EXPLORING THE THAI KINDERGARTENERS' ENGLISH VOCABULARY THROUGH ANIMATED EDUCATIONAL VIDEOS : A CASE STUDY

THESIS

Written by :

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OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
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MAY 2025

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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
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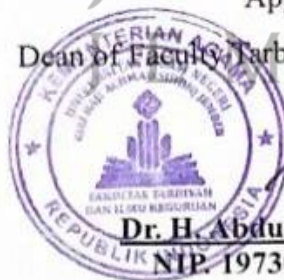
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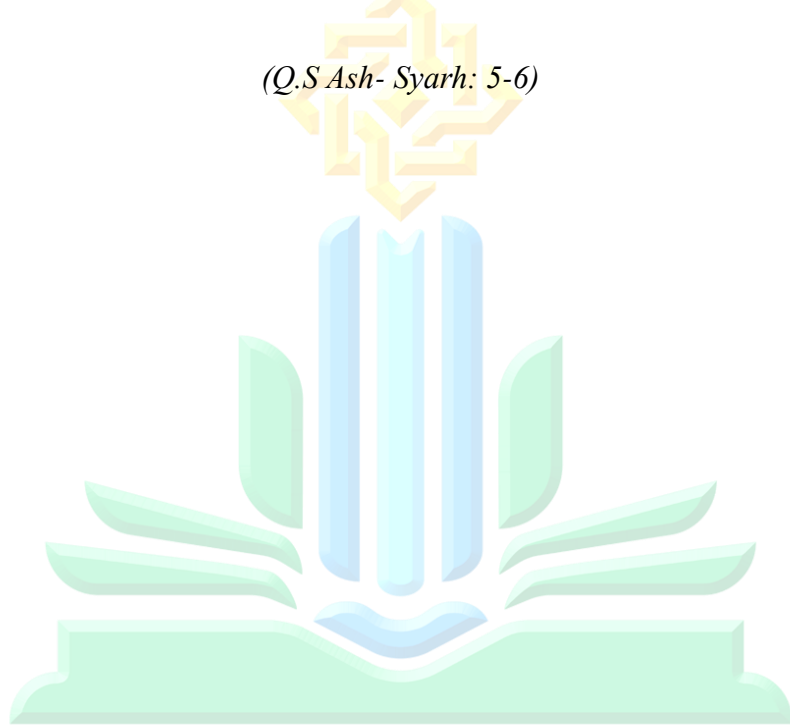
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فَاِنَّ مَعَ الْعُسْرِ يُسْرًا ۙ ٥ اِنَّ مَعَ الْعُسْرِ يُسْرًا ۗ ٦

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"So, surely with hardship comes ease. Surely with ˹that˺ hardship comes ˹more˺

ease".[*]

(Q.S Ash- Syarh: 5-6)

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[*] The Noble Quran" : https://quran.com/94

DEDICATION

With a heart full of gratitude and love, I would like to dedicate this thesis to :

1. For myself, who has survived until now, who always tries to do my best, who rarely complains for many things that happen in my life so that I can complete this thesis with a feeling of pride.

2. To my dearest father with full respect and gratitude, I dedicate this work to my father Sumaliyanto who has provided invaluable support and motivation during the process of writing my thesis and in my life journey.

3. To my beloved Mother, Umi Salamah Nasikha Ulumiyah, I would like to express my deepest gratitude for her love, prayers and unlimited moral support. I present this dedication as a form of appreciation for all the sacrifices of my mother who has given strength and enthusiasm in every step of my life.

4. For my beloved younger siblings, Nayyifatul Fitriyah and Nayla Faiha Izzatunnisa who always encourage me in every process of my journey.

5. For my friends, I would like to say thank you for your support, enthusiasm, and extraordinary togetherness throughout the process of this thesis journey. I present this dedication as a form of gratitude for all the help and inspiration that has been given.

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Praise and gratitude to Allah SWT, the most gracious, the most merciful, the Lord of the universe who has bestowed His grace, taufik and guidance so that the author can successfully complete the thesis entitled: Exploring The Thai Kindergarteners English Vocabulary Through Animated Educational Videos : A Case Study. which is one of the requirements to fulfill the bachelor's degree. Shalawat and salam may remain devoted to our great I Prophet Muhammad SAW, shalawat and salam may remain devoted to him who has led us from darkness to bright light, especially for the future and bright world civilization. Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Kiai Haji Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.

2. Dr. H. Abd. Mu'is S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teaching Sciences of Kiai Haji Achmad Siddiq Jember State Islamic University who has given me permission to conduct research.

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5. Dr. Suparwoto Sapto Wahono, M.Pd. as my thesis supervisor who has guided me patiently from the beginning to the end of making this thesis.

6. All the lecturers in the English study program who have shared their knowledge and experience during my studies.

7. Sareenah Mahsoh, Malika Wansoh and Sainab Ausen, my tutor who helped me conduct my research at school.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researcher and readers in the teaching learning process, particularly in the vocabulary.

Jember, May 8 2025

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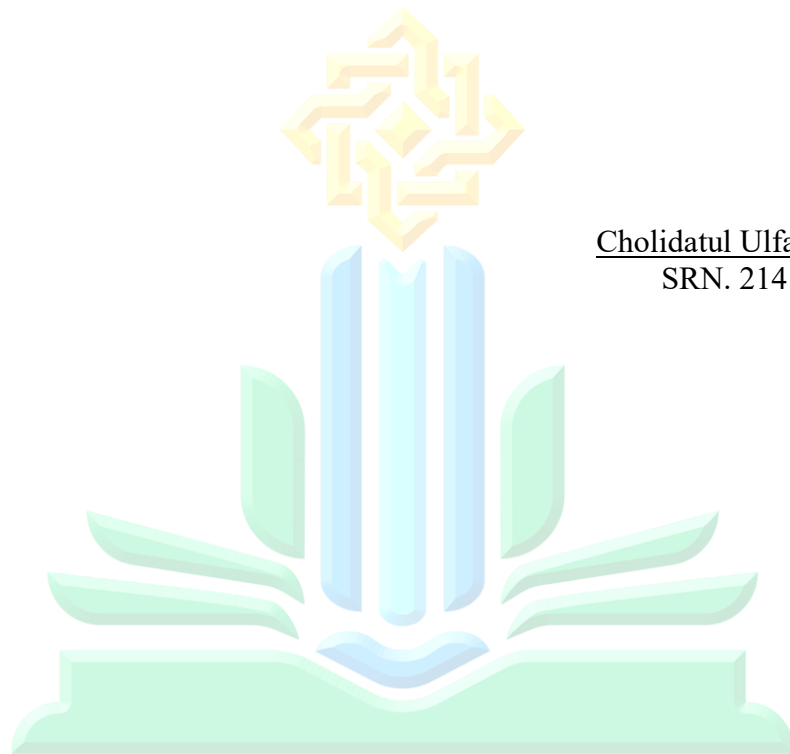
ABSTRACT

Cholidatul Ulfa Ulumiyah, 2025 : Exploring the Thai Kindergarteners English Vocabulary through Animated Educational Videos : a Case Study

Keyword : *vocabulary, animated educational videos, kindergarten*

English is an important international language that should be introduced from an early age. In Thailand, English language learning has been implemented at the kindergarten level, but many students have difficulty remembering and pronouncing vocabulary. This is due to the differences in the sound systems between English and Thai, which make it difficult for children to accurately grasp the pronunciation of words. Therefore, there is a need for engaging learning materials that are suitable for young children and can support the natural and enjoyable acquisition of vocabulary.

This study aims to explore how animated educational videos support English vocabulary learning for Thai kindergarten students. The main research questions is : How does the use of animated educational videos support Thai kindergarteners students in learning English vocabulary? The purpose of this study is to explore how animated educational videos support Thai kindergarteners students in learning English vocabulary.

This study used a qualitative descriptive approach with a case study design. Data were collected through classroom observation, interviews with English teachers, and documentation in the form of photos and videos during the learning process. The study was conducted at Anuban Muang Chana Kindergarten, Thailand, and involved 24 third-grade kindergarten students.

The results of the study indicate that animated educational videos can increase attention, encourage active participation, and build students' confidence in using English vocabulary. This medium provides an enjoyable learning experience that is appropriate for children's developmental stages, thereby supporting vocabulary acquisition in an EFL context.
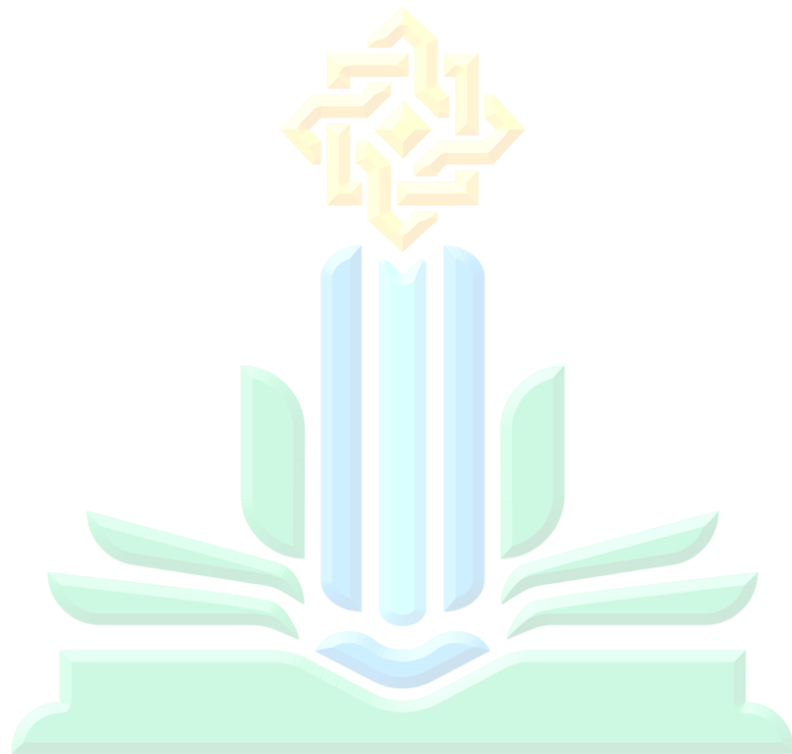
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CHAPTER 1

INTRODUCTION

The first chapter contains some aspects related to the topic of study. There are research context, research questions, research objectives, research significance, definition of key term and structure discussion.

