USING CBEEBIES VIDEOS TO TEACH STUDENTS' ENGLISH VOCABULARY: A PRE-EXPERIMENTAL STUDY AT A PRIVATE JUNIOR HIGH SCHOOL IN ACEH BESAR

THESIS

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya but dengan sesunggulnya.

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Banda Aceh, December 24rd, 2024

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ABSTRACT

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This study investigates students' mastery of vocabulary through teaching with CBeebies videos at a private junior high school in Aceh Besar. A total of 18 students were purposively selected to participate in a teaching treatment using CBeebies videos during their English lessons. The effectiveness of the CBeebies intervention in improving students' vocabulary acquisition was assessed using a paired t-test. This statistical test compared the means of the pretest and posttest to evaluate whether the difference between them was statistically significant. The results revealed that the calculated t-statistic (5.60) exceeded the critical t- value (2.11) at 17 degrees of freedom with a significance level of 0.05. This indicates that the null hypothesis was rejected, confirming a statistically significant improvement in students' vocabulary scores. Furthermore, the reduction in standard deviation from 14.69 (pretest) to 13.18 (posttest) suggests more consistent performance among students after the intervention. These findings demonstrate that CBeebies videos are an effective tool for enhancing vocabulary acquisition, providing engaging and meaningful learning experiences for students.

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CHAPTER I

INTRODUCTION

A. Background of the Study

For English language learners, vocabulary mastery is essential for expression and comprehension. Without a strong command of vocabulary, conveying thoughts and ideas in English becomes difficult, hindering effective communication. As Sari and Pandiangan (2021) emphasize, vocabulary plays a pivotal role in communication. While grammar is important, communication is nearly impossible without sufficient vocabulary. Simangunsong et al. (2022) similarly note that a limited vocabulary restricts one's ability to express ideas, whereas a broader vocabulary enables more effective expression. Thus, vocabulary mastery is a key factor in facilitating fluent speech. Vocabulary encompasses all the words a person knows and uses to form a language.

Despite its crucial roles, vocabulary is still difficult for many English language learners to acquire due to various factors. Linguistically, their struggle with new words limits their understanding and participation in classroom activities. Academically, this limited vocabulary results in a weaker grasp of the curriculum and, subsequently, lower academic performance. Emotionally, the frustration and anxiety stemming from their language struggles negatively impact their motivation and overall well-being. Socioculturally, the need to adapt to a new culture and the potential experience of discrimination can erode their sense of belonging, further complicating their vocabulary acquisition. Collectively, these challenges create substantial barriers to the success of ELL students in mastering new vocabulary, as Wei (2021) outlined.

Shabir and Furqan (2021) mention that conventional vocabulary teaching methods do not effectively engage students. Dependence on dictionary searches and rote memorization fails to motivate them, leading to inadequate vocabulary acquisition. Similarly, Ismail et al. (2022) state that students' low motivation and interest in learning English vocabulary and ineffective learning strategies lead to an indifferent attitude toward vocabulary memorization. This reluctance to engage with the material negatively affects their overall mastery of English vocabulary.

Rosyada-AS and Apoko (2023) found that English vocabulary learners face several challenges, including pronunciation differences between Indonesian and English, synonyms with distinct meanings, unconventional English usage, and difficulty remembering previously learned vocabulary. As such, English teachers should also offer exercises to help students practice pronunciation and games to enhance their vocabulary knowledge.

To address the challenges in language learning, educators must adopt innovative teaching methods. Incorporating diverse teaching media, such as cartoon videos, holds promise in enhancing engagement and comprehension among students (Noroozi & Alavi, 2017). Cartoon videos offer audio-visual examples that can stimulate imagination and facilitate language acquisition. These videos create an enjoyable and interactive learning environment, offering a promising avenue for improving vocabulary mastery among students (Wu & Wu, 2018). Shabir and Furqan (2021) state that a more interactive and supportive strategy is necessary to improve students' vocabulary learning outcomes.

The use of cartoon videos as a teaching tool has been found to have a positive impact on vocabulary acquisition. Research conducted by Sadeghi et al. (2017) demonstrated that exposure to English-animated movies significantly improved vocabulary recall among Iranian EFL learners. Similarly, Shamsudin and Nordin (2019) found that incorporating animated cartoons in language instruction enhanced vocabulary learning outcomes among EFL students. These findings highlight the potential effectiveness of cartoon videos in promoting vocabulary development.

Furthermore, cartoon videos provide a dynamic and engaging learning experience that caters to diverse learning styles. Soltani and Jamalinesari (2019) observed that watching English cartoons led to notable improvements in vocabulary among Iranian EFL learners. Cartoon videos' visual and auditory stimuli appeal to learners with different preferences, making vocabulary learning more accessible and enjoyable (Norris & Ortega, 2000).

The integration of cartoon videos as a teaching medium offers a promising approach to enhancing vocabulary mastery among students. These videos provide audio-visual examples that stimulate imagination and facilitate language acquisition. By creating an enjoyable and interactive learning environment, cartoon videos cater to diverse learning styles and promote engagement and comprehension (Richards & Schmidt, 2010). Thus, educators should consider incorporating cartoon videos into their teaching repertoire to enrich vocabulary learning experiences.

Integrating educational programming, such as CBeebies, into classroom instruction has garnered considerable attention for its potential to enhance students'

vocabulary development (BBC, n.d.). CBeebies, a BBC children's channel, offers diverse, engaging and age-appropriate content explicitly designed to support early childhood learning (Flewitt et al., 2014). Through captivating storytelling, interactive games, and vibrant animations, CBeebies provides an immersive language-rich environment that stimulates young learners' curiosity and fosters vocabulary acquisition.

Research examining the impact of CBeebies on students' vocabulary skills underscores its effectiveness as a learning medium in the classroom (Livingstone & Helsper, 2007). Numerous studies have demonstrated that exposure to CBeebies content correlates positively with vocabulary growth among children (Plowman & McPake, 2013). The dynamic and visually appealing nature of CBeebies programming captures students' attention and motivates them to actively engage with language-rich materials, thereby facilitating vocabulary expansion naturally and enjoyably.

Moreover, the accessibility of CBeebies content makes it a practical and versatile tool for educators seeking to enrich their vocabulary instruction (BBC, n.d.). With its online platform and on-demand features, CBeebies allows educators to integrate targeted vocabulary activities seamlessly into their lesson plans (Ofcom, 2020). Whether used as a supplement to in-class instruction or as a resource for independent learning, CBeebies provides educators with a valuable resource for enhancing students' vocabulary skills in diverse educational settings.

Furthermore, the interactive features of CBeebies programming encourage active participation and collaboration among students, creating opportunities for meaningful language practice and reinforcement (Flewitt, Messer, & Kucirkova, 2014).

Through engaging games, songs, and storytelling, CBeebies fosters a supportive learning environment where students can interact with language in context, experiment with new words, and reinforce their understanding through hands-on activities.

The utilization of CBeebies as a learning media holds immense promise for improving students' vocabulary skills in the classroom (BBC, n.d.). With its engaging content, accessibility, and interactive features, CBeebies offers educators a valuable resource for promoting vocabulary acquisition and supporting language development among young learners. As research continues to illuminate the benefits of integrating educational programming into classroom instruction, CBeebies is an effective and promising tool for enhancing students' vocabulary proficiency.

Rahmah et al. (2023) argue that an individual's language abilities mainly depend on the quantity and quality of their vocabulary. A richer vocabulary increases the likelihood of excelling in language use. From this perspective, vocabulary is a fundamental component of language learning, directly influencing all language skills. Mastery of vocabulary lays the foundation for reading, and students require a broad vocabulary to communicate effectively. With an extensive vocabulary, students are better equipped to comprehend texts and articulate their thoughts clearly. Adequate vocabulary is essential for learners to grasp linguistic nuances and express their ideas effectively. However, as Richards and Rodgers (2014) observe, challenges in vocabulary instruction remain prevalent in Second Language (L2) Medium of Instruction (MOI) programs.

Traditional methods employed in vocabulary instruction often rely on rote memorization, which can lead to disengagement and low mastery among students (Nagy & Townsend, 2012). Students may struggle to retain the meaning and usage of words when they are simply memorized without context or meaningful practice. This approach hinders their ability to comprehend and produce language and affects their motivation and participation in language learning activities.

Students must expand their vocabulary and develop a broader linguistic repertoire to enhance their language skills. However, vocabulary acquisition can be particularly challenging for non-native English speakers, as they often encounter difficulties such as understanding the meanings of new words, mastering spelling, pronunciation, correct word usage, and inferring meaning from context, making vocabulary learning a complex process (Afzal, 2019). It has also been suggested that by implementing innovative and contextually relevant teaching strategies, educators can create a more conducive learning environment where students actively engage with vocabulary in meaningful ways, which not only fosters deeper understanding and retention but also enhances overall language proficiency and academic success (McKeown, 2019).

This study aims to investigate the vocabulary proficiency levels among students at an Islamic Junior High School (*Madrasah Tsanawiyah*) in Aceh Besar, where many students are experiencing significant deficiencies in vocabulary knowledge. The rationale for this research lies in the essential role vocabulary plays in language acquisition and academic success. The specific context of the Islamic junior high school

offers a unique opportunity to explore vocabulary deficiencies within a distinct demographic and educational setting. Understanding the extent of the vocabulary gap among students in this *Madrasah* (School) is crucial for developing targeted interventions that effectively address their linguistic needs (Noroozi & Alavi, 2017).

The fundamental aim of this proposed research is to examine the utilization of CBeebies for instructing vocabulary to a group of students who have been identified as experiencing ongoing difficulties in learning vocabulary. A pre-experimental design was selected to assess the efficacy of CBeebies.

