

**EXPLORING THE USE OF ANIMATED VIDEOS TO SUPPORT
VOCABULARY INSTRUCTION AT ESCO**

(English Students Community)

THESIS

This Thesis is Submitted to Fulfill the Requirement for Sarjana Degree in English
Language Education



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ENGLISH TADRIS STUDY PROGRAM

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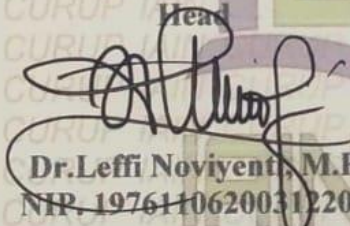
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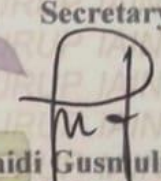
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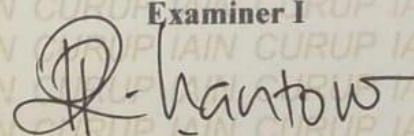
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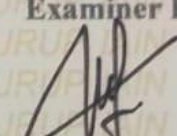

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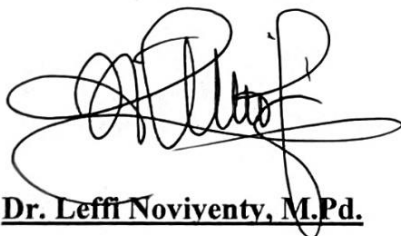
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PREFACE

All praise and sincere gratitude are devoted to Allah SWT, who has granted the writer the strength, patience, and guidance necessary to complete this thesis. This work is presented as one of the academic requirements for obtaining a Sarjana degree in the English Tadris Study Program at Institut Agama Islam Negeri Curup.

This study is intended to examine the use of animated videos in the learning process and to analyze how they contribute to students' vocabulary Instruction. In the current educational context, the use of multimedia, especially animated videos, is widely considered an effective medium for increasing students' engagement and improving their understanding of English vocabulary. Through the combination of visual and auditory input, animated videos assist students in understanding word meanings, retaining new vocabulary, and using it appropriately in context.

It is expected that this research will offer valuable insights for both teachers and learners in utilizing innovative instructional media, particularly animated videos, to enhance vocabulary Instruction. Despite its limitations, the writer expects that this thesis can make a meaningful contribution to the field of English language teaching and serve as a useful reference for future studies.

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MOTTO AND DEDICATION

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden a soul beyond that it can bear.

— (Qur'an, Surah Al-Baqarah 2:286)

To resist is to win.

— **The Professor (La Casa de Papel)**

DEDICATION

This thesis is wholeheartedly dedicated to my beloved parents, whose unwavering love, sincere prayers, and countless sacrifices have been the foundation of my strength. It is also devoted to my lecturers, whose guidance, patience, and invaluable knowledge have shaped my academic journey. My sincere appreciation goes to my friends, whose constant support and encouragement have helped me persevere through moments of doubt and fatigue. Above all, this work is dedicated to Allah SWT, for His endless mercy, guidance, and blessings that have enabled me to overcome every challenge and successfully complete this thesis.

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All praise belongs to Allah SWT, the Lord of the universe, whose boundless compassion, strength, and guidance have made it possible for the writer to accomplish this thesis. May blessings and peace be continuously upon Prophet Muhammad SAW, who brought mankind from a state of ignorance to the light of knowledge and understanding. This thesis is written to fulfill one of the academic requirements for obtaining a Sarjana degree in the English Tadris Study Program at IAIN Curup. During the entire process of completing this work, the writer was surrounded by meaningful support, thoughtful guidance, and sincere encouragement from many distinguished individuals. Therefore, the writer would like to extend heartfelt gratitude to:

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9. **Silvia Riana Sari, Beni Haryanto, and Suparman**, The writer's aunt and uncles who have always given endless support, sincere prayers, and encouragement during the process of completing this thesis.
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16. **Every person who has contributed** for their contributions to the accomplishment of this thesis, whether through supervision, direction, assistance, or moral encouragement throughout the process. Such generosity and support have been truly invaluable, and the writer expresses profound gratitude.

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ABSTRACT

Mhita Rima Melati	:	Exploring The Use Of Animated Videos To Support Vocabulary Instruction at ESCO (English Students Community)
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Vocabulary is a foundational component of English language learning, yet many learners struggle to retain and use new words due to a lack of engaging instructional media. At ESCO (English Students Community) in Rejang Lebong, animated videos have been adopted as learning medium to support students' vocabulary development in an informal educational setting. This study employs a qualitative case study design to explore how animated videos are implemented in vocabulary instruction, how they contribute to students' vocabulary instruction, and what factors influence students' learning through this media. Data were collected through classroom observations, in-depth interviews, and involving five classes of students and three teachers at ESCO. The findings reveal that vocabulary instruction using animated videos at ESCO is carried out through three structured stages: pre-viewing, while-viewing, and post-viewing, in which teachers select relevant animated video materials, guide students through the content, and engage them in repetition, guided interaction, and reinforcement activities. Animated videos were found to support students' vocabulary Instruction through five cognitive mechanisms derived from Mayer's Cognitive Theory of Multimedia Learning, namely dual channel processing, meaningful learning, the contiguity principle, the modality principle, and reduced cognitive load, which together enhance comprehension, pronunciation, and long-term retention. Furthermore, both internal factors such as students' motivation, interest, and prior knowledge, and external factors such as teacher guidance, media quality, and learning environment, were identified as influential in shaping vocabulary Instruction outcomes. These findings highlight the significant role of multimedia-based instruction in non-formal learning contexts and underscore the need for continued integration of engaging digital media to facilitate effective vocabulary Instruction.

Keywords: animated videos, vocabulary Instruction, vocabulary instruction, qualitative case study, English Students Community

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CHAPTER I

INTRODUCTION

A. Background of The Research.

English has become one of the most important languages in global communication, meaning students must achieve adequate competency, especially in the context of English as a Foreign Language (EFL). Among the numerous components of language ability, Averil Coxhead emphasizes that vocabulary plays a fundamental role in language use, as it significantly influences learners' ability to understand and produce meaning in various contexts.¹ This perspective suggests that vocabulary Instruction is critical in enabling learners to grasp messages and convey ideas effectively during the language learning process. As a result, inadequate vocabulary knowledge may hinder students from achieving overall language competency.

Mastering vocabulary can be particularly challenging as it heavily relies on memory processes. Without effective learning strategies, learners tend to forget newly learned words shortly after exposure, as information in both short-term and long-term memory is often lost rapidly in the early stages of learning. Therefore, it becomes crucial to implement affective learning approaches that emotionally engage learners and encourage better retention of new language to reduce this tendency to forget vocabularies.

¹ Averil Coxhead, "Vocabulary and English for Specific Purposes Research: Quantitative and Qualitative Perspectives," in *The Routledge Handbook of Vocabulary Studies* (London: Routledge, 2019), 180.

Traditional language learning techniques are insufficient to accommodate the different needs and preferences of learners. Advances in technology, as well as changing features of today's learners, necessitate the exploration of different teaching and learning approaches. One of the most promising tools that has emerged is the usage of animated videos, because animated video is an effective way to increase vocabulary Instruction and enthusiasm for studying English.² Furthermore, animated videos create contextualised learning environments that can make abstract language more apparent, particularly for young or novice learners. Characters, settings, and narratives help students recall vocabulary by connecting new words to relevant contexts. Thus, animated videos not only aid comprehension, but also boost long-term memory through entertaining way.

While the use of animated videos in vocabulary Instruction has been widely discussed, several aspects remain underexplored, particularly regarding their implementation, their role in supporting vocabulary Instruction, and the factors influencing learning. Many previous studies focus on learning outcomes or general effectiveness, without clearly explaining how animated videos are applied in real instructional practices. In addition, limited attention has been given to how these videos support students in developing their vocabulary. As a result, there is still a lack of comprehensive understanding of how animated videos are implemented, how they contribute to vocabulary

² S. D. Hikmah, "The Use of Animation Video for Vocabulary Instruction," *English Education: English Journal for Teaching and Learning* 9, no. 2 (2021): 153.

development, and what factors influence students' learning in contexts like ESCO.

Numerous studies have highlighted the role of innovative media in enhancing students' vocabulary Instruction, particularly through the use of technology-based learning tools. Ridha et al. (2022) found that animated videos significantly improve students' vocabulary achievement, engagement, and learning effectiveness.³ Similarly, Beauteemps et al. (2024) showed that animations help direct learners' attention and enhance learning outcomes.⁴ Navarrete et al. (2025), through a large-scale review, emphasized that well-designed animated videos combined with interactivity, gestures, and on-screen text can strengthen learning effectiveness.⁵ In addition, Sutriani (2022) demonstrated that animation videos support students in understanding and retaining vocabulary through audiovisual elements⁶, while Yunita et al. (2023) found that such media improve students' comprehension by making learning more engaging and accessible.⁷

Furthermore, Puspitasari, Noviyenty, and Anshori (2024) revealed that game-based learning significantly improves students' vocabulary compared to

³ Sabah Khudhur Ridha, Halil Bekir Bostancı, and Mehmet Kurt, "Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil," *Sustainability* 14, no. 12 (2022): 7002.

⁴ Jacob Beauteemps, André Bresges, and Sebastian Becker-Genschow, "Enhancing Learning Through Animated Video: An Eye-Tracking Methodology Approach," *Journal of Science Education and Technology* 34, no. 1 (2025): 148–159,

⁵ Evelyn Navarrete et al., "A Closer Look into Recent Video-Based Learning Research: A Comprehensive Review of Video Characteristics, Tools, Technologies, and Learning Effectiveness," *International Journal of Artificial Intelligence in Education* 35, no. 4 (2025): 1631–1694

⁶ Sutriani, "Improving Students' English Vocabulary Instruction by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua"

⁷ Yunita et al., "The Effect of Animated Video on Students' Vocabulary Instruction," 2023.

conventional methods.⁸ This is supported by Kazu and Kuvvetli (2023), who found that digital game-based learning enhances vocabulary Instruction through interactive and practice-oriented activities⁹. Iswandi, Apriani, and Gusmuliana (2025) also showed that enjoyable and engaging learning methods increase students' motivation and vocabulary Instruction.¹⁰

Previous studies on the use of animated videos in vocabulary learning have largely focused on measuring learning outcomes and effectiveness, often overlooking the complexity of how such media are implemented in authentic learning environments. In particular, there is limited research that examines the actual instructional processes in non-formal educational contexts, where teaching practices tend to be more flexible and context-dependent. Moreover, existing studies rarely integrate instructional stages, teacher mediation, cognitive processes, and contextual factors into a single comprehensive analysis, resulting in a fragmented understanding of how animated videos support vocabulary Instruction in real classroom situations. Therefore, this study aims to address this gap by providing an in-depth qualitative exploration of the use of animated videos at ESCO (English Student Community), focusing on how instructional practices, cognitive processes, and both internal and

⁸ Weni Puspitasari, Leffi Noviyenty, and Sakut Anshori, "The Effect of Online English Vocabulary Game Toward Learning English Vocabulary (A Quasi-Experimental Quantitative Study the Tenth Grade Students at SMAN 01 Semende Darat Laut in Academic Year 2023/2024)

⁹ İbrahim Yaşar Kazu and Mehtap Kuvvetli, "A Triangulation Method on the Effectiveness of Digital Game-Based Language Learning for Vocabulary Acquisition," *Education and Information Technologies* 28, no. 10 (2023): 13541–13567

¹⁰ Reki Iswandi, Eka Apriani, and Paidi Gusmuliana, "The Experiences of Implementing Fun Learning Methods to Optimize English Vocabulary Instruction (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)" (Undergraduate thesis, IAIN Curup, 2025).

external factors interact dynamically to support students' vocabulary Instruction within a natural learning environment.

With the increased emphasis on English proficiency, many students are looking for alternate learning environments outside of official education to improve their language abilities. One significant institution is ESCO (English Students Community), a private English education in Talang Rimbo Lama, Curup, Rejang Lebong. Established in 2015, ESCO has grown into a well-known local learning institution that provides structured English classes at various levels. Its students come from a variety of age groups and educational backgrounds, resulting in a dynamic and engaging learning environment.

English Students Community (ESCO) was selected as the research site due to its learning environment, which facilitates communicative and contextual exposure to English through structured speaking practices, group discussions, and the implementation of animated videos aligned with the focus of this study. In addition, ESCO periodically conducts sessions involving guest tutors or native speakers, providing students with opportunities to engage with authentic language use, natural pronunciation, and an expanded range of vocabulary in real-life contexts. The integration of animated videos and direct interaction in English positions ESCO as an appropriate setting to support students' vocabulary Instruction.

This study intends to explore how animated videos can help students learn English vocabulary. It addresses the pressing issue that many students struggle to master vocabulary due to a lack of exposure to engaging learning

materials, which often results in low motivation and poor vocabulary recall. The study examines how animated videos can support students in understanding, retaining, and applying vocabulary in relevant contexts.

This research employs a qualitative case study design to describe the role of animated videos in vocabulary Instruction. The study is conducted at ESCO (English Students Community), involving five classes of students who actively participate in vocabulary Instruction sessions using animated videos and three teachers. Data are collected through interviews and classroom observations. These techniques aim to describe how vocabulary instruction using animated videos is implemented, how animated videos support students' vocabulary development, and what factors influence students' vocabulary Instruction through the use of animated videos.

The researcher conducted a preliminary study, the participants involved several English teachers who teach students below junior high school level at an English learning community and few students. The preliminary study was carried out on January 30th 2026, through informal interviews.

The findings revealed that teachers used animated videos as supplementary media during vocabulary instruction because students tended to show higher interest and participation when learning through visual and audio materials. The teachers also observed that animated videos helped students understand the meaning of new vocabulary through context, images, and sounds. Meanwhile, students stated that learning vocabulary through animated videos was more enjoyable and easier to remember compared to conventional

learning methods. These initial findings indicated that animated videos have the potential to support students' vocabulary Instruction.

The researcher believes that this study can provide significant insights for educators, students, and language course institutions. In this setting, educators may gain from investigating more dynamic and adaptable pedagogical practices, especially through the incorporation of animated videos. By employing these strategies, educators can deliver vocabulary information in more engaging and interactive manners, enabling students to process and recall new terms more efficiently. When teaching strategies correspond with students' varied learning preferences it can cultivate a more conducive classroom environment and enhance vocabulary comprehension. Therefore, researcher is encouraged to analyze phenomena entitle **"EXPLORING THE USE OF ANIMATED VIDEOS TO SUPPORT VOCABULARY INSTRUCTION AT ESCO (English Students Community)"**

B. Research Questions.

Based on the background of the study, this research seeks to answer the following questions:

1. How is vocabulary instruction using animated videos implemented at ESCO?
2. What role do animated videos play in supporting students' vocabulary Instruction at ESCO?

3. What factors influence students' vocabulary Instruction through animated videos at ESCO?

C. Objectives of The Research.

The objectives of this study are formulated in order to provide a clear direction for the research, as follows:

1. To describe how vocabulary instruction using animated videos is implemented at ESCO.
2. To explore and explain the role of animated videos in supporting students' vocabulary Instruction at ESCO.
3. To identify and analyze the factors that influence students' vocabulary Instruction through animated videos at ESCO.

D. Definition of Key Terms.

To prevent misunderstanding and for clarity, the major terminology used in this study are defined as follows:

1. Implementation.

In this study, implementation refers to the systematic procedure of using animated videos to teach vocabulary at ESCO (English Students Community). It focuses on how animated videos are integrated into the teaching and learning process, including the teacher's preparation, execution, and evaluation phases. This word refers to the techniques utilized during instruction, such as selecting relevant animated video materials, presenting the videos in the classroom, and providing follow-up activities

to enhance students' comprehension of vocabulary.

Furthermore, implementation involves the teacher's ideas and approaches for engaging students in the learning process, as well as how students react to and interact with the animated movies. In this context, implementation is not just restricted to the use of media, but also highlights how efficiently animated movies are used to enhance vocabulary Instruction among students.

2. Animated Videos.

According to Lestari and Mustadi, animated video is a type of learning media that delivers information through moving visual images combined with synchronized audio elements. It is designed to represent real-life situations or abstract concepts in a dynamic and engaging way, helping learners better understand and retain the material.¹¹ Animated videos in this study are used at ESCO as a medium to teach vocabulary through visual scenes, character actions, and contextual dialogues. The videos are in 2D format, featuring simple and engaging illustrations that help students understand basic vocabulary, such as everyday words and expressions.

In practice, teachers play the videos and guide students by pausing to explain meanings, pronunciation, and context. Students then participate in follow-up activities like repeating words and identifying objects, which encourages active learning. Overall, animated videos support vocabulary

¹¹ B. Lestari and A. Mustadi, "Animated Video Media vs. Comic on Storytelling Skills: Which One Is More Effective?" *Journal for the Education of Gifted Young Scientists* 8, no. 1 (2020): 167–182.

development by combining visuals, sound, and context, making it easier for students to understand and remember new words while also increasing their motivation and engagement.

3. Vocabulary Instruction.

Vocabulary instruction refers to the process of teaching and facilitating learners' understanding of word meanings, forms, and usage in context. It is not limited to introducing new words, but also involves guiding students to recognize, practice, and apply vocabulary appropriately in communication. Effective vocabulary instruction helps learners build both receptive knowledge (understanding words) and productive knowledge (using words accurately).

According to Nation, vocabulary instruction involves deliberate teaching activities that focus on helping learners notice, understand, and use words through meaningful exposure, repetition, and contextual practice.¹² This means that vocabulary learning is most effective when students are actively engaged in encountering words in various contexts, rather than memorizing them in isolation. Therefore, teachers play an important role in designing instructional strategies that promote deeper vocabulary acquisition.

In this study, vocabulary instruction is defined as the structured teaching practices implemented by teachers to introduce, explain, and

¹² Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

reinforce vocabulary through the use of animated videos at ESCO. It includes pre-viewing, while-viewing, and post-viewing activities that support students in understanding and using new vocabulary. Thus, vocabulary instruction in this context emphasizes both the process and the strategies used to enhance students' vocabulary learning.

E. Delimitation of the research.

This study focuses on the use of animated videos to enhance vocabulary Instruction among English language learners, as vocabulary is a fundamental component in language learning and serves as the basis for developing other language skills. The study is conducted at ESCO (English Students Community), an informal learning setting, because ESCO actively integrates animated videos into its vocabulary instruction, making it a relevant context for examining the implementation of this media in real learning situations.

The research is limited to five classes of students and three teachers involved in vocabulary Instruction sessions using animated videos in a selected class. This limitation is applied to obtain in-depth and focused data, which is essential in a qualitative case study design. The study does not explore other language skills such as grammar, speaking, and writing, as the main objective is to specifically investigate vocabulary Instruction and avoid broadening the scope of the research.

Furthermore, this study only focuses on the use of animated video materials, particularly 2D animated videos, and excludes other forms of digital media such as static images, podcasts, and live-action videos. This limitation

is intended to maintain the consistency of the research focus and to allow a more detailed exploration of how a single type of media supports vocabulary Instruction. Finally, the findings of this study are context-specific to ESCO and may not be fully generalized to formal classroom settings or other institutions, as each learning environment has different characteristics, teaching methods, and student backgrounds.

F. Significance of the Study.

The researcher expects that the findings of this study will inform readers about the relevance of non-formal education in the field of language learning, as well as give significant benefits to the following parties:

1. Teachers.

Educators may gain from comprehensive insights regarding the practical application of animated videos in vocabulary instruction. The study examines the characteristics of videos that facilitate vocabulary Instruction and how educators modify these resources in informal contexts. It offers illustrations of pedagogical methods, student reactions, and instructional techniques that can assist educators in crafting more effective and entertaining classes. The viewpoints of both educators and learners will enable instructors to assess and enhance their methodology regarding digital media utilization in language learning.

2. Students.

This study may assist students in comprehending how animated videos facilitate vocabulary Instruction in an enjoyable and engaging. It also

promotes students' reflection on their learning experiences, particularly in recognizing and surmounting the barriers encountered when acquiring new language via digital media.

3. Institution.

Institution may acquire new insights into how non-formal programs and audio-visual tool enhance formal learning. The research illustrates that well-designed animated videos can significantly enhance vocabulary Instruction beyond conventional classroom settings. These insights may motivate institutions to endorse or partner with community-based projects such as ESCO, include animation content into their instructional resources, or advance digital innovation via policy and curriculum development. This study may provide a basis for institutional initiatives to integrate formal and informal learning through the strategic application of technology.

4. Researcher.

This research also provides advantages for the researcher, since it enhances comprehension of how animated videos can be utilized to teach vocabulary. This study provides the researcher with profound insights into the authentic experiences of students and teachers, facilitating the identification of more effective ways for future pedagogical activities. Furthermore, the findings of this study may act as a reference for other researchers interested in investigating analogous subjects, particularly those pertaining to media utilization, vocabulary Instruction, or non-formal

education.

G. Organization of the Research.

This thesis is organised into five chapters to provide clarity and cohesion. The first chapter, Introduction, provides an overview of the research, including the research background, formulation of the research questions, objectives of the research, definition of key words, limitation, significance of study and a brief description of the thesis format. The second chapter, Review of Related Literature, provides a theoretical framework pertinent to the study, as well as a description of past research on animated videos and language learning. The third chapter, Research Methodology, discusses the study's research approach. It specifies the sort of research, the research site and participants, data collection protocols, research instruments, and data analysis methods. The fourth chapter, Findings and Discussion, presents the field data and interprets them in light of the research questions. Finally, the fifth chapter, Conclusion and Suggestion, summarises the study's significant findings and provides recommendations for future practice and research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary Instruction.

1. Definition of Vocabulary Instruction.

Vocabulary is an important part of language because it allows people to properly transmit and comprehend meaning. Richards and Schmidt defines vocabulary as a collection of words and expressions that people use or understand in a given language. This definition covers not just individual lexical objects, but also word combinations and idiomatic expressions. Such a viewpoint emphasizes that vocabulary includes a wide range of linguistic units that are required for both language comprehension and production.¹³

Vocabulary can be learnt in a second language through both official instruction, such as classroom-based education, and informal experiences, such as reading, listening to media, and engaging in spoken interaction. Krashen emphasizes the relevance of intelligible information, claiming that learners must meet language in relevant and interesting circumstances in order to effectively master and retain it.¹⁴

Consequently, comprehending vocabulary is insufficient without investigating the practice of vocabulary instruction. Vocabulary instruction constitutes a fundamental component of language teaching, particularly in

¹³ Richards, Jack C., and Richard W. Schmidt. *Longman dictionary of language teaching and applied linguistics*. Routledge, 2013.

¹⁴ Stephen D. Krashen, *Principles and Practice in Second Language Instruction*, 1st ed, Language Teaching Methodology Series (Pergamon, 1982).