A. Research Context

English is one of the international languages used throughout the world which has an important role in global communication because it is an international language recognized by all countries in the world. English as a language of international communication is needed by many people to interact in various situations. English is one of the foreign languages for Thai students that must be learned at school starting from kindergarten level to university level. Learning English at an early age also provides additional benefits because children at an early age easily absorb language. In addition, learning English at the kindergarten level can motivate students to learn new languages and expand their knowledge of foreign languages. Therefore, learning English from an early age is very important for the development of students in understanding foreign languages, especially English.[2] English is considered a difficult subject for Thai students, as English is very different from Thai in terms of structure, writing, pronunciation, and vocabulary.

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[2] Sjafty Nursiti Maili, "Bahsa Inggris Pada Sekolah Dasar: Mengapa Perlu Dan Mengapa Dipersoalkan," Jurnal Pendidikan Unsika Vol. 6, no. 1 (2018).P. 25-27.

In learning language, people need a process and so do children. When children are able to produce sounds, they will be taught to speak, although only simple and short words at first. Later, they will be able to learn a language and use it to communicate. Teaching English involves four language skills. They are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support the four language skills above such as: grammar, vocabulary, spelling and pronunciation which are also taught in the process of teaching and learning English. To master these four skills requires mastery of vocabulary, which is a basic and important part of foreign language learning.

Vocabulary is one of the most important aspects of foreign language learning. Without vocabulary, we cannot communicate effectively. Therefore, the first step to learning English is to learn vocabulary. In this interesting topic, there is a verse in the Qur'an that talks about Allah SWT teaching Adam about the names of objects that can be used, these objects such as plants, animals, and other objects as in the verse below (QS Al- Baqarah 2:verse 31):

صٰدِقِيْنَ كُنْتُمْ اِنْ هٰٓؤُلَاۤءِ بِاَسْمَاۤءِ اَنْۢبِـُٔوْنِيْ فَقَالَ الْمَلٰۤىِٕكَةِ عَلَى عَرَضَهُمْ ثُمَّ كُلَّهَا الْاَسْمَاۤءَ اٰدَمَ وَعَلَّمَ

Meaning : *And he taught Adam the names of all things, then showed them to the angels, saying, "Name them if you are right!".* (Q.S. Al- Baqarah 2: verse 31)[3]

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[3] Departemen Agama RI, Al-Qur'an danTerjemah, https ://quran.kemenag.go.id/surah/2

From the verse above, Allah tells Adam the names of objects on earth. Humans as descendants of Adam should know the names of objects on this earth, both in terms of shape and type. Therefore, learning vocabulary is very important for daily life and can solve several problems.

Sometimes children find some difficulties in the process of learning vocabulary. As English teachers, we have to be creative to find a good way to help their vocabulary so that they don't feel bored in class. Vocabulary acquisition is a fundamental aspect of foreign language learning and plays an important role in the overall development of language skills. According to Izzah et al, mastering vocabulary is essential for communication, as it allows individuals to express ideas, understand meaning, and engage in meaningful conversations.[4] In English language learning, a strong vocabulary foundation improves students' speaking, listening, reading and writing skills. David Wilkins concludes that vocabulary learning plays a huge role in grammar. In his advice to students he says that students should spend most of their time learning words and phrases. According to him, although grammar is important, learning vocabulary is much more important. By learning more vocabulary and phrases, one can improve English significantly as one can express almost anything with words, although grammar also needs to be improved.[5]

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[4] Izzah, L., Hadi, M. S., & Rosa, M. S. (2020). Student's perception of TED TALK video to improve listening skill. *Jurnal Studi Guru Dan Pembelajaran*, *3*(3), 518-523.

[5] Scott Thornbury, How to Teach Vocabulary (Endinburgh: Pearson Education Limited, 2002).P.13.

Teaching English vocabulary to beginner learners can be more difficult than teaching advanced students, partly due to the characteristics of young learners. One factor is their limited attention span. In addition, young learners need learning experiences that are engaging, meaningful and fun in order to learn effectively.[6] Compiling and providing vocabulary materials for kindergarten students is not an easy thing for teachers. Teachers are required to have innovation, creativity and motivation in compiling learning materials to achieve maximum results. The teaching and learning process for early childhood should use simple language that is easy for students to understand by utilizing learning media that attracts their attention to increase student motivation during learning activities. Teachers must pay attention to these aspects in order to create an effective, eff icient and productive learning process. Teachers have a role in creating and providing learning media that is in accordance with the characteristics of students. Adapting video technology-based learning media is considered a learning medium that is in accordance with the characteristics of early childhood students and suitable for implementation. Active, creative, and innovative learning strategies are in accordance with the characteristics of students that teachers can use in teaching vocabulary, namely by adapting video technology, namely animated educational videos

Children are the younger generation who are beginning to be introduced or taught about everything. In the context of kindergarten students

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[6] Pinter, Annamaria. *Teaching young language learners*. Oxford University Press, 2017.

in Thailand, vocabulary learning is very important because they are in the golden age of cognitive development. According to Piaget's theory of cognitive development (Alon Mandimpu Nainggolan), children aged 4-6 years are in the preoperational stage, where they are so responsive to visual and auditory stimuli that they have the natural enthusiasm and curiosity of children hence, it is our job as teachers to teach them what they are capable of learning as soon as possible. However, children aged 4-6 years are still interested in playing, so slearning in kindergarten is mostly packaged in the form of games, pictures and songs[7]. According to H. Douglas Brown "teaching can be defined as instructing or helping someone to learn how to do something, providing instruction, guiding in learning something, providing knowledge, causing people to know and understand".[8] In this case Animated Educational Videos is needed as an effective tool to improve vocabulary learning, as it provides a combination of engaging visuals accompanied by sound, physical movement, and the use of words in context that facilitates better retention and comprehension.

Animated Educational Videos are designed with clear background graphics, bright colors, attractive animated images, cheerful music, clear titles and audio. Creative animated learning videos can support the teaching and learning process so as to increase students' motivation, ability and willingness

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[7] Nainggolan, Alon Mandimpu, and Adventrianis Daeli. "Analisis teori perkembangan kognitif Jean Piaget dan implikasinya bagi pembelajaran." *Journal of Psychology Humanlight* 2.1 (2021): 31-47.

[8] H.Douglas Brown, "Principles of Language Learning and Teaching" (San Francis State University, 2000) p.7

to participate in teaching and learning activities. This animated learning video is in accordance with the characteristics of kindergarten students in Thailand and is suitable for implementation.

However, in practice, many schools in southern Thailand still use traditional learning methods that focus more on memorization in teaching vocabulary. Vocabulary learning is often done by teachers speaking and students listening without the support of digital media such as audio and video from native speakers which makes learning less interesting and less effective in delivering the material so that students lose interest and motivation to learn. Whereas by utilizing audio and video from native speakers, students can more easily understand the lesson.

According to Hanif, emphasizes that the use of interactive digital media, such as videos and multimedia applications, can improve students' understanding of the material taught in the classroom this allows students to be actively involved in the learning process, which in turn helps them understand concepts better. The use of animated videos graphics in digital media can help students understand information in a more visual way. This is especially important for students who have a visual learning style, as they can see real-life examples of the concepts being taught.[9]

The use of media technology is also supported by the Thai government as expressed by Waldopo, who said that the Thai government's

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[9] Hanif, Hanif, Kurniawati Kurniawati, and Dini Rizki. "EMPOWERING EFL LEARNERS: THE IMPACT OF DIGITAL LITERACY IN BLENDED ENGLISH LANGUAGE TEACHING METHOD." *Berajah Journal* 4.3 (2024): 761-770.

support for improving teachers' ability to use technology is very strong, with various initiatives and strategic plans aimed at strengthening ICT integration in education. Through training and professional development, as well as the establishment of competency standards, the government seeks to ensure that teachers can effectively utilize technology to enhance students' learning experiences.[10]

Based on observations made by the researcher at a Thai kindergarten school, Anuban Muang Chan, it was found that students often experience difficulties in remembering and understanding English vocabulary and a significant challenge is the difference in pronunciation of English words by Thai language learners. For example, the English word "jump" is often pronounced with the word "camp", "cute" is pronounced with the word "cut", "sword" is pronounced with the word "sewoodd", "ice cream" is pronounced with the word "ai see kimm" the word "football" is pronounced with the word "fut boon" and the researcher has also heard the word "why you smile" pronounced with the word "way yuu sa mail" by Thai students. This difference arises due to the influence of Thai phonology, which has a different sound structure from English. Since Thai lacks some of the consonant letters commonly used in English, students often substitute them with sounds that are more familiar to them. This difference not only affects their ability to speak, but also to listen and understand English vocabulary correctly.

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[10] Waldopo, Waldopo. "Dampak Pelatihan Pemanfaatan Tik (Petik) Untuk Pembelajaran Bagi Guru Di Sekolah Indonesia Di Luar Negeri (Studi Guru-Guru Sekolah Indonesia Di Bangkok-Thailand)." *Jurnal Teknodik* (2015): 024-035.

The interviewed teacher, Zainab Ausen, stated that she and some teachers still have shortcomings in that they are not yet proficient in utilizing the digital media available in learning due to time constraints, the teacher do not have enough time to explore and learn to use new technologies. As a result, they tend to stick with traditional teaching methods that are more familiar to them, this is what makes young learners in Thailand pay less attention to new vocabulary taught by teachers even though in this day and age technology plays a big role in life and also results in young learners in Thailand mispronouncing English vocabulary correctly.

Some previous studies have discussed the effectiveness of animated video media to improve children's learning outcomes. However, most of these studies focus more on quantitative experiments by measuring vocabulary test results before and after learning. Previous studies have shown that the use of educational animated videos can help improve English vocabulary acquisition in children. However, most of these studies used a quantitative approach that focused on test results in the form of pretest and posttest scores to measure the effectiveness of learning media. These studies fail to describe how the learning process occurs naturally in the classroom, how students respond during activities, and how interactions between teachers, media, and students are formed during learning.

In addition, research on English vocabulary learning in kindergarten children in Thailand is still very limited, especially using a qualitative approach. In fact, young children in Thailand have unique characteristics and

linguistic backgrounds, including challenges in pronunciation and English vocabulary mastery. Based on this, this study attempts to present something different by directly observing the vocabulary learning process that occurs in the classroom through animated video media. The researcher seeks to understand how children react and engage during the learning process, such as when they imitate words in the video, show enthusiasm, and interact with their teachers and peers. Through this case study approach, it is hoped that this research can provide a more comprehensive picture of how animated videos support the natural and enjoyable learning of English vocabulary, particularly in kindergarten settings in Thailand. Based on this background, the researcher conducted a study entitled: "Exploring The Thai Kindergarteners' English Vocabulary Through Animated Educational Videos : A Case Study"

B. Research Focus

Based on the research background, the research question is formulated as follows:

"How does the use of animated educational videos support Thai kindergarteners in learning English vocabulary?"

