

THE USE OF YOUTUBE SHORT MOVIE ANIMATION IN TEACHING VOCABULARY TO 10TH GRADE STUDENTS OF SMAN 1 BANDAR

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Abstract

The English language is a global language that every individual should be able to speak this language. One of the ways to understand English is by mastering vocabulary in the school level. However, many students still assume English is a complicated language to learn. Therefore, many students have a lower ability to master vocabulary. To increase students' vocabulary mastery, it is required to add new methods or teaching media for the students to attract their interest in learning the English language especially to improve students' vocabulary mastery. This research purpose is to find out the efficiency of the use of YouTube for teaching vocabulary in high school level of tenth grader. The objectives of this research are: 1) to find out the students' vocabulary mastery in narrative text taught without YouTube animation video, 2) to investigate the students' vocabulary mastery in narrative text taught using YouTube animation video, 3) to examine any significant differences between the students' vocabulary mastery in narrative text and the use of YouTube animation video, 4) to determine students' opinions toward the learning treatment using YouTube animation Videos. This research used mixed method research. The data collection method used pre-test, post-test, interview, and questionnaire. The data collection was analyzed with SPSS 22 descriptive statistics to measure the mean of the data. Wilcoxon test also used to calculate the difference of pre-test and post-test in each of the class, and Mann-Whitney test used to measure the significance difference. The result shows the experimental class got higher score in post-test.

Keywords: vocabulary mastery, teaching media, YouTube short animation, narrative text

a. Introduction

As English language is claimed as the most used language in the world. People use it as a communication tools to connect one and another across country and ethnicity. Aziza (2020) stated that 53 countries and 400 million people use English to communicate. As a consequence, to be able to understand English as a foreign language is an essential aspect for the next generation to survive for their future. In Indonesia, English language has become a mandatory subject from school level to university level. According to Nufus (2018) teaching English in Indonesia has been implemented since 2004. However, a lot of students still struggle to understand English due to their low vocabulary mastery.

Vocabulary is an ensemble of numerous terms in the language that a person understands. It is essential to master vocabulary as one of the most important aspects of the language-learning process (Faqe, 2020). Shadikah et al., (2017) believe that the material given by the teacher will be easily caught by the students with good vocabulary mastery. However, Munawir et al. (2022) argue that vocabulary mastery is personal. It depends on their own needs, preferences, and motivation. At the school level, there are so many methods and media to increase vocabulary mastery. Nowadays, the use of technology can also become a tool to learning new words.

Most young people know YouTube as a social media platform to share and watch videos from most of the country around the world. Students can learn from YouTube to gain new words as it is free to access. According to Yusuf & Agung (2021), YouTube can be used as a learning media as it is easy to use. They can also experience fun methods to learn through animated videos from YouTube. The use of video brings more interest rather than textbook or presentation slides (Nurmala Sari, 2019). In English class, there are a lot of materials that can be taught to increase students' vocabulary mastery such as narrative, report, recount, or even procedure. However, the researcher chooses narrative text as the material to improve students' vocabulary mastery.

Narrative text is a fiction text that tells a chronological story to entertain the readers. Khalif Rizqon et al. (2021) stated that learning narrative text with traditional method is risky to make the students feel bored as they have to read a long text which they are not surely understand. It is easy for the students to enjoy this material while the teacher also gives new words for them to learn. The new words which they got from narrative material can be used for the other English material and somehow in the daily activity.

Vocabulary mastery is important for the students to learn English. Therefore, to enhance students' ability to understand text and writing, it is important to improve their vocabulary mastery. The development of technology brings the modern to every aspect of life including in the education field, so the students need to experience a new way of learning English, instead of learning by using text in the paper on traditional teaching. The teacher also needs a new solution to increase students' vocabulary mastery to help them comprehend the material.

The purpose of this study is to see the efficiency of the use of YouTube short

animation videos to improve students' vocabulary mastery and also to see the student's preference for the use of video or written text.

Many researchers use video as the object of their research. The research conducted by Hawa (2023). She aimed her research to increase reading in narrative text using the Lion King movie. The research was quantitative design and found that the reading comprehension before the treatment was deficient and adequate after the treatment.

Another research is presented by Sukny et al. (2023). in the quantitative research method to see the video learning media on students' pronunciation mastery. With the oral test, the result came to the conclusion that the students showed an increased proficiency in understanding.

