH	68	Poor
30.	A	64	Poor
31.	MF	64	Poor
	Total	2.636	Good
	Mean	85.03	

Source: Post-test result.

Based on the Post-test results shown in Table 4.3, the total score of the 31 students who participated was 2.636. The mean score was 85.03, which falls into the good category. Regarding the post-test results, the distribution of categories shows that 12 students were classified as excellent, 9 students as good, 5 students as fair, and 5 students as poor.

The following table shows the percentage distribution of the post-test scores:

Table 4.4: The percentage of the students' vocabulary test scores in the post-test.

Classification	Score	Frequency	Percentage
Excellent	90 – 100	12	39%
Good	80 – 89	9	29%
Fair	70 – 79	5	16%
Poor	60 – 69	5	16%
Very poor	< 60	0	0%
Total		31	100%

According to the information presented in Table 4.4, the post-test results indicated that all 31 students (100%) participated, were classified into four categories namely, 12 students (39%) falling into the excellent category, 9 students (29%) in the good category, 5 students (16%) in the fair category, and 5 students (16%) in the poor category. However, None of the students got the very poor category.

Based on the result of the pre-test and post-test, it can be understood that the first research question stated previously in chapter one, the extent to which the EngVid application improves students' vocabulary mastery can be shown by comparing the pre-test result and post-test result, as shown in the table below:

Table 4.5: Students' Scores Pre-test and post-test.

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	percentage
Excellent	90 – 100	0	0%	12	39%
Good	80 – 89	10	32%	9	29%
Fair	70 – 79	8	26%	5	16%
Poor	60 – 69	9	29%	5	16%
Very poor	< 60	4	13%	0	0%
Total		31	100%	31	100%
		Mean 72.25		Mean 85.03	

Source: pre-test and post-test results.

Based on the test results, the post-test result of mean score after the treatment by using the Engvid application was 85.03; however, the pre-test had a mean score of 72.25. This difference indicates an improvement in the post-test, with a score gap of 12.78 points. This indicates that using the Engvid application significantly improved students' vocabulary mastery.

3. The Result of the Questionnaire

To answer the second research question about the obstacles faced by students, the researcher used a questionnaire to collect the data. The questionnaire is in closed-ended statements with four alternatives of a Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). After the post-test was given, the questionnaire was distributed to the students. The collected data was then analyzed by calculating the percentage of each answer chosen by the students. From this analysis, the researcher identified the obstacles mostly faced by the students. The following is the students' responses as shown in Table 4.5.

Table 4.6: The percentage of the students' answers in the questionnaire.

	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The speed of the teachers' speech in EngVid made it hard for me to follow the lesson.	13%	84%	3%	0%
2.	I have difficulty because the teachers in EngVid are native speakers.	81%	19%	0	0
3.	I had difficulties concentrating because some of the videos were too long.	7%	61%	19%	13%
4.	I sometimes found the new vocabulary too difficult to understand.	10%	19%	39%	32%
5.	I sometimes needed extra help from the teacher to fully understand the vocabulary taught in EngVid.	13%	77%	7%	3%
6.	Sometimes I did not understand the English used by the teachers in the video.	64%	23%	7%	7%
7.	I found some vocabulary confusing because it had more than one meaning.	55%	10%	32%	3%

Source: questionnaire result.

Based on the results of the questionnaire, it can be understood that the most dominant obstacles faced by the students are “I have difficulty because the teachers in EngVid are native speakers.” Based on the responses, 25 students (81%) mentioned “*strongly agreed*”, and the remaining 6 students (19%) stated “*agreed*”. None of them said “*disagreed*” or “*strongly disagreed*”. These results indicate that the teachers at Engvid being native speakers who only use English was a significant obstacle in learning vocabulary, with the majority expressing a high level of agreement.

This result is consistent with the researcher’s observation during the implementation of the EngVid application. Many students faced difficulty understanding the vocabulary presented because the teachers in EngVid are native speakers who speak English at a natural speed and use unfamiliar expressions. As a result, several students often asked the researcher to explain the meaning of certain words and phrases used in the videos. In some cases, the students needed additional clarification in Indonesian to fully understand the vocabulary being taught. This indicates that although EngVid provides authentic English input, teacher guidance is still necessary to help students overcome comprehension difficulties and improve their vocabulary mastery.

To overcome this obstacle, the researcher provided additional explanations and vocabulary support during the teaching process. This assistance helped students better understand the vocabulary presented and gradually expand their vocabulary mastery. Furthermore, through the use of the questionnaire, the researcher was able to obtain a clear picture of the difficulties faced by students in learning vocabulary through the EngVid application, particularly related to comprehension of native-speaker explanations and the need for teacher guidance in the learning process.

B. Discussion

The test results in the pre-test showed a different level of vocabulary mastery compared to the post-test. Most students in the pre-test achieved scores below the “good” category. This indicates that, before the treatment by using the EngVid application, the students still experienced difficulties in mastering vocabulary,

particularly in understanding word meanings, using appropriate vocabulary in context, and recalling newly learned words.

During the treatment, the researcher conducted two learning sessions by displaying EngVid videos in front of the class through a smartboard, followed by a pre-test and post-test session. The activities were designed to help students improve their vocabulary mastery through video-based learning. Students were first introduced to vocabulary materials presented by native-speaker instructors on EngVid. Then, they were guided step by step to learn new words, including their meanings, pronunciation, and usage in context. Each vocabulary item was practiced gradually through examples and exercises before being applied in sentences or short texts. This process helped students develop their vocabulary knowledge systematically.

The effectiveness of this approach can be seen in how vocabulary learning was presented in a clear and structured manner through EngVid videos. Students did not feel overwhelmed by learning a large number of new words at once. Instead, they focused on understanding vocabulary gradually, including word meanings, pronunciation, and usage in context. As stated by Harmer (2004), effective language teaching involves presenting language items in manageable steps.

The test results showed a significant improvement in students' vocabulary mastery after the implementation of the EngVid application. In the post-test, 12 students (39%) reached the "excellent" category, whereas in the pre-test, none of the students (0%) achieved this level. These findings indicate that learning vocabulary through EngVid helped students better understand word meanings, improve pronunciation, and use vocabulary more accurately in context.

However, during the learning process, some students faced challenges, particularly in understanding the vocabulary explained by native-speaker instructors in the EngVid videos. Some students found it difficult to fully comprehend the meanings and pronunciation of certain words due to the use of natural native-speaker speech. To address this issue, the researcher provided additional explanations by clarifying unfamiliar vocabulary, translating difficult words, and giving simple examples related to students' daily contexts. With this additional guidance, students

became more confident and were better able to understand and apply the new vocabulary in learning activities.

In conclusion, this research shows that the use of the EngVid application can improve students' vocabulary mastery. This improvement is reflected in higher post-test scores, significant differences between the pre-test and post-test scores, and students' increased ability to understand and use new vocabulary appropriately. However, some challenges remained, particularly students' difficulty in understanding vocabulary explained by native-speaker instructors. To overcome this issue, additional explanations and guidance from the researcher were provided, which helped students better comprehend unfamiliar words and apply them in learning activities.

This finding is consistent with Nation (2001), who states that learners develop vocabulary mastery when they are repeatedly exposed to words in meaningful contexts. EngVid provides this exposure through video-based lessons, enabling students to encounter new vocabulary in authentic contexts. Similarly, Schmitt (2000) explains that vocabulary learning is most effective when learners actively engage with words through repeated practice and contextual use, rather than rote memorisation. EngVid encourages this active engagement by combining explanations, examples, and repetition.

Furthermore, Thornbury (2002) emphasises that effective vocabulary learning involves understanding not only the meaning of words, but also their pronunciation and usage. This is supported by the findings of this study, as EngVid presents vocabulary alongside clear pronunciation, delivered by native speakers. This helps students to improve their knowledge of both receptive and productive vocabulary. The students in this study showed improvement in pronunciation accuracy, which aligns with Thornbury's theory.

Furthermore, Mayer (2009) argues that multimedia learning improves comprehension because it enables learners to process information through visual and auditory channels. EngVid uses video, audio, and text simultaneously to help students understand and remember vocabulary more effectively. This multimedia approach

supports cognitive processing and can reduce learning difficulties, particularly for those who struggle with traditional text-based instruction.

Moreover, Alqahtani (2015) highlights that digital learning tools can increase students' motivation and autonomy when learning vocabulary. The findings of this study corroborate this perspective, as students demonstrated greater interest and engagement in the learning process when using EngVid. Being able to access lessons anytime and anywhere allowed students to learn at their own pace, positively influencing their vocabulary development.

However, despite the overall improvement, some students encountered difficulties during the learning process. Several students reported difficulty understanding the pronunciation speed and intonation of native speakers in the EngVid videos. This finding aligns with Brown (2001), who explains that EFL learners often struggle to understand authentic spoken English due to limited vocabulary and unfamiliar pronunciation patterns. Similarly, Harmer (2001) states that learners require gradual exposure and sufficient support when encountering authentic spoken English.

Furthermore, Canning-Wilson (2000) suggests that, although video-based learning provides a wealth of language input, it can be overwhelming for learners if they do not receive adequate guidance. This may explain why some students required additional explanations and repetition to fully understand the vocabulary presented in EngVid lessons. Therefore, teacher guidance remains essential in helping students maximise the benefits of digital learning platforms.