EFL contexts, as it focuses on enabling learners to understand the meaning, form, and appropriate use of words, thereby supporting comprehension and effective communication.

According to Stuart Webb, vocabulary instruction involves facilitating learners' understanding of words through intentional teaching and repeated exposure in meaningful contexts. He emphasizes that learners need to encounter words multiple times in order to retain them and be able to use them effectively. Webb also highlights the importance of combining explicit teaching with incidental learning to maximize vocabulary Instruction.¹⁵ This perspective suggests that vocabulary instruction should not be limited to direct explanation but should also include varied learning experiences.

Furthermore, research by Mahmoud Azabdaftari and Mohsen Mozaheb indicates that vocabulary instruction is more effective when it is integrated with communicative activities that allow learners to use words in context. Their study highlights that learners retain vocabulary better when they are actively engaged in meaningful tasks rather than passive memorization. This finding suggests that vocabulary instruction should emphasize interaction, context, and practical usage to enhance vocabulary Instruction.¹⁶

¹⁵ Stuart Webb, *The Routledge Handbook of Vocabulary Studies* (New York: Routledge, 2020), 9.

¹⁶ Mahmoud Azabdaftari and Mohsen Mozaheb, "Comparing vocabulary Instruction of EFL Learners by Using Two Different Strategies: Mobile Learning vs. Flashcards," *European Journal of Educational Research* 1, no. 4 (2019): 47.

In conclusion, both theories emphasize that vocabulary instruction goes beyond simply introducing new words. Together, their perspectives suggest that effective vocabulary instruction should integrate structured teaching with meaningful use to support successful vocabulary instruction.

2. Principles of Teaching Vocabulary.

Teaching vocabulary should follow clear principles to ensure learners can understand, retain, and use new words effectively in communication. In EFL contexts, these principles support meaningful learning and long-term retention, and can serve as a standard for evaluating the effectiveness of vocabulary instruction, such as in ESCO.

According to Stuart Webb, effective vocabulary teaching is supported by several key principles that focus on how learners master and retain words over time. These principles emphasize the importance of meaningful exposure, repeated encounters, and appropriate instructional strategies to enhance vocabulary instruction.¹⁷ The main principles are as follows:

1) Vocabulary should be taught in context.

Words are better understood when presented in meaningful contexts rather than in isolation. Context allows learners to see how words function in real communication, which helps them understand usage and meaning more deeply.

¹⁷ Stuart Webb, "The Importance of Repetition in vocabulary instruction," *Language Teaching Research* 24, no. 5 (2020): 586–587.

2) Repetition is essential in vocabulary instruction.

Learners need to encounter words multiple times in different contexts to remember and use them effectively. Repetition strengthens memory and supports the transition from passive recognition to active use.

3) Vocabulary Instruction should involve multiple modalities

Using visual, auditory, and interactive elements can enhance vocabulary Instruction. When learners engage more than one sense, it improves comprehension and retention of new words.

4) Instruction should be appropriate to learners' level

Vocabulary teaching must be adjusted to learners' proficiency levels. Words and activities should be neither too difficult nor too easy to ensure effective learning and maintain learners' motivation.

In conclusion, these principles proposed by Webb highlight that vocabulary instruction should be contextual, repetitive, engaging, and level-appropriate. These aspects are crucial in supporting successful vocabulary Instruction and can serve as a benchmark to evaluate whether the implementation of vocabulary instruction at ESCO aligns with effective teaching practices.

3. Techniques and Strategies in Vocabulary Instruction.

Vocabulary instruction requires effective strategies to help learners understand, remember, and use new words, especially in EFL contexts. It includes not only introducing vocabulary but also reinforcing and practicing

it, with careful selection of methods such as animated videos. According to Norbert Schmitt, vocabulary teaching should incorporate a variety of techniques that promote both form and meaning recognition, as well as active use of words.¹⁸ Some commonly used techniques include:

a. Using images and videos.

Visual aids such as pictures and videos help learners understand word meanings more easily by providing concrete representations. In particular, animated videos offer dynamic visual contexts that combine images, motion, and sound, making vocabulary more engaging and easier to remember.

b. Drilling and repetition.

Repetition techniques, such as choral and individual drilling, help reinforce vocabulary in learners' memory. Through repeated exposure, learners become more familiar with word forms and pronunciation, which supports retention and fluency.

c. Guessing meaning from context.

Learners are encouraged to infer the meaning of unfamiliar words based on the context in which they appear. This strategy helps develop independent learning skills and deeper comprehension, as learners actively process language rather than relying solely on direct explanation.

¹⁸ Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual* (London: Palgrave Macmillan, 2010), 78.

In conclusion, effective vocabulary instruction combines techniques like visual media, repetition, context, and interaction. Animated videos are especially powerful because they integrate visual, auditory, and contextual elements, making vocabulary Instruction more engaging and meaningful.

4. Stages of Vocabulary Teaching.

Teaching vocabulary requires structured stages so learners can understand and use the words effectively. According to Jim Scrivener, effective vocabulary teaching can be organized into three main stages: Presentation, Practice, and Production.¹⁹ Each stage plays a different role in helping learners gradually master vocabulary:

a. Presentation.

In this stage, the teacher introduces or recall their vocabulary using techniques such as pictures, realia, or videos to help learners understand meaning, pronunciation, and form. The use of animated videos is particularly effective as it provides clear context and visual support.

b. Practice.

After being introduced or recall the words, learners engage in controlled practice through activities such as repetition, matching, gap-filling, and simple sentence construction to reinforce understanding and build familiarity with the vocabulary.

¹⁹ Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching*, 3rd ed. (London: Macmillan Education, 2011), 36.

c. Production.

In the final stage, learners use the vocabulary more freely in speaking or writing through activities such as discussions, role-plays, storytelling, or writing tasks, allowing them to apply their knowledge in real communication and develop fluency and confidence.

In conclusion, the PPP stages offer a systematic approach to vocabulary teaching, from introduction to controlled and then free use, and are useful for analyzing whether ESCO's use of animated videos supports effective vocabulary Instruction.

B. Cognitive Mechanisms in Vocabulary Learning.

Vocabulary learning is a cognitive process in which learners receive, process, store, and retrieve new words. When learners encounter new vocabulary, they do not only memorize the word forms but also construct connections between the words, their meanings, and existing knowledge. This process enables learners to understand and use vocabulary appropriately in different contexts.

According to Mayer, learning occurs through active cognitive processing involving two separate but interconnected channels: the verbal channel and the visual channel. The verbal channel processes linguistic information, such as words and sounds, while the visual channel processes images and other non-verbal representations. When learners receive information through these two channels, they can create meaningful connections that support understanding and memory.

In vocabulary learning, the process begins when learners select relevant information from the input they receive. Then, they organize the information into meaningful mental representations and integrate it with their existing knowledge. Through this process, new vocabulary is not only stored as isolated information but becomes connected with concepts and experiences that help learners recall and use the words.

Therefore, vocabulary learning involves active cognitive processes that allow learners to recognize word forms, understand meanings, and develop the ability to use new vocabulary. These cognitive processes explain how learners acquire and retain vocabulary during the learning process.

C. Animated Videos in Language Learning.

1. Defenition of Animated Video.

Animated video is a type of video that simulates motion by presenting a series of drawings, images, or computer-generated visuals rather than recording actual motions. Stempleski and Tomalin define animated video as a combination of moving visuals and music made with pictures or cartoons to portray motion and meaning.²⁰ Their perspective emphasizes the use of animation as an instructional resource that assists students in visualizing ideas, actions, or events that may be difficult to show in real life. As a result, animated video can deliver valuable learning experiences by using visual storytelling and reduced motion representation.

²⁰ Susan Stempleski and Barry Tomalin, *Video in Action: Recipes for Using Video in Language Teaching* (New York: Prentice Hall, 1990), 45.

In a more modern context, Mayer and Moreno define animated video as the presentation of dynamic visual images, sometimes accompanied by narrative, that help learners create mental models of processes and concepts.²¹ They suggest that animated videos improve understanding by allowing students to combine verbal and visual information at the same time. This approach decreases cognitive overload and improves learners' ability to retain and transfer new information. In teaching, animated videos can make abstract concepts more tangible, allowing students to correlate theoretical knowledge with visual processes.

Animated video is an effective tool in language teaching, as it combines visual and auditory input to enhance comprehension, engagement, and information retention. Berk emphasizes that video and animation can captivate attention, reinforce essential concepts, and support various learning styles, making them ideal for instructional purposes.²² When used in language courses, animated video not only entertains but also supports the learning process by reducing abstract concepts and presenting them in a more evident and memorable manner.

2. Types of Animated Videos

Animated videos vary in style and complexity, which can affect learners' understanding and engagement, making it important to recognize

²¹ Mayer, Richard E., and Roxana Moreno. "Animation as an aid to multimedia learning." *Educational psychology review* 14, no. 1 (2002): 87.

²² Ronald A. Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom," *International Journal of Technology in Teaching and Learning* 5, no. 1 (2009): 1–21.

their common types in educational settings. According to Mayer, animated videos should be designed in ways that support learners' cognitive processes and make information easier to understand.²³ Based on their visual and functional characteristics, several common types of animated videos can be identified:

1) 2D Animation.

This type of animation uses two-dimensional visuals, such as flat characters and backgrounds, and is widely used in educational content due to its simplicity and clarity, allowing learners to focus on key information without distraction.

2) 3D Animation.

3D animation produces realistic visuals with depth and dimension, making it more engaging, but its complexity should be managed carefully to avoid distracting learners from the content.

3) Motion Graphics.

Motion graphics use animated text, shapes, and symbols to present information clearly and structurally, making them effective for explaining vocabulary meaning and usage.

4) Educational Cartoons.

Educational cartoons combine storytelling and animated characters to create engaging learning experiences, making them

²³ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (Cambridge: Cambridge University Press, 2009), 223.

especially effective for younger learners by presenting vocabulary in context through stories and dialogues.

In conclusion, different types of animated videos offer unique advantages in supporting vocabulary instruction. Whether through simple visuals, realistic representations, structured explanations, or storytelling, each type can contribute to making vocabulary instruction more engaging and effective when used appropriately. However, this study specifically focuses on the use of 2D animation as the primary medium, considering its simplicity, clarity, and ability to present information without unnecessary visual complexity, thereby helping learners concentrate on key vocabulary more effectively.

3. Characteristics of Animated Video.

Video as an instructional medium has distinct characteristics that make it effective for teaching and learning, particularly through the integration of visual and audio elements, which enhance learners' comprehension and retention. According to Heinich, video provides concrete experiences through realistic moving sights and sounds that help learners understand abstract or complex concepts.²⁴

Another distinctive characteristic of video is its dynamic representation of motion and time. This allows for the demonstration of processes, events, and social interactions that cannot be adequately

²⁴ Heinich, Robert, Michael Molenda, and James D. Russell. "Instructional media and the new technologies of instruction." (1993).

portrayed with static media like text or images. Video can enhance language learning by displaying native speakers' gestures, facial expressions, and intonation.²⁵ These visual and auditory cues aid learners in understanding both linguistic and sociocultural aspects of language use.

Furthermore, video is distinguished by its versatility in terms of educational applications. It can be used for a variety of objectives, including explanation, illustration, reinforcement, and assessment. According to Gerlach and Ely, video allows students to manage the speed of their learning by pausing, replaying, or studying individual areas as needed.²⁶ This feature acknowledges individual learning variances and promotes independent learning behavior among pupils.

Fiorella and Mayer underline that a significant feature of animated video is its ability to partition complex processes into smaller, more dynamic segments that are simpler to learn and maintain.²⁷ Animated videos are also inherently adaptable since they can be used to portray abstract or hypothetical concepts that would be impossible to convey in real-world footage. These characteristics, which include motion generated from static visuals, the integration of narration and imagery, content division, and representation flexibility, distinguish animated video as a medium ideally suited for both instruction and engagement.

²⁵ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2011).

²⁶ Gerlach, Vernon S., Donald P. Ely, and Rob Melnick. "Teaching and media: A systematic approach." (1971).

²⁷ Logan Fiorella and Richard E. Mayer, "What Works and Doesn't Work with Instructional Video," *Computers in Human Behavior* 89 (2018): 465.

Taken together, animated video is an effective educational medium that improves learning by combining symbolic motion, verbal-visual information, and structured content presentation. These qualities aid comprehension, reduce cognitive load, and make animated video ideal for instructional scenarios requiring clarity and sustained student engagement

4. Advantages and Limitations of Animated Video.

Animated video offers various benefits in learning, especially in language courses, as it can stimulate learners' imagination and motivation while supporting comprehension through visual input. Its visually rich presentation also helps maintain learners' interest and active engagement.²⁸

From an educational perspective, Levin and Mayer suggest that animation improves learning by drawing learners' attention to crucial information and making abstract concepts easier to visualize. This approach allows students to create more accurate mental models, which adds to better comprehension and retention of instructional content.²⁹

More current research emphasizes the benefits of animated video in education. Aloraini demonstrates how animated videos can help students succeed by reducing complex concepts and providing knowledge in a more entertaining and memorable fashion.³⁰ Taken together, these perspectives

²⁸ Canning-Wilson, Christine, and Julie Wallace. "Practical aspects of using video in the foreign language classroom." *The Internet TESL Journal* 6, no. 11 (2000): 36-1.

²⁹ Joel R. Levin and Richard E. Mayer, "Understanding Illustrations in Text," in *Understanding Word and Image* (New York: Academic Press, 1993), 95.

³⁰ Aloraini, Sara. "The impact of using multimedia on students' academic achievement in the College of Education at King Saud University." *Journal of King Saud University-Languages and Translation* 24, no. 2 (2012): 75-82.

show that animated video not only boosts learner motivation but also facilitates deeper cognitive processing, making it an extremely effective medium for current learning environments.

Despite its benefits, animated video also has limitations in instruction, as excessive use can overload learners' cognitive processing. As noted by Richard E. Mayer, learners process information through limited visual and auditory channels, so too much animation may overwhelm working memory and reduce comprehension, ultimately diminishing learning effectiveness.³¹

Sweller further emphasizes that animated video can add extraneous cognitive load, especially when the animations are irrelevant to the instructional goals.³² According to Cognitive Load Theory, excessive movement or decorative animation can distract learners from important information and interfere with schema formulation. When students focus on extraneous visual features, meaningful learning fades.³³ Thus, animated videos should be carefully prepared to reduce unnecessary cognitive strain.

In addition, Tversky, Morrison, and Bétrancourt believe that animation is not always superior than static pictures. Their findings reveal that learners frequently fail to retrieve crucial information from animated representations, particularly when the animations are fast-paced or lack

³¹ Mayer, Richard E. "Multimedia learning." In *Psychology of learning and motivation*, vol. 41, pp. 85-139. Academic Press, 2002.

³² Sweller, John. "Cognitive load theory, learning difficulty, and instructional design." *Learning and instruction* 4, no. 4 (1994): 295-312.

³³ Ibid.

instructional direction. In such circumstances, animation may confuse students rather than clarify concepts.³⁴ This suggests that animated video is not inherently superior and needs sufficient instructional accompaniment to be effective.

D. The Implementation of Animated Videos in Vocabulary Instruction.

1. The Implementation of Animated Videos in Vocabulary Instruction.

The use of animated videos in teaching vocabulary requires clear procedures to guide activities before, during, and after viewing, ensuring effective learning and maximizing their role as engaging and meaningful instructional tools. According to Andrew Wright, the use of video and visual media in language teaching can be structured into three stages: pre-viewing, while-viewing, and post-viewing.³⁵ Each stage plays a significant role in guiding learners' understanding and vocabulary development.

In the pre-viewing stage, the teacher prepares students before watching the video by introducing key vocabulary, providing background information, or asking guiding questions. This stage helps learners focus on important content and makes it easier to follow the video.

In the while-viewing stage, students watch the animated video while completing specific tasks, such as identifying new words, matching

³⁴ Tversky, Barbara, Julie Bauer Morrison, and Mireille Betrancourt. "Animation: can it facilitate?." *International journal of human-computer studies* 57, no. 4 (2002): 247-262.

³⁵ Andrew Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 2010), 65.

meanings, or answering comprehension questions. This stage encourages active participation and helps learners connect visual input with vocabulary.

In the post-viewing stage, students engage in follow-up activities such as discussions, exercises, or speaking and writing tasks. This stage is important to reinforce understanding and allow learners to use the vocabulary in meaningful contexts.

In conclusion, the procedures of using animated videos through pre-viewing, while-viewing, and post-viewing stages provide a structured approach to vocabulary teaching. These steps are essential as a guideline to evaluate how teachers at ESCO implement animated videos in their instructional process.

2. Teacher's Role in Using Animated Videos.

Vocabulary Instruction requires a well-structured learning process in which the teacher plays a crucial role in guiding students. According to Paul Nation, effective vocabulary Instruction involves balancing meaning-focused input, meaning-focused output, language-focused learning, and fluency development. In this context, the teacher plays a crucial role in guiding students, while animated videos function as supportive media in the learning process.³⁶

1) Meaning-Focused Input

Teachers provide students with meaningful exposure to

³⁶ Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001)

vocabulary through activities such as listening and watching animated videos. In this stage, students focus on understanding the general meaning of the content. The teacher ensures that the input is appropriate to students' level and helps them connect the vocabulary with context.

2) Meaning-Focused Output

Teachers encourage students to actively use the vocabulary they have learned through speaking or discussion activities. This allows students to practice expressing meaning using new words, which helps strengthen their vocabulary retention and communicative ability.

3) Language-Focused Learning

Teachers direct students' attention to specific vocabulary items, including their meaning, pronunciation, spelling, and grammatical use. This stage helps students gain a deeper and more accurate understanding of vocabulary beyond general comprehension.

4) Fluency Development

Teachers provide opportunities for students to use familiar vocabulary in a more fluent and automatic way. Through repeated practice and meaningful activities, students become more confident and faster in using the vocabulary they have learned.

E. The Role of Animated Videos in Supporting Vocabulary Instruction.

Animated videos play an important role in supporting students' vocabulary development through the integration of visual and auditory

elements. According to Richard E. Mayer in the Cognitive Theory of Multimedia Learning, learning becomes more effective when information is delivered through well-designed multimedia. The following principles explain how animated videos support students' vocabulary Instruction:

1. Dual Channel Processing.

Learners process information through two channels: visual and auditory. Animated videos combine images, animations, and spoken words, allowing students to receive vocabulary input through both channels simultaneously. This helps students understand word meanings more easily because they can see and hear the vocabulary at the same time.

2. Meaningful Learning

Mayer explains that meaningful learning occurs when learners actively select, organize, and integrate information. Through animated videos, students connect the vocabulary with visual representations and their prior knowledge. This process helps them construct meaning rather than simply memorizing words.

3. Contiguity Principle

The contiguity principle states that learning is more effective when words and images are presented together. In animated videos, vocabulary is usually shown along with relevant animations. This allows students to directly associate words with their meanings, which strengthens

comprehension and retention.

4. Modality Principle

According to the modality principle, learners understand information better when it is presented through spoken words rather than written text alone. Animated videos provide narration alongside visuals, helping students learn both the meaning and pronunciation of vocabulary more effectively.

5. Reduced Cognitive Load

Animated videos help reduce cognitive load by simplifying complex information through visual representation. Instead of relying on abstract explanations, students can understand vocabulary through context and animation. This makes the learning process more efficient and less demanding.

Based on Mayer's theory, animated videos support students' vocabulary by engaging both visual and auditory channels, promoting active learning, and presenting vocabulary in a clear and contextualized way. As a result, students can better understand, retain, and master the vocabulary they have learned.³⁷

F. Factors Influencing Vocabulary Instruction Through Animated Videos.

Vocabulary Instruction, including through animated videos, is influenced by several factors that come from both within the learners and from their learning environment. These factors determine how effectively students can understand, retain, and use the vocabulary. According to Nation,

³⁷ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (New York: Cambridge University Press, 2009).

vocabulary Instruction is affected by learner-related factors and learning conditions, which include both internal and external aspects.³⁸

1. Internal Factors.

a. Motivation

Motivation influences how actively students engage when learning vocabulary through animated videos. Learners with high motivation tend to pay more attention to the video, follow the content seriously, and try to understand new words presented in the animation.

b. Interest

Students' interest in animated videos plays a significant role in vocabulary Instruction. Since animated videos are visually attractive, they can increase students' attention and enjoyment. When learners are interested in the video, they are more likely to stay focused and absorb the vocabulary being presented.

c. Prior Knowledge

Prior knowledge helps learners understand vocabulary in animated videos more easily. When students already have some background knowledge, they can connect new words from the video with familiar concepts, making comprehension faster and more meaningful.

³⁸ I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd ed. (Cambridge: Cambridge University Press, 2013), 49.

2. External Factors.

a. Teacher

The teacher's role is crucial in using animated videos effectively. The way the teacher selects videos, gives instructions, and guides students during and after watching determines how well students understand the vocabulary.

b. Media

Animated videos as learning media greatly influence vocabulary Instruction. Well-designed videos that combine visuals, sound, and context can help learners understand word meanings more clearly and remember them better.

c. Learning Environment

The learning environment also affects how students learn vocabulary through animated videos. A supportive classroom atmosphere allows students to focus on the video, participate in activities, and engage in discussions about the vocabulary.

In conclusion, both internal and external factors play an important role in vocabulary Instruction through animated videos. These factors work together to determine how effectively students can benefit from the use of animated videos in learning vocabulary.

G. Theoretical Framework.

1. Dual Coding Theory.

Dual Coding Theory proposed by Paivio (1986) explains that human

cognition processes information through two interconnected systems: the verbal system and the non-verbal system. The verbal system processes linguistic information, such as words and spoken language, while the non-verbal system processes visual information, such as images, symbols, and mental representations. According to this theory, learning becomes more effective when information is presented through both verbal and visual forms because learners can create connections between words and images, which supports better understanding and memory retention.³⁹

In the context of vocabulary learning, animated videos support this process by combining spoken words, written text, and visual representations. The combination of these elements helps students associate new vocabulary with meaningful images and contexts, making it easier for them to understand and remember new words.

2. Cognitive Theory of Multimedia Learning.

Mayer's Cognitive Theory of Multimedia Learning (2009) states that learners understand information more effectively when it is presented through a combination of words and pictures rather than words alone. This theory is based on three main assumptions: dual channels, limited capacity, and active processing. The dual-channel assumption explains that humans process information through two separate channels: the visual/pictorial channel and the auditory/verbal channel. The limited-capacity assumption

³⁹ Allan Paivio, *Mental Representations: A Dual Coding Approach* (Oxford: Oxford University Press, 1986).

suggests that each channel has a limited ability to process information, while the active-processing assumption emphasizes that learners need to select, organize, and integrate information with their prior knowledge to achieve meaningful learning.⁴⁰

In relation to animated videos, this theory explains how the use of visual and auditory elements can support students' vocabulary Instruction. Animated videos provide contextual images, narration, and verbal explanations that help students process new vocabulary more effectively. Through meaningful connections between words and visuals, students can reduce cognitive difficulties, understand vocabulary meanings from context, and retain new vocabulary for a longer period.