C. Research Objective

Based on the formulation of the problem, the researcher set the objectives of this study as follows:

"To Explore how animated educational videos support Thai Kindergarteners in learning English vocabulary."

D. Significance of The Research

This research is expected to make a significant contribution both theoretically and practically.

1. Theoretical Contibutions

   a. This study provides insight into the role of animated educational videos in vocabulary acquisition among young learners.

   b. This study contributes to the existing literature on motivation in foreign language learning and multimedia-based instruction and physical methods in language learning.

2. Practical Contributions

   a. For english teacher : It The findings of this study are expected to encourage English teachers, especially those in early childhood education, to enhance their creativity in designing engaging vocabulary learning activities. This study also provides valuable insights into how animated educational videos can be used as an effective tool to support young students in mastering English vocabulary in a more enjoyable and developmentally appropriate manner. By understanding how animated videos encourage active participation and motivation, teachers can be better prepared to select appropriate media and strategies in English as a foreign language (EFL) classrooms, especially for kindergarten students.

b. For students : This study aims to increase students' motivation and interest in learning English vocabulary in a fun and interactive way through a combination of visual media and physical movement.

c. For future researchers : This research can be a reference for further studies on multimedia-based language learning in early childhood education.

E. Definition of Key Term

The definition of terms contains the understanding of important terms and the focus of attention in the research title. The goal is to avoid misinterpreting the terms intended by the researcher[11].

1. Vocabulary

Vocabulary is a collection of words known and used by a person in a language. In this study, vocabulary refers to English words taught to kindergarten children through animated educational videos and the TPR method.

2. Animated Educational Videos

Animated educational videos are multimedia tools that combine animated moving images, characters and illustrations using educational content that facilitates learning. This video uses visual elements, auditory narration, and sometimes interactivity to present information in an interesting and easy to understand format, especially among

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[11] Tim Penyusun, "Buku Pedoman Penulisan Karya Tulis Ilmiah 2021.Pdf," 2021,p.53.

children because most of them also learn indirectly, not directly. This animation aims to simplify complicated concepts, attract children's attention and increase motivation because it makes the learning process fun.

3. Kindergarteners

Kindergarten children in the context of this research are students aged around 4 to 6 years old who are studying at Anuban Muang Chan, Thailand. they are considered to be in the "golden age" phase where language development, especially their listening skills, is developing rapidly.

F. Structure Discussion

The structure of the discussion contains a description of the flow of the thesis discussion, from the introductory chapter to the closing chapter. The format of systematic writing was a descriptive narrative, not a table of contents. The initial part, core part, and final part will be explained as follows:

Chapter I discussed about introduction of the thesis, such as research context, research questions, research objectives, research significances, definitions of key term, and structure of discussion.

Chapter II discussed about review of related literature which consists of previous research of this research and theoretical framework

Chapter III discussed about research methodology of this research which consists of research design, research subject, source of data, data

collection and analysis, and validity of data.

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this research.
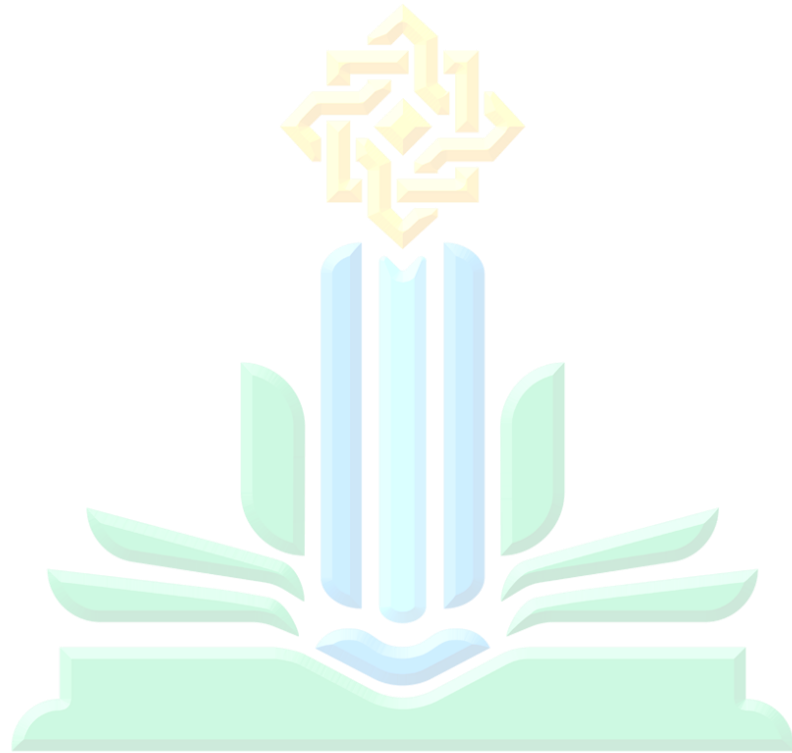
CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consist of previous research and theoritical framework.

A. **Previous Research**

In this appendix the author will list several previous studies that are similar to the research that the researcher conducted. The purpose including some of these previous studies is to strengthen the author's writing. Some of the research taken comes from thesis, articles, or journals by summarizing the points of similarity from previous research with the research that the researcher is currently doing.

1. The first previous research was conducted by Sehnaz Safana Kamila Ishaq entitled " Pengaruh Penggunaan Media Pembelajaran Video Animasi Terhadap Kemampuan Kosakata Bahasa Inggris di Sekolah Dasar ". This study was used method that was pre-experiment with one group pretest-posttest design. The results showed a significant improvement in students' English vocabulary skills after being taught using animated videos. The mean score of the pretest of each indicator reached 51.35 and the mean score of the posttest showed 69.71, these results showed a significant increase. This finding shows that animated video learning media can be an effective medium in improving elementary school students' English vocabulary skills. The use of

animated videos in learning provides a more interesting and interactive learning experience, which can increase students' interest and motivation. In addition, animated videos also allow the delivery of complex material to be more easily understood by students.[12] This study is relevant to my research because both use animated videos as a tool for learning English vocabulary. However, the difference lies in the approach and context, the previous study used a quantitative approach with elementary school students in Indonesia, while my study uses a qualitative approach with kindergarten children in Thailand. By comparing these contexts, I aim to explore further how animated videos can aid vocabulary acquisition at an early age and within different cultural environments.

2. The second previous study was conducted by Roslindah entitled "Improving The Students' Vocabulary Mastery by Using Cartoon Film for Elementary School 17 of Parepare" This study was examines the used of Dora the Explorer animated film to improve vocabulary mastery of fifth grade students of SDN 17 Parepare.. The study also evaluated students' interest in the method, as higher engagement often results in better learning outcomes. Using a classroom action research approach, the study was conducted in two cycles, each of which consisted of planning, action, observation, and reflection. Data was collected through observation, tests, and questionnaires, with qualitative and quantitative analysis used to measure students' vocabulary acquisition and interest. The study showed

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[12] Ishaq, Sehnaz Safana Kamila. *PENGARUH PENGGUNAAN MEDIA PEMBELAJARAN VIDEO ANIMASI TERHADAP KEMAMPUAN KOSAKATA BAHASA INGGRIS DI SEKOLAH DASAR*. Diss. Universitas Pendidikan Indonesia, 2024.

that Dora the Explorer significantly improved students' vocabulary skills. Although initial challenges were seen in the first cycle, there was a significant improvement in the second cycle. The average post-test score increased from 60.23% (Cycle I) to 93.64% (Cycle II). Students also showed higher enthusiasm and engagement during the learning process. This research highlights the effectiveness of animated films in making learning fun and improving students' vocabulary acquisition, reinforcing the role of multimedia-based learning in improving English language proficiency among young learners.[13] This study is related to my research because both discuss the use of animated videos in vocabulary learning for young children. Although Roslindah's study focuses on elementary school students and uses action research methods, my study focuses on Thai kindergarten children and uses a descriptive qualitative approach. Both studies share a common interest in observing how animated videos can create a more enjoyable learning environment and support vocabulary development in young language learners.

3. The third previous study was conducted by Arfinka Riensa Saputri with the title " Pengaruh Penggunaan Video Animasi Berbahasa Inggris Terhadap Pembendaharaan Bahasa Ingrris Anak Usia 5-6 Tahun di Tk IT Taruna Teladan Delanggu Klaten Tahun Ajaran 2022/2023". This study investigates 5-6 years old children's vocabulary acquisition by using English animated videos and flashcards as learning media at TK IT

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[13] Roslindah, Roslindah. *Improving the Students' Vocabulary Mastery By Using Cartoon Film For Elementary School 17 of Parepare*. Diss. IAIN Parepare, 2024.

Taruna Teladan Delanggu Klaten in the 2022/2023 academic year. This research addresses the low mastery of English vocabulary among children, the lack of diverse learning media, and the low motivation and interest in using flashcards for vocabulary learning. This study used a quantitative quasi-experimental design with 47 participants selected through cluster random sampling from a total population of 69 students. Data were collected through oral tests and documentation, and analyzed using Kolmogorov-Smirnov normality test, F test for homogeneity, and Independent Sample T-Test with SPSS 25.[14] This study is related to my research because it also discusses the use of animated videos in teaching vocabulary to young children. Although using a quantitative approach, Arfinka's findings support the idea that animated videos can help children understand vocabulary. My research continues this study qualitatively by exploring the responses and experiences of kindergarten children in Thailand when learning vocabulary through animated videos.

4. The fourth previous study was conducted by Rizki Yunita Putri, Rini Puspita Sari, Yeni Setiawati, Abdul Rahman, Dhya Salsabila, Amanah Rahma Ningtyas entitled "Animated video-based learning media for enhancing vocabulary development in early childhood education" This study explores the use of animated video-based learning media to improve vocabulary acquisition in 4-5 year old children at Anak Soleh Curup 2

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[14] Saputri, Arvinka Riensa, and Subar Junanto. *PENGARUH PENGGUNAAN VIDEO ANIMASI BERBAHASA INGGRIS TERHADAP PERBENDAHARAAN KOSAKATA BAHASA INGGRIS ANAK USIA 5-6 TAHUN DI TK IT TARUNA TELADAN DELANGGU KLATEN TAHUN AJARAN 2022/2023*. Diss. UIN Surakarta, 2023.