In conclusion, the discussion of this study confirms that the findings are strongly supported by existing theories and previous studies. The improvement in students' vocabulary mastery through the use of the EngVid application is consistent with the perspectives of Nation (2001), Schmitt (2000), Thornbury (2002), Mayer (2009), and Alqahtani (2015), who emphasize the importance of meaningful exposure, active engagement, multimedia learning, and digital learning environments in vocabulary acquisition. Although several challenges were identified during the implementation of EngVid, these challenges do not reduce its effectiveness as a

digital learning tool. Instead, they underline the need for appropriate teacher guidance and instructional adaptation to maximize the benefits of EngVid in supporting students' vocabulary development.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previously discussed, some conclusions can be drawn:

1. The use of the EngVid application in teaching vocabulary in English is effective in improving students' vocabulary mastery. This effectiveness is supported by the improvement of the students' mean score from pre-test to post-test (72.25 to 85.03). The difference between these scores shows a significant improvement, with a score gap of 12.78 points in students' vocabulary mastery.
2. Even though the students' vocabulary is improving, the students still face some difficulties or obstacles, especially in adapting to the speed of native speakers' pronunciation and intonation.

B. Suggestions

Based on the conclusion above, it is suggested that:

1. For teachers

First, the English teachers are encouraged to apply and integrate digital learning media in teaching English vocabulary, such as the EngVid application. because using it can effectively improve students' vocabulary mastery. Besides that, the English teachers provide additional explanation,

clarification, and give vocabulary examples to help students understand unfamiliar vocabulary, pronunciation, and expressions used in the videos.

Second, the teachers actively facilitate classroom discussions after applying the EngVid videos. This can make students master the vocabulary better concerning the word meanings, pronunciation, and usage in context. Furthermore, the teachers create a supportive learning environment where students feel free to ask questions for clarification when they face difficulties.

Finally, the teachers give guidance and motivate the students to practice and to apply Engvid for the teaching learning process in English, especially vocabulary.

2. For students

First, the students actively participate in vocabulary learning activities using the EngVid application. Second, students should pay close attention to the vocabulary presented in the videos and practice using new words through exercises, discussions, and daily communication. Finally, the students feel free to ask questions when they face difficulties, especially while learning vocabulary from native-speaker explanations. The students' regular practice, both inside and outside the classroom, is to strengthen vocabulary mastery. By using EngVid consistently and actively, students can develop better vocabulary skills and improve their English proficiency.

3. Future researchers

Other researchers related to the application of digital media, conducted by researchers who are interested in vocabulary learning, especially the use of the EngVid application. In addition, future researchers will investigate the use of EngVid in different language skills, such as speaking, listening, reading, and writing, or to apply it in different educational contexts and student levels.

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LIST OF APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 808 TAHUN 2025

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

DEKAN FAKULTAS TARBİYAH 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 Keuangan 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 :
Dr. Lukmanul Hakim, MA
Untuk membimbing Skripsi
Nama : Amira Tuddianah
NIM : 210203017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Vocabulary Mastery through EngVid Application
- 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 2024 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 diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

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


Safrul Muluk

Tembusan

1. Sekjen 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.



Appendix B: Recommendation Letter from the *Fakultas Tarbiyah dan Keguruan* to conduct field research



**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-7917/Un.08/FTK.1/TL.00/09/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh ; Kepala SMK Negeri 2 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 210203017

Nama : AMIRA TUDDIANAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln. Montasik Lubu chot Bak dilib

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGVID APPLICATION***

Banda Aceh, 23 September 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 31 Oktober 2025

جامعة الرانيري

A R - R A N I R Y

Appendix C: Recommendation Letter from Dinas Pendidikan for having Conducted Research



PEMERINTAH ACEH DINASPENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh, Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faksimil (0651) 32386
Laman disdik.acehprov.go.id, Pos-el disdik@acehprov.go.id

Banda Aceh, 15 Oktober 2025

Nomor : 400.14.5.4/14576
Sifat : Biasa
Lampiran : Satu Eksemplar
Hal : Izin Penelitian Ilmiah Mahasiswa

Yang Terhormat,
Kepala SMK Negeri 2 Banda Aceh
di -
Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: B-7917/Un.08/FTK.1/TL.00/09/2025 Tanggal 23 September 2025 Perihal Penelitian Ilmiah Mahasiswa, dengan ini kami memberikan izin kepada:

Nama : Amira Tuddianah
NIM : 210203017
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Judul Penelitian : *Improving Students' Vocabulary Mastery Through Engvid Aprication*

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau adat istiadat yang berlaku;
3. Melaporkan dan menyerahkan hasil penelitian kepada pejabat yang menerbitkan surat izin penelitian;
4. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara instansi yang bersangkutan dengan Kepala Sekolah setempat;
5. Sejalan dengan komitmen Dinas Pendidikan Aceh untuk mewujudkan Zona Integritas Menuju Wilayah Bebas Korupsi (WBK) dan Wilayah Birokrasi Bersih dan Melayani (WBBM), kami mohon dukungan untuk tidak meminta/memberi sesuatu diluar aturan perundang-undangan yang berlaku.

Atas perhatian dan kerjasama Saudara, kami ucapkan terima kasih

Pt. KEPALA DINAS PENDIDIKAN ACEH,



MURTHALAMUDDIN, S.Pd., MSP
PEMBINA TK. I
NIP. 197011301993071001

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).



Dinas Pendidikan Aceh



@dinaspendidikanaceh



Appendix D: Confirmation Letter from SMK Negeri 2 Banda Aceh of Conducting Research




**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 2 BANDA ACEH**

Jalan Sultan Malikul Saleh Lhong Raya Kec. Banda Raya Banda Aceh Kode Pos : 23238
Telp (0651) 7559561 Fax. (0651) 7559562
E-mail: smkn2bandaaceh56@gmail.com Website: www.smkn2bandaaceh.sch.id

Nomor	: 400.3.8.19/890	Banda Aceh, 21 November 2025
Lamp.	: -	Kepada
Perihal	: Telah melaksanakan Penelitian	Yth. Dekan Bidang Akademik dan Kelembagaan
		Di Tempat

Sehubungan dengan surat dari **Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah Keguruan UIN Ar-Raniry Banda Aceh**, nomor : B-7917/Un.08/FTK.1/TL.00/09/2025, tanggal : 23 September 2025, Perihal : Penelitian Ilmiah Mahasiswa, maka dengan ini kami menerangkan bahwa mahasiswa dengan identitas yang tercantum di bawah ini :

Nama	: Amira Tuddianah	
NIM	: 210203017	
Program Study	: S1 - Pendidikan Bahasa Inggris	

Telah selesai melaksanakan Penelitian dengan judul ***"Improving Students' Vocabulary Mastery Through Engvid Application"*** pada Tanggal 29 Oktober s/d 1 November 2025.

Demikianlah surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya dan atas kerjasama yang baik kami ucapkan terima kasih.

Kepala SMK Negeri 2 Banda Aceh,



Baihaqi, S. Pd, M. Pd
NIP. 19680610 200008 1 002

Appendix E: Lesson Plan

INFORMASI UMUM	
I. Identitas Modul	
Nama Penyusun : Amira Tuddianah Satuan Pendidikan : SMK Negeri 2 Banda Aceh Mata Pelajaran : Bahasa Inggris Kelas/Fase/Semester : XI/F/Genap Alokasi Waktu : 2 pertemuan/ 2 JP Capaian Pembelajaran : Menyimak dan memirsa - Peserta didik mampu memahami dan merespons informasi lisan yang berkaitan dengan topik umum dan kejuruan sederhana. Serta peserta didik dapat mengidentifikasi ide utama, detail penting, serta kosakata baru yang terdapat dalam teks lisan secara tepat sesuai dengan konteks pembelajaran.	
II. Kompetensi Awal	
Peserta didik memiliki pengetahuan awal tentang vocabulary yang di gunakan dalam sehari-hari.	
III. Profil Pelajar Pancasila	
Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, berkebhinnekaan global, bergotong royong, mandiri, bernalar kritis, dan kreatif.	
IV. Sarana dan prasarana	
<ul style="list-style-type: none"> • Alat: smartboard, dan laptop. • Bahan: LKPD. 	
V. Model Pembelajaran/Pendekatan Pembelajaran/Media Pembelajaran	
<ul style="list-style-type: none"> • Model Pembelajaran: Discovery Learning • Pendekatan Pembelajaran: Scientific Approach • Media Pembelajaran: Video: “Improve Your Vocabulary: Stop Saying VERY!” oleh James https://youtu.be/PCoyTwltu5g and “Improve Your Vocabulary: One Idea, Opposite Words” with Rebecca https://youtu.be/RgDVHO9c4hM?si=osPhgnRVL-bJYm7- dari EngVid. 	
VI. Target Peserta didik	
Peserta Didik Regular/Umum Jumlah Peserta Didik : 31 Siswa Minimal : 15 Siswa	
KOMPONEN INTI	
I. Tujuan Pembelajaran	
Peserta didik mampu memahami dan merespons informasi lisan yang berkaitan dengan topik umum dan kejuruan sederhana. Serta peserta didik dapat mengidentifikasi ide utama, detail penting, serta kosakata baru yang terdapat dalam teks lisan secara tepat sesuai dengan konteks pembelajaran.	
II. Pemahaman Bermakna	
Peserta didik memahami bahwa penguasaan kosakata bahasa Inggris dapat ditingkatkan melalui pemanfaatan media video pembelajaran seperti EngVid, karena video menyajikan kosakata dalam konteks nyata, pelafalan yang tepat, serta contoh penggunaan kata dalam kalimat. Melalui pembelajaran berbasis video, peserta didik tidak hanya menghafal kosakata, tetapi juga memahami makna, penggunaan, dan	

pelafalannya sehingga kosakata tersebut dapat digunakan secara tepat dalam komunikasi sehari-hari.

