

THESIS

**THE IMPACT OF PAPUAN FOLKTALE VIDEOS ON STUDENTS'
VOCABULARY ACHIEVEMENT AND THEIR PERCEPTIONS**



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VOCABULARY ACHIEVEMENT AND THEIR PERCEPTIONS**

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LEGITIMTION SHEET

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THE IMPACT OF PAPUAN FOLKTALE VIDEOS ON STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR PERCEPTIONS

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Furthermore, to the best of my knowledge, it is the first and only work of literature to be
written and published by me, except for the references cited in this text.

Sorong, May 18th 2026

My Sincerely



Maria Riska Fantika
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MOTTO AND DEDICATION

MOTTO

“TO GOD BE THE GLORY”

“WALK BY FAITH”

“A faithful and obedient heart like Mother Mary will always be used by God for His beautiful plan.”

“Being humbled in the eyes of people, yet exalted in the eyes of God.”

“I began in the Name of Lord Jesus, and with full faith I ended with the word Amen.”

“Do not be afraid; only believe.”

(Mark 5:36)

“You will not fail, you will succeed according to God’s plan.”

(Yesaya 55:8-9)

DEDICATION

My Beloved Parents “Mr. Frans Saruni and Mrs. Fransiska Samiati”

“This simple work is dedicated with deep love and gratitude to my beloved Father and Mother, as a token of appreciation for your endless love, prayers, sacrifices, and support in every step of my life. Without you, I am nothing. I love you, Mama and Papa. May God always bless my Father and Mother.”

“My beloved Sisters”

“This work is also dedicated to my two beloved sisters, who have always been a source of support, encouragement, and joy in my life. Thank you for your love, care, and presence in every step of my journey. I am truly grateful to have you both. I love you, my beloved sisters.”

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The researcher realizes that this thesis could not have been completed without the help, support, prayers, encouragement, and contributions from many individuals. Therefore, the researcher would like to express sincere gratitude and deepest appreciation to all those who have contributed throughout the process of writing this thesis. May God always bless all your kindness abundantly.

The researcher acknowledges that this thesis is still far from perfect, both in organization and content. Therefore, constructive suggestions and feedback from readers are highly appreciated for the improvement of future research. The researcher also hopes that this study will provide valuable contributions and additional insights, particularly in English language learning through the use of Papuan folktale videos to improve students’ vocabulary achievement and explore their perceptions toward the learning process. In this regard, the researcher would like to express sincere appreciation to:

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Sorong, May 18th 2026

The Researcher



Maria Riska Fantika

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ABSTRACT

Maria Riska Fantika/148820322022, 2026. **The Influence of Using Papuan Folktale Videos on Students' Vocabulary Mastery at Seventh Grade of SMP Negeri 11 Kabupaten Sorong 2025/2026.** Thesis, English Education Department, Faculty of Language, Social and Sport, University of Education Muhammadiyah Sorong. May 2026.

The objective of this research was to find out whether or not the use of Papuan folktale videos influenced students' vocabulary mastery and to investigate students' perceptions toward the use of videos in vocabulary learning. This research used a pre-experimental quantitative design with one-group pre-test and post-test. The sample of this research consisted of 20 seventh-grade students of SMP Negeri 11 Kabupaten Sorong. In collecting the data, the researcher used a vocabulary test in the form of multiple-choice questions consisting of 20 items for both the pre-test and post-test, as well as interviews to obtain students' perceptions. In analyzing the data, the researcher used SPSS to calculate the mean score and paired sample t-test.

The result of the research showed that the significance value (0.000) was lower than 0.05, which meant that H_0 was rejected and H_a was accepted. It indicated that there was a significant effect of using Papuan folktale videos on students' vocabulary mastery. In addition, the students' mean score improved from 39.5 in the pre-test to 82.5 in the post-test. The interview results also supported the findings by showing positive students' perceptions toward the use of Papuan folktale videos in vocabulary learning. It could be concluded that the use of Papuan folktale videos was effective in improving students' vocabulary mastery.

Keywords: Vocabulary Mastery, Video, Papuan Folktale.

CHAPTER 1

INTRODUCTION

1.1 Background

Vocabulary plays a crucial role in learning English (Egamova & Sharofova, 2022). One of the most important aspects of learning a foreign language is vocabulary, because effective vocabulary mastery can improve students' ability to understand and produce language, thereby impacting the improvement of overall language competence (Tiansoodeenon et al., 2023).

However, in the context of English language learning in Indonesia, vocabulary mastery remains one of the most persistent challenges for students, especially in areas where access to engaging, contextual, and technology-based learning materials is limited. For beginner learners, mastering basic vocabulary is essential to help them recognize and understand simple English expressions used in everyday contexts (Uddin & Khalfalla, 2022). Therefore, students who lack sufficient vocabulary knowledge often experience difficulties in comprehending basic English during the early stages of learning. According to Hao (2019), there are several problems faced by students in learning English vocabulary. First, students have difficulty memorizing English vocabulary because of the large number of words they must learn and remember. Without sufficient vocabulary, students will have difficulty understanding reading, writing, speaking, and listening.

Teachers who rely on traditional approaches such as vocabulary memorization and translation tend to reduce students' motivation and engagement in learning. Studies indicate that innovative instructional methods, including contextual learning, technology integration, and multimodal, learner-centered approaches, are more effective in enhancing vocabulary retention, learning motivation, and long-term language development than traditional memorization-based methods (Munna, 2023; Tiansoodeenon & Sitthitikul, 2022; Haque et al., 2024).

Previous studies have identified several common problems faced by students in learning English vocabulary, including the following: first, students become bored and lose interest in the vocabulary learning process due to the teaching methods used by teachers. According to Xie (2024), low learning motivation has a significant negative influence on students' English vocabulary learning, and unengaging instructional approaches may contribute to reduced student enthusiasm. Second, because they were not taught English in elementary school, children are still unfamiliar with the language. This scenario is consistent with the findings of Ayu and Vianty (2024), who reported that English is not taught in all Indonesian elementary schools. Therefore, students are unfamiliar with English when they enter secondary school. Third, some students have difficulty remembering vocabulary and often forget the vocabulary they have just learned or been taught. This is in line with the results of Rosyada and Apoko (2023), which show that many students have difficulty remembering and retaining new vocabulary, so they often forget the words they have learned.

Using engaging and contextual learning materials is one effective way to address students' difficulties in vocabulary retention. Video-based learning provides visual and auditory input that helps learners comprehend and remember new vocabulary more easily through meaningful contexts and narratives (Karakulova, 2023). In line with multimedia learning theory, Teng (2023) confirms that the integration of visual and auditory elements significantly enhances vocabulary learning and retention. Therefore, the use of contextual learning videos can support students' vocabulary mastery more effectively than conventional memorization-based approaches.

Hia (2021) found that the use of interactive learning videos, which provide interesting visuals and real-life contexts, can increase students' motivation and improve their vocabulary comprehension. In line with this finding, Fitriansah et al. (2022) state that vocabulary learning videos containing images and everyday contexts are effective in enhancing students' motivation and vocabulary understanding and can be applied in English language learning using local themes. This is particularly relevant when the videos used are folktale that are familiar to students. By combining narrative and visual elements, such as those found in Papuan folktale videos, students are able to associate new vocabulary with cultural contexts they already know, which helps improve vocabulary comprehension and retention. Therefore, the use of Papuan folktale videos in English learning is considered appropriate, as these videos present moral values, local culture, and traditions while enabling students to learn new English vocabulary in a meaningful and contextual way.

In addition to assessing vocabulary mastery, this study also considers students' responses and perceptions of the learning media used. Learning media is considered effective if students feel that it helps them understand the vocabulary being studied. Sabily and Suryadi (2022) show that the use of animated videos of folktale as learning media can improve students' vocabulary mastery, indicating that story-based and visual media have great potential to support English language learning. Therefore, by paying attention to students' perceptions of the use of Papuan folktale videos, teachers can gain a more comprehensive understanding of the strengths and weaknesses of this media and adjust their teaching strategies to be more effective and relevant to the cultural context of their students.

However, despite the increasing number of studies on video-based learning and the integration of local culture in English language teaching, there is still a lack of research that specifically integrates Papuan folktale videos in English vocabulary learning at the junior high school level, particularly in Eastern Indonesia. Most previous studies focus mainly on vocabulary improvement without simultaneously examining students' perceptions of the learning media. Therefore, a comprehensive study that combines vocabulary acquisition and students' perceptions through Papuan folktale videos is still needed.

The novelty of this study lies in the integration of Papuan folktale videos as culturally based audiovisual media for English vocabulary learning, an approach that has not been widely explored in previous studies. By utilizing locally based videos, this study aims to make vocabulary learning more contextual, meaningful, and engaging for students. Incorporating local culture into English language learning has

been shown to enhance student engagement, foster positive learning attitudes, and create a sense of ownership toward learning (Romrome & Ena, 2022). In addition, the use of local culture-based materials can improve vocabulary retention by allowing students to relate new words to their own cultural experiences and values (Raihana & Nurkhamidah, 2022). Furthermore, this study contributes empirical evidence from Eastern Indonesia, particularly Sorong Regency, a region that remains underrepresented in English language learning research. Expanding upon these perspectives, the present study offers a novel approach by combining culturally based audiovisual media with a simultaneous analysis of students' vocabulary acquisition and perceptions.

Therefore, this research is important to conduct. Through research entitled "The Impact of Papuan Folktale Videos on Students' Vocabulary Achievement and Their Perceptions," the researcher aims to analyze the extent to which Papuan folktale videos can help students improve their vocabulary, as well as to find out how students perceive the use of this media. The results of this study are expected to make a real contribution to the world of education, particularly in English language learning. Through Papuan folktale, teachers can create learning experiences that are closer to students' lives so that students no longer consider English as a difficult subject but rather as a tool for understanding and conveying their own cultural values.

1.2 Formulation of the Research

Based on the background of the problem above, the formulation of the problem in this research was:

1. What is the impact of using Papuan folktale videos on students' vocabulary mastery in English language learning?
2. What are the students' perceptions toward the use of Papua folktale videos in teaching vocabulary?

1.3 Objective of the Research

1. To examine the impact of using Papuan folktale videos on students' vocabulary mastery in English language learning.
2. To investigate students' perceptions of the use of Papuan folktale videos in teaching English vocabulary.

1.4 Research Hypothesis

The following assumptions are developed for this study in accordance with the problem definition and research objectives

- a. H_0 (Null Hypothesis):

The use of Papuan folktale videos has no significant impact on students' vocabulary achievement in learning English.

- b. H_a (Alternative Hypothesis):

The use of Papuan folktale videos has a significant impact on students' vocabulary achievement in learning English.

1.5 Significant of the Research

The result of this research could give a contribution to students, teacher, and other researchers as follows:

a. For Teachers

The findings of this study are expected to provide a positive impact on English teachers' instructional practices, particularly in teaching vocabulary. This research demonstrates how the use of Papuan folktale videos can enhance the effectiveness of vocabulary instruction by making learning more engaging, contextual, and culturally relevant. As a result, teachers may be encouraged to adopt innovative, video-based learning strategies that improve students' vocabulary mastery and learning motivation.

b. For Students

This study is expected to have a direct impact on students' vocabulary mastery, as the use of Papuan folktale videos helps students understand and remember English vocabulary more easily through visual, audio, and contextual support. In addition, learning vocabulary through local folktales can increase students' learning motivation and cultural awareness, enabling them to learn English while appreciating and valuing their local culture.

c. For Researchers

The results of this study are expected to contribute to the field of English language teaching by providing empirical evidence on the impact of culturally based video media in vocabulary learning. This research can serve as a reference for future researchers who wish to explore similar studies using folktale or local

cultural content from other regions in Indonesia, as well as studies that examine both learning outcomes and students' perceptions.

1.6 Operational Definition

In this study, there are two main variables, namely the independent variable and the dependent variable. In addition, this study also employs supporting data in the form of students' perceptions.