The next research by Komang et al. (2022) this research proposes to describe and distinguish between the advantages and difficulties associated with using YouTube videos to enhance students' speaking abilities in an EFL (English as a Foreign Language) setting.

Fourth research conducted by Utami (2021) was to investigate students' perceptions of using animated films as a teaching tool for writing narrative text. The purpose of the research was to understand how animated films can assist students in overcoming writing challenges and improving their writing skills. The collected data were using mixed method. From the research, the researcher found that the students faced the problem which in composing narrative text helped by the animated film as the teaching media. Animated movie helps the students to broaden their ideas.

The last research by Nurdiawati (2019) The purpose of this research is to ascertain students' opinions regarding learning through YouTube animated movies as an alternative medium and to determine whether using these videos as an alternative media improves students' listening skills. The method of the research was using quantitative design which collected by means of the questionnaires. Observation and interview were used to collect descriptive results. The result found that the majority of the students attracted with the use of YouTube Animated Movies. The students excitedly follow the lesson and the material delivered by the teacher, the use of YouTube makes the teaching-learning process more attractive, so the students can easily understand the material.

The researcher has found the research gap between the previous researches above to find the novelty. The first previous research discussed about reading comprehension in narrative text using movie, while this research will discuss about vocabulary mastery in narrative text by using short movie sources from YouTube. The second research discussed about pronunciation using animated video, which this research talked about the use of animation short movie from YouTube to enhance the vocabulary mastery. The third previous research talked about enhancement speaking skill by using animation video, while this research talk about vocabulary mastery. The fourth research discussed about writing material, while this research talked about vocabulary mastery. The last research talked about enhance listening skill toward students by using YouTube Animated Movie while this research talk about vocabulary mastery by using YouTube Animated Movie.

b. Literature Review

Vocabulary

Studying English also include studying English vocabulary. Having a large vocabulary helps students speak the language more effectively since they will attempt to use it to express themselves and communicate (Wahyudin et al., 2021).

Vocabulary plays an essential part in learning a new language. Students who have a strong vocabulary will have little trouble mastering the four main components of English speaking, listening, reading, and writing (Asyiah, 2017). According to August et al., (2018) to helping students expand their vocabulary in the lower grades is crucial because a weaker vocabulary can compound itself and make it more difficult for them to learn new words later on. Contextual knowledge connected to a limited vocabulary can also prevent the natural process of learning new word meanings through explanation. Teachers should give students pursuing English vocabulary and discourse structures they need to advance their learning in the appropriate area of study (Pustika & Wiedarti, 2021).

Hiebert and Kamil (2005) through their book 'Teaching and Learning Vocabulary' divided vocabulary into two types that are productive vocabulary and receptive vocabulary:

1. Productive vocabulary

Productive vocabulary is a set of familiar words that an individual use for writing or speaking. The student can pronounce and comprehend the words. In other words, learning can be viewed as an active process since the student can generate words to communicate their ideas to others.

2. Receptive vocabulary

Receptive vocabulary is the collection of words someone can identify in context but are unable to formulate on their own. When reading a material, students typically comprehend what they see or encounter but do not utilize it when speaking or writing.

To understand the context of a language the students need to understand the meaning of words. Therefore, learning to master the vocabulary is essential for the students to build their understanding in the English language. The development in teaching vocabulary needs to be improve by using new methods or teaching media. The teamwork of collaboration of teacher and students is required in teaching vocabulary mastery.

Teaching Media

KhD et al., (2020) employed teaching media as a tool for teaching that is used by the teacher to help the students get more knowledge and skills. Teaching media also helps the students to understand the material given by the teacher in different ways. The function of media is that either to giving the students a practice or to show something that is relevance with the given material.

According to Sudjana in Anggraini (2015) there are some function in teaching media.

1. The use of media in the teaching and learning process serves its own purpose in helping to communicate successful teaching and learning situations rather than adding to it.
2. Every learning context involves the implementation of educational resources. It follows that one component that teachers should create is teaching media.
3. The use of instructional media is crucial to speed up the method of instruction and learning as it helps students comprehend teacher material.