H. Review of Related Findings.

To support this research, the researcher analyzed various previous studies on the topic. The studies that have been reviewed and are thought to support this research are described below.

Ridha, Bostanci, and Kurt (2022), in their study entitled *Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil*, employed a quantitative experimental method using a paired sample t-test and questionnaires involving 40 students. The findings revealed that vocabulary learning supported by animated videos was statistically more effective compared to traditional methods without video. Most students agreed that animated videos facilitated better assimilation, made

⁴⁰ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (Cambridge: Cambridge University Press, 2009).

the learning process more engaging, and improved their vocabulary comprehension.⁴¹

Beautemps, Bresges, and Becker-Genschow (2024), in their study entitled *Enhancing Learning Through Animated Video: An Eye-Tracking Methodology Approach*, employed a quantitative method using pre- and post-performance tests combined with eye-tracking technology. The findings demonstrated that animations featuring a presenter were more effective in directing viewers' visual attention, while specific gestures within the animation significantly enhanced focus on key areas of the learning material.⁴²

Navarrete et al. (2025), in their study entitled *A Closer Look into Recent Video-based Learning Research: A Comprehensive Review*, employed a qualitative method through a systematic literature review. The findings concluded that video-based learning is most effective when videos are designed with an appropriate pace, contextual relevance, and opportunities for active learner participation.⁴³

Puspitasari, Noviyenty, and Anshori (2024), in their study entitled *The Effect of Online English Vocabulary Game Toward Learning English Vocabulary*, employed a quantitative quasi-experimental method conducted

⁴¹ Sabah Khudhur Ridha, Halil Bekir Bostancı, and Mehmet Kurt, "Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil," *Sustainability* 14, no. 12 (2022): 7002.

⁴² Jacob Beautemps, André Bresges, and Sebastian Becker-Genschow, "Enhancing Learning Through Animated Video: An Eye-Tracking Methodology Approach," *Journal of Science Education and Technology* 34, no. 1 (2025): 148–159,

⁴³ Evelyn Navarrete et al., "A Closer Look into Recent Video-Based Learning Research: A Comprehensive Review of Video Characteristics, Tools, Technologies, and Learning Effectiveness," *International Journal of Artificial Intelligence in Education* 35, no. 4 (2025): 1631–1694

with tenth-grade students at SMAN 01 Semende Darat Laut. The study aimed to examine the differences in students' vocabulary Instruction before and after the use of an online vocabulary game in the experimental class compared to the control class. The findings revealed that the use of online vocabulary games significantly improved students' vocabulary Instruction compared to conventional teaching methods.⁴⁴

Kazu and Kuvvetli (2023), in their study entitled *A Descriptive Analysis of Digital Game-Based Foreign Language Education*, employed a qualitative method through a systematic literature review with an embedded theory design. The findings revealed that the use of digital games significantly enhances students' motivation and engagement in foreign language learning, while also positively impacting vocabulary acquisition and other language skills.⁴⁵

Iswandi, Apriani, and Gusmuliana (2025), in their study entitled *The Experiences of Implementing Fun Learning Methods to Optimize English Vocabulary Instruction*, employed a qualitative case study approach conducted at an elementary school of Suku Anak Dalam in Pelakar Jaya. The study explored the implementation of enjoyable learning methods in optimizing students' English vocabulary Instruction. The findings revealed that fun and

⁴⁴ Weni Puspitasari, Leffi Noviyenty, and Sakut Anshori, "The Effect of Online English Vocabulary Game Toward Learning English Vocabulary (A Quasi-Experimental Quantitative Study the Tenth Grade Students at SMAN 01 Semende Darat Laut in Academic Year 2023/2024)

⁴⁵ İbrahim Yaşar Kazu and Mehtap Kuvvetli, "A Triangulation Method on the Effectiveness of Digital Game-Based Language Learning for Vocabulary Acquisition," *Education and Information Technologies* 28, no. 10 (2023): 13541–13567

engaging learning methods significantly increased students' motivation and improved their vocabulary Instruction.⁴⁶

Sutriani (2022), in her study entitled *Improving Students' English Vocabulary Instruction by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua*, employed a quantitative experimental approach conducted at a junior high school level. The study explored how animation videos support students in understanding and retaining English vocabulary through audiovisual elements such as visual cues, narration, and contextual storytelling. The findings revealed that students who were taught using animation videos demonstrated significantly higher vocabulary scores compared to those in the conventional classroom setting.⁴⁷

Yunita, et al. (2023), in their study entitled *The Effect of Animated Video on Students' Vocabulary Instruction*, employed a qualitative approach to explore students' perceptions and experiences with animated media in the language classroom. The study was conducted to examine how animated videos make vocabulary learning more engaging and accessible for EFL learners. The findings revealed that animated videos significantly improved students' comprehension and motivation by presenting vocabulary in a meaningful and enjoyable context.⁴⁸

⁴⁶ Reki Iswandi, Eka Apriani, and Paidi Gusmuliana, "The Experiences of Implementing Fun Learning Methods to Optimize English Vocabulary Instruction (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)" (Undergraduate thesis, IAIN Curup, 2025).

⁴⁷ Sutriani, "Improving Students' English Vocabulary Instruction by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua"

⁴⁸ Yunita et al., "The Effect of Animated Video on Students' Vocabulary Instruction," 2023.

Pratiwi, et al. (2021), in their study entitled *Animated Video as a Media in Teaching English Vocabulary for Young Learners*, employed a quantitative experimental approach using a pre-test and post-test design at the elementary school level. The study investigated how animated video media was implemented in vocabulary instruction and measured its effectiveness on students' word recognition, pronunciation, and meaning retention. The findings revealed that students in the animated video group demonstrated statistically significant vocabulary improvement compared to the control group, indicating that animated videos create a more immersive and effective learning environment.

Rahmawati and Hasanah (2023), in their study entitled *The Use of Animated Videos to Enhance Vocabulary Instruction in Junior High School Students*, employed a mixed-method approach combining quantitative pre-test and post-test design with qualitative classroom observation and student interviews conducted at a junior high school in Indonesia. The study examined how animated videos were implemented in EFL vocabulary instruction and explored the factors that contributed to students' vocabulary improvement. The findings revealed that animated videos provided contextual and repeated exposure to target vocabulary, which significantly increased students' vocabulary scores while also boosting their confidence and motivation in learning new words.

Based on the previous studies above, most research has focused on examining the effectiveness of animated videos and digital media in improving

students' vocabulary Instruction through quantitative approaches, while limited studies have qualitatively explored how animated videos are implemented in real classroom contexts and what factors influence students' vocabulary Instruction in a specific learning environment. Therefore, this study aims to fill this gap by qualitatively exploring the use of animated videos in supporting students' vocabulary Instruction at ESCO.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

This study used a qualitative approach to examine how animated videos support students' vocabulary development in a real classroom setting, focusing on learners' experiences, interactions, and perceptions rather than numerical data. Creswell states that qualitative research aims to understand meanings constructed by individuals in social or educational settings through rich, descriptive data.⁴⁹

This research adopts a qualitative case study design, focusing on an in-depth exploration of the use of animated videos in supporting vocabulary Instruction at ESCO. According to Yin, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident.⁵⁰ In this study, ESCO is treated as a bounded case in which the use of animated videos in vocabulary instruction is examined within its natural setting.

The data are collected through classroom observations and semi-structured interviews. Observations are conducted to examine how animated

⁴⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks: Sage Publications, 2014), 4.

⁵⁰ Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (Thousand Oaks, CA: Sage Publications, 2018).

videos are implemented in vocabulary teaching practices, interviews are used to explore students' and teachers' perspectives.

This design enables the researcher to gain a comprehensive and in-depth understanding of how animated videos function in actual teaching practice within a specific setting. It highlights how the strategy is implemented, experienced, and interpreted by participants, providing rich and contextual insights into its role in supporting students' vocabulary Instruction at ESCO.

B. Subject of The Research.

The subjects of this study consist of students and teachers involved in vocabulary Instruction using animated videos at ESCO. The participants are selected through purposive sampling to ensure their relevance to the research objectives. Sugiyono defines purposive sampling as a technique of selecting participants based on specific criteria determined by the researcher.⁵¹

The student participants are those who have experienced learning vocabulary through animated videos, enabling them to provide direct insights into their learning process. Meanwhile, the teacher participants are selected because they actively implement animated videos in their teaching, allowing them to share their perspectives on instructional practices.

Thus, the subjects of this study are divided into two groups: students as learners and teachers as instructors. This classification enables the researcher to obtain comprehensive data regarding both students' learning experiences

⁵¹ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017).

and teachers' strategies in the use of animated videos. In this study, the researcher involved three teachers and five different classes, consisting of Winner 1 and Winner 2 levels, with each class representing a different group of students. A detailed table presenting the number of students and the classification of each class is provided below.

Table 3.1 Class Classification and Student Distribution

Class	Students
Winner 1 (A)	12 Students
Winner 1 (B)	14 Students
Winner 1 (C)	13 Students
Winner 2 (A)	15 Students
Winner 2 (B)	17 Students

C. Technique of Collecting Data

To obtain comprehensive data, the researcher used multiple data collection methods, such as:

1. Observation.

According to Creswell, observation is a method of gathering data in which the researcher truly observes subjects and events in their natural setting in order to gain firsthand insight.⁵² In this study, observation was employed as the primary data collection method to obtain direct and authentic information regarding the teaching and learning process at ESCO. Through classroom observations, the researcher was able to examine how animated videos were implemented in vocabulary instruction, including the teaching strategies, classroom interactions, and learning activities

⁵² Ibid, p 166.

conducted by the teacher.

Between May and June of 2026, six classroom observations were carried out at ESCO (English Students Community) to investigate the use of animated movies in vocabulary Instruction. Although only six classroom observations were conducted, the teachers used multiple animated videos in each session, resulting in a total of eleven video-based learning instances analyzed in this study. This number of observations is considered sufficient as the data had reached saturation, where no new significant information or themes emerged from additional data collection. According to Creswell, in qualitative research, data collection can be discontinued when the data become repetitive and no new themes or insights are identified.⁵³ Therefore, the number of observations in this study was deemed adequate, as consistent patterns had already emerged across the data.

The observations examined how teachers implemented vocabulary instruction using animated videos, including preparation, delivery, and classroom management, with a focus on vocabulary introduction, guidance during viewing, and follow-up activities. Through direct classroom observation, the researcher captured authentic teaching strategies and classroom dynamics that complemented and validated the interview data, providing a deeper understanding of how animated videos support students' vocabulary Instruction at ESCO.

⁵³ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3rd ed. (Thousand Oaks, CA: Sage Publications, 2013).

Table 3.2 Observation Schedule at ESCO

No	Date	Time	Class	Theme	Total of The Videos
1.	16 May 2026	14.40 pm	Winner 1 (A)	What are you wearing?	3 Videos
2.	19 May 2026	16.00 pm	Winner 1 (C)	What are you wearing?	2 Videos
3.	20 May 2026	16.07 pm	Winner 1 (B)	What are you wearing?	2 Videos
4.	22 May 2026	16.00 pm	Winner 2 (A)	There is & There are	2 Videos
5.	23 May 2026	14.30 pm	Winner 2 (A)	Health Problem	1 Videos
6.	29 May 2026	16.00 pm	Winner 2 (B)	Health Problem	1 Videos

2. Interview.

Interviews are data collecting procedures in which the researcher asks one or more participants open-ended questions and records their responses.⁵⁴ In this study, interviews were used as a secondary data collection method to support and complement the observation data.

Semi-structured interviews were conducted with teachers and selected students to gain deeper insights into their experiences, opinions, and perceptions regarding the use of animated videos in vocabulary learning. This method allowed the researcher to explore participants' perspectives more flexibly while still aligning with the research objectives.

The interview data were used to enrich and clarify the findings obtained from classroom observations, particularly in understanding

⁵⁴ Creswell, J. W. (2014). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed., p. 214). Thousand Oaks, CA: SAGE Publications.

participants' views on how animated videos support vocabulary development and what factors influence students' vocabulary Instruction at ESCO.

A total of five students and three teachers were interviewed in this study. The number of student participants was limited because the data had reached saturation, where the responses became repetitive and no new significant information emerged. Guest, Bunce, and Johnson state that data saturation occurs when additional data no longer lead to new information or themes.⁵⁵ Therefore, the selected number of participants was considered adequate to represent the perspectives needed in this study.

D. Instrument of The Research.

In this study, the research instrument is regarded as the tools or methods applied to collect data. These include approaches such as like interviews, questionnaires, observations, and other methods for gathering information related to the research objectives. According to Creswell and Creswell research instruments are chosen based on their capacity to answer the study questions and objectives.⁵⁶

Data in this study are collected through interviews, observations. These methods are chosen to match the research objectives and to comprehensively examine the role and effectiveness of animated videos in supporting students' vocabulary Instruction.

⁵⁵ Greg Guest, Arwen Bunce, and Laura Johnson, "How Many Interviews Are Enough? An Experiment with Data Saturation and Variability," *Field Methods* 18, no. 1 (2006): 59–82.

⁵⁶ Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.

1. Observation.

Observation were conducted to examine the real classroom implementation of animated videos in supporting students' vocabulary Instruction at ESCO. Through observing vocabulary Instruction activities, the researcher will confirm data from interviews and gain a deeper understanding of how animated videos are used and how students respond to them. The observation will focus on students' engagement, participation, and reactions during the lessons. This process ensures that the findings are based on actual classroom experiences and provide a more comprehensive understanding of the learning process.

After collecting data through interviews, classroom observations are conducted to examine whether the implementation and effects of animated videos observed in the classroom are consistent with the interview findings. The observation checklist is used to systematically record students' engagement, responses, and interaction with animated videos during vocabulary Instruction activities.

Table 3. 3 Classroom Observation Checklist

Aspect	Indicators	Sub Indicators	Observation Items	Che klist
1. Implement ation of Animated Videos	1. Teaching Procedures Using Animated Video	a. Pre-Viewing	Teacher prepares students before watching the animated video	

Aspect	Indicators	Sub Indicators	Observation Items	Che klist
			Teacher introduces key vocabulary before watching	
			Teacher helps students focus on important content before watching	
		b. While- Viewing	Teacher guides students while watching the animated video	
			Teacher pauses/explains vocabulary during the video	
			Students complete tasks during watching (e.g., identifying vocabulary)	
		c. Post- Viewing	Teacher conducts follow-up activities after watching	
			Teacher helps students use vocabulary in	

Aspect	Indicators	Sub Indicators	Observation Items	Che klist
	2. Teacher's Role in Using Animated Videos		meaningful contexts	
			Teacher provides meaningful exposure to vocabulary through video	
		a. Meaning-Focused Input	Teacher helps students understand vocabulary meaning from context	
			Teacher encourages students to use vocabulary in speaking/discussion	
		b. Meaning-Focused Output	Students practice expressing meaning using the vocabulary	
			Teacher explains vocabulary (meaning, pronunciation,	
		c. Language-Focused Learning		

Aspect	Indicators	Sub Indicators	Observation Items	Che klist
			spelling, grammar)	
			Teacher helps students gain deeper understanding of vocabulary	
		d. Fluency Development	Teacher provides opportunities for repeated vocabulary use	
			Teacher helps students use vocabulary more fluently and confidently	
2. The role of animated videos in supporting students' vocabulary instruction.	1. Dual Channel Processing	a. Use of audio-visual elements	Video presents vocabulary through both images and sound	
			Students answer teacher's questions about vocabulary from the video correctly	
	2. Meaningful Learning	a. Connection to prior knowledge	Students give examples related	

Aspect	Indicators	Sub Indicators	Observation Items	Che klist
			to their own experience when discussing vocabulary	
			Students relate vocabulary to familiar objects or situations	
	3. Contiguity Principle	a. Word and image presentation	Words appear together with corresponding images in the video	
			Students identify word meanings based on matching images in the video	
			Teacher supports students during learning	
	4. Modality Principle	a. Spoken input	Students repeat or imitate pronunciation from the video	
			Students pronounce vocabulary based	

Aspect	Indicators	Sub Indicators	Observation Items	Che klist
			on what they hear from the video	
	5. Reduced Cognitive Load	a. Ease of learning	Students complete vocabulary tasks without major difficulty	
			Students require minimal repetition or explanation from the teacher	

2. Interview.

a. Interview Guidance 1.

Interviews in this study guided by theoretical frameworks from Chapter II, including Wright's video teaching stages (pre-viewing, while-viewing, post-viewing), Scrivener's PPP model, and Webb's vocabulary teaching principles, which together provide a foundation for analyzing instructional procedures, teacher roles, and effective vocabulary strategies. The guide also addresses how teachers select, implement, and evaluate animated videos, as well as how vocabulary is presented in meaningful contexts through audio-visual media. Therefore, the interview questions focus on exploring instructional processes, teacher strategies, and the integration of animated videos to

gain an in-depth understanding of their use in supporting students' vocabulary Instruction at ESCO.

Table 3. 4 Blueprint of Interview Guidance 1

Aspect	Indicators	Sub-Indicators	Question Items
1. Implementation of Animated Videos in Vocabulary Instruction	1. Teaching Procedures Using Animated Videos (PPP & Viewing Stages)	1. Pre-viewing stage	1. How do you prepare students before watching the animated video? 2. How do you introduce key vocabulary or help students focus on the important content before watching?
		2. While-viewing	1. How do you guide students while watching the animated video? 2. What tasks do students do during the video to help them understand and identify the vocabulary?
		3. Post-viewing	3. How do you conduct follow-up activities after watching the video? vocabulary they have learned? 4. How do you help students use the vocabulary in meaningful contexts after watching?
	2. Teacher's Role in Using Animated Videos.	1. Meaning-Focused Input	5. How do you provide students with meaningful exposure to vocabulary through animated videos? 6. How do you ensure that students understand the meaning of the

Aspect	Indicators	Sub-Indicators	Question Items
			vocabulary and connect it with its context?
		2. Meaning-Focused Output	7. How do you encourage students to use vocabulary through speaking or discussion activities? 8. How do students practice expressing meaning using the the vocabulary?
		3. Language-Focused Learning	9. How do you guide students to focus on vocabulary in terms of meaning, pronunciation, spelling, and grammatical use? 10. How do you help students gain a deeper and more accurate understanding of vocabulary?
		4. Fluency Development	11. How do you provide opportunities for students to use familiar vocabulary more fluently? 12. How do you help students become more confident and faster in using vocabulary through repeated practice?

b. Interview Guidance 2.

Interviews in this study will be conducted using an interview guide developed based on relevant theories of vocabulary Instruction and multimedia learning presented in Chapter II, particularly Mayer's

Multimedia Learning Theory and Nation and Webb's principles of vocabulary Instruction. These theories emphasize that vocabulary Instruction involves understanding word meaning, retaining vocabulary through repeated exposure, and using words in meaningful contexts.

Based on this framework, the interview guide is designed to explore students' experiences and perceptions of how animated videos help them understand, remember, and use the vocabulary, in order to gain a deeper understanding of The role of animated videos in supporting students' vocabulary instruction.

Table 3. 5 Blueprint of Interview Guidance 2

Aspect	Indicators	Question Items
1. The role of animated videos in supporting students' vocabulary instruction.	1. Dual Channel Processing	1. How do videos that combine pictures and sound help your students learn vocabulary? 2. From what you see in class, does this combination make it easier for students to understand new words?
	2. Meaningful Learning	1. How do your students usually connect the vocabulary from the video with what they already know? 2. Do you think videos help students understand vocabulary rather than just memorize it? How?
	3. Contiguity Principle	1. In the videos you use, are the words shown together with the pictures? 2. How does that help students understand the meaning of the words?

Aspect	Indicators	Question Items
	4. Modality Principle	1. How do students learn vocabulary from the spoken words in the video? 2. Does it also help students with pronunciation? In what way?
	5. Reduced Cognitive Load	1. Do videos make vocabulary Instruction easier for your students? Why? 2. Compared to teaching with explanation only, how do videos help reduce students' difficulty in learning the vocabulary?

c. Interview Guidance 3.

Interviews in this study will be conducted using an interview guide developed based on relevant theories of vocabulary Instruction presented in Chapter II, particularly Nation's framework on factors influencing vocabulary Instruction, which highlights both internal and external aspects. These include internal factors such as motivation, interest, and prior knowledge, as well as external factors such as the teacher's role, learning media, and classroom environment.

Based on this framework, the interview guide is designed to explore students' experiences and perceptions regarding the factors that influence their vocabulary Instruction through animated videos, in order to gain a deeper understanding of how these internal and external elements affect students' vocabulary Instruction at ESCO.

Table 3. 6 Blueprint of Interview Guidance 3

Aspect	Indicators	Sub-Indicators	Question Items
1. Factors Influencing Students's vocabulary Instruction Through Animated Videos.	1. Internal Factors.	1. Motivation	1. How do you usually show your attention when learning vocabulary through animated videos? 2. What do you do to understand new words presented in animated videos?
		2. Interest.	3. How do animated videos make you feel interested in learning English vocabulary? 4. How does your interest in the video affect your focus during the lesson?
		3. Prior Knowledge.	5. How does your previous knowledge help you understand vocabulary in animated videos? 6. How do you connect new words from the video with words or ideas you already know?
	2. External Factors.	1. Teacher	7. How does your teacher guide you before, during, and after watching animated videos? 8. How do the teacher's instructions help you understand vocabulary from the video?
		3. Media (Animated Videos)	9. How do the visuals and sounds in animated videos help you understand new words? 10. How does the video help you remember the meaning of vocabulary?
		4. Learning Enviroment.	11. How does your classroom situation

Aspect	Indicators	Sub-Indicators	Question Items
			support your learning when using animated videos? 12. How do you participate in activities or discussions during vocabulary Instruction

E. Technique of Data Analysis.

Data analysis is a multi-step process in qualitative research which assists in the interpretation of masterd data. In this study, the researcher conducted interviews and observations to gain a deeper understanding of how vocabulary instruction using animated videos is implemented, what roles animated videos play in supporting students' vocabulary Instruction, and what factors influence students' vocabulary Instruction through the use of animated videos at ESCO. Miles and Huberman's methodology for data reduction, data display, and deriving conclusions guided the analysis process.⁵⁷

1. Data Reduction.

Data reduction is a crucial step in qualitative data analysis that involves the process of selecting, simplifying, and transforming raw data into a more organized and meaningful form. In this study, data reduction is conducted systematically to ensure that only relevant and significant information is retained for further analysis. To achieve this, the researcher carries out several steps, including transcribing the raw data, selecting

⁵⁷ Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Sage Publications.

relevant data, and coding the data, as described below.

a. Transcribing the Raw Data

The researcher first transcribes all interview recordings into written form and compiles field notes from classroom observations. Irrelevant fillers (e.g., pauses, repetitions) are minimized to produce clear and readable data without changing the original meaning.

b. Selecting Relevant Data

The researcher carefully reviews all transcribed data and selects only the information that is relevant to the research focus, particularly related to the use of animated videos, teaching strategies, students' responses, and vocabulary learning outcomes. Data that are not related to these aspects are excluded.

c. Coding the Data

After selecting relevant data, the researcher assigns initial codes to meaningful units of data. These codes represent key ideas such as *repetition*, *student engagement*, *teacher guidance*, and *vocabulary retention*, which emerge from both interview and observation data.

