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Journal of General Education and Humanities Vol. 5, No. 1, February 2026, pp. 469 - 478, https://doi.org/10.58421/gehu.v5i1.923 ISSN 2963-7147 # The Effectiveness of Educational Videos in Improving Vocabulary Mastery at SMP Negeri 16 Palu Rahmawati1, Abd. Kamaruddin2, Maf'ulah3, Mochtar Marhum4 1,2,3,4Universitas Tadulako, Palu, Indonesia Article Info Article history: Received 2025-12-09 Revised 2025-12-24 Accepted 2025-12-30 ABSTRACT Vocabulary mastery is a fundamental component of English as a Foreign Language (EFL) learning; however, preliminary observations at SMP Negeri 16 Palu revealed that many eighth-grade students still have limited vocabulary. Students experienced difficulties in understanding word meanings, identifying word classes, and using vocabulary appropriately in simple sentences, which negatively affected their participation, confidence, and comprehension in English learning. Therefore, this study aimed to find out the effectiveness of educational videos in improving students' vocabulary mastery. This study employed a quantitative, quasi-experimental research design. The population consisted of 129 eighth-grade students of SMP Negeri 16 Palu in the 2024/2025 academic year. The samples were class VIII C as the experimental group and class VIII E as the control group. The research instruments were vocabulary tests administered as pre- and post-tests, focusing on nouns, verbs, and adjectives. The collected data were analysed using a normality test, a homogeneity test, and an independent-samples t-test in SPSS version 24. The findings indicated that the experimental group achieved a higher mean post-test score (70.27) compared to the control group (58.93). The result of the independent samples t-test showed a significance value of 0.001, which was lower than 0.05, indicating a statistically significant difference between the two groups. These results demonstrate that the use of educational videos, particularly animated videos, effectively improves students' vocabulary mastery. Keywords: Animated Videos Educational Videos Effectiveness Improving Vocabulary Mastery Corresponding Author: Rahmawati Faculty of Teacher Training and Education, Department of Language and Art Education, Tadulako University Email:

r.waty1201@gmail.com 1. INTRODUCTION Vocabulary mastery is a crucial aspect of English language learning, especially for students who learn English as a Foreign Language (EFL). Vocabulary mastery is defined as the ability to recognise, understand, and use words accurately in both spoken and written contexts[1]. Vocabulary knowledge serves as the foundation for the development of other language skills, including reading, writing, listening, and speaking [2]. Yuningsih et al. [3]

https://doi.org/10.58421/gehu.v5i1.923 470 found a positive and significant relationship between students' vocabulary mastery and their writing skills. Students with a wide range of vocabulary tend to demonstrate better comprehension of reading texts, greater understanding of spoken language, and more active participation in classroom interaction [4]. Vocabulary mastery is a fundamental prerequisite for successful English learning at the junior high school level. In the context of education in Indonesia, the Curriculum Merdeka emphasises vocabulary mastery as one of the essential competencies in English learning, particularly for Phase D students. The curriculum highlights students' ability to understand and convey meaning in both oral and written texts related to daily life, such as personal identity, routine activities, the surrounding environment, and simple descriptions [5]. Achieving these competencies highly depends on students' ability to comprehend and use vocabulary accurately. Therefore, vocabulary learning should be designed systematically and contextually to enable students to achieve the intended learning outcomes. However, the ideal conditions are not fully realised in practice. Initial observations at SMP Negeri 16 Palu revealed that most eighth-grade students still have limited English vocabulary mastery. Students face difficulties understanding word meanings, distinguishing word types (e.g., nouns, verbs, and adjectives), and using vocabulary in simple sentences. This limitation affects students' participation in the learning process, reduces their confidence in communication, and impedes comprehension of the material delivered by teachers, resulting in less effective English learning. The problem of vocabulary mastery is closely related to the teaching methods and classroom media used

