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THE EFFECTIVENESS OF YOUTUBE ANIMATION VIDEOS TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY

by

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Abstract:

Vocabulary plays an important role in language learning. Vocabulary mastery is paramount in learning English because it can improve language skills. However, problems in vocabulary learning can still be found among junior high school students in Indonesia. This study aims to determine the effectiveness and significant differences in the use of YouTube animated videos to improve students' vocabulary mastery. This study is a quantitative research method with a quasi-experimental design that involves grade VIII students of SMPN 1 Madukara. This research instrument is in the form of a multiple-choice test of 35 questions that measure students' vocabulary mastery of verbs and adjectives. Data were obtained by giving pre-tests and post-tests to the control and experimental groups. The results of this study show that YouTube animated videos are not effective in improving vocabulary mastery. The experimental group obtained an average score of 87.24 and the control group obtained a score of 83.84. Meanwhile, the results of student scores in the experimental group before and after treatment showed significant differences. Initially, the average score of the student was 72.92, but after treatment, the score increased to 87.24. It can be concluded that although the score of the experimental group was higher than the score of the control group, the results were insignificant and the use of YouTube animated videos was less effective in improving vocabulary mastery. However, this learning media significantly affects students' vocabulary scores. Therefore, YouTube animated videos can be used for vocabulary learning because they can improve student scores and serve as an alternative to monotonous traditional learning media. These findings also imply that teachers can use morally charged YouTube animated videos as an engaging and contextual support medium to improve vocabulary learning in the classroom.

Keywords*: animated videos, vocabulary mastery, YouTube*

Abstrak:

Kosakata memegang peranan penting dalam pembelajaran bahasa. Penguasaan kosakata sangat penting dalam pembelajaran bahasa Inggris karena dapat meningkatkan keterampilan berbahasa. Akan tetapi, permasalahan dalam pembelajaran kosakata masih dapat ditemukan di kalangan siswa SMP di Indonesia. Penelitian ini bertujuan untuk mengetahui efektivitas dan perbedaan signifikan penggunaan video animasi Youtube untuk meningkatkan penguasaan kosakata siswa. Penelitian ini merupakan metode penelitian kuantitatif dengan desain quasi eksperimen yang mengikutsertakan siswa kelas VIII SMPN 1 Madukara. Instrumen penelitian ini berupa tes pilihan ganda sebanyak 35 butir soal

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yang mengukur penguasaan kosakata siswa pada kata kerja dan kata sifat. Data diperoleh dengan memberikan pre-test dan post-test pada kelompok kontrol dan eksperimen. Hasil penelitian ini menunjukkan bahwa video animasi YouTube tidak efektif dalam meningkatkan penguasaan kosakata. Kelompok eksperimen memperoleh skor rata-rata 87,24 dan kelompok kontrol memperoleh skor 83,84. Sementara itu, hasil skor siswa pada kelompok eksperimen sebelum dan sesudah perlakuan terdapat perbedaan yang signifikan. Awalnya skor rata-rata siswa 72,92, tetapi setelah perlakuan, skornya meningkat menjadi 87,24. Dapat disimpulkan bahwa meskipun skor kelompok eksperimen lebih tinggi daripada skor kelompok kontrol, hasilnya tidak signifikan dan penggunaan video animasi YouTube kurang efektif dalam meningkatkan penguasaan kosakata. Akan tetapi, media pembelajaran ini secara signifikan memengaruhi skor kosakata siswa. Oleh karena itu, video animasi YouTube dapat digunakan untuk pembelajaran kosakata karena dapat meningkatkan skor siswa dan berfungsi sebagai alternatif media pembelajaran tradisional yang monoton. Temuan ini juga mengimplikasikan bahwa guru dapat memanfaatkan video animasi YouTube bermuatan moral sebagai media pendukung yang menarik dan kontekstual untuk meningkatkan pembelajaran kosakata di kelas.

***Kata Kunci**: YouTube, video animasi, penguasaan kosakata*

INTRODUCTION

Vocabulary plays a vital role in language learning, including in learning English. Thornbury (2002, p.13) argued, "Without vocabulary, nothing can be conveyed." It can be concluded that mastering vocabulary is essential in learning English because it can enhance language skills.