2. Data Display.

In this study, after the data have been condensed, the researcher proceeds to the stage of data display by organizing the information into structured forms such as descriptive narratives and tables. This stage aligns with Miles and Huberman's concept of data display, which involves presenting data in an organized and systematic way to facilitate

understanding and interpretation. Through this process, the researcher arranges the findings related to the implementation of animated videos and students' vocabulary Instruction development, allowing patterns, relationships, and key insights to become more visible and accessible for further analysis.

3. Drawing Conclusions.

In this study, the researcher interprets the displayed data to identify key aspects of the use of animated videos that are most effective in supporting students' vocabulary Instruction. The findings indicate that animated videos contribute positively to students' understanding of word meaning, retention of the vocabulary, and learning motivation through visual support, repetition, and contextual presentation of words.

To ensure the credibility of the findings, the researcher applies triangulation by comparing data obtained from interviews and classroom observations. This process helps confirm the consistency of students' responses with their actual learning behavior during vocabulary activities using animated videos. In line with Miles and Huberman's approach, triangulation strengthens the reliability of the conclusions by grounding them in multiple sources of qualitative data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings obtained from classroom observations and in-depth interviews with three teachers at ESCO (English Students Community). The data are organized in accordance with the three research questions addressed in this study: (1) how vocabulary instruction using animated videos is implemented at ESCO, (2) the role of animated videos in supporting vocabulary instruction, and (3) what factors influence students' vocabulary Instruction through animated videos at ESCO?

The findings are described based on themes that emerged from the qualitative coding process using the Miles and Huberman framework of data reduction, data display, and conclusion drawing.

A. Findings.

1. Implementation of Animated Videos in Vocabulary Instruction in ESCO (English Students Community).

a. Observation Result.

During instructional sessions that integrated animated videos into the teaching process, a total of three teachers were observed. To facilitate data triangulation between observed classroom practices and their self-reported learning vocabulary experiences, the students also took part in in-depth interviews.

The researcher observed the implementation of animated videos in English vocabulary instruction at ESCO (English Students Community).

The observations focused on how animated videos were integrated into classroom activities, including the stages of teaching and teacher's role. The findings related to the implementation of animated videos in vocabulary instruction are presented as follows.

Table 4. 1 Observation Result of Implementation of Animated Videos at ESCO

Aspect	Indicators	Frequency of Occurrence	Key Observations / Findings
1. Teaching Procedures Using Animated Video	Pre-Viewing	Preparing students: 10; Introducing vocabulary: 8; Focusing attention: 6	1. The teacher generally prepared students before watching the animated video. 2. Key vocabulary was introduced before viewing to support comprehension. 3. The teacher often directed students' attention to important content prior to watching.
	While-Viewing	Guiding students: 10; Pausing/explaining: 10; Giving tasks: 10	1. The teacher actively guided students during video viewing. 2. The video was frequently paused to explain vocabulary. 3. Students were given tasks such as identifying vocabulary during the video.
	Post-Viewing	Follow-up activities: 9; Meaningful use: 9	1. The teacher consistently conducted follow-

			up activities after watching. 2. Students were encouraged to use vocabulary in meaningful contexts.
2. Teacher's Role in Using Animated Videos	Meaning-Focused Input	Exposure through video: 9 Understanding from context: 10	1. Animated videos provided meaningful exposure to vocabulary in all sessions. 2. Students were often guided to understand vocabulary from context.
	Meaning-Focused Output	Encouraging speaking: 11; Expressing meaning: 10	1. The teacher encouraged students to use vocabulary in speaking or discussion. 2. Students practiced expressing meaning using the vocabulary, although not always consistently.
	Language-Focused Learning	Explaining vocabulary: 10; Deep understanding: 10	1. The teacher explained vocabulary aspects such as meaning, pronunciation, and usage. 2. Students were supported to gain deeper understanding of vocabulary.
	Fluency Development	Repetition opportunities: 9; Fluent use: 10	1. The teacher provided opportunities for

			repeated use of vocabulary. 2. Students gradually showed more confidence and fluency in using vocabulary.
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1) Teaching Procedures Using Animated Video

a) Pre-Viewing.

Based on the observation results, the pre-viewing stage of vocabulary instruction using animated videos at ESCO was implemented effectively, although some variations in consistency were still evident. Preparing students before watching was the most frequently observed activity (10 occurrences), followed by introducing key vocabulary (8 occurrences), and focusing students' attention on important content (6 occurrences). These findings suggest that the teacher consistently ensured students were ready for the learning process and supported their comprehension by introducing essential vocabulary prior to viewing. Additionally, although slightly less frequent, directing students' attention to key aspects of the video still played a significant role in guiding their focus. Overall, the pre-viewing phase was carried out in a structured manner, emphasizing student readiness, vocabulary preparation, and attention guidance to enhance understanding of the animated videos.

b) While-Viewing.

During the while-viewing stage, the teacher demonstrated a highly

consistent and active role in supporting students' learning. All three observed activities, namely guiding students during the video, pausing the video to explain vocabulary, and assigning tasks such as identifying vocabulary, were implemented equally frequently with 10 occurrences each. This indicates a well balanced instructional approach, where the teacher not only directed students' attention and provided real time explanations but also actively engaged them through task based activities. These findings suggest that the while viewing phase was both teacher supported and interactive, combining guidance, clarification, and student participation to facilitate vocabulary Instruction effectively.

c) Post-Viewing.

The post-viewing phase demonstrated that the teacher consistently reinforced vocabulary Instruction after the video. Both follow-up activities and encouraging students to use vocabulary in meaningful contexts were implemented with equal frequency (9 occurrences each). This indicates a balanced approach in which the teacher not only provided structured reinforcement through follow-up activities but also encouraged students to apply newly learned vocabulary in more meaningful and communicative ways. These findings suggest that the post-viewing stage was carried out in a consistent and purposeful manner, supporting both consolidation and practical use of

vocabulary to enhance students' overall understanding.

2) Teacher's Role in Using Animated Videos.

a) Meaning-Focused Input.

In terms of meaning-focused input, animated videos served as a consistent source of vocabulary exposure throughout the observed sessions, with exposure through video occurring frequently (9 occurrences). This indicates that students were regularly introduced to new words in context through audiovisual input. Moreover, guiding students to understand vocabulary from context was the most prominent practice (10 occurrences), showing that the teacher consistently encouraged learners to infer meaning rather than rely solely on direct explanation. Taken together, these findings reflect that vocabulary Instruction was strongly supported by contextualized input, with a clear emphasis on developing students' ability to derive meaning from context.

b) Meaning-Focused Output.

The meaning-focused output stage reflects that students were given substantial opportunities to actively use the vocabulary they had learned. Encouraging speaking activities was the most frequently observed practice (11 occurrences), indicating that the teacher consistently prompted students to participate in discussions or oral practice. Meanwhile, expressing meaning using the vocabulary (10 occurrences) was also commonly observed, showing that students

were able to apply newly learned words in conveying ideas, although with slight variations in consistency. Overall, these findings suggest that the teacher placed a strong emphasis on productive language use, supporting students in developing their ability to communicate meaning through active vocabulary use.

c) Language-focused learning.

In the language-focused learning stage, attention was given to making vocabulary more explicit and accessible to students. Both direct explanation of vocabulary and supporting deeper understanding were implemented with equal frequency (10 occurrences each). The teacher consistently explained key aspects of vocabulary, including meaning, pronunciation, and usage, indicating a strong emphasis on clarity and accuracy. At the same time, students were supported to develop a deeper understanding of vocabulary, suggesting that learning went beyond simple recognition. These patterns indicate that structured guidance was consistently provided, with a balanced focus on both explicit instruction and deeper comprehension of vocabulary.

d) Fluency Development.

The fluency development stage indicates an effort to move students toward more natural and confident use of vocabulary. The teacher often created chances for repeated exposure and practice (8 occurrences), helping students become more familiar with the target words over time. In parallel, instances of students using vocabulary

with greater ease (7 occurrences) were also noted, reflecting a gradual shift from hesitant use to more spontaneous expression. Even so, this progression was not entirely stable, suggesting that continued and more varied practice is still needed to strengthen students' fluency consistently.

b. Interview Result.

To examine the implementation of animated videos in vocabulary instruction at ESCO (English Students Community), the researcher conducted in-depth interviews with three teachers in May 2026. The interviews used a semi-structured format to explore how animated videos were applied in the teaching and learning process. The data obtained from the interviews were analyzed to identify patterns in the implementation of animated videos and their contribution to students' vocabulary Instruction.

1) Teaching Procedures Using Animated Video

a) Pre-Viewing.

In the pre-viewing stage, teachers prepare and adapt materials based on students' needs, the topic, and the learning objectives. Before playing the video, they guide students' understanding by introducing the topic, setting expectations, and highlighting key vocabulary. In addition, teachers also create a positive and engaging atmosphere to ensure students are ready to learn.

One teacher demonstrated a strong emphasis on structured preparation before the lesson begins. As representatively stated by T1 below.

T1 interview data:

“I prepare the materials the day before... tailoring them to their needs... then I usually start by introducing the topic...”
 (Full original and other interview results can be seen in the appendix section).

This response shows that T1 places significant importance on careful lesson planning and organization. By preparing materials in advance and aligning them with students’ needs, T1 ensures that the learning process is systematic and purposeful. Furthermore, introducing the topic at the beginning helps activate students’ prior knowledge, which supports their understanding during the video activity.

Another teacher highlighted the importance of building a relaxed and engaging classroom atmosphere prior to the lesson. As representatively stated by T2 below.

T2 interview data:

“Usually, before we start, I chat with them casually first... then I write a few keywords on the board...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 uses informal interaction as a strategy to reduce students’ anxiety and increase their comfort level. At the same time, writing keywords on the board functions as a cognitive scaffold, helping students focus on important vocabulary that will appear in the video.

A different approach was shown by another teacher who prioritized students' emotional readiness before introducing the material. As representatively stated by T3 below.

T3 interview data:

"My first step is always to make sure the kids are in the right mood... we sing together first... then I introduce the words from the video..." (Full original and other interview results can be seen in the appendix section).

This response indicates that T3 believes a positive emotional state is essential for effective learning. Activities such as singing help create an enjoyable learning environment, which can enhance students' motivation and participation. Once students are in the right mood, introducing vocabulary becomes more effective in supporting their comprehension of the video content.

b) While-Viewing.

In the while-viewing stage, teachers guide students to focus on important vocabulary and actively engage with the video content. During this stage, teachers play a crucial role in directing students' attention, maintaining their concentration, and supporting their understanding in real time.

One teacher demonstrated an emphasis on encouraging students to actively use vocabulary while watching the video. As representatively stated by T1 below.

T1 interview data:

"The students should practice using the words from the video... while watching, I ask them to pay attention..." (Full

original and other interview results can be seen in the appendix section).

This response indicates that T1 not only expects students to recognize vocabulary but also to actively practice and internalize it during the viewing process. By prompting students to pay attention while simultaneously encouraging usage, T1 promotes active engagement, which is essential for deeper vocabulary Instruction.

Another teacher highlighted the importance of listening focus and repetition during the video. As representatively stated by T2 below.

T2 interview data:

“I ask them to listen carefully for certain words... I also pause sometimes to repeat...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 uses specific listening tasks combined with strategic pauses to reinforce students’ understanding. By asking students to identify certain words and providing repetition, T2 helps reduce cognitive load and allows students more time to process and retain the vocabulary.

A slightly different approach was shown by another teacher who emphasized repeated exposure to vocabulary through replaying the video. As representatively stated by T3 below.

T3 interview data:

“I tell them to focus on the words... sometimes I replay the video so they can catch it...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 prioritizes repetition as a key strategy to support comprehension. Replaying the video provides students with

multiple opportunities to hear and recognize vocabulary, which is particularly helpful for learners who may struggle to catch words on the first attempt.

c) Post- Viewing.

In the post-viewing stage, teachers reinforce students' learning through follow-up activities and direct practice after watching the video. This stage is essential to ensure that students not only understand the vocabulary but are also able to recall and use it in meaningful contexts.

One teacher demonstrated an emphasis on evaluating and reinforcing learning through structured exercises. As representatively stated by T1 below.

T1 interview data:

"After watching, we usually do exercises... and sometimes a short quiz..." (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 focuses on consolidating students' understanding through formal practice activities. The use of exercises and quizzes allows the teacher to assess students' comprehension while simultaneously strengthening their retention of newly learned vocabulary.

Another teacher highlighted the importance of recall and collaborative discussion after watching the video. As representatively stated by T2 below.

T2 interview data:

“I ask them to mention the keywords again... and we discuss together...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 encourages students to actively recall vocabulary and engage in group discussion. By revisiting the keywords and discussing them collectively, students are given the opportunity to reinforce their understanding and clarify any confusion.

A different approach was shown by another teacher who emphasized immediate application of vocabulary through interactive activities. As representatively stated by T3 below.

T3 interview data:

“The words from the video will be used immediately in our practice... sometimes through games...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 prioritizes active use of vocabulary in engaging contexts. By incorporating games and direct practice, T3 creates opportunities for students to apply what they have learned in a more meaningful and enjoyable way, which can enhance retention and motivation.

These approaches help students internalize vocabulary more effectively and support their ability to use it in real communication, ultimately strengthening their vocabulary Instruction.

2) Teacher’s Role in Using Animated Videos.**a) Meaning- Focused Input.**

Meaning-focused input refers to how teachers provide

repeated exposure to vocabulary and check students' understanding through meaningful and interactive contexts. In this aspect, the focus is not on the sequence of activities, but on how students receive and process language input in a way that supports comprehension.

One teacher demonstrated an emphasis on repetition combined with simple comprehension checks. As representatively stated by T1 below.

T1 interview data:

"I introduce vocabulary repeatedly... before and after the video... then check it through simple Q&A and examples..."
(Full original and other interview results can be seen in the appendix section).

This response indicates that T1 integrates repetition across different parts of the lesson to strengthen students' familiarity with vocabulary. By using simple question-and-answer sessions and examples, T1 ensures that students not only encounter the words multiple times but also understand their meanings in a clear and guided manner.

Another teacher highlighted the use of repeated exposure through varied use of the same video. As representatively stated by T2 below.

T2 interview data:

"The video is replayed with different purposes... and I check understanding through casual real-life situations..."
(Full original and other interview results can be seen in the appendix section).

This suggests that T2 maximizes the use of learning materials by presenting them in different ways. Connecting vocabulary to real-life situations allows students to interpret meaning more naturally and apply it beyond the classroom context.

A different approach was shown by another teacher who emphasized continuous repetition followed by active student responses. As representatively stated by T3 below.

T3 interview data:

“I repeat vocabulary from the beginning to the end... then check it through short Q&A and student-made sentences...”
(Full original and other interview results can be seen in the appendix section).

This response shows that T3 combines repetition with productive practice. By asking students to construct their own sentences, T3 encourages deeper cognitive processing, which helps students move from simply recognizing vocabulary to being able to use it independently.

These approaches support students in processing vocabulary meaningfully and enhance their ability to retain and use new words effectively.

b) Meaning- Focused Output.

Meaning-focused output refers to how teachers guide students to actively use vocabulary in communication through a gradual progression of activities. In this aspect, students are encouraged to

produce language, starting from simple forms and moving toward more structured and meaningful interactions.

One teacher demonstrated a structured progression from guided prompts to more open communication. As representatively stated by T1 below.

T1 interview data:

“I start with guiding questions... then move from simple activities to discussion...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 carefully scaffolds students’ language production by beginning with controlled activities before moving to more complex forms of interaction. Guiding questions help students build confidence, while discussions provide opportunities for more extended and meaningful use of vocabulary.

Another teacher highlighted the importance of modeling before engaging students in various communicative activities. As representatively stated by T2 below.

T2 interview data:

“I model the conversation first... then use discussion, role-play, and games...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 uses modeling as a foundation for student output. By demonstrating how vocabulary is used in context, students are given a clear example to follow, which reduces uncertainty and supports their participation in more interactive activities such as role-play and games.

A different approach was shown by another teacher who emphasized a gradual shift from simple engagement to more formal group interaction. As representatively stated by T3 below.

T3 interview data:

“I begin with simple questions or games... then move to more formal group activities...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 focuses on easing students into language production by starting with low-pressure activities. As students become more comfortable, they are gradually introduced to more structured tasks, which helps develop both confidence and communicative competence.

c) Language- Focused Learning.

Language-focused learning refers to how teachers emphasize the accurate use of vocabulary through explicit attention to form, meaning, and usage. In this aspect, students are guided to notice language features, practice them, and receive correction in a supportive manner.

One teacher demonstrated an emphasis on allowing students to attempt language use before providing clarification. As representatively stated by T1 below.

T1 interview data:

“I focus on natural use... students try first, then I clarify...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 prioritizes natural language use while still maintaining attention to accuracy. By allowing students to try first, T1 creates opportunities for active learning, and the subsequent clarification helps refine students' understanding without interrupting their initial attempts.

Another teacher highlighted a more explicit and comprehensive approach to teaching language components. As representatively stated by T2 below.

T2 interview data:

"I teach meaning, pronunciation, and usage... then students make sentences..." (Full original and other interview results can be seen in the appendix section).

This suggests that T2 systematically addresses different aspects of vocabulary knowledge, including meaning, pronunciation, and usage. Asking students to construct sentences afterward ensures that they not only understand the form but can also apply it in context.

A different approach was shown by another teacher who emphasized communication alongside gradual correction. As representatively stated by T3 below.

T3 interview data:

"I focus on communication... give space for trial and error, then correct..." (Full original and other interview results can be seen in the appendix section).

This response shows that T3 values fluency and student confidence while still incorporating corrective feedback. By allowing trial and error, students are encouraged to take risks in using language,

and the delayed correction helps improve accuracy without discouraging participation.

These approaches help students develop a more accurate understanding of vocabulary and improve their ability to use it appropriately in communication.

d) Fluency Development.

Fluency development is fostered through the teacher's effort to provide continuous opportunities for students to practice using vocabulary in spoken interactions. Activities such as speaking in front of the class, pair discussions, and answering questions allow students to use the target vocabulary repeatedly in meaningful contexts. Through this consistent practice, students gradually become more comfortable and fluent in expressing their ideas.

Fluency development refers to how teachers support students in using vocabulary smoothly and confidently by encouraging continuous expression and delaying correction. In this aspect, the focus is on helping students communicate meaning without interruption, allowing them to build flow and confidence in using the language.

One teacher demonstrated an emphasis on providing space for uninterrupted speaking before giving feedback. As representatively stated by T1 below.

T1 interview data:

“I give space for free speaking... and correct after they finish...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 prioritizes students’ fluency by allowing them to express their ideas without immediate interruption. Delaying correction helps maintain the flow of communication, while feedback given afterward supports improvement in accuracy without hindering students’ confidence.

Another teacher highlighted the importance of creating a relaxed learning environment combined with repeated speaking practice. As representatively stated by T2 below.

T2 interview data:

“I create a relaxed atmosphere... with speaking activities and repeated use...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 understands fluency as closely related to students’ comfort and frequency of language use. By encouraging repeated speaking in a low-pressure environment, students are more likely to develop automaticity in using vocabulary.

A different approach was shown by another teacher who emphasized free expression followed by reflective feedback. As representatively stated by T3 below.

T3 interview data:

“I let them express freely... then give feedback at the end...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 supports fluency by allowing students to communicate their ideas openly before addressing errors. This approach helps students build confidence and encourages active participation, while feedback at the end ensures that learning remains accurate and meaningful.

These approaches help students develop confidence, improve the flow of their speech, and enhance their ability to use vocabulary more naturally in communication.

2. The Role of Animated Videos in Supporting Vocabulary Instruction.

a. Observation Result.

During instructional sessions that integrated animated videos into the teaching process, a total of three teachers were observed. The researcher specifically examined the role of animated videos in supporting students' vocabulary during English instruction at ESCO (English Students Community). The observations focused on the ways animated videos supported vocabulary Instruction. The findings are presented as follows.

Table 4. 2 Observation Result of Vocabulary Learning through Animated Videos.

Aspect	Frequency of Occurrence	Key Observations / Findings
1. Dual Channel Processing.	Audio-visual presentation: 11; Correct responses: 8	2. Animated videos presented vocabulary through both images and\ sound simultaneously. 3. This combination helped students understand word meanings more quickly.

Aspect	Frequency of Occurrence	Key Observations / Findings
		4. Students were able to answer teachers' vocabulary questions correctly after watching the video.
2. Meaningful Learning	Personal examples: 8; Familiar context: 8	1. Students connected the vocabulary to their own experiences during discussions. 2. Vocabulary became more meaningful when linked to familiar objects or situations. This connection supported deeper understanding and retention of vocabulary.
3. Contiguity Principle	Word-image pairing: 11; Meaning identification: 11; Teacher support: 11	1. Words were presented together with corresponding images in the video. 2. Students identified meanings by matching visuals with vocabulary items. 3. Teachers consistently supported students to ensure correct understanding.
4. Modality Principle	Repetition: 9; Pronunciation: 9	1. Students listened to and repeated vocabulary from the video. 2. Pronunciation improved as students imitated native-like audio from the video. 3. Audio input played a key role in reinforcing vocabulary learning.

Aspect	Frequency of Occurrence	Key Observations / Findings
5. Reduced Cognitive Load	Task completion: 7; Minimal assistance: 7	1. Students were able to complete vocabulary tasks with relatively little difficulty. 2. The use of video reduced the need for repeated explanations from the teacher. 3. Learning became more efficient due to clear visual and contextual support.

1) Dual Channel Processing.

Based on the observation results, dual channel processing played a significant role in building students' vocabulary through the use of animated videos at ESCO. The use of audio-visual elements was the most frequently observed aspect (11 occurrences), followed by students' correct responses to vocabulary questions (8 occurrences). These findings indicate that animated videos consistently presented vocabulary through the combination of visual and auditory inputs, allowing students to process information more effectively. The integration of images and sound helped students grasp word meanings more quickly compared to traditional explanation methods. Furthermore, students' ability to answer teachers' vocabulary questions correctly after watching the videos suggests that this dual-channel input supported their comprehension and retention. Overall, the use of audio-

visual elements facilitated more efficient vocabulary learning by engaging both visual and auditory processing simultaneously.