Kindergarten. The researchers used a Research and Development (R&D) approach with the Borg & Gall model, which included needs analysis, media design, expert validation, and field trials. The results showed a significant increase in children's vocabulary acquisition, with post-test scores increasing from an average of 17.16 (beginning to develop) to 24.83 (very well developed). Statistical analysis using t-test confirmed the effectiveness of animated videos in improving vocabulary development (t = -20.387, p < 0.05). This study emphasizes that animated videos provide an engaging multisensory learning experience, which is superior to traditional teaching methods, thus making vocabulary learning more interactive and effective.[15] The researchers recommend wider use of multimedia tools to improve communication skills and early childhood education practices. This research aligns with current research by highlighting the effectiveness of animated videos in vocabulary learning as well as supporting the integration of engaging educational media for young children. This study is related to my research because it also highlights the use of animated videos as a medium for teaching vocabulary to young children. Although it uses an R&D approach and quantitative analysis, the findings of this study support the importance of engaging and interactive media in vocabulary learning. My research builds on this study by employing a qualitative approach to explore the

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[15] Putri, Rizki Yunita, et al. "Animated video-based learning media for enhancing vocabulary development in early childhood education." *Journal of Early Childhood Care and Education* 6.2 (2023): 115-126.

real-life experiences of preschool children in Thailand as they learn English vocabulary through animated videos.

5. The fifth previous study was conducted by Chaowarat Lampai with the title "Vocabulary Learning through Audio-Visual aids in Thai Primary School EFL Learners" This study examined the effects of audiovisual media on language learning in the context of English as a Foreign Language (EFL). In this study, 51 students from elementary schools were appointed as participants. They administered 2 types of tests (L1 to L2 and L2 to L1) as pretest and posttest to measure the level of ability to assess students' receptive and productive writing skills. The findings of this study showed a significant increase in posttest scores, indicating that the use of visual media is effective and can help students in understanding and comprehending new concepts. In addition, the questionnaire results show that students have a higher level of understanding when using audio-visual materials in vocabulary learning. [16] This study is relevant to my research because it also examines the use of audio-visual media in teaching English vocabulary to elementary school children. Although it uses quantitative methods, this study shows that audio-visual media can improve students' understanding of new vocabulary. My research continues with a qualitative focus to explore the experiences and responses of Thai kindergarten children when learning vocabulary through animated videos.

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[16] Lampai, Chaowarat, and Apisak Sukying. *Vocabulary Learning through Audio-Visual Aids in Thai Primary School EFL Learners*. Diss. Mahasarakham University, 2023.

Table 2. 1
Research Differences and Similarities

No	Research Name and Title	Similarities	Differences
1	2	3	4
1.	Sehnaz Safana Kamila Ishaq entitled " Pengaruh Penggunaan Media Pembelajaran Video Animasi Terhadap Kemampuan Kosakata Bahasa Inggris di Sekolah Dasar "	1. Both use animated videos as media 2. Both of them are the same researching language learning in early childhood	1. Different research methods, sehnaz used quantitative experiments while this study used descriptive qualitative 2. Different objects and research locations, Sehnaz examined the object of elementary school students in Indonesia while this research was conducted on kindergarten children in Thailand.
2.	Roslindah entitled "Improving The Students' Vocabulary Mastery by Using Cartoon Film for Elementary School 17 of Parepare"	1.Both use visual media as a vocabulary learning tool.	1.Different research methods, Roslindah used classroom action research (CAR) while this study used descriptive qualitative. 2. Different research subjects, Roslindah examined elementary school children in Indonesia while this research was conducted on kindergarten children in Thailand.
3.	Arfinka Riensa Saputri with the title " Pengaruh Penggunaan	1. Both examine early childhood (kindergarten) as an	1. Different research methods, Arfinka uses quantitative

	Video Animasi Berbahasa Inggris Terhadap Pembendaharaan Bahasa Ingrris Anak Usia 5-6 Tahun di Tk IT Taruna Teladan Delanggu Klaten Tahun Ajaran 2022/2023"	object in learning English vocabulary. 2. Both of them are using English animation video as vocabulary learning media	experiments while this research uses descriptive qualitative 2. The focus of their research is also different, Arfinka focuses on the influence on vocabulary results, while this study focuses on learning motivation and student involvement in learning.
4.	Rizki Yunita, Rini Puspita Sari, Yeni Setiawati, Abdul Rahman, Dhya Salsabila, Amanah Rahma Ningtyas entitled "Animated video-based learning media for enhancing vocabulary development in early childhood education"	1. Both of research use animated videos for vocabulary learning. 2. Both of research focus on early childhood and motivation as an important element in learning vocabulary.	1. Different research methods, Rizki Yunita et al. focused on Research Development (R&D) while this study used descriptive qualitative research. 2. Different research locations, Rizki Yunita et al. examined early childhood in Indonesia while this study examined early childhood in Thailand.
5.	Chaowarat Lampai, entitled "Vocabulary Learning through Audio-Visual aids in Thai Primary School EFL Learners"	1. both focus on vocabulary learning 2. both use audio visual as supporting media.	1. Differences in research method, this study uses a quantitative pretest and posttest approach while I use descriptive qualitative. 2. Different research locations and objects 3. differences in research focus, this research emphasizes more on receptive

			and productive aspects of learning while my research emphasizes the fun learning process.

Based on explanations from several previous studies, it can be seen that there are similarities and differences between this study and previous studies. Specifically, this study is similar to previous studies in terms of the use of animated educational videos as a medium for teaching English vocabulary to young children. However, this study differs in several important aspects, such as participant characteristics, research design, and data collection techniques used.

What makes this study unique is its focus on exploring how animated educational videos support Thai kindergarten children in acquiring English vocabulary in a real classroom environment. This study not only describes the effectiveness of the media but also highlights how children respond to, imitate, and interact with the vocabulary presented in the videos. Additionally, this study was conducted in a Thai kindergarten setting, which has distinct educational and cultural characteristics compared to previous research contexts conducted in Indonesia. Therefore, this study makes a valuable contribution by providing insights into the application of animated educational videos in vocabulary instruction for young children within the Thai educational context.

B. Theoretical Framework

1. Vocabulary

a. Concept of Vocabulary

Languages need vocabulary to be understood. Vocabulary is one of the most important aspects of any language. Without vocabulary, communication would be impossible. Misunderstanding or failure in communication occurs when the vocabulary is limited. A key aspect of language learning is developing vocabulary. To be able to speak, write, and listen, students must learn vocabulary first.

b. Definition of Vocabulary

Vocabulary is the basic element of language that a person needs to learn a language in learning language. People need to have a wide variety of vocabulary to help them in all language skills. including speaking, reading, listening and writing skills.[17] Vocabulary is a collection of words or phrases that are usually arranged and translated sequentially. Vocabulary is a basic language, before mastering the four skills of listening, speaking, reading and writing we must learn competent English such as vocabulary, structure (grammar) and pronunciation.[18]

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[17] Nissa R, Nurchurifiani E, Febriyanti. (2021). "Improving Students' Vocabulary Mastery Through the Keyword Technique At The Tenth Gradeof SMAN 2 Tulang Bawang Tengah". Journal Corner of Education, Linguistics,and Literature

[18] Taslim, Asrifan Andi, Chen Yan. "Correlation Between Student's Vocabulary Mastery and Speaking skill". JOURNAL OF ADVANCED ENGLISH STUDIES, Vol. 2, No.2, August 2019.

Vocabulary is one of the most important parts of the English language. It is considered as the most important thing for students to learn English as a foreign language. Because if they have limited vocabulary, they cannot communicate or express their thoughts to answer other people's questions.Vocabulary is the knowledge of the meaning of words. If there were no words, there would be no language because all languages have words. Therefore, vocabulary mastery is a very important part of language and is indispensable as a basic element of language. We must have a large number of words in order to communicate well. Kamil and Hiebert define vocabulary as:

Our vocabulary is the store of words we know. We actually have four types of vocabulary: listening, reading, speaking and writing. Each consists of words we understand when we hear them, words we understand when we see them, words we use in speaking, and words we use in writing. Typically, our speaking and writing vocabularies are smaller than our listening and reading vocabularies; that is, we understand more words heard or read than we use in speaking and writing.[19]

By analyzing the above explanation, it can be concluded that vocabulary is one of the most important aspects in learning a new language. Students who know many words will be able to

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[19] Lu'lu'ul Maknunah. "Exploring Make a Match Technique on EFL Students' Vocabulary Mastery".Skripsi UIN KHAS Jember,2021

understand what others are saying or be able to communicate with others. It is impossible for students to speak without vocabulary because vocabulary is a prerequisite for speaking. Using vocabulary, can determine the quality level of students. students need support from teachers to memorize as many words as students can.

c. Teaching Vocabulary

The practice of assisting students in learning and understanding new terms in a particular language is known as vocabulary teaching. Vocabulary building is an important component of learning a language and becoming literate. A child's achievement in various areas, such as academic performance, concept formation, and communication skills, depends on their vocabulary growth. Because vocabulary development has a direct link to reading comprehension, expressive and receptive language skills, and academic success, it is an important component of language education.[20]

Because vocabulary is the basic knowledge needed to master the four language skills of speaking, reading, writing and listening, teaching vocabulary is the same as learning a second language. Without a strong vocabulary base, students will struggle to learn English. All languages also place a high value on

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[20] Ruth Gairns and Stuart Redman, Working with Words: A Guide to Teaching and Learning Vocabulary (Cambridge: Cambridge University Press, 1986).P. 301-303.

vocabulary. According to Schaefer, effective vocabulary teaching involves developing contexts in which students routinely use relevant vocabulary in reading listening, writing, and speaking. Students can only communicate clearly or express themselves in written and oral form with adequate vocabulary.[21]

The teaching process as the facilitation in learning, in which you can teach a foreign language successfully if, among other thing, you know something about that intricate web of variables that are spun together to affect how and why one learns or fails to learn a second language. In addition, teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to understand or know.[22]

Teaching vocabulary means that teachers help students in acquiring vocabulary and provide special media or methods that can improve students' understanding of vocabulary. Therefore, in the teaching and learning process, teachers not only provide vocabulary but also explain how the vocabulary is used in daily activities and also in a text. Teaching vocabulary is a complex task because teaching includes not only the meaning of words but also the spelling and pronunciation of words. A good teacher should use

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[21] Lydia Amalia, "Teaching Vocabulary Through Movie to Improve Vocabulary Mastery of The First Grade Students at SMPN 26 Bandar Lampung" (University of Lampung, 2017).P. 24-25

[22] Brown, H. Douglas, and Heekyeong Lee. *Teaching principles*. P. Ed Australia, 2015.

proper presentation techniques and practice enough for certain words. Teachers must teach not only the meaning of words but also use the right methods for every other aspect of the language such as spelling and pronunciation.

d. Types of Vocabulary

Vocabulary has been discussed and divided into various types. Here are the types of vocabulary.