Therefore, this present study has attempted to examine the potential benefits of using CBeebies videos in teaching students vocabulary.

B. Research Question

As CBeebies are argued to have important effects on English teaching and learning, this study seeks to address the following research question: Is there any significant difference in the students' vocabulary mastery before and after they are taught by using CBeebies?

C. Research Aim

This research investigates the significant differences in students' vocabulary before and after they were taught using CBeebies.

D. Research Benefits

Toward completing this research, the following significances would establish positive results for teachers and students. It would benefit from the following aspects:

1. Theoretical Benefits

Utilizing CBeebies as a tool for teaching vocabulary to secondary school students offers significant theoretical advantages. Its captivating, age-appropriate content fosters student interest and engagement, ensuring sustained motivation during vocabulary instruction. The diverse vocabulary presented in CBeebies programs introduces students to a wide range of words in meaningful contexts, enhancing their understanding and practical application of word usage. Interactive elements such as songs, games, and storytelling provide repeated opportunities for students to encounter and practice new vocabulary, improving retention and making learning enjoyable. The multimodal design, combining audio and visual stimuli, accommodates diverse learning styles, ensuring inclusivity and effectiveness. By contextualizing vocabulary in relatable scenarios, CBeebies enables students to grasp word meanings and apply them in real-life situations. Collectively, these features create an engaging and effective environment for vocabulary acquisition and language development.

2. Practical Benefits

The findings of this study are expected to encourage educators to integrate CBeebies into their lesson plans as an effective resource for enhancing vocabulary instruction. By adopting CBeebies as an alternative instructional tool, teachers can promote both fluency and enjoyment in students' English vocabulary acquisition.

Additionally, the study aims to provide valuable insights for future researchers, particularly those exploring the application of CBeebies in teaching vocabulary, serving as a reference for further academic inquiry and innovation in this field.

E. Research Terminologies

1. *CBeebies* is defined as an Educational Multimedia Platform - The utilization of CBeebies, an educational multimedia platform developed by the BBC, serves as an innovative pedagogical tool for enhancing students' vocabulary acquisition (BBC, n.d.).
2. *Teaching* is defined as "the process of attending to people's needs, experiences, and feelings, and making specific interventions to help them learn particular things." This encompasses a range of activities aimed at facilitating learning and development (Center for Teaching and Learning, n.d.).
3. Vocabulary

   Vocabulary refers to "the knowledge of words and word meanings." It is a crucial component of language proficiency, influencing reading comprehension and overall communication skills. Effective vocabulary instruction involves providing multiple exposures to a word's meaning to enhance retention and understanding (European Researcher, 2019).

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CHAPTER II

LITERATURE REVIEW

A. Definition of Vocabulary and Its Learning Difficulties.

Contemporary definitions of vocabulary highlight its complexity as more than just the knowledge of word meanings. For instance, Nation (2013) emphasizes that vocabulary knowledge involves recognizing words and recognizing them and understanding their usage in different contexts. Educators often categorize vocabulary into different types: sight-word vocabularies, referring to the ability to recognize printed words instantly, and meaning vocabularies, which are the words students comprehend. Moreover, some educators address listening vocabulary, which includes understanding spoken words. In academic settings, vocabulary often refers to terms specific to a subject area (Schmitt, 2014). Vocabulary acquisition is influenced by both incidental and explicit teaching methods, as noted by Pellicer-Sánchez (2015), who suggests that automaticity and speed of lexical access can develop differently depending on the teaching approach.

Additionally, Peters (2018) highlights the impact of out-of-class exposure, such as through media, on expanding students' vocabulary knowledge. Vocabulary knowledge is now understood as an evolving skill, requiring students to connect words with other concepts, learn their various uses, and accurately apply them in context (Nation, 2013; Schmitt, 2014; Pellicer-Sánchez, 2015). Furthermore, learning

vocabulary is seen as a multidimensional process that includes acquiring deeper semantic and syntactic knowledge (Webb & Nation, 2017).

Pellicer-Sánchez (2015) highlights that vocabulary knowledge, encompassing various interpretations, is essential for automaticity in language use. Some educators focus on sight-word vocabularies, referring to students' instant recognition of printed words, while others emphasize meaning vocabularies—words that students understand and use. Similarly, Peters (2018) discusses the impact of exposure to English through media in vocabulary acquisition, underscoring the role of listening vocabularies. Vocabulary, especially in academic contexts, often involves content- specific terms, requiring learners to develop deeper conceptual understanding. Nation (2013) also emphasizes that vocabulary forms a system of knowledge that is critical for language proficiency in speaking, listening, reading, and writing.

In conclusion, vocabulary can be understood as a fundamental component of language proficiency, consisting of a list of words that includes meaning, usage, and form (such as pronunciation and spelling), which are essential for effective communication in both spoken and written contexts.

There are significant challenges in vocabulary acquisition, drawing on contemporary research to highlight key obstacles (see Appendix A). One major factor is pronunciation. Words featuring unfamiliar sounds or complex consonant clusters often impede learners' ability to accurately produce or recognize them. Research by Laufer and Aviad-Levitzky (2017) indicates that orthographic irregularities, such as inconsistent sound-spelling patterns, contribute significantly to this issue. For instance,

words with silent letters or multiple pronunciations—like "though" and "tough"—can confuse learners, complicating both the learning and retention processes. This challenge is particularly pronounced for learners whose first languages do not share similar phonetic or orthographic features. Addressing these difficulties can involve implementing phonological awareness activities and providing explicit instruction on spelling rules.

Another key barrier is length and complexity in vocabulary. Short, high-frequency words like "put" are typically easier to learn compared to longer, less common words like "impose." According to Schmitt (2014) and Peters (2018), the frequency of exposure to specific words is crucial for making longer, more complex vocabulary items accessible to learners. Learners are likely to encounter short words far more often, while longer words require repeated, context-rich encounters to be fully integrated into their vocabulary. Furthermore, Peters highlights the role of incidental learning through out-of-class exposure, such as through media consumption, in helping learners internalize more challenging vocabulary items. This process aids in balancing the inherent difficulty posed by word length and complexity.

The grammar of vocabulary also poses significant challenges, especially when the grammatical requirements of new vocabulary differ from those in a learner's first language. Nation (2013) points out that verbs such as "enjoy" and "hope," which are followed by different forms (gerund or infinitive), can be particularly confusing. This grammatical inconsistency can lead to production errors and impede learners' understanding of proper word use. Learners may inadvertently transfer grammatical

patterns from their native language, resulting in awkward or incorrect sentence structures. To mitigate these issues, Nation emphasizes the necessity of teaching vocabulary within grammatical contexts, thus enabling learners to acquire word knowledge and understand how to use words accurately in their grammatical forms.

Understanding meaning is another crucial area where learners encounter difficulties, particularly with words that have overlapping or nuanced meanings. Webb and Nation (2017) discuss the common struggle learners face in distinguishing between seemingly similar words, such as "make" and "do." This confusion can extend to words that possess multiple meanings depending on context, such as "run" in phrases like "run a business" versus "run a marathon." The authors argue that acquiring a deeper understanding of word meanings goes beyond mere memorization of definitions; learners must also grasp the connotations and idiomatic usages to apply words accurately in varied contexts. Teachers should provide extensive and varied examples to facilitate this process while emphasizing the importance of usage over simple rote memorization.

Finally, the concepts of collocation and appropriate use introduce additional complexities for learners, as many words naturally pair in ways that may not be immediately intuitive. Research by Pellicer-Sánchez (2015) highlights that learners often struggle with multi-word items, including phrasal verbs or compound nouns, which cannot always be understood through the individual meanings of their components. For instance, expressions like "strong coffee" and "make up your mind" adhere to specific usage patterns that learners need to master through consistent

exposure. Compounding this challenge, students may find many expressions lack direct translations in learners' first languages. Therefore, explicit instruction in collocations, combined with an emphasis on practical usage, can significantly aid learners in mastering these complex vocabulary elements.

The above principles are supported by semantic field theory, which emphasizes teaching vocabulary through connections between related words and meanings, thus helping learners retain new vocabulary more effectively (Dwihastuti et al., 2022). In teaching, teachers should also incorporate grammar and pronunciation, ensuring that learners can both recognize and produce vocabulary items correctly.

B. Vocabulary as a Foundation of Language Proficiency

Vocabulary, alongside phonetics and grammar, plays a crucial role in foreign language learning. A strong command of vocabulary is essential for proficiency in the four core language skills: speaking, listening, reading, and writing. A limited vocabulary can impede communication and lead to misunderstandings. Therefore, developing a robust vocabulary is critical for students aiming to communicate effectively in English (Pan, 2011; Irhamni & Firmaulia, 2021).

Rahmadhani (2015) argues that vocabulary is a fundamental component of language development, particularly for beginners. Mastery of vocabulary is key because it significantly impacts students' abilities across speaking, listening, reading, and writing. Thus, integrating vocabulary instruction early in language learning is vital for

students to use English more effectively. This highlights the importance of vocabulary in overall language acquisition.

Vocabulary is the foundation of human communication, as it enables individuals to convey meaning. Wilkins (2017) emphasizes that grammatically correct sentences are of little value if they lack the necessary vocabulary to express ideas. While grammar provides structure, vocabulary is indispensable for effective communication. Similarly, Lessard-Clouston (2021) defines vocabulary as the collection of words within a language used to convey specific meanings, including not just individual words but also phrases and clusters of related terms. This underscores that vocabulary involves more than just isolated words; it includes expressions and phrases vital for meaning-making.