III. Pertanyaan Pemantik

- How often do you use the word *very* when speaking or writing in English?
- Do you know that there are other words you can use instead of *very* to make your sentences sound more natural?

IV. Kegiatan Pembelajaran

Pertemuan II: Pembelajaran Kosakata Menggunakan Video EngVid: Penggunaan Kata Sifat sebagai Pengganti *Very*

Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Guru memasuki kelas dan memberi salam kepada peserta didik.
2. Guru mengecek daftar kehadiran peserta didik.
3. Guru menyampaikan tujuan pembelajaran.
4. Guru memperkenalkan materi pembelajaran, yaitu penggunaan kata sifat yang lebih kuat sebagai pengganti kata *very*.

Kegiatan Inti

1. Guru menayangkan video berjudul “**Improve Your Vocabulary: Stop Saying VERY!**” oleh James dari aplikasi EngVid di smartboard. <https://youtu.be/PCoyTwtu5g> (Lampiran 1)
2. Peserta didik menyimak video dengan seksama.
3. Guru meminta peserta didik memperhatikan kosakata dan contoh kalimat yang terdapat dalam video.
4. Guru memberikan penjelasan singkat dan klarifikasi mengenai kosakata yang diajarkan dalam video.
5. Peserta didik diberikan latihan soal (LKPD) berdasarkan kosakata dalam video. (Lampiran 2)
6. Peserta didik mengerjakan *part A* serta mengerjakan *part B* sesuai instruksi.
7. Guru membimbing dan membantu peserta didik selama mengerjakan latihan.

Kegiatan Penutup

1. Guru membahas jawaban latihan bersama peserta didik.
2. Guru memberikan umpan balik terhadap hasil pekerjaan peserta didik.
3. Guru menyimpulkan materi pembelajaran dan menegaskan kembali kosakata yang telah dipelajari.
4. Guru menanyakan pemahaman peserta didik terhadap materi pembelajaran.
5. Guru menutup kegiatan pembelajaran dengan salam.

Pertemuan III: Pembelajaran Kosakata Menggunakan Video EngVid: One Idea, Opposite Words

Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Guru memasuki kelas dan memberi salam kepada peserta didik.
2. Guru mengecek daftar kehadiran peserta didik.
3. Guru menyampaikan tujuan pembelajaran.
4. Guru memperkenalkan materi pembelajaran, yaitu kosakata yang memiliki makna positif dan negatif (*one idea, opposite words*).

Kegiatan Inti

1. Guru menayangkan video berjudul “Improve Your Vocabulary: One Idea, Opposite Words” oleh Rebecca dari aplikasi EngVid di smartboard. <https://youtu.be/RgDVHO9c4hM?si=osPhgnRVL-bJYm7-> (Lampiran 3)
2. Peserta didik menyimak video dengan penuh perhatian.
3. Guru meminta peserta didik memperhatikan perbedaan makna positif dan negatif dari kosakata yang disampaikan dalam video.
4. Guru memberikan penjelasan singkat dan klarifikasi mengenai kosakata yang dipelajari.
5. Peserta didik diberikan latihan soal (LKPD) berdasarkan kosakata dalam video. (Lampiran 4)
6. Peserta didik mengerjakan *part A dan part B* dengan mengikuti instruksi.
7. Guru membimbing dan membantu peserta didik selama mengerjakan latihan.

Kegiatan Penutup

1. Guru membahas jawaban latihan bersama peserta didik.
2. Guru memberikan umpan balik terhadap hasil pekerjaan peserta didik.
3. Guru menyimpulkan materi pembelajaran dengan menegaskan perbedaan makna kosakata positif dan negatif.
4. Guru menanyakan pemahaman peserta didik terhadap materi yang telah dipelajari.
5. Guru menutup kegiatan pembelajaran dengan salam.

V. Asesmen

1. Sikap
 - Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negative.
 - Melakukan penilaian antar teman.
 - Mengamati refleksi peserta didik.
2. Pengetahuan
 - Memberikan penugasan LKPD

VI. Remedial dan pengayaan

1. Remedial diberikan kepada peserta didik yang belum memahami konsep yang sudah di pelajari. Remedial dilakukan dengan cara:
 - a. Pemberian bimbingan secara khusus
 - b. Pemberian tugas-tugas latihan secara khusus.
 - c. Pemanfaatan tutor sebaya.
2. Pengayaan diberikan kepada peserta didik yang sudah memahami konsep yang sudah di pelajari dan bisa melanjutkan pembelajaran berikutnya. Pengayaan dilakukan dengan cara:
 - a. Belajar kelompok
 - b. Belajar mandiri

VII. Refleksi Peserta Didik dan Guru

Guru:

- a. Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
- b. Apakah siswa antusias mengikuti pembelajaran?

Siswa:

- a. Materi apa saja yang di pelajari?
- b. Bagian materi yang disukai?

LAMPIRAN

I. Lembar Kerja Peserta Didik

Terlampir

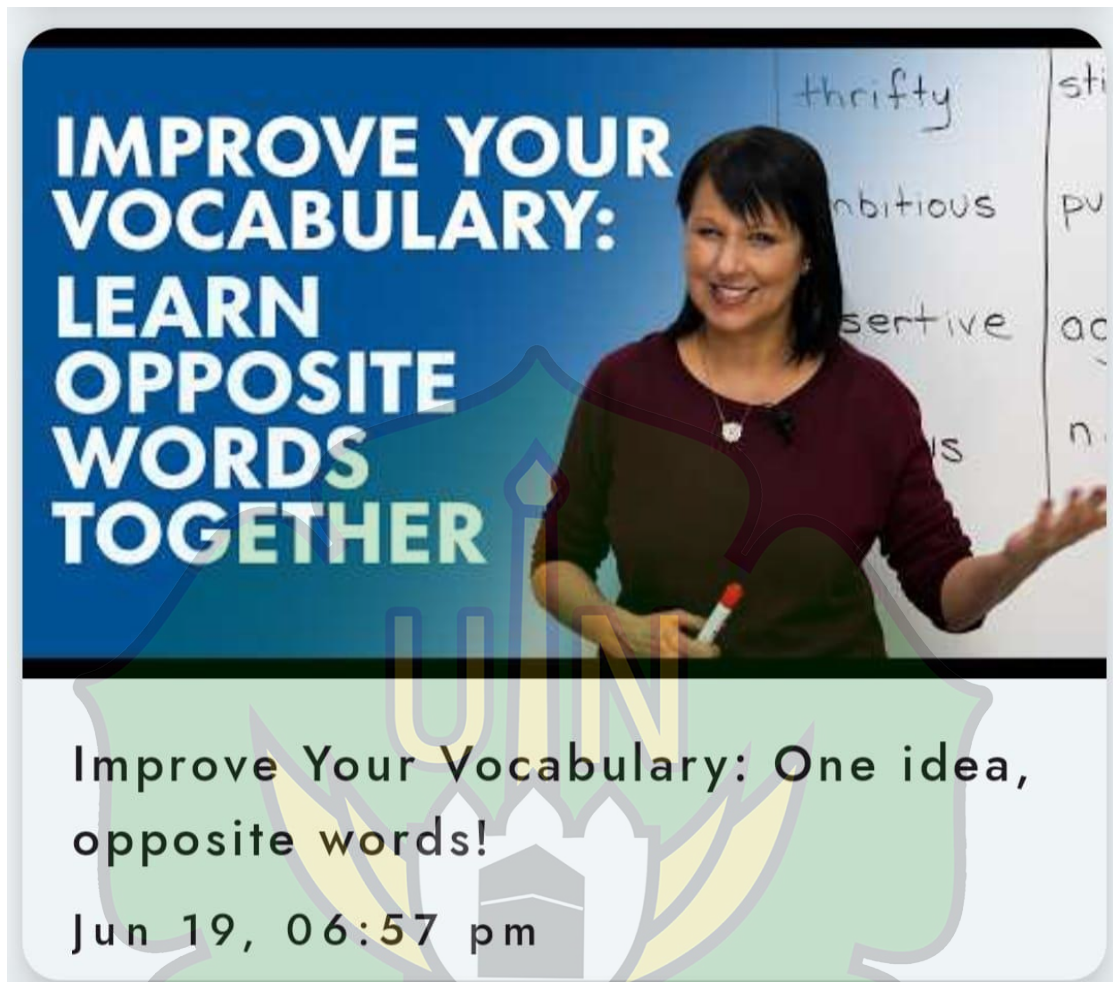
II. Glosarium

Post-test adalah tes yang diberikan kepada peserta didik setelah proses pembelajaran atau perlakuan tertentu dilakukan, yang bertujuan untuk mengetahui tingkat penguasaan atau peningkatan kemampuan peserta didik terhadap materi yang telah dipelajari.

Pre-test adalah tes yang diberikan kepada peserta didik sebelum proses pembelajaran atau perlakuan tertentu dilakukan, yang bertujuan untuk mengetahui kemampuan awal atau tingkat penguasaan peserta didik terhadap materi yang akan dipelajari.