A. Vocabulary Mastery

In this study, vocabulary mastery is defined as students' ability to understand, remember, and use English vocabulary acquired through learning using Papuan folktale videos. Vocabulary mastery is measured through pre-test and post-test assessments, which aim to determine the extent to which students are able to recognize words, select appropriate vocabulary, and use them in simple contexts. The improvement in scores from the pre-test to the post-test indicates an increase in students' vocabulary mastery.

B. Papuan Folktale Videos

Papuan folktale videos are audiovisual learning media used as the treatment in this study. These videos present traditional Papuan stories in English, supported by visual and audio elements to help students understand vocabulary meanings contextually. The use of these videos aims to improve the effectiveness of vocabulary learning and to make the learning process more engaging, interactive, and meaningful.

C. Students' Perception – Supporting Data

Students' perception in this study refers to students' views, opinions, and feelings toward the use of Papuan folktale videos in vocabulary learning. The data on students' perception are obtained through semi-structured interviews conducted after the treatment. This perception includes aspects such as students' interest, ease of understanding the material, increased learning motivation, and the benefits of using videos in helping them learn vocabulary. These data are analyzed qualitatively to support the quantitative research findings.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary

2.1.1 Definition of vocabulary

One of the most crucial components of learning a foreign language is expanding your vocabulary. Vocabulary plays a crucial role in learning English as it serves as the foundation of learners' language ability. Robiya, Feruzabonu, and O'g'ilxon (2024) state that vocabulary mastery is fundamental to language comprehension and effective communication.

Additionally, Wardana (2023) notes that pupils' capacity to select and employ appropriate terminology greatly impacts their communication skills. To put it another way, having a solid vocabulary is the cornerstone of successfully comprehending and using language. Students that have a large enough vocabulary may comprehend other fundamental abilities like speaking, listening, writing, and reading. According to Tiansoodeenon et al. (2023), students who have a larger vocabulary are better able to comprehend the language and communicate their ideas. For this reason, teaching vocabulary should be a primary focus of English language learning.

Additionally, having a large vocabulary can significantly boost students' enthusiasm to learn. Students will be more self-assured and driven to keep learning English when they believe they can comprehend and use more terms. This study

demonstrates that learning vocabulary is linked to affective factors like self-confidence and enthusiasm in learning in addition to cognitive skills.

Therefore, it can be said that the foundation of linguistic competency is vocabulary. Even grammatical systems would be worthless without vocabulary. The primary basis for students to comprehend, apply, and develop all-encompassing language skills is a strong command of vocabulary.

2.1.2 Types of Vocabulary

Vocabulary is an important component in language learning. Based on its purpose and usage in communication, vocabulary in English language acquisition can be classified into a number of categories. According to Wardana (2023), pupils' communication skills are greatly impacted by their capacity to select and employ the appropriate terminology. This demonstrates that every kind of vocabulary plays a unique part in assisting children in comprehending and utilizing language.

Vocabulary is divided into two categories:

a. Active Vocabulary

Vocabulary that children can use directly in writing and speaking is known as active vocabulary. This vocabulary shows how well students can generate words in a communicative setting. Students' productive abilities, particularly speaking and writing, are greatly influenced by their active vocabulary.

b. Passive Vocabulary

Vocabulary that pupils may recognize or comprehend when they hear or read it but are unable to utilize actively in speaking or writing is known as passive

vocabulary. Students' receptive abilities, specifically hearing and reading, are demonstrated by this vocabulary.

Apart from being categorized as active and passive vocabulary, vocabulary can also be categorized depending on word type. The word types include nouns, verbs, adjectives, and adverbs. All these have different roles in constructing a sentence.

a. Nouns

Nouns are the words that can be used to refer to a place, individual, object, or idea. Nouns play a very important role because they represent concrete and abstract concepts that are often found in texts and conversations.

b. Verbs

Verbs are words that express actions, processes, or states. Mastering verbs can help students communicate actions and events clearly.

c. Adjectives

Adjectives are words that can be used to describe nouns. They can also provide additional information about the quality, characteristics, or condition of nouns. Thus, adjectives can help students express ideas more specifically and vividly.

d. Adverbs

Adverbs are words that modify verbs, adjectives, or other adverbs. They usually describe when, where, how, or to what extent an action occurs.

Such vocabularies in English language learning are closely related and thus often learned simultaneously through some contextual learning materials, such

as stories and videos. Therefore, introducing different kinds of vocabulary through meaningful and culturally relevant contexts, like Papuan folktale videos, can support students' vocabulary acquisition more effectively.

In this study, the vocabulary mastery measured is limited to basic English vocabulary commonly found in Papuan folktale videos, particularly nouns, verbs, adjectives, and adverbs that are appropriate for seventh-grade students. These vocabulary items are selected because they frequently appear in narrative texts and are suitable for beginner learners at the junior high school level.

2.1.3 The Problem of Vocabulary

The acquisition of vocabulary is a big problem in second language instruction. This is because students have a hard time recalling and using vocabulary words effectively in contexts. Hasan (2024), students often experience two challenges when it comes to vocabulary learning, and the challenges are related to the difficulties in memorizing new vocabulary and the failure to retain the new vocabulary that has been mastered. The learning approach still involves memorization without making it more contextual.

In addition, lack of student motivation is also a major factor that leads to poor English mastery. Xie (2024) explains that low learning motivation can negatively affect students' English vocabulary learning. When instructional methods are perceived as monotonous or unengaging, students tend to lose motivation, which results in poor vocabulary retention.

Another factor is the absence of a foundation in English in lower levels of education. This is supported by the fact that English is not yet taught uniformly in all elementary schools in Indonesia. Rahmah (2023) explains that English is not a compulsory subject in many elementary schools, so students' initial exposure to English vocabulary when entering junior high school varies. Apart from motivation and educational background, another factor influencing vocabulary-building capacity is those related to the environment for gaining new knowledge. As Afrianti, Wahyuni, and Rusdin (2022) found that an environment-based learning approach effectively improves students' vocabulary acquisition.

2.1.4 Teaching of Vocabulary

Learning vocabulary is an essential part of English language learning since vocabulary provides students with the basics for effective understanding and usage of English. In learning English as a subject in school, learning vocabulary in a traditional manner, that is, memorization of lists of words without context, may still be prevalent. Engaging with vocabulary through authentic texts and real-world examples enhances understanding (Arslan, 2024). This approach allows students to automatically link a new word's spelling to its meaning in meaningful contexts. Vocabulary instruction can and should include more than just explaining a new word's meaning, but also offer the student an opportunity to comprehend the meaning of a new word in a new context. This is important in order for the student to be able to automatically link a new word's spelling to its meaning.

In regard to this, the application of learning media can play an important role in assisting teachers in performing a more fascinating learning process. One learning medium that can be applied in learning vocabulary in class is the video on Papuan folktale that integrates visual, auditory, and story components in English. As evidenced by a study showing significant post-test score increases among students exposed to video-based multimedia compared to traditional methods (Fadillah, Susanto, & Efrizal, 2025), the application of learning media in the form of videos helps students understand the context of the vocabulary learned.

By using teaching vocabulary through Papuan folktale videos, vocabulary can be taught in a more enjoyable and meaningful manner. Students can improve their vocabulary while becoming familiar with their own local culture. In such a manner, teaching vocabulary becomes more than learning language skills but rather instilling students with love for their own local culture and positive attitudes toward English learning as well.

2.2 Vocabulary Acquisition

2.2.1 Definition of Vocabulary Acquisition

Vocabulary acquisition refers to the process through which learners develop the ability to recognize, understand, and use new words. In English language learning, vocabulary acquisition plays a crucial role as it forms the foundation for other language skills such as reading and listening. Learning vocabulary is not merely a matter of memorizing word meanings, but also involves understanding word forms, meanings, and appropriate usage in context. Therefore, vocabulary

learning in the classroom should be conducted through contextual learning to enable learners to apply vocabulary meaningfully (Tiansoodeenon et al., 2023).

However, the students still struggle in recalling and comprehending meanings of the vocabulary since the learning process can be considered boring and lacking context. The learning process of acquiring vocabulary via videos enables active learning for students. Students can link the new vocabulary words with images, actions, and meanings that are found in the story. In other words, learning vocabulary involves a process of recognition, interpretation, and use of vocabulary in context. By employing the use of Papuan folktale videos, the learning of vocabulary can be made more effective because the learning process involves engaging visual and context experiences for the students.

2.2.2 The Process of Vocabulary Acquisition

Vocabulary acquisition as a process is a stage where students can learn to recognize, understand, remember, and use new vocabulary words. Vocabulary acquisition is not a process that happens immediately, but rather it involves a number of processes in attention, understanding, repetition, and application.

In second language learning, such as English language learning, acquiring vocabulary will normally begin by recognizing the form of the word, either by listening or by reading. Next, the learner attempts to assign a meaning to the word by using the context of the sentence. Then the vocabulary is repeated during speaking, writing, or answering exercises. The more frequently the vocabulary is used, the better it will be retained by the learner.

a. Accordingly

The process of learning vocabulary could be defined as a sequence of activities including:

b. Recognition

The students recognize the new word by hearing or seeing it.

c. Comprehension

Students comprehend the meaning of the words based on the context in which they appear in the sentence.

d. Repetition

Students repeat words in various activities in order to build memory.

e. Application

These words are actively used by students for communication purposes.

2.3 Video-Based Learning in Teaching Vocabulary

2.3.1 Definition of Learning Video

Learning video is an audiovisual instructional medium in which learning materials are presented through both visual and audio channels to support students' understanding of the learning content. Video helps in displaying images alongside audio, text, as well as animations, so as to make the message more interesting for the students.

Video is a medium that can carry learning messages accompanied by a combination of moving pictures and sounds in such a way that a complete meaning is formed. Zhicong, Heming, and Jiaxian (2023) found that instructional videos incorporating visual and audio elements within meaningful social contexts help

students connect words with their meanings more effectively in English vocabulary learning. The application of video in learning can enhance the attraction of learning since it will involve more than one sense, that is, Video media engages the senses of sight and hearing, thereby improving students' memory of the concepts being studied. Maulida and Hadi (2022) state that audio-visual media is effective in the English language learning process because it helps students understand the meaning of language in context. The student can visualize the scenes, expressions of the actors, and real situations, thus they will be able to see how some words or sentences are used in actual situations.

Video can offer a link between language and culture in the sense that it has the potential for the use of languages in certain social and cultural contexts since videos with visual, auditory, and cultural aspects can enhance learners' comprehension of a language in a communicative situation (Putri, Winanda, & Tarihoran, 2025). For English learning in Indonesia, video use also helps in a better explanation of material in an interesting and more efficient manner by the teacher. This is because videos enable students to learn independently, learn repeat explanations on points which are not easily understood, and master listening and speaking skills. Hence, it can be said that videos can be described as an audiovisual medium, which conveys learning messages using a combination of visuals, sound, and cultural context to enhance understandings of language in a more significant and interesting manner.

The videos used in this study consist of Papuan folktale instructional videos. These videos were used as learning media for vocabulary in English and were used as a platform to deliver cultural values.

2.3.2 The Importance of Video Based Learning in Teaching Vocabulary

Learning videos are one of the tools applied in the process of teaching English vocabulary, as they engage both visual and auditory channels. Fitria (2025) stated that using instructional learning videos in language learning provides a multimodal learning experience through visual, auditory, and authentic contexts.

This multimodal process has a positive effect on understanding the meaning of language since, in addition to listening to the meaning, they are able to visualize language performances. Kristiani and Pradnyadewi (2021) state that the use of instructional videos as a learning medium can improve students' speaking skills through authentic communication contexts, which indirectly also helps enrich their vocabulary, as learners can directly engage with the communication scenarios presented in the videos. Furthermore, Saydina (2024) concluded that using learning videos can help students understand conversational contexts in English and enhance their speaking abilities. Thus, learning through instructional videos can support both vocabulary mastery and communication skills.