[6]. Vocabulary learning is still dominated by conventional methods, such as providing word lists and translations, without clear contextual usage. Cameron stated that vocabulary learning that focuses solely on memorisation without context is difficult for foreign language learners to understand and retain [1]. In addition, the lack of engaging learning media leads to low student motivation and boredom during English lessons. Therefore, innovative learning media are required to enhance student engagement and facilitate meaningful understanding of vocabulary. Educational videos, particularly animated videos, have been identified as effective media for vocabulary learning [7], [8]. Videos can present information through a combination of visual and audio elements, helping students understand word meanings more concretely and contextually [9]. Furthermore, Wang and Chen [10] show that students were more interested and motivated to learn a language through YouTube videos than through conventional methods. Berk explained that learning videos can increase students' attention, clarify abstract concepts, and help them retain information longer than text-based learning alone [11]. Through videos, students can not only hear word explanations but also see illustrations, actions, and situational usage in real contexts, making the learning process more engaging and easier to understand. Previous studies have confirmed the effectiveness of educational videos in improving students' vocabulary mastery. Hariyono found that YouTube-based videos could significantly enhance students' learning motivation and vocabulary mastery [12]. Other studies also reported that animated videos positively impact word comprehension, pronunciation, and memory retention of new vocabulary [9]. From the multimedia learning

 theory perspective, Mayer explained that presenting information through both visual and auditory channels simultaneously can improve students' understanding and learning retention [13]. This evidence indicates that educational videos are relevant and effective media to support vocabulary learning in EFL classrooms. Despite these findings, research on 1 the effectiveness of educational videos specifically for eighth-grade students at SMP Negeri 16 Palu remains limited. Each

learning context has unique characteristics, student needs, and environmental factors, necessitating empirical studies tailored to local conditions. Therefore, this study aims to find out 1 the effectiveness of educational videos in enhancing vocabulary mastery among eighth-grade students, focusing on nouns, verbs, and adjectives. The results are expected to provide empirical contributions to English language teaching and serve as a reference for teachers in implementing innovative and effective learning media. 2. METHOD This study employed a quantitative, quasi-experimental design, specifically a nonequivalent control group design. Two existing classes were involved: an experimental group and a control group. The experimental group was taught using educational videos, while the control group received conventional instruction. Both groups were administered a pre-test and a post-test to measure 1 students' vocabulary mastery. The quasi-experimental design was selected because random assignment of participants was not feasible in the school setting. This design is appropriate for educational research where full control over group assignment is limited [14]. In addition, quasi-experimental designs are effective for evaluating treatment effects in real classroom conditions [15]. Table 1. Research Design Groups Pre-test Treatment Post-test Experimental group Y1 X Y2 Control group Y3 O Y4 Where: Y1 = Pre-test of Experimental group Y2 = Post-test of Control group Y3 = Pre-test of Experimental group Y4 = Post-test of Control group X = Treatment (Educational Videos/Animated Videos) O = No treatment The study population comprised all eighth-grade students at SMP Negeri 16 Palu in the 2024/2025 academic year. There were five classes at this level, namely VIII A to VIII E, totalling 129 students, with approximately 26 students per class. The sample was selected using a purposive sampling technique. This technique was applied based on specific considerations, including the similarity of students' academic ability and the accessibility for conducting the research. Purposive sampling is a sampling technique based on criteria

 determined by the researcher to achieve specific research objectives [16]. Based on these considerations, two classes were