Al Qahtani (2015) highlights the reciprocal relationship between vocabulary knowledge and language use, asserting that using language helps enhance vocabulary acquisition, while a strong vocabulary supports effective communication. Teachers need to not only teach vocabulary but also demonstrate its practical application in real-world contexts, ensuring students can understand and use words appropriately.

Teaching vocabulary to young learners presents unique challenges, as their learning styles differ from older students. Young learners are often more enthusiastic, social, and adaptable, making them particularly receptive to instruction tailored to their needs. Specialized teaching strategies are essential to ensure effective vocabulary acquisition among younger students (Syafrizal & Haerudin, 2018).

C. Vocabulary in English Language Teaching

Vocabulary instruction is a fundamental aspect of language learning, as language is inherently constructed from words, and effective communication relies heavily on a strong vocabulary foundation. Recent studies have highlighted persistent challenges in vocabulary teaching, particularly a lack of confidence among some educators in employing effective instructional methods. Many educators also face difficulties in determining the most appropriate focus areas when teaching vocabulary (Alqahtani, 2015).

A study found that incorporating concordance line printouts into vocabulary teaching significantly improved vocabulary retention among Iranian EFL (English as a Foreign Language) students. This research underscores the potential benefits of innovative teaching approaches in enhancing vocabulary recall and retention (Jalilifar, Mehrabi, & Mousavinia, 2014).

Teaching vocabulary in the context of English as a foreign language presents unique challenges, such as the need for effective methodologies and the differences between teaching young learners and adults. Educators are encouraged to utilize modern, creative techniques to make lessons engaging and tailored to students' individual needs. A deep understanding of learners' characteristics and the preparation of relevant teaching materials are critical to ensuring successful vocabulary instruction (Afzal, 2019).

In the process of acquiring a second language, vocabulary mastery emerges as a fundamental and indispensable skill. This view is supported by Yawiloeng (2020), who

argues that no one can learn a language without first acquiring vocabulary, emphasizing the critical role vocabulary plays in language learning. It is universally acknowledged that effective language acquisition is not possible without first establishing a solid vocabulary foundation. Additionally, Afzal (2019) highlights the importance of vocabulary acquisition and mastery, stating that English proficiency depends heavily on the vocabulary knowledge acquired by both second-language and foreign-language learners, as well as native speakers.

Lutfiyah et al. (2022) further assert that vocabulary serves as a crucial tool for determining which terms are most suitable for successful communication and for quickly understanding contexts, making it imperative for students to acquire a strong vocabulary. According to Surmanov and Azimova (2020), vocabulary is essential for the effective use of a second language (L2), as students cannot fully utilize the structures and skills they have learned without a sufficient vocabulary. Receptive and productive vocabularies are the two main types of vocabulary. Receptive vocabulary is necessary for developing receptive L2 skills such as reading and listening, while productive vocabulary is required for developing productive skills such as writing and speaking (Uchihara et al., 2022).

Moreover, Mateo-Valdehíta and Diego (2021) point out that receptive knowledge involves understanding a word's structure, meaning, and potential contexts, whereas productive knowledge entails the ability to use a word correctly within lexical, pragmatic, and syntactic contexts, as well as with proper spelling and pronunciation

Mastering L2 vocabulary is crucial yet presents significant complexity, with challenges such as pronunciation, spelling, word length, and meaning adding to the difficulty. These issues are further compounded by the differences in pronunciation, spelling, usage, and meaning between English and Indonesian, making vocabulary acquisition more challenging for Indonesian learners Such difficulties in vocabulary acquisition can hinder students' abilities across the four key language skills-speaking, listening, reading, and writing—ultimately affecting their overall communication effectiveness. For many learners, limited vocabulary proficiency leads to challenges such as hesitation, passivity, and confusion when selecting the right words. Therefore, vocabulary mastery plays a pivotal role in developing comprehensive language skills (Salam & Nurnisa, 2021; Sumarni et al., 2022).

In response to these challenges, exploring various pedagogical approaches can help improve vocabulary acquisition. As Salam et al. (2020) suggest, integrating diverse learning methodologies into language instruction may enhance the process of vocabulary learning. In this context, Bai (2018) observes that cognitive strategies are the most commonly used techniques in vocabulary acquisition, followed closely by metacognitive and socio-emotional strategies. These approaches emphasize not only the memorization of words but also their practical application in various contexts, further promoting language proficiency. By adopting a multifaceted strategy to vocabulary instruction, educators can better address the needs of L2 learners and improve their language outcomes.

D. Media as a Means for Teaching Vocabulary

To effectively achieve learning goals, it is crucial to integrate instructional media that meets the evolving needs of both students and the educational environment. Instructional media refers to various tools designed to support and enhance the learning process, which can be categorized into three types: audio, audiovisual, and visual. Audio media includes elements such as music, sound recordings, and radio, providing auditory stimuli that aid in language acquisition and comprehension. Audiovisual media, which combines sound and imagery—such as films, television shows, and videos-engages learners by stimulating multiple senses (Alqahtani, 215). Visual media also plays a key role in learning. It includes materials like photographs, maps, and flashcards, which help students grasp abstract concepts more concretely. These resources are often used to reinforce vocabulary learning by providing visual representations of new words, enhancing comprehension and retention. Visual tools also encourage active participation, making abstract concepts easier to understand. These materials are particularly beneficial for young learners and those with different learning preferences (Noroozi & Alavi, 2017).

Multimedia resources, especially those combining audio and visual components, have become increasingly important in second language (L2) learning environments. Television shows and interactive videos are often used to enhance vocabulary acquisition. Research shows that multimedia resources can help learners remember and use new words more confidently. Recent studies highlight that visual materials, particularly when paired with subtitles, significantly aid learners in expanding their

vocabulary in English as a Foreign Language (EFL) (Sardareh & Sirmandi, 2016). This underscores the value of strategically using multimedia tools to enhance language learning.

Visual media, in particular, has distinct advantages in teaching vocabulary. Studies show that incorporating visual aids into lessons makes learning easier and improves retention (Iranada et al., 2016). Teachers often use photographs, real-life objects, and illustrations to make new vocabulary more memorable. This approach not only enhances comprehension but also promotes long-term retention by providing clear, tangible examples of vocabulary in context. As students engage with these materials, they develop a deeper understanding of the words and their meanings, leading to more effective learning outcomes.

In conclusion, incorporating a variety of instructional media especially visual and audiovisual tools is essential for supporting vocabulary instruction and language acquisition. By using audio, visual, and multimedia resources, teachers can create a dynamic, engaging learning environment that caters to different learning styles. Research suggests that tools like videos with subtitles and real-life objects significantly improve students' ability to grasp and retain new vocabulary, making learning more interactive and meaningful. Therefore, educators should carefully select and implement these media to help learners expand their vocabulary and improve communication skills in a second language.

According to Celce-Murcia and Olshtain (2010), vocabulary is divided into two categories: "function words" and "content words." Function words belong to closed

word classes, such as pronouns, auxiliary verbs, prepositions, determiners, and adverbs, which resist new additions or removal. In contrast, content words are part of open word classes that readily accommodate new additions and may discard outdated words. Content words can be further classified into three categories: nouns (referring to a person, place, or thing), verbs (expressing action, events, or states), and adjectives and adverbs (describing the qualities of things or actions) (Liu & Zhang, 2021).

The classification of teaching media is delineated into three categories: visual, audio, and audiovisual media. Visual media includes observable or tangible materials such as pictures, photos, objects, charts, and cards. Audio media, primarily used for listening and comprehension, facilitates one-way communication and includes tools like radio, tape recorders, and compact discs (Gunter et al., 2019). Audiovisual media, combining auditory and visual elements, includes resources like videos, movies, and television, which engage learners at different cognitive levels (Kumar & Choudhary, 2020).

Sadiman (2010) describes cartoons as a form of graphic communication that conveys messages through symbols and images, often depicting behaviors or situational dynamics. Cartoons can effectively capture students' attention, influence their attitudes, and deliver messages concisely highlights the lasting impression cartoons can leave due to their simplicity and engaging nature (Hegarty, 2015; Berk, 2022).

As a highly engaging medium, video can illustrate movements and convey factual and fictional messages (Zhang et al., 2020). It is increasingly used in education to optimize learning by providing visual and auditory stimuli that enhance

understanding (Hegarty, 2015). By integrating real-life aspects into language learning, videos help contextualize the learning experience (Calvert, 2018). The strength of video lies in its combination of sound, visuals, and sometimes text, such as subtitles, which together serve both educational and entertaining purposes (Mayer, 2021).

E. CBeebies as Children Friendly Media for Students.

CBeebies, a British children's television channel, offers a rich resource for English language teaching, engaging young learners with storytelling, animations, and songs (Anderson et al., 2018). Research indicates that educational television programming can enhance children's vocabulary acquisition and comprehension (Kirkorian et al., 2016).

Furthermore, CBeebies provides various resources— interactive games, worksheets, and activities—that can be integrated into classroom lessons, reinforcing language concepts and providing additional practice opportunities (Sadiman et al., 2010). In summary, CBeebies presents a dynamic platform for English language teaching, offering engaging content and versatile resources that support children's language development and proficiency in English.

F. Studies on Teaching Vocabulary

It has been discovered that multimedia, particularly animated content like cartoons and video clips, significantly enhanced vocabulary acquisition in EFL learners and highlighted the importance of engaging, visual, and auditory stimuli in maintaining

learners' attention and improving retention of new words. Approaches such as mind mapping, subtitles, and animated narratives help learners form stronger associations between words and their meanings, making vocabulary learning more interactive and effective.