Lampiran 3:



**IMPROVE YOUR VOCABULARY:
LEARN OPPOSITE WORDS TOGETHER**

thrift
ambitious
sensitive
is

sti
pu
ac
n.

Improve Your Vocabulary: One idea, opposite words!

Jun 19, 06:57 pm

<https://youtu.be/RgDVHO9c4hM?si=osPhgnRVL-bJYm7->

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A R - R A N I R Y

Lampiran 4:

Name :

Class :

Meeting 3 – Video: “Improve Your Vocabulary: One Idea, Opposite Words” (Rebecca)

Task: Complete the following exercises based on the vocabulary taught in the video.

Part A – Multiple Choice

Instruction: Put a cross (X) on the correct answer!

- Which pair shows positive vs. negative meaning?

a. Ambitious – Pushy	c. Tired – Exhausted
b. Freezing – Cold	d. Happy – Delighted
- Which word is the negative side of being *curious*?

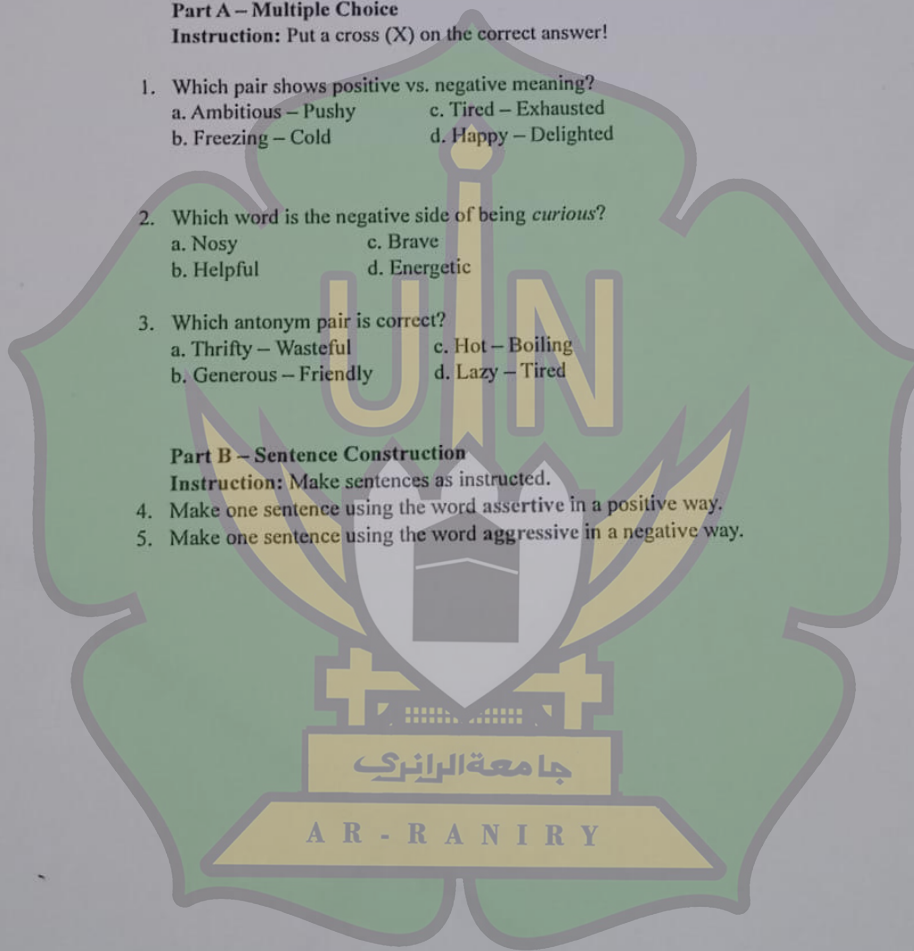
a. Nosy	c. Brave
b. Helpful	d. Energetic
- Which antonym pair is correct?

a. Thrifty – Wasteful	c. Hot – Boiling
b. Generous – Friendly	d. Lazy – Tired

Part B – Sentence Construction

Instruction: Make sentences as instructed.

- Make one sentence using the word **assertive** in a positive way.
- Make one sentence using the word **aggressive** in a negative way.



Appendix F: Pre-Test and Post-Test

Name :

Class :

Questions : Put a cross (X) on the correct answer!

1. Which word can replace *very big*?

a. Tiny	c. Narrow
b. Huge	d. Short

2. Which is a better alternative for *very good*?

a. Excellent	c. Bad
b. Poor	d. Okay

3. Which word can replace *very cold*?

a. Freezing	c. Mild
b. Warm	d. Hot

4. Which word is stronger than *very tired*?

a. Lazy	c. Sleepy
b. Exhausted	d. Energetic

5. Which word can replace *very dirty*?

a. Neat	c. Filthy
b. Clean	d. Tidy

6. Which is the best synonym for *very hungry*?

a. Starving	c. Sleepy
b. Lazy	d. Satisfied

7. Which word is more precise than *very happy*?

a. Relaxed	c. Sad
b. Delighted	d. Bored

8. Which word can replace *very hot*?

a. Boiling	c. Freezing
b. Cool	d. Chilly

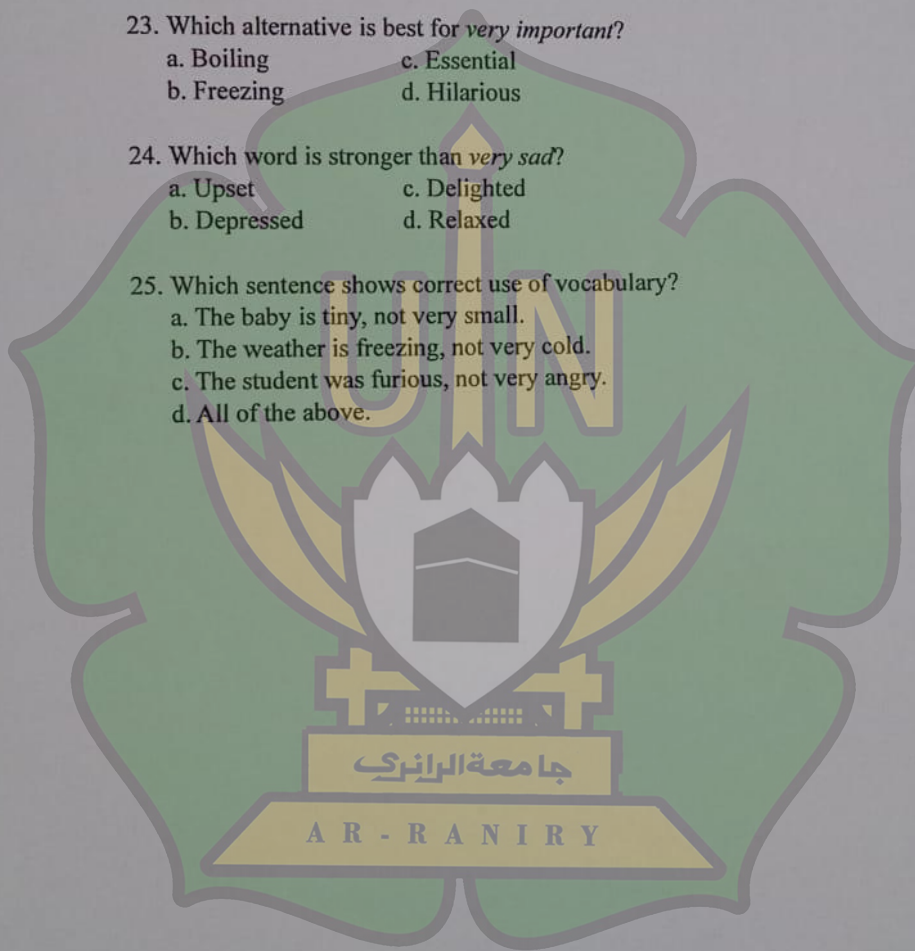
9. Which adjective is stronger than *very afraid*?

a. Terrified	c. Excited
b. Nervous	d. Brave

10. Which word is a stronger alternative to *very fast*?

- a. Rapid c. Late
b. Slow d. Steady
11. Which pair shows opposite meaning?
a. Generous – Stingy c. Tired – Exhausted
b. Freezing – Chilly d. Hot – Boiling
12. Which is the negative side of being *curious*?
a. Nosy c. Hopeful
b. Brave d. Ambitious
13. Which word is the opposite of *ambitious*?
a. Lazy c. Helpful
b. Energetic d. Strong
14. Which word is the opposite of *assertive*?
a. Aggressive c. Passive
b. Shy d. Curious
15. Which antonym pair is correct?
a. Thrifty – Stingy d. Ambitious – Energetic
b. Thrifty – Wasteful e. Nosy – Friendly
16. Choose the best replacement: “The movie was *very funny*.”
a. Boring c. Serious
b. Hilarious d. Sad
17. Complete the sentence: “He was not just happy, he was truly _____ when he won the prize.”
a. Bored c. Relaxed
b. Delighted d. Tired
18. Choose the correct alternative: “The classroom was *very clean* after the students finished.”
a. Filthy c. Messy
b. Spotless d. Dirty
19. Which sentence uses antonyms correctly?
a. She is thrifty, but her brother is wasteful.
b. She is ambitious, but her brother is energetic.
c. She is curious, but her brother is nosy.
d. She is freezing, but her brother is chilly.
20. Which word best replaces *very small*?
a. Tiny c. Narrow
b. Huge d. Big

21. Which adjective means the same as *very angry*?
- a. furious c. Nervous
b. Excited d. Relaxed
22. Which word pair shows positive vs. negative connotation?
- a. Ambitious – Pushy c. Curious – Nosy
b. Tired – Exhausted d. Thrifty – Wasteful
23. Which alternative is best for *very important*?
- a. Boiling c. Essential
b. Freezing d. Hilarious
24. Which word is stronger than *very sad*?
- a. Upset c. Delighted
b. Depressed d. Relaxed
25. Which sentence shows correct use of vocabulary?
- a. The baby is tiny, not very small.
b. The weather is freezing, not very cold.
c. The student was furious, not very angry.
d. All of the above.