selected as the sample. Classes VIII C and VIII E were selected based on several academic factors. Preliminary observations indicated that students in these classes had relatively lower English vocabulary mastery compared to other classes. In addition, students in both classes showed lower learning discipline during classroom activities, such as a lack of attention to the teacher's explanation and low engagement in completing assignments. Therefore, these classes were considered appropriate for investigating the effectiveness of educational video-based instruction. The research instrument used in this study was a vocabulary test designed to measure students' vocabulary mastery before and after the implementation of educational videos. The test consisted of a pre-test and a post-test, each containing 30 items: 20 multiple-choice questions and 10 sentence completion questions. The multiple-choice items assessed students' understanding of word meanings, synonyms, antonyms, and appropriate word usage in context, while the sentence completion items measured students' ability to associate words with their correct meanings or synonyms. Both tests employed the same format with equivalent levels of difficulty but different items to ensure consistency and fairness in measurement. The test instrument was developed based on students' language proficiency levels to obtain an accurate measure of vocabulary mastery. The scoring rubric was adapted from Enjel et al [17], and the classification of vocabulary mastery scores was adapted from Harris [18]. A well-constructed vocabulary test is essential for providing valid and reliable data on students' language knowledge and improvement [19]. Data were collected using a written test method consisting of a pre-test and a posttest. The pre-test was administered before the implementation of educational videos to identify students' initial vocabulary mastery, while the post-test was conducted after the treatment to measure students' vocabulary improvement. The data collection procedure included instrument development and validation, pre-test administration, treatment using educational videos, and post-test administration. The results of both tests were recorded and analysed to determine the effectiveness of educational videos in improving students' vocabulary mastery. The use of pre-test and post-test designs has been widely applied in previous studies to measure

vocabulary improvement through video-based learning [20], [21]. The data were analysed using descriptive and inferential statistics with the assistance of SPSS version 24. Descriptive analysis included calculating minimum and maximum scores, the mean, and the standard deviation to describe 1 students' vocabulary mastery before and after the treatment. Inferential analysis was conducted to test the research hypothesis. Prior to hypothesis testing, the data were examined for normality using the Shapiro–Wilk test and for homogeneity using Levene's test at the 0.05 significance level. After the assumptions were met, an Independent Samples t-test was applied to compare the post-test scores of the experimental group, which received animated educational videos, with those of the control group. A Sig. (2-tailed) value of less than 0.05 indicated a statistically significant difference between the two groups.

https://doi.org/10.58421/gehu.v5i1.923 473 3. RESULTS AND DISCUSSION 3.1. Results In this section, the researcher presents 1 the results of the tests administered to the experimental and control groups. The tests consisted of a pre-test and a post-test related to students' vocabulary mastery. Both groups were given a pre-test prior to the administration of the post-test. The pre-test was conducted to determine 1 students' vocabulary mastery before the treatment, while the post-test measured their vocabulary mastery after the treatment using educational videos. The experimental group received the treatment through educational videos, whereas the control group was taught using conventional teaching methods. 3.1.1 Descriptive Statistics Descriptive analysis provided a numerical basis for understanding students' initial and final conditions. It provides an overview of the data distribution, including minimum, maximum values, mean, and standar deviation. Table 2. 1 Pre-test and Post-test Results of Experimental Class Descriptive Statistics N Minimum Maximum Mean Std. Deviation Pre-test Experimental 25 23 83 45.33 15.635 Post-test Experimental 25 50 97 70.27 12.282 Valid N (listwise) 25 Based on the descriptive statistics of the experimental group. The group consisted of 25 students. The pre-test scores ranged from 23 to 83, with a mean score of 45.33 and a standard

deviation of 15.63, indicating considerable variation in students' initial vocabulary mastery. After implementing educational videos, post-test scores increased, ranging from 50 to 97. The mean score also rose to 70.27, while the standard deviation decreased to 12.28, indicating more consistent student performance. Overall, these results indicate a substantial improvement in students' vocabulary mastery after the treatment. Table 3. Pre-test and Post-test Results of Control Class Descriptive Statistics N Minimum Maximum Mean Std. Deviation Pre-test Control 25 23 77 49.47 12.006 Post-test Control 25 43 80 58.93 10.034 Valid N (listwise) 25 Based on Table 3, the control group consisted of 25 students. The pre-test results showed a minimum score of 23 and a maximum of 77, with a mean of 49.47 and a standard deviation of 12.01, indicating a moderate level of initial vocabulary mastery and considerable variation among students. In the post-test, the minimum score increased to 43 and the maximum score to 80, while the mean score rose to 58.93 with a standard deviation of 10.03. Although the mean score improved and performance became more consistent, the

