

THE USE OF *EASY ENGLISH VIDEO* AS MEDIA IN TEACHING VOCABULARY

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ABSTRACT

The research paper entitled "The Use of *Easy English Video* as Media in Teaching Vocabulary". The researcher conducted research starting on July 25th 2023 to August 9th 2023 in seventh-grade students of SMP Banjar Asri. The method that was used in this research was a Pre-Experimental design. The objectives of the research were to know whether or not the use of *Easy English Video* as media is effective in teaching vocabulary in the seventh grade of SMP Banjar Asri and to find out what the students' responses toward the use of *Easy English Video* as media in teaching vocabulary. There was only one group to be researched. The sample of the research is 33 students of VII-A. The instruments were pre-test, post-test, and questionnaire. A pre-test was given to find out students' understanding of English vocabulary before being given treatment and a post-test was given to students to measure whether there was an increase in students' understanding of English vocabulary. Also, a questionnaire was given to find out students' responses after using *Easy English Video* as media in teaching vocabulary. The research findings were the value of t - that is 9.401 with the $Df = 32$ at $p = 0.05$ of two-tailed, the critical value of t - is 2.042. As the value of the derived t - is higher than that of the t -table ($9.401 > 2.042$) the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. This means that the use of *Easy English Video* as media in teaching vocabulary in the seventh grade of SMP Banjar Asri was effective. Then the researcher found out that the use of *Easy English Video* made students interested in learning English and made it easier for them to understand in learning English. This is shown by the results of the questionnaire which was answered by 85% using *Easy English Video* really helps students to build vocabulary when writing in English, and 82% of students enjoyed learning English after using *Easy English Video*. It can be concluded that the student response to the use of *Easy English Video* as media in teaching vocabulary is positive, and can help students improve their understanding of English vocabulary.

Keywords: *Vocabulary. Easy English Video. Media*

PENGUNAAN VIDEO BAHASA INGGRIS MUDAH SEBAGAI MEDIA DALAM PENGAJARAN KOSA KATA

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ABSTRAK

Makalah penelitian tersebut berjudul “The Use of Easy English Video as Media in Teaching Vocabulary”. Peneliti melakukan penelitian mulai tanggal 25 Juli 2023 sampai dengan 9 Agustus 2023 pada siswa kelas VII SMP Banjar Asri. Metode yang digunakan dalam penelitian ini adalah desain Pre-Eksperimental. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media Easy English Video efektif dalam pengajaran kosakata di kelas tujuh SMP Banjar Asri dan untuk mengetahui tanggapan siswa terhadap penggunaan Easy English Video sebagai media dalam mengajar kosakata. Hanya ada satu kelompok yang akan diteliti. Sampel penelitian ini adalah 33 siswa kelas VII-A. Instrumen yang digunakan adalah pre-test, post-test, dan angket. Pre-test diberikan untuk mengetahui pemahaman kosakata bahasa Inggris siswa sebelum diberikan treatment dan post-test diberikan kepada siswa untuk mengukur adakah peningkatan pemahaman kosakata bahasa Inggris siswa. Selain itu juga diberikan angket untuk mengetahui respon siswa setelah menggunakan Easy English Video sebagai media dalam pengajaran kosakata. Temuan penelitian adalah nilai t - yaitu 9,401 dengan $Df = 32$ pada $p = 0,05$ dari dua sisi, nilai kritis t - adalah 2,042. Karena nilai t - turunan lebih besar dibandingkan nilai t -tabel ($9,401 > 2,042$), maka Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima. Artinya penggunaan Easy English Video sebagai media dalam pengajaran kosakata di kelas tujuh SMP Banjar Asri efektif. Kemudian peneliti menemukan bahwa penggunaan Easy English Video membuat siswa tertarik untuk belajar bahasa Inggris dan memudahkan mereka dalam memahami pembelajaran bahasa Inggris. Hal ini ditunjukkan dari hasil kuisioner yang dijawab oleh 85% penggunaan Easy English Video sangat membantu siswa dalam membangun kosakata ketika menulis dalam bahasa Inggris, dan 82% siswa

menikmati pembelajaran bahasa Inggris setelah menggunakan Easy English Video. Dapat disimpulkan bahwa respon siswa terhadap penggunaan Easy English Video sebagai media dalam pengajaran kosakata adalah positif, dan dapat membantu siswa meningkatkan pemahaman kosakata bahasa Inggris.