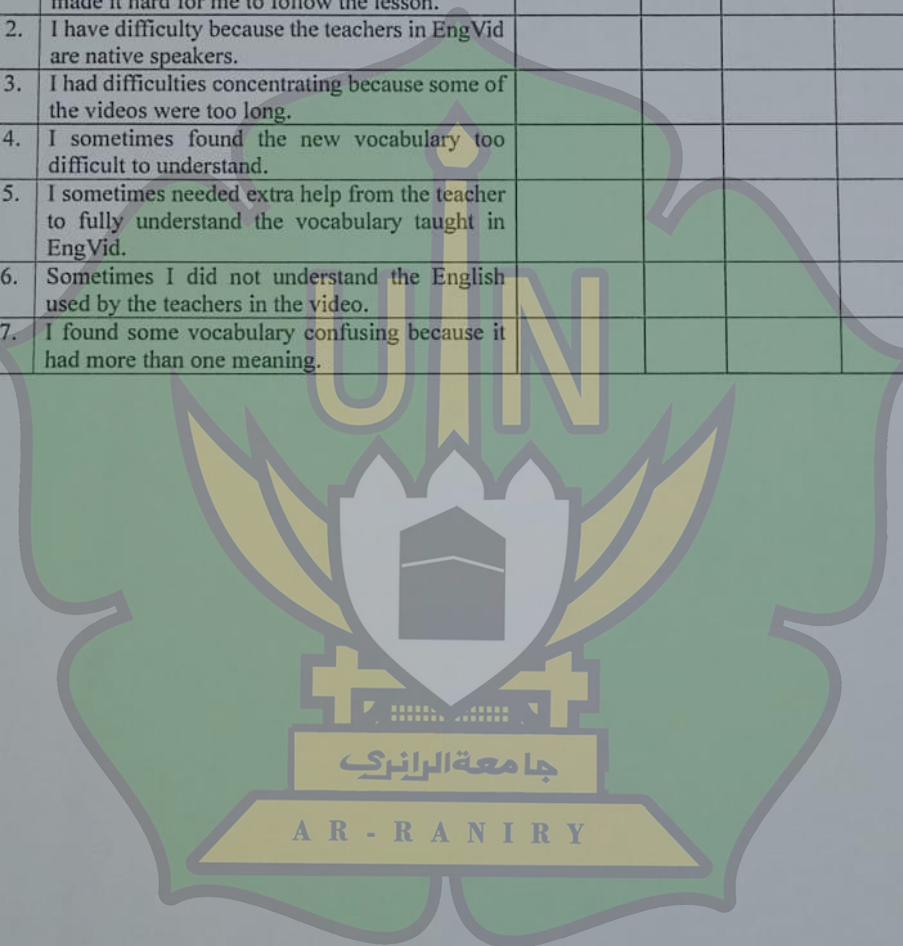
Appendix G: Questionnaire

Questionnaire

Instruction:

Please read each statement carefully and give your response honestly. Put a check mark (✓) in the column that best represents your opinion.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The speed of the teachers' speech in EngVid made it hard for me to follow the lesson.				
2. I have difficulty because the teachers in EngVid are native speakers.				
3. I had difficulties concentrating because some of the videos were too long.				
4. I sometimes found the new vocabulary too difficult to understand.				
5. I sometimes needed extra help from the teacher to fully understand the vocabulary taught in EngVid.				
6. Sometimes I did not understand the English used by the teachers in the video.				
7. I found some vocabulary confusing because it had more than one meaning.				



Appendix H: Students' Pre-Test Result.

Pre-Test

Name : ABDURRASYID ①

Class : XI - TIII

Questions : Put a cross (X) on the correct answer!

1. ✓ Which word can replace *very big*?

a. Tiny	c. Narrow
<input checked="" type="radio"/> b. Huge	d. Short
2. ✓ Which is a better alternative for *very good*?

a. Excellent	c. Bad
b. Poor	d. Okay
3. ✓ Which word can replace *very cold*?

a. Freezing	c. Mild
b. Warm	d. Hot
4. ✓ Which word is stronger than *very tired*?

a. Lazy	c. Sleepy
<input checked="" type="radio"/> b. Exhausted	d. Energetic
5. ✗ Which word can replace *very dirty*?

a. Neat	c. Filthy
b. Clean	d. Tidy
6. ✓ Which is the best synonym for *very hungry*?

a. Starving	c. Sleepy
b. Lazy	d. Satisfied
7. ✗ Which word is more precise than *very happy*?

a. Relaxed	c. Sad
<input checked="" type="radio"/> b. Delighted	d. Bored
8. ✗ Which word can replace *very hot*?

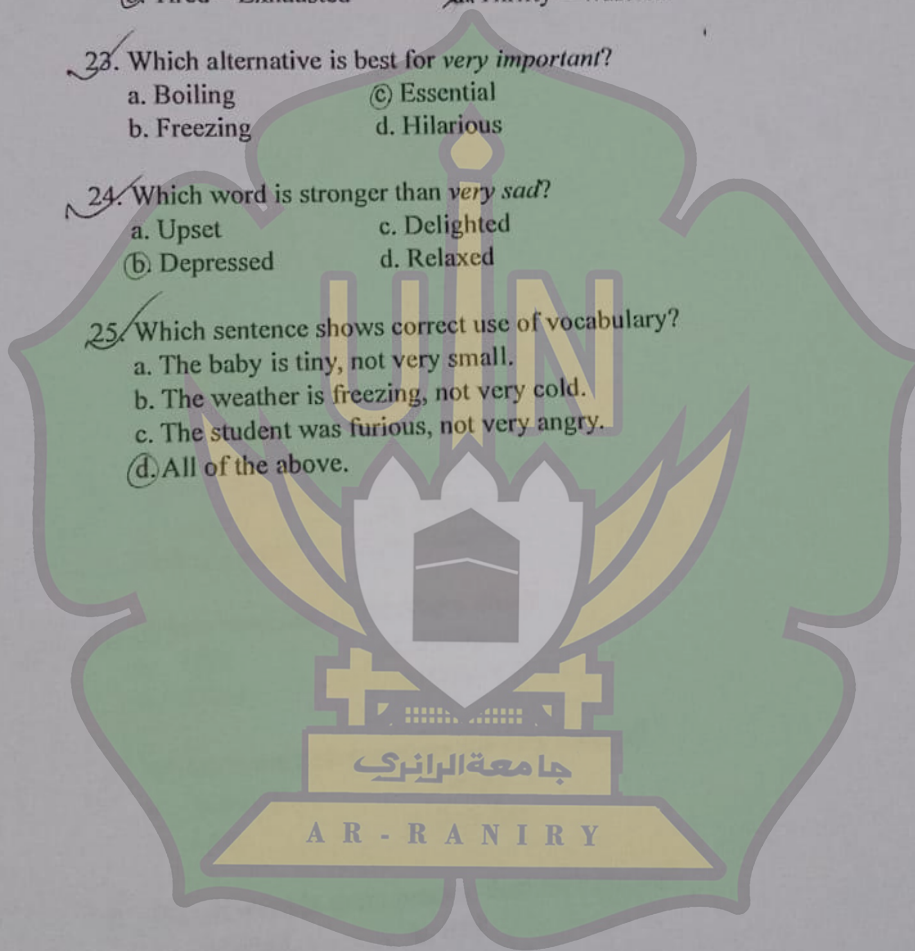
a. Boiling	c. Freezing
b. Cool	<input checked="" type="radio"/> d. Chilly
9. ✗ Which adjective is stronger than *very afraid*?

a. Terrified	c. Excited
<input checked="" type="radio"/> b. Nervous	d. Brave
10. ✓ Which word is a stronger alternative to *very fast*?

B = 16
= 9

- a. Rapid c. Late
 b. Slow d. Steady
11. Which pair shows opposite meaning?
 a. Generous – Stingy c. Tired – Exhausted
 b. Freezing – Chilly d. Hot – Boiling
12. Which is the negative side of being *curious*?
 a. Nosy c. Hopeful
 b. Brave d. Ambitious
13. Which word is the opposite of *ambitious*?
 a. Lazy c. Helpful
 b. Energetic d. Strong
14. Which word is the opposite of *assertive*?
 a. Aggressive c. Passive
 b. Shy d. Curious
15. Which antonym pair is correct?
 a. Thrifty – Stingy d. Ambitious – Energetic
 b. Thrifty – Wasteful e. Nosy – Friendly
16. Choose the best replacement: "The movie was *very funny*."
 a. Boring c. Serious
 b. Hilarious d. Sad
17. Complete the sentence: "He was not just happy, he was truly _____ when he won the prize."
 a. Bored c. Relaxed
 b. Delighted d. Tired
18. Choose the correct alternative: "The classroom was *very clean* after the students finished."
 a. Filthy c. Messy
 b. Spotless d. Dirty
19. Which sentence uses antonyms correctly?
 a. She is thrifty, but her brother is wasteful.
 b. She is ambitious, but her brother is energetic.
 c. She is curious, but her brother is nosy.
 d. She is freezing, but her brother is chilly.
20. Which word best replaces *very small*?
 a. Tiny c. Narrow
 b. Huge d. Big

21. Which adjective means the same as *very angry*?
a. furious c. Nervous
b. Excited d. Relaxed
22. Which word pair shows positive vs. negative connotation?
a. Ambitious – Pushy c. Curious – Nosy
b. Tired – Exhausted d. Thrifty – Wasteful
23. Which alternative is best for *very important*?
a. Boiling c. Essential
b. Freezing d. Hilarious
24. Which word is stronger than *very sad*?
a. Upset c. Delighted
b. Depressed d. Relaxed
25. Which sentence shows correct use of vocabulary?
a. The baby is tiny, not very small.
b. The weather is freezing, not very cold.
c. The student was furious, not very angry.
d. All of the above.