Moreover, learning videos can enhance students' motivation and encourage them to be more active in the learning process (Hendar et al., 2022). If the students feel happy and interested in the media that has been used, they will find it easier to understand the material and store the information in their long-term memory. Videos also enable students to learn independently since students can replay what they do not understand and repeat it as often as necessary (Beheshti et al., 2018).

2.3.3 Teaching Vocabulary through Learning Videos

In this study, vocabulary is taught through videos containing Papuan folktale. Learning vocabulary via video can be one of the best ways to learn English because the medium used can offer the students a more lively and interesting learning process (Suwirda & Efendi, 2025). Learning through videos helps the students can learn vocabulary leveraging the different senses together, that is, hearing sense, eye sense, as well as the sense of understanding the context of the story that is narrated. Hence, learning vocabulary through video can help students acquire new vocabulary through a natural learning process that involves observation, contextual exposure, and meaning recognition (Sadiku, 2017).

The procedure for learning new vocabulary via videos begins with the exposure process, in which new words are introduced through stories or conversations accompanied by relevant visuals and sounds (Sabgini & Wiraatmaja, 2023; Khoueiry & Nabhan, 2024). For example, when the word “river” appears in a Papuan folktale video, students see a corresponding image while hearing its pronunciation, helping them understand the meaning in context (Salsabila & Fatkhurizqia, 2025).

The following stage is the stage of understanding, at which the learners start interpreting the word meaning depending on the story context. The learners at this stage can be assisted by the teachers with questions so as to ensure that the learners grasp the word meaning correctly. The learners at this stage do not only rely on the translation of words but also attempt to grasp the meaning of the words as used by the characters in the story. The meaning of the words is therefore learned in a natural manner (Zhong, Ismail, & Zheng, 2025).

After that, the process calls for the repetition stage. This is where the words which have already been identified and understood in the lesson was repeated in a number of activities, which include reviewing certain scenes again, mimicking the pronunciation, or just rehearsing lines. This is a chance for the students to view and hear the same words over again, which definitely can help instill these words in long-term memory. Repetition in audio-visual media is considered much more effective in reinforcing vocabulary than merely learning from a list of words on a page, as it engages both auditory and visual senses and provides contextual meaning that supports long-term memory development (Teng, 2022). After the repetition stage, the application stage begins, where students start applying the vocabulary they have learned and are encouraged to create new sentences.

The last step is that of reflection, whereby students assess the vocabulary they learned. Gultom (2023) emphasizes that teachers play an important role in helping students understand the meaning of vocabulary through context, by guiding students to identify the meaning of words, how they are used, and their connection to the local cultural context. This approach helps students improve their vocabulary comprehension and realize that language is inseparable from culture. In this study, the cultural context is realized through the use of Papuan folktale as a learning medium.

2.4 Papuan Folktale Videos as Learning Media

2.4.1 Definition of Papuan Folktale Videos

Papuan folktale are categorized as audio visual learning materials that present stories or myths originated from local culture. Gustianing (2022) emphasizes that

integrating local cultural content through folktale in English language teaching allows students to learn language while understanding cultural values and educational meanings embedded in the stories. Folktale typically present narratives supported by images and audio, which help convey meaning and cultural elements. In the context of this study, Papuan folktale are delivered through videos as a learning medium to facilitate vocabulary learning and promote students' appreciation of local culture.

Folktale themselves function as oral literature. These folktales have been passed on from generation to generation, thus embodying the lives of the communities. When folktales are packaged in video format, the way of presentation is more attractive since it involves visual cues as well as auditory cues which can aid the student in understanding the message of the tale. As evidenced by research that the animated video folktale which embeds visual, narration, and audio together significantly enhances the students' comprehension and engagement altogether, as shown by (Paket, Fatmawan, & Kurniawati, in 2025). By using the visual, auditory, and story components, the student can experience the process of learning with the addition of new vocabulary obtained from the meaningful context.

Papuan folktale videos are used in English vocabulary learning in two main ways. First, they serve as authentic learning tools by presenting words, sentence patterns, and phrases in meaningful contexts, helping students understand language use in real-life social and cultural situations (Akyüz et al., 2017). Second, these videos support the preservation of local culture, enabling students to connect language learning with their own cultural identity and everyday experiences.

2.4.2 Advantages of Using Papuan Folktale Videos

One of the key benefits provided by Papuan folktale videos is that they introduce to a student a situation that can be regarded as real and meaningful. Ahmawati (2020) states that vocabulary is not taught in isolation or abstractly, but is naturally embedded in stories. Through observing how characters use words in conversations, actions, and situations, students gain opportunities to understand word meanings and usage in a more concrete and meaningful context. As a result, vocabulary becomes easier to remember and can support students' communicative ability.

Besides, Papuan folktale videos can enhance the motivation and interest of students in learning. The mixture of images, sounds, music, and narration will make the learning process very entertaining and not tedious. As proven by research how animation videos can greatly increase the motivation and English vocabulary of the learners (Jafar, Usman, Marhum, Sadilia, & Putri, 2025). Students will also be more focused, enthusiastic, and active in learning. When students enjoy learning, they will find it easier to understand the material and absorb new vocabulary. Videos will also provide opportunities for students to learn independently students can re-watch parts that they don't understand, and reinforce memory related to the words learned.

Another benefit that makes papuan folktale videos valuable is that they have the capacity to merge language learning with values from local cultures. Papuan folktale has values such as morals and local wisdom, which embrace the way of life of the Papua community. When students interact with the videos, they acquire English language knowledge, as well as familiarization with their own culture, as it

can assist students in comprehending meaningfully the language, as well as the context, through culturally responsive English instruction videos (Sumarni Ranga, 2025).

2.5 Student Perceptions

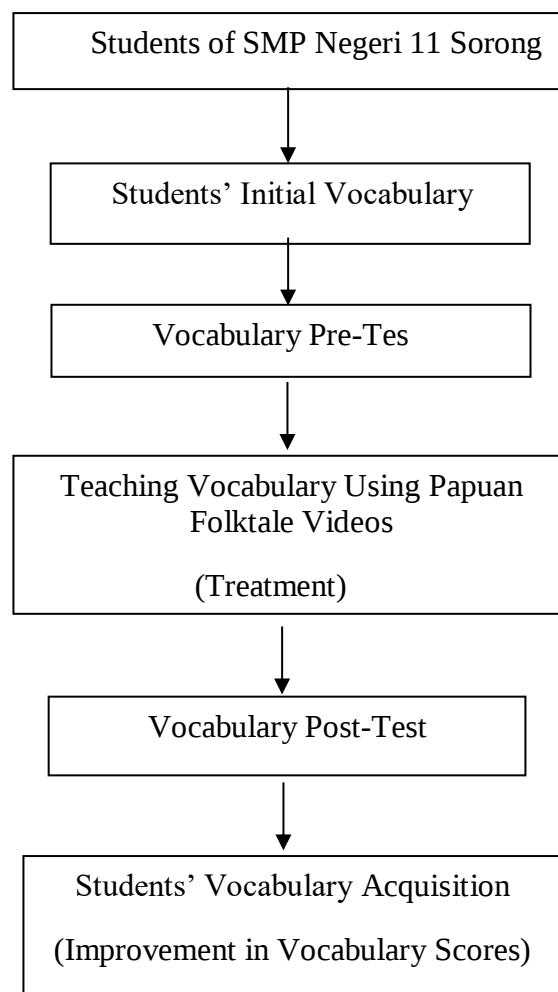
Student perceptions are a factor of great importance in determining how successful these media can be. Student perceptions are based on an individual's observation and evaluation of an object, event, and so on, based on information gained from their sense organs. Student perceptions in a learning situation are related to how a student perceives a certain medium as being interesting, easy, and so on, as supported by Ly, Chu, Tran, and Pham (2024), who found that students' positive perceptions toward significantly influence their engagement and effectiveness in learning English.

Learning media is effective if it gets an effective perception from the learners. The effectiveness of the media can be ensured if the learners get interesting and useful media, as their engagement level in learning, motivations level, as well as effectiveness level, will be high. Moreover, if the learners get a boring, difficult, and inappropriate media, it will lower the effectiveness level. It becomes very important to identify the students' perception because it would assist the teachers in understanding the strengths and weaknesses of the mediums being utilized. It was found and supported through different research that understanding the teachers' and students' perception about the learning media in technology-based learning environments would assist the teachers in appraising and developing learning tools,

thereby increasing motivations, interaction, and learning (Rinaldi, 2025). Identification of students' perception would assist the teacher in adapting the learning process to suit the students.

2.6. Conceptual Framework

The researcher in this study aims to analyze the effect of using Papuan folktale videos on students' vocabulary acquisition in English language learning. The following figure illustrates the conceptual framework that underlies this research:



This study was expected to solve the problems of concept learning that are experienced by students in learning English vocabulary. Additionally, the learning of vocabulary was done by using Papuan folktale videos on the learning media composed of videos, hence enabling junior high school students to easily comprehend new English vocabulary. Accordingly, this research utilized a pre-experimental research design on grade seven students at SMP Negeri 11 Sorong. A pre-test and post-test method was utilized in gathering the data. This experiment was applied by teaching vocabulary using Papuan folktale videos and analyzing the effectiveness of the medium in producing a significant impact on the acquisition of vocabulary among the students. This experiment was expected to provide findings on the effectiveness of the Papuan folktale video as a learning medium in enhancing vocabulary mastery.

2.7 Previous Studies

Several previous studies have investigated the use of video and local culture-based materials in English vocabulary learning. These studies provide important references for the present research.

First, Fadillah, Susanto, and Efrizal (2025) conducted a study entitled “*The Effect of Educational Video-Based Multimedia toward Students’ English Vocabulary Mastery.*” The study used a quasi-experimental design involving seventh-grade students. The results showed that video-based multimedia significantly improved students’ vocabulary mastery. This study is similar to the present research in terms of using video as a learning medium and focusing on vocabulary acquisition. However,

it differs in that the video used was general educational content, while the present study uses Papuan folktale videos and also investigates students' perceptions.

Second, Jafar et al. (2025) carried out a study entitled *"The Impact of YouTube Animated Videos on Students' Motivation and Vocabulary Development."* The research focused on students' motivation and vocabulary development using animated videos. The findings revealed that video-based instruction increased students' motivation and vocabulary learning. The similarity with the present study lies in the use of video to enhance vocabulary learning. The difference is that the present study integrates local cultural content through Papuan folktales and applies a pre-test and post-test design.

Third, Raihana and Nurkhamidah (2022) conducted a study entitled *"Improving Students' Vocabulary Retention by Local Culture-Based Material."* The study emphasized the use of local culture-based materials to improve vocabulary retention. The findings indicated that cultural content helped students remember vocabulary more effectively. This study is similar to the present research in its use of local culture as learning material. However, it differs because it did not use video media, while the present study specifically employs video-based Papuan folktales.

Based on the comparison above, this study is different from previous studies because most previous studies focused on improving students' vocabulary or perception separately, while this study examined the impact on students' vocabulary mastery and perception simultaneously using Papuan folktale videos.

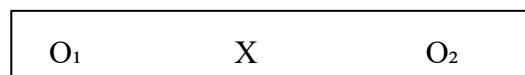
CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

This study used a pre-experimental research design with a one-group pre-test and post-test approach. In this design, only one group of seventh-grade students was involved without a control group. The pre-test was administered at the beginning of the study to measure students' initial vocabulary mastery in English before the implementation of Papuan folktale videos as the instructional treatment.

In implementing this procedure, the researcher employed one class. Upon completion of the pre-test, vocabulary learning was delivered using Papuan folktale videos as the treatment. The post-test was conducted after treatment to establish the vocabulary abilities of the learners through Papuan folktale videos. The score difference between the post-test and pre-test was used to show learners' vocabulary acquisition as a consequence of the treatment.



O₁=Pre-test X=Treatment O₂=Post-test

O₁ : Pre-test

X : Teaching vocabulary using Papuan folktale videos.

