

The Experience Of Students at SMP Negeri 1 Jeumpa In learning English Vocabulary Through Visual Video Media

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Abstract

This study explores the experiences of seventh-grade students at SMP Negeri 1 Jeumpa in learning English vocabulary through visual video media, focusing on their impressions, understanding, and challenges. The study is grounded in Mayer's Cognitive Theory of Multimedia Learning, which suggests that combining verbal and visual information enhances meaningful learning. Using a descriptive qualitative approach, data were collected through semi-structured interviews with ten purposively selected seventh-grade students and analyzed thematically using NVivo 12. The findings revealed one major theme, students' experiences of learning vocabulary through visual video media, with three subthemes: positive impressions, improved understanding, and learning challenges. Students generally perceived visual videos as enjoyable and motivating, helping them improve vocabulary retention, pronunciation, and comprehension. They also reported that the combination of images and audio made new vocabulary easier to understand and remember. However, they encountered challenges, including unfamiliar vocabulary, pronunciation difficulties, and videos that were too long or too fast. The study concludes that visual video media can effectively support English vocabulary learning when accompanied by appropriate video selection, suitable pacing, and teacher guidance. The findings also support Mayer's Cognitive Theory of Multimedia Learning and provide practical implications for English teachers.

Keywords: Vocabulary Learning, Visual Video Media, Students' Experiences, English Vocabulary Learning

Abstrak

Penelitian ini mengeksplorasi pengalaman siswa kelas VII di SMP Negeri 1 Jeumpa dalam mempelajari kosakata bahasa Inggris melalui media video visual, dengan fokus pada kesan, pemahaman, dan tantangan yang mereka hadapi. Penelitian ini berlandaskan pada Cognitive Theory of Multimedia Learning dari Mayer, yang menyatakan bahwa penggabungan informasi verbal dan visual dapat meningkatkan pembelajaran yang bermakna. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dengan sepuluh siswa kelas VII yang dipilih secara purposif, kemudian dianalisis secara tematik menggunakan NVivo 12. Hasil penelitian mengungkapkan satu tema utama, yaitu pengalaman siswa dalam mempelajari kosakata melalui media video visual, dengan tiga subtema: kesan positif, peningkatan pemahaman, dan tantangan dalam belajar. Siswa pada umumnya merasa bahwa video visual menyenangkan dan memotivasi, serta membantu mereka meningkatkan retensi kosakata, pelafalan, dan pemahaman. Mereka juga melaporkan bahwa perpaduan gambar dan audio membuat kosakata baru lebih mudah dipahami dan diingat. Namun, mereka juga menghadapi tantangan, termasuk kosakata yang belum familiar, kesulitan pelafalan, serta video yang terlalu panjang atau terlalu cepat. Penelitian ini menyimpulkan bahwa media video visual dapat secara efektif mendukung pembelajaran kosakata bahasa Inggris apabila disertai dengan pemilihan video yang tepat, kecepatan tayang yang sesuai, dan bimbingan dari guru. Temuan ini juga mendukung Cognitive Theory of Multimedia Learning dari Mayer serta memberikan implikasi praktis bagi guru bahasa Inggris.

Kata Kunci: Pembelajaran Kosakata, Media Video Visual, Pengalaman Siswa, Pembelajaran Kosakata Bahasa Inggris

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INTRODUCTION

Vocabulary is one of the important components in English language learning that must be mastered by junior high school students. In learning English, vocabulary plays a significant role because it supports students in understanding and using language in listening, speaking, reading, and writing

skills. Students who have good vocabulary mastery will find it easier to understand learning materials, express ideas, and communicate effectively in English. Therefore, vocabulary learning becomes an essential part of the English learning process, especially for junior high school students who are still developing their basic English abilities. According to Schmitt, (2020), vocabulary mastery is a central aspect of language learning because learners need sufficient vocabulary to understand and use language meaningfully. Vocabulary learning requires both deliberate and meaningful learning activities to help students acquire and retain new words effectively. Therefore, teachers need to provide learning opportunities that enable students to encounter vocabulary repeatedly in meaningful contexts Webb & Nation (2018). In addition, Nation (2021) explains that vocabulary mastery strongly influences students' language development and communication skills.