The consistent positive results across different age groups suggest that multimedia is an effective tool for teaching vocabulary, from toddlers to intermediate learners. Ultimately, these findings reinforce the growing trend of integrating technology and multimedia into language education to create a more dynamic and supportive learning environment as seen in the table below:

Table 2.2 Studies in teaching vocabulary

No.	Author	Research Title	Year	Result
	Ihamni, I., & Firmaulia	Teaching vocabulary through cartoon films for toddlers by using mind mapping technique	2021	Examined mind mapping for teaching vocabulary to toddlers using cartoon
2	Ismail, I., Baharuddin, B., & Maneba, S.	The analysis of students' problem in learning vocabulary at SMP SATAP PALEA	2022	Analyzed students' challenges in learning vocabulary
3	Minalla, A.A	Enhancing young EFL learners' vocabulary learning through contextualizing animated videos	2024	Studied contextualized animated videos significantly enhances vocabulary learning among young EFL learners

4	Sardareh, A. S. & Sirmandi, H. E.	The effect of BBC World clips with and without subtitles on intermediate EFL learners vocabulary	2016	Studied the effects of BBC World Clips with and without subtitles on vocabulary acquisition
5	Wu, S.H., & Wu. Y. T.	Enhancing vocabulary learning through animated cartoon: A study on EFL young learners	2018	Examined the use of animated cartoons to enhance vocabulary learning

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Plan

This study adopted a quantitative research methodology. As elucidated by Rana et al. (2021), the quantitative approach encompasses the systematic gathering and scrutiny of numerical data to explain scientific research queries, ascertain the robustness of associations, prioritize variables, and assess the efficacy of evidence. Following Arikunto (2009), the present study's research design is as follows:

Table 3.1 Pre-experimental research design

Pre-test	Treatment	Post-test
O_1	*X*	O_2

The study entailed a group that underwent pre-test, treatment, and post-test phases. Its objective was to ascertain whether CBeebies, utilized in teaching vocabulary, could enhance students' vocabulary. As indicated in Table 3.1 above, O_1 denotes the initial observation conducted before incorporating CBeebies in teaching vocabulary, encompassing students' language test to assess their baseline vocabulary. The treatment, represented by the experimental symbol *X*, delineates a comprehensive step implemented to instruct students in speaking skills using CBeebies. The O_2 observation signifies the final evaluation, where students will undertake a post-test to gauge the potential improvement in their vocabulary resulting from the use of CBeebies. This research employs the pre-experimental study investigating CBeebies in improving students' vocabulary.

Pre-experimental research design refers to a form of research design that does not have a control group. It is applied to a pre-experimental design (one group pre-test and posttest); this design involves one group that is pre-test (O_1), exposed to treatment (X) and post-test (O_2) (Creswell, 2013; Fetters et al., 2013). In this design, a single group of samples has been studied before and after undergoing to a treatment or intervention. There was no control group for comparison; the treatment's outcome was compared to the baseline measurement. According to Sugiyono (2014), the one-group pretest-posttest design is a research design that contains a pretest, before treatment is given. In this way, the treatment results can be discovered more accurately. The outcomes can be compared with the situation before and after the treatment has been given.

B. Population and Samples

The population consisted of the generalization object or subject with quality and particular features that I established to gather information and draw conclusions. The research sample is defined as a part of the population that includes every major character in the population. The sample represents a portion of the population's total and its features (Arikunto, 2010; Sugiyono, 2016).

The population was the second-year students of the Islamic junior high school where the research was situated. These students were spread among three classes: VIII-A, VIII-B, VIII-C, and VIII-D. Each class consisted of 18; the total student population was 72. Members of class VIII-C were selected to be the samples of this research.

C. Sampling Technique

According to Sugiyono (2016), a sampling technique is a sample-gathering method. The method by which the researcher selects a sample from the population is known as the sampling procedure. The preference of the VIII-C as a research sample has been performed based on a purposive sampling procedure. According to Maxwell (1997), purposive sampling is a kind of sampling in which specific locations, people, or events are specifically chosen for the valuable information they can offer that cannot be obtained from other options.

The class VIII-C of second-year students of MTS Samahani have been interviewed and observed to have vocabulary difficulties. The problem per se was dealt with by almost all students of the class. Being unable to know words was the most common one. This situation also made it worse having noticed that students were very poor in terms of understanding a short passage.

However, students from the other three classes VIII-A, VIII-B, VIII-D found to be a bit more advanced in vocabulary. They had strong motivation and were confident enough to engage in English communication. The one-group pretest and post test group, the Class VIII-C, fits the criteria of the basis of this research in that the problem students experienced in vocabulary. It was indicated that mutual characteristics as one or more students did not have the superiority in vocabulary among the other. These conditions will allow a desired result once the research processes has been done as students are not registered by an even distribution vocabulary strength.

D. Instrument of Data Collection

A research instrument is a tool used to find reliable data. The tool becomes the instrument when a researcher uses a certain technique to do research. Thus, this research used the written test to investigate CBeebies and improve students' vocabulary. Students were tested through categorizing words test (see appendix III). The categorizing Words Test is an effective tool for language assessment, concentrating on the learner's grasp of grammatical categories. It assesses crucial grammatical competence aspects, essential for understanding and using language. Additionally, this test sheds light on the cognitive processes involved in language acquisition, making it a practical resource in language instruction (Cheng, 2008; Chapelle & Voss, 2021).

In selecting CBeebies videos to support vocabulary acquisition, specific criteria were established to align with the research's pedagogical objectives and the learners' needs. The chosen videos were required to feature a diverse range of vocabulary words, including nouns, verbs, and adjectives, to complement the grammatical focus of the assessment. To enhance comprehension and retention, the content emphasized contextualized vocabulary presented in meaningful, real-life scenarios. Additionally, the videos incorporated multimodal elements—such as visual aids, auditory cues, and engaging animations—to stimulate multiple senses and facilitate deeper cognitive processing of new words. Repetitive and interactive features, such as songs and storytelling, were also prioritized to reinforce vocabulary usage and improve memorization. Moreover, the videos were selected to be age-appropriate and culturally neutral, ensuring they were accessible and relatable for the target student demographic.

These criteria ensured the videos were both pedagogically effective and aligned with the study's goals, providing a robust foundation for investigating the use of CBeebies in vocabulary instruction.

This study is confined to the teaching of English vocabulary, with a specific focus on the grammatical categories of nouns, verbs, and adjectives, through the use of CBeebies videos as a multimedia learning tool. It aims to evaluate the effectiveness of this approach in improving students' vocabulary acquisition within a structured educational environment. By concentrating on these particular language elements, the research provides a focused and systematic analysis of the intervention's impact, offering valuable insights into the role of multimedia resources in supporting vocabulary development in a pedagogically robust manner.

E. Technique of Data Collection

Students participated in a pretest where they were individually prompted to define words they heard from CBeebies, with each student allotted three minutes to respond. The pretest was designed to assess their foundational vocabulary skills. Following the learning treatment, I conducted a post-test using the same procedures to measure any vocabulary improvements. Recordings of the students' presentations were analyzed to identify notable changes, and each test was evaluated using a vocabulary rubric.

In the preliminary assessment phase, each student was individually prompted to demonstrate their vocabulary knowledge. This assessment provided insights into their

ability to define words, complete sentences, write definitions, create original sentences, and check mechanics. These observations offered a baseline understanding of their vocabulary proficiency before the intervention.

The treatment phase involved structured sessions aimed at enhancing vocabulary development through the use of CBeebies videos namely Our Planet and The Solar System, and Dinosaurs. I began by explaining the importance of vocabulary and introduced CBeebies as a learning tool. Subsequently, I covered the verbs, nouns and adjectives which are essential for students' sentence construction. Over the following sessions, I presented students with CBeebies videos to further support vocabulary learning. The treatment was carefully planned to scaffold the students' learning progressively, ensuring that vocabulary use and narrative tense were solidified before moving on to specific vocabulary activities.

After completing the treatment sessions, a post-test was administered, following the same format as the pretest. This post-treatment evaluation was crucial in determining whether there had been improvements in the students' vocabulary skills after the intervention. By employing the same assessment criteria as in the pretest, consistency was maintained, allowing for a direct comparison of students' vocabulary performance before and after the treatment. The post-test results, evaluated against the pretest, provided critical data to assess the effectiveness of the vocabulary interventions.

During the initial assessment, individualized prompts allowed for a nuanced evaluation of each student's vocabulary. This method is widely used in language proficiency assessments as it enables the researcher to capture variations in students'

accuracy, fluency, and comprehensibility. In the treatment phase, the sessions were deliberately structured to build a solid foundation for vocabulary improvement. By introducing key concepts early and gradually increasing the complexity of tasks, I aimed to reinforce vocabulary skills effectively, drawing on task-based language teaching principles. The post-treatment evaluation played a pivotal role in determining the intervention's success by ensuring that the pre- and post-tests provided a consistent measure of vocabulary improvement. In summary, the data collection process employed a systematic approach, combining formative and summative assessments to track vocabulary development. Through careful planning and methodological rigor, this research aimed to yield valuable insights into the impact of targeted instructional interventions on language acquisition outcomes.

F. Technique of Data Analysis

This research used two types of data analysis: descriptive and inductive or inferential. Sugiyono (2016) states that researchers use descriptive statistics to describe the sample data without generalizing about the population from which the sample was drawn. Data were presented through tables, graphs, pie charts, and pictograms in descriptive statistics. The process included scoring, adding, and calculating the mean, median, and mode. He also explains that inferential descriptive statistics involve collecting data from samples, forming hypotheses, making decisions, and drawing conclusions from the research results.

This study analyzes data from vocabulary tests administered to students before and after using CBeebies as a teaching tool. The analysis involves measures of central tendency and hypothesis testing through a paired t-test to assess whether there is a significant improvement in students' vocabulary.