Kata Kunci: *Kosakata. Video Bahasa Inggris yang Mudah. Media*

BACKGROUND

The four basic components of English are speaking, reading, listening, and writing. It is crucial to comprehend and be familiar with the vocabulary in order to develop these four talents. According to Harmer (1991) is language structure serves as the framework for communication, then vocabulary provides the essential organs and flesh. Vocabulary is one of the most crucial aspects of learning and teaching English. People utilized a range of phrases to express and share their ideas with one another in communication. Yusuf (2021) explain that without adequate vocabulary, it will be difficult for students to learn English. Therefore with a rich and varied vocabulary, people can express themselves more effectively and understand the language more easily.

Teaching English to students in Indonesia is not easy because English in country is as a foreign language that is not the student's mother tongue. In language learning, vocabulary means learning new words and their meanings. Effective vocabulary requires frequent exposure to a conversation and a thorough understanding of its meaning and the context in which it is used. Vocabulary teaching and learning in Indonesia have not been carried out optimally, especially in Junior High Schools. As a result of their limited vocabulary knowledge, they cannot understand the meaning of the words in the English text. So, they have difficulty memorizing and understanding vocabulary, because it is influenced by the mother tongue they use.

However, there are various models and strategies for teaching and learning, that can be applied to learning or teaching vocabulary. The development of students' vocabulary along with the times is also supported by learning media. According to Hermawan (2009), "The media is a messenger technology that can be used for learning purposes". The teacher's use of media impacts how teaching and learning activities are created. One medium that can be used to teach vocabulary is video. In the specific statement, Aminah (2019) states that video is a very effective medium to support the learning process, both for individual and group learning. Video as a teaching medium can be used to help students learn because it can provide students with unexpected experiences. And another opinion Martiya (2020) states that video technology is often used as a learning tool because of its potential to help students visualize and understand information. Therefore, video can be a medium for teaching vocabulary and for supporting students in developing their vocabulary mastery.

One of the video sources for teaching vocabulary is YouTube. According to Kuo (2009) many teachers have used YouTube as a teaching tool in the classroom because of its method that combines audio input with visual representations. There

are many videos available on YouTube that can attract students' attention and help students remember and understand vocabulary. YouTube videos also make the process of teaching and learning English more enjoyable, so students do not feel bored and students can also be more creative in learning English.

Based on the results of previous studies, according to Ramli (2020) in the title "Improve Vocabulary Through Audio Visual Using YouTube Videos for Students of SMP Negeri 2 Takalar", the results of the study show that using YouTube videos this method is effective in increasing student vocabulary. And another previous study was done by Sutriani (2022) with the title "Improving Students' English Vocabulary Mastery Using Video Animation in Class Seven of SMPN 3 Matapanua", the results of the study showed that the use of animated videos this method was effective in increasing students' vocabulary mastery.

Both studies used videos in improving studies vocabulary. Meanwhile, vocabulary was taught in this study using Easy English Video as media in teaching vocabulary. Based on previous research, researchers are interested in using the media, namely Easy English Video. Easy English is the name of a YouTube channel, which offers a series of English lessons to help language learners. Vocabulary studies are one area of concern, and each group is given access to a wide variety of terminology. This sharpens their attention and ability to distinguish each word usage based on the place or context of its usage. Apart from that, the Easy English video makes use of animated elements that display a display of things related to vocabulary.

Therefore, the researcher is interested in conducting a research entitled "**The Use of *Easy English Video* as Media in Teaching Vocabulary in The Seventh Grade of SMP Banjar Asri**".

RESEARCH QUESTIONS

The basis on the above background of the study, the researcher formulates the problems statements by the question there are:

1. Is the use of Easy English Video as media effective to teach vocabulary in The Seventh Grade of SMP Banjar Asri?
2. How are the students' responses to the use of Easy English Video as media in teaching vocabulary?