Pre-Test

Name : Ahmad Fari Alfarazi

Class : XI - LIII

8

Questions : Put a cross (X) on the correct answer!

1. Which word can replace *very big*?
 a. Tiny c. Narrow
 b. Huge d. Short

2. Which is a better alternative for *very good*? $B = 13$
 a. Excellent c. Bad
 b. Poor d. Okay $S = 12$

3. Which word can replace *very cold*?
 a. Freezing c. Mild
 b. Warm d. Hot

4. Which word is stronger than *very tired*?
 a. Lazy c. Sleepy
 b. Exhausted d. Energetic

5. Which word can replace *very dirty*?
 a. Neat c. Filthy
 b. Clean d. Tidy

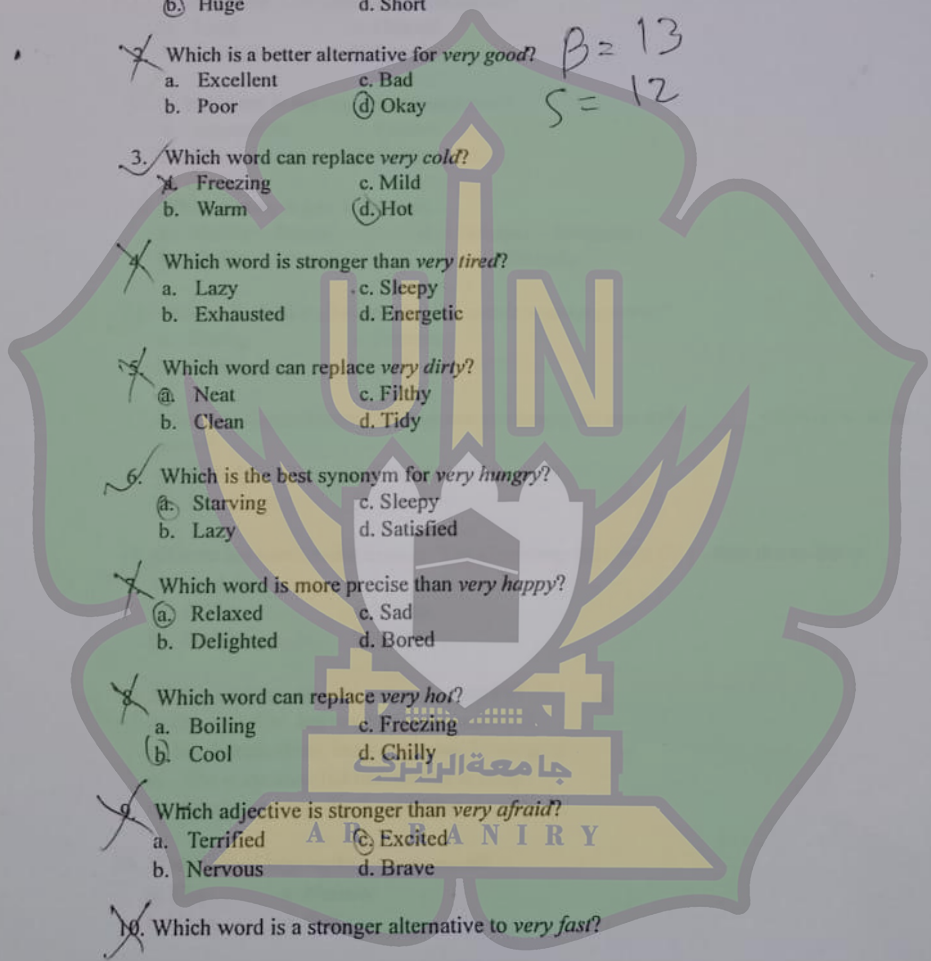
6. Which is the best synonym for *very hungry*?
 a. Starving c. Sleepy
 b. Lazy d. Satisfied

7. Which word is more precise than *very happy*?
 a. Relaxed c. Sad
 b. Delighted d. Bored

8. Which word can replace *very hot*?
 a. Boiling c. Freezing
 b. Cool d. Chilly

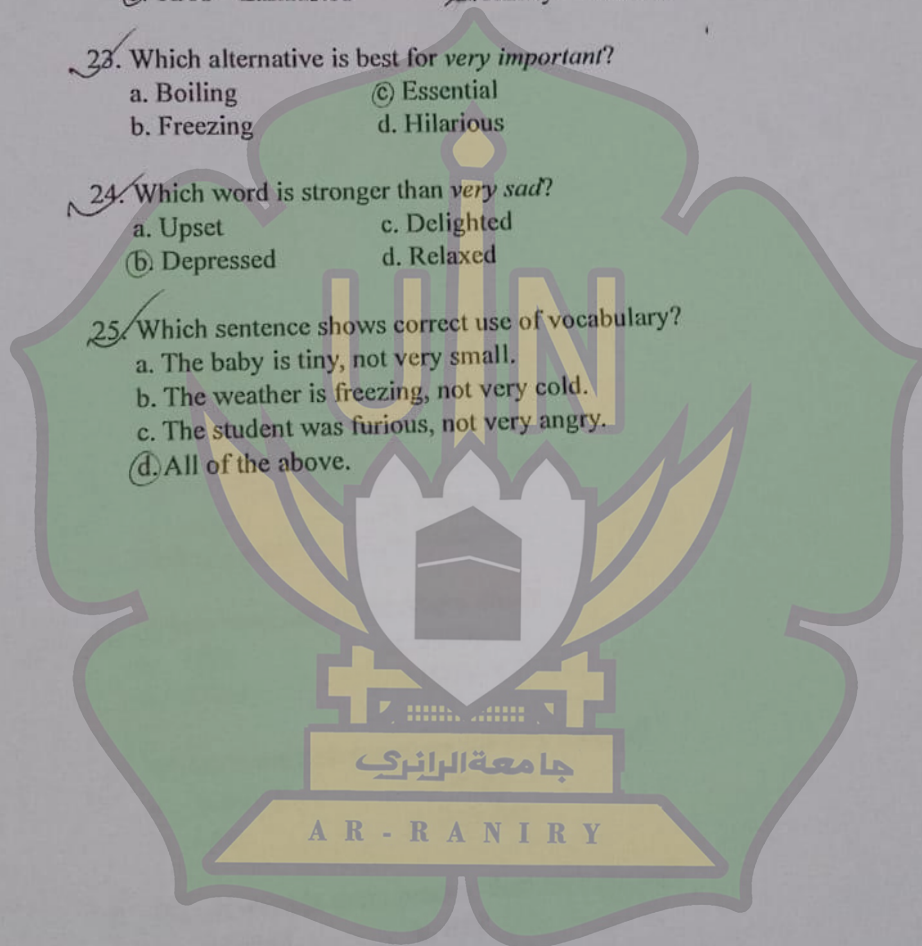
9. Which adjective is stronger than *very afraid*?
 a. Terrified c. Excited
 b. Nervous d. Brave

10. Which word is a stronger alternative to *very fast*?



- a. Rapid
 b. Slow
 c. Late
 d. Steady
11. Which pair shows opposite meaning?
 a. Generous – Stingy
 b. Freezing – Chilly
 c. Tired – Exhausted
 d. Hot – Boiling
12. Which is the negative side of being *curious*?
 a. Nosy
 b. Brave
 c. Hopeful
 d. Ambitious
13. Which word is the opposite of *ambitious*?
 a. Lazy
 b. Energetic
 c. Helpful
 d. Strong
14. Which word is the opposite of *assertive*?
 a. Aggressive
 b. Shy
 c. Passive
 d. Curious
15. Which antonym pair is correct?
 a. Thrifty – Stingy
 b. Thrifty – Wasteful
 c. Ambitious – Energetic
 d. Nosy – Friendly
16. Choose the best replacement: "The movie was *very funny*."
 a. Boring
 b. Hilarious
 c. Serious
 d. Sad
17. Complete the sentence: "He was not just happy, he was truly _____ when he won the prize."
 a. Bored
 b. Delighted
 c. Relaxed
 d. Tired
18. Choose the correct alternative: "The classroom was *very clean* after the students finished."
 a. Filthy
 b. Spotless
 c. Messy
 d. Dirty
19. Which sentence uses antonyms correctly?
 a. She is thrifty, but her brother is wasteful.
 b. She is ambitious, but her brother is energetic.
 c. She is curious, but her brother is nosy.
 d. She is freezing, but her brother is chilly.
20. Which word best replaces *very small*?
 a. Tiny
 b. Huge
 c. Narrow
 d. Big

21. Which adjective means the same as *very angry*?
a. furious c. Nervous
b. Excited d. Relaxed
22. Which word pair shows positive vs. negative connotation?
a. Ambitious – Pushy c. Curious – Nosy
b. Tired – Exhausted d. Thrifty – Wasteful
23. Which alternative is best for *very important*?
a. Boiling c. Essential
b. Freezing d. Hilarious
24. Which word is stronger than *very sad*?
a. Upset c. Delighted
b. Depressed d. Relaxed
25. Which sentence shows correct use of vocabulary?
a. The baby is tiny, not very small.
b. The weather is freezing, not very cold.
c. The student was furious, not very angry.
d. All of the above.



