

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
SHORT VIDEOS AS LEARNING MEDIA AT NURUL IMAN ISLAMIC
BOARDING SCHOOL PURWOREJO**

(Undergraduate Thesis)

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025**

ABSTRACT

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SHORT VIDEOS AS LEARNING MEDIA AT NURUL IMAN ISLAMIC BOARDING SCHOOL PURWOREJO

By:

MUHAMMAD MIFTAHUL LUTHFI RAFLI

This study investigates the effectiveness of short videos as a teaching media to enhance students' vocabulary mastery at Nurul Iman Islamic Boarding School Purworejo. Employing a quantitative approach with a one-group pre-test and post-test design, 20 students from Class 9A were selected as participants. A vocabulary test served as the primary instrument for data collection, measuring student performance before and after the treatment. The findings revealed a significant improvement in vocabulary mastery, with mean rank increasing from 11.30 in the pre-test to 29.70 in the post-test, yielding a gain of 18.40 points. Statistical analysis confirmed the improvement's significance ($p\text{-value} < 0.05$). The use of short videos not only facilitated effective vocabulary acquisition but also increased student engagement and interest in the learning process. These results underscore the potential of integrating multimedia tools into language education, particularly in enhancing vocabulary learning outcomes in Islamic boarding school settings.

Keywords: short videos, vocabulary mastery, language learning, Islamic boarding school, multimedia tools.

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By:

Muhammad Miftahul Luthfi Rafli

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**Submitted in Partial Fulfillment of
The Requirements for S-1 Degree**

In

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Faculty of Teacher Training and Education**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : **IMPROVING STUDENTS' VOCABULARY
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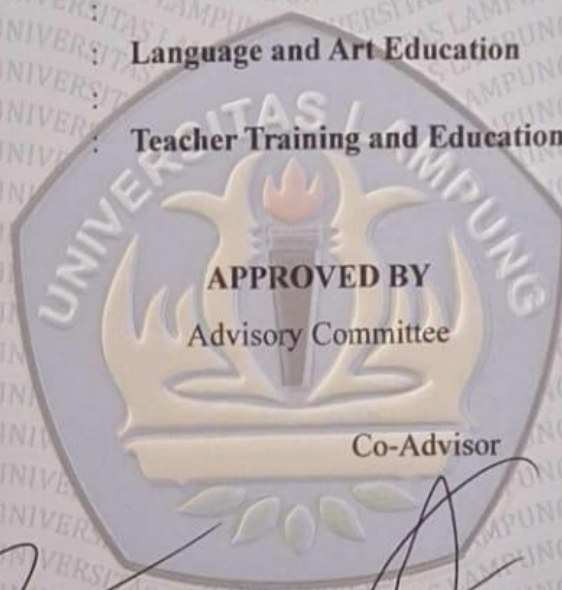
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Menyatakan bahwa skripsi ini adalah karya dari penelitian saya sendiri. Sepanjang pengetahuan dan dengan penuh kesadaran saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak sesuai dengan apa yang ada, maka saya akan bertanggung jawab sepenuhnya.

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CURRICULUM VITAE

Muhammad Miftahul Luthfi Rafli was born in Banyumas, Pringsewu, on July 5th, 2001. He is the first child of four children of Refi Endri and Ely Darti. He has two brothers, Muhammad Miftahul Zaky Refli and Muhammad Miftahul Hasby Refli, and a sister, Sayra Puti Rahma Madina.

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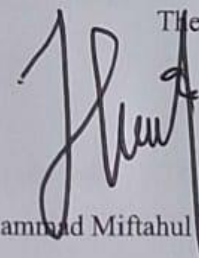
During his studies at Lampung University, he was also active in several student organizations. In 2021, he became a member of FPPI FKIP (*Forum Pembinaan dan Pengkajian Islam*). In 2022, he was appointed as one of the organization's leaders in the Secretariat and Mosque. In the same year, he became a member of the public relations department at SEEDS FKIP. In the same year, he also became one of the leaders in the external campus organization, namely PK IMM (*Pimpinan Komisariat Ikatan Mahasiswa Muhammadiyah*), and became the head of Research

and Scientific Development. In 2023, he registered as a member of The DPM (*Dewan Perwakilan Mahasiswa*) FKIP and was elected as a member of Commission 1, which is responsible for Advocacy and legislation.

To complete his study, he conducted his research by using short videos as learning media to improve students' vocabulary mastery in the ninth-grade students' at Nurul Iman Islamic Boarding School Purworejo,

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The Researcher

A handwritten signature in black ink, appearing to read 'Muhammad Miftahul Luthfi Rafli', written over the printed name.

Muhammad Miftahul Luthfi Rafli

MOTTO

- مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا، سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ -

(رواه مسلم)

“Whoever takes a path to seek knowledge, Allah will make the path to Paradise easy for him.”

(Muslim)

DEDICATION

In the name of Allah *subhanahu wata'ala*, The researcher dedicate this thesis to
his dear family, lecturers, friends and himself.

ACKNOWLEDGEMENT

Alhamdulillah *rabbil 'aalameen*, all praise be to Allah *ta'ala*. Because of His mercy and grace, the author could complete this thesis titled “Improving Students' Vocabulary Mastery Through Short Videos as Learning Media at Nurul Iman Islamic Boarding School Purworejo.” This thesis was presented to the English Education Study Program, Language and Arts Education Department, University of Lampung, as one of the requirements for the S-1 degree.

In completing this thesis, the writer acknowledges that lots of help and support have been given from them. The writer would like to express her deepest gratitude and appreciation to:

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Finally, the writer realizes that this script still has some weaknesses. Therefore, criticism and suggestions are needed to improve it. Hopefully, this script can contribute to readers or those who want to conduct further research in the same case.

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I. INTRODUCTION

This chapter explained some preliminaries about the research to be carried out such as background, research question, and definition of terms.

1.1 Background

Language is one of the most crucial components of communication, which is employed as a medium of exchange between all countries in the globe. The Oxford Learner's Pocket Dictionary (2008) defines language as a people's system of speaking and writing that is specific to a given nation. We utilize it to express our ideas, feelings, and thoughts to one another as well as to solve problems and communicate with one another. Stated differently, language plays a critical role in facilitating our daily tasks. Additionally, language is the system of arbitrary signals—such as sounds, gestures, or written symbols—that are used to communicate thoughts and feelings.