YouTube Animation Videos

YouTube is an effective tool to learning a language as stated by (Heriyanto, 2015) as a free platform that serve various videos include knowledge, YouTube can be effortlessly accessed. YouTube can be considered for teaching media to help the learning process to more effective by watching videos. According to (Nurmala Sari, 2019) as media that commonly used in twenty-first century, the students be able to improve their English skills by watching videos. Animation video is one of the kinds of videos that commonly appeared on YouTube. Some channel such as CGMeetUp, Pixar, and Peppa Pig are the big channel that uploaded animation videos with dubbing. Not every animated channel using dubbing in the video, so it is appropriate to choose the exact channel that support the material. According to Martinez (2015) Animation only represents illusory movement, in contrast to the way a real-time action is graphically reproduced in cinematography.

Narrative Text

The purpose of narratives is to engage readers in a variety of ways with circumstances that are real or imagined while also providing them with entertainment (Hasan et al., 2016). In other words, the narrative story can be fiction or made up. Purba (2018) explained beyond its use as a medium for entertainment, the narrative text also plays a significant social role. Another effective tool for influencing social attitudes and opinions is narrative. The moral value in the narrative text can also be a lesson for the reader. A narrative text consists of a generic structure of orientation when the story begins with the characters' introduction, compilation when the problem arises, and resolution when the character of the story finds the solution to accomplish the problem. The example of narrative text is folklore, legend, fable, fairytale, experience story, romance, horror, and myths.

c. Method

According to the research, the researcher used a Mixed Method. It refers to combining quantitative and qualitative methods (Cresswell, 2014). To measure the data the researcher uses Quantitative Research with Quasi-Experiment to examine students' vocabulary mastery in narrative text. As the name implies, quasi-experimental research designs employ nonexperimental variation in the primary independent variable of interest, hence imitating experimental conditions in which some subjects are randomly assigned to receive treatment while others are not (Gopalan et al., 2020). To obtain the students' opinions, the researcher interviewed both of the classes at the end of the meeting. The interview involved 10 students in each class. She also shared the questionnaire to gain the opinion of all students in both classes.

The population of this research were all the 10th grade of senior high school students in SMA Negeri 1. There are 8 classes and 36 students in each class, so the total population of the research is 288. There were two chosen classes over seven classes by using random sampling, X.1 as the experimental class and X.7 as the control class.

Pre-tests was given before the material is given to the students. The pre-test is a test to measure student's understanding before the teacher delivers the lesson material (Gul Malik & Alam, 2019). After the students did the pre-test, the researcher give the treatment for the students. Treatment may be defined as an action to influence the class aimed to make a different result. There were two classes and each of the classes received different treatment. The control class, which is X7 taught without YouTube animation videos, but instead taught using text as the media. The experimental class which is X1 taught with YouTube animation videos as the media to improve vocabulary mastery. Although both of the media were different, the researcher using the same stories on both of the classes. After the students receive the treatment, the researcher gave the post-test to the students to measure their understanding and also to see the progress of the students on vocabulary mastery. The interview is the last step of this data collection. After the students took the post-test in the last meeting, the researcher gathered 10 students from the class experimental and the class control to see the students' opinions according to their experience towards the meeting. To gain more data, she made a questionnaire to obtain the opinions of the students in control class and experimental class.

In each pre-test and post-test, there were 20 questions the students had to answer. Every question had a 5 score. Therefore, the highest score on the test is 100. To calculate the result of the test, the researcher used SPSS 22. Normality test used to see whether the data is normal or not normal. Descriptive statistics used to see the mean of the data. Wilcoxon test used to measure the score of the pre-test and post-test in the control class and the experimental class. Mann-Whitney test used to compare the post-test results in the control class and the experimental class.

d. Findings and Discussion

Findings

Before processing the data, the researcher did the normality test to see whether the data was accepted or not accepted by following this rules, as follows:

1. H_0 is accepted if (sig) more than 0.05, so the data is normally distributed.
2. H_0 is accepted if (sig) less than 0.05, because the data is not normally distributed.

Table 1.1

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest X1	.174	36	.007	.949	36	.095
Posttest X1	.133	36	.110	.890	36	.002
Pretest X7	.195	36	.001	.916	36	.009
Posttest X7	.177	36	.006	.902	36	.004

In the experimental class, the pre-test value shows the Shapiro Wilk statistic of 0.916 with degrees of freedom (df) of 36 and a significance value (Sig.) of 0.009. This value is smaller than 0.05, which shows that the experimental class pre-test data is not normally distributed. Likewise, the post-test value for the experimental class has a Shapiro Wilk statistic of 0.902 with a df of 36 and a significance value of 0.004, which also shows that the post-test data is not normally distributed.