Appendix I: Students' Post-Test Result.

Name : Fadiah Ramadhan

Class : XI TIRL

B = 25
S = 0

Post-Test

Questions : Put a cross (X) on the correct answer!

✓ 1. Which word can replace *very big*?
 a. Tiny c. Narrow
 ✗ Huge d. Short

✓ 2. Which is a better alternative for *very good*?
 ✗ Excellent c. Bad
 b. Poor d. Okay

✓ 3. Which word can replace *very cold*?
 ✗ Freezing c. Mild
 b. Warm d. Hot

✓ 4. Which word is stronger than *very tired*?
 a. Lazy c. Sleepy
 ✗ Exhausted d. Energetic

✓ 5. Which word can replace *very dirty*?
 a. Neat ✗ Filthy
 b. Clean d. Tidy

✓ 6. Which is the best synonym for *very hungry*?
 ✗ Starving c. Sleepy
 b. Lazy d. Satisfied

✓ 7. Which word is more precise than *very happy*?
 a. Relaxed c. Sad
 ✗ Delighted d. Bored

✓ 8. Which word can replace *very hot*?
 ✗ Boiling c. Freezing
 b. Cool d. Chilly

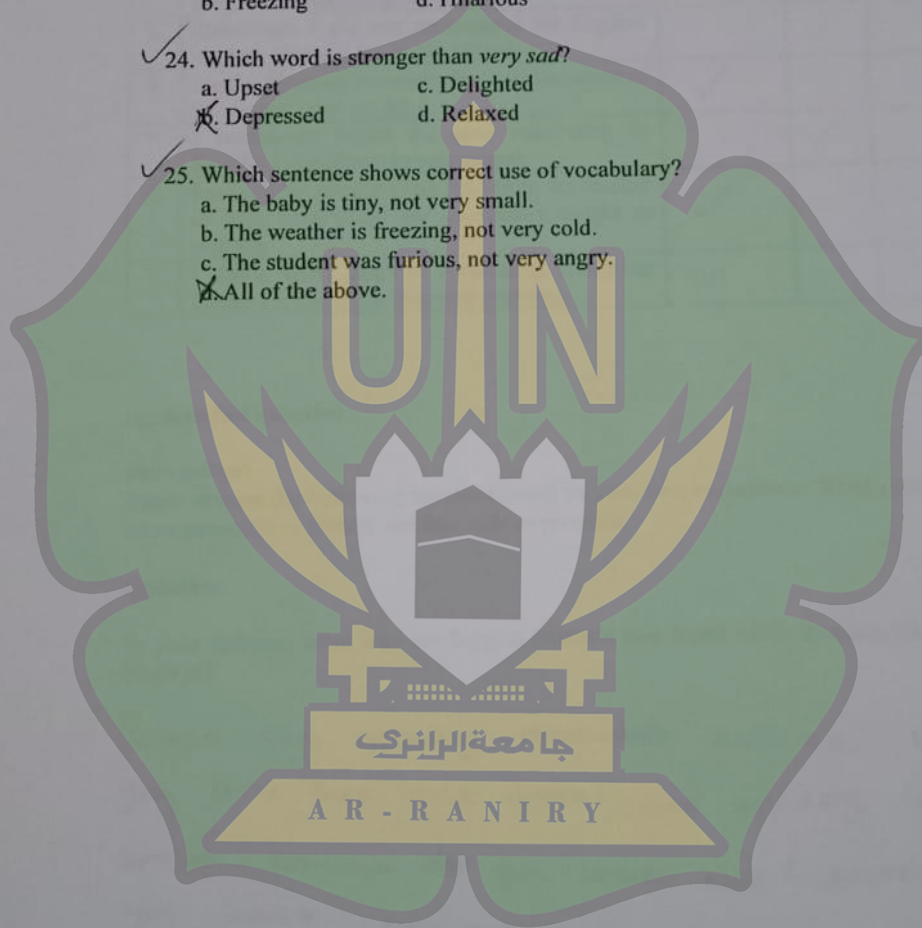
✓ 9. Which adjective is stronger than *very afraid*?
 ✗ Terrified c. Excited
 b. Nervous d. Brave

✓ 10. Which word is a stronger alternative to *very fast*?
 ✗ Rapid c. Late
 b. Slow d. Steady

(12)

- ✓ 11. Which pair shows opposite meaning?
 a. Generous – Stingy c. Tired – Exhausted
 b. Freezing – Chilly d. Hot – Boiling
- ✓ 12. Which is the negative side of being *curious*?
 a. Nosy c. Hopeful
 b. Brave d. Ambitious
- ✓ 13. Which word is the opposite of *ambitious*?
 a. Lazy c. Helpful
 b. Energetic d. Strong
- ✓ 14. Which word is the opposite of *assertive*?
 a. Aggressive b. Passive
 b. Shy d. Curious
15. Which antonym pair is correct?
 a. Thrifty – Stingy d. Ambitious – Energetic
 b. Thrifty – Wasteful e. Nosy – Friendly
- ✓ 16. Choose the best replacement: “The movie was *very funny*.”
 a. Boring c. Serious
 b. Hilarious d. Sad
- ✓ 17. Complete the sentence: “He was not just happy, he was truly _____ when he won the prize.”
 a. Bored c. Relaxed
 b. Delighted d. Tired
- ✓ 18. Choose the correct alternative: “The classroom was *very clean* after the students finished.”
 a. Filthy c. Messy
 b. Spotless d. Dirty
- ✓ 19. Which sentence uses antonyms correctly?
 a. She is thrifty, but her brother is wasteful.
 b. She is ambitious, but her brother is energetic.
 c. She is curious, but her brother is nosy.
 d. She is freezing, but her brother is chilly. Y
- ✓ 20. Which word best replaces *very small*?
 a. Tiny c. Narrow
 b. Huge d. Big

- ✓ 21. Which adjective means the same as *very angry*?
- a. furious c. Nervous
b. Excited d. Relaxed
- ✓ 22. Which word pair shows positive vs. negative connotation?
- a. Ambitious – Pushy c. Curious – Nosy
b. Tired – Exhausted d. Thrifty – Wasteful
- ✓ 23. Which alternative is best for *very important*?
- a. Boiling c. Essential
b. Freezing d. Hilarious
- ✓ 24. Which word is stronger than *very sad*?
- a. Upset c. Delighted
 b. Depressed d. Relaxed
- ✓ 25. Which sentence shows correct use of vocabulary?
- a. The baby is tiny, not very small.
b. The weather is freezing, not very cold.
c. The student was furious, not very angry.
 d. All of the above.



Name : Fatmeh Rohadhan
Class : XI TIRL

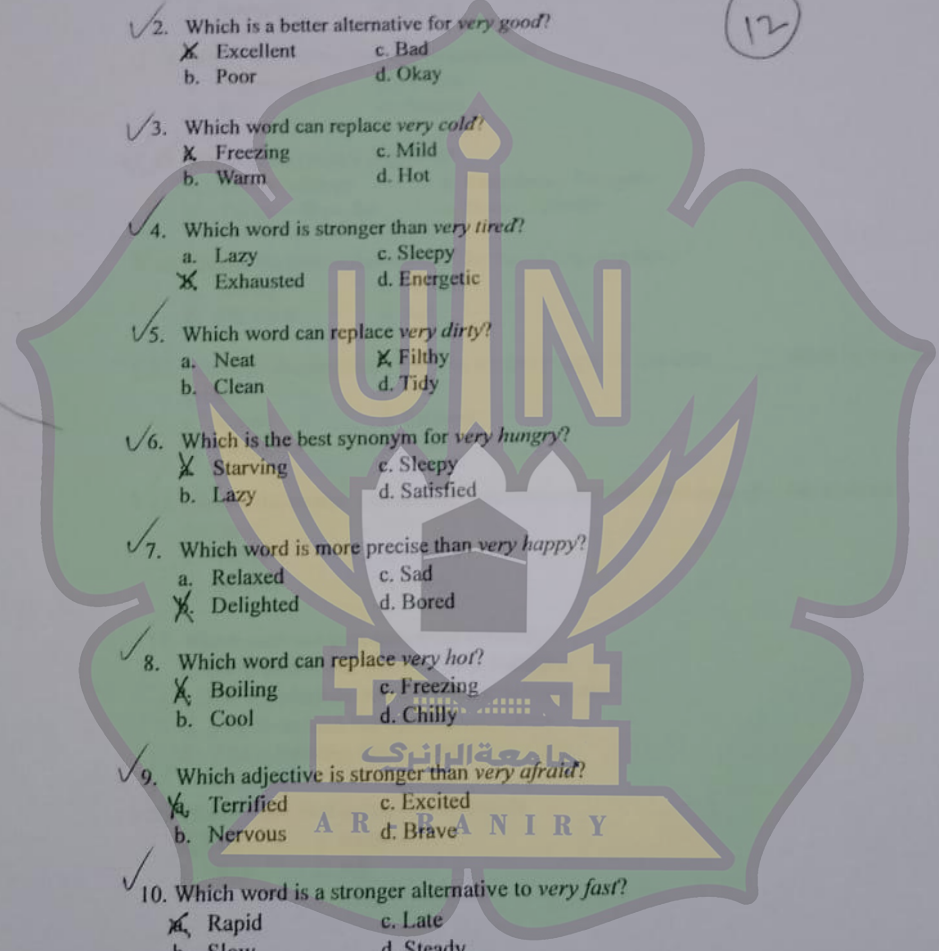
B = 25
S = 0

Post-Test

Questions : Put a cross (X) on the correct answer!