LITERARY REVIEW

1. Vocabulary

According to French (2003), Vocabulary is the collection of words that you hear and read during your life. This indicates that vocabulary is a common term that is frequently heard and read in all contexts. While Moon (1998) states that vocabulary is the ability to understand the meaning of words, speak them correctly, spell them correctly, and use them in sentences.

2. Media

According to Indriana (2011) teaching media is one of the communication tools in the learning process. Media is used to convey various information to many people and is used as a tool in the learning process.

3. Easy English Video

A YouTube channel called Easy English features videos with many dialogues on many subjects that might help students increase their spoken and vocabulary proficiency in English. Easy English Video used a cartoon or animated picture display that can make students feel interested in learning. Every term or discussion in the Easy English video also includes examples of context that relate to the topics being discussed. Students can rapidly and easily memorize language because of this video. The vocabulary in this video is clearly pronounced, and there are short sentences provided for each vocabulary term. Beginner to upper-intermediate grades of English is used in the video.

RESEARCH METHODOLOGY

1. THE DESIGN OF THE RESEARCH

Research design is the framework of research methods and techniques chosen by a researcher. Arikunto (2010) states that one group pretest-posttest design used in a pre-experimental design research. It provides an initial test (pre-test) before being given treatment after being given treatment then gives a final test (post-test). This study uses pre-experimental research where researchers provide certain treatments in a way using videos to increase students' vocabulary. This experiment uses pre-test and post-test design. It can be defined by the following pattern: (One Group Pre-Test and Post-Test)

X₁	T	X₂
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Description :

X₁ : Pre-Test

T : Treatment

X₂ : Post-Test

2. THE POPULATION AND SAMPLE

The population is the whole object to be examined in a study. The population in this study is seventh-grade students of SMP Banjar Asri. Where there are four classes for the seventh grade, and each class consists of 33 students, which means the total of students in the seventh class is 132 students.


As stated by the researcher above regarding the population, the researcher will use purposive sampling as a technique in selecting the sample. According to Arikunto (2010), "The purposive sampling technique is the process of selecting samples by taking existing subjects not based on their level of breadth, but taken based on the specificity of the purpose". The researcher chooses the VII-A class, consisting of 33 students, with 19 male and 14 female students.

3. THE RESEARCH INSTRUMENT

An instrument used in research is one that collects, measures, and analyzes data from subjects related to the research's topic. These research instruments are pre-test, post-test, and questionnaires, as follows:

a. Pre-test

The researcher will give a pre-test to the students at the first meeting to find out the students' vocabulary understanding at that time and to find out the students' real value before doing the treatment of the use of Easy English Video in Teaching Vocabulary. The researcher gave a test that contained 25 questions and consisted of three kinds. The first type is to fill in the multiple-choice section of 10 questions. The second is about word matching 10 questions, and the third is about cloze test 5 questions. All questions related to vocabulary in general. The following are questions from the pre-test.

PRE-TEST	
I. Choose the correct answer from the options a, b, c or d! (Pilihlah jawaban yang benar dari pilihan a, b, c atau d!)	
1. My brother feels guilty. The word "guilty" has the meaning...	
a. Senang b. Bersalah c. Bosan d. Keren	
2. Look at the picture!	
	What does happen to the little girl in the picture

- a. Worried b. Afraid c. Hot d. Thirsty

3. Look at the picture!



What does happen to the boy in the picture....

- a. run b. walk c. sit down d. swimming

4. This exercise was too for me. I got a score of 100.

- a. difficult b. easy c. expensive d. high

5. Tono is not going to the school because she is not feeling good. What happen to Tono...

- a. He is sick b. He is happy c. He is kind d. He is sleepy

b. Post-test

The researcher will give a post-test to students after being given treatment, to determine students' understanding of the material students have studied. Post-test scores will be compared with pre-test scores to see the effectiveness of using Easy English Video as media in teaching vocabulary. The researcher gave a test that contained 25 questions and consisted of three kinds. The first type is to fill in the multiple-choice section of 10 questions. The second is about word matching 10 questions, and the third is about cloze test 5 questions. All of these questions relate to all the material that has been studied when the researcher gives the treatment. The following are questions from the post-test.