Nevertheless, real classroom practice reveals several obstacles in vocabulary learning. Many students struggle to memorize and acquire new vocabulary, understand word meanings, pronounce words correctly, and apply them appropriately in various contexts. Moreover, vocabulary lessons are frequently perceived as tedious, since teachers tend to rely on conventional approaches centered on rote memorization and textbook-based instruction. Consequently, students' interest and motivation tend to decline over the course of the learning process. Limited vocabulary knowledge also makes it harder for students to comprehend learning materials and engage actively in classroom activities. Dörnyei and Ushioda (2021) argue that students' motivation and engagement are shaped by the teaching methods and instructional media teachers employ in the classroom. For this reason, teachers are encouraged to adopt engaging and interactive instructional media to foster a more enjoyable learning environment and support students' vocabulary comprehension. Engagement plays a crucial role in successful learning, as engaged students are more likely to participate actively, focus attention, and show stronger motivation during lessons. Accordingly, instructional media that encourage active engagement can have a positive impact on students' overall learning experience (Bond et al., 2021).

Along with the development of technology and digital learning media, the use of visual video media has become one of the alternative media that can be used in English vocabulary learning. Visual video media combines audio and visual elements such as images, text, sound, and motion that can help students understand vocabulary more clearly and contextually. Through video, students are able to see how vocabulary is used in real situations, making the learning process more interesting and easier to understand. The use of video can also increase students' attention and motivation during the learning process. According to Harmer (2015), the use of video in English language learning can provide authentic language exposure and create a more engaging learning environment for students. Furthermore, R. E. Mayer (2020) explains that students learn more effectively when information is presented through both visual and audio forms because it helps them understand and remember information better. Multimedia learning environments provide learners with opportunities to process information through multiple representations, which support deeper understanding and knowledge retention during the learning process, Mayer (2021) Similarly, Nation (2020) emphasizes that

multimedia-supported vocabulary learning enables learners to connect new words with meaningful contexts, which facilitates vocabulary acquisition and long-term retention.

Several previous studies have discussed the use of visual video media in English vocabulary learning. (Abdulrahman & Basalama, 2019) found that the use of video media improved students' motivation and vocabulary understanding in English learning. However, the study mainly focused on students' learning outcomes and did not explore students' experiences deeply during the learning process. Then, (Fitriansah et al., 2022) reported that animated videos helped students become more active and interested in vocabulary learning activities, but the study focused more on students' participation rather than their learning experiences. In addition, (Nurwulan & Fadhilah Hamid, 2022) found that visual media helped students memorize vocabulary more easily because students could connect words with visual contexts; however, the study focused more on improving students' vocabulary scores. Another study conducted by (Fauzi & Muljanto, 2021) showed that students gave positive responses toward video-assisted learning, although the study only discussed students' responses in general without exploring students' challenges and impressions during the learning process. Lastly, (Maliwat et al., 2025) revealed that video media increased students' confidence and classroom participation, but the study did not specifically discuss students' experiences in learning vocabulary through visual video media.

Although previous studies provide important information about the use of video media in English learning, most of the studies still focus on students' learning outcomes, motivation, and participation. In addition, several studies only discuss students' responses generally without exploring students' experiences more deeply, such as their impressions, understanding, and challenges during vocabulary learning through visual video media. Therefore, there is still a need for qualitative research that specifically explores students' experiences in learning English vocabulary through visual video media, especially at SMP Negeri 1 Jeumpa.

Based on the explanation above, this study aims to explore the experiences of students of SMP Negeri 1 Jeumpa in learning English vocabulary through visual video media. This study focuses on students' experiences, responses, impressions, and challenges during the vocabulary learning process. The research question of this study is: How are the experiences of students of SMP Negeri 1 Jeumpa in learning English vocabulary through visual video media?

METHOD

This research adopted a descriptive qualitative design to investigate how students at SMP Negeri 1 Jeumpa experienced English vocabulary learning through visual video media. A qualitative approach was selected because the focus of this study was to gain insight into students' experiences, reactions, impressions, and the difficulties they encountered throughout the learning process within an authentic classroom context.

The researcher selected seventh-grade students because they were still in the early stage of adapting to English learning at the junior high school level. At this stage, students began learning more varied English vocabulary and basic English expressions, so they often experienced difficulties in understanding and memorizing new vocabulary. In addition, seventh-grade students tended to show greater interest in visual and interactive learning media compared to conventional learning methods. Therefore, seventh-grade students were considered appropriate participants for a study focusing on students' experiences in learning vocabulary through visual video media.