Vocabulary is one important aspect of learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Mastering vocabulary will help them to improve other English knowledge, as mentioned by Jennings (1978): “If you already have an interesting word (vocabulary), using them can improve your reading, writing, talking and thinking.” From the quotation above, we can take a reference that the basic component, which must be mastered by them to get a success in learning English is vocabulary. They will find some difficulties in their learning process without mastering it since most learning activities, such as listening, reading, thinking, and talking, need a large and solid vocabulary. As it is

stated by Micheal Bennet (1991), “Yet everyone, especially the English learners’ need a large vocabulary to succeed in their learning process because reading and listening are the ways they learn.”

English language teaching has long emphasized the importance of vocabulary acquisition, as vocabulary serves as a fundamental component of language proficiency (Nation, 2001). A strong vocabulary allows learners to comprehend texts, express their ideas clearly, and engage in meaningful communication. Without adequate vocabulary knowledge, students may struggle with reading comprehension, writing fluency, and verbal communication, which are crucial for language learning success. Therefore, vocabulary instruction plays a central role in English language education.

Vocabulary mastery refers to a learner’s ability to understand, recall, and effectively use words in various contexts. Mastering vocabulary is not just about memorizing word lists but also about internalizing word meanings, usage, pronunciation, and collocations (Schmitt, 2000). Effective vocabulary instruction should provide learners with repeated exposure, contextual learning, and active engagement with new words to ensure retention and practical application. Traditional vocabulary teaching methods, such as rote memorization and dictionary-based learning, often fail to provide meaningful contexts for vocabulary acquisition, making it challenging for students to retain and apply new words in communication.

One effective approach to enhancing vocabulary mastery is through the use of short videos as a teaching medium. Short videos integrate visual and auditory elements, making vocabulary learning more engaging and contextually rich (Mayer, 2009). The Dual Coding Theory (Paivio, 1986) supports the idea that learners process information better when they receive it through both verbal and visual channels, reinforcing word retention and comprehension. Videos provide authentic language exposure, helping students understand pronunciation, intonation, and contextual word usage more effectively than traditional methods (Sherman, 2003).

Using short videos in English vocabulary instruction aligns with modern pedagogical approaches that emphasize technology-enhanced and student-centered learning (Wang, 2015). Videos cater to different learning styles, making vocabulary

learning more accessible and engaging for visual and auditory learners alike. Additionally, digital platforms offer teachers a wide range of short video content that can be tailored to different proficiency levels and learning objectives. This approach not only improves vocabulary retention but also fosters motivation and enthusiasm among students (Zarei & Rohani, 2019).

In 2020, Yawiloeng explored the effects of English vocabulary videos on Thai EFL learners' L2 vocabulary acquisition, revealing that students gained vocabulary knowledge after viewing videos with captions, images, and audio related to the target language. The students preferred learning unfamiliar vocabulary through videos containing both L1 and L2 captions, interesting and related images, and proper audio volume. However, interviews uncovered obstacles such as loud background music, irrelevant or uninteresting images, and problematic captions (e.g., too long, fast, small, or formal).

The findings support Mayer's (2005), Cognitive Theory of Multimedia Learning (CTML) principle that combining words and pictures is more effective than using words alone. This aligns with previous research by Ashcroft, Garner, and Hadingham (2022), who found that multimedia presentations facilitate L2 vocabulary acquisition by providing both visual and audio information. The study suggests that EFL teachers can enhance vocabulary acquisition by using multimedia materials and that developers should create engaging content with appropriate captions, images, and audio. The study also highlights the potential of Mobile-Assisted Language Learning (MALL) as an effective and motivating tool for L2 vocabulary learning, providing opportunities for language acquisition outside the classroom (Gurkan, 2018). Future research should focus on the quality and user-friendliness of multimedia materials to ensure effective and enjoyable language learning experiences (Khazaie, 2011).

Ashcroft et al. (2018) found that students gained an average of 1.77 new words (4.2%) after watching full-length movies. This suggests that movies can help with incidental vocabulary learning, even at later stages of acquisition. Despite the study's broad measurement methods, the results indicate that watching movies

contributes to vocabulary growth. Given the popularity of movies, this study highlights their potential as a useful tool for vocabulary learning.

Khadawardi (2022), in the results of his study indicated that participants effectively learned, understood, and recalled L2 vocabulary after watching subtitled movie clips, with post-test scores surpassing those from traditional teaching methods. Additionally, watching movie clips boosted participants' motivation to learn L2 vocabulary and engagement in online English classes. This supports the cognitive theory of multimedia learning, which posits that presenting knowledge through both visual and auditory channels provides a more effective learning experience. These findings align with previous research by Ashcroft, Garner, and Hadingham, who also found that watching movies leads to incidental vocabulary gains. The current study further suggests that multimedia-based pedagogical strategies can positively impact L2 vocabulary learning and retention and that learners perceive subtitled movie clips as an engaging and motivating tool for vocabulary acquisition.

Based on several studies from the researchers above showed that the use of short videos such as animations, movies, and movie clips in English language learning could improve students' vocabulary mastery. Active and interesting learning will make learning more effective, one of which is by using technological media. In this era of developing times and technology, it certainly requires teachers to be able to keep up with the existing currents, including trends, etc. By knowing what students are interested in, they will be able to learn more. Knowing what students are interested in will certainly make students more motivated and interested in learning in class, one of which is watching short videos or movies.

In KBBI, an Islamic boarding school, commonly called *Pesantren*, is a dormitory where santri or where students study the Koran, etc., *Pondok*. with *Pondok*, *Pesantren* comes from the word *santri*, with the prefix *pe* in front and the suffix *a* meaning a place where *santri* live. *Pesantren* generally requires students to use foreign languages such as Arabic and English in their daily lives. However, in practice, the use of Arabic is more prominent than English, thus making students less interested in English. English is also no less important to use in daily life to

support future careers. in Islamic boarding school students, this is indeed a natural thing because the books they study are also sourced from Arabic, which is Arabic.

This was certainly not a mistake; learning from the best and most authentic sources is our obligation as a student because if learning is not sourced from a trusted source, it is feared that later, a student will be lost in the breadth of knowledge. Perhaps this could be the cause of why students in Islamic boarding schools underestimate the importance of English for their future lives because of the inclination toward Arabic. This is certainly a challenge for teachers, especially teachers in *Pesantren*, to educate the importance of English in the lives of students. This is also based on the proposition that we must balance the life of the hereafter and the world. So, it is obligatory for teachers to educate students to harmonize the life of the world and the hereafter, pursuing the world to support the life of the hereafter.