Measures of central tendency summarize the students' performance by identifying a representative score in the pretest and posttest results. As Creswell (2012) explains, central tendency is a "summary number that represents a single value in a distribution of scores" (p. 184). The three most common measures of central tendency include the mean and median, each providing a different way of summarizing the data.

The mean is the arithmetic average of the students' scores, obtained by summing all the scores and dividing by the number of students. The mean helps determine if there is an overall improvement in students' vocabulary after the intervention. According to Sugiyono (2013), the formula to calculate the mean is:

$$M=\frac{X}{n}$$

Where:

M = Mean (average score)

X = Sum of students' scores

n = Total number of students

The middle score in the distribution of the pretest and posttest results, useful if there are significant outliers. According to Creswell (2012, p.185), "The median score divides the scores, rank-ordered from top to bottom, in half." Sugiyono (2013, p.53) provides the formula for calculating the median:

$$Md = b + p\,\frac{1}{2}n - F$$

Where:

Md = Median

b = Lower limit of the median class
p = Class interval

n = Total number of students

F = Cumulative frequency before the median class

The measures of dispersion are used to analyze the spread or variability in students' vocabulary scores across the pretest and posttest. Creswell (2012, p.186) explains that "Variability indicates the spread of the scores in a distribution," and dispersion helps to understand how widely the scores vary.

Range is the difference between the highest and lowest scores in both the pretest and posttest. Sugiyono (2013, p.51) outlines the formula for calculating the range:

$$R = H - L$$

Where:

R = Range

H = Highest score

L = Lowest score

Variance is the extent of variation in the students' vocabulary scores from the mean. As Creswell (2012, p.186) notes, "The variance indicates the dispersion of scores around the mean." Sugiyono (2013, p.55) provides the following formula:

$$S^2 = \frac{f\,(\bar{x} - \bar{x})2}{n}$$

Where

S^2 = Variance

F= Frequency
X= Individual Score

$\bar{x}$ = Mean

n= number of students

Standard deviation measures the spread of scores around the mean, providing insight into the consistency of the students' performance. Creswell (2012) describes it as "an indicator of the dispersion or spread of the scores" (p. 186). The formula for standard deviation, as provided by Sugiyono (2013), is

$$S = \frac{\sqrt{f\,(x - \bar{x})2}}{n}$$

Where:

S = Standard deviation

To assess the effectiveness of the CBeebies intervention in improving students' vocabulary, a paired t-test is used. This test compares the means of the pretest and posttest to determine whether the difference between them is statistically significant. According to Sugiyono (2013), the paired t-test evaluates whether the mean difference between two sets of scores is significantly different from zero.

$$t\text{-}_{observed} = \frac{m_{X1} - m_{X2}}{SE_{X1-X2}}$$

Where:

Mx_1 = Mean of Pretest Score

Mx_2 = Mean of Posttest score

$SEx_1 - x_2$: Standard error of the difference between the means. (Sugiyono, 2013)

The t-test allows the researcher to compare the means of the pretest and posttest, taking into account the variability of the scores. If the t-observed value is greater than the t-table value, it indicates that the difference between the pretest and posttest scores is statistically significant, thereby rejecting the null hypothesis and accepting the alternative hypothesis. If t-observed is smaller than t-table, the null hypothesis is accepted, indicating no significant difference between the scores (Sugiyono, 2013). The decision to accept or reject the hypothesis depends on the comparison between the t-observed and t-table values. The following criteria are used:

1. Accept Ha: If $t_{observed} > t_{table}$, there is a significant improvement in students' vocabulary after using CBeebies (Sugiyono, 2013).
2. Reject Ho: If $t_{observed} < t_{table}$, there is no significant difference between the pretest and posttest scores (Sugiyono, 2013)

The hypothesis was tested to disprove one of the proposed research hypotheses. H_0 indicated that there was no significant difference in the students' vocabulary before and after being taught using CBeebies, while Ha suggested a significant difference in the students' speaking skills after using CBeebies. The significance level used was $\alpha = 0.05$. The determination criteria were based on comparing t-count and t-table. If the t-test is greater than the t-table, or if the t-test is smaller than the t-table, then Ha is accepted. A comparison of probability values also forms the basis of this hypothesis test (sig.). H_0 is accepted if the probability is greater than 0.05, and H_0 is rejected if the

probability is less than 0.05. In short, the analysis of data, including the calculation of the t-test, was performed using SPSS (Statistical Package for Social Sciences).

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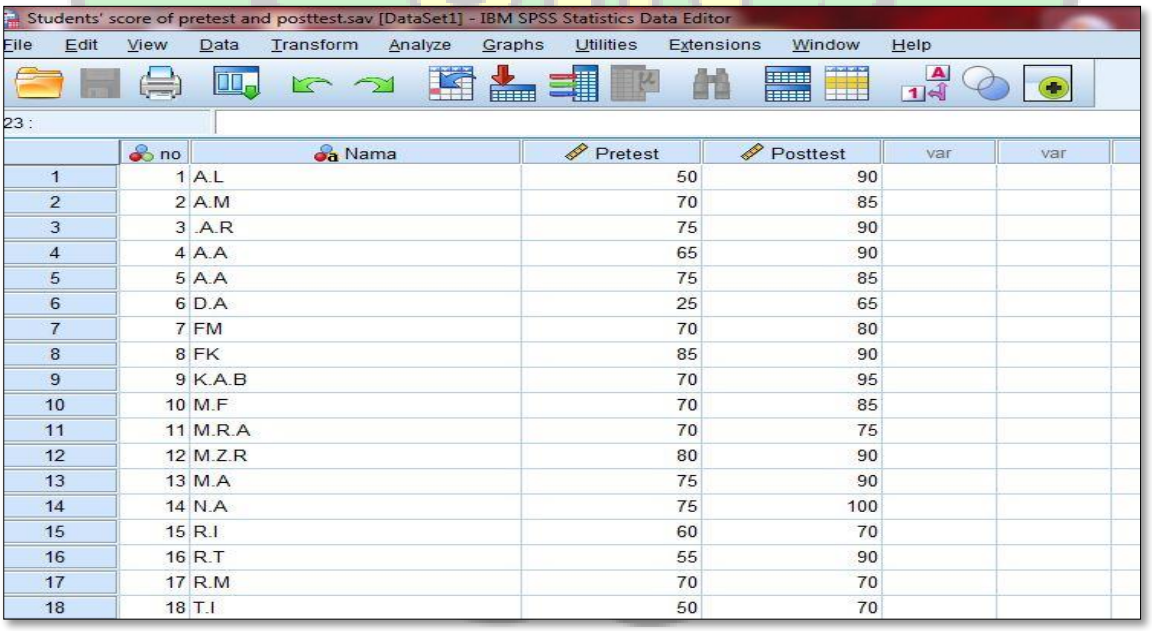
CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The primary objective of this study was to assess the effectiveness of CBeebies videos in improving vocabulary acquisition among secondary school students at an Islamic Junior High School in Aceh Besar. The results of the pretest and posttest, analyzed using SPSS 25 through descriptive statistics showing a significant improvement in students' vocabulary proficiency after the intervention. Below is a summary of the key findings:



	no	Nama	Pretest	Posttest	var	var
1	1	A.L	50	90		
2	2	A.M	70	85		
3	3	.A.R	75	90		
4	4	A.A	65	90		
5	5	A.A	75	85		
6	6	D.A	25	65		
7	7	FM	70	80		
8	8	FK	85	90		
9	9	K.A.B	70	95		
10	10	M.F	70	85		
11	11	M.R.A	70	75		
12	12	M.Z.R	80	90		
13	13	M.A	75	90		
14	14	N.A	75	100		
15	15	R.I	60	70		
16	16	R.T	55	90		
17	17	R.M	70	70		
18	18	T.I	50	70		

Figure 4.1 **Summary of pretest and posttest**

The figure displays the pretest and posttest scores of 18 students, showcasing individual improvements in vocabulary proficiency following the intervention. Most students exhibited significant progress, with notable increases such as A.L. (from 50 to

90), D.A. (from 25 to 65), and R.T. (from 55 to 90). Students who started with higher pretest scores, such as F.K. (85 to 90) and N.A. (75 to 100), demonstrated smaller but consistent gains. A few students, like R.M. (70 to 70) and M.R.A. (70 to 75), showed minimal improvement, reflecting potential individual differences in response to the intervention. Overall, the majority of students achieved higher posttest scores, indicating the effectiveness of the CBeebies videos in enhancing vocabulary proficiency across various baseline levels.

Table 5.1 SPSS descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	18	60	25	85	68.33	3.298	14.69
Posttest	18	35	65	100	83.89	2.342	13.18
Valid N (listwise)	18						

The descriptive statistics (see table 5.1) provides a comprehensive summary of the pretest and posttest scores, highlighting the effectiveness of the CBeebies video intervention in improving vocabulary acquisition among 18 students. The sample size (N=18N = 18N=18) remained consistent for both pretest and posttest analyses, indicating that no data was missing.

The range, which represents the difference between the maximum and minimum scores, decreased from 60 in the pretest (minimum = 25, maximum = 85) to 35 in the posttest (minimum = 65, maximum = 100). This reduction in range indicates a narrower spread of scores in the posttest, reflecting greater consistency in student performance after the intervention. Similarly, the minimum and maximum scores demonstrate that students' initial vocabulary proficiency varied widely but improved significantly, with all scores in the posttest exceeding the pretest minimum.