However, problems in learning vocabulary can still be found among junior high school students in Indonesia. Ariani (2015) argued that the problem may be related to the continued reliance on traditional, teacher-centered methods, which are less engaging for students. According to Fitri and Ma'rifah (2022), to overcome problems in learning vocabulary, students should be engaged in fun and appropriate learning activities by the teachers for effective English vocabulary acquisition. Therefore, this study seeks to fill the gap by exploring the use of YouTube animation videos. In particular, the role of moral story animations has been infrequently analyzed in prior vocabulary learning research as an alternative medium to improve students' vocabulary mastery.

Over the last decade, researchers have explored various media to enhance vocabulary mastery. For example, short stories (Oktaviani, 2019), Quizlet (Rahma & Dewi, 2022), and flashcards (Rachmadi et al., 2023) were found effective in supporting vocabulary acquisition. Meanwhile, YouTube has emerged as one of the most widely used online platforms for learning due to its accessibility, rich content, and engaging audiovisual features. Kabooha and Elyas (2018) demonstrated that YouTube significantly improved vocabulary comprehension

and retention. Arndt and Woore (2018), Nawir, Tahir, and Baa (2022), and Maulana (2023) reported similar findings showing that integrating YouTube into English learning contributes to students' vocabulary development. Although these findings are promising, limited research has focused on YouTube animation videos as a tool for teaching vocabulary.

Animation videos are particularly relevant for young learners because they combine visual and auditory input, making language learning more attractive and memorable. According to Setyatama (2022), animation videos not only increase students' interest but also allow teachers to adopt a student-centred learning method that encourages more active learning. Previous studies also confirmed that animated videos positively affect vocabulary mastery and learner engagement (Nanda & Sugiono, 2020; Munir, 2016; Syafrizal, Muhajir, & Pahamzah, 2021; Furqan & Shabir, 2021). However, most of these studies relied on videos with direct instructional content, leaving a gap in exploring videos with moral stories or narrative contexts. Hence, this study aims to investigate the effectiveness of YouTube animation videos containing moral stories in enhancing students' vocabulary mastery.

This study conducted research on improving English vocabulary mastery using video animation in Junior High School (SMP) Negeri 1 Madukara, Banjarnegara, Central Java. This school was chosen because it has previously used video animation in learning activities. However, at this school, video animation has not been used to improve students' vocabulary mastery and students still learn vocabulary with conventional learning media. Besides that, many students still have a limited understanding of English vocabulary. The present study is expected to offer practical insights for teachers in applying engaging media for vocabulary learning and to contribute empirically to research on YouTube animation videos in English education.

This study addresses the research gap by using animation videos from the YouTube channel *English Moral Stories with Ted & Zoe*, which has never been used in previous research. Unlike Ariani (2015), who measured many aspects of students' abilities, this study only focused on two aspects, namely the meaning and the use of words, with the vocabulary taken from animated videos containing moral messages. In addition, it specifically examined two-word types, verbs and adjectives, and did not use educational video content but rather

moral storytelling videos. Furthermore, while Utami et al. (2023), only repeated the animated video during treatment, this study not only replayed the video but also reduced the playback speed to 0.5x to help students concentrate, since the storytelling video contained long sentences without word repetition.

This study also differs in its design, participants, and instruments. It employs a quasi-experimental design involving 50 eighth-grade students from SMPN 1 Madukara divided into experimental and control groups, using a validated multiple-choice vocabulary test as the main instrument. The researchers collected data through pre-test and post-test procedures and analyzed them using non-parametric tests (Mann-Whitney and Wilcoxon) due to non-normal data distribution. These methodological variations, which include the variables, participants, instruments, and analysis, distinguish this study from prior research and are expected to yield new empirical evidence on the effectiveness of YouTube moral story animations in improving vocabulary mastery among junior high school students.