Another reason is that *Pesantren* regulations generally prohibit students from carrying gadgets in any form, thus making students who have asked for something, especially English. Accessing the internet world can open up a very wide world of knowledge, even though existing technology still has a negative impact on students, especially in *Pesantren*. However, this certainly does not apply to teachers, they are still allowed to bring devices in the *Pesantren* environment. Therefore, this is also a challenge for teachers in *Pesantren* to utilize interactive and effective learning media to support classroom learning for students. In the end, the purpose of this research was to examine how students' mastery of English vocabulary in *Pesantren* can be improved using short videos as learning media.

1.2 Research Question

The research question that could be formulated based on the explanation above was “Is there any significant improvement of students’ vocabulary mastery after being taught by using short video as a learning media?”

1.3 Objectives

The objective of the research was to find out whether there is any significant improvement of students' vocabulary mastery after being taught by using short video as a learning media.

1.4 Uses

1. Theoretically, it could support and strengthen some previous research that improve students' vocabulary mastery by using short movie as learning media.
2. Practically, it could be advantageous for English teachers to determine the teaching media, in this case, by using short videos to help his/her students improve their vocabulary mastery.

1.5 Scope of The Research

This research was made to pay attention to how the impact of learning English, especially vocabulary mastery, can be improved by using short videos as a media. Some studies focus on learning in public schools, but in this study, researchers focused on examining students in Islamic boarding schools because in general, Islamic boarding school claimed that they familiarize students with using foreign languages such as English, Arabic, and others. However, the implementation is not optimal due to several things, as researchers explained above. This study is aimed at how short movies as media could improve students' speaking skills in middle school by considering the results, advantages and disadvantages, and suggestions of previous researchers.

1.6 Definition of Terms

1. Improve

Improve is a term that means better. the word improve is used to indicate an increase in the quality of an object.

2. Vocabulary Mastery

knowledge in interpreting words. Not only how many words are known but how the vocabulary can be used, being able to multiply words, understand words, and be able to integrate words.

3. Short Movie

A film with a low running time. The Academy of Motion Picture Arts and Sciences defines a short film as "an original motion picture that has a running time of not more than 30 minutes, including all credits."

4. Islamic Boarding School/ Pesantren

Islamic Boarding School/ Pesantren (or pesantrian) is a traditional Islamic educational institution where students live together and study under the guidance of teachers who are better known as kyai (religious leaders) and have dormitories for students to stay overnight.

Research on the use of drama classics has indeed been done before, but researchers want to try to find solutions to some of the problems faced by previous researchers in this study. So further discussion will be elaborated in the next chapter.

II. LITERATURE REVIEW

This chapter discussed more deeply about learning using short movie as a learning media. Starting by describing each component, strengths, weaknesses, and other features then concluding with the researcher's own opinion. Then it combined the two components and compare them with existing research considering the impact and effectiveness of previous research and implementing it in the research to be carried out.

2.1 Vocabulary Mastery

Vocabulary mastery is a fundamental aspect of English language teaching, playing a crucial role in learners' overall language proficiency. It involves not just the ability to recognize and recall words but also understanding their meanings, uses, and nuances in different contexts. Mastery implies that learners can use vocabulary accurately and appropriately in speaking, writing, reading, and listening. According to Nation (2001), well-rounded vocabulary instruction should include several components: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

Effective vocabulary teaching methods often incorporate a mix of direct and indirect approaches. Direct methods include explicit teaching of vocabulary through definitions, synonyms, antonyms, and usage examples. Teachers may use tools like flashcards, word lists, and vocabulary exercises to reinforce learning. Indirect methods involve exposing students to new vocabulary through reading, listening, and interaction. Incidental learning, which occurs when students encounter new words in meaningful contexts, is also an important aspect of

vocabulary acquisition. Stahl and Nagy (2006) emphasize that repeated exposure to words in various contexts helps solidify understanding and retention.

Contextual learning is vital for vocabulary mastery. This approach encourages students to infer the meaning of new words from the context in which they appear. It promotes deeper understanding and helps learners develop strategies for dealing with unfamiliar vocabulary independently. For instance, using authentic materials such as news articles, stories, and dialogues can provide rich contexts for vocabulary learning. Graves (2006) suggests that engaging students with diverse texts can enhance their ability to grasp and use new vocabulary effectively.

Technology has also become an invaluable tool in vocabulary teaching. Digital platforms and apps offer interactive and engaging ways for students to practice and expand their vocabulary. Tools like Quizlet, Memrise, and vocabulary games can provide personalized learning experiences and immediate feedback. Schmitt (2008) notes that technology can facilitate spaced repetition, a technique proven to enhance long-term vocabulary retention by systematically reviewing words at increasing intervals. Vocabulary mastery in English teaching is multifaceted, requiring a balance of direct instruction, contextual learning, and the use of technology. By combining these approaches, teachers can help students build a robust vocabulary, enabling them to communicate more effectively and confidently in English.

Scrivener (2005) identifies five key roles of vocabulary:

- a. Vocabulary is vital and should be systematically addressed as a separate entity.
- b. Learners should distinguish between vocabulary for active use and passive recognition.
- c. Completing assignments can be challenging if learners have only recently encountered new vocabulary.
- d. Learners should focus on longer and multi-word expressions, not just single-word lexical items.
- e. Learners should be trained in using English-English dictionaries, which are essential tools for independent study.

2.1.1 Types of Vocabulary

Haycraft (1978) categorized vocabulary into two types: active and passive. Active vocabulary consists of words that students are familiar with and commonly use, while passive vocabulary includes words that students know but do not yet use actively. Furthermore, Finocchiaro (1974) defined vocabulary as the essential and functional words of a language that are learned thoroughly enough to be used in any form of communication.

Content words are divided into four categories: verbs, adverbs, nouns, and adjectives.