The mean scores illustrate a notable improvement in students' average performance. The pretest mean of 68.33 indicates the baseline vocabulary proficiency, while the posttest mean of 83.89 reflects a significant increase in proficiency after the intervention. The smaller standard error of the mean in the posttest (2.342) compared to (3.298) in the pretest suggests a higher precision in the posttest results, underscoring the reliability of the observed improvement.

The standard deviation, which measures the variability of scores, decreased from 14.69 in the pretest to 13.18 in the posttest. This reduction indicates that students' scores became more consistent after the intervention, further supporting the effectiveness of the CBeebies videos in standardizing vocabulary outcomes.

In short, the descriptive statistics reveal that the intervention not only improved the average vocabulary proficiency of students but also reduced the variability in their performance. These findings confirm the positive impact of the CBeebies videos in enhancing vocabulary acquisition among the participants.

Key Findings:

1. Pretest Mean Score: 68.33
2. Posttest Mean Score: 83.89
3. Pretest Standard Deviation: 14.69
4. Posttest Standard Deviation: 13.18
5. t-Statistic: 5.60 (greater than the critical t-value of 2.11)

The paired t-test results demonstrate that the improvement in students' vocabulary scores between the pretest and posttest is statistically significant. The

calculated t-statistic of 5.60exceeds the critical t-value of 2.11, indicating a substantial effect of the CBeebies videos on vocabulary acquisition.

1. Statistical Analysis

The analysis of the data involved calculating key statistical measures, including the mean**,** standard deviation**,** and performing a paired t-test to assess whether the observed improvement in students' vocabulary was statistically significant.

2. Mean Calculation and Variance

The mean score was calculated for both the pretest and posttest to determine the average performance of the students.

1. Pretest Mean

$$Pretest\ Mean = \frac{Pretest\ Scores}{Number\ of\ Students} = \frac{1230}{18} = 68.33$$

For each pretest score (x_1) the deviation from the mean (x_1 - $\bar{x}$) was calculated and was repeated for all 18 scores. Each deviation was then squared to eliminate negative values.

For x_1 = 50:

$(50\text{-}68.33)^2 = (-18.33)^2 = 336.67$

For x_2 =70:

$(70\text{-}68.33)^2 = (1.67)^2 = 2.79$

The squared deviations for all students were added together: $(x_1 - \bar{x})^2 = 3865.75$. The variance was calculated by dividing the sum of squared deviations by the total number of students:

$$\text{Variance}_{\text{pretest}} = \frac{x1 - \bar{x}}{n} = \frac{3865.75}{18} = 214.76$$

The standard deviation was then determined by taking the square root of the variance:

$SD_{pretest} = \sqrt{214.76} = 14.69$

2. Posttest Mean

$$Posttest\ Mean = \frac{Posttest\ Scores}{Number\ of\ Students} = \frac{1515}{18} = 83.89$$

For each posttest score (x_1) the deviation from the mean (x_1 - $\bar{x}$) was calculated squared, and summed.

For $x_1 = 90$:

$(90\text{-}83.89)^2 = (6.11)^2 = 37.33$

For $x_1 = 80$:
$(85\text{-}83.89)^2 = (1.11)^2 = 1.23$

The squared deviations for posttest score were summed up:

$(x_1 - \bar{x})^2 = 3133.33$

The variance was calculated:

$$\text{Variance}_{posttest} = \frac{x1 - \bar{x}}{n} = \frac{3133.33}{18} = 174.07$$

The standard deviation was determined by taking the square root of the variance:

$SD_{posttest} = \sqrt{174.07} = 14.69 = 113.18$

The above data demonstrates that the 3865.75 and 3133.33 represent the total squared deviations of pretest and posttest scores from their respective means. The pretest standard deviation (14.69) indicates higher variability among students' initial vocabulary proficiency. The posttest standard deviation (13.18) reflects reduced variability, showing that students' performance became more consistent after the

intervention with CBeebies video. These results indicate a noticeable improvement in the average performance of students from the pretest to the posttest

3. Standard Deviation Calculation

The standard deviation was computed to measure the variation or spread of scores around the mean.

1. Pretest Standard Deviation: The squared deviations from the mean for each score were computed, and the sum of squared deviations was then divided by the number of students to obtain the standard deviation:

   $\acute{O}$ Pretest= $\sqrt{\frac{3865.75}{18} = 14.69}$

2. Posttest Standard Deviation: The process was repeated for the posttest scores:

   $\acute{O}$ Posttest= $\sqrt{\frac{3133.33}{18} = 13.18}$

The reduction in standard deviation from 14.69 (pretest) to 13.18 (posttest) indicates that the intervention (CBeebies videos) contributed to more consistent performance among students.

4. Paired t-test Calculation

The paired *t*-test was performed to assess whether the observed improvement in scores between the pretest and posttest was statistically significant.

Table 5.2 SPSS paired *t* test

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Pretest - Posttest	15.56	11.83	2.778	-23.638	-11.917

The test compares the mean differences between paired observations (pretest vs. posttest).

a. Step 1: Calculate the Differences Between Pretest and Posttest Scores

For each student, the difference between the posttest and pretest scores was calculated:

Differences=[40,15,15,25,10,40,10,5,25,15,5,10,15,25,10,35,0,20]

b. Step 2 : Calculate the Mean of the Differences

$$D = \frac{Differences}{18} = \frac{1515}{18} = 15.56$$

c. Step 3: Calculate the Standard Deviation of the Differences

$$SD = \sqrt{\frac{(Diffrences - D)2}{18} = 11.83}$$

d. Step 4: Calculate the t-Statistic

$$t = \frac{Mean\ Differences}{STD.Error\ Mean} = \frac{15.56}{2.778} = 5.60$$

The Paired Samples Test compares the pretest and posttest scores to determine if their difference is statistically significant. The mean difference (*D*) between the scores is 15.56, with a standard deviation (*SD*) of 11.83, indicating some variability in the differences. The standard error mean (*SE*) is 2.778, reflecting the precision of the estimated mean difference.

The 95% confidence interval ranges from −23.638- to −11.917, meaning that it can be 95% confident the true mean difference lies within this interval. Since the confidence interval does not include zero, it supports the conclusion that there is a

statistically significant difference between the pretest and posttest scores, further validated by the *t*-statistic calculated from these values.

Table 5.2 The table *t-test*

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Pretest - Posttest	15.56	11.83	2.778	-23.638	-11.917

The critical value for the t-test at 17 degrees of freedom with a significance level of 0.05 is approximately 2.11**.** Since the calculated t-statistic (5.60) is greater than the critical t-value **(**2.11**),** it is reject the null hypothesis and conclude that the difference in vocabulary scores is statistically significant.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of no occur with equal probabilities.	One-Sample Chi-Square Test	1.000[1]	Retain the null hypothesis.
2	The categories of Nama occur with equal probabilities.	One-Sample Chi-Square Test	1.000[1]	Retain the null hypothesis.
3	The distribution of Pretest is normal with mean 66 and standard deviation 13.991.	One-Sample Kolmogorov-Smirnov Test	.001[1]	Reject the null hypothesis.
4	The distribution of Posttest is normal with mean 84 and standard deviation 9.934.	One-Sample Kolmogorov-Smirnov Test	.012[1]	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Lilliefors Corrected

***Figure 4.2* SPPS hypothesis test summary**

The hypothesis test summary from the document confirms strong evidence for the effectiveness of CBeebies videos in improving vocabulary acquisition among secondary school students. The results of the Kolmogorov-Smirnov tests for both the pretest and posttest scores indicate that the distributions deviate significantly from normality, with p-values of .001 and .012, respectively. This reflects the marked change in performance between the two assessments.

When aligned with the dataset's descriptive statistics (see table 5.1), which reveal a significant increase in mean vocabulary scores from 68.33 (pretest) to 83.89 (posttest) and a decrease in standard deviation, these findings highlight not only improved average performance but also reduced variability among students' results. Moreover, the paired t-test results further reinforce this, showing a statistically significant improvement in scores with a t-statistic of 5.60, well above the critical value. Together, these results provide compelling evidence of the intervention's effectiveness in enhancing students' vocabulary proficiency.

B. Discussion

The results of the analysis provide strong evidence for the effectiveness of CBeebies videos in improving vocabulary acquisition among secondary school students. The significant increase in vocabulary scores, as shown by both the mean improvement and the t-test results, indicates that CBeebies videos were a powerful tool for enhancing students' vocabulary.

Effectiveness of Multimedia in Vocabulary Acquisition

The multisensory nature of the CBeebies videos, combining both auditory and visual stimuli, is likely a key factor in the observed improvement in vocabulary. Studies (Wu & Wu, 2018; Mayer, 2021) have shown that multimedia learning, which engages multiple senses, can significantly improve retention and understanding of new words. The use of animated characters, storylines, and songs in the videos likely helped

students internalize the vocabulary in a way that traditional methods might not have been able to achieve.

Increased Student Motivation in Learning Vocabulary and Engagement

The significant decrease in standard deviation from the pretest to posttest suggests that the CBeebies videos not only improved overall performance but also led to more consistent learning outcomes among students. The engaging and interactive nature of the videos likely played a crucial role in maintaining students' interest and motivation throughout the learning process (Sadeghi et al., 2017). By presenting vocabulary in contextualized settings and incorporating interactive features, the videos created a more dynamic and engaging learning environment that helped students retain new words more effectively (Flewitt et al., 2014).

Addressing Challenges in Vocabulary Learning

Although the results are promising, some students still faced challenges with certain aspects of vocabulary acquisition, particularly with pronunciation and word usage in context. These difficulties are consistent with findings from Laufer & Aviad-Levitzky (2017), who noted that vocabulary learning can be hindered by complex words and overlapping meanings. To address these challenges, future interventions could focus more on pronunciation exercises and contextual application of words to help reinforce vocabulary usage in different contexts.