Theoretically, this study is underpinned by several key concepts: the definition of vocabulary (Hornby, 2006), types of vocabulary (Thornbury, 2002), teaching vocabulary (Nation, 1990), and vocabulary mastery (Nunan, 1991). In addition, the study applies to the learning media framework (Gerlach & Ely, 1980) and theories of animation in language teaching (Russell, 2014; Mayer, 2001). Together, these frameworks provide a strong foundation for examining how YouTube animation videos improve students' vocabulary mastery. These theoretical foundations also establish the conceptual framework that links the use of animated moral story videos on YouTube with the improvement of students' vocabulary mastery in the context of junior high school learning.

Accordingly, this study seeks to answer the following research questions:

1. How effective is the use of YouTube animation videos in improving students' vocabulary mastery?
2. How significant is the students' improvement in vocabulary mastery after being taught using YouTube animation videos?

METHOD

Design

This study employed a quasi-experimental design with a nonequivalent control group. According to Creswell (2013), a quasi-experimental design is used when participants cannot be randomly assigned but are placed into existing groups or classes. In this study, two groups were involved, namely an experimental group and a control group, which received pre-tests and post-tests to measure the effect of the independent variable on the dependent variable. Both groups studied the same vocabulary materials, but only the experimental group received treatment using YouTube animation videos, while the control group was taught using conventional learning media. The summary of the research variables and class distribution is presented in table 1 below.

Table. 1 Research variables and class distribution

Component	***Description***
Independent Variable	*Use of* YouTube Animation Videos *with moral story content*
Dependent Variable	*Students' Vocabulary Mastery*
Experimental Class	*Class VIII-D — taught using YouTube animation videos (English Moral Stories with Ted & Zoe)*
Control Class	*Class VIII-C — taught using conventional learning media*

Participant

The participant in this study was the eighth-grade Junior High School Students of SMPN 1 Madukara in the Academic Year 2023/2024. The school was selected purposively because it had previously implemented animation videos in learning activities, although not specifically for vocabulary instruction. The sampling technique used was judgmental sampling, in which two classes were deliberately chosen based on the teacher's consideration of their comparable English proficiency and classroom characteristics. Ethical permission was obtained from the school authorities before the data collection process. There was a total of 50 students who collected both the pre-test and post-test (see Table 2).

Table. 2 Population, sample, and sampling technique

Component	Description
Population	All eighth-grade students of SMPN 1 Madukara (6 classes, 200 students in total)
Sample Size	50 students (two classes)
Experimental Class	Class VIII-D (25 students)
Control Class	Class VIII-C (25 students)
Sampling Technique	Judgmental Sampling (based on the teacher's assessment of class similarity)
Level of English	Lower Intermediate (based on school English syllabus and teacher assessment)
Ethical Clearance	Permission granted by the principal and English teacher of SMPN 1 Madukara prior to the study

Instrument

The instrument used in this study was a multiple-choice vocabulary test designed to measure students' mastery of English vocabulary before and after the treatment. The test items were constructed based on the learning objectives in the 2013 Curriculum (Kurikulum 2013) for eighth-grade students and were aligned with the vocabulary contained in the selected YouTube animation videos. The test focused on two-word types, namely verbs and adjectives, and assessed two aspects of vocabulary knowledge, which are meaning and word use.

Before the instrument was administered in the quasi-experimental study, it was validated and tested for reliability through a pilot test involving students of the same grade level who did not participate in the main study, totalling 30 students.

Table 3. Blueprint of the vocabulary test

No.	Aspect	Word Type	Indicator	Number of Items
1	Meaning	Verbs	Students can identify the meaning of verbs found in the video	10
2	Meaning	Adjectives	Students can identify the meaning of adjectives found in the video	6
3	Word Use	Verbs	Students can choose the correct verb according to the context	3
4	Word Use	Adjectives	Students can select the correct adjective to complete a sentence	2
Total				**21 items**

Initially, the vocabulary test consisted of 35 multiple-choice items. The items were first examined for content validity by an English teacher and one lecturer of English education, who evaluated each item based on clarity, appropriateness, and alignment with the curriculum and learning objectives. After expert validation, a pilot test was conducted to determine the empirical validity and reliability of the instrument.