1) Reading Vocabulary : The words and letters that can be recognized while reading texts.

2) Speaking Vocabulary : The words used while speaking.

3) Writing Vocabulary : The words used when writing.

4) Listening Vocabulary : The words needed to understand spoken language.[23]

5) Active Vocabulary : The words that a person understands and uses in everyday life while speaking, reading or writing.

6) Passive Vocabulary : The words that a person recognizes but does not use in daily life.

7) High-frequency Words : The most commonly used words in a language.

8) Low-frequency Words :   The least commonly used words in a language.[24]

[23] Types of Vocabulary and Its Different Tiers," Planet Spark, 2021, https://www.planetspark.in/blogs/types-of-vocabulary

[24] Vocabulary and Types of Vocabulary," Vendatu, accessed October 20, 2023, https://www.vedantu.com/commerce/vocabulary-and-types-of-vocabulary.

In addition, Hatch and Brown also indicated two types of vocabulary, namely as receptive vocabulary and productive vocabulary.

1) Receptive vocabulary means words that learners recognize and understand when used in context but cannot produce. This includes the type of vocabulary that learners recognize when they see or encounter in reading texts but do not use in speaking and writing.

2) Conversely Productive words are words that students can accurately pronounce, understand, and utilize in writing and speaking. It includes the skills needed to acquire vocabulary as well as speaking and writing time. Productive vocabulary development is an active process because students can create words to communicate ideas to others.[25]

e. Technique of Teaching Vocabulary

Selecting an effective and suitable vocabulary-teaching strategy is crucial for achieving the greatest possible results. Here's a novel vocabulary recognition method proposed by Gairns and Redman:

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[25] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra Vol. 1, no. 2 (2017).P. 185

1) Visual Techniques

Teknik visual adalah alat yang ampuh untuk mengajarkan kosa kata. Berikut adalah beberapa teknik untuk mengajarkan kosa kata menggunakan visual:

a) Use pictures and diagrams: Use pictures and diagrams to help students understand the meaning of new vocabulary.

b) Use flashcards: Create flashcards with pictures and definitions to help students learn new vocabulary.

c) Use semantic mapping: Use semantic mapping to help students understand the relationship between words.

d) Use realia: Use real objects to help students understand the meaning of new vocabulary words.

e) Use picture dictionaries: Use picture dictionaries to help students associate new words with what they visually represent.

f) Use visual displays: Use visual displays, such as charts and posters, to help students remember new vocabulary words.

2) Verbal Techniques

Verbal techniques are also effective for teaching vocabulary. Here are some techniques for teaching vocabulary using verbal methods :

a) Use definitions and examples: To assist students in understanding the meaning of new vocabulary words, give them definitions and examples.

b) Use synonyms and antonyms: To assist pupils in learning the meaning of new vocabulary words, provide them, with synonyms and antonyms.

c) Use context clues: Instruct pupils on how to deduce new vocabulary words' meanings from context.

d) Use word associations: Use word associations to help students remember new vocabulary words.

e) Use word groups: To assist students in learning the meaning of new vocabulary terms, teach them to distinguish between word groups, such as prefixes, roots, and suffixes.

f) Use repetition: Frequently repeat new vocabulary words to Help students remember it.[26]

3) Audiovisual Techniques

Teaching vocabulary using audiovisual techniques is an effective way to engage students and help them to learn new words. Such as videos, PCs, televisions, movies, animations, cartoons and OH projectors are effective tools for teaching vocabulary because they have two important capabilities: those related to sound and visuals. Students can see and hear new

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[26] Edi Afrizal, Lisa Tavriyanti, and Lailatul Husna, "Teaching Vocabulary Through Visual and Verbal Technique," Jurnal Fakultas Keguruan Dan Ilmu Pendidikan Vol. 4, no. 2 (2015).p. 45.

words put into context or isolated, which can increase their interest and motivation and help them memorize new words easily. The use of visual techniques for the presentation of new lexical items is considered helpful, especially with vocabulary retention. Learners can remember the material presented much more effectively if it has been presented through visual aids.[27]

4) Translation

Brown and Payne also suggest that they divide vocabulary learning techniques into 5 important steps:

a) have the resources to find new words

b) get a clear picture, either visual and audio or both

c) learn the meaning of each word

d) make strong memory connections between word form and meaning

e) word usage.[28]

2. **Animated Educational Videos**

Video comes from latin, namely "vidi" or "visum" which means to see or have the power of sight. In the Big Indonesian Language Dictionary (KBBI) A video is a live image recording or television programs to be broadcast on television sets. By generally,

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[27] Patricia N Chiekezie and Mayen-Julia Paul Inyang, "The Significance of Audio-Visual Aids in Teaching of English Vocabulary," GNOSI: An Interdisciplinary Journal of Human Theory and Praxis Vol. 4, no. 2 (2021).p. 60.

[28] Adinan Duerahae, "Improving Students Vocabulary Mastery Using Animation Video For the Fifth Grades of MI Darussalam Wonodadi, Blitar" (IAIN Tulungagung, 2019).p. 16.

video is a medium that displays audio and visuals which contains learning messages both in the form of concepts, principles, procedures, theories of knowledge that can be used to help convey messages/learning materials so that it is easier to used. According to Rosyid dkk Video programs can be combined with animations to demonstrate change. Merge of video and animation aims to achieve the effectiveness of the use of video media in provide dynamic visualization.[29]

The term animation comes from Latin, namely "anima" which means soul, life, spirit. While the word animation in the Indonesian English dictionary comes from the word animation which means to bring to life. The general definition of animation is an activity that brings to life or moves inanimate objects. Animation can be interpreted as an image containing an object, where the object seems to be alive because the collection of images changes regularly and is displayed alternately. The objects in the image can be writing, object shapes, colors or special effects.[30]

Media is something that is familiar to the world of education, especially with the advancement of technology that is growing rapidly throughout the world. Technology can be used to facilitate learning in the classroom. Media is also referred to as a means of channeling the teacher's thoughts to students. a teacher is required to

[29] Zaiful Rosyid dkk, Ragam Media Pembelajaran, (Malang:Literasi Nusantara, 2019), hal 44

[30] Ramdani, Peri. *Media Pembelajaran Animasi*. Vol. 1. Rinda Fauzian, 2021.

use media in delivering subject matter, especially in foreign language learning using videos so that it makes learning fun.

Video is a technology for digitally capturing visual images. While video has become one of the main components of education, animated educational videos are animations created for educational purposes that can help students visually. In addition, animated educational videos can visualize conceptual material and better understand abstract or complex concepts. Animated videos are an efficient educational platform to help anxious language learners who can enhance their efforts in improving their verbal listening skills.[31]

According to Bobkina et al, she proved that the pedagogical potential of videos is strongly related to the design of educational videos. Audiovisual equipment reinforced with Information and Communication Technology can create excellent educational videos.[32]

Video animation is one of the learning media that aims to maximize visual effects and provide continuous visual effects and provide continuous interaction to improve learning comprehension.[33] Animated videos provide a moving image display in the learning

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[31] Ju, Suo Yan, and Suo Yan Mei. "Students' attitudes and perceptions of learning Mandarin Chinese via animated video." *International Journal of Academic Research in Business and Social Sciences* 10.10 (2020): 567-579.

[32] Bobkina, Jelena, Elena Domínguez Romero, and María José Gómez Ortiz. "Educational mini-videos as teaching and learning tools for improving oral competence in EFL/ESL university students." *Teaching English with Technology* 20.3 (2020): 85-95.

[33] Luhulima, Denissa Alfiany, Nyoman Sudana Degeng, and Saida Ulfa. "Pengembangan video pembelajaran karakter mengampuni berbasis animasi untuk anak sekolah minggu." *Jurnal Inovasi Dan Teknologi Pembelajaran* 3.2 (2017): 110-120.

process so that it can attract students' attention.[34] The use of animated videos can be guided by teachers so that the messages conveyed through the media can attract attention and be well absorbed by students so that the learning process runs more effectively. In addition, using animated videos will motivate and play a major role in improving students' learning skills. Students' interests, abilities, and willingness can be increased by use of animated educational videos in learning.[35]

Based on the above understanding, it can be concluded that animated educational video is an audio-visual media that contains learning messages in the form of bringing objects to life in images that are processed in such a way as to produce movement. Messages and information are packaged in the form of animated educational video designs. Images, text, sound, and movement are loaded into one frame so that it displays interesting and easier-to-understand content. Furthermore, the use of animated videos in early childhood vocabulary learning can be optimized through the integration of the Total Physical Response (TPR) method. The TPR method, developed by James Asher, emphasizes the coordination between spoken language and physical movement.[36]

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[34] Fatin, Y., Ahmad T., & La Sunra. (2022). "Improving Vocabulary of the Students by Using Animation Video". Journal of Technology in Language Pedagogy, 1 (3), 272-281.

[35] Marpaung, M. S. (2021). "Animation and Video in Improving Open Words Vocabulary". Jurnal Ilmu Pengetahuan dan Karya Seni, 23 (2), 503-514.

[36] Aprilia Riyana Putri. Teaching English for Young Learners Using A Total Physical Response (TPR) Method. Jurnal Edulingua. 2016

This is a language teaching method that is widely used by foreign language teachers. The basic of the TPR language method is the coordination of speech and movement.[37] In the context of animated videos, TPR is used to strengthen vocabulary comprehension through commands that are visualized and imitated by children physically, such as jumping, walking, or pointing to an object according to the word spoken in the video

Asher, emphasized that the performance of the total physical response (TPR) method begins with giving orders to children, then the children respond with physical responses first, before they respond with words. In addition, Asher emphasized the importance of emotional factors and movements in the game so that it can relieve stress and create a positive spirit for children in carrying out learning activities in the classroom.

Based on the above understanding, the researcher concludes that the total physical response (TPR) method is a learning method. which is used in the process of language teaching and learning activities through coordination of pronunciation of commands from Educators to Students which are responded to through body movements (physical). In its teaching, this method is based on body

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[37] Savic Vera. Total Physical Response (TPR) Activities in Teaching English to Young Learners. Serbia: University of Kragujevac. 2016.

movements and commands with an effort to improve the language skills of Children or Students.[38]

[38] Esti Ismawati, Faraz Umaya, Belajar Bahasa Di Kelas awal, (Yogyakarta: Ombak, 2016), h. 96.

CHAPTER III

RESEARCH METHOD

The current chapter outlines the research method employed in this study, encompassing the research approach and design, research location, research participants, data collection methods, data analysis techniques, data validity, and research procedures.