1. Verbs: Words that describe actions, such as study, work, run, etc.
2. Adverbs: Words that provide information about how, when, or where something happens. Adverbs are divided into five types:
 - a. Adverbs of time: Indicate timing, e.g., now, yesterday, tomorrow, later.
 - b. Adverbs of manner: Describe conditions or how events happen, e.g., quickly, sadly, politely, loudly.
 - c. Adverbs of place: Indicate locations, e.g., here, there, above, below, inside.
 - d. Adverbs of degree: Express levels or intensity, e.g., too, almost, quiet, just.
 - e. Adverbs of frequency: Indicate how often activities occur, e.g., always, rarely, never, normally.
3. Nouns: Words that name objects, persons, places, or things, e.g., person, place, thing.
4. Adjectives: Words that describe objects, persons, or things, e.g., big, beautiful, amazing.

Function words are divided into eight categories, including determiners, conjunctions, pronouns, prepositions, modals, qualifiers, auxiliary verbs, and question words.

1. Articles: Define nouns as specific or unspecific, e.g., a, an, the.
2. Conjunctions: Connect words, phrases, or clauses, e.g., and, but, yet, or, so, however, because.
3. Pronouns: Replace nouns in sentences. Types of pronouns include:
 - a. Possessive pronouns: mine, yours, his, hers, ours, theirs.
 - b. Personal pronouns: I, you, they, we, she, he, it, me, us, them.
 - c. Relative pronouns: who, whom, which, what, that.
 - d. Reflexive pronouns: myself, yourself, itself, ourselves, themselves.
 - e. Intensive pronouns: myself, yourself, itself, ourselves, themselves.
 - f. Indefinite pronouns: anyone, everybody, somebody, nothing.
 - g. Demonstrative pronouns: that, those, this, these.
 - h. Interrogative pronouns: who, whom, what, which, whose.
 - i. Reciprocal pronouns: each other, one another.
 - j. Singular pronouns: I, she, he, it, one, this, someone, anyone.
 - k. Plural pronouns: they, we, them, us, ourselves, themselves, those, these, many, several.
4. Prepositions: Words used before nouns, pronouns, or noun phrases to show location or direction, e.g., in, at, on, between, and among.
5. Modals: Express conditions, e.g., can, could, may, might, will, shall, would, should.
6. Qualifiers: Show the degree of adjectives or verbs, e.g., very, too, quite, really.

7. Auxiliary verbs: Express distinctions in tense, aspect, mood, etc. Types include:
 - a. To be: is, am, are, was, were, being, been, will be.
 - b. To have: has, have, had, having, will have.
 - c. To do: does, do, did, will do.
8. Question words: Used to ask for information, e.g., what, when, where, why, who, how.

2.1.2 Aspects of Vocabulary

When learning English vocabulary, learners need to understand various aspects of vocabulary. These aspects include meaning, spelling, pronunciation, word classes, and word use.

1. Meaning: Learners need to understand the meanings of words to use them correctly and effectively.
2. Spelling: Proper spelling aids in reading, as it reinforces the connection between letters and sounds. Teachers should help learners spell and pronounce words correctly. English spelling can be challenging because many words are pronounced differently than they are written.
3. Pronunciation: Pronunciation can be difficult to master since it is not always directly related to spelling. Some words have only one pronunciation, while others may have multiple pronunciations.
4. Word Classes: These are categories of words, such as verbs, adverbs, nouns, prepositions, and adjectives.
5. Word Use: This refers to how words are used in context within the language.

From some explanations of the types of vocabulary above, the researcher will take 4 aspects of the types of vocabulary above as research materials used to test the

improvement of vocabulary mastery through short videos. The 4 aspects will be combined in the learning materials and pretest-posttest of the research.

2.2 Teaching of Vocabulary

Teaching vocabulary is a critical component of language education, essential for students to develop strong reading, writing, listening, and speaking skills. Effective vocabulary instruction encompasses various strategies to help students acquire, retain, and use new words proficiently. According to Graves (2006), a comprehensive approach to vocabulary teaching includes direct instruction of specific words, teaching word-learning strategies, fostering word consciousness, and providing rich and varied language experiences. Direct instruction involves explicitly teaching words, their meanings, and how to use them in context. This method often includes the use of definitions, synonyms, antonyms, and example sentences to deepen understanding.

Indirect vocabulary teaching is equally important, involving the exposure of students to new words through extensive reading, listening, and interaction. This method relies on the natural acquisition of vocabulary through meaningful contexts, helping students infer meanings and understand usage intuitively. Nagy (1988) emphasizes the role of extensive reading in vocabulary development, highlighting that students who are regularly exposed to diverse texts are more likely to encounter and learn new words incidentally. This incidental learning is crucial for vocabulary growth, as it occurs in context and reinforces the natural use of language.

Both direct and indirect methods benefit from the integration of technology in vocabulary instruction. Digital tools and platforms offer interactive and engaging ways for students to practice and expand their vocabulary. Online games, quizzes, and flashcards can provide immediate feedback and personalized learning experiences, making vocabulary acquisition more dynamic and effective. The use of multimedia resources, such as videos and podcasts, also enriches the learning experience by providing authentic language contexts and diverse linguistic inputs. Graves (2006) suggests that leveraging technology can enhance vocabulary

instruction by offering varied and repeated exposure to new words, thus improving retention and usage.

In conclusion, teaching vocabulary effectively requires a balanced approach that includes both direct and indirect methods. By combining explicit instruction with extensive reading and the use of technology, educators can help students build a robust vocabulary, which is essential for overall language proficiency and academic success.

2.3 Short Video

A short video is typically defined as a brief visual media piece that is shorter in duration than a traditional full-length film, often ranging from a few seconds to about 30 minutes. These videos are utilized in various contexts, including education, entertainment, and social media, to convey messages succinctly and effectively. Short videos can be live-action, animated, or a combination of both, designed to capture the audience's attention quickly due to their brevity. They offer a compact and efficient way to present information, tell a story, or engage viewers without requiring a significant time commitment.

According to Bordwell and Thompson (2013) in their book *"Film Art: An Introduction,"* short films are compact narratives or non-narrative pieces that can effectively communicate a story, concept, or message within a limited time frame, usually under 30 minutes. This definition highlights the ability of short videos to deliver meaningful content concisely, making them a valuable tool in various forms of media communication.

Beaty (2016), in *"Twelve-Cent Archie,"* discusses the role of short videos in modern media, emphasizing their capability to deliver concise and impactful content. He notes that short videos are particularly suitable for digital platforms and contemporary audiences who favor brief and engaging visual experiences. This insight underscores the relevance and popularity of short videos in the fast-paced digital age where audience attention spans are often limited.