The results of this study demonstrate that CBeebies videos are an effective tool for improving vocabulary acquisition among secondary school students. The significant improvement in students' vocabulary scores, as evidenced by the paired *t*-test, confirms

the efficacy of this multimedia approach in enhancing vocabulary learning. The use of multisensory input, contextualized vocabulary, and interactive content contributed to students' engagement and overall success in learning new words. Given the positive outcomes of this study, educators are encouraged to explore similar multimedia tools in language instruction to enhance students' learning experiences and improve vocabulary acquisition.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

This study aimed to assess the effectiveness of CBeebies videos in improving vocabulary acquisition among secondary school students. The statistical analysis of pretest and posttest scores reveals a significant improvement in students' vocabulary skills, as confirmed by the paired t-test results. The use of CBeebies videos led to a substantial increase in students' vocabulary proficiency, demonstrating the power of multimedia tools in enhancing language learning. The findings of this study contribute to the growing body of research supporting the use of multimedia and contextualized learning in vocabulary acquisition. The results indicate that incorporating such tools into the classroom can foster a more engaging, effective, and motivating learning environment for students.

B. SUGGESTIONS

Educators are strongly encouraged to incorporate multimedia tools, such as CBeebies videos, into their lesson plans to create a more engaging and interactive learning experience. These resources not only make vocabulary learning enjoyable but also enhance students' ability to understand and retain new words more effectively. To address persistent challenges related to pronunciation and contextual usage, vocabulary lessons should include targeted exercises that reinforce correct pronunciation and word

application in various contexts. Moreover, teachers should ensure that vocabulary instruction is embedded in real life scenarios a s contextualized learning has proven to improve students' comprehension and long- term retention of vocabulary by demonstrating its practical usage.

Policymakers have a vital role in facilitating the integration of multimedia tools into classrooms. They should prioritize providing the necessary resources, training, and infrastructure to support multimedia-based learning. This could involve funding for technological equipment, organizing professional development programs for teachers, and ensuring access to educational platforms like CBeebies. By equipping schools with these tools, policymakers can help educators deliver a more effective and impactful learning experience, ultimately improving language education outcomes on a broader scale.

Future research should delve into the long-term impacts of multimedia interventions on vocabulary retention and overall language proficiency. Understanding whether the observed improvements from such tools are sustained over time would offer valuable insights into their efficacy. Additionally, comparative studies exploring the effectiveness of different multimedia resources, such as interactive games or online platforms, could identify the most impactful tools for vocabulary acquisition. Research should also expand to examine how multimedia- based learning influences other critical language skills, including listening comprehension and speaking fluency, providing a more comprehensive view of its potential benefits in language education.

The findings of this study underscore the transformative potential of multimedia tools, like CBeebies videos, in enhancing vocabulary acquisition among secondary school students. By utilizing engaging and contextually rich materials, educators can create dynamic and effective learning environments that foster not only vocabulary development but also overall language proficiency. As language education evolves, embracing innovative teaching methods, including multimedia- based instruction, will be crucial in achieving improved learning outcomes and preparing students for greater success in their language learning journeys.

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Appendix I. Factors Underlying the Difficulties of Learning Vocabulary

Factors	Descriptions	Examples	Sources
Pronunciation	Words with unfamiliar sounds or complex consonant clusters can be challenging.	Strength, Crisps, Regular, Lorry	Laufer, B., & Aviad-Levitzky, T. (2017)
Spelling	Inconsistent sound-spelling patterns and silent letters complicate pronunciation and spelling.	Foreign, Headache, Climbing, Muscle, Honest	Laufer, B., & Aviad-Levitzky, T. (2017)
Length and Complexity	Short, high-frequency words are easier to learn, while length has less impact.	Short words like Put are encountered more frequently than complex words like Impose or Position.	Schmitt, N. (2014); Peters, E. (2018)
Grammar	Words with different grammatical requirements compared to the learner's first language can be confusing.	Verbs like Enjoy and Hope (followed by infinitive or gerund).	Nation, P. (2013)
Meaning	Overlapping meanings between words can lead to confusion in usage.	Make breakfast vs. Do housework	Webb, S., & Nation, P. (2017)
Range, Connotation & Idioms	Words used in a wide range of contexts or with uncertain connotations are more difficult; idioms are harder.	Put vs. Place or Impose; Idiomatic expressions like Make up your mind vs. literal Decide.	Pellicer-Sánchez, A. (2015)

similarity to L1	Words that are similar in form and meaning to the learner's first language may be easier but also misleading	Words similar in the first language might cause errors due to slight differences in meaning or usage.	Webb, S., & Nation, P. (2017)
Similarity to Known Words	Words related to already-known English words are easier to learn	Knowing Friendly helps to understand Unfriendly.	Laufer, B., & Aviad-Levitzky, T. (2017)
Connotation	Understanding whether a word has a positive or negative connotation can be tricky.	Skinny vs. Slim (both describe thinness but have different connotations).	Webb, S., & Nation, P. (2017)
Spelling and Pronunciation	Confusion arises from irregular spelling and pronunciation patterns.	Through, Though, Tough, Thorough.	Laufer, B., & Aviad-Levitzky, T. (2017)
Multi-word Items	Compound nouns and phrasal verbs are difficult due to their unpredictable meanings.	Tennis shoes, Put someone up	Pellicer-Sánchez, A. (2015)
Collocation	Words that naturally pair with others may confuse learners if not learned together.	Strong coffee, Weak tea; Injured person vs. Damaged object.	Pellicer-Sánchez, A. (2015)
Appropriate Use	Certain words and expressions are restricted to particular contexts and may vary by formality.	Pushing fifty (used for older people) or words with formal/informal contexts like Formal greetings.	Laufer, B., & Aviad-Levitzky, T. (2017)

Appendix II. Letter of Request for Research Permission

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5908/Un.08/FTK.1/TL.00/8/2024
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala Sekolah MTsS Samahani

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AMNA YUSRA / 180203063**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Tumbo Baro

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 ***Using Cbeebies Videos to Teach English Vocabulary***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Agustus 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 September 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix III. Pretest and Posttest Question Format for Vocabulary Test

Name : _____

Date : _____

DIRECTIONS: Write the words in the correct columns

Noun	**Verb**	**Adjective**

fly	bird	pink	blue
green	twig	leaf	sit
look	heart	like	brown
sweet	cute	love	sun
beak	share	smile	wait

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Appendix IV. *Rencana Pelaksanaan Pembelajaran* (Lesson Plan)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
MADRASAH TSANAWIYAH SWASTA SAMAHANI
Alamat. Jln. Banda Aceh - Medan Km. 19 Samahani Kode Pos 23361
Email.mtssamahani@yahoo.com

SURAT KETERANGAN
No. B-048/ MTs. 01.04.20/PP.00.5/09/2024

Yang bertandatangan dibawah ini :

Nama	: **ZULFITHRA, S.Pd**
NIP	: 197001101999051001
Pangkat/Golongan	: Pembina, IV/a
Jabatan	: Kepala MTsS Samahani
Alamat	: Samahani Kecamatan Kuta Malaka Kabupaten Aceh Besar

Dengan ini menerangkan bahwa :

Nama	: **AMNA YUSRA**
NIM	: 180203063
Semester/ Jurusan	: XII / Pendidikan Bahasa Inggris
Alamat	: Tumbo Baro Kec. Kuta Malaka Kab. Aceh Besar