2) Meaningful Learning.

Based on the observation results, meaningful learning contributed significantly to building students' vocabulary through animated videos at ESCO. The connection to prior knowledge was observed through students giving personal examples (8 occurrences) and relating vocabulary to familiar objects or situations (8 occurrences). These findings indicate that students actively linked the vocabulary to their existing knowledge and real-life experiences. Such connections made the learning process more meaningful and easier to understand. By associating unfamiliar words with familiar contexts, students were able to construct deeper understanding of vocabulary. Overall, this process supported better retention and reinforced vocabulary Instruction through meaningful and contextualized learning experiences.

3) Contiguity Principle.

Based on the observation results, the contiguity principle played a crucial role in supporting students' vocabulary development through animated videos at ESCO. The presentation of words alongside corresponding images was consistently observed (11 occurrences), followed by students' ability to identify meanings through visual matching (11 occurrences), and continuous teacher support during the learning process (11 occurrences). These findings suggest that placing

words and images together helped students directly associate vocabulary with its meaning. This immediate connection reduced confusion and facilitated faster comprehension. Additionally, teacher support ensured that students correctly interpreted the relationship between visuals and words. Overall, the contiguity principle enhanced vocabulary learning by providing clear and direct associations between linguistic and visual information.

4) Modality Principle.

Based on the observation results, the modality principle also contributed to building students' vocabulary through animated videos at ESCO. The use of spoken input was reflected in students' repetition of vocabulary (9 occurrences) and their ability to pronounce words based on what they heard (9 occurrences). These findings indicate that auditory input played an important role in reinforcing vocabulary learning. By listening to correct pronunciation and repeating it, students were able to develop more accurate pronunciation skills. This process not only supported vocabulary recognition but also improved students' ability to produce the words orally. Overall, the use of audio input strengthened vocabulary Instruction by engaging students in active listening and verbal repetition.

5) Reduced Cognitive Load.

Based on the observation results, reduced cognitive load facilitated students' vocabulary learning through animated videos at

ESCO. This was reflected in students' ability to complete vocabulary tasks with minimal difficulty (7 occurrences) and the reduced need for repeated explanations from the teacher (7 occurrences). These findings suggest that animated videos simplified the learning process by providing clear visual and contextual support. As a result, students were able to understand vocabulary more easily without experiencing excessive mental effort. The combination of visual, audio, and contextual cues helped streamline information processing. Overall, reducing cognitive load made vocabulary learning more efficient and allowed students to focus better on understanding and retaining new words.

The findings from classroom observations further showed that the role of animated videos in supporting vocabulary Instruction was reflected in students' learning processes and responses during classroom activities. Based on these observations, animated videos supported students' vocabulary Instruction through three main aspects: comprehension, usage, and retention.

First, animated videos supported students' vocabulary comprehension. During the learning process, students were able to understand the meaning of new vocabulary through visual and contextual clues provided in the videos. The combination of animation, pictures, and audio helped students associate new words with their meanings. This was

observed when students could respond to teacher questions and identify vocabulary based on the context presented in the videos.

Second, animated videos supported students' vocabulary usage. After watching the videos, students were given opportunities to practice the newly introduced vocabulary through classroom activities, such as answering questions, completing tasks, and participating in speaking activities. These activities showed that students were not only exposed to new vocabulary but also encouraged to apply the words in meaningful contexts.

Third, animated videos supported students' vocabulary retention. Through repeated exposure and follow-up activities, students were able to recall and recognize vocabulary introduced in previous learning activities. The use of animated videos provided repeated visual and auditory exposure that helped students remember vocabulary more effectively.

b. Interview Result.

To examine the role of animated videos support students' vocabulary at ESCO (English Students Community), the researcher conducted in-depth interviews with three teachers in May 2026 – June 2026 . The interviews used a semi-structured format to explore how animated videos were applied in the teaching and learning process.

1) Dual Channel Processing.

Dual channel processing refers to the use of both visual and auditory input to support students' understanding of vocabulary. In this context, animated videos provide simultaneous visual scenes and spoken language,

allowing students to process information through multiple channels at the same time. This helps students grasp meaning more quickly and reduces their reliance on translation.

One teacher emphasized that students are able to understand vocabulary more easily when they see and hear the context simultaneously. As representatively stated by T1 below.

T1 interview data:

“Students grasp meaning quickly... they see the situation and hear the words... so they don’t always need to translate...”
(Full original and other interview results can be seen in the appendix section).

This response indicates that T1 utilizes dual channel input to support direct comprehension. By combining visual context with auditory input, students are able to interpret meaning naturally without depending heavily on their first language.

Another teacher highlighted that the combination of visual and auditory input not only improves understanding but also enhances memory retention. As representatively stated by T2 below.

T2 interview data:

“Seeing visuals and hearing pronunciation at the same time makes it easier... and more memorable than just word lists...”
(Full original and other interview results can be seen in the appendix section).

This suggests that T2 recognizes the effectiveness of multimodal input in strengthening students’ memory. The integration of sound and visuals provides richer input, making vocabulary learning more engaging and easier to remember.

A similar perspective was expressed by another teacher who emphasized the direct connection between sound and meaning through visual support. As representatively stated by T3 below.

T3 interview data:

“Sound and visuals directly convey meaning... students can connect sounds with meaning without translating...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 supports vocabulary learning by encouraging direct form-meaning connections. The use of both channels allows students to associate spoken words with their meanings without translation, promoting more natural language Instruction.

Overall, These responses indicate that dual channel processing is effectively implemented through animated videos, enabling students to understand vocabulary more quickly, reduce dependence on translation, and strengthen memory through combined visual and auditory input.

2) Meaningful Learning.

Meaningful learning refers to how students connect the vocabulary with their prior knowledge and real-life context, allowing them to develop deeper understanding rather than memorizing isolated words. Through animated videos, vocabulary is presented in meaningful situations, helping students understand not only the meaning but also the appropriate use of words.

One teacher emphasized that students are able to relate the vocabulary to their previous experiences. As representatively stated by T1 below.

T1 interview data:

“Students connect new words with their prior experience... they understand not just the meaning, but when and how to use it...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 supports meaningful learning by encouraging students to link the vocabulary with what they already know. This connection helps students achieve a deeper level of understanding and improves their ability to use vocabulary appropriately.

Another teacher highlighted that students combine previously learned vocabulary with new input from the video. As representatively stated by T2 below.

T2 interview data:

“Students combine known words with new ones... and understand meaning from real situations in the video...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 views vocabulary learning as a cumulative process. By integrating prior knowledge with new information, students are able to construct meaning more effectively within authentic contexts.

A similar perspective was expressed by another teacher who emphasized the role of visual context in strengthening meaning. As representatively stated by T3 below.

T3 interview data:

“Vocabulary is linked to what they already know... and supported by visual movement that shows real meaning...”
(Full original and other interview results can be seen in the appendix section).

This response shows that T3 supports meaningful learning by combining prior knowledge with visual representation. The presence of real-life context in videos helps students better internalize vocabulary.

Overall, these responses indicate that meaningful learning is promoted through animated videos by connecting the vocabulary with prior knowledge and contextual experiences, leading to deeper understanding and more effective language use.

3) Contiguity Principle.

Contiguity principle refers to how learning is enhanced when related information such as text, visuals, and audio are presented together in time and space. In animated videos, this principle supports students in connecting spoken and written forms of vocabulary with visual representations simultaneously.

One teacher emphasized the importance of presenting text and visuals together. As representatively stated by T1 below.

T1 interview data:

“Text and images appear together... giving students more clues to understand meaning...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 applies the contiguity principle by aligning visual and textual input. This combination provides multiple cues that help students interpret vocabulary more easily.

Another teacher highlighted the role of subtitles in connecting spoken and written language. As representatively stated by T2 below.

T2 interview data:

“Subtitles appear together with the object... helping students connect sound and written words...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 utilizes synchronized input to strengthen the relationship between pronunciation and written form, supporting students in recognizing vocabulary across different modalities.

A similar approach was expressed by another teacher who emphasized the simultaneous presentation of multiple elements. As representatively stated by T3 below.

T3 interview data:

“Text, images, and movement appear together... making vocabulary easier to understand...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 supports learning by integrating various forms of input at the same time, allowing students to process vocabulary more effectively.

Overall, these responses indicate that the contiguity principle is effectively applied through animated videos, helping students connect different forms of information and enhancing their overall comprehension of vocabulary.

4) Modality Principle.

Modality principle refers to the use of auditory input to support learning, particularly through pronunciation, intonation, and spoken

language exposure. In animated videos, this principle allows students to hear correct language use, which supports their speaking accuracy and listening skills.

One teacher emphasized that students benefit from hearing vocabulary before fully understanding it. As representatively stated by T1 below.

T1 interview data:

“Students understand meaning from sound first... and improve pronunciation through exposure...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 values auditory input as a foundation for language learning. Exposure to sound helps students develop better pronunciation and supports natural language Instruction.

Another teacher highlighted imitation as a key strategy for improving speaking skills. As representatively stated by T2 below.

T2 interview data:

“Students imitate tone and intonation from characters... which improves their pronunciation...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 encourages students to model native-like pronunciation through repetition and imitation, which enhances their speaking accuracy.

A similar perspective was expressed by another teacher who emphasized repetition followed by correction. As representatively stated by T3 below.

T3 interview data:

“Students listen and repeat pronunciation from the video... then receive correction from the teacher...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 combines auditory input with feedback, allowing students to practice pronunciation while ensuring accuracy through correction.

Overall, these responses indicate that the modality principle is effectively implemented through animated videos, supporting students’ pronunciation, listening skills, and overall speaking accuracy

5) Reduced Cognitive Load.

Reduced cognitive load refers to the process of simplifying learning by presenting information in a way that is easier for students to process. Animated videos help reduce cognitive load by combining visuals and audio, creating a more engaging and less overwhelming learning experience.

One teacher emphasized that videos create a more relaxed learning atmosphere. As representatively stated by T1 below.

T1 interview data:

“Videos make learning more relaxed... and help students understand gradually without feeling overwhelmed...” (Full original and other interview results can be seen in the appendix section).

This response indicates that T1 uses videos to lower students’ anxiety and make learning more manageable. A relaxed environment supports better understanding and engagement.

Another teacher highlighted that videos make learning more enjoyable and less difficult. As representatively stated by T2 below.

T2 interview data:

“Videos make learning fun and less boring... lowering difficulty because students use both eyes and ears...” (Full original and other interview results can be seen in the appendix section).

This suggests that T2 views engagement as an important factor in reducing cognitive load. By making learning enjoyable, students are more willing to participate and process information.

A different perspective was expressed by another teacher who emphasized the importance of adjusting video difficulty. As representatively stated by T3 below.

T3 interview data:

“Videos help reduce difficulty with visual and pronunciation support... but must match students’ level...” (Full original and other interview results can be seen in the appendix section).

This response shows that T3 recognizes that while videos can reduce cognitive load, their effectiveness depends on their suitability to students’ proficiency level.

Overall, these responses indicate that animated videos help reduce cognitive load by simplifying information, creating a relaxed learning environment, and increasing student engagement, although careful selection of video difficulty remains important.

The interview results further supported the observation findings. Teachers stated that animated videos helped students understand new vocabulary more easily because the combination of images, sounds, and stories

provided clearer explanations of word meanings. As one teacher explained, *"Students can immediately grasp the meaning without needing a lengthy explanation. They see the situation, hear the words, and understand more quickly"* T1. Another teacher added that *"the combination of sound and visuals in the video can immediately convey the essence of a word without the need for convoluted explanations"* T3, while a third noted that *"the combination of text and images gives students more clues to help them understand the meaning"* T1.

Teachers also mentioned that vocabulary presented through animated videos was easier to remember compared to learning vocabulary through translation or memorization alone. One teacher observed, *"it's easier for them to understand the meaning of the words and remember them than if they were just reading a vocabulary list"* T2, adding that students *"don't always have to translate into their first language"* T1. Similarly, another teacher emphasized that *"using videos is more helpful for comprehension than just memorization. Students don't just memorize words; they also understand how and when those words are used"* T1

Furthermore, teachers reported that animated videos encouraged students to use newly learned vocabulary in classroom activities. For example, one teacher described how students combined familiar and new words, saying that after learning clothing vocabulary in a video, students *"already know colors like 'red' or 'blue'... so when they come across new words... like 'shirt' or 'hat,' I just have them combine the words they already know with the new ones. That*

way, they can say 'red shirt' or 'blue hat'" T2, Teachers also noted that students imitated pronunciation and intonation modeled in the videos, explaining that *"kids often mimic the characters' funny speech patterns or accents... since they hear the correct way of speaking so often, their pronunciation improves"* T2, and that students were *"more active and engaged"* during video-based lessons T1.

Students also indicated that repeated exposure to vocabulary through videos helped them recall words when needed. One teacher explained that *"exposure to correct pronunciation through videos also helps students improve their pronunciation skills"* T1, while another added that students *"seem more interested and find it easier to remember vocabulary"* T2.

These findings indicate that animated videos provide support for students' vocabulary Instruction by facilitating vocabulary comprehension, encouraging vocabulary use, and supporting vocabulary retention.

3. Factors Influencing Vocabulary Instruction Through Animated Videos.

The interview results indicate a high level of consistency in students' responses, suggesting a shared perception of the use of animated videos in vocabulary learning.

a. Internal Factors.

1) Motivation.

Students reported that they demonstrated motivation by paying close attention to the video, watching it until the end, and listening carefully to the audio. They also stated that they actively tried to follow the

content and use visual and audio cues to understand the vocabulary. As one student said, *“I sit quietly and watch the video until it ends, then listen carefully to the audio.”* This indicates that animated videos can encourage students to stay engaged and attentive during the learning process, as the combination of visual and auditory input supports their focus (See Appendix).

2) Interest.

Students expressed that animated videos made the learning process more enjoyable and less monotonous compared to traditional methods. This sense of enjoyment appeared to increase their focus and involvement during the lesson. For example, one student stated, *“It is fun because there are interesting pictures, so I don’t feel bored.”* This suggests that the entertaining nature of animated videos plays an important role in maintaining students’ attention and reducing boredom, which can positively influence their learning engagement (See Appendix).

3) Prior Knowledge.

Students reported that they relied on their prior knowledge to understand the vocabulary by connecting unfamiliar words with words or concepts they had already learned. This process helped them interpret meanings more easily when watching the videos. As one student mentioned, *“If there is a new word, I think of similar words that I already know.”* This indicates that students do not learn vocabulary in

isolation, but rather integrate new information with their existing knowledge, making the learning process more meaningful (See Appendix).

In addition, students' interest in animated videos plays a significant role in vocabulary learning, as visually engaging materials can increase their attention and enjoyment during the learning process. Furthermore, prior knowledge helps students understand vocabulary in animated videos more easily, since they are able to connect new words with existing concepts, making comprehension faster and more meaningful.

b. External Factors.

1) Teacher.

Students stated that the teacher's guidance played a significant role in helping them understand the material. The teacher's instructions before, during, and after watching the video helped students identify important vocabulary and stay focused on the learning objectives. One student explained, *"Before watching, the teacher explains the material, and after watching, we do exercises."* This shows that structured guidance from the teacher supports students in processing the content more effectively and reduces confusion during the learning process (See Appendix).

2) Media (Animated Videos).

Students reported that the use of animated videos, particularly the combination of visuals and audio, significantly helped them understand

and remember vocabulary. The visual representation of words, along with correct pronunciation, made it easier for students to grasp meaning and recall it later. As illustrated by one student, *“The pictures help me understand the meaning, and the audio helps me know how to pronounce it.”* This suggests that animated videos provide meaningful context that supports both comprehension and retention of vocabulary (See Appendix).

Well-designed animated videos that combine visuals, sound, and context can help students understand word meanings more clearly and remember them better.

3) Learning Environment.

Students expressed that the classroom environment also supported their learning process. A quiet and controlled classroom situation allowed them to focus on the video, while interactive activities encouraged participation. For instance, one student stated, *“I raise my hand when the teacher asks and answer if I know the meaning.”* This indicates that a supportive learning environment can enhance students’ engagement and create opportunities for active participation, which contributes to better vocabulary learning (See Appendix).

B. Discussion.

1. Implementation of Animated Videos in Vocabulary Instruction at ESCO (English Students Community).

The findings from classroom observations and interviews indicate that vocabulary instruction using animated videos at ESCO is implemented through a structured and systematic process consisting of three main stages: pre-viewing, while-viewing, and post-viewing. These stages are consistently applied by teachers to support students' vocabulary mastery, although variations in intensity and emphasis were observed across sessions. The observation data show that the while-viewing stage was the most dominant, with teachers actively guiding students, pausing videos to explain vocabulary, and assigning tasks during viewing activities. This suggests that teachers play a crucial role not only in delivering input but also in facilitating students' engagement and comprehension throughout the learning process.

In the pre-viewing stage, teachers focused on preparing students before watching the animated videos by introducing key vocabulary, setting learning expectations, and directing students' attention to important content. This finding reflects that students were cognitively prepared to process new vocabulary, which enhances their comprehension during the video. This is in line with Wright, who emphasizes that pre-viewing activities are essential to activate prior knowledge and guide learners' focus before engaging with

visual materials.⁵⁸ In addition, this stage also aligns with the Presentation phase in the PPP model proposed by Scrivener, where vocabulary is introduced before practice to facilitate understanding.⁵⁹

During the while-viewing stage, the findings reveal that teachers consistently guided students' attention, provided explanations, and encouraged active participation through tasks such as identifying vocabulary. The frequent use of pausing and repetition indicates that teachers intentionally reduced cognitive load and allowed students more time to process information. This supports Mayer's Cognitive Theory of Multimedia Learning, which states that learning is more effective when learners receive guided audiovisual input that is processed through both visual and auditory channels.⁶⁰ Furthermore, the use of repeated exposure to vocabulary is consistent with Webb's argument that multiple encounters with words are necessary for vocabulary retention.⁶¹

In the post-viewing stage, teachers reinforced students' vocabulary mastery through follow-up activities, discussions, and practice tasks. Students were encouraged to recall and use vocabulary in meaningful contexts, indicating that learning extended beyond recognition to actual usage. This finding supports Wright's view that post-viewing activities are essential for reinforcing understanding and enabling learners to apply

⁵⁸ Andrew Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 2010), 65.

⁵⁹ Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching*, 3rd ed. (London: Macmillan Education, 2011), 36.

⁶⁰ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (New York: Cambridge University Press, 2009).

⁶¹ Stuart Webb, *The Routledge Handbook of Vocabulary Studies* (New York: Routledge, 2020), 9.

vocabulary communicatively.⁶² It also corresponds with the Production stage in the PPP model, where students are expected to use language more freely to develop fluency and confidence.⁶³

With regard to the teacher's role, the observation and interview results together illustrate that instruction at ESCO addressed all four strands of vocabulary learning proposed by Paul Nation in a balanced manner. Exposure through video and contextual guidance⁶⁴, which were frequently observed, matched teachers' reports of repeating vocabulary and connecting it to real-life situations, reflecting Nation's notion of meaning-focused input⁶⁵ and echoing Yunita, Arafiq, Azis, and Sahuddin's conclusion that animated video enhances comprehension by making input more accessible.⁶⁶ The high frequency of speaking and meaning-expression activities observed corresponds to teachers' descriptions of scaffolding students from guided prompts to freer discussion, supporting Nation's concept of meaning-focused output⁶⁷ and aligning with Puspitasari, Noviyenty, and Anshori's and Iswandi, Apriani, and Gusmuliana's findings that interactive, enjoyable practice raises both motivation and vocabulary mastery. Likewise, the equally frequent attention to explaining vocabulary

⁶² Andrew Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 2010), 65.

⁶³ Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching*, 3rd ed. (London: Macmillan Education, 2011), 36.

⁶⁴ Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001)

⁶⁵ I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd ed. (Cambridge: Cambridge University Press, 2013), 49.

⁶⁶ Yunita et al., "The Effect of Animated Video on Students' Vocabulary Instruction," 2023.

and deepening understanding reflects Nation's language-focused learning strand, consistent with teachers' practice of allowing natural use before correcting form, and is supported by Jeremy Harmer's view that vocabulary mastery involves spelling, pronunciation, and meaning, as well as by Kazu and Kuvvetli's findings on the value of structured, practice-oriented attention to language form.

The fluency development strand, however, showed a somewhat different pattern that is worth highlighting. The observation data indicated that opportunities for repeated use were frequent but that students' fluent, confident use of vocabulary was comparatively less stable, suggesting that this strand was still developing rather than fully consolidated. The interviews help explain this gap: all three teachers reported deliberately giving students space for uninterrupted speaking and delaying correction until after students had finished expressing themselves, a strategy intended to build confidence and automaticity over time. This is in line with Nation's theory that fluency develops through repeated, meaningful practice with familiar vocabulary, and with Iswandi, Apriani, and Gusmuliana's finding that motivation and enjoyment are closely tied to fluency gains. Read together, the observation and interview data suggest that fluency is the strand most dependent on sustained practice over time, and that the teachers' delayed-correction strategy, while theoretically sound, may need to be paired with more extensive and varied speaking practice for its effects to become fully visible in classroom behavior.

Overall, the triangulation of observation and interview data indicates that, although individual teachers exercised some freedom in the specific techniques they used for example, in how they built rapport before the video or how they scaffolded students toward freer output, the implementation of animated videos in vocabulary instruction at ESCO was not incidental but was consistently anchored in established theoretical frameworks of video-based and vocabulary teaching, particularly Wright's pre-, while-, and post-viewing stages, Scrivener's PPP model, and Nation's four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. This alignment between classroom practice and established theory suggests that animated videos functioned not merely as a supplementary teaching aid but as a medium embedded within a systematic pedagogical structure that supports the balanced development of students' vocabulary mastery.

2. The Role of Animated Videos in Supporting Students' Vocabulary Instruction.

The findings from classroom observations and interviews reveal that animated videos play a significant role in supporting students' vocabulary mastery at ESCO by facilitating comprehension, retention, and active use of vocabulary. The findings from observations and interviews, animated videos support learning through several key mechanisms, including dual channel processing, meaningful learning, and contextual understanding.

These aspects demonstrate that animated videos are not only engaging but also cognitively effective in enhancing vocabulary learning.