The validity of each item was analyzed using the *Bivariate Correlation*, while the reliability was measured using *Cronbach's Alpha*.

Table 4. Summary of validity test results

No. of Items Tested	*Valid Items*	*Invalid Items*	*r-table (N = 30, α = 0.05)*	*Range of r-count (Valid Items)*	*Conclusion*
35	*21*	*14*	*0.349*	*0.36 – 0.76*	*21 items were declared valid and used in the study*

Based on the results of the validity test using the *Bivariate Correlation*, 21 items were declared valid because their r-count values exceeded the r-table value of 0.349, while 14 items were invalid and subsequently discarded. The valid items were used for both the pre-test and post-test instruments in the quasi-experimental study.

After assessing the validity of the instrument for each question item, a reliability test was then conducted. According to the reliability test, the results of *Cronbach's Alpha* test show a value of .804, which is a value that falls into the high-reliability category.

Table 5. Reliability test results

Cronbach's Alpha	*Cronbach's Alpha Based on Standardized Items*	*N of Items*
.804	*.794*	*35*

Data collecting techniques

The data in this study were collected through three stages: pre-test, treatment, and post-test. First, a pre-test was administered to both the experimental and control groups to

measure students' initial vocabulary mastery before any treatment. The test consisted of 21 multiple-choice items focusing on the meaning and use of verbs and adjectives, and students were given 60 minutes to complete it.

Second, a treatment was given to the experimental group using YouTube animation videos from the English Moral Stories with Ted & Zoe channel, while the control group was taught using conventional media in the form of story texts. The treatment aimed to improve students' vocabulary mastery through engaging and contextual audiovisual input. Both groups experimental group, and the control group received treatment twice before doing post-test.

Finally, a post-test identical to the pre-test was administered to both groups on May 31st, 2024, to determine the effectiveness of the treatment. The comparison between the pre-test and post-test results was used to measure the improvement in students' vocabulary mastery after being taught using YouTube animation videos.

Data analysis technique

The data collected were analyzed in several stages. After the data had been collected, the next step was analyzing the data. First, the data validity test was conducted. To assess the validity of this research data, calculations were conducted using *Bivariate Correlation*. In this study, all data in both groups were deemed valid because the results fell into the strong category.

Second, the data reliability test was conducted. To assess the reliability of this research data, calculations were conducted using *Cronbach's Alpha*. In this study, the pre-test and post-test of both groups were deemed reliable. Third, a normality test was conducted. To determine normality, this research utilized the *Shapiro–Wilk* method because the data were less than 100. The results of the normality test for both groups indicated that the data were not normally distributed. As a result, this research used the *Mann–Whitney* test instead of the *Independent Sample T-test* and the *Wilcoxon test* instead of the *Paired Sample T-test* for further analysis. Fourth, a homogeneity test was conducted. This research utilized *Levene's Test* to determine homogeneity. Fifth, the *Mann–Whitney test* was conducted. This test was used to address the research question of whether the treatment was effective in improving

students' vocabulary mastery. Lastly, the *Wilcoxon test* was conducted. This test was used to address research questions regarding the significant difference for students in the experimental group after being taught using YouTube animation videos.

The hypotheses of this study were formulated as follows:

1. H_0 (Null Hypothesis): There is no significant difference in students' vocabulary mastery between the experimental group taught using YouTube animation videos and the control group taught using traditional media.
2. H_a (Alternative Hypothesis): There is a significant difference in students' vocabulary mastery between the experimental group taught using YouTube animation videos and the control group taught using traditional media.

These hypotheses were assessed at a significant level of 0.05 ($p < 0.05$). If the significance value was lower than 0.05, H_0 was rejected and H_a was accepted, indicating a significant effect of YouTube animation videos on students' vocabulary mastery.

RESULT AND DISCUSSION

Result

This section presents the results of the study in line with the objectives and research questions. The objectives were (1) to find out the effectiveness of YouTube animation videos in improving students' vocabulary mastery, and (2) to find out the significant difference in students' vocabulary mastery before and after being taught using YouTube animation videos. The research results consist of pre-test and post-test score, which were then analyzed for validity, reliability, normality, and homogeneity. Furthermore, *Mann-Whitney* and *Wilcoxon* tests were employed to determine whether there is an effectiveness and significant difference in using YouTube animation videos to improve students' vocabulary mastery.