In “*Film Directing Shot by Shot: Visualizing from Concept to Screen*,” Katz (2016) highlights the creative and technical aspects of producing short videos. He notes that these videos often serve as a testing ground for new filmmakers to showcase their skills and innovative storytelling techniques within a limited duration. This perspective emphasizes the importance of short videos in the film industry as a medium for experimentation and skill development.

These sources collectively underscore the definition of short videos as brief yet potent visual media forms that leverage their limited runtime to deliver impactful content across various domains. They highlight the versatility and effectiveness of short videos in capturing attention, conveying messages, and showcasing creative talents.

2.4 Teaching Vocabulary Through Short Video

In 2020, Yawiloeng found that Thai EFL learners improved their vocabulary after watching videos with captions, images, and audio. Students preferred videos with both L1 and L2 captions, interesting images, and clear audio. However, some issues, like loud background music and difficult-to-read captions, were noted. This supports Mayer's (2005) Cognitive Theory of Multimedia Learning, which says combining words and pictures is better for learning. The study suggests teachers use multimedia to enhance vocabulary learning and that developers should create engaging and clear content. Mobile-Assisted Language Learning (MALL) is also highlighted as a useful tool for learning outside the classroom.

Ashcroft et al. (2018) found that students learned an average of 1.77 new words (4.2%) per student after watching full-length movies. This indicates that watching movies can help with vocabulary learning, even if the learning is incidental. Given the popularity of movies, this method is a promising tool for vocabulary acquisition.

Khadawardi (2022) discovered that students learned and remembered vocabulary better after watching subtitled movie clips compared to traditional methods. Watching these clips also boosted students' motivation and engagement in online classes. This supports the idea that using both visual and audio information

enhances learning. The study suggests that multimedia teaching strategies can effectively improve vocabulary learning and retention and that students find subtitled clips engaging and motivating.

In this study, researchers have examined Islamic boarding school students. In general, Islamic boarding schools offer skills using foreign languages in the daily lives of students, such as Arabic and English, which, in its application, the use of Arabic is more likely than English. English is an international language that is very useful in supporting students' careers in the future. Combining existing technology with the ability of students in Pesantren and adjusting to existing regulations. Teachers are required to actively use interactive learning media so that students can be motivated during learning.

2.5 Procedure Text

A procedure text is a type of writing that provides step-by-step instructions on how to accomplish a task, make something, or perform an activity. According to Anderson and Anderson (1998), procedure texts aim to explain how something is done through a logical sequence of actions. They are commonly found in manuals, recipes, scientific experiments, and instructional guides. The concept of a procedure text revolves around its structure, which typically consists of three main parts:

1. Goal, which states the purpose of the procedure.
2. Materials, which lists the tools or ingredients required.
3. Steps, which provide a sequence of actions to follow.

Derewianka (1990) emphasizes that the language features of a procedure text include action verbs, imperative sentences, chronological order, and technical terms to ensure clarity and precision in instructions.

Knapp and Watkins (2005) further explain that procedure texts serve a practical function, guiding the reader through a series of actions to achieve a specific outcome. They highlight that coherence and cohesion are crucial in such texts, ensuring that instructions are easy to follow. The use of clear formatting, such as bullet points and numbering, also enhances readability.

2.6 Translation as One of the Aspects of Vocabulary Mastery

Translating plays a crucial role in vocabulary mastery as it enables learners to bridge the gap between their first language (L1) and the target language (L2). According to Nation (2001), translation helps learners understand the meanings of words and their appropriate usage in different contexts. When students encounter new vocabulary, translating these words into their native language allows them to grasp their meanings more effectively, leading to better retention and application. Additionally, Schmitt (2000) emphasizes that translation is particularly beneficial for beginners as it provides a direct and clear way to comprehend unfamiliar words.

Furthermore, translation contributes to vocabulary development by enhancing learners' ability to recognize word forms, meanings, and usage. Cook (2010) argues that translation exercises improve students' ability to differentiate between synonyms, idiomatic expressions, and collocations. This is essential for deep vocabulary knowledge, which is a key factor in language proficiency. Additionally, Nation (2013) highlights that translation can serve as a memory aid, reinforcing word retention through repeated exposure in both L1 and L2.

However, excessive reliance on translation may hinder vocabulary acquisition in the long run. According to Harmer (2007), overuse of translation can prevent learners from thinking directly in the target language, which is essential for fluency. Therefore, while translation is an effective strategy for vocabulary mastery, it should be complemented with other techniques such as context-based learning and extensive reading.

2.7 Procedure of Teaching Vocabulary Through Short Video

In practical classroom implementation, the following steps have been carried out:

1. Students were asked to watch a video about the procedure for making beef rendang (<https://vt.tiktok.com/ZSj1D4JoX/>). Then, they were instructed to identify the content of the video, and the teacher asked about the purpose of the video.

2. Students paid attention to the teacher's explanation of procedural texts and their linguistic features, such as nouns, verbs, adjectives, and adverbs.
3. Students were grouped into teams of four, watched another video on how to make rendang (<https://youtu.be/iS8YyFUyP90?si=hBCsbUrNmtq-wlDs>), and discussed the ingredients and steps for making rendang. Each group presented their findings to the class.
4. Students watched a short video on the procedure for making chicken rica-rica (<https://youtu.be/Kk1t9DqlGYk?si=XgeupGMD1FpAGfGH>) and identified the linguistic elements in the video. They then discussed the results in groups and presented their work to the class.
5. Students worked on a worksheet that involved matching words with their synonyms.
6. The teacher engaged students in a word puzzle game (<https://thewordsearch.com/>).
7. Students watched several videos on making handicrafts to review the material taught in the previous meetings.
8. Students completed a worksheet that required matching words with their antonyms and filling in blanks in a story with the most appropriate words.
9. Students regrouped and were asked to create a short procedural text about making or doing something. They then produced a short video about their task.

2.8 Advantages and Disadvantages of Teaching Vocabulary Through Short Video

2.6.1 Advantages of Teaching Vocabulary Through Short Video

1. Enhanced Engagement and Motivation.

Short videos capture students' attention and interest, making the learning process more enjoyable and engaging. This can lead to increased motivation to

learn and participate in class activities. Khadawardi (2022) found that animated movie clips boosted students' motivation and engagement in online English classes.

2. Contextual Learning.

Videos provide a rich context for vocabulary, allowing students to see and hear how words are used in real-life situations, which helps with better understanding and retention of new vocabulary. Yawiloeng (2020) showed that students preferred learning vocabulary through videos with captions, images, and audio, supporting the Cognitive Theory of Multimedia Learning (Mayer, 2005).