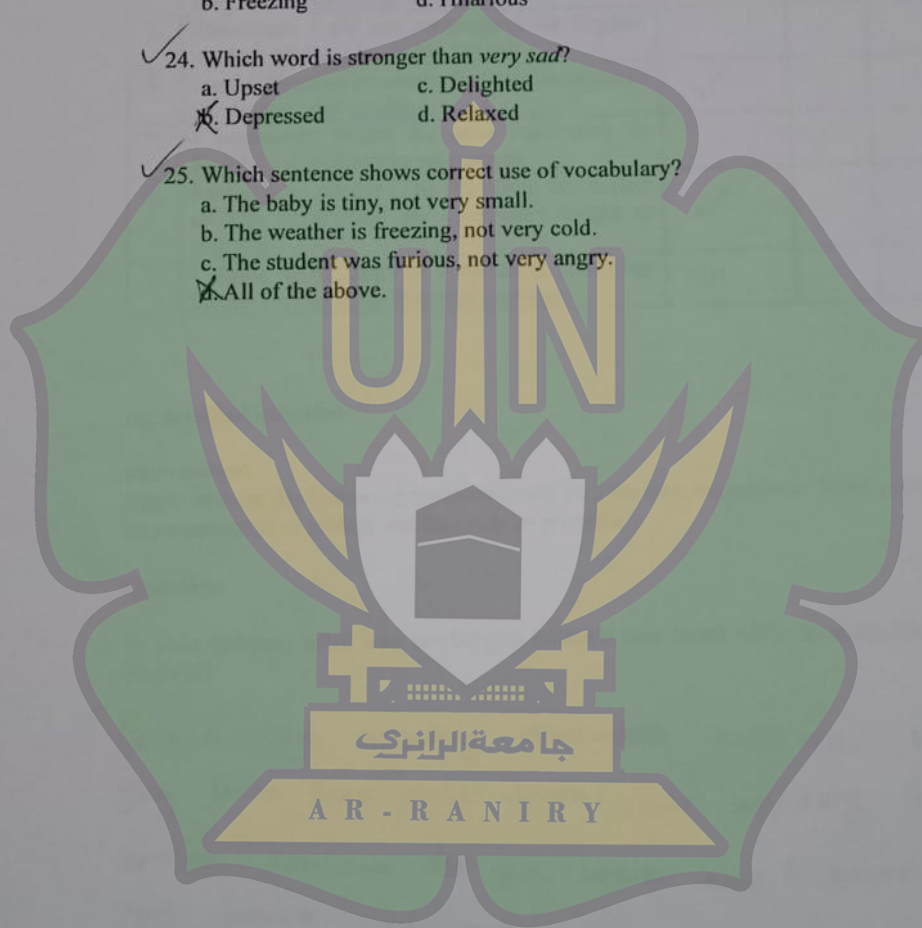
- ✓ 1. Which word can replace *very big*?
 a. Tiny c. Narrow
 ✗ Huge d. Short
- ✓ 2. Which is a better alternative for *very good*?
 ✗ Excellent c. Bad
 b. Poor d. Okay
- ✓ 3. Which word can replace *very cold*?
 ✗ Freezing c. Mild
 b. Warm d. Hot
- ✓ 4. Which word is stronger than *very tired*?
 a. Lazy c. Sleepy
 ✗ Exhausted d. Energetic
- ✓ 5. Which word can replace *very dirty*?
 a. Neat ✗ Filthy
 b. Clean d. Tidy
- ✓ 6. Which is the best synonym for *very hungry*?
 ✗ Starving c. Sleepy
 b. Lazy d. Satisfied
- ✓ 7. Which word is more precise than *very happy*?
 a. Relaxed c. Sad
 ✗ Delighted d. Bored
- ✓ 8. Which word can replace *very hot*?
 ✗ Boiling c. Freezing
 b. Cool d. Chilly
- ✓ 9. Which adjective is stronger than *very afraid*?
 ✗ Terrified c. Excited
 b. Nervous d. Brave
- ✓ 10. Which word is a stronger alternative to *very fast*?
 ✗ Rapid c. Late
 b. Slow d. Steady

12



- ✓ 11. Which pair shows opposite meaning?
 a. Generous – Stingy c. Tired – Exhausted
 b. Freezing – Chilly d. Hot – Boiling
- ✓ 12. Which is the negative side of being *curious*?
 a. Nosy c. Hopeful
 b. Brave d. Ambitious
- ✓ 13. Which word is the opposite of *ambitious*?
 a. Lazy c. Helpful
 b. Energetic d. Strong
- ✓ 14. Which word is the opposite of *assertive*?
 a. Aggressive b. Passive
 b. Shy d. Curious
15. Which antonym pair is correct?
 a. Thrifty – Stingy d. Ambitious – Energetic
 b. Thrifty – Wasteful e. Nosy – Friendly
- ✓ 16. Choose the best replacement: “The movie was *very funny*.”
 a. Boring c. Serious
 b. Hilarious d. Sad
- ✓ 17. Complete the sentence: “He was not just happy, he was truly _____ when he won the prize.”
 a. Bored c. Relaxed
 b. Delighted d. Tired
- ✓ 18. Choose the correct alternative: “The classroom was *very clean* after the students finished.”
 a. Filthy c. Messy
 b. Spotless d. Dirty
- ✓ 19. Which sentence uses antonyms correctly?
 a. She is thrifty, but her brother is wasteful.
 b. She is ambitious, but her brother is energetic.
 c. She is curious, but her brother is nosy.
 d. She is freezing, but her brother is chilly. Y
- ✓ 20. Which word best replaces *very small*?
 a. Tiny c. Narrow
 b. Huge d. Big

- ✓ 21. Which adjective means the same as *very angry*?
- a. furious c. Nervous
b. Excited d. Relaxed
- ✓ 22. Which word pair shows positive vs. negative connotation?
- a. Ambitious – Pushy c. Curious – Nosy
b. Tired – Exhausted d. Thrifty – Wasteful
- ✓ 23. Which alternative is best for *very important*?
- a. Boiling c. Essential
b. Freezing d. Hilarious
- ✓ 24. Which word is stronger than *very sad*?
- a. Upset c. Delighted
 b. Depressed d. Relaxed
- ✓ 25. Which sentence shows correct use of vocabulary?
- a. The baby is tiny, not very small.
b. The weather is freezing, not very cold.
c. The student was furious, not very angry.
 d. All of the above.



Appendix J: Students' Questionnaire Result.

Questionnaire

Instruction:

Please read each statement carefully and give your response honestly. Put a check mark (✓) in the column that best represents your opinion.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The speed of the teachers' speech in EngVid made it hard for me to follow the lesson.		✓		
2. I have difficulty because the teachers in EngVid are native speakers.	✓			
3. I had difficulties concentrating because some of the videos were too long.			✓	
4. I sometimes found the new vocabulary too difficult to understand.			✓	
5. I sometimes needed extra help from the teacher to fully understand the vocabulary taught in EngVid.		✓		
6. Sometimes I did not understand the English used by the teachers in the video.	✓			
7. I found some vocabulary confusing because it had more than one meaning.		✓		

جامعة الرانري

A R - R A N I R Y

Questionnaire

Instruction:

Please read each statement carefully and give your response honestly. Put a check mark (✓) in the column that best represents your opinion.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The speed of the teachers' speech in EngVid made it hard for me to follow the lesson.		✓		
2. I have difficulty because the teachers in EngVid are native speakers.	✓			
3. I had difficulties concentrating because some of the videos were too long.		✓		
4. I sometimes found the new vocabulary too difficult to understand.				✓
5. I sometimes needed extra help from the teacher to fully understand the vocabulary taught in EngVid.		✓		
6. Sometimes I did not understand the English used by the teachers in the video.		✓		
7. I found some vocabulary confusing because it had more than one meaning.			✓	



Appendix K: Documentation





Appendix L: Autobiography

Name : Amira Tuddianah
 Student Number : 210203017
 Place/Date of Birth : Nya/December 26th 2003
 Gender : Female
 Religion : Islam
 Status : Single
 Occupation : Student
 Nationality : Indonesia
 Address :Desa Bak Dilip, Kecamatan Montasik, Kabupaten Aceh Besar.
Parents
 Father's Name : Bustami
 Father'occupation : Farmer
 Mother's name : Kasmiasi
 Mother's occupation : Housewife

Educational background

Elementary School : MIS Bak Dilip (2009 – 2015)
 Junior High School : SMPN 2 Blang Bintang (2015 – 2018)
 Senior High School : MAN 2 Aceh Besar (2018 – 2021)
 University : UIN Ar-Raniry Banda Aceh (2021 until now)