The participants were selected using purposive sampling. According to (Sugiyono, 2019), purposive sampling is a sampling technique conducted determined by particular criteria relevant to the study's objectives. The researcher selected students who had direct experience in learning English vocabulary through visual video media in the classroom. The total participants involved in this study consisted of 10 students from class VII. The number of participants was considered sufficient because qualitative research focuses more on the depth of information rather than a large number of participants. According to Creswell (2014), qualitative research generally involves a smaller number of participants in order to obtain detailed and meaningful information regarding participants' experiences.

To gather the data, this study employed semi-structured interviews. This method was selected because it enabled participants to elaborate on their experiences, opinions, and feelings in depth while remaining aligned with the study's objectives. The interview questions used in this study were adapted from Fitriansah et al. (2022). The interview guideline focused on several aspects, including students' responses, learning motivation, vocabulary understanding, students' interest, and challenges experienced during the learning process through visual video media. The interview questions were designed as open-ended questions, enabling participants to elaborate on their experiences and views in greater depth. Each interview was carried out individually and recorded using a mobile phone, with the participants' consent obtained beforehand to ensure the accuracy of the data.

In analyzing the data, the researcher followed several stages. First, the researcher transcribed all interview recordings into written form and reread the interview transcripts to gain a deeper understanding of the data. Second, the researcher identified important statements related to students' experiences in learning vocabulary through visual video media. Third, the researcher organized the data into several categories based on similarities in meaning. After that, the categories were developed into broader themes, namely students' positive impressions, improved understanding, and learning challenges. This study employed thematic analysis to identify, analyze, and interpret patterns of meaning across participants' responses. According to Braun et al (2019), thematic analysis is a flexible qualitative data analysis method that enables researchers to organize and interpret qualitative data systematically through the development of themes. Finally, the researcher interpreted the findings and drew conclusions based on the themes identified from the data. The credibility of qualitative findings can be enhanced through systematic coding procedures and careful interpretation of participants'

responses to ensure that the identified themes accurately represented the collected data (Creswell, 2014).

RESULT AND DISCUSSION

The qualitative analysis contained a main themes with 3 sub-themes that explored students' experiences more deeply, such as their impressions, understanding, and challenges during vocabulary learning through visual video media.

Table 1. List of interview process

Name of Student	Class	Duration (in Minutes)	Amount of Words
Student 1	VII	03:21	411
Student 2	VII	01:36	271
Student 3	VII	02:17	392
Student 4	VII	02:24	403
Student 5	VII	03:04	360
Student 6	VII	01:46	266
Student 7	VII	02:32	415
Student 8	VII	02:19	388
Student 9	VII	01:43	271
Student 10	VII	02:16	397
Total		00:23:18	3574

To protect the privacy of the participants, their identities were kept anonymous throughout the study. This ethical practice ensured that all collected data remained confidential and that no participant could be identified from the research findings. To explore the students' experiences of learning English vocabulary through visual video media in greater depth, particularly their impressions, understanding, and challenges, the interview data were analyzed systematically. The participants' responses were then organized into one major theme and several subthemes. As shown in the following table, the major theme was students' experiences of learning vocabulary through visual video media. This major theme included three subthemes, there are students had positive impressions, visual video Improved their understanding, and students faced learning challenges. These themes were developed from the qualitative analysis of interviews conducted with ten students at SMP Negeri 1 Jeumpa.

Table 2. Presentation of the themes, subthemes and codes

Themes (n = references)	Subthemes (n = references)	Codes (n = references)
Students' experiences of learning vocabulary through visual video media	Students had positive impressions	Enjoyed the videos, felt interested with the visual, felt motivated and engaged, students become more focused
	Visual video Improved their understanding	Remembered and understood new vocabulary, the students successfully pronounced the words, Understood the lesson more easily

	Students faced learning challenges	Found unfamiliar words, had difficulty with video pronunciation, the video is too long and fast
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The results of the thematic analysis were further presented through a concept map, which illustrated how the identified codes were organized into subthemes and then combined into broader themes. This visual representation provided a clear overview of the relationships among the findings and supported the interpretation of the interview data. In addition, it complemented the written analysis by showing both the distribution of frequently occurring concepts and the hierarchical structure of the themes generated from the interview transcripts using NVivo 12 software.