The purpose of checking the validity of the data is to determine whether the obtained data is valid or not. The pre-test and post-test significance values for both the control and experimental groups were .558 and .512, respectively. These results confirm that the data is valid for further analysis. Therefore, the test items were appropriate for measuring students' vocabulary mastery.

Table 6. Validity test result

		Pre-test Control Group	*Pre-test Experimental Group*	*Post-test Control Group*	*Post-test Experimental Group*
Pre-test Control Group	*Pearson Correlation*	*1*	*-.173*	*.558***	*.013*
	Sig. (2-tailed)		*.409*	*.004*	*.952*
	N	*25*	*25*	*25*	*25*
Pre-test Experimental Group	*Pearson Correlation*	*-.173*	*1*	*-.111*	*.512***
	Sig. (2-tailed)	*.409*		*.598*	*.009*
	N	*25*	*25*	*25*	*25*
Post-test Control Group	*Pearson Correlation*	*.558***	*-.111*	*1*	*-.073*
	Sig. (2-tailed)	*.004*	*.598*		*.730*
	N	*25*	*25*	*25*	*25*
Post-test Experimental Group	*Pearson Correlation*	*.013*	*.512***	*-.073*	*1*
	Sig. (2-tailed)	*.952*	*.009*	*.730*	
	N	*25*	*25*	*25*	*25*

The next step is checking the reliability of the data. The purpose of checking the reliability of the data is to assess the consistency of the measuring instruments to ensure that they are reliable and provide consistent measurements when repeated. Reliability was tested using *Cronbach's Alpha*. The pre-test and post-test instruments showed reliability values ranging from 0.509 to 0.865. This means the instrument was consistent in measuring vocabulary mastery.

Table 7. Reliability test result

	N	*Cronbach Alpha*
Pre-test Control Group	*21*	*.865*
Post-test Control Group	*21*	*.782*
Pre-test Experimental Group	*21*	*.765*
Post-test Experimental Group	*21*	*.509*

After all the data from both groups were checked for validity and reliability, the next step was checking for the normality of the data. The purpose of checking the normality of the data is to determine the spread of the data distribution. In this study, the *Shapiro-Wilk* method was used to evaluate normality since the sample size was less than 100. The results indicated that the significance values in both control and experimental groups, for both pre-test and

post-test, were below 0.05. Thus, the data were not normally distributed, and non-parametric tests were applied for further analysis.

Table 8. Normality test result

		Kolmogorov-Smirnov			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Result	Pre-test A (Control Group)	.263	25	.000	.834	25	.001
	Post-test A (Control Group)	.225	25	.002	.763	25	.000
	Pre-test B (Experimental Group)	.151	25	.144	.867	25	.004
	Post-test B (Experimental Group)	.183	25	.030	.919	25	.049

After the validity, reliability, and normality test is conducted, the test results must be checked for homogeneity. The purpose of checking the homogeneity of the data is to determine whether the variance of the data for both groups (control and experimental) being studied is the same or different. The homogeneity of the data was assessed using *Levene's Test*. The result showed a significant value of 0.194 (> 0.05). It indicates that the data between the control and experimental groups were homogeneous.

Table 9. Homogeneity test result

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.733	1	48	.194
	Based on Median	1.202	1	48	.278
	Based on Median and with adjusted df	1.202	1	38.959	.280
	Based on trimmed mean	1.289	1	48	.262

Effectiveness of using YouTube animation video in improving students' vocabulary mastery.

To answer the first research question, the *Mann–Whitney U Test* was applied since the data were not normally distributed. This test compared the post-test scores of the experimental

and control groups to determine the effectiveness of using YouTube animation videos in improving students' vocabulary mastery. The mean post-test scores were 87.24 for the experimental group and 83.84 for the control group. The test result showed U = 288.500, Z = -0.474, and Asymp. Sig. (2-tailed) = 0.636, indicating that there was no statistically significant difference between the two groups.