https://doi.org/10.58421/gehu.v5i1.923 increase in vocabulary mastery in the control group remained limited due to the absence of a specific instructional treatment. Figure 1. Distribution of Pre-test and Post-test in Experimental Class and Control Class The distribution of pre-test and post-test scores reveals contrasting results between the experimental and control classes. In the experimental class, the pre-test results show that 13 students (52%) were in the fair category and 10 students (40%) were in the average category. In comparison, only two students (8%) reached the good category, and none were classified as excellent or poor, indicating generally low to moderate vocabulary mastery. After the treatment, the post-test results demonstrate a clear improvement: 15 students (60%) in the good category, 5 (20%) achieving excellent scores, and the remaining 5 (20%) in the average category, with none falling into the fair or poor categories. Meanwhile, in the control class, the pre-test distribution shows that 15 students (60%) were in the average category, three students (6.9%) in the fair category,

two students (8%) in the good category, and none in the excellent category. The post-test results for the control class indicate a slight improvement: 8 students (32%) are in the good category, and 17 students (68%) remain in the average category. Overall, these distributions confirm that the experimental class experienced a more substantial improvement in vocabulary mastery compared to the control class. 3.1.2 Normality Test The normality of the pre-test and post-test data for both groups was examined using the Shapiro–Wilk test. All significance values were greater than 0.05, indicating that the data were normally distributed and met the assumption for parametric analysis. Table 4. Table 4. Tests of Normality Class Kolmogorov-Smirnova Shapiro-Wilk Statistic df Sig. Statistic df Sig. Pre Experimental .153 25 .132 .931 25 .090 Post Experimental .185 25 .027 .951 25 .260 Pre Control .185 25 .028 .928 25 .079 Post Control .133 25 .200* .943 25 .175 *. This is a lower bound of the true significance. a. Lilliefors Significance Correction

https://doi.org/10.58421/gehu.v5i1.923 475 Based on the Shapiro–Wilk normality test presented in Table 4, all significance values (Sig.) 1 for both the experimental and control groups, in the pre-test and post-test, were greater than 0.05 ($p > 0.05$). These results indicate that the data were normally distributed and met the assumption required for further parametric statistical analysis. Consequently, the analysis proceeded to the homogeneity test prior to hypothesis testing. 3.1.3 Homogenity Test The homogeneity of variance was tested using Levene's Test on the post-test scores of 1 the experimental and control groups. The results showed that the significance value (Sig.) was greater than 0.05, indicating that the variances between groups were homogeneous and that the assumption of homogeneity of variances was met for further parametric statistical analysis. Table 5. Test of Homogeneity of Variance Levene Statistic df1 df2 Sig. Post-test Based on Mean .212 1 48 .647 Based on Median .212 1 48 .647 Based on Median and with adjusted df .212 1 44.614 .647 Based on trimmed mean .191 1 48 .664 Based on 1 the results of the Homogeneity Test (Levene's Test), the significance value (Sig) is 0.647 for the calculations based on the mean, median, and median with adjusted degrees of freedom, and 0.664 for

the calculation based on the trimmed mean. All of these significance values are greater than 0.05, indicating that the variances of the experimental and control groups were homogeneous. Therefore, the assumption of homogeneity was satisfied, allowing the use of the Independent Sample t-test with equal variances assumed. 3.1.4 Hypothesis Testing Table 6. Hypothesis Testing Class N Mean Std. Deviation Std. Error Mean Score Post-test Experimental Class 25 70.27 12.282 2.456 Post-test Control Class 25 58.93 10.034 2.007 Based on Tables 6 and 7, the post-test results indicate a significant difference between the experimental and control classes. Table 6 shows that the experimental class (N = 25) obtained a higher mean score (M = 70.27, SD = 12.282) than the control class (M = 58.93, SD = 10.034). Furthermore, the Independent Samples t-test results in Table 7 reveal that the Sig. (2-tailed) value is 0.001, which is lower than the significance level of 0.05, indicating a statistically significant difference between the two groups. The mean difference of 11.334 confirms that students taught using educational videos achieved better vocabulary mastery than those taught without the treatment. These findings demonstrate that the use of educational videos had a significant positive effect on students' vocabulary mastery. Therefore, the null hypothesis was rejected, confirming that the use of educational videos had a significant effect on students' vocabulary mastery at SMP Negeri 16 Palu.