O₂ : Post-test

3.2 Research Variables

There were two variables in this research, which are independent variables and dependent variables. As follows:

a. Independent Variables

The independent variable in this research was the use of Papuan folktale videos in learning English vocabulary. It was the treatment given to the students during the learning process.

b. Dependent Variable

The dependent variable in this research was students' vocabulary acquisition. The acquisition of vocabulary by students was assessed based on the scores from the tests conducted to establish pre-test and post-test results.

3.3 Population and Sample

The population of this research consisted of all seventh-grade students at SMP Negeri 11 Sorong Regency in the academic year of 2026. The total population consists of one class with 20 students. Seventh-grade students were selected as the population because they are at the initial stage of formal English learning at the junior high school level, making them suitable for examining changes in vocabulary mastery after the implementation of instructional media.

The sample of this research consisted of all 20 seventh-grade students from the same class at SMP Negeri 11 Sorong Regency. Since the population was limited to one class, all students were involved as the research sample.

3.4 Research Instrument

This study employed two research instruments to collect data, namely a vocabulary test and an interview guide. The vocabulary test was used to measure students' vocabulary mastery, while the interview guide was used to obtain data on students' perceptions of using Papuan folktale videos in learning English.

The vocabulary test consisted of 20 multiple-choice questions and is administered in two forms: a pre-test and a post-test. The pre-test is given before the implementation of the instructional treatment to measure students' initial vocabulary mastery, whereas the post-test was administered after the treatment to identify students' vocabulary improvement. The test items were developed based on the vocabulary presented in the selected Papuan folktale videos.

The interview guide was used to collect qualitative supporting data related to students' perceptions of the use of Papuan folktale videos in learning English. The interview consists of several open-ended questions designed to explore students' opinions, learning experiences, and responses toward the use of the videos as learning media.

3.5 Data Collection

The data collection methods used in this study included tests and interviews. Tests were used as the primary instrument to obtain quantitative data on students' vocabulary proficiency before and after the treatment. The tests consisted of a pre-test and a post-test, each containing 20 multiple-choice questions. The pre-test was administered before the intervention to measure students' initial proficiency, while the post-test was conducted after the treatment to assess improvements in students' vocabulary mastery. In addition, interviews were used as supporting data to determine students' perceptions of the use of Papuan folktale videos in English vocabulary learning. The interviews used a semi-structured format and were conducted with six students after the post-test. The interview data were used to support the results obtained from the tests.

3.6 Research Procedure

The research procedure in this study was carried out through several steps as follows:

1. Preparation

In this stage, the researcher prepared all research requirements, including research instruments such as pre-test and post-test questions, interview guidelines, and learning media in the form of Papuan folktale videos. In addition, the researcher also prepared the lesson plans to be used during the research process.

2.Pre-Test

The pre-test was administered in the first meeting to determine the students' initial vocabulary mastery before the treatment was given. The test consisted of 20 multiple-choice questions completed within the allocated time.

3.Treatment

The treatment was conducted over seven meetings using Papuan folktale videos as the learning media. In each meeting, the researcher played one video and guided the students in understanding the vocabulary presented in the video. The students were asked to pay attention to the video and write down the vocabulary they heard and saw in the video.

4.Post-Test

The post-test was administered after all treatment sessions had been completed to determine the improvement of students' vocabulary mastery. The test had the same format and number of questions as the pre-test, consisting of 20 multiple-choice questions.

5.Interview

After the post-test, the researcher conducted interviews with six students to find out their perceptions of the use of Papuan folktale videos in learning vocabulary. The interviews were conducted using a semi-structured format, allowing students to express their opinions and learning experiences more freely and in depth.

3.6.1 Data Analysis

The data were analyzed using quantitative analysis. The collected data included the scores of students prior to and after the test, which measured the students' vocabulary mastery before and after learning through Papuan folktale videos.

3.6.2 Scoring the students' vocabulary

The test instrument used in this study consists of 20 multiple-choice items. Each correct answer is scored 1, while each incorrect answer is scored 0, following the dichotomous scoring method commonly applied in single-response multiple-choice tests (Kanzow, Schmidt, and Kanzow, 2023).

Table 3.1 Scoring Technique of The Vocabulary Test

Test item	Scoring rule		Amount
	True	False	
Multiple choice	1	0	20

The students' final score is calculated using the following formula:

Student's score: $\frac{\text{Total score}}{\text{Maximum score}} \times 100$

Maximum score

Total Score = The number of correct answers

Maximum Score = 20

3.6.3 Classification of Vocabulary Scores

To facilitate the interpretation of students' vocabulary test results, the pre-test and post-test scores were classified into several levels of vocabulary mastery as follows:

Table 3.2 Classifications The Students Score

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

3.6.4 Mean

The following formula was used by the researcher to calculate the mean score, as applied in the study conducted by Fadillah and Amin (2022) to determine students' achievement in reading comprehension.

$$M = \frac{\sum X}{N}$$

Where :

M : Mean of students' score

$\sum X$: The Sum of students' score

N : Total number of students

3.6.5 Normality Test

The normality test was conducted before hypothesis testing to determine whether the pre-test and post-test scores were normally distributed. The normality test ensured that the vocabulary scores of the students met the assumption of normal distribution because the study used a parametric statistical test. In this study, the Shapiro-Wilk test was used to validate the normality of the data because the number of participants was less than 50. The significance level adopted for this test was 0.05. If the significance value (p-value) was above 0.05 ($p > 0.05$), it indicated that the data followed a normal distribution, and the Paired Sample t-test was used to determine the significance between the pre-test and post-test scores. However, if the significance value (p-value) was below 0.05 ($p < 0.05$), it indicated that the data did not follow a normal distribution, and the Wilcoxon Signed Rank Test was used instead.

3.6.6 Paired Sample T-Test

After the pre-test and post-test scores are confirmed to be normally distributed based on the results of the normality test, data analysis was continued using a paired sample t-test. This test was used to determine whether there was a significant difference between the mean scores of students before and after the treatment. The paired sample t-test was selected because the same group of students was measured twice, namely before and after learning vocabulary through Papuan folktale videos.

The test determine the effects of videos featuring Papuan folktale on vocabulary learning in English subjects.

In this study, hypothesis testing was conducted using a significance level of 0.05 ($\alpha = 0.05$). The decision criteria in the paired sample t-test are as follows:

If the significance value (Sig. 2-tailed) < 0.05 , then there was a significant difference between the pre-test and post-test scores. This indicated that the use of videos of Papuan folktale had a significant impact on students' vocabulary acquisition.

If the significance value (Sig. 2-tailed) ≥ 0.05 , then there was no significant difference between the pre-test and post-test scores. This indicates that the use of videos of Papuan folktale did not have a significant impact on students' vocabulary acquisition. Therefore, the paired sample t-test results were used to answer the research question regarding the influence of using videos about Papuan folktale in regard to the acquisition of the vocabulary of the seventh-grade students at SMP Negeri 11 Sorong Regency.

3.7 Interview Data Analysis (Students' Perception)

The interview data were analyzed as supporting data to gain insight into students' perceptions regarding the use of videos featuring Papuan folktale in learning English vocabulary. The analysis was conducted by categorizing students' responses into several themes, such as learning interest, motivation, and perceived ease of understanding vocabulary. The results of interview analysis supported and elaborated on the quantitative findings obtained from the vocabulary test to provide

comprehensive understanding regarding the effectiveness of using Papuan folktale videos in learning vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1 Findings

4.1.1 The Description of Treatment

The researcher presented research data on students' vocabulary mastery following instruction using videos of Papuan folktales. This study employed a pre-experimental design of the one-group pre-test and post-test type, in which one class served as the research subject without a control group. The treatment in this study was conducted over seven sessions in Class VII C at SMP Negeri 11 Kabupaten Sorong, involving 20 students. In the first session, the researcher administered a pre-test consisting of 20 multiple-choice questions to assess students' initial vocabulary mastery before the treatment.

In the second through sixth sessions, the researcher conducted the treatment using videos of Papuan folktales as a vocabulary-learning medium. During the learning process, students watched the videos, listened to the narration, observed the visual context presented, and noted down unfamiliar vocabulary encountered while watching the videos. The researcher then explained the meanings and pronunciations of the vocabulary and guided students to use the words in simple contexts.

The videos used during the treatment were *Raja Ampat from the Dragon Egg*, *Watune: The Magic Crocodile*, *The Legend of the Holy Stone Komboy Rama*, *The Origin of Irian Island*, and *The Origin of Bird of Paradise*.

After the treatment sessions were completed, the researcher administered a post-test consisting of 20 multiple-choice questions to measure students' vocabulary improvement after learning through Papuan folktale videos. In addition, interviews were conducted with six students to obtain supporting data regarding students' perceptions toward the use of Papuan folktale videos in English vocabulary learning.

4.1.2 The Students Vocabulary in Pretest and Posttest

Table 4.1 The Rate Percentage Students Vocabulary of Pre-test and Post-test

No	Classification	Range	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0	3	15
2	Good	70-89	1	5	17	85
3	Fair	50-69	4	20	0	0
4	Poor	30-49	10	50	0	0
5	Very Poor	10-29	5	25	0	0
Total			20	100	20	100

Based on Table 4.1, the pre-test results show that most students were in the poor category 10(50%) and very poor category 5(25%), indicating that students' vocabulary mastery was still low before the treatment. After the treatment, the post-test results show a significant improvement. Most students were categorized as good 17(85%) and very good 3(15%), and no students remained in the lower categories. This indicated that the use of Papuan folktale videos improved students' vocabulary mastery.

4.1.3 Mean Score

Table 4.2 Mean Score and Standard Deviation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	20	15.00	75.00	39.5000	14.03942
Pos test	20	70.00	100.00	82.5000	7.86398
Valid N (listwise)	20				

Based on the descriptive statistics table, the total number of students (N) in both the pre-test and post-test was 20. In the pre-test, the minimum score was 15.00 and the maximum score was 75.00, with a mean score of 39.50 and a standard deviation of 14.03. This indicated that students' vocabulary mastery before the treatment was relatively low and the scores were widely spread. In contrast, the post-test results showed a minimum

score of 70.00 and a maximum score of 100.00, with a mean score of 82.50 and a standard deviation of 7.86. This indicated that students' vocabulary mastery improved significantly after the treatment, and the scores became more consistent compared to the pre-test. Overall, the increase in the mean score from 39.50 to 82.50 demonstrates a substantial improvement in students' vocabulary mastery after the implementation of the treatment.

4.1.4 Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.102	20	.200*	.955	20	.453
post-test	.225	20	.009	.908	20	.058

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test was conducted to determine whether the data were normally distributed. In this study, the Shapiro-Wilk test was used as the basis for analysis because the sample size was less than 50 ($n = 20$). The results of the Shapiro-Wilk test show that the significance value of the pre-test is 0.453, while the post-test is 0.058. Since both values were greater than 0.05, it could be concluded that the data were normally distributed. Therefore, the data meet the assumption of normality, and a parametric statistical test, namely the paired sample t-test, was used to test the research hypothesis.

4.1.5 T-Test Result

Paired Samples Test

		Paired Differences					t	df	
		Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre-test - post-tst	-43.00000	10.43779	2.33396	-47.88503	-38.11497	-18.424	19	.000

The hypothesis testing in this study was conducted using a paired sample t-test to determine whether there was a difference between students' pre-test and post-test scores. Based on the analysis, the mean difference between the pre-test and post-test scores was -43.000. This value indicates an improvement in students' scores after the treatment. Furthermore, the t-value was -18.424 with a degree of freedom (df) of 19. The significance value (Sig. 2-tailed) was 0.000, which is lower than 0.05. These results indicated that the difference between pre-test and post-test scores was statistically significant. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that the treatment had an effect on improving students' vocabulary mastery.

4.1.6 Students' Perception

The interviews were conducted after the implementation of the treatment to determine students' perceptions toward the use of Papuan folktale videos in vocabulary learning. The interviews involved six seventh-grade students who were selected randomly using semi-structured interview questions. Based on the interview results, most students showed positive perceptions toward the use of Papuan folktale videos in English vocabulary learning.

The students stated that the use of videos made the learning process more interesting, enjoyable, and less boring. The visual and audio elements presented in the videos helped students understand the material more easily and supported them in learning new vocabulary.