Table 10. Mann-Whitney test result

	Class	N	Mean Rank	Sum of Ranks
Result	Post-test Control Class	25	24.54	613.50
	Post-test Experimental Class	25	26.46	661.50
	Total	50		

	Result
Mann-Whitney U	288.500
Wilcoxon W	613.500
Z	-.474
Asymp. Sig. (2-tailed)	.636

Significant difference in student scores after being taught using Youtube animation videos.

To answer the second research question, the *Wilcoxon Test* was applied since the data were not normally distributed. The average pre-test score of the experimental group was 72.92, which increased to 87.24 in the post-test. The test results showed 22 positive ranks, no negative ranks, and 3 ties, with Z = -4.117 and Asymp. Sig. (2-tailed) = 0.000, indicating a statistically significant difference between the pre-test and post-test scores.

Table 11. Wilcoxon test result

Post-test Experimental Group – Pre-test Experimental Group	N	Mean Rank	Sum of Ranks
Negative Ranks	0[a]	.00	.00
Positive Ranks	22[b]	11.50	253.00
Ties	3[c]		
Total	25		

	Post-test Experimental Group – Pre-test Experimental Group
Z	-4.117[b]
Asymp. Sig. (2-tailed)	.000

Discussion

This section discusses further based on the research findings that have been obtained. The discussion is focused on the effectiveness and significant results of using YouTube

animation videos for eighth-grade students at SMPN 1 Madukara, Banjarnegara, Central Java in the Academic Year of 2023/2024 to improve students' vocabulary mastery.

The first research question focused on the effectiveness of YouTube animation videos in improving students' vocabulary mastery. The results showed that the experimental group had a slightly higher post-test average score (87.24) compared to the control group (83.84). However, the Mann-Whitney test revealed that this difference was not statistically significant ($p = 0.636$). Even though the statistical result did not show a significant gap, the higher mean score suggests that the use of YouTube animation videos still had some positive effect on students' vocabulary learning.

This finding aligns with reports from other researchers. Kabooha and Elyas (2018) found that YouTube can enhance vocabulary comprehension and retention. Arndt and Woore (2018) also showed that video input helped learners strengthen their vocabulary. Studies conducted in the Indonesian context, such as Nawir, Tahir, and Baa (2022) and Maulana (2023) confirmed that YouTube-based materials improved vocabulary development. Other forms of media, like short stories (Oktaviani, 2019), Quizlet (Rahma & Dewi, 2022), and flashcards (Rachmadi et al., 2023), also proved effective in helping students. These studies indicate that students gain more when teachers use interactive and engaging media instead of traditional teaching methods.

Compared to these previous findings, the present study produced similar but less pronounced outcomes. While previous studies reported statistically significant improvements, this study found no significant difference, suggesting that the shorter treatment duration and the use of moral story animations might have reduced the immediate effect.

The second research question asked whether there was a significant improvement in the experimental group's vocabulary mastery before and after the use of YouTube animation videos. The Wilcoxon test result showed a clear improvement ($p = 0.000$), with the average score increasing from 72.92 to 87.24. This means that students made progress after learning with YouTube animations. Similar findings were reported by Setyatama (2020), who found that animation increased students' motivation and vocabulary learning. Munir (2016) and

Nanda and Sugiono (2020) also emphasized that animation helps students understand words better through visual and contextual support. Likewise, Syafrizal, Muhajir, and Pahamzah (2021), as well as Furqan and Shabir (2021), showed that animated media made classrooms more interactive and improved vocabulary outcomes.

Additional related studies support this finding. Julianti et al., (2022)and Fitri and Ma'rifah (2022), showed that animated videos can improve vocabulary mastery by making lessons more interesting. Zelamutia (2019) also found that even when the data were not normally distributed, students still made significant gains after learning with animation. Kiranti et al., (2022) reported that experimental groups improved significantly in their pre-test and post-test scores, even though the difference between groups was small.