First, animated videos support vocabulary learning through dual channel processing, where students receive information simultaneously through visual and auditory inputs. The findings show that students were able to understand vocabulary more quickly and respond correctly to teachers' questions after watching the videos. This indicates that the combination of images and sound helps learners process information more efficiently. This is in line with Mayer's Cognitive Theory of Multimedia Learning, which states that individuals learn better when information is presented through both visual and auditory channels rather than a single mode.⁶⁸ The integration of these channels allows students to build stronger mental representations of vocabulary, leading to improved comprehension.

Second, animated videos promote meaningful learning by presenting vocabulary in familiar and contextualized situations. The findings show that students were able to relate vocabulary to personal experiences and real-life contexts, which made learning more relevant and easier to understand. This suggests that vocabulary is not learned in isolation but is connected to meaningful contexts. This aligns with Mayer's principle of meaningful learning, which emphasizes that learners actively construct knowledge by connecting new information with prior knowledge.⁶⁹ When

⁶⁸ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (New York: Cambridge University Press, 2009).

⁶⁹ Ibid.

students can relate vocabulary to their own experiences, retention becomes stronger and more sustainable.

Furthermore, animated videos also help reduce cognitive load by simplifying complex information through visual support. The use of clear visuals, narration, and contextual cues enables students to process vocabulary without being overwhelmed. This is consistent with Mayer's modality principle, which suggests that learning is more effective when information is presented in a way that optimizes cognitive processing capacity.⁷⁰ By reducing unnecessary cognitive burden, students can focus more on understanding and remembering vocabulary.

In addition, animated videos encourage active engagement and participation, which further supports vocabulary mastery. Students were observed to be more motivated and involved during lessons, particularly when videos were combined with interactive activities such as discussions, tasks, and games. This finding is supported by Nation, who emphasizes that vocabulary learning is more effective when learners are actively engaged in both input and output activities.⁷¹ Through animated videos, students not only receive input but also practice using vocabulary in meaningful ways.

Overall, these findings indicate that animated videos function as a powerful instructional medium that supports vocabulary learning through cognitive, contextual, and motivational mechanisms. The combination of

⁷⁰ Ibid.

⁷¹ Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

audiovisual input, meaningful context, and active engagement contributes significantly to students' ability to understand, retain, and use vocabulary effectively.

3. Factors Influence Students' Vocabulary Instruction Through Animated Videos.

The findings indicate that students' vocabulary mastery through animated videos at ESCO is influenced by both internal and external factors. These factors interact with each other and play a crucial role in determining the effectiveness of vocabulary learning.

Internal factors include students' motivation, interest, and prior knowledge. The findings show that students demonstrated high levels of motivation and enthusiasm during learning activities involving animated videos. The visual and engaging nature of the videos attracted students' attention and made learning more enjoyable. This suggests that motivation plays a key role in facilitating vocabulary acquisition. According to Nation, learners' motivation significantly affects how effectively they engage with vocabulary learning tasks.⁷²

In addition to motivation, students' interest also contributes to their learning outcomes. The findings indicate that students were more interested and actively participated when animated videos were used compared to traditional methods. This increased interest encourages learners to focus more on the learning material and participate actively in activities.

⁷² Ibid.

Moreover, prior knowledge was found to influence students' ability to understand new vocabulary. Students who could connect new words with previously known concepts showed better comprehension and retention. This supports the idea that vocabulary learning is cumulative and builds upon existing knowledge.

External factors include the teacher's role, the quality of the media, and the learning environment. The findings highlight that the teacher plays a central role in guiding students throughout the learning process. Teachers not only present the videos but also provide explanations, ask questions, and facilitate activities that help students understand and use vocabulary. This indicates that the effectiveness of animated videos depends largely on how teachers implement them in the classroom. This finding is consistent with Nation's view that teachers play an important role in providing appropriate input and guiding learners' vocabulary development.⁷³

The quality of the animated videos also influences learning outcomes. Videos that are clear, engaging, and appropriate to students' level were found to be more effective in supporting vocabulary mastery. Poorly designed videos, on the other hand, may reduce students' understanding and engagement. This suggests that selecting appropriate learning media is essential for maximizing the benefits of animated videos.

Furthermore, the learning environment also affects students' vocabulary learning. A supportive and interactive classroom atmosphere

⁷³ Ibid.

encourages students to participate actively and use vocabulary without fear of making mistakes. The findings show that when teachers created a relaxed and enjoyable environment, students were more confident in expressing their ideas. This aligns with the view that a positive learning environment enhances students' willingness to communicate and supports language development.

Overall, these findings indicate that vocabulary mastery is not solely determined by the use of animated videos but is also influenced by a combination of internal and external factors. The interaction between students' motivation, interest, prior knowledge, teacher guidance, media quality, and learning environment determines the success of vocabulary learning. Therefore, effective vocabulary instruction requires not only appropriate media but also supportive teaching practices and learning conditions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion.

This study aimed to explore the use of animated videos to support vocabulary Instruction at ESCO (English Students Community) in Rejang Lebong. Based on the findings and discussion presented in Chapter IV, conclusions are drawn in accordance with each research question as follows.

1. The Implementation of Animated Videos in Vocabulary Instruction at ESCO.

The first research question aimed to describe how vocabulary instruction using animated videos is implemented at ESCO. The findings show that the instruction follows a structured three-stage approach consisting of pre-viewing, while-viewing, and post-viewing activities, in line with Wright's framework of video-based language teaching. In the pre-viewing stage, teachers prepared students by introducing key vocabulary, providing background knowledge, and creating an engaging learning atmosphere, although strategies varied. During the while-viewing stage, teachers consistently applied active guidance by directing attention, pausing to explain vocabulary, and involving students through repetition and task-based activities, making this the most consistently implemented stage. In the post-viewing stage, vocabulary was reinforced through follow-up activities such as exercises, discussions, and games, which effectively

supported students in consolidating and applying new vocabulary despite slightly lower consistency.

Regarding the teacher's role, the findings indicate that teachers fulfilled four key functions proposed by Nation. They provided meaning-focused input through repeated and contextualized exposure, encouraged meaning-focused output through guided communication, facilitated language-focused learning by explicitly addressing meaning, pronunciation, and usage, and supported fluency development by creating a relaxed environment for expression. Overall, the use of animated videos at ESCO reflects a structured, interactive, and purposeful approach that aligns with effective vocabulary teaching principles.

2. The Role of Animated Videos in Supporting Students' Vocabulary Instruction.

The second research question aimed to explore The role of animated videos in supporting students' vocabulary instruction at ESCO. The findings reveal that vocabulary development is supported through five key mechanisms derived from Mayer's Cognitive Theory of Multimedia Learning. First, dual channel processing was evident as vocabulary was presented through simultaneous visual and auditory input, allowing students to process meaning more efficiently. Second, meaningful learning occurred as students connected new vocabulary to their prior knowledge and real-life experiences, leading to deeper understanding. Third, the contiguity principle was applied through the consistent pairing of words

with corresponding images, which helped students directly associate vocabulary with meaning and reduced confusion.

Fourth, the modality principle was reflected in the use of spoken input, where students improved their pronunciation through listening, repetition, and imitation of the video. Fifth, animated videos helped reduce cognitive load by simplifying vocabulary through clear visual and contextual support, enabling students to understand and complete tasks with minimal difficulty. Overall, these findings indicate that animated videos effectively support students' vocabulary instruction by engaging multiple cognitive processes, fostering meaningful connections, and making learning more accessible and efficient.

3. Factors Influencing Students' Vocabulary Instruction Through Animated Videos at ESCO.

The third research question aimed to identify the factors influencing students' vocabulary Instruction through animated videos at ESCO. The findings indicate two main categories: internal and external factors. Internally, motivation and interest played a crucial role, as highly motivated students were more attentive, engaged, and active during learning. The use of animated videos also increased students' interest, making learning more enjoyable and reducing boredom. In addition, prior knowledge supported vocabulary Instruction by helping students connect new words with familiar concepts, leading to more meaningful understanding.

Externally, the teacher's role was highly significant in guiding students before, during, and after video viewing, ensuring focus and comprehension. The quality of the animated videos also influenced learning effectiveness, as well-designed visuals and audio made vocabulary easier to understand and remember. Furthermore, a supportive learning environment encouraged active participation and discussion. Overall, both internal and external factors worked together to determine how effectively students understood, retained, and used vocabulary learned through animated videos.

B. Suggestion.

Based on the conclusions drawn from this study, the following suggestions are offered to relevant parties:

1. For Teachers.

Teachers are encouraged to consistently implement all three stages of video-based vocabulary instruction; pre-viewing, while-viewing, and post-viewing to maximize the effectiveness of animated videos in vocabulary learning. Greater attention should be given to the pre-viewing stage to ensure students are adequately prepared before engaging with the video content. In addition, teachers should carefully select animated videos that are appropriate to students' proficiency levels and aligned with the vocabulary learning objectives, as video quality and difficulty significantly influence learning outcomes.

2. For Students.

Students are encouraged to actively engage with the animated videos by focusing on both visual and auditory input, attempting to connect new vocabulary with their prior knowledge, and participating in all follow-up activities provided by the teacher. Students should also take initiative in reviewing vocabulary after each session to strengthen retention and build long-term vocabulary Instruction.

4. For Future Researcher.

Future researchers are recommended to explore the use of animated videos in other language skills such as speaking, listening, and reading, or to examine the long-term effects of animated video-based instruction on vocabulary retention. Research in formal classroom settings or comparative studies between different types of digital media may also contribute to a broader understanding of effective vocabulary instruction in EFL contexts.

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A P P E N D I C E S

APPENDIX 1
INTERVIEW GUIDELINES

INTERVIEW GUIDELINES

In-depth Interview blueprint Animated Videos

Aspect	Indicators	Sub-Indicators	Question Items
1. Implementation of Animated Videos in Vocabulary Instruction	1. Teaching Procedures Using Animated Videos (PPP & Viewing Stages)	1. Use of animated videos in pre-viewing stage	1. How do you prepare students before watching the animated video? 2. How do you introduce key vocabulary or help students focus on the important content before watching?
		2. Use of animated videos in while-viewing	3. How do you guide students while watching the animated video? 4. What tasks do students do during the video to help them understand and identify the vocabulary?
		3. Use of animated videos in post-viewing	6. How do you conduct follow-up activities after watching the video? vocabulary they have learned? 7. How do you help students use the vocabulary in meaningful contexts after watching?
	2. Teacher's Role in Using Animated Videos.	1. Meaning-Focused Input	8. How do you provide students with meaningful exposure to vocabulary through animated videos? 9. How do you ensure that students understand the meaning of the vocabulary and connect it with its context?
		2. Meaning-Focused Output	10. How do you encourage students to use vocabulary through speaking or discussion activities? 11. How do students practice expressing meaning using the the vocabulary?

Aspect	Indicators	Sub-Indicators	Question Items
		3. Language-Focused Learning	12. How do you guide students to focus on vocabulary in terms of meaning, pronunciation, spelling, and grammatical use? 13. How do you help students gain a deeper and more accurate understanding of vocabulary?
		4. Fluency Development	14. How do you provide opportunities for students to use familiar vocabulary more fluently? 15. How do you help students become more confident and faster in using vocabulary through repeated practice?

The role of animated videos in supporting students' vocabulary instruction.

Aspect	Indicators	Question Items
1. The role of animated videos in supporting students' vocabulary instruction.	1. Dual Channel Processing	1. How do videos that combine pictures and sound help your students learn vocabulary? 2. From what you see in class, does this combination make it easier for students to understand new words?
	2. Meaningful Learning	3. How do your students usually connect the vocabulary from the video with what they already know? 4. Do you think videos help students understand vocabulary rather than just memorize it? How?
	3. Contiguity Principle	5. In the videos you use, are the words shown together with the pictures? 6. How does that help students understand the meaning of the words?
	4. Modality Principle	7. How do students learn vocabulary from the spoken words in the video? 8. Does it also help students with pronunciation? In what way?

Aspect	Indicators	Question Items
	5. Reduced Cognitive Load	9. Do videos make vocabulary Instruction easier for your students? Why? 10. Compared to teaching with explanation only, how do videos help reduce students' difficulty in learning the vocabulary?

Blueprint of Factors Influencing Students' Vocabulary Instruction

Aspect	Indicators	Sub-Indicators	Question Items
1. Factors Influencing Students's vocabulary Instruction Through Animated Videos.	1. Internal Factors.	1. Motivation	1. How do you usually show your attention when learning vocabulary through animated videos? 2. What do you do to understand new words presented in animated videos?
		2. Interest.	3. How do animated videos make you feel interested in learning English vocabulary? 4. How does your interest in the video affect your focus during the lesson?
		3. Prior Knowledge.	5. How does your previous knowledge help you understand vocabulary in animated videos? 6. How do you connect new words from the video with words or ideas you already know?
	2. External Factors.	1. Teacher	7. How does your teacher guide you before, during, and after watching animated videos? 8. How do the teacher's instructions help you understand vocabulary from the video?
		2. Media (Animated Videos)	9. How do the visuals and sounds in animated videos help you understand new words?

Aspect	Indicators	Sub-Indicators	Question Items
			10. How does the video help you remember the meaning of vocabulary?
		3. Learning Enviroment.	11. How does your classroom situation support your learning when using animated videos? 12. How do you participate in activities or discussions during vocabulary Instruction

APPENDIX 2
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

Observation Blueprint Animated Videos

Aspect	Indicators	Sub Indicators	Observation Items	Checklist
3. Implementation of Animated Videos	1. Teaching Procedures Using Animated Video	a. Pre-Viewing	Teacher prepares students before watching the animated video	
			Teacher introduces key vocabulary before watching	
			Teacher helps students focus on important content before watching	
		b. While-Viewing	Teacher guides students while watching the animated video	
			Teacher pauses/explains vocabulary during the video	
			Students complete tasks during watching (e.g., identifying vocabulary)	

Aspect	Indicators	Sub Indicators	Observation Items	Checklist
		c. Post-Viewing	Teacher conducts follow-up activities after watching	
			Teacher helps students use vocabulary in meaningful contexts	
	3. Teacher's Role in Using Animated Videos	a. Meaning-Focused Input	Teacher provides meaningful exposure to vocabulary through video	
			Teacher helps students understand vocabulary meaning from context	
		b. Meaning-Focused Output	Teacher encourages students to use vocabulary in speaking/discussion	
			Students practice expressing meaning using the vocabulary	
		c. Language-Focused Learning	Teacher explains vocabulary (meaning, pronunciation, spelling, grammar)	

Aspect	Indicators	Sub Indicators	Observation Items	Checklist
			Teacher helps students gain deeper understanding of vocabulary	
		d. Fluency Development	Teacher provides opportunities for repeated vocabulary use	
			Teacher helps students use vocabulary more fluently and confidently	
2. The role of animated videos in supporting students' vocabulary instruction.	1. Dual Channel Processing	a. Use of audio-visual elements	Video presents vocabulary through both images and sound	
			Students answer teacher's questions about vocabulary from the video correctly	
	2. Meaningful Learning	a. Connection to prior knowledge	Students give examples related to their own experience when discussing vocabulary	

Aspect	Indicators	Sub Indicators	Observation Items	Checklist
	3. Contiguity Principle	a. Word and image presentation	Students relate vocabulary to familiar objects or situations	
			Words appear together with corresponding images in the video	
			Students identify word meanings based on matching images in the video	
			Teacher supports students during learning	
	4. Modality Principle	a. Spoken input	Students repeat or imitate pronunciation from the video	
			Students pronounce vocabulary based on what they hear from the video	
	5. Reduced Cognitive Load	a. Ease of learning	Students complete vocabulary tasks without major difficulty	

Aspect	Indicators	Sub Indicators	Observation Items	Cheklis t
			Students require minimal repetition or explanation from the teacher	

APPENDIX 3
INTERVIEW TRANSCRIPT AND INTERVIEW CODING

**Transcript Interview Coding Process (Excerpt Translation → Open Coding
→ Category → Theme)**

Sources: CODING_DATA (Teacher Respondents – T1, T2 & T3 and Student Respondents – ST1, ST2, ST3, ST4 & ST5)

The following table illustrates a sample of the open coding process showing how interview excerpts were assigned codes, grouped into categories, and elevated into overarching themes resulting in three major themes: Teaching Procedures Using Animated Video, Teacher's Role in Using Animated Videos, Factors Influencing Students' Vocabulary Instruction, and others as detailed below.

RQ 1 — The Implementation of Animated Videos.

Theme	Sub Theme	Co de	Raw Data (Verbatim)	Code Label
1. Teaching Procedures Using Animated Video	1. Pre-Viewing	T1	"Saya nyiapin materi h-1, nyesuain sama kebutuhan mereka... kayak materi 'cloth' ya aku cari video tentang baju, lalu bernyanyi bersama dan kuis." <i>"I prepare the materials the day before, tailoring them to their needs... for example, for the 'cloth' lesson, I look for videos about clothes, then we sing together and do a quiz."</i>	<i>PRE-PREP</i>
			"Dari awal harus ditekankan tujuan kita nonton video ini untuk apa dan kata dari video nanti harus mereka praktekin misal 'cloth', 'shirt', 'cap'."	<i>PRE-KEYVCB</i>

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>"From the start, we need to emphasize why we're watching this video, and the students should practice using the words from the video, such as 'cloth,' 'shirt,' and 'cap.'"</i>	
		T2	"Biasanya sebelum mulai, saya ajak mereka ngobrol santai dulu... kalau topiknya tentang clothes, saya bakal nanya, 'Eh, hari ini siapa yang pakai kaus kaki gambar kartun?'" <i>"Usually, before we start, I chat with them casually first... if the topic is about clothes, I'll ask, 'Hey, who's wearing cartoon-print socks today?'"</i>	PRE-WARMUP
			"Saya kasih 'tugas rahasia' sebelum videonya diputar. Misal, saya tulis 3 kata kunci di papan tulis, terus minta mereka dengerin baik-baik kapan kata itu diomongin." <i>"I give them a 'secret task' before the video plays. For example, I write three keywords on the whiteboard, then ask them to listen carefully for when those words are mentioned."</i>	PRE-MISSION
		T3	"Langkah awal saya itu selalu mastiin mood anak-anak siap dulu lewat nyanyi bareng-bareng... materi videonya udah saya kurasi dari malam sebelumnya (H-1)." <i>"My first step is always to make sure the kids are in the</i>	PRE-MOOD

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>right mood by singing together... I'd already curated the video content the night before (the day before)."</i>	
			"Trik saya adalah ngasih tahu mereka di awal kalau kata-kata di video nanti kayak cough, fever, headache bakal langsung kita pakai buat praktek." <i>"My trick is to let them know right from the start that words in the video, like 'cough,' 'fever,' and 'headache'—will be used immediately in our practice."</i>	<i>PRE-ALERT</i>
	2. While-Viewing	T1	"Kita arahin anak-anak itu untuk mengikuti, memperagakan, mengucapkan bersama repeat apa yang di video ucapkan." <i>"We guide the children to follow along, act out, and repeat together what is said in the video."</i>	<i>WHILE-REPEAT</i>
			"Mereka harus bergerak tidak boleh hanya sekedar menonton... mereka harus paham dulu misal video menunjukkan gambar baju, harus tahu cara menyebutkannya, cara menggunakannya dalam kalimat sederhana." <i>"They need to take action, they can't just sit back and watch... they need to understand first; for example, if a video shows a picture of a shirt, they need to know how to name it and</i>	<i>WHILE-ACTIVE</i>

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>how to use it in a simple sentence."</i>	
		T2	"Saya bakal keliling kelas... kadang videonya saya pause sebentar pas ada kata baru, terus saya pancing, 'Eh eh, tadi dia ngomong apa ya? Yuk tiruin bareng-bareng!'" <i>"I'll walk around the classroom... sometimes I'll pause the video for a moment when a new word comes up, then I'll prompt them, 'Hey, hey, what did he just say? Let's all repeat it together!'"</i>	WHILE-PAUSE
			"Tiap ada kata kunci yang keluar, mereka harus ikutan teriak atau niruin suaranya. Misal kalau ada gambar jaket, mereka harus pura-pura kedinginan sambil bilang 'Jaket!'" <i>"Every time a keyword comes up, they have to shout it out or imitate the sound. For example, if there's a picture of a jacket, they have to pretend to be cold while saying 'Jaket!'"</i>	WHILE-SHOUT
		T3	"Mereka wajib menirukan ucapan dan memperagakan gerakan apa pun yang dilakuin sama karakter di video secara bersama-sama." <i>"They must repeat the lines and mimic any movements made by the characters in the video, all together."</i>	WHILE-MIMIC
			"Siswa saya arahkan buat aktif bergerak dan menganalisis visual ekspresi sakit di video. Mereka gak	WHILE-ANALYZE

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			cuma denger sebutannya, tapi langsung ngeliat gimana gejalanya." <i>"I guide my students to actively engage with and analyze the visual expressions of pain in the video. They don't just hear the terms they actually see the symptoms firsthand."</i>	
			"Setelah video selesai itu biasanya repeat atau pengulangan, penjelasan ulang tentang kosakatanya, penjelasan ulang kalimat sederhana, mereka memberikan contoh, kemudian ada exercise." <i>"After the video ends, there's usually a review—a recap of the vocabulary, a review of simple sentences, examples, and then exercises."</i>	POST-REVIEW
		T1	"Biasanya saya bantu dengan memberi konteks contoh seperti 'cloth' tentang pakaian... kosakata yang dekat dengan keseharian mereka contoh 'red t-shirt'... 'I'm wearing blue t-shirt'." <i>"I usually help by providing contextual examples, such as 'cloth' in the context of clothing... vocabulary related to their daily lives, like 'red T-shirt'... 'I'm wearing a blue T-shirt.'"</i>	POST-REALCTX
	3. Post-Viewing	T2	"Selesai nonton, biasanya kita langsung main game biar seru. Seringnya saya bikin kuis tebak-tebakan antar kelompok, atau saya panggil satu anak ke depan	POST-GAME

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			buat meragaim sesuatu dari video pake gerakan tubuh." <i>"After we finish watching, we usually play a game right away to keep things fun. I often set up a guessing game between groups, or I call one student to the front to act out something from the video using body movements."</i>	
			"Langsung tunjuk baju yang lagi mereka pakai sendiri aja sih. Misal saya bilang, 'Coba lihat bajunya Budi, warnanya apa?'" <i>"Just point to the clothes they're wearing right now. For example, I might say, 'Look at Budi's shirt—what color is it?'"</i>	POST-POINT
		T3	"Saya ajak anak-anak buat mengulang kembali kosakata dan struktur kalimat pendek yang tadi muncul, terus saya minta perwakilan buat ngasih contoh versi mereka sendiri." <i>"I asked the students to review the vocabulary and short sentence structures we covered earlier, and then I asked a few of them to give their own examples."</i>	POST-REINFORCE
			"Saya bikinin kalimat harian yang simpel banget, misalnya 'I have a cough' atau 'a stomachache', biar mereka langsung ngeh kalau kosakata ini kepakai tiap hari." <i>"I come up with really simple everyday phrases,</i>	POST-SENTENCE