A. Approach and Design of Research

This study uses a qualitative approach with a case study design. The qualitative approach emphasizes understanding social phenomena from the perspective of participants and focuses on in-depth exploration rather than generalization.[39] According to Sugiyono, qualitative research aims to understand phenomena in their natural context with the researcher as the main tool. The case study design was chosen to explore in depth the motivations of kindergarten students in learning English vocabulary through animated educational videos at Anuban Muang Chana School, Thailand. Case studies allow researchers to analyze specific phenomena in real environments using various data collection techniques such as observation, interviews, and document analysis.

In this study, data collection was conducted using triangulation (combination of methods), and data analysis was inductive, focusing on meaning rather than numerical data. This design allows for a deeper

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[39] Kuantitatif, Pendidikan Pendekatan. "Metode Penelitian Kunatitatif Kualitatif dan R&D." *Alfabeta, Bandung* (2016).

understanding of the unique experiences and responses of students in a specific educational environment.

B. Research Location

This research was conducted at Muang Chana Kindergarten Thailand in the 2024/2025 academic year which is located at Ban Leng, Ban Na District, Chana District, Chang Wang Songkhla. The first reason the researcher chose this location is because this school has integrated English into their curriculum from an early age. This makes researchers interested in exploring learning motivation in English language skills which is the focus of the research being researched. The second argument is that the school allows researchers to research kindergarten students who are in the "golden age" stage of cognitive development. Because at this stage children are more responsive to visual and audiovisual stimulation. The third reason is that this study was conducted because in this school, researchers found challenges in learning English. And the last reason is because of the support from schools and curricular that make it possible to conduct research using technology-based learning methods because of the availability of existing technology that makes Anuban Muang Chana a strategic place to conduct research.

C. Research Participant

The research participants were the individuals who were the focus of this study and from whom relevant information was obtained. Participants were selected using purposive sampling, which is the selection of subjects based on their suitability for the research objectives. The main participants in this study

consisted of one English teacher and 24 third-grade kindergarten students at Anuban Muang Chana Kindergarten. The considerations in selecting this class included:Considerations in selecting this class included:

a. The third-grade teacher, Mrs. Saesen, showed enthusiasm and cooperation in supporting the research process.

b. The children have a relatively consistent level of English proficiency, making it easier to observe the vocabulary acquisition process.

c. The class schedule is more flexible and allows for repeated observations and interviews.

After conducting interviews and observations with teacher Saesen and students at the school, the researcher decided to focus the research on the third-grade class of 24 kindergarten children. To provide a clearer picture of the participants involved in this study, the table below presents demographic data, including the students' names and gender distribution:

No	Initials students	Gender
1	Student 1	Male
2	Student 2	Male
3	Student 3	Male
4	Student 4	Male
5	Student 5	Male
6	Student 6	Male
7	Student 7	Male
8	Student 8	Male
9	Student 9	Male
10	Student 10	Female
11	Student 11	Male
12	Student 12	Male
13	Student 13	Female
14	Student 14	Female

15	Student 15	Female
16	Student 16	Female
17	Student 17	Female
18	Student 18	Female
19	Student 19	Female
20	Student 20	Female
21	Student 21	Female
22	Student 22	Female
23	Student 23	Female
24	Student 24	Female

From the table above, it can be seen that the total number of students participating in this study is 24, consisting of 11 male students and 13 female students. This gender distribution allowed the researcher to gain a balanced perspective on how animated educational videos support Thai kindergarteners in acquiring and using English vocabulary.

D. Data Collection Technique

According to Sugiono, Data collection techniques are a step that helps in reaching the final conclusion in research. Sugiono also emphasized that in qualitative research, data collection takes place naturally, meaning that researchers must maintain the authenticity and context of the data, so that it is more flexible compared to quantitative methods[40]. The data collection techniques include:

1. Observation

Observation is an initial activity in which researchers observe, track, and identify social phenomena or symptoms to obtain a general or

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[40] Kuantitatif, Pendidikan Pendekatan. "Metode Penelitian Kunatitatif Kualitatif dan R&D." *Alfabeta, Bandung* (2016).

specific overview of the information. In this study, researchers observed several elements, including the level of student engagement during animated video sessions, their responses to vocabulary learning activities, and patterns of interaction with the media.

Observations were conducted using tools such as checklists and field notes to systematically record relevant behaviors and events as detailed in the appendix. Researchers documented students' verbal and nonverbal reactions, participation levels, and observable changes throughout the learning process. Observations were conducted over a period of 3 weeks, with a frequency of twice a week, each session lasting approximately 30 minutes. This allowed researchers to obtain consistent and authentic data on student behavior and engagement in learning.

2. Interview

Interview is a direct interaction between a researcher and a participant conducted to gather in-depth information related to the research topic. In this study, semi-structured interviews were used to allow flexibility in responses while still focusing on key points. The interviews were conducted with one English teachers at Anuban Muang Chan School who had experience using animated educational videos in classroom learning activities. The interview instrument was developed based on the research objectives and findings from the observation stage. The questions focused on:

a. Student behavior and self-confidence before and after the use of animated videos.

b. Teacher observations of pronunciation and student engagement levels

c. Teachers' perception of the benefits of animated videos in vocabulary learning

d. Challenges faced by teachers in implementing animated videos.

The interview guide was validated through discussions with the research supervisor to ensure its suitability for the study objectives. Each interview session lasted approximately 20–30 minutes, and all sessions were conducted in person after obtaining permission from the school and participants.

After each interview, the researcher transcribed the recordings and organized the data into thematic categories aligned with the research focus. These themes were then used in Chapter 4 (Findings and Discussion) to support the analysis of classroom observations and document analysis.

3. Document Review

Researchers use documentation for data collection that can strengthen and support the information obtained from the results of observations and interviews. This documentation include photos and Video:

a. Video: Researcher took videos of the lessons directly in the classroom to authentically record how animated educational videos were used by teachers and how children responded to the English vocabulary material presented in the videos. The videos also aimed to capture moments of student participation, such as when they repeated words from the videos, followed the movements demonstrated, and when they enthusiastically answered the teacher's questions. These videos serve as visual evidence showing the real engagement of students during the learning process, which sometimes cannot be captured in detail through observation notes alone.

After filming, researchers reviewed the video recordings to analyze in depth each student's responses and expressions, including how they pronounced vocabulary words, their level of focus, and how actively they participated. The video review helped the researcher identify patterns of student engagement and the effectiveness of the media used, such as when students showed excitement when saying the word "jump" or when they performed the "stop" movement simultaneously.

b. Photos: Photographic documentation was also collected during the learning process. These photos capture the expressions on students' faces, interactions between teachers and students, and the classroom situation when the videos were shown. The

photos are used to support the narrative description in the research findings section and to clarify the learning environment. The photographic documentation can be viewed in the appendix 7.

This documentation provides concrete visual data and reinforces the qualitative analysis in this study, particularly in describing how animated educational videos impact the process of English vocabulary acquisition in young children in an EFL context.

E. Data Analysis

In this section, the data that has been collected will be analyzed to answer the research questions that have been formulated. According to Miles Hubermen and Saldana, analyzing data in qualitative research is divided into 3 stages and using thematic analysis including[41]:

1. Data condensation is an initial phase that requires selecting, centralizing, simplifying, abstracting, and converting data from written field records or transcripts. Researchers must distinguish between right and wrong data and concentrate on the data to be studied. This makes it easier for researchers to collect data in the future

2. The next stage is to show the data, which is necessary to understand what is happening and for future analysis. This step requires a display of facts

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[41] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis (USA: SAGE Publishing, 2014), 12-14.

in the form of words, narratives and charts until the appropriate conclusion is reached.

3. The final stage is to form a conclusion based on the findings and validate the data. This conclusion is still provisional and subject to change if evidence of substance supporting the next round of data collection is found. This method of collecting evidence is referred to as data verification.

F. Data Validity

Validity is an important consideration when designing and evaluating measuring equipment. The degree to which an instrument measures what it claims to measure is known as its validity. In qualitative validity, the data is triangulated. In this study, the validity of data in triangulation is divided into two categories:

1) Data source triangulation it means that data is obtained from various different sources, such as interviews with several teachers, classroom observations, and supporting documents. This aims to ensure that the information obtained does not come from just one perspective, thereby increasing the credibility of the data.

2) Triangulation of technic. This refers to the use of multiple data collection techniques, such as observation, interviews, and documentation. By doing so, the same data is tested using

various methods, thereby reducing bias and strengthening confidence in the research results.[42]

The credibility of the data is assessed by triangulation of data sources, which validates the data acquired against numerous sources such as individuals, places, times, and so on. While technical triangulation evaluates data trustworthiness by assessing the same data using different approaches. It may conduct interviews, observe, and evaluate documents.

G. Research Procedures

This section discusses the research implementation technique that researchers will use, beginning with fundamental research and going through design development, actual research, and report writing.[43]

The research stages passed by the researcher in the research process are as follows.

1. Pre-field stage

The pre-field stage determines what must be done before a researcher enters the field of study object.

a. Develop research design

The researcher selects the following when creating this plan: research title, research reasons, research focus, research aims, research benefits, research objects, and methods employed.

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[42] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis (USA: SAGE Publishing, 2014), 15 & 16.
[43] Tim Penyusun, *Pedoman Karya Ilmiah*, .48

b. Choosing research fields

A researcher must first select a research field before beginning to conduct research. The English class at the Anuban Muang Chana, Thailand was chosen as the research subject.

c. Processing of permits

In permit processing, the researcher took a license in advance to the university and visited the research field in order to obtain permission, then took a stage of research.

d. Assess the state of the field

After getting authorization, the researcher began doing in-depth and field evaluations to better understand the research object's past. This is done to make data collection easier for researchers.

e. Prepare research equipment

Before traveling into the field, researchers arrange the equipment needed for research, beginning with notebooks, paper, and so on.

2. Stage of field work

The following stage is to conduct research. During this stage, the researcher obtains the necessary data through a variety of approaches, including observation, interviews, and documentation. Activities that will be carried out in this Stage include :

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and documentation techniques.

b. Data processing

    Processing data from the result of data collection is intended to
    facilitate data analysis.

c. Data analysis

    After all the data is collected, analyze the whole data with qualitative
    analysis techniques by presenting an overview of obtained data
    during data collection the result of the analysis described in the data
    exposure and research findings.