3. Multisensory Experience:

Short videos engage multiple senses (visual and auditory), enhancing memory retention and comprehension. This approach aligns with cognitive theories that suggest combining words and pictures is more effective for learning. Mayer (2005) in his Cognitive Theory of Multimedia Learning.

4. Incidental Vocabulary Learning.

Students can acquire new vocabulary incidentally while focusing on the content of the video, rather than through direct instruction. This natural acquisition can be more effective and less stressful for learners. Ashcroft et al. (2018) found that watching movies can lead to incidental vocabulary gains.

5. Flexibility and Accessibility.

Short videos are widely available and can be accessed on various platforms, making them a flexible and convenient resource for both teachers and students. They can be used in different teaching settings, including in-class and online learning environments. Gurkan (2018) highlighted the potential of Mobile-Assisted Language Learning (MALL) for providing language learning opportunities outside the classroom.

2.6.2 Disadvantages of Teaching Vocabulary Through Short Video

1. Distractions and Irrelevant Content:

Issues such as loud background music, irrelevant or uninteresting images, and problematic captions can distract students and hinder their learning. Ensuring that the video content is relevant and engaging is crucial. Yawiloeng (2020) identified obstacles such as loud background music and irrelevant images as issues in using videos for vocabulary learning.

2. Variable Quality:

The quality of short videos can vary significantly, and not all available content is suitable for educational purposes. Teachers need to carefully select high-quality videos that effectively support vocabulary learning. Khazaie (2011) emphasized the importance of the quality and user-friendliness of multimedia materials in language learning.

3. Technical Issues:

Technical problems such as poor video resolution, audio issues, and compatibility with different devices can disrupt the learning process. Ensuring reliable technology and resources is essential. Various studies, including Yawiloeng (2020), have pointed out the importance of technical quality in multimedia learning.

4. Time Constraints:

Even though short videos are brief, they still require time to watch and discuss. Integrating them into the curriculum without sacrificing other important activities can be challenging. This challenge is often mentioned in the broader context of multimedia use in education (Graves, 2006).

5. Need for Teacher Expertise:

Teachers need to be skilled in selecting appropriate videos and integrating them effectively into their lessons. This requires additional training and preparation

time. Schmitt (2008) discusses the need for teacher expertise in using multimedia for vocabulary instruction.

2.9 Theoretical Assumption

A strong influence of social interaction and cultural background on cognitive development. This approach states that students construct knowledge and language proficiency by engaging with their social environment. In the context of using short movies as learning media of instruction, students enter a sociocultural environment where they negotiate meaning, interact with peers, and embody character, which contributes significantly to language acquisition and the development of communicative competence.

Combining these theoretical underpinnings, the assumption is that utilizing short movie as learning media of instruction will create a dynamic and experiential learning environment. Students are empowered to actively engage, interact and internalize the linguistic and sociocultural dimensions of language. This deep learning approach effectively fosters vocabulary mastery in a contextualized and meaningful way. Therefore, this instructional strategy is aligned with the contemporary paradigm of language teaching and learning, which emphasizes communicative competence and the development of functional language skills.

2.10 Hypothesis

Speaking of quantitative research, it is necessary to formulate a hypothesis based on the problems that have been formulated in the first chapter. Based on the problems that have been found in the first chapter, the hypotheses proposed in this study:

1. H₀: There is no significant improvement in students' vocabulary mastery after the students are taught by using short movies as learning media.
2. H₁: There is a significant improvement in students' vocabulary mastery after the students are taught by using short movies as learning media.

III. METHOD

METHOD

In accordance with the title of this project, the main objective of this study is to prove whether students' English vocabulary mastery could be improved by using short movies as an English learning media at an Islamic boarding school. Besides the purpose of the research, this chapter also described the population and sample of the research, the variables, the method of collecting data, and the instruments that were used to collect the data.

3.1 Design

In conducted this research, the researcher conducted quantitative research using one group pretest-posttest design proposed by Setiyadi (2018). This design was used to answer the research question: Is there any significant improvement in students' vocabulary mastery after being taught through short videos as learning media? The students were given a pre-test before the treatment and a post-test after the treatment in this research. The research design as follows:

T1 X T2

T1 : Pre-test for students' vocabulary mastery before the treatment by using short video as learning media is given

X : The treatments given by the researcher using short videos to improve students' vocabulary mastery.

T2 : Post-test for students' vocabulary mastery after the treatment by using short video as learning media is given

3.2 Population and Sample

In this research, the population was the students of Nurul Iman Islamic Boarding School in the third grade. For the sample, it will be students from class IX A (putra), which consists of 20 students.

3.3 Instrument of Research

An instrument is a device used to gather data. Vocabulary tests (pre-test and post-test) served as the research tool. The researcher tested the participants' knowledge of nouns, verbs, adjectives, and adverbs. The students had to select the correct response out of four possible answers (a, b, c, and d) for each of the 40 questions. By consulting with English lecturers and teachers at Nurul Iman Islamic Boarding School Purworejo, the researcher chooses the appropriate vocabulary. The test's objective is to assess students' vocabulary and vocabulary knowledge in English. Before starting the treatment, the pre-test was administered. Additionally, the post-test was carried out after the treatment by the researcher.

3.3.1 Validity

Setiyadi (2013) defined validity as an instrument that must show well that instrument measures are supposed to be measured. Setiyadi (2013) also stated that there are five types of a valid instrument, namely: face validity, content validity, predictive validity, construct validity, and concurrent validity. In this research, the researcher will use two types of validity that will provide evidence to achieve the validity of the test. The types of validity are as below:

- a. Content validity refers to indicators of the assessment instrument and whether it is fully representative of the material that will be measured. A test will have content validity if it covers an appropriate sample of the content structure relevant to the test objectives. That is, the material used must be in accordance with the basic competencies in the syllabus of grade nine junior high schools. This material is appropriate because compiled the

material based on the learning objectives in the ninth-grade high school syllabus.

- b. Construct validity pertains to whether a test aligns with the underlying theory of vocabulary, ensuring it accurately reflects the concept of vocabulary achievement. As Setiyadi (2018) states, a test achieves construct validity if its questions effectively measure vocabulary. In this study, the researcher designed questions based on specific types of vocabulary, including nouns, verbs, adjectives, and adverbs.