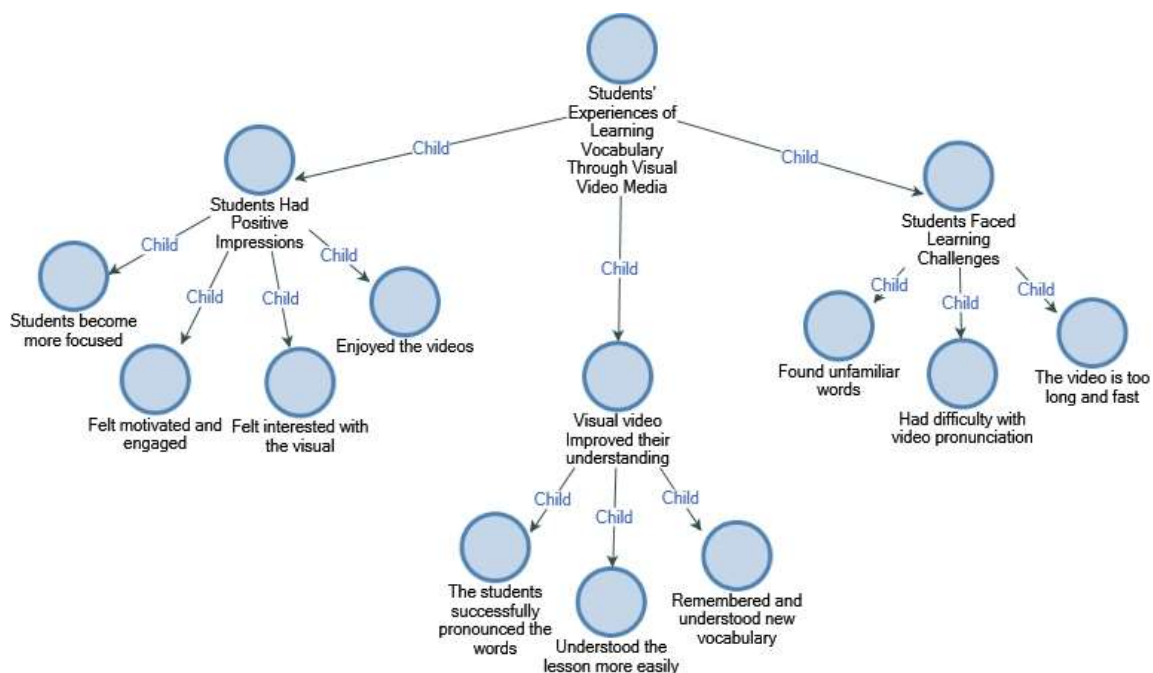


Figure 1. Concept map of themes

Based on Figure 1, it can be seen that this study represented by one major theme, namely students' experiences of learning vocabulary through visual video media, which consisted of three subthemes, there are students had positive impressions, visual video improved their understanding, and students faced learning challenges.

The first subtheme, students had positive impressions, showed that students generally had favorable feelings toward learning vocabulary through visual video media. The findings indicated that students enjoyed watching the videos, developed interest in the visual content, students felt motivated and engaged in the learning activities, and students became more focused during the lesson.

The second subtheme, visual video improved their understanding, demonstrated that visual video media supported students in understanding English vocabulary more effectively. The students reported that they were able to remember and understand new vocabulary, successfully pronounced the words,

and understood the lesson more easily. These findings indicate that the combination of visual and audio elements in the videos helped students comprehend and retain vocabulary more effectively.

The third subtheme, students faced learning challenges, revealed that although students had positive learning experiences, they also encountered several difficulties during the learning process.

The main challenges included finding unfamiliar words, having difficulty with pronunciation, and feeling that some videos were too long and played too fast. These challenges suggest that, despite the benefits of visual video media, students still required additional guidance and appropriate video pacing to support their vocabulary learning.

Overall, the concept map illustrates that students' experiences of learning English vocabulary through visual video media were shaped by their positive impressions, improved understanding, and the learning challenges they encountered. Together, these three subthemes provide a comprehensive picture of how students experienced vocabulary learning through the use of visual video media.