3. Data analysis stage

    Following the collection of data from observations, interviews, and
    document reviews, the Huberman and Saldana model was used to
    analyze the data. The situation was then detailed in the form of a
    report, and the supervisor was consulted. The reporting stage at KH
    Achmad Siddiq State Islamic University (UIN KHAS) Jember is the
    creation of research results in the form of a thesis in accordance with
    applicable requirements. Following the exam, this research was tested
    and amended for the final time.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the research and discusses the results in relation to the research objectives. It begins with an overview of the research object, followed by the presentation and analysis of the data collected through observation, interviews and document reviews.

A. FINDINGS

Researchers collected data using observation, interview, and document review techniques. Based on the results of observations, interviews, and document reviews, researchers found d ata regarding the motivation of kindergarten students in learning listening used by teachers at Anuban Muang chan School Thailand.

1. The Application of Animated Educational Videos in Teaching English Vocabulary

Based on teacher observation and interviews, animated educational videos are used as the main media in introducing vocabulary at Anuban Muang Chan, Thailand. The videos display images, sounds, and English text that have been adapted to the theme of the vocabulary to be taught. With the help of this video, children's attention, interest and enthusiasm when learning. Thus creating a more lively and fun classroom atmosphere.

After play the video the teacher continues the activity with the Total Physical Response (TPR) method. The teacher gives verbal

instructions in English followed by physical movements in accordance with the meaning of the vocabulary being taught. For example, when introducing the word "sleep" the teacher gives the command "sleep!" which is then followed by sleeping movements that children imitate. In using the application of animated educational videos and TPR media, several stages are applied, namely:

a. Preparation

Before the lesson begins, the teacher first selects an animated video that is suitable for the material to be taught. For example, to introduce vocabulary about (action verbs), the teacher chooses an animated video that shows characters doing movements such as jump, walk, run, stop, and others.

b. Video Playback

The teacher plays the animated video at the beginning of the lesson to attract students' attention. During the video, the teacher occasionally stops the video to explain certain words and asks students to repeat them simultaneously. This is done to ensure that students understand the words they hear.

c. Practice and Interaction

After the video is finished playing, the teacher conducts interactive activities with the students. The teacher asks questions related to the video that the students have watched, such as "What did the character

do?" or "Can you show me how to jump?" then the students are asked to replicate the words and movements that they have seen in the video.

d. Evaluation

The teacher invites the students to play a simple quiz to test their understanding of the vocabulary learned. For example, the teacher performs a certain movement and asks the students to guess the word that corresponds to the movement, such as "what am I doing?" with a jumping movement. If the students can answer correctly they are given praise even if the students answer incorrectly the teacher still appreciates and encourages the students for daring to try to answer.

2. **Students' Engagement and Participation in Vocabulary Learning**

The results of classroom observations on June 25, 2024 show that using educational animated videos in teaching listening skills can effectively attract students' attention during learning. According to one of the English teachers at Anuban Muang Chan (Sainab Ausen) who is usually called teacher Tun said :

"The purpose of using animated videos in teaching listening skills is to help students focus more because the videos are visually appealing. Secondly, to help students be more familiar with simple English words that are often used in daily activities. And third, to motivate students to learn English in a fun way".

During the learning process, the children showed great enthusiasm for the animated educational video. The children seemed focused when the video was played and were often seen following the words or phrases spoken in the video. For example, when the animated video showed the words jump, walk, stop, children were seen eagerly repeating the words, although with a typical Thai accent.

After the video is finished playing, the teacher asks questions with a cheerful and enthusiastic facial expression accompanied by sparkling eyes and a wide smile so as to attract the attention of children, the question is also accompanied by examples of body movements to visualize the meaning of the question clearly. this can be seen in the following figure:

Picture 4. 1 The Teacher does the "Jump" Gesture

In the figure above the teacher asks the students *"guess what the teacher is doing (jumping)?"* with a voice intonation that sounds excited and full of energy, then the students compete to raise their hands scrambling to answer the questions asked by the teacher. However, the

teacher only gave the opportunity to one student who responded the fastest to answer, a student named *Shakireen* raised her hand first and answered loudly *"Jump! Jump!".* And the reward given by the teacher to Shakireen was verbal praise by saying *"Good job!"*

Then the teacher asks again with a more cheerful and energetic facial expression so that this expression gives the impression that the teacher supports every answer given by students even if their answers are less precise even with body expressions exemplifying the sleep movement *"what is the teacher doing?" who can answer?* This can be seen in the figure below :

Picture 4. 2 The Teacher does the "Sleep" Movement

Then all students again raised their hands to scramble to answer even the student named angpao answered "Sleep! Sleep!" spontaneously without waiting for the teacher to answer. Then the teacher gave praise by saying "Excellent, Angpao! You are so smart!" This shows that students feel challenged and motivated to give answers. The children were also

seen smiling and laughing, especially when they saw the teacher demonstrating funny and interesting movements.

The teacher asked the students a third time and the students were very enthusiastic to answer the next quiz from the teacher. This can be seen in the following figure :

Picture 4. 3 The Teacher does the "Walk" gesture

In the figure above, the teacher demonstrates the walking movement while asking students "How about this one?" "what is the teacher doing" while showing a cheerful facial expression and always smiling. Then the children raised their hands and scrambled to answer the quiz demonstrated by the teacher even before the teacher finished asking several students had raised their hands first but the teacher only chose one student who was the fastest to raise his hand, namely Nureen, after being invited to answer the quiz, Nureen loudly answered "Walk teacher Walk!" then the teacher replied "Good job, Nureen!" with a tone of voice. That's

correct!" with a tone that sounded warm and appreciative, making students feel appreciated.

For the 4th question the teacher demonstrated the Stop Movement while asking with a cheerful and enthusiastic facial expression "How about this one?" which can be seen in the figure below :

Picture 4. 4 The teacher does the "Stop" gesture

Without instruction from the teacher, the children loudly answered simultaneously "Stop" teacher "Stop!" then the teacher gave both thumbs up to all students and asked all students to clap together with the aim of appreciating students' answers. The children seemed happy with the quiz they had answered as seen from their smiles and laughter. The class atmosphere became lively with the active participation of students.

So this shows that the animated educational videos and TPR succeeded in attracting students' attention and creating a pleasant learning environment, students also looked happy and cheerful when they managed to answer correctly, children who managed to answer the questions

correctly looked proud and confident, they did not hesitate to say words even though sometimes they still used typical Thai accents. The use of animated videos not only makes learning more interesting but also encourages active interaction from students. By imitating the words spoken in the video, students not only practice listening skills but also improve their ability to speak English correctly. The teacher's expressive approach supported by the enthusiasm of the children creates a positive learning atmosphere. In addition, the animated video also provides a visual context that can help students to understand the meaning of the words they hear. For example, when presented with a picture of a person jumping together with the word "jump" this can strengthen their memory of the new vocabulary.

The Impact of Animated Educational Videos on Students' Motivation greatly increased after the application of animated videos and the TPR method. Based on observations made on the data after the teacher played the video "if you are happy and you know it clap your hands" then the teacher mentioned the word "clap your hands", all the children followed very enthusiastically while repeating the word "Clap! Clap!" some children such as kahween, nuruddin, Angpao and Shakireen look excited to say the word loudly and confidently.

From the results of an interview with one of the English teachers, teacher Tun, said, *"before I used animated videos, many children were shy and just sat quietly if I asked about the vocabulary that I had explained,*

but after using animated educational videos and TPR method, children became more excited and are now scrambling to answer and move". They are also more confident in pronouncing English vocabulary correctly such as "jump", "sleep", "walk", "stop" and others."

Animated educational videos succeeded in creating a learning conditions that was fun and not boring, thus increasing children's motivation to learn new vocabulary. This shows that animated educational videos play a positive role in increasing children's motivation, especially in terms of their confidence, attention and engagement in learning.

B. Discussion

1. The Students' Engagement and Participation in Vocabulary Learning through Animated Educational Videos

Learning English as a foreign language in Thailand, especially at the kindergarten level, faces its own challenges. The lack of exposure to English in daily life, as well as children's low confidence in speaking or responding to material in a foreign language, requires teachers to use learning approaches that are more interesting and in accordance with the characteristics of early childhood. One method that has proven effective is the use of animated educational videos.

Based on data from observations, interviews and document review at Anuban Muang Chana Kindergarten, it appears that the animated videos used during the learning process are able to arouse children's

attention, interest and active involvement. The learning process is carried out through four stages, namely: (1) preparation - the teacher selects videos that are relevant to the vocabulary to be taught; (2) video playback - as the first step to introduce vocabulary through audio visuals; (3) practice and interaction - the teacher provides explanations and invites children to repeat the vocabulary that has been learned through simple gestures and questions and answers; and (4) evaluation - students do quizzes or simple games that test vocabulary understanding.

From the implementation results, it was found that the use of animated educational videos has a great influence in increasing students' learning motivation in learning English vocabulary. This can be seen from several key indicators, such as: increased children's curiosity, children's courage in answering questions, active involvement in following the teacher's instructions, and more confident verbal expressions in mentioning vocabulary. For example, when the teacher gave the instruction "Jump!", the students simultaneously repeated the word while doing a jumping motion. There were also students who spontaneously pointed to the picture on the screen and asked, "What is that, Teacher?" which showed their interest and activeness in understanding the material.

This finding reinforces Sardiman's theory which states that learning motivation arises from internal and external factors. Internal factors can be in the form of students' desire to know and try, while external factors include the way the teacher delivers the material and the conditions of a

supportive learning environment.[44] Animated video is one of the effective external stimuli because it can create a learning atmosphere that is fun, not rigid, and in accordance with children's characters. Colorful images, cute cartoon characters, and interesting sounds and songs make students feel like playing while learning.

In addition, the findings indicate that the use of animated educational videos helped create a classroom atmosphere that was interactive, enjoyable, and suitable for the developmental stage of young learners. The children actively participated, responded with confidence, and appeared more focused during vocabulary learning activities. They imitated words and gestures from the video, and many showed enthusiasm while practicing new vocabulary aloud. Children feel more free to express themselves without fear of being wrong, because the approach used is not pressurized or too formal.

These observations are consistent with Piaget's theory, which explains that children aged 4–6 years are in the pre-operational stage. At this stage, students respond best to visual and auditory stimuli and learn through play, movement, and imitation.[45] The use of animated videos in this study supports these characteristics by providing a learning experience rich in color, sound, repetition, and contextual action.

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[44] Sardiman, Arief M. "Interaksi dan motivasi belajar mengajar." (2019).

[45] Suparno, Paul. *Teori perkembangan kognitif jean piaget*. Kanisius, 2001.