In the control class, the pre-test value shows the Shapiro Wilk statistic of 0.949 with a df of 36 and a significance value of 0.095, which means the data is normally distributed. Apart from that, the post-test value for the control class has a Shapiro Wilk statistic of 0.890 with a df of 36 and a significance value of 0.002, which indicates that the post-test data is also not normally distributed.

So, it concluded that pre-test experiment, post-test experiment, and post-test control is not normally distributed or H_0 is not accepted. As the data is not normal, the researcher using non-parametric Wilcoxon for the alternative of paired T-test and Mann-Whitney as the alternative of independent test.

Table 1.2

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretestx1	36	25.0	90.0	1930.0	53.611	20.0930
postestx1	36	65.0	100.0	3055.0	84.861	11.1795
pretestX7	36	35.0	85.0	2235.0	62.083	13.3831
postestX7	36	40.0	95.0	2810.0	78.056	11.6053
Valid N (listwise)	36					

The descriptive statistics in Table 4.2 show the total number each class was 36 students. The mean score of the Pre-test in control class is 62.08, in the table of the level of achievement in chapter III, it is categorized as inadequate. In the Pre-test the maximal score is 85 which is classified as good while the minimal score is 35, categorized as failing. The mean score of the Post-test is 78.05 (adequate) with a maximal score of 95 (excellent) and the minimum score is 40 (failing), which is categorized as excellent. It shows that the post-test scores are increasing.

the mean score of the pre-test is 53.61 (failing) and the post-test is 84.86 (Good). The maximal score of the pre-test is 90 or categorized as excellent and the minimum score is 25 or failing. While the maximal score of the post-test is 100 or excellent and the minimum score is 65 or inadequate.

As the score of the post-test is higher than the pre-test, it means that the treatment used in the Experimental class which is YouTube animation videos influences the students' vocabulary mastery.

a. The Vocabulary Mastery of Control Class (Without YouTube Animation Short Movie)

The researcher taught the class of X7 as the class control with text stories as the teaching media. The class consists of 36 students. In the first meeting, the researcher introduce herself and told the class about the reason why she came to their class. After that, the researcher shared the pre-test and gave them the instructions to do the pre-test. The pre-test took less than 30 minutes and every student had to put their phone on the front table. The treatment was given to the control class on the 1st week of the meeting which is 7th May 2024. On the first meeting the first text titled 'Jake and the Beanstalk' was discussed. At the 2nd meeting the other title of 'The Bird and the Whale' was discussed. After all the text was discussed completely, the students did the post-test on 14th May 2024. The result of the control class measured as follows:

Table 1.3

The score of control class (X7)

No	Students Code	Result	
		Pre-test	Post-test
1	C-1	70	80
2	C-2	55	75
3	C-3	50	90
4	C-4	55	85
5	C-5	70	75
6	C-6	85	90
7	C-7	50	90
8	C-8	70	85
9	C-9	75	85
10	C-10	60	75
11	C-11	55	65
12	C-12	55	75
13	C-13	85	80
14	C-14	70	75
15	C-15	45	90
16	C-16	75	90
17	C-17	70	80
18	C-18	50	70
19	C-19	80	85
20	C-20	65	80

21	C-21	35	40
22	C-22	55	65
23	C-23	60	70
24	C-24	55	95
25	C-25	55	70
26	C-26	60	75
27	C-27	80	90
28	C-28	50	50
29	C-29	35	70
30	C-30	55	70
31	C-31	55	80
32	C-32	75	90
33	C-33	80	90
34	C-34	75	80
35	C-35	75	85
36	C-36	45	70

The result of pre-test and post-test of the control class was measured using Wilcoxon test.