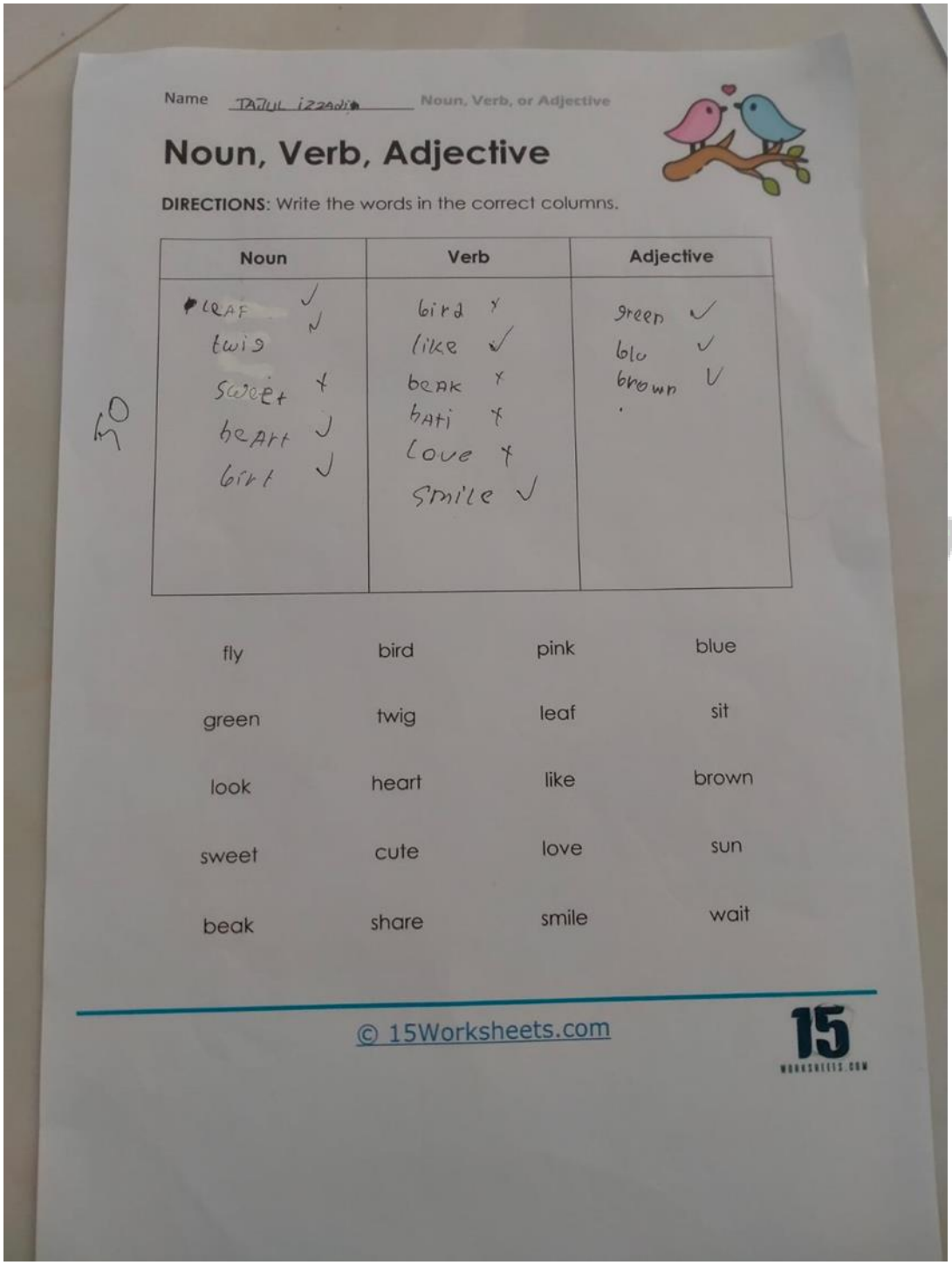
Sehubungan dengan surat dari Kementerian Agama Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan Nomor B-5908/Un.08/FTK.1/TL.00/8/2024 tanggal 06 Agustus 2024, untuk melakukan penelitian ilmiah dalam rangka penulisan skripsi dengan judul ***Using Cheebies Videos to Teach English Vocabulary*** maka dengan ini yang tersebut namanya diatas telah melaksanakan penelitian di Madrasah Tsanawiyah Swasta Samahani tanggal 01 s/d 07 September 2024.

Demikian surat ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Samahani, 12 September 2024
Kepala Madrasah,

Zulfithra, S.Pd
Nip. 197001101999051001

Appendix V. Pre-Test



Name TAZUL izzadin Noun, Verb, or Adjective

Noun, Verb, Adjective

DIRECTIONS: Write the words in the correct columns.

Noun	Verb	Adjective
LEAF ✓	bird ✗	green ✓
twig ✓	like ✓	blu ✓
sweet ✗	beak ✗	brown ✓
heart ✓	bati ✗	
birt ✓	Love ✗	
	smile ✓	

fly	bird	pink	blue
green	twig	leaf	sit
look	heart	like	brown
sweet	cute	love	sun
beak	share	smile	wait

© 15Worksheets.com

Name Dewi Al Fiatun Noun, Verb, or Adjective

Noun, Verb, Adjective

DIRECTIONS: Write the words in the correct columns.

Noun	Verb	Adjective
fly ✗	Pink ✗	twig ✗
like ✗	Sit ✗	Heart ✗
love ✓	Sun ✗	Share ✗
cute ✗	blue ✗	brown ✓
look ✗	Smile ✓	Green ✓
wait ✗	Sweet ✗	beak ✗
leaf ✓	bird ✗	

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fly bird pink blue

green twig leaf sit

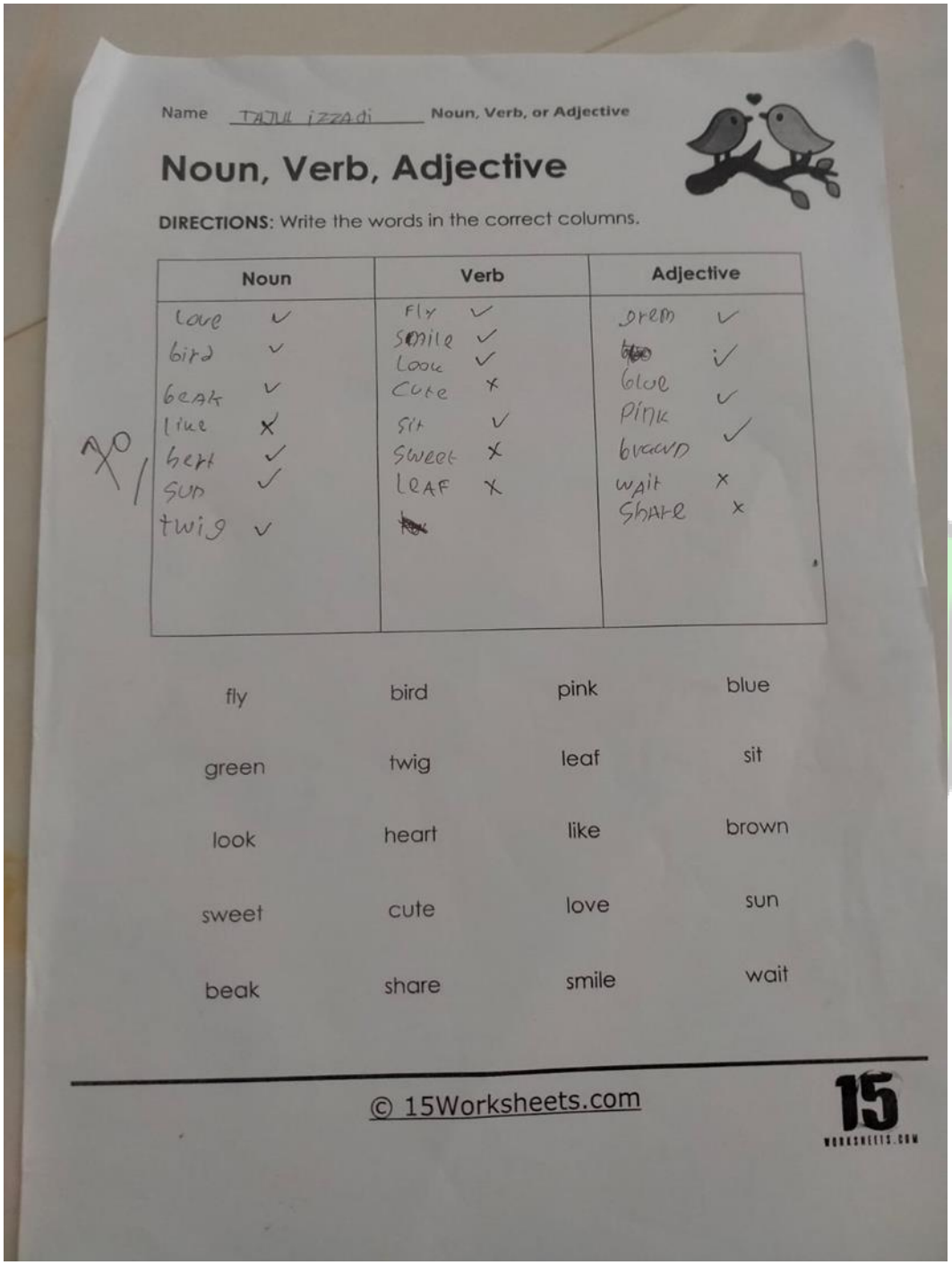
look heart like brown

sweet cute love sun

beak share smile wait

© 15Worksheets.com

Appendix VI. Post-Test



Name TAJUL IZZADI Noun, Verb, or Adjective

Noun, Verb, Adjective

DIRECTIONS: Write the words in the correct columns.

Noun	Verb	Adjective
love ✓	Fly ✓	green ✓
bird ✓	Smile ✓	blue ✓
beak ✓	Look ✓	blue ✓
like ✗	Cute ✗	pink ✓
heart ✓	sit ✓	brown ✓
sun ✓	Sweet ✗	wait ✗
twig ✓	LEAF ✗	Share ✗

20/

fly	bird	pink	blue
green	twig	leaf	sit
look	heart	like	brown
sweet	cute	love	sun
beak	share	smile	wait

© 15Worksheets.com

Name Dewi Al Fiana Noun, Verb, or Adjective

Noun, Verb, Adjective

DIRECTIONS: Write the words in the correct columns.

Noun	Verb	Adjective
like ✗	FLY ✓	Gren ✓
cute ✗	sit ✓	pink ✓
love ✓	smile ✓	blue ✓
sweet ✗	Share ✓	brown ✓
sun ✓	heart ✗	twig ✗
beak ✓	look ✓	~~green~~ ~~E~~
bird ✓	brown ✗	
wait ✗		

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fly ✓	bird ✓	pink	blue ✓
green ✓	twig ✓	leaf	sit ✓
look ✓	heart ✓	like ✓	brown ✓
sweet ✓	cute ✓	love ✓	sun ✓
beak ✓	share ✓	smile ✓	wait ✓

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Appendix VII. Visual Research Research

CBeebies

AUTOBIOGRAPHY

1. Name : Amna Yusra
2. Place/ Date of Birth : Tumbo Baro/ 04 February 2001
3. Nationality/ Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Gp. Tumbo Baro
9. Email : 180203063@student.ar-raniry.ac.id
10. Parents' name
    a. Father : H. Asnawi S.E
    b. Mother : HJ. Nurjumiah S.Ag
11. Educational Background
    a. MIN Samahani : Graduated in 2012
    b. MTsS Oemar Diyan : Graduated in 2015
    c. MAS Oemar Diyan : Graduated in 2018
    d. English Department of UIN Ar-Raniry: Graduated in 2025

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