“Menurut saya pembelajaran dengan video ini sangat bagus karena lebih seru dan tidak membosankan.”

(In my opinion, learning with this video was very good because it was more fun and not boring.)

Student 1 Interview Question No. 1

“Menurut saya, videonya sangat begitu bagus dan menarik.”

(In my opinion, the video was very good and interesting.)

Student 2 Interview Question No. 1

These findings indicated that video-based learning successfully created a more interesting and enjoyable classroom atmosphere. Familiar visual content helped

students understand the learning materials more easily and made the learning activities more enjoyable. This finding was in line with Hia (2021), who stated that interactive learning videos could increase students' motivation and engagement in English vocabulary learning.

The interview results also showed that students were able to learn new vocabulary through the visual and audio elements presented in the videos. The students not only listened to the pronunciation of the words but also understood their meanings through pictures, stories, and contexts shown in the videos.

“Iya, membantu saya tahu kata baru karena ada gambar dan suaranya.”

(Yes, it helped me know new words because there were pictures and sounds.)

Student 1 Interview Question No. 4

“Ya, menurutku lebih mudah karena saya bisa melihat langsung.”

(Yes, in my opinion it was easier because I could see directly.)

Student 1 Interview Question No. 5

“Iya, saya lebih mudah mengingat karena melihat dan mendengarnya.”

(Yes, I could remember more easily because I saw and heard it.)

Student 1 Interview Question No. 6

These findings indicated that students were able to improve their vocabulary understanding and retention through the integration of visual and auditory elements in the videos. This finding was in line with Teng (2023), who stated that the integration of visual and auditory elements could improve students' understanding and retention of vocabulary.

Furthermore, the interview findings showed that the use of Papuan folktale videos increased students' motivation, participation, and focus during the learning process. The students became more enthusiastic and active during classroom activities because the videos created a more enjoyable learning atmosphere.

“Saya jadi sangat lebih semangat karena tidak ada kata bosan di dalamnya.”

(I became more enthusiastic because there was no boredom in it.)

Student 2 Interview Question No. 8

“Iya, saya menjadi berani dan menjawab karena saya mengerti.”

(Yes, I became brave enough to answer because I understood.)

Student 1 Interview Question No. 9

“Ya, lebih fokus karena videonya menarik.”

(Yes, I became more focused because the video was interesting.)

Student 3 Interview Question No. 10

These findings indicated that the use of Papuan folktale videos increased students' motivation, engagement, and participation during English learning activities. This finding was in line with Jafar et al. (2025), who stated that video-based learning could improve students' motivation, engagement, and participation in learning English.

In addition, the interview results showed that students were able to recognize and understand Papuan culture through the videos. The students mentioned several cultural elements shown in the videos, such as bakar batu and Rumah Honai. The

students also felt proud and happy to learn their local culture through English learning activities.

“Iya, video membantu saya mengenal budaya Papua.”

(Yes, the video helped me recognize Papuan culture.)

Student 1 Interview Question No. 11

“Budaya bakar batu karena terlihat jelas di video.”

(The bakar batu tradition because it was clearly shown in the video.)

Student 1 Interview Question No. 12

“Iya, saya bangga karena itu budaya daerah sendiri.”

(Yes, I was proud because it was my own local culture.)

Student 1 Interview Question No. 13

These findings indicated that the integration of local culture into English learning helped students improve their cultural understanding and appreciation toward their local traditions and identity. This finding was in line with Raihana (2022) and Romrome (2022), who stated that integrating local culture into English learning could improve students’ cultural understanding and increase their appreciation of local traditions and identity.

Overall, the interview results showed that students had positive perceptions toward the use of Papuan folktale videos in vocabulary learning. The students believed that video-based learning made the learning process easier, more interesting, and more enjoyable. Although some students still experienced difficulties in understanding several unfamiliar vocabulary words, the videos and teacher guidance

helped students understand the material better. These findings also supported the quantitative results, which showed a significant improvement in students' vocabulary mastery after the treatment. These findings were consistent with Jafar et al. (2025) and Romrome (2022), who explained that video-based learning and cultural integration could improve students' motivation, vocabulary learning, classroom engagement, and cultural understanding.

4.2 Discussion

Based on the findings of this research, the use of Papuan folktale videos contributed positively to students' vocabulary mastery at SMP Negeri 11 Kabupaten Sorong. The improvement in students' scores indicated that learning vocabulary through audiovisual media was more effective than conventional learning activities that relied mainly on memorization. The students were able to understand vocabulary through meaningful contexts presented in the videos, making the learning process more engaging and easier to follow.

The improvement in students' vocabulary mastery may have occurred because the videos combined visual and auditory elements simultaneously. Through pictures, narration, pronunciation, and story contexts, students were able to connect unfamiliar words with concrete meanings and situations. This process helped students remember vocabulary more effectively because they did not only memorize isolated words, but also understood how the vocabulary was used in context. This finding supported Teng (2023), who explained that audiovisual learning media could improve vocabulary comprehension and retention through visual and auditory support.

In addition, the narrative form of Papuan folktales provided contextual learning experiences for students. The stories presented familiar situations, cultural elements, and real-life contexts that helped students relate new vocabulary to their own experiences and background knowledge. As a result, vocabulary learning became more meaningful and easier to understand. This finding was also consistent with the study conducted by Fitriansah et al. (2022), who found that video-based learning helped students understand vocabulary contextually and improved vocabulary mastery.

The interview results also demonstrated that students responded positively toward the use of Papuan folktale videos. Most students stated that the videos were interesting and enjoyable because they contained moving images, clear explanations, and attractive stories. These conditions appeared to increase students' learning motivation and classroom participation. Students became more active in answering questions and participating in classroom activities because they felt more confident and interested during the learning process. This finding was in line with Jafar et al. (2025), who stated that video-based learning could improve students' motivation, engagement, and participation in English learning activities.

During the interview process, the researcher also faced several challenges because the classroom situation was sometimes noisy, which affected students' concentration while answering the interview questions. However, the interview process was still conducted successfully, and the researcher was able to obtain the required data from the students.

Another important finding of this research was the integration of local culture into English vocabulary learning. The use of Papuan folktale videos not only supported vocabulary acquisition but also introduced students to Papuan cultural values and traditions. Through the videos, students learned cultural elements such as bakar batu and Rumah Honai while simultaneously learning English vocabulary. The integration of local culture may have strengthened students' cultural awareness and helped them connect learning materials with their own social environment. This finding supported Romrome (2022), who explained that integrating local culture into English learning could improve students' appreciation of local identity and cultural understanding.

Overall, the findings of this research indicated that Papuan folktale videos were effective in improving students' vocabulary mastery and creating positive learning experiences. The use of culturally based audiovisual media made vocabulary learning more contextual, interactive, meaningful, and motivating for students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the results of the research, it could be concluded that the use of Papuan folktale videos had a significant effect on students' vocabulary mastery at SMP Negeri 11 Kabupaten Sorong. This was proven by the increase in the students' mean score from 39.5 in the pre-test to 82.5 in the post-test. In addition, the result of the hypothesis testing using paired sample t-test showed that the significance value (0.000) was lower than 0.05. This indicated that there was a significant difference between the pre-test and post-test results. Therefore, it could be concluded that Papuan folktale videos effectively improved students' vocabulary mastery.

Furthermore, the second finding of this research showed that students had positive perceptions toward the use of Papuan folktale videos in vocabulary learning. Based on the interview results, the students stated that the videos were interesting, easy to understand, and not boring because they contained various attractive images. The use of videos also made the students more motivated and engaged in the learning process. Therefore, it could be concluded that both research problems had been successfully answered. The use of Papuan folktale videos not only improved students' vocabulary mastery but also gave positive learning experiences to the students.

5.2. Suggestion

1. For Teacher

Teachers are suggested to use video, especially Papuan folktale videos, as a learning medium to improve students' vocabulary mastery. The use of video can make the learning process more interesting and help students understand vocabulary more easily.

2. For Students

Students are expected to be more active and motivated in learning vocabulary. They can use video as an alternative learning resource to improve their vocabulary mastery.

3. For Future Researchers

Future researchers are suggested to develop this study by using different methods or learning media and by involving a larger sample size. In addition, future studies may focus on other language skills such as speaking, listening, or reading in order to obtain broader findings.

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APPENDIX

INSTRUMENT OF PRE-TEST AND POST-TEST

PRE-TEST

Instruction: Choose the correct answer.

1. The cendrawasih is a beautiful _____.
 - A. fish
 - B. bird
 - C. tiger
 - D. snake
2. Papeda is a traditional _____ from Papua.
 - A. house
 - B. food
 - C. dance
 - D. song
3. The Honai is a traditional _____ in Papua.
 - A. food
 - B. house
 - C. animal
 - D. river
4. Raja Ampat has many small _____.
 - A. rivers
 - B. islands
 - C. mountains

D. forests

5. Many animals live in the _____.

A. school

B. forest

C. office

D. market

6. These clothes are _____.



A. modern

B. traditional

C. school

D. sport

7. What is this?



A. river

B. forest

C. mountain

D. sea

8. The fisherman works in the _____.

A. mountain

B. sea

C. village

D. forest

9. The bird is _____.



A. swimming

B. flying

C. running

D. sleeping

10. A forest has many _____.

A. cars

B. buildings

C. trees

D. chairs

11. The sea is full of colorful _____.

A. fish

B. cars

C. birds

D. trees

12. The coral reef grows under the _____.

A. mountain

B. tree

C. sea

D. sky

13. The people protect their forest and _____.

A. culture

B. computer

C. car

D. phone

14. Papua has beautiful nature and rich _____.

A. culture

B. factory

C. traffic

D. machine

15. Yospan is a traditional Papuan:

A. Food

B. Dance

C. House

D. Song

16. What animal is often mentioned as a symbol of Papua in the video?

A. Eagle

B. Peacock

- C. Bird of paradise
- D. Parrot

17. What tradition is shown in the picture?



- A. School ceremony
- B. Stone burning
- C. Birthday party
- D. Market day

18. What foods are usually cooked in the Stone burning tradition?

- A. Rice and noodles
- B. Meat, vegetables, and tubers
- C. Bread and milk
- D. Fish and soup only

19. Papua Island is located in the _____ of Indonesia.

- A. west
- B. north
- C. east
- D. south

20. Papeda is made from _____.

- A. rice
- B. wheat
- C. sago
- D. corn

POST-TEST

1. Papua Island is located in the _____ of Indonesia.
 - A. west
 - B. north
 - C. east
 - D. south
2. A large reptile that lives in the Tami River is a _____.
 - A. turtle
 - B. crocodile
 - C. snake
 - D. lizard
3. In Papuan culture, papeda is prepared from _____ starch.



- A. rice
 - B. sago
 - C. cassava
 - D. wheat
4. These are _____ trees.



- A. coconut
 - B. mango
 - C. sago
 - D. banana
5. The Bird of Paradise is often found in _____.
- A. Java
 - B. Bali
 - C. Papua
 - D. Sumatra
6. A very high landform is called a _____.
- A. forest
 - B. village
 - C. mountain
 - D. river
7. A place with many trees is a _____.
- A. forest
 - B. market
 - C. road
 - D. school

8. What are these?



- A. Deserts
 - B. Islands
 - C. Factories
 - D. Highways
9. A person who leads a tribe is a tribal _____.
- A. leader
 - B. student
 - C. driver
 - D. singer
10. A story from the past that explains natural events is a _____.
- A. report
 - B. legend
 - C. letter
 - D. news
11. The traditional Papuan cooking ceremony that uses heated stones is called _____.
- A. frying food
 - B. boiling water
 - C. stone burning
 - D. grilling fish

12. Coconut trees grow near the _____.
A. mountain
B. desert
C. beach
D. cave
13. The activity of taking and processing the inside of a sago tree to make food is called _____.
A. planting rice
B. fishing
C. pounding sago
D. picking fruit
14. Raja Ampat is well known for its natural _____.
A. beauty
B. traffic
C. buildings
D. factories
15. Fishermen use _____ to go to the sea.
A. car
B. bike
C. boat
D. train
16. What animal is often mentioned as a symbol of Papua in the video?
A. eagle
B. peacock
C. bird of paradise
D. parrot
17. The word “culture” refers to people’s _____.