Table 1.4

Wilcoxon Test of Control Class

Ranks			
	N	Mean Rank	Sum of Ranks
Posttest X7 - Negative Ranks	1 ^a	4.00	4.00
Pretest X7 Positive Ranks	34 ^b	18.41	626.00
Ties	1 ^c		
Total	36		

Table 1.5

Test Statistics ^a	
	Post-test X7 - Pre-test X7
Z	-4.960 ^b
Asymp. Sig. (2-tailed)	.000

The Wilcoxon test results show 34 positive ratings, which means there are 34 cases where the post-test score is higher than the pre-test score. There was 1 negative rating that indicated 1 case where the post-test score was lower than the pre-test score. Besides, there were 1 similar values (ties) between the pre-test and post-test. The mean rank (average rank) of positive ratings is 18.41 with a total number of ranks (sum of ranks) of 626.00. The mean rank of negative ratings is 4.00 with a total number of ratings of 4.00.

The result of Z statistical value is -5.117 with an asymptotic significance value (Asymp. Sig. 2-tailed) of 0.000. This significance value is much smaller than 0.05, which indicates that the difference between the pre-test and post-test scores in the control class is statistically significant.

Thus, it can be concluded that there is a significant difference between the pre-test and post-test scores in the control class, where the post-test scores are generally higher than the pre-test scores. This shows a significant increase in the test scores of respondents in the control class after the treatment.

b. The Vocabulary Mastery of Experimental Class (Using YouTube Animation Short Movie)

The researcher taught X1 as the experimental class using YouTube Video animation. Just like the control class, the researcher introduced herself at the first meeting and shared the pre-test with the class. The research on experimental class was observed on the 7th of May 2024. After the students did the pre-test, the researcher gave the first YouTube video animation called 'Jack and The Beanstalk' and also discussed the content of the video with the students. On the second meeting on the 14th of May 2024, another video called 'The Bird and the Whale' was discussed. After both of the videos were discussed the students did the post-test.

Therefore, the data was collected with the students' post-test and pre-test results. The result of the experimental class measured as follows:

Table 1.6

The Score of Experimental Class (X1)

No	Students Code	Result	
		Pre-test	Post-test
	E-1	40	65
	E-2	85	95
	E-3	40	70
	E-4	85	90
	E-5	85	100
	E-6	40	75
	E-7	70	90
	E-8	90	100
	E-9	60	95
	E-10	70	85
	E-11	65	95

	E-12	50	90
	E-13	70	75
	E-14	40	95
	E-15	25	65
	E-16	60	95
	E-17	40	85
	E-18	45	65
	E-19	40	95
	E-20	30	80
	E-21	40	65
	E-22	25	70
	E-23	60	85
	E-24	35	85
	E-25	40	95
	E-26	45	80
	E-27	40	95
	E-28	40	80
	E-29	25	70
	E-30	60	85
	E-31	65	90
	E-32	25	75
	E-33	85	90
	E-34	85	90
	E-35	55	95
	E-36	75	100

By using SPSS, the researcher measured the score with Wilcoxon test as follows:

Table 1.7

Wilcoxon Test of Experimental Class

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test X1 -	Negative Ranks	0 ^a	.00	.00
Pre-test X1	Positive Ranks	36 ^b	18.50	666.00
	Ties	0 ^c		
	Total	36		

Table 1.8

Statistic Test of Wilcoxon

Test Statistics^a

		Post-test X1 - Pre-test X1
Z		-5.239 ^b
Asymp. Sig. (2-tailed)		.000

The Wilcoxon test results show that there are 36 positive ratings. This means there are 36 cases where the post-test score is higher than the pre-test score. There are no negative ratings (0 cases) and no equal scores (ties). The number of positive ratings produces a mean rank of 18.5 with a total number of ranks (sum of ranks) of 666.

Furthermore, the result of Z statistical value is -5.239, with an asymptotic significance value (Asymp. Sig. 2-tailed) of 0.000. This significance value is much smaller than 0.05, which indicates that the difference between the pre-test and post-test scores in the experimental class is statistically significant.

Thus, it can be concluded that there is a significant difference between the pre-test and post-test scores in the experimental class, where the post-test scores are consistently higher than the pre-test scores. This shows that the intervention carried out in the experimental class effectively increased the students' test scores.

c. The Significance Difference of Vocabulary Between Control Class and Experimental class

To see the significance difference between the control class and the experimental class, the researcher measured the post-test results between the two classes using Mann-Whitney test.