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>like 'I have a cough' or 'I have a stomachache,' so they immediately realize that this vocabulary is used every day."</i>	
2. Teacher's Role in Using Animated Videos	Meaning-Focused Input	T1	"Biasanya saya ngenalin kosakata itu diulang-ulang dari sebelum kita putar video, dari kita masuk, setelah putar video... selain video juga pakai flashcard, exercise, match games." <i>"I usually introduce the vocabulary repeatedly—before we play the video, as soon as we start, and after the video ends... In addition to the video, I also use flashcards, exercises, and matching games."</i>	<i>MFI-REPEAT</i>
			"Biasanya kita tanya jawab kayak kuis sederhana, kapan kita menggunakannya, suruh mereka bikin contoh sendiri. Jika siswa sudah bisa pakai kata itu dalam konteks yang tepat berarti mereka sudah paham." <i>"Usually we do a Q&A session, like a simple quiz, asking when to use the word and having them come up with their own examples. If the students can use the word in the right context, that means they've got it."</i>	<i>MFI-CHECK</i>
		T2	"Videonya diputar ulang-ulang, tapi tujuannya beda. Putaran pertama ya biar mereka enjoy dulu... Putaran kedua baru kita bahas kata-katanya. Biar makin nempel, saya	<i>MFI-REPLAY</i>

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			gabungin juga pake media lain." <i>"The video is played over and over, but the purpose is different. The first time is just so they can enjoy it first... The second time, we discuss the lyrics. To help them stick better, I also combine it with other media."</i>	
			"Saya tes lewat obrolan biasa, bukan pertanyaan ujian. Misal saya kasih situasi, 'Kalau kita mau main bola siang-siang yang panas, enaknya pakai baju apa ya?' Kalau mereka langsung jawab 'T-shirt!', berarti mereka udah beneran paham." <i>"I test them through casual conversation, not exam questions. For example, I might present a scenario: 'If we want to play soccer on a hot afternoon, what should we wear?' If they immediately answer, 'A T-shirt! ', that means they really understand."</i>	MFI-SCENARIO
		T3	"Kosakata baru itu udah saya sebut dari pas awal masuk kelas, diulang lagi sebelum video diputar, dan ditegaskan lagi setelah nonton selesai. Biar gak jenuh, kombinasikan dengan flashcard dan gerakan tubuh." <i>"I introduced the new vocabulary right at the start of class, reviewed it again before the video played, and</i>	MFI-TRIPLE

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>reinforced it once we finished watching. To keep things interesting, combine it with flashcards and physical movements."</i>	
			"Saya biasanya ngecek lewat sesi kuis tanya jawab pendek. Saya minta mereka buat bikin contoh kalimat sendiri dan jelasin kapan waktu yang pas buat pakai kata itu." <i>"I usually check their understanding through short Q&A sessions. I ask them to come up with their own example sentences and explain when it's appropriate to use that word."</i>	MFI-QUIZ
	1. Meaning-Focused Output	T1	"Biasanya saya nggak langsung suruh mereka pakai, tapi saya pancing dulu pakai pertanyaan. Dari situ mereka mulai coba jawab pakai kosakata yang mereka pelajari tadi." <i>"Usually I don't just tell them to use it right away; I prompt them with a question first. From there, they start trying to answer using the vocabulary they just learned."</i>	MFO-TRIGGER
			"Seringnya lewat aktivitas ringan dulu, seperti tanya jawab singkat atau permainan kecil, baru lanjut ke kegiatan yang lebih serius seperti diskusi." <i>"We often start with light activities, such as a brief Q&A or a short game, before moving on to more</i>	MFO-GRAD

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>serious activities like a discussion.</i>	
		T2	"Biasanya saya kasih contoh dulu cara menggunakannya dalam percakapan, terus saya ajak mereka diskusi yang haruskan mereka menggunakan kosakata itu. Saya juga sering kasih pujian untuk yang berani coba." <i>"I usually start by giving an example of how to use it in conversation, then I have them participate in a discussion where they have to use that vocabulary. I also often praise those who are brave enough to give it a try."</i>	MFO-MODEL
			"biasanya sih lewat diskusi, role-play, tanya jawab, presentasi sederhana atau vocabulary game, kadang setelah nonton video saya juga minta mereka ceritakan kembali kosakata dari video." <i>"Usually through discussions, role-plays, Q&A sessions, simple presentations, or vocabulary games; sometimes, after watching a video, I also ask them to recount the vocabulary from the video."</i>	MFO-ROLEPLAY
		T3	"Strategi saya adalah memancing mereka lewat pertanyaan-pertanyaan pemantik di awal. Saya gak langsung minta mereka ngomong panjang lebar. Dari kuis tanya jawab kecil	MFO-PROMPT

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			itu, anak-anak ngerasa lebih aman buat nyoba." <i>"My strategy is to get them talking by asking some icebreaker questions at the start. I don't ask them to talk at length right away. Through that little Q&A session, the kids feel more comfortable giving it a try."</i>	
			"Kita mulai dari yang santai dulu lewat game kecil atau tanya jawab kilat di kelas. Kalau fondasinya udah dapet... baru kegiatannya saya naikin ke sesi yang lebih formal seperti diskusi kelompok (misal simulasi dokter dan pasien)." <i>"We start off with something casual, like a quick game or a brief Q&A in class. Once the basics are covered... then I move on to more formal activities, such as group discussions (for example, a doctor-patient simulation)."</i>	MFO-SIMULATE
	2. Language-Focused Learning	T1	"Saya lebih menekankan ke bagaimana kata itu dipakai secara alami, jadi bukan cuma tahu artinya, tapi tahu cara menggunakannya dengan benar." <i>"I place more emphasis on how the word is used naturally, so it's not just about knowing its meaning, but knowing how to use it correctly."</i>	LFL-NATURAL
			"Saya sering membiarkan siswa mencoba dulu, walaupun belum sepenuhnya benar. Dari situ	LFL-TRIAL

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			baru saya klarifikasi, jadi mereka merasa prosesnya bertahap." <i>"I often let students try first, even if they aren't quite right yet. Only then do I clarify things, so they feel like the process is gradual."</i>	
		T2	"Saya fokus ke arti, pengucapan, dan cara penggunaannya dalam kalimat. Setelah mengenalkan kosakata baru, saya jelasin maknanya lalu kami latihan pengucapan bersama, setelah itu saya minta siswa membuat kalimat." <i>"I focus on the meaning, pronunciation, and usage of words in sentences. After introducing new vocabulary, I explain the meanings, then we practice pronunciation together, and after that I ask the students to make sentences."</i>	LFL-MPS
			"Saya biasanya memberikan contoh penggunaan kata dalam situasi yang berbeda-beda, jadi siswa tidak hanya tahu arti tapi tahu kapan dan bagaimana kata tersebut digunakan. Kadang saya hubungkan juga dengan pengalaman sehari-hari." <i>"I usually give examples of how words are used in different situations, so students not only know the meaning but also know when and how to use them. Sometimes I also relate</i>	LFL-MULTI

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>them to everyday experiences."</i>	
		T3	"Lebih ke arah komunikasinya, like gimana kata itu bisa dipakai secara natural saat berinteraksi... melatih mereka menempatkan kata tersebut ke dalam kalimat yang strukturnya benar." <i>"It's more about communication—like how the word can be used naturally in conversation... helping them incorporate the word into grammatically correct sentences."</i>	LFL-COMM
			"Metode saya adalah memberi mereka ruang buat trial and error duluan. Biarkan mereka mencoba sebisanya, baru nanti di akhir saya luruskan bagian yang kurang tepat." <i>"My approach is to give them room for trial and error first. I let them try their best, and then at the end I correct the parts that aren't quite right."</i>	LFL-ERROR
	3. Fluency Development	T1	"Saya mencoba memberi ruang yang cukup bagi siswa untuk menggunakan kosakata tanpa terlalu banyak intervensi. Misalnya dengan memberi waktu mereka berbicara bebas atau berdiskusi tanpa langsung saya koreksi." <i>"I try to give students enough space to use their vocabulary without interfering too much. For example, by giving them</i>	FD-FREE

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>time to speak freely or discuss things without me correcting them right away."</i>	
			"Saya lebih fokus menciptakan suasana yang mendukung daripada langsung memperbaiki kesalahan. Biasanya saya biarkan mereka menyelesaikan dulu apa yang ingin mereka sampaikan, baru setelah itu saya beri masukan." <i>"I focus more on creating a supportive environment than on immediately correcting mistakes. I usually let them finish what they want to say first, and only then do I offer feedback."</i>	FD-SUPPORT
		T2	"Kesempatan seperti berbicara di depan, diskusi berpasangan, dan menjawab pertanyaan secara lisan... dengan sering digunakan kosakata yang sudah mereka pelajari jadi lebih melekat." <i>"Opportunities such as speaking in front of the class, pair discussions, and answering questions orally... help the vocabulary they've learned stick better through frequent use."</i>	FD-ORAL
			"Saya berusaha menciptakan suasana kelas yang santai, supaya mereka gak takut salah. Selain itu vocabulary yang sama saya ulang dalam berbagai kegiatan dan materi." <i>"I try to create a relaxed classroom atmosphere so</i>	FD-RELAX

Theme	Sub Theme	Code	Raw Data (Verbatim)	Code Label
			<i>they won't be afraid to make mistakes. I also repeat the same vocabulary in various activities and materials."</i>	
			"Kesempatan terbaik adalah dengan membiarkan mereka berekspresi tanpa terlalu banyak diinterupsi. Biasanya saya kasih waktu khusus buat free speaking atau diskusi antar teman." <i>"The best approach is to let them express themselves without interrupting them too much. I usually set aside special time for free speaking or discussions among friends."</i>	FD-PEER
		T3	"Kuncinya ada di atmosfer kelas yang suportif. Saya selalu dengerin dulu apa yang mau mereka sampaikan sampai selesai, baru setelah itu saya kasih koreksi." <i>"The key is a supportive classroom atmosphere. I always listen to what they have to say until they're finished, and only then do I offer feedback."</i>	FD-LISTEN

RQ 2 — The role of animated videos in supporting students' vocabulary instruction.

Theme	Code	Raw Data (Verbatim)	Code Label
1. Dual Channel Processing	T1	"Siswa bisa langsung menangkap gambaran makna tanpa harus dijelaskan panjang. Mereka melihat situasinya, mendengar kata-katanya, jadi lebih cepat memahami."	DC-FAST

Theme	Code	Raw Data (Verbatim)	Code Label
		<i>"Students can immediately grasp the meaning without needing a lengthy explanation. They see the situation, hear the words, and understand more quickly."</i>	
		"Siswa cenderung lebih cepat memahami kosakata ketika ada dukungan visual dan audio secara bersamaan. Mereka tidak harus selalu menerjemahkan ke dalam bahasa pertama." <i>"Students tend to grasp vocabulary more quickly when they have both visual and auditory support. They don't always have to translate into their first language."</i>	DC-LIREDUCE
	T2	"Ya sangat membantu, karena siswa bisa melihat visualnya sekaligus mendengar pronounciationnya, jadi mereka lebih mudah memahami arti kata dan mengingatnya dibandingkan kalau hanya membaca daftar vocabulary saja." <i>"Yes, it's very helpful, because students can see the visuals and hear the pronounciation at the same time, so it's easier for them to understand the meaning of the words and remember them than if they were just reading a vocabulary list."</i>	DC-SIMUL
		"Iya. Siswa jadi gampang dan cepat memahami makna dari kata ketika mereka melihat gambar atau mendengar penjelasannya secara langsung. Mereka juga terlihat lebih tertarik dan lebih mudah mengingat vocabulary." <i>"Yes. Students find it easier and faster to understand the meaning of words when they see pictures or hear explanations directly. They also seem more interested and find it easier to remember vocabulary."</i>	DC-RECALL

Theme	Code	Raw Data (Verbatim)	Code Label
	T3	"Gabungan suara dan visual di video itu bisa langsung menyampaikan esensi dari sebuah kata tanpa perlu diterjemahin berbelit-belit. Anak-anak tinggal melihat situasinya, mendengarkan cara pengucapannya, dan otomatis ingatan mereka memproses arti kata tersebut jauh lebih cepat." <i>"The combination of sound and visuals in the video can immediately convey the essence of a word without the need for convoluted explanations. Children simply observe the situation, listen to how the word is pronounced, and their brains automatically process the meaning of the word much more quickly."</i>	DC-ESSENCE
		"Bantuan visual dari video itu emang bikin anak-anak jauh lebih mudah menangkap kosakata baru. Mereka bisa langsung mengaitkan lambang bunyi dengan maknanya tanpa perlu konsentrasi penuh buat menerjemahkan kata per kata." <i>"The visual aids in the video really do make it much easier for children to pick up new vocabulary. They can immediately associate the sounds with their meanings without having to concentrate fully on translating word by word."</i>	DC-CONNECT
2. Meaningful Learning	T1	"Siswa juga mengaitkan kosakata baru dengan pengalaman atau pengetahuan yang sudah mereka miliki sebelumnya. Misalnya, ketika mereka merasa pernah mendengar kata tersebut di tempat lain, mereka mencoba menghubungkannya dengan konteks yang ada di video." <i>"Students also associate new vocabulary with their prior experiences or knowledge. For example, when they feel they've heard</i>	ML-PRIOR

Theme	Code	Raw Data (Verbatim)	Code Label
		<i>a word before, they try to connect it to the context in the video."</i>	
		"Saya melihat bahwa penggunaan video lebih banyak membantu pada aspek pemahaman daripada sekadar hafalan. Siswa tidak hanya mengingat kata, tetapi juga memahami bagaimana dan kapan kata tersebut digunakan." <i>"I've noticed that using videos is more helpful for comprehension than just memorization. Students don't just memorize words; they also understand how and when those words are used."</i>	ML-UNDERSTAND
	T2	"Mereka kan pasti udah tau warna-warna tuh kayak Red atau Blue. Nah, pas di video mereka dapet kata baru tentang pakaian kayak Shirt atau Hat, saya tinggal suruh mereka gabungin aja kata yang udah mereka tahu sama yang baru. Jadi mereka bisa sebut 'Red shirt' atau 'Blue hat'." <i>"They already know colors like 'red' or 'blue,' right? So, when they come across new words related to clothing in the video—like 'shirt' or 'hat'—I just have them combine the words they already know with the new ones. That way, they can say 'red shirt' or 'blue hat.'"</i>	ML-COMBINE
		"Jelas bikin lebih paham situasinya, bukan cuma hafal mati. Mereka tahu kata 'Run' itu bukan karena saya tulis artinya di papan tulis, tapi karena mereka lihat si karakternya lagi lari-lari sambil keringetan di video. Itu jauh lebih membekas." <i>"It definitely helps them understand the situation better, it's not just about memorizing facts. They know the word 'Run' not because I wrote its meaning on the board, but because they saw the character running around, sweating, in the video. That makes a much deeper impression."</i>	ML-ACTION

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	T3	"Dikaitin ke kosakata yang mereka udah biasa dengar... contohnya kayak kemarin kan kita membahas health problem, biasanya mereka sudah tahu tentang fever itu demam, dan dari demam tadi biasanya ada apa aja kayak batuk, pilek jadi dikaitkan dengan kosakata yang lain dari video." <i>"We link it to vocabulary they're already familiar with... for example, yesterday we discussed health problems; they usually already know that 'fever' means a high temperature, and that a high temperature is often accompanied by symptoms like a cough or a runny nose, so we connect it to other vocabulary from the video."</i>	ML-EXPAND
		"Siswa lebih paham makna kata tersebut karena di video itu ada pergerakannya, visualnya... mereka gak hanya sekedar tau katanya karena pas disebutkan kata-katanya ada orang yang memperagakan, oh batuk itu gerakannya gimana gitu." <i>"Students understand the meaning of the word better because the video shows the movements and visuals... they don't just know the word; when the words are spoken, there's someone demonstrating them—like, 'Oh, that's how you move when you cough.'"</i>	ML-DEMO
3. Contiguity Principle	T1	"Kebanyakan video yang saya gunakan menampilkan kata-kata di layar, dan itu cukup membantu terutama untuk siswa yang lebih mudah belajar secara visual... kombinasi antara teks dan gambar membuat siswa memiliki lebih banyak petunjuk untuk memahami makna." <i>"Most of the videos I use display text on the screen, and that's quite helpful, especially for students who learn better visually... the combination of text and</i>	CP-TEXTIMG

Theme	Code	Raw Data (Verbatim)	Code Label
		<i>images gives students more clues to help them understand the meaning."</i>	
	T2	"Iya, saya usahain selalu cari video yang ada tulisan teks atau subtitle-nya yang gede-gede. Jadi pas bendanya muncul, tulisannya juga ikut kelihatan di layar. Ini ngebantu banget buat anak-anak biar mereka bisa nyambungin antara suara yang mereka denger sama bentuk tulisan katanya." <i>"Yes, I always try to find videos with large text or subtitles. That way, when the object appears, the text is also visible on the screen. This really helps children connect the sounds they hear with the written form of the words."</i>	CP-SUBTITLE
	T3	"Iya, ada kata katanya... ketika siswa itu nonton video, bukan sekedar mengenal kosakatanya tetapi dengan gambar, dengan pergerakan atau contoh secara nyata dari video tersebut, jadi untuk hal kosakata itu benar-benar membantu." <i>"Yes, that's exactly it... when students watch the video, they don't just learn the vocabulary—they also see the images, the movements, and real-life examples from the video, so it really helps with vocabulary."</i>	CP-TRIPLE
4. Modality Principle	T1	"Biasanya siswa mencoba memahami makna melalui suara terlebih dahulu, kemudian mencocokkannya dengan situasi yang mereka lihat... Paparan terhadap pengucapan yang benar melalui video juga membantu siswa meningkatkan kemampuan pronunciation mereka." <i>"Students usually try to understand the meaning through the sound first, then match it to the situation they see... Exposure to correct pronunciation through videos also helps students improve their pronunciation skills."</i>	MP-EXPOSURE

Theme	Code	Raw Data (Verbatim)	Code Label
	T2	"Mereka itu pintar banget nangkep emosi dari nada suara di video... anak-anak sering ikutan ngomong pake gaya atau logat karakternya yang lucu. Dari situ mereka belajar kalau ngomong bahasa Inggris itu ada intonasinya... Karena sering denger cara ngomong yang bener, pronunciation-nya bisa lebih bagus." <i>"They're really good at picking up on emotions from the tone of voice in the videos... kids often mimic the characters' funny speech patterns or accents. That's how they learn that speaking English involves intonation... Since they hear the correct way of speaking so often, their pronunciation improves."</i>	MP-IMITATE
	T3	"Biasanya kalo saya menampilkan video, saya juga membahas gimana cara pengucapannya, misalnya kayak batuk itu bukan cogh tapi kaf, terus murid-murid saya suruh ulangi... ada penuturan langsung dari videonya jadi murid-murid bisa langsung menirukan, lalu guru bisa mengoreksi." <i>"Usually, when I show a video, I also explain how to pronounce the words—for example, 'batuk' isn't pronounced 'cogh' but 'kaf'—and then I have my students repeat it... since the video includes the actual pronunciation, the students can imitate it right away, and then the teacher can correct them."</i>	MP-CORRECT
5. Reduced Cognitive load	T1	"Secara keseluruhan, penggunaan video membuat suasana belajar menjadi lebih santai dan tidak terlalu tegang. Siswa terlihat lebih menikmati proses pembelajaran, sehingga mereka lebih aktif dan terlibat." <i>"Overall, the use of videos makes the learning environment more relaxed and less stressful. Students seem to enjoy</i>	RCL-RELAX

Theme	Code	Raw Data (Verbatim)	Code Label
		<i>the learning process more, so they are more active and engaged."</i>	
		"Video juga membantu mengurangi kesulitan yang biasanya dialami siswa. Dengan adanya konteks, visual, dan audio yang saling mendukung, siswa dapat memahami makna secara bertahap tanpa merasa terlalu terbebani." <i>"Videos also help alleviate the difficulties students typically face. With context, visuals, and audio that complement one another, students can grasp the meaning gradually without feeling overwhelmed."</i>	RCL-BURDEN
	T2	"Secara umum ya jelas jauh lebih mudah dan gak bikin bosan. Video itu mengubah kelas yang tadinya kaku jadi berasa kayak tempat main. Kalau anak-anak udah merasa senang dan terhibur, mereka bakal lebih gampang nyerep materi baru." <i>"Overall, it's definitely much easier and doesn't get boring. The videos transform what used to be a stiff classroom into a place that feels like a playground. When kids are having fun and feeling entertained, they'll find it easier to absorb new material."</i>	RCL-FUN
		"Sangat membantu mengurangi rasa pusing mereka. Kalau cuma ceramah, anak-anak harus mikir keras buat ngebayangin maksudnya. Nah, kalau pakai video, hambatan bahasanya jadi berasa lebih rendah karena mata dan telinga mereka kerja barengan." <i>"It really helps reduce their confusion. If it's just a lecture, the kids have to think hard to figure out what's being said. But with videos, the language barrier feels lower because their eyes and ears are working together."</i>	RCL-BARRIER
		"Sebenarnya itu tergantung videonya ya. Kalau videonya benar-benar	RCL-DEPEND

Theme	Code	Raw Data (Verbatim)	Code Label
	T3	tentang kosakata maka itu memang membantu. Tapi kalau videonya itu tentang conversation agak susah untuk siswa saya karena mereka masih kecil." <i>"Actually, it depends on the video. If the video is really about vocabulary, then it is helpful. But if the video is about conversation, it's a bit difficult for my students because they're still young."</i>	
		"Ya video itu membantu mengurangi kesulitan siswa karena dari video bukan sekedar penjelasan biasa kayak bagaimana guru menjelaskan, tetapi kalau dari video kan ada gambarnya yang menarik, ada cara pengucapan yang lebih benar." <i>"Yes, the video helps alleviate students' difficulties because it's not just a standard explanation like a teacher would give; instead, the video features engaging visuals and more accurate pronunciation."</i>	RCL-VISUAL

Rq 3- Factors Influence Students' Vocabulary Instruction Through Animated Videos.