- A. technology
- B. traditions and way of life
- C. factories
- D. vehicles

18. The word “nature” refers to _____.

- A. machines and factories
- B. forests, rivers, and mountains
- C. schools and markets
- D. cars and roads

19. Papuan culture includes traditional dances and local _____.

- A. factories
- B. traditions
- C. vehicles
- D. machines

20. What is the name of this traditional house?



- A. Joglo
- B. Gadang House
- C. Honai House
- D. Limas House

ANSWER KEY

NO	PRETEST	NO	POSTTEST
1.	B	1.	C
2.	B	2.	B
3.	B	3.	B
4.	B	4.	C
5.	B	5.	C
6.	B	6.	C
7.	C	7.	A
8.	B	8.	B
9.	B	9.	A
10.	C	10.	B
11.	A	11.	C
12.	C	12.	C
13.	A	13.	C
14.	A	14.	A
15.	B	15.	C
16.	C	16.	C
17.	B	17.	B
18.	B	18.	B
19.	C	19.	B
20.	C	20.	C

Students' Perception Interview Questions

A. Persepsi terhadap Video Pembelajaran

1. Menurut kamu, bagaimana pendapatmu tentang pembelajaran menggunakan video cerita rakyat Papua?
2. Apakah kamu merasa video tersebut menarik untuk ditonton? Mengapa?
3. Apakah cerita dalam video mudah kamu pahami?

B. Persepsi terhadap Pembelajaran Kosakata (Vocabulary)

4. Apakah video membantu kamu mengenal kosakata bahasa Inggris yang baru?
5. Menurut kamu, apakah belajar kosakata menggunakan video lebih mudah dibandingkan hanya dari buku?
6. Apakah kamu lebih mudah mengingat arti kata bahasa Inggris setelah menonton video?
7. Sebutkan satu atau dua kosakata bahasa Inggris baru yang kamu pelajari dari video.

C. Persepsi terhadap Pemahaman dan Minat Belajar

8. Apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?
9. Apakah kamu menjadi lebih aktif saat pembelajaran berlangsung (bertanya, menjawab, atau berdiskusi)?
10. Apakah video membuat kamu lebih fokus saat belajar? Mengapa?

D. Persepsi terhadap Budaya Papua dalam Video

11. Menurut kamu, apakah video membantu kamu mengenal budaya Papua?
12. Budaya apa yang paling kamu ingat dari video yang ditampilkan?
13. Apakah kamu merasa bangga mempelajari budaya daerah melalui video?

E. Penilaian Umum

14. Menurut kamu, apakah pembelajaran menggunakan video seperti ini perlu digunakan lagi di pelajaran bahasa Inggris?
15. Apakah ada kesulitan yang kamu alami saat belajar menggunakan video?

INTERVIEW SCRIPTS

Muhammad Musyafa Nugroho.

(Maria) Oke, Muhammad. Miss mau tanya soal pertama untuk tes wawancara.

(Maria) *Okay, Muhammad. Miss wants to ask the first question for the interview test.*

(Maria) Pertama itu, menurut kamu, bagaimana pendapatmu tentang pembelajaran menggunakan video cerita rakyat Papua yang miss sudah kasih kemarin?

(Maria) *First, what do you think about learning by using Papuan folktale videos that Miss showed yesterday?*

(Muhammad) Menurut saya pembelajaran dengan video ini sangat bagus karena lebih seru dan tidak membosankan.

(Muhammad) *In my opinion, learning with this video was very good because it was more interesting and not boring.*

(Maria) Nomor dua, apakah kamu merasa video tersebut menarik untuk ditonton?

(Maria) *Number two, did you think the video was interesting to watch?*

(Muhammad) Iya, menarik karena ada gambar bergerak dan cerita yang jelas.

(Muhammad) *Yes, it was interesting because there were moving pictures and a clear story.*

(Maria) Nomor tiga, apakah cerita dalam video itu mudah untuk kamu pahami?

(Maria) *Number three, was the story in the video easy for you to understand?*

(Muhammad) Iya, mudah dipahami karena ada penjelasan dan contohnya contoh gambar-gambar kemarin yang miss kasih.

(Muhammad) *Yes, it was easy to understand because there were explanations and example pictures that Miss showed yesterday.*

(Maria) Nomor empat, apakah video membantu kamu mengenal kosa kata bahasa Inggris yang baru?

(Maria) *Number four, did the video help you learn new English vocabulary?*

(Muhammad) Iya, membantu saya tahu kata baru karena ada gambar dan suaranya.

(Muhammad) *Yes, it helped me learn new words because there were pictures and sounds.*

(Maria) Nomor lima, menurut kamu apakah belajar kosa kata menggunakan video kemarin itu lebih mudah dibandingkan belajar vocabulary menggunakan buku?

(Maria) *Number five, in your opinion, was learning vocabulary through the video easier than learning vocabulary through books?*

(Muhammad) Ya, menurutku lebih mudah karena saya bisa melihat langsung.

(Muhammad) *Yes, I think it was easier because I could see it directly.*

(Maria) Oh iya, jadi video yang lebih mudah kamu tangkap ya, vocabularinya.

(Maria) *Oh, so the video made the vocabulary easier for you to understand.*

(Maria) Nomor enam, apakah kamu lebih mudah mengingat arti kata bahasa Inggris setelah menonton video?

(Maria) *Number six, was it easier for you to remember the meaning of English words after watching the video?*

(Muhammad) Iya, saya lebih mudah mengingat karena melihat dan mendengarnya.

(Muhammad) *Yes, it was easier for me to remember because I could see and hear it.*

(Maria) Nomor tujuh, sebutkan satu atau dua contoh kosa kata bahasa Inggris yang baru kamu pelajari dari video yang miss kasih kemarin?

(Maria) *Number seven, mention one or two new English vocabulary words that you learned from the video Miss showed yesterday.*

(Muhammad) Crocodile, river, karena sering muncul di videonya.

(Muhammad) *“Crocodile” and “river” because those words often appeared in the video.*

(Maria) Lanjut nomor delapan, apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?

(Maria) *Number eight, did you feel more enthusiastic about learning English when using the video?*

(Muhammad) Iya, saya menjadi lebih semangat karena belajar dan tidak menoton.

(Muhammad) *Yes, I became more enthusiastic because the learning was not monotonous.*

(Maria) Lanjut nomor sembilan, apakah kamu menjadi lebih aktif saat pembelajarannya berlangsung seperti bertanya ketika ada yang tidak kamu tahu?

(Maria) *Number nine, did you become more active during the learning process, such as asking questions when you did not understand something?*

(Muhammad) Iya, saya menjadi berani menjawab karena saya mengerti.

(Muhammad) *Yes, I became brave enough to answer because I understood the lesson.*

(Maria) Nomor sepuluh, apakah video membuat kamu lebih fokus dalam belajar?

(Maria) *Number ten, did the video make you more focused during learning?*

(Muhammad) Iya, karena video menarik jadi saya tidak bosan.

(Muhammad) *Yes, because the video was interesting, so I did not feel bored.*

(Maria) Nomor sebelas, menurut kamu apakah video membantu kamu mengenal budaya Papua?

(Maria) *Number eleven, in your opinion, did the video help you learn about Papuan culture?*

(Muhammad) Iya, membantu mengenal budaya Papua dan dapat contohnya.

(Muhammad) *Yes, it helped me learn about Papuan culture and gave examples of it.*

(Maria) Dua belas, budaya apa yang paling kamu ingat dari video yang ditampilkan kemarin?

(Maria) *Number twelve, what culture do you remember most from the video shown yesterday?*

(Muhammad) Budaya bakar batu karena terlihat jelas di video.

(Muhammad) *The stone-burning tradition because it was shown clearly in the video.*

(Maria) Tiga belas, apakah kamu merasa bangga mempelajari budaya daerah melalui video?

(Maria) *Number thirteen, did you feel proud to learn local culture through the video?*

(Muhammad) Iya, saya bangga karena itu budaya daerah sendiri.

(Muhammad) *Yes, I was proud because it is our own local culture.*

(Maria) Oke, next nomor empat belas, apakah pembelajaran menggunakan video seperti ini perlu digunakan lagi di pembelajaran bahasa Inggris selanjutnya?

(Maria) *Okay, next number fourteen, should learning using videos like this be used again in future English learning?*

(Muhammad) Iya, perlu digunakan lagi karena lebih mudah dipahami.

(Muhammad) *Yes, it should be used again because it is easier to understand.*

(Maria) Lima belas, apakah ada kesulitan yang kamu alami saat belajar menggunakan video?

(Maria) *Number fifteen, did you experience any difficulties while learning through the video?*

(Muhammad) Tidak terlalu sulit, hanya beberapa kata baru.

(Muhammad) *It was not too difficult, only some new words were difficult.*

Oke, thank you Muhammad.

Okay, thank you, Muhammad.

Seva Kattelia Korwa

(Maria) Nomor 1, menurut Seva, bagaimana pendapat Seva tentang pembelajaran menggunakan video cerita rakyat Papua yang kemarin telah Miss kasih?

(Maria) *Number 1, what do you think about learning by using Papuan folktale videos that Miss showed yesterday?*

(Seva) Menurut saya, videonya sangat begitu bagus dan menarik.

(Seva) *In my opinion, the video was very good and interesting.*

(Maria) Oke, lanjut. Nomor dua, apakah Seva merasa video tersebut menarik untuk ditonton?

(Maria) *Okay, next. Number 2, did you think the video was interesting to watch?*

(Seva) Ya, karena ada gambar dan cerita yang bisa kita pelajari.

(Seva) *Yes, because there were pictures and stories that we could learn from.*

(Maria) Oke. Nomor tiga, apakah cerita dalam video itu mudah dipahami?

(Maria) *Okay. Number 3, was the story in the video easy to understand?*

(Seva) Ya, mudah karena dijelaskan dengan pelan-pelan dan teliti.

(Seva) *Yes, it was easy because it was explained slowly and clearly.*

(Maria) Oke. Nomor empat, apakah video membuat kamu mengenal kosa kata bahasa Inggris yang baru?

(Maria) *Okay. Number 4, did the video help you learn new English vocabulary?*

(Seva) Ya, sangat membantu untuk lebih mengenal kosa kata.

(Seva) *Yes, it really helped me learn more vocabulary.*

(Maria) Oke. Nomor lima, menurut Seva, apakah pembelajaran kosa kata menggunakan video ini lebih mudah dibandingkan dari pembelajaran menggunakan buku?

(Maria) *Okay. Number 5, in your opinion, was learning vocabulary through videos easier than learning through books?*

(Seva) Lebih mudah video daripada buku, karena ada contohnya juga.

(Seva) *Learning through videos was easier than books because there were examples too.*

(Maria) Oke. Selanjutnya nomor enam, apakah kamu lebih mudah mengingat arti kata bahasa Inggris setelah menonton video?

(Maria) *Okay. Next, number 6, was it easier for you to remember the meaning of English words after watching the video?*

(Seva) Ya, saya mudah ingat karena diulang-ulang.

(Seva) *Yes, it was easier to remember because the words were repeated many times.*

(Maria) Nomor tujuh, sebutkan satu atau dua kosa kata bahasa Inggris baru yang kamu pelajari dari video.

(Maria) *Number 7, mention one or two new English vocabulary words that you learned from the video.*

(Seva) Mountain, island, karena muncul di cerita tersebut.

(Seva) *“Mountain” and “island” because those words appeared in the story.*

(Maria) Oh ya, oke. Sekarang nomor delapan kan? Ya. Apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?

(Maria) *Oh yes, okay. Now number 8, did you feel more enthusiastic about learning English when using the video?*

(Seva) Saya jadi sangat lebih semangat karena tidak ada kata bosan di dalamnya.