Table 1.9

Mann-Whitney

Ranks

Class	N	Mean Rank	Sum of Ranks
Result X7	36	30.47	1097.00
X1	36	42.53	1531.00
Total	72		

Table 1.10

Test Statistics^a

	Result
Mann-Whitney U	431.000
Wilcoxon W	1097.000
Z	-2.468
Asymp. Sig. (2-tailed)	.014

Based on table 4.13 the result of Mann Whitney shows 36 students in each class with a total of 72 students. The mean rank of the control class is 30.47 with a total

sum rank of 1097.00, which is smaller than the experimental class. In the experimental class, the mean rank is 42.53 and the sum rank is 1531.00.

The result of the Z statistic value is -2.468 with the asymptotic significant value (Asymp. Sig. 2-tailed) 0.014. The value is smaller than 0.05 which shows the difference between the pre-test result of X7 (control class) and X1 (experimental class). Therefore, it can be concluded that the treatment is a success.

DISCUSSION

This research specifically points to the improvement of vocabulary mastery and the use of video as teaching media. The research aims to find out which media is better to use for students in English learning activities. The research conducted on academic year 2023/2024 on the 2nd semester of ten graders of SMA Negeri 1 Bandar Batang. The researcher picked two classes which are class X1 and X7. X1 as the experimental class, and X7 is the control class. The research was held on the 7th and 14th of May 2024.

On the first meeting, the researcher gave a pre-test for the students to measure their vocabulary mastery. The researcher found the vocabulary of both classes tends to be low with the mean of pre-test results of the control class is 62.08 and 53.61 as the result of the experimental class. After giving the treatment, the difference of post-test results tends to be significant, especially in the experimental class. The score of the mean for the experimental class is 84.86, while the control class is 75.14. The highest score in the experimental class after treatment reached a perfect score which is 100 and the lower score of post-tests in the experimental class is 65. Meanwhile, the highest score of the post-test in the control class is 85, and the lower score is 40. The average difference between the two classes is 9,72. The comparison of the post-test result between the control class and the experimental class revealed that the video as teaching media works better than the written text.

After the students received the treatment, the researcher interviewed 10 students in both classes to gain their opinions on the treatment and what they would choose as the teaching media. On the class control which did not use videos as the teaching media, they still chose written text because based on their opinion, written text is suitable for learning. It helps them to remember the words and make them easier to find the meaning of a word. While the other class, which is the experimental class, they said that videos help them to understand the story because of the visualization. The researcher was also asked about their background in English learning, some of them had not started English in a young age, so that is the reason why some students still have an assumption that English is a hard subject. Therefore, the students not familiar with some basic words. However, in this modern era where social media is spreading in society, English language should not be a hard thing to learn. The students can get new words or new terms everyday

through social media like TikTok, Instagram, X, or Facebook. Besides the interview, the researcher also gave the students a questionnaire to gain more perspective. 83,3% of students picked videos as the teaching media, rather than written text. All the reasons the students state in the questionnaire concluded video is a fun teaching media, the students can take a break from the long-written text of the textbook. Using YouTube animation videos creates a positive learning atmosphere by encouraging students' creativity and imagination. Students can create their knowledge and understand the conceptual content being taught by using their imaginations and creativity.

d. Conclusion

The objectives of the research were 1) to find out the students' vocabulary mastery in narrative text taught without YouTube animation video, 2) to investigate the students' vocabulary mastery in narrative text taught using YouTube animation video, 3) to examine any significant differences between the students' vocabulary mastery in narrative text and the use of YouTube animation video, 4) to determine students' opinions toward the learning treatment using YouTube animation Videos. According to the analysis in chapter four, the researcher concluded the data as follows:

1. The control class which was taught without YouTube animation videos got the mean score of pre-test 62.08 (inadequate) and the score of post-test 78.05 (adequate).
2. The experimental class which was taught with YouTube animation videos got the mean score of pre-test 53.61 (Failing) and the score of post-test 84.86 (Good).
2. The score of class control taught without the YouTube animation video and the class experiment taught with YouTube animation video shows the significance difference. It can be seen from the result of post-test of both side of the classes. The control class got a mean score of 78.05 and the experimental class got 84.86 of mean score. That means the result shows that teaching media with videos works better than written text.
3. Based on the interview and the questionnaire, the students of 10 grade of SMA Negeri 1 Bandar prefer the video as their teaching media rather than written text.

Based on the result that concluded above, the class taught with YouTube short movie animation videos got higher scores than the class taught without YouTube animation videos. In other words, the use of YouTube animation videos in teaching vocabulary is effective.

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