Theme	Sub Theme	Code	Interview Transcript
1. Internal Factors	Motivation	ST1	"Aku duduk diem dan nonton videonya sampai selesai, terus dengerin kata-katanya." <i>"I sat there quietly and watched the video until the end, then listened to what he had to say."</i>
			"Aku liat gambarnya dulu, biasanya dari gambarnya aku bisa nebak artinya." <i>"I look at the picture first; usually, I can guess what it means just from the picture."</i>
		ST2	"Aku diem aja sambil nonton, kalau ada kata baru aku coba inget-inget." <i>"I just sit quietly and watch; whenever I hear a new word, I try to remember it."</i>

Theme	Sub Theme	Code	Interview Transcript
			“Aku liat animasinya terus nebak-nebak artinya dari gambar yang muncul.” <i>“I watched the animation and tried to figure out what the images meant.”</i>
		ST3	“Aku nonton terus, kalau ada kata yang aneh aku tanya bu guru nanti.” <i>“I’ll keep watching, and if I come across any strange words, I’ll ask the teacher later.”</i>
			“Aku dengerin sambil liat gambarnya biar tau maksud kata itu.” <i>“I listen while looking at the pictures so I can understand what the words mean.”</i>
		ST4	“Aku duduk yang bener terus nonton videonya, nggak main-main dulu.” <i>“I sit up straight and watch the video; I don’t mess around first.”</i>
			“Dari gambar sama suaranya aku jadi tau kira-kira artinya apa.” <i>“From the pictures and the audio, I can figure out what it means.”</i>
		ST5	“Aku diem nonton videonya sampai selesai, terus dengerin suaranya baik-baik.” <i>“I sit quietly and watch the video until it’s over, then listen carefully to the audio.”</i>
			“Aku perhatiin gambarnya, kalau masih bingung baru tanya bu guru.” <i>“I pay attention to the pictures, and if I’m still confused, I ask the teacher.”</i>
	Interest	ST1	“Seru soalnya ada gambar-gambarnya yang lucu, jadi nggak bosen kayak baca buku.” <i>“It’s fun because there are funny pictures, so I don’t get bored like when I read a book.”</i>
			“Kalau videonya seru, aku jadi lebih fokus dan nggak kepikiran yang lain.” <i>“If the video is fun, I focus better and don’t think about other things.”</i>
		ST2	“Seru soalnya ada animasinya, jadi belajar bahasa Inggris lebih enak.” <i>“It’s fun because there’s animation, so learning English is more enjoyable.”</i>
			“Jadi lebih fokus karena aku pengen tau kata-kata selanjutnya apa.” <i>“I focus better because I want to know what the next words are.”</i>

Theme	Sub Theme	Code	Interview Transcript
		ST3	“Lebih asik daripada buku, ada suara sama gambarnya bergerak.” <i>“It’s more fun than a book—there’s sound and the pictures move.”</i>
			“Aku jadi lebih paham soalnya aku nonton beneran, nggak sambil ngobrol.” <i>“I understand better because I actually watch the videos instead of chatting while doing so.”</i>
		ST4	“Videonya bagus-bagus jadi aku seneng nonton, nggak ngantuk.” <i>“The videos are great, so I enjoy watching them and don’t get sleepy.”</i>
			“Aku jadi betah duduk diem karena kayak nonton kartun” <i>“I’m happy to sit still because it’s like watching cartoons.”</i>
		ST5	“Aku suka kalo belajar pake video karena kadang kadang ada ceritanya” <i>“I like learning with videos because sometimes they have a story.”</i>
			“Iya, jadi lebih fokus karena seru videonya” <i>“Yeah, I’m more focused because the videos are fun.”</i>
	Prior Knowledge	ST1	“Kata yang udah aku tau dulu jadi gampang, tinggal inget-inget lagi aja nanti.” <i>“Words I already knew are easy—I just have to remind myself of them later.”</i>
			“Kalau ada kata baru, aku pikirin kata lain yang mirip yang udah aku tau sebelumnya.” <i>“If there’s a new word, I think of other similar words I already know.”</i>
		ST2	“Kalau udah pernah belajar katanya, aku langsung ngerti waktu denger di video.” <i>“If I’ve already learned the word, I understand it right away when I hear it in the video.”</i>
			“Aku inget-inget kata yang hampir sama yang pernah dipelajari sama bu guru.” <i>“I try to recall similar words I’ve learned from my teacher.”</i>
			“Aku pernah belajar beberapa kata dari kelas sebelumnya, jadi lebih gampang nangkepnya”

Theme	Sub Theme	Code	Interview Transcript
		ST3	<i>"I've learned some words from previous classes, so it's easier to catch on."</i>
			<i>"Kalau ada kata yang mirip sama yang aku tau, aku hubung-hubungin sendiri."</i> <i>"If there's a word similar to one I know, I connect them myself."</i>
		ST4	<i>"Kata-kata yang pernah aku hafal langsung inget waktu muncul di video."</i> <i>"Words I've memorized before come to mind right away when they appear in the video."</i>
			<i>"Aku inget gambar yang biasanya bareng kata itu waktu belajar dulu."</i> <i>"I remember the images that usually go with that word from when I learned it before."</i>
		ST5	<i>"Kalau katanya udah pernah dipelajari, aku bisa langsung tau artinya."</i> <i>"If I've already studied a word, I can figure out what it means right away."</i>
			<i>"Iya, ada beberapa kata yang udah aku tau, jadi waktu muncul di video langsung ngerti."</i> <i>"Yeah, there are some words I already know, so when they come up in the video, I understand them right away."</i>
2. External Factors	Teacher	ST1	<i>"Sebelum nonton bu guru jelasin dulu, habis nonton disuruh ngerjain soal."</i> <i>"Before we watch, the teacher explains it first, and after we watch, we're told to do the exercises."</i>
			<i>"Jadi aku tau harus merhatiin kata apa, nggak bingung waktu nonton."</i> <i>"So I know which words to pay attention to; I don't get confused while watching."</i>
		ST2	<i>"Bu guru kasih tau kata-kata yang bakal muncul dulu, terus habis itu latihan."</i> <i>"The teacher tells us which words will appear first, and then we practice."</i>
			<i>"Kalau bu guru udah jelasin, aku lebih gampang nangkep kata-katanya di video."</i> <i>"Once the teacher has explained it, it's easier for me to catch the words in the video."</i>
			<i>"Bu guru bilang kita harus perhatiin kata apa yang muncul, terus dibahas bareng."</i>

Theme	Sub Theme	Code	Interview Transcript
		ST3	<i>"The teacher says we have to pay attention to which words appear; and then we discuss them together."</i>
			<i>"Karena udah dikasih tau, aku jadi lebih siap waktu kata itu muncul di video." "Since I was told in advance, I'm better prepared when that word appears in the video."</i>
		ST4	<i>"Sebelumnya bu guru nanya dulu, abis nonton kita diskusi sama-sama." "First, the teacher asks questions, and after watching, we discuss them together."</i>
			<i>"Aku jadi tau kata mana yang penting buat diinget waktu nonton." "I know which words are important to remember while watching."</i>
		ST5	<i>"Bu guru biasanya kasih pertanyaan dulu sebelum nonton, terus kita jawab setelahnya." "The teacher usually asks questions before we watch, and then we answer them afterward."</i>
			<i>"Kalau bu guru jelasin, aku lebih fokus waktu kata itu muncul di video." "When the teacher explains it, I pay more attention when that word appears in the video."</i>
	Media	ST1	<i>"Gambaranya bantu aku ngerti artinya, suaranya bantu aku tau cara bacanya." "The pictures help me understand the meaning, and the audio helps me know how to pronounce it."</i>
			<i>"Aku inget gambaranya, jadi kalau ada kata itu lagi aku langsung kepikiran gambaranya." "I remember the picture, so when I see that word again, the image immediately comes to mind."</i>
		ST2	<i>"Kalau ada gambaranya aku bisa langsung tau artinya tanpa kamus." "If there's a picture, I can figure out the meaning right away without a dictionary."</i>
			<i>"Gampang inget soalnya di video ada ceritanya, jadi kata itu nempel di pikiran."</i>

Theme	Sub Theme	Code	Interview Transcript
			<i>"It's easy to remember because the video has a story, so the word sticks in my mind."</i>
		ST3	<i>"Lebih gampang inget soalnya ada gambar yang jelasin kata itu langsung."</i> <i>"It's easier to remember because there's a picture that explains the word right away."</i>
			<i>"Kalau nonton video biasanya lebih inget daripada cuma nulis di buku."</i> <i>"When I watch a video, I usually remember it better than if I just write it in a book."</i>
		ST4	<i>"Kalau cuma tulisan aja susah, tapi kalau ada gambarnya langsung ngerti."</i> <i>"It's hard if it's just text, but if there's a picture, I get it right away."</i>
			<i>"Soalnya di video kata itu dipakai dalam gambar, jadi lebih gampang diinget."</i> <i>"Because in the video the word is used within the image, so it's easier to remember."</i>
		ST5	<i>"Suaranya jelas terus gambarnya cocok sama katanya, jadi gampang dipahamin."</i> <i>"The audio is clear and the images match the words, so it's easy to understand."</i>
			<i>"Aku inget animasinya yang lucu waktu kata itu muncul, jadi nggak gampang lupa."</i> <i>"I remember the funny animation when the word appeared, so I don't forget it easily."</i>
	Learning Environment	ST1	<i>"Di kelas tenang kalau nonton video, bu guru bilang harus diem dulu."</i> <i>"The class is quiet when we watch videos; the teacher tells us to be quiet first."</i>
			<i>"Aku angkat tangan kalau bu guru nanya, terus jawab kalau aku tau artinya"</i> <i>"I raise my hand when the teacher asks a question, then answer if I know the meaning."</i>
		ST2	<i>"Bu guru selalu minta kelas tenang sebelum video diputar, jadi enak nontonnya. Kalau ribut jadi gak fokus"</i> <i>"The teacher always asks the class to be quiet before the video plays, so it's nice to watch. If it's noisy, I can't focus."</i>
			<i>"Aku angkat tangan kalau tau, kalau nggak tau aku dengerin jawaban temen dulu."</i>

Theme	Sub Theme	Code	Interview Transcript
			<i>"I raise my hand if I know the answer; if I don't, I listen to my friends' answers first."</i>
		ST3	"Suasana kelas biasanya tenang waktu video, jadi bisa dengerin suaranya jelas." <i>"The classroom is usually quiet during videos, so I can hear the audio clearly."</i> "Kadang aku ikut jawab kalo tau artinya." <i>"Sometimes I answer too if I know the answer."</i>
		ST4	"Di kelas nggak ada yang ganggu waktu nonton, jadi lebih enak belajarnya." <i>"No one disturbs us while we're watching in class, so it's more enjoyable to learn."</i> "Teman teman kadang udah jawab duluan" <i>"My classmates sometimes answer first."</i>
		ST5	"Kalau di kelas lagi nonton video, semuanya pada duduk dan perhatiin." <i>"When we're watching a video in class, everyone sits down and pays attention."</i> "Aku tau artinya, jadi sering ikut jawab" <i>"I know what it means, so I often answer too."</i>

Summary of Themes

Theme	Sub-Theme	Dominant Code	Teachers' Consensus
1. Teaching Procedures Using Animated Video	Pre-Viewing Stage	PRE-PREP, PRE-WARMUP, PRE-MOOD, PRE-KEYVCB, PRE-MISSION, PRE-ALERT	All teachers prepared key vocabulary prior to playing the video (H-1 preparation, warm-up activities, and the provision of target words).
	While-Viewing Stage	WHILE-REPEAT, WHILE-PAUSE, WHILE-MIMIC, WHILE-ACTIVE, WHILE-SHOUT, WHILE-ANALYZE	All teachers kept students actively engaged during the video: imitating, repeating, moving, and analyzing visual content.

Theme	Sub-Theme	Dominant Code	Teachers' Consensus
	Post-Viewing Stage	POST-REVIEW, POST-GAME, POST-REINFORCE, POST-REALCTX, POST-POINT, POST-SENTENCE	All teachers reinforced learning after the video through review activities, games, and the use of vocabulary in real-life contexts.
2. Teacher's Role in Using Animated Videos	Meaning-Focused Input	MFI-REPEAT, MFI-REPLAY, MFI-TRIPLE, MFI-CHECK, MFI-SCENARIO, MFI-QUIZ	Layered vocabulary repetition (pre-, while-, and post-viewing) was combined with flashcards and comprehension quizzes.
	Meaning-Focused Output	MFO-TRIGGER, MFO-MODEL, MFO-PROMPT, MFO-GRAD, MFO-ROLEPLAY, MFO-SIMULATE	All teachers elicited speaking progressively, from guiding questions to discussion and role-play.
	Language-Focused Learning	LFL-NATURAL, LFL-MPS, LFL-COMM, LFL-TRIAL, LFL-MULTI, LFL-ERROR	Focus was placed on the natural use of vocabulary in sentences; trial and error was encouraged before teacher correction
	Fluency Development	FD-FREE, FD-ORAL, FD-PEER, FD-SUPPORT, FD-RELAX, FD-LISTEN	All teachers created a supportive atmosphere and provided uninterrupted free-speaking time to build students' confidence.
3. How Animated Videos Build Students' Vocabulary	Dual Channel Processing	DC-FAST, DC-SIMUL, DC-ESSENCE, DC-L1REDUCE, DC-RECALL, DC-CONNECT	Simultaneous visual and audio input accelerated comprehension and reduced reliance on L1 translation

Theme	Sub-Theme	Dominant Code	Teachers' Consensus
	Meaningful Learning	ML-PRIOR, ML-COMBINE, ML-EXPAND, ML-UNDERSTAND, ML-ACTION, ML-DEMO	The video connected new vocabulary with prior knowledge; characters' actions made the meanings more memorable.
	Contiguity Principle	CP-TEXTIMG, CP-SUBTITLE, CP-TRIPLE	All teachers used subtitled/on-screen text videos; text, images, and movement provided comprehensive vocabulary input.
	Modality Principle	MP-EXPOSURE, MP-IMITATE, MP-CORRECT	The video's audio served as a pronunciation model for students to imitate, and teachers provided correction after the imitation phase.
	Reduced Cognitive Load	RCL-RELAX, RCL-FUN, RCL-DEPEND, RCL-BURDEN, RCL-BARRIER, RCL-VISUAL	The video created an enjoyable atmosphere that reduced cognitive load; it was especially effective for vocabulary-focused videos.

APPENDIX 4
OBSERVATION RESULT

Observation Result

Aspect	Indicators	Sub Indicators	Observation Items	Result
1. Implementation of Animated Videos	1. Teaching Procedures Using Animated Video	a. Pre-Viewing	Teacher prepares students before watching the animated video	10
			Teacher introduces key vocabulary before watching.	8
			Teacher helps students focus on important content before watching.	6
		d. While-Viewing	Teacher guides students while watching the animated video	10
			Teacher pauses/explains vocabulary during the video	10
			Students complete tasks during watching (e.g., identifying vocabulary)	10
		e. Post-Viewing	Teacher conducts follow-up	9

			activities after watching	
			Teacher helps students use vocabulary in meaningful contexts	9
	4. Teacher's Role in Using Animated Videos	a. Meaning-Focused Input	Teacher provides meaningful exposure to vocabulary through video	9
			Teacher helps students understand vocabulary meaning from context	10
		b. Meaning-Focused Output	Teacher encourages students to use vocabulary in speaking/discussion	11
			Students practice expressing meaning using new vocabulary	10
			Teacher explains vocabulary	10

		c. Language-Focused Learning	(meaning, pronunciation, spelling, grammar)	
			Teacher helps students gain deeper understanding of vocabulary	10
		d. Fluency Development	Teacher provides opportunities for repeated vocabulary use	9
			Teacher helps students use vocabulary more fluently and confidently	10
2. How Animated Videos Build Students' Vocabulary	1. Dual Channel Processing	b. Use of audio-visual elements	Video presents vocabulary through both images and sound	11
			Students answer teacher's questions about vocabulary from the video correctly	8
	3. Meaningful Learning	b. Connection to prior knowledge	Students give examples related to their own experience when	8

			discussing vocabulary	
			Students relate vocabulary to familiar objects or situations	8
	5. Contiguity Principle	b. Word and image presentation	Words appear together with corresponding images in the video	11
			Students identify word meanings based on matching images in the video	11
			Teacher supports students during learning	11
	6. Modality Principle	b. Spoken input	Students repeat or imitate pronunciation from the video	9
			Students pronounce vocabulary based on what they hear from the video	9
		b. Ease of learning	Students complete vocabulary tasks	7

	5. Reduced Cognitive Load		without major difficulty	
			Students require minimal repetition or explanation from the teacher	7

APPENDIX 5
ADMINISTRATIVE DOCUMENT



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 188 Tahun 2026
Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Mitha Rima Melati tanggal 15 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026

M E M U T U S K A N :

Menetapkan

- Pertama** : 1. **Dr. Lefli Noviyenty, M.Pd** **19761106 200312 2 004**
2. **Dr. Paidi Gusmuliana, M.Pd** **19840817 201503 1 004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Mitha Rima Melati**
N I M : **22551029**

JUDUL SKRIPSI : *Exploring the use of Animated Videos to Support Vocabulary Acquisition*

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,
pada tanggal 15 April 2026
Dekan,


Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup,
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan,



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor: 503/qq /IP/DPMPTSP/V/2026

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar:
1. Keputusan Bupati Rejang Lebong, Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Risiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan 1 Institut Agama Islam Negeri Curup (IAIN) Nomor: 477/In.34/FT/PP.00.9/05/2026 Tanggal 5 Mei 2026 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	: Mhita Rima Melati / Curup, 28 Juli 2003
NIM	: 22511029
Pekerjaan	: Mahasiswa
Program Studi/Fakultas	: S1 Bahasa Inggris /Tarbiyah
Judul Skripsi	: "Exploring The Use Of Animated Videos To Support Vocabulary Acquisition (A Qualitative Descriptive Study At ESCO (English Student Community) In Rejang Lebong) "
Lokasi Penelitian	: ESCO (English Student Community)
Waktu Penelitian	: 8 Mei 2026 s.d 8 Agustus 2026
Penanggung Jawab	: Wakil Dekan 1 IAIN Curup

Dengan ketentuan sebagai berikut:

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Dernikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 8 Mei 2026

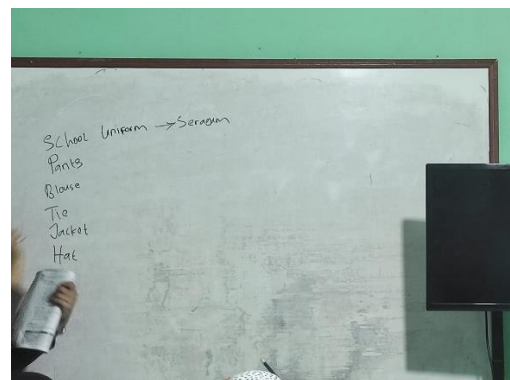
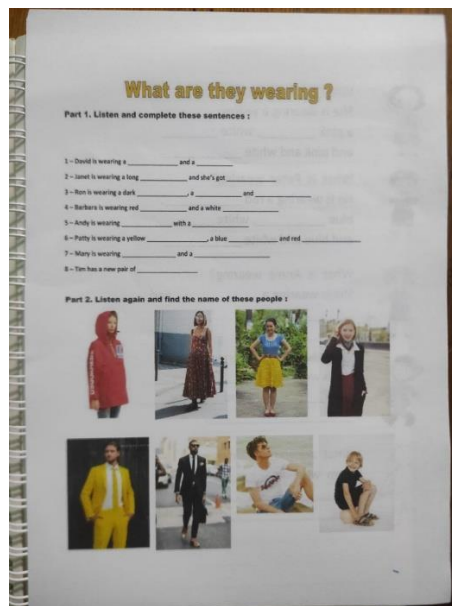


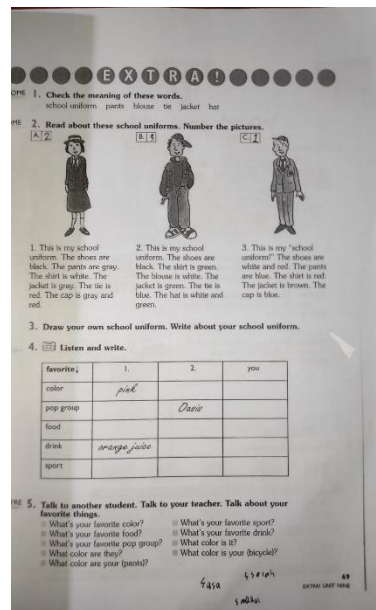
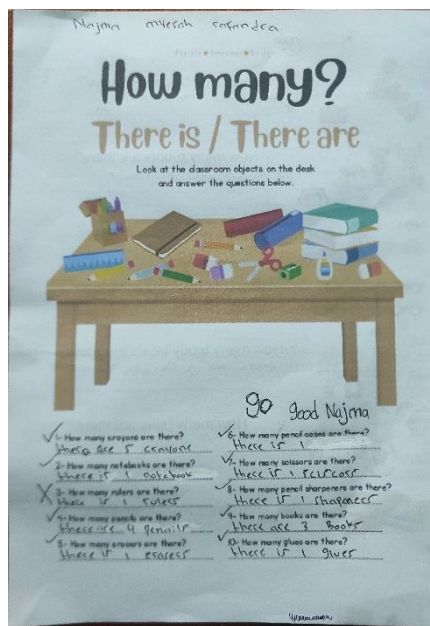
An. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong
Plt. Sekretaris,
ACHMAD FAISAL ADRYAN, S.Sos
Penata Tingkat I/ III.d
NIP.19811017 200212 1 004

Tembusan:

1. Wakil Dekan 1 IAIN Curup
2. Leader LSCO
3. Yang Bersangkutan
4. Arsip

APPENDIX 6
DOCUMENTATION





AUTOBIOGRAPHY



Mhita Rima Melati was born in Curup, 28th July 2003 as the only child in a family that has always valued education and personal growth. Growing up, she developed an interest in learning, particularly in languages, which later influenced her decision to pursue higher education. Her early education began at State elementary 102 Rejang Lebong, continued to State junior high school 05 Rejang Lebong, and later to State senior high school 02 Rejang Lebong, where she started to show a deeper interest in English as a subject.

After graduating from senior high school, she continued her studies at State islamic of Curup, majoring in English Education. During her academic journey, she actively engaged in various learning activities that enhanced her knowledge and skills in language teaching. She developed a particular interest in how English is taught and learned, especially in terms of vocabulary development and instructional strategies. This growing curiosity encouraged her to explore more effective and engaging teaching approaches.

In addition to her academic experience, she also gained practical teaching experience by working as a private tutor. Through this role, she taught students with different levels of ability, managed classroom interactions, and applied various teaching strategies to make learning more effective and enjoyable. She often incorporated engaging media and interactive activities to support students' understanding, which helped her realize the importance of using appropriate instructional tools in vocabulary instruction.

Her academic interest and teaching experience led her to conduct a research entitled "Exploring the Use of Animated Videos to Support Vocabulary Mastery (A Qualitative Descriptive Study at ESCO in Rejang Lebong)." This study focuses on how animated videos are implemented in vocabulary instruction and how they contribute to students' vocabulary development, highlighting the importance of creative and effective teaching strategies in supporting meaningful learning.