Discussion

The discussion focused on students' experiences of learning English vocabulary through visual video media, including their positive impressions, improved understanding, and learning challenges. The findings were interpreted based on the thematic analysis of the interview data collected from the participants and were compared with the perspectives of experts and previous research to provide a deeper understanding of how visual video media influenced students' vocabulary learning experiences. Through this discussion, the study explained how students perceived the use of visual video media, how it supported their vocabulary learning, and what challenges they experienced during the learning process.

Students Had Positive Impressions

The findings indicated that students had positive impressions of learning English vocabulary through visual video media. Most participants described that they more enjoyed the video-based learning than conventional classroom instruction. They appreciated how videos created a relaxed learning atmosphere and sustained their attention throughout the lesson. As one student stated, "In my opinion, learning with videos is very enjoyable." (Student 1, 00:00:18). Another participant similarly commented, "I enjoy learning with videos." (Student 6, 00:00:14). These responses suggest that videos made vocabulary learning more enjoyable and encouraged active participation in classroom activities. This finding aligns with that of Fauzi and Muljanto (2021), who found that audiovisual materials provide a more enjoyable vocabulary learning experience than traditional methods.

Students also highlighted that they felt interested with the visual. They explained that pictures, animations, and real-life scenes made vocabulary easier to understand because new words were presented in meaningful contexts rather than as isolated word lists. For example, one participant stated, "The images and videos are interesting." (Student 2, 00:00:21), while another noted, "I like learning by looking at examples in videos because it's interesting." (Student 5, 00:00:35). These findings support

Mayer (2021), who argued that combining verbal explanations with relevant visuals enhances learners' understanding and facilitates meaningful learning.

The interviews further revealed that students' felt motivated, engaged, and become more focused during vocabulary lessons. Participants explained that they became more enthusiastic, paid greater attention, and remained focused because the lessons were less monotonous than textbook-based instruction. One student stated, "Yes, I feel more motivated to learn." (Student 1, 00:01:21), while another remarked, "I can focus better when studying with that video." (Student 5, 00:00:50). These findings align with Dörnyei (2021), who emphasized that enjoyable learning experiences enhance students' motivation to participate, and with Bond (2021), who found that interactive digital learning resources improve students' engagement and attention.

Overall, the findings suggest that visual video media created a positive learning experience by increasing students' enjoyment, interest, motivation, and attention during vocabulary learning. Rather than functioning solely as instructional materials, the videos supported a more engaging classroom environment that encouraged active participation and fostered positive attitudes toward learning English vocabulary.

Visual Video Improved Their Understanding

The findings showed that visual video media helped students remembered and understood new vocabulary. Participants explained that they associated vocabulary with pictures, animations, and real-life situations presented in the videos rather than memorizing isolated words. One student stated, "I memorize new words more easily." (Student 7, 00:01:48), while another commented, "I find it easy to remember new words." (Student 9, 00:01:14). These findings suggest that contextual visual representations strengthened vocabulary retention and supported long-term learning. This finding is consistent with Daidone and Darcy (2021), who emphasized the role of vocabulary knowledge in developing accurate lexical representations. Likewise, Schmitt (2020) argued that repeated encounters with vocabulary in different contexts strengthen long-term retention, while Mayer (2020) explained that combining verbal and visual information promotes deeper information processing and reduces cognitive overload.

The interviews also revealed that with visual videos, students successfully pronounced the words. Participants reported that hearing English words while simultaneously observing relevant visual contexts helped them understand meanings and imitate pronunciation more confidently. One student stated, "Yes, it helps me understand the meaning and pronunciation." (Student 2, 00:01:17), while another explained, "Yes, it helps with word pronunciation." (Student 8, 00:01:50). Similarly, students found lessons easier to understand because pictures and contextual situations enabled them to infer the meanings of unfamiliar words without relying solely on translation. One participant stated, "Alright, because it is easier to understand." (Student 2, 00:00:11), while another remarked, "Yes, I understand things faster." (Student 9, 00:01:05). These findings support Harmer (2015), who highlighted the

importance of authentic language input for pronunciation development, and Mayer (2021), who argued that multimedia instruction facilitates comprehension by integrating auditory and visual information.