POST-TEST

I. Choose the correct answer from the options a, b, c or d!
(Pilihlah jawaban yang benar dari pilihan a, b, c atau d!)

1. The girl is upset because she failed an exam. The word “upset” has the meaning...
a. Kesal b. Sedih c. Senang d. Bosan
2. Look at the picture!



What does happen to the boy in the picture

- a. Sad b. Exited c. Upset d. Afraid
3. The man is angry. The word “angry” has the meaning...
- a. Takut b. Kesal c. Marah d. Lapar
4. Look at the picture!



What is that girl doing?

- a. Mop b. Sweep c. Clean d. Vacuum

c. Questionnaire

A questionnaire is a type of research tool that questions a set of pertinent questions of respondents in order to elicit information. The purpose of the survey is to learn how the students felt about the use of Easy English Video in teaching vocabulary. Because research questionnaires are beneficial for gathering information on public opinion, facts, and respondents' attitudes, the form of the questionnaire handed to students is in the form of responses linked to the research title and a total of 15 questions. The following are questions from the questioner.

THE QUESTIONER			
No.	Question	Yes	No
1.	Do you like learning English? (Apakah kamu suka belajar bahasa Inggris?)		
2.	Do you think learning English is difficult? (Apakah menurut kamu mempelajari bahasa Inggris itu sulit?)		
3.	Have you ever watched video for learning English? (Pernahkah kamu menonton video untuk belajar bahasa Inggris?)		

4.	Do you like to learn English using video? (Apakah kamu suka belajar bahasa Inggris menggunakan video?)		
5.	Is learning vocabulary difficult? (Apakah belajar kosa kata itu sulit?)		

4. THE DATA ANALYSIS

In this paper, the researcher used a pre-experimental data analysis technique. The researcher analyzed the data by calculating the pre-test and post-test scores which are obtained using the t-test formula for the research-dependent group. The t-test is used to assess the results of the pre-test and post-test to determine whether the use of *Easy English Video* is effective or not as a medium in teaching vocabulary. While the data from the questionnaire will be analyzed using percentages.

1. The formula for the Dependent t Test

The data analysis used in this research is quantitative research with the formula of t-test for one group pre-test and post-test design.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)} \right)}}$$

Explanation:

1. \bar{x}_1 = The mean of the pre- test scores.
2. \bar{x}_2 = The mean of the post- test scores.
3. $\sum D^2$ = The sum of the squares of the differences between the pre- test and post-test scores.
4. $(\sum D)^2$ = The squares of the sum of the different between the pre- test and post-test scores.
5. N = The number of pairs of scores.
6. DF = The degree of freedom
7. DF = $N-1$

Steps:

1. The mean of the pre-test minus the mean of post-test.
2. The sum squares of different minus the square of the sum of different and divided by the total number of observations.
3. The total number of observations multiplied by the total number of observations minus one

4. The root of the result of the second step divided by the result of the third step.
5. T is the result of the first step divided by the result of the fourth step.

2. The formula for Questionnaire

This questionnaire aims to answer the second research question and supports the test result statement. According to Sugiyono (2009), a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The researcher wants to know the students' responses toward the use of *Easy English Video* as media in teaching vocabulary. The data analysis on the questionnaire is using percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

- P = Percentage
- F = Frequency of each questionnaire answer
- N = Number of respondents

FINDINGS AND DISCUSSIONS

1. Pre-Test

The researcher did the pre-test on Tuesday, July 25th 2023. The researcher used class VII-A, which consisted of 33 students, as the sample of the pre-experimental class in this study. The students will be given the pre-test with 25 questions. The result of the pre-test showed in the following table.

Table 4.1.1
The pre-test scores

No.	Subjects	Pre-test score (VII-A)
1	Student 1	56
2	Student 2	80
3	Student 3	76
4	Student 4	72
5	Student 5	60
6	Student 6	32
7	Student 7	36
8	Student 8	48
9	Student 9	48

10	Student 10	72
11	Student 11	76
12	Student 12	76
13	Student 13	40
14	Student 14	48
15	Student 15	44
16	Student 16	72
17	Student 17	48
18	Student 18	80
19	Student 19	76
20	Student 20	68
21	Student 21	40
22	Student 22	60
23	Student 23	64
24	Student 24	72
25	Student 25	80
26	Student 26	40
27	Student 27	76
28	Student 28	36
29	Student 29	72
30	Student 30	44
31	Student 31	64
32	Student 32	32
33	Student 33	40
Total		1928
Average		58