(Seva) *I became more enthusiastic because the learning was not boring.*

(Maria) Oh ya, oke. Dalam menonton video itu ya.

(Maria) *Oh yes, okay. While watching the video, right?*

(Maria) Oke, nomor sembilan, apakah kamu menjadi lebih aktif saat pembelajaran berlangsung? Kayak macam Seva lebih bertanya, “Miss ini apa ya?” atau bisa menjawab saat pembelajaran berlangsung?

(Maria) *Okay, number 9, did you become more active during the learning process, such as asking questions or answering during the lesson?*

(Seva) Ya, saya mencoba untuk menjawab karena saya paham.

(Seva) *Yes, I tried to answer because I understood the lesson.*

(Maria) Nomor sepuluh, apakah video membuat kamu lebih fokus pada saat belajar?

(Maria) *Number 10, did the video make you more focused while studying?*

(Seva) Ya, karena saya tidak bosan.

(Seva) *Yes, because I did not feel bored.*

(Maria) Oke, nomor sebelas, menurut Seva, apakah video membantu Seva untuk mengenal budaya Papua?

(Maria) *Okay, number 11, did the video help you learn about Papuan culture?*

(Seva) Ya, membantu mengenal budaya karena ditampilkan langsung.

(Seva) *Yes, it helped me learn about the culture because it was shown directly in the video.*

(Maria) Nomor dua belas, budaya apa yang paling Seva ingat dari video yang Miss tampilkan kemarin?

(Maria) *Number 12, what culture do you remember most from the video shown yesterday?*

(Seva) Bakar batu karena menarik untuk dilihat.

(Seva) *The stone-burning tradition because it was interesting to watch.*

(Maria) Oke, apakah Seva merasa bangga mempelajari budaya daerah melalui video?

(Maria) *Okay, did you feel proud to learn local culture through the video?*

(Seva) Ya, saya sangat senang belajar tentang kebudayaan.

(Seva) *Yes, I was very happy to learn about culture.*

(Maria) Oke, nomor empat belas, menurut Seva, apakah pembelajaran menggunakan video seperti ini perlu digunakan lagi di pembelajaran Bahasa Inggris selanjutnya?

(Maria) *Okay, number 14, should learning using videos like this be used again in future English lessons?*

(Seva) Ya, perlu digunakan lagi karena bagus.

(Seva) *Yes, it should be used again because it was good.*

(Maria) Nomor lima belas, apakah ada kesulitan yang Seva alami saat belajar menggunakan video?

(Maria) *Number 15, did you experience any difficulties while learning through the video?*

(Seva) Tidak ada kesulitan karena mudah diikuti.

(Seva) *There were no difficulties because the lesson was easy to follow.*

(Maria) Oke, terima kasih seva.

(Maria) *Okay, thank you seva.*

Rivaldo Salamuk

(Maria) Pertama, bagaimana pendapatmu tentang pembelajaran menggunakan video cerita rakyat Papua yang kemarin telah Miss kasih?

(Maria) *First, what do you think about learning by using Papuan folktale videos that Miss showed yesterday?*

(Valdo) Menurut saya video sangat menyenangkan karena seperti menonton cerita.

(Valdo) *In my opinion, the video was very enjoyable because it was like watching a story.*

(Maria) Apakah kamu merasa video tersebut menarik untuk ditonton?

(Maria) *Did you think the video was interesting to watch?*

(Valdo) Iya, karena ada gambar dan cerita yang jelas.

(Valdo) *Yes, because there were pictures and a clear story.*

(Maria) Apakah cerita dalam video itu mudah kamu pahami?

(Maria) *Was the story in the video easy for you to understand?*

(Valdo) Iya, mudah dimengerti karena dijelaskan pelan-pelan.

(Valdo) *Yes, it was easy to understand because it was explained slowly.*

(Maria) Apakah video membantu kamu mengenal kosa kata bahasa Inggris yang baru?

(Maria) *Did the video help you learn new English vocabulary?*

(Valdo) Ya, saya belajar kata baru dari video.

(Valdo) *Yes, I learned new words from the video.*

(Maria) Menurut kamu, apakah belajar kosa kata menggunakan video itu lebih mudah dibandingkan hanya belajar dari buku?

(Maria) *In your opinion, was learning vocabulary through videos easier than learning only from books?*

(Valdo) Ya, lebih mudah karena tidak hanya membaca.

(Valdo) *Yes, it was easier because I did not only read.*

(Maria) Apakah kamu lebih mudah mengingat arti kata bahasa Inggris setelah menonton video?

(Maria) *Was it easier for you to remember the meaning of English words after watching the video?*

(Valdo) Ya, saya jadi ingat karena melihat langsung.

(Valdo) *Yes, I could remember because I saw it directly.*

(Maria) Sebutkan satu atau dua kosa kata bahasa Inggris baru yang kamu pelajari dari video yang Miss kasih kemarin?

(Maria) *Mention one or two new English vocabulary words that you learned from the video Miss showed yesterday.*

(Valdo) Mountain dan island.

(Valdo) *“Mountain” and “island.”*

(Maria) Apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?

(Maria) *Did you feel more enthusiastic about learning English when using the video?*

(Valdo) Ya, lebih semangat karena belajar seperti menonton.

(Valdo) *Yes, I was more enthusiastic because learning felt like watching.*

(Maria) Apakah kamu merasa lebih semangat saat belajar menggunakan video?

(Maria) *Did you feel more enthusiastic while learning by using videos?*

(Valdo) Ya, saya ikut berdiskusi karena tertarik.

(Valdo) *Yes, I participated in discussions because I was interested.*

(Maria) Apakah video membuat kamu lebih fokus saat belajar?

(Maria) *Did the video make you more focused while studying?*

(Valdo) Ya, lebih fokus karena videonya menarik.

(Valdo) *Yes, I was more focused because the video was interesting.*

(Maria) Menurut kamu, apakah video membantu kamu mengenal budaya Papua?

(Maria) *In your opinion, did the video help you learn about Papuan culture?*

(Valdo) Ya, saya jadi tahu budaya Papua dari video.

(Valdo) *Yes, I learned about Papuan culture from the video.*

(Maria) Budaya apa yang paling kamu ingat dari video yang ditampilkan?

(Maria) *What culture do you remember most from the video shown?*

(Valdo) Rumah Honai karena bentuknya unik.

(Valdo) *The Honai House because its shape was unique.*

(Maria) Apakah kamu merasa bangga mempelajari budaya daerah melalui video?

(Maria) *Did you feel proud to learn local culture through the video?*

(Valdo) Ya, karena budaya Papua itu bagus.

(Valdo) *Yes, because Papuan culture is good.*

(Maria) Menurut kamu, apakah pembelajaran menggunakan video seperti ini perlu digunakan lagi di pembelajaran bahasa Inggris selanjutnya?

(Maria) *In your opinion, should learning by using videos like this be used again in future English lessons?*

(Valdo) Ya, bagus kalau dipakai lagi karena menyenangkan.

(Valdo) *Yes, it would be good to use it again because it was enjoyable.*

(Maria) Apakah ada kesulitan yang kamu alami saat belajar menggunakan video?

(Maria) *Did you experience any difficulties while learning through the video?*

(Valdo) Sedikit sulit di beberapa kata yang saya dengar.

(Valdo) *Some words that I heard were a little difficult.*

(Maria) Oke, terima kasih valdo.

(Maria) *Okay, thank you valdo.*

Frafi Diel

(Maria) Menurut kamu bagaimana pendapatmu tentang pembelajaran menggunakan video Cerita Rakyat Papua?

(Maria) *What do you think about learning by using Papuan folktale videos?*

(Frafi) Menurut saya pembelajaran ini bagus karena bisa dipahami oleh orang-orang semua.

(Frafi) *In my opinion, this learning method was good because it could be understood by everyone.*

(Maria) Nomor dua, apakah kamu merasa video tersebut menarik untuk ditonton?

(Maria) *Number two, did you think the video was interesting to watch?*

(Frafi) Ya, menarik untuk ditonton karena menurut saya video itu sangat bagus untuk ditonton oleh orang-orang.

(Frafi) *Yes, it was interesting to watch because I thought the video was very good for people to watch.*

(Maria) Nomor tiga, apakah cerita dalam video itu mudah kamu pahami?

(Maria) *Number three, was the story in the video easy for you to understand?*

(Frafi) Ya, cukup mudah saya pahami tentang video yang saya nonton.

(Frafi) *Yes, the video that I watched was quite easy to understand.*

(Maria) Apakah video membantu kamu mengenal kosa kata bahasa Inggris yang baru?

(Maria) *Did the video help you learn new English vocabulary?*

(Frafi) Ya, belajar banyak kata-kata baru.

(Frafi) *Yes, I learned many new words.*

(Maria) Nomor lima, menurut kamu apakah belajar kosa kata menggunakan video lebih mudah dibandingkan hanya dari buku?

(Maria) *Number five, in your opinion, was learning vocabulary through videos easier than learning only from books?*

(Frafi) Ya, lebih mudah pakai video dibandingkan buku.

(Frafi) *Yes, using videos was easier than using books.*

(Maria) Apakah kamu lebih mudah mengingat arti kata bahasa Inggris setelah menonton video?

(Maria) *Was it easier for you to remember the meaning of English words after watching the video?*

(Frafi) Ya, saya lebih ingat artinya.

(Frafi) *Yes, I could remember the meanings more easily.*

(Maria) Nomor tujuh, sebutkan satu atau dua kosa kata bahasa Inggris baru yang kamu pelajari dari video.

(Maria) *Number seven, mention one or two new English vocabulary words that you learned from the video.*

(Frafi) Stone dan Sago.

(Frafi) *"Stone" and "sago."*

(Maria) Nomor delapan, apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?

(Maria) *Number eight, did you feel more enthusiastic about learning English when using the video?*

(Frafi) Ya, saya jadi semangat belajar bahasa Inggris.

(Frafi) *Yes, I became more enthusiastic about learning English.*

(Maria) Nomor sembilan, apakah kamu menjadi lebih aktif pada saat pembelajaran berlangsung?

(Maria) *Number nine, did you become more active during the learning process?*

(Frafi) Ya, saya aktif di kelas setiap pelajaran bahasa Inggris.

(Frafi) *Yes, I was active in class during every English lesson.*

(Maria) Nomor sepuluh, apakah video membuat kamu lebih fokus saat belajar?

(Maria) *Number ten, did the video make you more focused while studying?*

(Frafi) Ya, karena fokus melihat video.

(Frafi) *Yes, because I focused on watching the video.*

(Maria) Nomor sebelas, menurut kamu apakah video membantu kamu mengenal budaya Papua?

(Maria) *Number eleven, in your opinion, did the video help you learn about Papuan culture?*

(Frafi) Ya, membantu mengenal budaya Papua.

(Frafi) *Yes, it helped me learn about Papuan culture.*

(Maria) Budaya apa yang paling kamu ingat dalam video yang ditampilkan?

(Maria) *What culture do you remember most from the video shown?*

(Frafi) Rumah Honai karena berbeda dari rumah biasa yang kami lihat.

(Frafi) *The Honai House because it was different from the ordinary houses that we usually see.*

(Maria) Nomor dua belas, apakah kamu merasa bangga mempelajari budaya daerah melalui video?

(Maria) *Number twelve, did you feel proud to learn local culture through the video?*

(Frafi) Ya, saya bangga.

(Frafi) *Yes, I was proud.*

(Maria) Nomor empat belas, menurut kamu apakah pembelajaran menggunakan video seperti ini perlu digunakan lagi di pembelajaran bahasa Inggris?

(Maria) *Number fourteen, in your opinion, should learning by using videos like this be used again in English learning?*

(Frafi) Ya, bagus untuk dipakai lagi.

(Frafi) *Yes, it would be good to use it again.*

(Maria) Nomor lima belas, apakah ada kesulitan yang kamu alami saat belajar menggunakan video?

(Maria) *Number fifteen, did you experience any difficulties while learning through the video?*

(Frafi) Sedikit sulit di awal tetapi lama-lama bisa dipahami.