Overall, the findings indicate that visual video media promoted understood the lesson more easily. Learning vocabulary through meaningful contexts enabled students to connect new words with authentic situations rather than memorizing them in isolation. These findings are consistent with Webb and Nation (2018), who emphasized that vocabulary is learned more effectively through meaningful contexts, and Nurwulan (2022), who reported that vocabulary videos enhanced students' comprehension by providing contextualized visual support.

Students Faced Learning Challenges

Despite the positive perceptions, students also experienced several challenges while learning vocabulary through visual video media. The most common difficulty involved students found unfamiliar words, as some students encountered words they had never learned before. One student stated, "Sometimes there are words I don't know yet." (Student 6, 00:01:36), while another commented, "Sometimes I don't know the meaning of the word yet." (Student 9, 00:01:32). These findings suggest that visual support alone was not always sufficient to facilitate vocabulary learning. This finding is consistent with Schmitt (2020), who explained that vocabulary acquisition develops through repeated exposure, Nation (2021), who argued that learners require multiple encounters with unfamiliar vocabulary, and Pellicer-Sánchez (2021), who emphasized the importance of repeated exposure in meaningful contexts for vocabulary retention.

Students also reported that they had difficulty with video pronunciation. Some participants explained that they still found certain words difficult to pronounce because English pronunciation often differs from spelling. One student stated, "Sometimes the sound isn't very clear." (Student 4, 00:02:11). These findings indicate that visual video media supported pronunciation practice but could not completely replace teacher guidance and corrective feedback. This finding agrees with Harmer (2015), who explained that English pronunciation remains challenging for EFL learners, and Fauzi and Muljanto (2021), who found that videos improve pronunciation only when accompanied by teacher support.

Another challenge concerned that the video is too long and fast. Several students reported that some videos were too long or delivered information too quickly, making it difficult to follow the lesson. One participant stated, "It can be difficult if the video is too long." (Student 1, 00:03:00), while another explained, "The video sometimes too fast." (Student 2, 00:01:26). These findings suggest that the effectiveness of video-based learning depends not only on the learning content but also on the pacing and presentation of instructional materials. This finding supports Mayer (2020), who argued that multimedia materials should minimize cognitive overload by presenting information at an appropriate pace. Likewise, Bond (2021) emphasized that effective technology-enhanced learning requires well-designed instructional materials, appropriate pacing, and teacher facilitation.

Overall, the findings indicate that although visual video media provided valuable support for vocabulary learning, students still encountered challenges related to unfamiliar words, difficulty with video pronunciation, and the video that is too long and fast. These findings suggest that the effectiveness of video-based learning depends not only on the quality of the videos but also on appropriate teacher guidance and instructional design. By selecting videos that match students' proficiency levels and providing sufficient explanation and feedback, teachers can maximize the benefits of visual video media while minimizing the learning difficulties experienced by students.

CONCLUSION

This study explored the experiences of seventh-grade students at SMP Negeri 1 Jeumpa in learning English vocabulary through visual video media. Based on the thematic analysis of interviews with ten students, the findings revealed one major theme, students' experiences of learning vocabulary through visual video media, which consisted of three subthemes: students had positive impressions, visual video improved their understanding, and students faced learning challenges.

The findings showed that students generally responded positively to visual video media, as it made vocabulary learning more enjoyable, interesting, and motivating, and helped them stay more focused during lessons. In addition, visual video media was found to support students' vocabulary comprehension by helping them remember new words more easily, pronounce vocabulary more accurately, and understand lesson content through contextual visual information. However, the study also found that students still encountered several challenges during the learning process, including unfamiliar vocabulary, pronunciation difficulties, and videos that were perceived as too long or too fast.

Overall, this study concludes that visual video media provides meaningful benefits for English vocabulary learning by increasing students' engagement and comprehension, while also highlighting the need for careful video selection, appropriate pacing, and continued teacher guidance to address the challenges students face. These findings contribute to a deeper understanding of students' experiences with video-based vocabulary instruction and offer practical implications for English teachers in designing more effective and engaging vocabulary learning activities.

For future research, it is recommended that further studies examine visual video-based vocabulary learning across different grade levels or school settings, and explore strategies to minimize the challenges identified in this study, such as adjusting video pacing and providing pre-teaching of unfamiliar vocabulary.

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