On the other hand, Nanda and Sugiono (2020) and Maulana (2023) reported clearer differences between experimental and control groups. These differences can be explained by factors such as treatment length and the type of videos used. In this study, the treatment was only two sessions of 90 minutes each, while in Nanda and Sugiono (2020) it was five sessions, and in Maulana (2023) the treatment lasted seven weeks. In addition, this study used moral story animations with longer sentences, while Maulana (2023) used shorter, topic-focused videos that were easier to process.

These findings are consistent with most previous research showing that animated media significantly enhance students' vocabulary learning. Therefore, for the second research question, the alternative hypothesis (Ha) is accepted, while for the first research question, the null hypothesis (Ho) is accepted.

From a theoretical point of view, the results make sense. Nation (1990) argues that vocabulary learning works best when learners get repeated and meaningful input. Thornbury (2002) also points out that vocabulary is more easily remembered when learned in context. Mayer's (2001) multimedia learning theory explains that combining visuals and narration helps reduce cognitive load and strengthens memory. In this study, YouTube animations with moral stories gave students contextual and meaningful language and slowing down the video speed allowed them more time to process the sentences.

Overall, the discussion of both research questions confirms that YouTube animation videos are effective in improving students' vocabulary mastery within the experimental group, although the effect was not statistically stronger than the control group. This partially supports the proposed hypotheses.

Even though the results are encouraging, there are some limitations that need to be recognized. This study only focused on two aspects of vocabulary, meaning and word use, so it does not cover other aspects like spelling or pronunciation. The participants were also limited to 50 students from a single school, which makes it hard to generalize the findings. The treatment period was short, only two meetings, so the long-term impact was not measured. Finally, the use of slowed-down videos may not reflect how students normally watch YouTube.

In conclusion, this study shows that YouTube animation videos can help improve students' vocabulary mastery, especially in terms of meaning and usage. For the first research question, students in the experimental group did slightly better than those in the control group, although the difference was not significant. For the second research question, there was a clear and significant improvement between the pre-test and post-test scores of the experimental group. These results support what many previous studies and theories suggest: that multimedia and interactive tools can make vocabulary learning more effective. At the same time, future studies should include more participants, longer treatments, and different types of videos to give a more complete picture of how YouTube can support vocabulary learning.

CONCLUSION AND SUGGESTION

Conclusion

This study investigated the effectiveness of YouTube animation videos in improving eighth-grade students' vocabulary mastery at SMPN 1 Madukara, Banjarnegara. The first research question examined whether there was a significant difference between students taught with YouTube animation videos and those taught using conventional methods. The findings showed that the experimental group obtained a higher mean post-test score (87.24)

compared to the control group (83.84). However, the Mann-Whitney test indicated that the difference was not statistically significant (p = 0.636). This suggests that while YouTube animation videos provided a positive impact, they did not lead to a significant difference between groups.

The second research question focused on whether there was a significant improvement in the experimental group before and after the treatment. The Wilcoxon test showed a clear and significant improvement (p = 0.000), with the average score rising from 72.92 on the pre-test to 87.24 on the post-test. This indicates that the use of YouTube animation videos effectively enhanced students' vocabulary mastery within the experimental group.

Limitation

Despite these findings, the study has several limitations. First, it only examined two aspects of vocabulary mastery—meaning and word use—while other important aspects such as spelling, pronunciation, and word formation were not assessed. Second, the participants were limited to 50 students from a single school, making it difficult to generalize the findings to broader populations. Finally, the treatment was conducted in only two sessions of 90 minutes each, which may not have been sufficient to capture the long-term effect of the intervention.

Implication

The findings of this study provide several implications for practice and theory. For English teachers, YouTube animation videos can be considered as an alternative medium to support vocabulary teaching, particularly in the aspects of meaning and word use. The use of audiovisual content can make lessons more engaging and provide contextualized input that supports language learning. For future research, it is suggested to extend the duration of treatment, involve larger and more diverse samples, and explore different types of videos, including those that target other aspects of vocabulary mastery. Through such efforts, future studies can offer a more comprehensive understanding of the role of YouTube videos in vocabulary learning.

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