Table 3. 1 Specification of Construct Validity

No.	Word Types	Items	Total	Percentage
1	Noun	1, 5, 10, 11, 19, 38,	6	15%
2	Verb	4, 6, 12, 13, 14, 21, 26, 30, 36	9	22%
3	Adjective	8, 9, 17, 18, 23, 25, 27, 28, 29, 32, 34, 35, 39, 40	14	35%
4	Adverb	2, 3, 7, 15, 16, 20, 22, 24, 31, 33, 37	11	28%
Total			40	100%

The researcher used SPSS 27.0. in calculating the validity of the test. The validity test is generally through a one-sided correlation test so that the calculated r-value is obtained with the r table value at the degree of freedom (df) = n-2, with an error probability level of 0.05. If the calculated r-value > the r table value and the r value is positive, the statement items are called valid. The statement is called invalid if r count < r table. It has been obtained df = 48, and it has been found that the 5% significance value of 48 is 0.284, and getting the results, there are 7 invalid question items (questions no. 7, 10, 28, 33, 36, 48, and 50). This statement can be seen in Appendix 5

3.3.2 Reliability

According to Setiyadi (2013), reliability is the consistency of a measuring instrument. Relating to the research instrument, the vocabulary test, the researcher will use inter-rater reliability to see the consistency of the test. In addition, the formula that will be used, as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes:

r_{xy} : Coefficient of reliability between odd and even numbers item

x : Odd number

y : Even number

$\sum x^2$: Total score of odd number

$\sum y^2$: Total score of even number

$\sum xy$: Total score of odd and even number

After found the value of the reliability of half test, the researcher determined the reliability of the whole test using formula (Spearman Brown) as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes :

r_k : The reliability of the whole test

r_{xy} : The reliability of half test

The criteria of reliability can be seen as follows:

0.90 – 1.00 : High

0.50 – 0.89 : Moderate

0.0 – 0.49 : Low

(Arikunto, 2006)

After the results were calculated by the researcher using SPSS 27.0, the researcher has used statistical tests Cronbach Alpha and found that the Cronbach's Alpha result of the total test to be used in the study was 0.864 which is > 0.60 which means the test can be said to be reliable as we can see on table 3.2

Table 3. 2 Reliability of The Try-Out Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.863	50

3.3.3 Homogeneity

According to Field (2013), the Homogeneity test is used to determine whether the variances of two or more groups are equal, which is a critical assumption in many statistical analyses, including the T-test. This test ensures that the variability within each group is comparable, allowing researchers to make valid inferences about the differences between group means. For example, educational research helps confirm that student groups have similar levels of ability before implementing an intervention, thereby ensuring the reliability of the study's results.

This research was conducted using two samples that were at the same level but with the same gender in each group of samples. To avoid bias in the research, it is necessary to conduct a homogeneity test to ensure that the samples are equal by comparing the scores on the try-out with the scores on the pre-test and post-test. The test results have shown significant results that exceed the homogeneity test standard, as we can see in table 3.3, which is > 0.05 . It can be concluded that the sample in this study is homogeneous or equal.

Table 3. 3 Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Try-Out	Based on Mean	2.869	1	48	0.097
	Based on Median	3.607	1	48	0.064

3.4.1 Normality

According to Field (2013), a Normality test is conducted to determine whether the differences between paired observations are normally distributed. This is important because the t-test assumes that these differences follow a normal distribution. While the original paired data sets do not need to be normally distributed, the normality of the differences ($D = X_1 - X_2$) is a key assumption. If this assumption is violated, the results of the t-test may not be valid, and alternative methods like the Wilcoxon signed-rank test should be considered.

To test normality, the differences are analyzed using methods such as visual inspection (e.g., Q-Q plots or histograms) or statistical tests like the Shapiro-Wilk test, Kolmogorov-Smirnov test, and Skewness and Kurtosis test. In this study, researchers used the normality test by Skewness and Kurtosis. The test can be said to be normal if the values of Zskewness and Zkurtosis are in the range $(-1.96)-1.96$. after the normality test was carried out, it was found that the score was still within the predetermined range so that the test could be concluded to be normally distributed.

Table 3. 4 Test of Normality

		Statistic	Std. Error		
Score	Mean	59.27	2.990		
	Skewness	-0.096	0.427	Zskewness	-0.22407
	Kurtosis	-0.860	0.833	Zkurtosis	-1.03287

3.4 Data Collecting Technique

In collecting data, the researcher conducted a vocabulary test about content words. The test consisted of 40 questions with four alternative answers. The purpose of the vocabulary test was to measure students' vocabulary achievement.

3.5.1 Pre-Test

Before the students received the treatments, the researcher gave them a pre-test to assess their vocabulary competence. Multiple-choice questions for junior high

school students should have four options (one correct answer and three distractors). According to Rodriguez (2005), four-option questions are the most effective, as they balance test reliability and minimize guessing. So that, there were four possible answers (a, b, c, and d) to 40 questions about nouns, verbs, adjectives, and adverbs.

Table 3. 5 Specification of The Pre-Test

No.	Word Types	Items	Total	Percentage
1	Noun	1, 5, 10, 11, 19, 38,	6	15%
2	Verb	4, 6, 12, 13, 14, 21, 26, 30, 36	9	22%
3	Adjective	8, 9, 17, 18, 23, 25, 27, 28, 29, 32, 34, 35, 39, 40	14	35%
4	Adverb	2, 3, 7, 15, 16, 20, 22, 24, 31, 33, 37	11	28%
Total			40	100%

3.5.2 Post-Test

The researcher distributed the post-test to find out the learners' vocabulary achievement after the treatments were given to the learners. Same with the pre-test, there were 40 questions in the post-test about content words: nouns, verbs, adjectives, and adverbs with four alternative answers: a, b, c, and d.