The findings of this study are also in line with previous research by Yunita Putri, which showed that the use of animated video media can increase students' enthusiasm, participation and motivation in learning English vocabulary. Yunita found that children became more focused and active when visual media was used. They were more interested in participating in learning activities, more confident in pronouncing new words, and showed significant improvement in learning outcomes.[46] media has attractiveness and convenience in the learning process.[47]

Additionally, as discussed in the theoretical framework, animated educational videos are highly effective for teaching vocabulary because they combine visuals, storytelling, and repetition. Students not only watch the videos but also engage in physical responses and classroom interactions that support their understanding. This method provides meaningful and engaging experiences for Thai kindergarten children in learning English vocabulary.

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[46] Putri, Rizki Yunita, et al. "Animated video-based learning media for enhancing vocabulary development in early childhood education." *Journal of Early Childhood Care and Education* 6.2 (2023): 115-126.

[47] Andhika, Dewi, and Suparwoto Sapto Wahono. "Utilizing Capcut To Foster Creative Writing Skills In Efl Students: A Digital Media Approach." *English Review: Journal of English Education* 12.2 (2024): 629-640.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is a closing session with a brief explanation based on Chapter IV and provides suggestions as follows :

A. Conclusion

Based on the findings and discussions presented in the previous chapter, it can be concluded that the use of educational animated videos in teaching English vocabulary to kindergarten children at Anuban Muang Chana School contributes positively to the learning process. Animated videos successfully support vocabulary acquisition by providing visual and contextual learning experiences that are appropriate for young children. During classroom observations, students demonstrated active participation, enthusiasm, and confidence when engaging with the animated video content. The videos helped them understand new vocabulary more easily through repetition, movements, and visual cues. Many students were able to imitate and pronounce new words, although some still used a Thai accent.

Additionally, the combination of animated visuals, audio, and Total Physical Response (TPR) activities creates a dynamic and enjoyable learning environment. This helps reduce children's fear of making mistakes and encourages them to speak and interact more freely using English vocabulary. Thus, animated educational videos are an effective learning tool for introducing and reinforcing English vocabulary for preschool children. Their implementation in the classroom can enhance student engagement and

provide meaningful learning experiences in supporting early language development.

B. **Suggestion**

1. For Teacher

It is suggested to be able to utilize interactive learning media such as animated educational videos in learning activities, especially foreign languages. This aims to increase children's motivation, participation, and vocabulary skills in an effective and fun way.

2. For Future Researchers

Future research is expected to develop similar studies with more varied vocabulary materials, longer research duration, and compare more other learning methods. In addition, future research can also examine the effect of this method on other aspects of language skills such as speaking, listening, and comprehension.

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Appendix 1 Research Matrix

Research Matrix

Name : Cholidatul Ulfa Ulumiyah

NIM   : 214101060030

Class : TBI 3

| Tittle	Research Focus	Indicator	Data Sources	Research Method	Research Question
Exploring the Thai Kindergarteners Motivation in Learning Vocabulary Through Animated Educational Videos	Motivation in learning vocabulary through animated educational videos	1. Students' interest during learning activities 2. Students' enthusiasm toward animated videos 3. Respond students 4. Confidence in pronouncing new vocabulary 5. Active participation	1. 24 students of class 3 at Anuban Muang Chana, Thailand 2. English teacher 3. Observation, Interview and Document review	1. Research approach: Qualitative 2. Research design: (Sugiyono) Descriptive Qualitative 3. Data Collection: observation, interview and documentation 4. Data Analysis: Thematic analysis based on Miles, Hurman & Saldana : data condensation, data display and conclution Validity of Data: Triangulation of sources and techniques	1. How is the motivation of Thai Kindergarteners in learning vocabulary through animated educational videos?

Appendix 2 Research Journal

RESEARCH JOURNAL

RESEARCH JOURNAL

Name   : Cholidatul Ulfa Ulumiyah

NIM   : 214101060030

Title   : Exploring the Thai Kindergarteners Motivation in Learning Vocabulary Through Animated Educational Videos

Location : Muang Chana Kindergarten School Thailand

No	Day/Date	Activity	Paraf
1.	Wednesday , 5th of June 2024	The researcher asked permission to conduct an research	
2.	Friday , 7th of June 2024	The researcher observed the implementation of vocabulary teaching through children's activities in the third grade of Muang Chana kindergarten school, Thailand.	
3.	Monday , 10th of June 2024	Interviews with English teachers and students in Anuban Muang Chana, Thailand	
4.	Thursday ,13th of June 2024	Semi-structured interview with English teachers about the methods used in teaching vocabulary	
5.	Monday,24th of June 2024	complete research data and document review	
6.	Monday, 8th July of 2024	The researcher asking for a letter of research finishing	

Direktur Muang Chana Kindergarten School, Thailand

Dr. Samnao Raktong
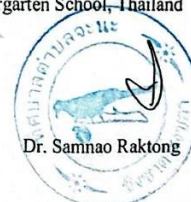
Appendix 3 Research Letters

RESEARCH LETTERS

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136

Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-12041/In.20/3.a/PP.009/07/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Anuban Muang Chana, Thailand
Ban Leng, No. 84, No 2, Ban Na District, Chana District, Chan Wong Songkhla Thailand 90130

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	214101060030
Nama	:	CHOLIDATUL ULFA ULUMIYAH
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; Exploring the Thai Kindergarteners Motivation in Learning Vocabulary Through Animated Educational Videos.; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Samnao Raktong

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Juli 2025
a.n. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 4

สารประชาสัมพันธ์
โรงเรียนอนุบาลเมืองจะนะ
อำเภอจะนะ จังหวัดสงขลา
ANUBAI MUANG CHANA SCHOOL

30 พฤษภาคม 2567
ยินดีตอนรับนักศึกษาแลกเปลี่ยนฝึกประสบการณ์

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Dr. Samnao Raktong

Jabatan : Direktur Anuban Muang Chana Thailand

Dengan ini menerangkan :

Nama : Cholidatul Ulfa Ulumiyah

NIM   : 214101060030

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 5 Juni 2024 yang bersangkutan telah melaksanakan penelitian di Anuban Muang Chana Thailand. dengan judul "Exploring the Thai Kindergarteners Motivation in Learning Vocabulary Through Animated Educational Videos"selama 30 hari mulai hari senin, 5 Juni 2024 sampai dengan 8 Juli 2024.

Thailand, 08 Juli 2024
Direktur Anuban Muang Chana Thailand

Dr. Samnao Raktong

โรงเรียนอนุบาลเมืองจะนะ นำโดยผู้อำนวยการพร้อมด้วยคณะครูและบุคลากร
ให้การต้อนรับนักศึกษาจากประเทศอินโดนีเซียฝึกประสบการณ์ในสถานศึกษา
เพื่อให้นักศึกษาได้รับความรู้ที่จะนำไปพัฒนาตนเองและบรรลุวัตถุประสงค์
ตามระยะเวลาที่กำหนดในการออกฝึกประสบการณ์

โรงเรียนอนุบาลเมืองจะนะ โรงเรียนแห่งความสุข
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Hereby declares that the Analysis of the thesis entitled : " Exploring The Thai Kindergarteners Motivation In Learning Vocabulary Through Animated Educational Videos" is the result of my Analysis, except in part of refered by theory, source, and data. I take references from experts.

Jember, January 19, 2025

Stated by :

Cholidatul Ulfa Ulumiyah
NIM. 214101060030

Appendix 6 Text Interview

Informant : Teacher Tun – English Teacher

Location   : Anuban Muang Chana School

Date   : June 25, 2024

Duration   : ±20 minutes

Type of Interview: Semi-structured

Method   : Face-to-face (in basic English, translated)

Researcher: Before using animated educational videos, how did students respond to English vocabulary learning?

Teacher: Previously, many children were quiet. They just sat silently when I asked them about the vocabulary that had been explained. They seemed shy and lacked confidence to answer.

Researcher: After using animated videos, did you notice any changes?

Teacher: Yes, very clearly. After I started using animated videos and also the TPR method, the children became more enthusiastic. Now they compete to answer and move according to instructions. They have become more confident in speaking.

Researcher: How about their pronunciation?

Teacher: They are now more confident in pronouncing English vocabulary words, such as jump, sleep, walk, stop, and others. Although their pronunciation still has a distinct Thai accent, they are not afraid to try.

Researcher: So, in your opinion, do animated videos support the vocabulary learning process?

Teacher: Very much so. The videos make the learning environment more enjoyable and capture the students' attention. They learn while playing, and that's perfect for preschoolers.

Researcher: Are there any challenges in implementing this method?

Teacher: Yes, at first it was a bit difficult because I wasn't familiar with the technology. But after trying it a few times, I got used to it. Now I find it easier, and the children also really enjoy this way of learning.

Researcher: Will you continue to use this medium in the future?

Teacher: Of course. The children are more enthusiastic, and I also enjoy teaching more. The classroom atmosphere is more lively and not boring.

Appendix 7

Observation Checklist Form

Focus: Students' Response and Behavior During Animated Video-Based Learning

No	Observed Elements	Yes / No	Notes
1	Student watches the animated video attentively	✓ /	
2	Student follows the given instructions	✓ /	
3	Student shows enthusiasm during the lesson	✓ /	Example: smiling, energetic
4	Student attempts to repeat vocabulary heard	✓ /	
5	Student asks questions or interacts with the teacher	✓ /	
6	Student appears bored or loses focus	No	
7	Student uses new vocabulary in other activities	✓ /	

Appendix 8

Observation Notes

Date : June 25, 2024

Place : Third grade at Anuban Muang Chana School

No	Aspects Observed	Observation Description	Additional Information/Notes
1	Student participation	Students showed active participation during the learning process using animated videos. They enthusiastically followed the teacher's instructions and the content of the videos.	Most students seemed confident speaking and repeating the words in the video.
2	Student responses to the video	The students looked enthusiastic when the video was played. They watched the video intently, laughed, and imitated the movements and pronunciation of the vocabulary.	Positive responses were evident from the cheerful expressions on the students' faces and their spontaneous comments.
3	Interaction with teachers	There is two-way interaction between teachers and students. Teachers ask questions related to the content of the video, and students respond by answering and repeating vocabulary words.	Teachers often give praise to boost students' self-confidence.
4	Student focus and concentration	Most students appeared focused while the video was playing. They sat quietly and watched the screen without being easily distracted.	There were two or three students who occasionally appeared to be unfocused but returned their attention when the video was interesting.
5	Student behavior	The students' behavior is generally very cooperative. They follow classroom rules, do not disturb their classmates, and behave politely during lessons.	Students seem to enjoy the process of learning while playing.

Appendix 9

Learning Process Photos

Appendix 10 Curriculum Vitae

CURRICULUM VITAE

Personal Information

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