The pre-test results total 1928 and the average score was 58, while the Minimum Completeness Criteria at school was 75. That means the pre-test average score of students was below the Minimum Completeness Criteria at school. There were 8 students who reached the Minimum Completeness Criteria and 25 students who failed. The researcher really understands the lack of knowledge of students' vocabulary. Then after that, the researcher gives treatment to students to make them know the vocabulary by using *Easy English Video* as media in teaching vocabulary.

2. The Post-test

The researcher had done the post-test on Wednesday, August 9th 2023. The students then were given the post-test with 25 questions. The result of the pre-test showed in the following table.

The post-test scores

No.	Subjects	Post-test score (VII-A)
1	Student 1	80
2	Student 2	96
3	Student 3	84
4	Student 4	100
5	Student 5	76
6	Student 6	60
7	Student 7	60
8	Student 8	68
9	Student 9	76
10	Student 10	80
11	Student 11	84
12	Student 12	88
13	Student 13	84
14	Student 14	68
15	Student 15	84
16	Student 16	100
17	Student 17	80
18	Student 18	96
19	Student 19	88
20	Student 20	92
21	Student 21	36
22	Student 22	92
23	Student 23	72
24	Student 24	88
25	Student 25	92
26	Student 26	48
27	Student 27	84
28	Student 28	64
29	Student 29	92
30	Student 30	40
31	Student 31	84
32	Student 32	76
33	Student 33	80
Total		2592

Average	78
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The post-test results with a total of 2592 and an average value of 78, while the Minimum Completeness Criteria at school was 75. This means that the average post-test scores of students were above the Minimum Completeness Criteria at school. There were 24 students who reached the Minimum Completeness Criteria and 9 students who failed. Therefore, the ability to understand students' vocabulary increases. In addition, *Easy English Video* as media in teaching student vocabulary helps students understand vocabulary. Then the researcher computed the data of the pre-test and post-test in the following discussion.

3. The data analysis of the pre-test and post-test

The results of the pre-test and post-test will be analysed in the following steps:

1. Subtract the pairs of pre-tests with the score of post-tests in the following manner:

No .	Subject	Pre-test Scores (X ₁)	Post-test Scores (X ₂)	D scores	D ²
1	Student 1	56	80	-24	576
2	Student 2	80	96	-16	256
3	Student 3	76	84	-8	64
4	Student 4	72	100	-28	784
5	Student 5	60	76	-16	256
6	Student 6	32	60	-28	784
7	Student 7	36	60	-24	576
8	Student 8	48	68	-20	400
9	Student 9	48	76	-28	784
10	Student 10	72	80	-8	64
11	Student 11	76	84	-8	64
12	Student 12	76	88	-12	144
13	Student 13	40	84	-44	1936
14	Student 14	48	68	-20	400
15	Student 15	44	84	-40	1600
16	Student 16	72	100	-28	784
17	Student 17	48	80	-32	1024
18	Student 18	80	96	-16	256
19	Student 19	76	88	-12	144
20	Student 20	68	92	-24	576
21	Student 21	40	36	4	16

22	Student 22	60	92	-32	1024
23	Student 23	64	72	-8	64
24	Student 24	72	88	-16	256
25	Student 25	80	92	-12	144
26	Student 26	40	48	-8	64
27	Student 27	76	84	-8	64
28	Student 28	36	64	-28	784
29	Student 29	72	92	-20	400
30	Student 30	44	40	4	16
31	Student 31	64	84	-20	400
32	Student 32	32	76	-44	1936
33	Student 33	40	80	-40	1600
Σ		$\Sigma X_1 =$ 1.928	$\Sigma X_2 =$ 2.592	$\Sigma D = - 664$	$\Sigma D^2 =$ 18.240

$$(\Sigma D)^2 = (-664)^2 = 440.896$$

From the table above, it can be seen that:

$$N = 33$$

$$\text{Total score of pre-test} = 1.928$$

$$\text{Total score of posttests} = 2.592$$

$$\Sigma d = - 664$$

$$D^2 = 18.240$$

1. Calculate the average pre-test score (X_1)

$$X_1 = \frac{1.928}{33} = 58.42$$

2. Calculate the average post-test score (X_2)

$$X_2 = \frac{2.592}{33} = 78.54$$

3. Enter the values obtained from step 1-3 into the formula for the dependent t-test

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)} \right)}} \\
 &= \frac{58.42 - 78.54}{\sqrt{\left(\frac{18,240 - \frac{440,896}{33}}{33(33-1)} \right)}} = \frac{-20.12}{\sqrt{\left(\frac{18,240 - 13,360.48}{33(32)} \right)}} \\
 &= \frac{-20.12}{\sqrt{\left(\frac{4,879.52}{1.056} \right)}} = \frac{-20.12}{\sqrt{4.62}} = \frac{-20.12}{2.14} = 9.401
 \end{aligned}$$

4. Interpret the result if the computation

From the computation above the researcher gets the value of t - that is 9.401 with the $Df = 32$ at $p = 0.05$ of two-tailed, the critical value of t - is 2.042. As the value of the derived t - is higher than that of the t -table ($9.401 > 2.042$) the Null Hypothesis (H_0) was rejected and the Alternative Hypotheses (H_a) was accepted. This means that the use of *Easy English Video* as media in teaching vocabulary in the seventh grade of SMP Banjar Asri was effective.

The explanation above is the result of calculating the pre-test and post-test scores. Then after giving the post-test, the researcher gave a questionnaire to the students to find out their responses to using *Easy English Video* as media in teaching vocabulary. The following lines explain the results of the questionnaire in detail.

4. The Questionnaire

From the result of the questionnaire, the researcher can put forward that from the first question, 82% of the students really like learning English while only 18% of the students do not like it. It can be concluded that almost all students really like learning English.

And the next question, 61% indicated that students enjoyed learning English using videos, while 39% of other students said they did not like learning English using videos. It can be concluded that more than half of students like learning English using videos.

Then, it can be seen that 45% of students said learning vocabulary was difficult, while 55% of other students stated that learning vocabulary was easy. It can be concluded that more than half of the students stated that learning vocabulary was easy.

In the next question, 42% can see that the use of *Easy English Video* in teaching vocabulary makes them interested in learning English vocabulary, while 58% of other students say using *Easy English Videos* in teaching vocabulary makes them not interested in learning vocabulary. It can be concluded that nearly half of students said the use of *Easy English Video* in teaching vocabulary makes them interested in learning English vocabulary.

From the next question, 82% could see that using *Easy English Videos* helped them in the meaning of words, while another 18% of students stated that using did not *Easy English Videos* helped them in the meaning of words. So it can be concluded that almost all students using *Easy English Videos* helped them in the meaning of words.

And then, 76% could see that the use of *Easy English Video* as media in teaching vocabulary helps them be more active in class, while another 24% of students stated that the use of *Easy English Video* as media in teaching vocabulary did not help them be more active in class. So it can be concluded

that almost all students use *Easy English Video* as media in teaching vocabulary helps them be more active in class.

And the last question, 85% could see that using Easy English Video as media in teaching vocabulary helped them to be more enthusiastic, while 15% of other students stated that using Easy English Video as media in teaching vocabulary did not make them enthusiastic. So it can be concluded that almost all students use Easy English Video as media in teaching vocabulary to help them become more enthusiastic.

From the data that had been gained the researcher can put forward that most of the student's responses toward the use of *Easy English Video* in teaching vocabulary are positive.

CONCLUSION

Based on research findings, it can be concluded that The Use of *Easy English Videos* as a Media in Teaching Vocabulary improves the understanding of English vocabulary of seventh-grade students at SMP Banjar Asri, and from the data that has been obtained, researchers can state that the majority of students' responses to The Use of *Easy English Video* as Media in Teaching Vocabulary are positive. The Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. This means that *The Use of Easy English Video as Media in Teaching Vocabulary* in the seventh grade of SMP Banjar Asri was effective. In addition, researchers can conclude that learning using videos can help students become more interested in learning English and make it easier for them to understand vocabulary.

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