Table 3. 6 Specification of Post-Test

No.	Word Types	Items	Total	Percentage
1	Noun	12, 26, 29, 31, 36, 40	6	15%
2	Verb	1, 9, 18, 21, 22, 27, 30, 33, 34,	9	22%
3	Adjective	2, 3, 5, 6, 8, 10, 11, 14, 15, 19, 20, 24, 28, 35	14	35%
4	Adverb	4, 7, 13, 16, 17, 23, 25, 32, 37, 38, 39	11	28%
Total			40	100%

3.6 Level of Difficulty

The level of difficulty was used to classify the test items into difficult and easy items. The items should not be too difficult or too easy for the students. To check the difficulty level of the test items, the researcher uses the formula as follows;

$$LD = \frac{R}{N}$$

Notes :

LD : Level of Difficulty

R : The number of students who answer correctly

N : The total number of students following the test

The criteria are:

<0.30 : difficult

0.30 – 0.70 : average

>0.70 : easy

(Shohamy, 1985)

There are three criteria for the level of difficulty: easy, average, and difficult. From the computation of level of difficulty (Appendix 7), 8 items had results less than 0.30, which means that they were difficult. 18 items had results between 0.30 and 0.70, which means that they were average. 24 items had results more than 0.70, which means that they were easy.

3.7 Discrimination Power

Discrimination power (DP) refers to the extent to which the items are able to distinguish high- and low-level students on the test. To know the discrimination power of the test, the researcher uses the formula as follows:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

DP : Discrimination Power

U : The total of correct answers of the higher group

L : The total of correct answers of the lower group

N : Total number of students

The criteria are:

DP : 0.00 – 0.19 Poor

DP : 0.20 – 0.39 Satisfactory

DP : 0.40 – 0.69 Good

DP : 0.70 – 1.00 Excellent

DP : - (Negative) Bad items (should be omitted)

The criteria are:

1. If the value is positive discrimination, a large number of more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that more low students than high-level students get the item correct.
3. In general, the higher, the discrimination index, the better. In the classroom situation, most items should be higher than 0.20 indexes.

(Shohamy, 1985)

The criteria for discrimination power were poor, satisfactory, good, and excellent. From the computation of discrimination power (Appendix 7), 21 items were poor, 22 items were satisfactory, 5 items were good, and 2 items were excellent.

Based on the table of discrimination power, 10 items were omitted; 2, 7, 10, 11, 28, 33, 36, 40, 48, 50. The researcher took 40 items out of 50 items to be administered in pre-test and post-test.

3.8 Scoring System

In this study, the researcher applied a scoring system where the number of correct answers was divided by the total number of items and then multiplied by 100. The following formula was used to calculate the scores for both the pre-test and post-test:

$$S = \frac{R}{N} \times 100$$

Notes:

S : Score of the test

R : Number of right answer

N : Total number of items on a test

(Arikunto, 2006)

3.9 Data Analysis

After gathering the data, the researcher analyzed it to determine whether there was an improvement in students' vocabulary achievement following instruction using digital flashcards. The steps involved are as follows:

- 1) Scoring pre-test and post-test.

$$S = \frac{R}{N} \times 100$$

Notes:

S : Score of the test

R : Number of right answers

N : Total number of items on a test

(Arikunto, 2006)

- 2) Calculating the mean of pre-test and post-test.

$$\bar{X} = \frac{\sum x}{n}$$

Notes :

\bar{X} : Average score

$\sum x$: Total score of students

n : Total number of students

(Arikunto, 2006)

- 3) The researcher analyzed the data using SPSS (Statistical Program for Social Science) version 27 with the analysis of Paired Samples T-Test in order to know whether there is a significant increase on students' vocabulary achievement after the treatments were given.

3.10 Hypothesis Testing

The researcher analyzed the data to find out whether there was a significant increase in students' vocabulary achievement after being taught through digital flashcards. The researcher analyzed the data by using a Paired Sample T-Test to find out whether there was a significant increase in students' vocabulary achievement after the treatments were given. The hypothesis of this research can be seen as follows:

$$H_1 = t < 0.05$$

H_1 : There is a significant improvement on students' vocabulary mastery after being taught through short video as learning media.

H_0 : There is no a significant improvement on students' vocabulary mastery after being taught through short video as learning media.

V. CONCLUSSION AND SUGGESSTION

This chapter explains the conclusions based on the results of the research and explains some suggestions for English teachers and other researchers.

5.1 Conclusion

After the researcher conducted research and obtained data at SMP IT Nurul Iman Purworejo, which had been analyzed in the previous chapter, it can be concluded that the implementation of short videos as learning media was appropriate for improving students' vocabulary mastery. Based on the results of the tests and the analysis of the data, there was a notable improvement in students' vocabulary mastery after the implementation of short videos as learning media. This is evident from the increase in the total sum of ranks from the pre-test to the post-test, which rose from 226.00 to 594.00, resulting in a total increase of 368.00. Thus, it can be concluded that the treatments using short videos as the learning media were carried out successfully. The implementation of a short video could improve students' vocabulary mastery. In addition, short videos can make students interested in the teaching and learning process. This is because the combination of learning and technological media applied in classroom sessions makes students (santri) more interested and enthusiastic in learning.

After conducting the research and analyzing the data at SMP IT Nurul Iman Purworejo, it was concluded that the use of short videos as a learning media had proven to be highly effective in enhancing students' vocabulary mastery. The findings, derived from the results of the tests and the subsequent analysis, indicated a significant improvement in students' vocabulary achievement. This improvement was clearly observed in the increase in the average scores, which rose from 11.30

in the pre-test to 29.70 in the post-test, reflecting a notable gain of 18.40 points. Such results demonstrated that the treatments involving short videos as part of the learning process were successfully executed and yielded positive outcomes.

The implementation of short videos in the classroom not only helped in improving vocabulary mastery but also had a noticeable impact on students' engagement and interest in the learning process. The combination of learning materials and technological media captured the students' (santri) attention and created an interactive and stimulating learning environment.

5.2 Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For English Teachers (specifically at Pesantren), Researchers suggest utilizing existing technological media to collaborate with classroom learning, given the rapid development of existing technology. In addition to increasing students' enthusiasm and motivation in learning, teachers can also educate students that there are many ways to utilize existing technology, not just playing games, especially excessive. Providing daily vocabulary to students is also an effective step in enriching students' English vocabulary. It is necessary for teachers and further researchers to coordinate with Pesantren administrators so that this beneficial habit can be implemented properly.
2. For future Researchers: Future researchers should clearly detail and strengthen all aspects of their study. If integrating new methods or foreign language interventions, they must support them with relevant expert theories to avoid bias. This study used short videos featuring vocabulary types—nouns, verbs, adjectives, and adverbs—for third-grade junior high school students at a pesantren. Future researchers are advised to align vocabulary with students' needs and ensure it matches the lesson content. Selecting varied and appropriate videos is also crucial to enhance learning effectiveness.

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