https://doi.org/10.58421/gehu.v5i1.923 Table 7. Independent Samples Test Levene's Test for Equality of Variances t-test for Equality of Means F Sig. t df Sig. (2-tailed) Mean Difference Std. Error Difference 95% Confidence Interval of the Difference Lower Upper Score Equal variances assumed .212 .647 3.573 48 .001 11.334 3.172 4.956 17.711 Equal variances not assumed 3.573 46.163 .001 11.334 3.172 4.949 17.718 3.2. Discussion The findings of this study indicate that the use of educational videos significantly improved students' vocabulary mastery. This was evidenced by the higher post-test mean score in the experimental group (70.27) compared to the control group (58.93). In addition, the Independent Samples t-test showed a p-value of 0.001 (<

0.05), confirming a statistically significant difference between the two groups after treatment. These results demonstrate that educational videos positively improved students' vocabulary learning outcomes. The improvement in 1 students' vocabulary mastery in the experimental group can be attributed to the use of animated educational videos that combine visual illustrations, audio narration, and contextual examples. This multimedia presentation enabled students to understand word meanings more clearly, recognise word forms, and apply vocabulary appropriately in context. Previous studies have reported that educational videos increase learners' engagement and retention by providing rich audio-visual input that accommodates different learning styles [11], [7]. Furthermore, 1 the results of this study are consistent with earlier research showing that video-based learning significantly enhances students' vocabulary mastery and overall English learning performance [22], [23], [24], [9]. According to multimedia learning theory, learning becomes more effective when relevant visual elements support verbal information, as this combination facilitates deeper processing and long-term retention of information [13], [25]. In contrast, the relatively lower 1 improvement in the control group suggests that traditional instructional methods provide limited visual and contextual support. As a result, students may have difficulty understanding and retaining new vocabulary. This finding supports the Nation's view that vocabulary learning without sufficient contextual reinforcement tends to be less effective [2]. Overall, these findings confirm that educational videos are an effective instructional medium for 1 improving students' vocabulary mastery.

https://doi.org/10.58421/gehu.v5i1.923 477 4. CONCLUSION This study demonstrates that integrating educational videos into English instruction positively contributes to students' vocabulary mastery at the junior high school level. The findings indicate that video-based learning facilitates students' vocabulary understanding by providing contextualised and meaningful exposure, thereby supporting their ability to recognise word meanings, forms, and usage in simple communication. From a pedagogical perspective,

the results of this study imply that educational videos, particularly animated videos, can serve as an effective alternative instructional medium to support vocabulary learning in EFL classrooms. The use of visual and auditory elements helps increase students' engagement and motivation, creating a more interactive learning environment. Consequently, English teachers are encouraged to incorporate educational videos into classroom instruction to enhance students' learning experiences and vocabulary development. Despite these positive outcomes, this study has several limitations. The research was conducted in a single school with a limited sample size, which may restrict the generalizability of the findings. In addition, the study focused only on three types of vocabulary items—nouns, verbs, and adjectives—and did not examine other aspects of vocabulary mastery such as collocation, pronunciation accuracy, or long-term vocabulary retention. Future research is recommended to involve a broader sample across different schools and educational contexts to obtain more comprehensive results. Further studies may also explore 1 the effectiveness of educational videos on other language skills and vocabulary, as well as the long-term impact of video-based learning. From a broader perspective, this research contributes to the field of English language education by providing empirical evidence for the use of technology-based media to improve vocabulary learning, which may benefit teachers, students, and educational institutions in adapting to more innovative and effective teaching practices.

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