(Frafi) *It was a little difficult at first, but gradually it could be understood.*

Okay baik, Terima kasih Frafi.

Okay, thank you, Frafi.

Anastasia Gisela Kaur

(Maria) Pertama, menurut Tasya, bagaimana pendapatnya Tasya tentang pembelajaran menggunakan video cerita rakyat Papua?

(Maria) *First, what do you think about learning by using Papuan folktale videos?*

(Tasya) Menurut saya, belajar dengan video menyenangkan karena tidak bosan dan saya merasa asyik dengan videonya.

(Tasya) *In my opinion, learning through videos was enjoyable because it was not boring and the video was interesting.*

(Maria) Kedua, apakah Tasya merasa video tersebut menarik untuk ditonton?

(Maria) *Second, did you think the video was interesting to watch?*

(Tasya) Ada cerita yang menarik.

(Tasya) *Yes, because the story was interesting.*

(Maria) Oke, nomor tiga, apakah cerita dalam video itu mudah dipahami oleh Tasya?

(Maria) *Third, was the story in the video easy for you to understand?*

(Tasya) Iya, mudah dimengerti karena jelas dan videonya dengan jelas saya mengerti.

(Tasya) *Yes, it was easy to understand because the explanation in the video was clear.*

(Maria) Nomor empat, apakah video membantu Tasya untuk mengenal kosa kata bahasa Inggris yang baru?

(Maria) *Fourth, did the video help you learn new English vocabulary?*

(Tasya) Iya, membantu belajar kata baru dan saya mempunyai kosa kata baru di buku saya.

(Tasya) *Yes, it helped me learn new words and add new vocabulary to my notebook.*

(Maria) Oke, nomor lima, menurut Tasya, apakah belajar kosa kata menggunakan video itu lebih mudah dibandingkan hanya dari buku?

(Maria) *Fifth, in your opinion, was learning vocabulary through videos easier than learning only from books?*

(Tasya) Iya, lebih mudah karena ada gambarnya dan ditampilkan langsung kepada kami.

(Tasya) *Yes, it was easier because there were pictures shown directly to us.*

(Maria) Nomor enam, apakah Tasya lebih mudah untuk mengingat arti kata bahasa Inggris setelah menonton video?

(Maria) *Sixth, was it easier for you to remember the meaning of English words after watching the video?*

(Tasya) Iya, saya lebih ingat karena melihat langsung gambarnya secara langsung.

(Tasya) *Yes, it was easier for me to remember because I saw the pictures directly.*

(Maria) Nomor tujuh, sebutkan satu atau dua kosa kata bahasa Inggris baru yang Miss kasih dari video itu.

(Maria) *Seventh, mention one or two new English vocabulary words that you learned from the video Miss showed.*

(Tasya) Coconut dan Dutch karena ada di videonya.

(Tasya) *“Coconut” and “Dutch” because those words appeared in the video.*

(Maria) Nomor delapan, apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?

(Maria) *Eighth, did you feel more enthusiastic about learning English when using the video?*

(Tasya) Iya, saya lebih semangat belajar dan lebih paham saat belajar menggunakan video.

(Tasya) *Yes, I became more enthusiastic and understood the lesson better when using videos.*

(Maria) Nomor sembilan, apakah kamu menjadi lebih aktif saat pelajaran berlangsung?

(Maria) *Ninth, did you become more active during the lesson?*

(Maria) Seperti kemarin bertanya apa yang Tasya tidak tahu dan menjawab pertanyaan.

(Maria) *For example, asking questions about things you did not understand and answering questions during the lesson.*

(Tasya) Iya, saya ikut menjawab pertanyaan yang ditanyakan kepada saya.

(Tasya) *Yes, I answered the questions that were asked to me.*

(Tasya) Saya menjawab dengan rasa saya ingin bertanya dengan jujur.

(Tasya) *I answered honestly and was not afraid to ask questions.*

(Maria) Apakah video membuat kamu lebih fokus saat belajar?

(Maria) *Tenth, did the video make you more focused while studying?*

(Tasya) Iya, karena videonya seru dan asik.

(Tasya) *Yes, because the video was fun and interesting.*

(Maria) Menurut kamu nomor sebelas ini, apakah video membantu kamu mengenal budaya Papua?

(Maria) *Eleventh, in your opinion, did the video help you learn about Papuan culture?*

(Tasya) Iya, saya mengenal budaya Papua lebih dalam dan saya sangat mengerti melalui video ini.

(Tasya) *Yes, I learned more deeply about Papuan culture and understood it well through the video.*

(Maria) Budaya apa yang paling Tasya ingat waktu video itu ditampilkan?

(Maria) *Twelfth, what culture do you remember most from the video shown?*

(Tasya) Bakar batu, karena unik saat mereka membakar batu di upacara bakar batu.

(Tasya) *The stone-burning tradition because it was unique when they burned stones during the ceremony.*

(Maria) Apakah Tasya merasa bangga mempelajari budaya daerah melalui video?

(Maria) *Thirteenth, did you feel proud to learn local culture through the video?*

(Tasya) Iya, saya senang belajar budaya sendiri.

(Tasya) *Yes, I was happy to learn about my own culture.*

(Maria) Nomor empat belas, menurut Tasya, apakah pembelajaran menggunakan video ini perlu digunakan lagi di pembelajaran Bahasa Inggris selanjutnya?

(Maria) *Fourteenth, in your opinion, should learning by using videos like this be used again in future English lessons?*

(Tasya) Iya, perlu digunakan lagi karena lebih mudah dipahami, lebih mengerti, asik, dan menarik.

(Tasya) *Yes, it should be used again because it was easier to understand, more enjoyable, and interesting.*

(Maria) Nomor lima belas, apakah ada kesulitan yang Tasya alami saat pembelajaran menggunakan video?

(Maria) *Fifteenth, did you experience any difficulties while learning through the video?*

(Tasya) Tidak ada kesulitan yang berarti bagi saya.

(Tasya) *There were no significant difficulties for me.*

(Maria) Oke, terima kasih tasya.

(Maria) *Okay, thank you tasya.*

Peci Florensa Kutumon.

(Maria) Nomor satu, menurut Florensa bagaimana pendapat tentang pembelajaran menggunakan video cerita rakyat Papua?

(Maria) *First, what do you think about learning by using Papuan folktale videos?*

(Floren) Video itu sangat bagus dan menarik.

(Floren) *The video was very good and interesting.*

(Maria) Nomor dua, apakah Florensa merasa video tersebut menarik untuk ditonton?

(Maria) *Second, did you think the video was interesting to watch?*

(Floren) Sangat menarik, karena ada gambar atau pohon-pohon.

(Floren) *It was very interesting because there were pictures and trees shown in the video.*

(Maria) Nomor tiga, apakah cerita dalam video itu mudah dipahami oleh Florensa?

(Maria) *Third, was the story in the video easy for you to understand?*

(Floren) Sangat dipahami, karena ada tulisan Indonesia.

(Floren) *Yes, it was easy to understand because there were Indonesian subtitles.*

(Maria) Nomor empat, apakah video membantu kamu untuk mengenal kosa kata bahasa Inggris yang baru?

(Maria) *Fourth, did the video help you learn new English vocabulary?*

(Floren) Sangat membantu dari membaca. Karena kalau di video kan bisa mengenal cepat.

(Floren) *It was very helpful because learning through videos was faster than only reading.*

(Maria) Nomor lima, menurut Florensa apakah belajar kosa kata menggunakan video lebih mudah dibandingkan hanya dari buku?

(Maria) *Fifth, in your opinion, was learning vocabulary through videos easier than learning only from books?*

(Floren) Lebih dari video, bisa ditangkap.

(Floren) *Learning through videos was easier because the lesson could be understood more quickly.*

(Maria) Nomor enam, apakah kamu lebih mudah mengingat arti kata bahasa Inggris setelah menonton video?

(Maria) *Sixth, was it easier for you to remember the meaning of English words after watching the video?*

(Floren) Lebih mudah diingat, karena ada gambar.

(Floren) *Yes, it was easier to remember because there were pictures.*

(Maria) Nomor tujuh, sebutkan salah satu atau dua kosa kata bahasa Inggris yang baru dipelajari oleh Florensa dari video-video yang Miss kasih kemarin?

(Maria) *Seventh, mention one or two new English vocabulary words that you learned from the videos Miss showed yesterday.*

(Floren) River, karena sering terlihat.

(Floren) *“River,” because the word often appeared in the video.*

(Maria) Terlihat ya.

(Maria) *It appeared often, right?*

(Maria) Nomor delapan, apakah kamu merasa lebih semangat belajar bahasa Inggris saat menggunakan video?

(Maria) *Eighth, did you feel more enthusiastic about learning English when using the video?*

(Floren) Saya lebih semangat, karena belajar dari situ.

(Floren) *I became more enthusiastic because I learned from the video.*

(Maria) Nomor sembilan, apakah kamu merasa lebih aktif saat pembelajaran berlangsung?

(Maria) *Ninth, did you become more active during the learning process?*

(Floren) Saya lebih aktif menjawab karena mengerti.

(Floren) *I became more active in answering questions because I understood the lesson.*

(Maria) Nomor sepuluh, apakah video membuat kamu lebih fokus saat belajar?

(Maria) *Tenth, did the video make you more focused while studying?*

(Floren) Karena videonya sangat menarik.

(Floren) *Yes, because the video was very interesting.*

(Maria) Nomor sebelas, apakah video membantu kamu mengenal budaya Papua?

(Maria) *Eleventh, did the video help you learn about Papuan culture?*

(Floren) Saya tahu budaya Papua dari video itu.

(Floren) *I learned about Papuan culture from the video.*

(Maria) Nomor dua belas, budaya apa yang paling kamu ingat dari video yang ditampilkan?

(Maria) *Twelfth, what culture do you remember most from the video shown?*

(Floren) Tarian dan rumah Honai.

(Floren) *The traditional dance and the Honai House.*

(Maria) Oke. Nomor tiga belas, apakah kamu merasa bangga mempelajari budaya daerah melalui video?

(Maria) *Thirteenth, did you feel proud to learn local culture through the video?*

(Floren) Iya, saya bangga karena budaya kita berbeda-beda.

(Floren) *Yes, I was proud because our cultures are diverse.*

(Maria) Oke, nomor empat belas, menurut kamu apakah pembelajaran menggunakan video seperti ini perlu digunakan lagi di pembelajaran bahasa Inggris?

(Maria) *Fourteenth, in your opinion, should learning by using videos like this be used again in English learning?*

(Floren) Iya, sangat bagus kalau dipakai lagi.

(Floren) *Yes, it would be very good to use it again.*

(Maria) Nomor lima belas, apakah ada kesulitan yang kamu alami saat belajar menggunakan video?

(Maria) *Fifteenth, did you experience any difficulties while learning through the video?*

(Floren) Sedikit sulit, tapi bisa dipahami dengan bantuan guru.

(Floren) *It was a little difficult, but it could be understood with the teacher's help.*

(Maria) Oke, terima kasih.

(Maria) *Okay, thank you.*

STUDENTS SCORE IN PRETEST AND POSTTEST

No	Students' Name	Pretest	Posttest
1.	Seva Chatelelea	45	85
2.	Yohana Klagumut	55	85
3.	Petsi Florenza	35	75
4.	Etwin	25	85
5.	Febrian Kailola	30	70
6.	Muhammad Rizky	45	85
7.	Noak Belasia	40	80
8.	Mautia	75	100
9.	Sem Laurens	15	70
10.	Rifaldo Salamuk	25	85
11.	Aksa Yasfa	55	80
12.	Anastasya Gisela	50	90
13.	Stenli Mamene	25	80
14.	Garda Fherenza	45	85
15.	Zilvia Azra	50	95
16.	Marselina Novianti	45	85
17.	Nur Yance	35	75
18.	Immanuel	30	70
19.	Musyaffa Nugroho	40	85
20.	Frafi	25	85

DATA ANALYSIS

No	Classification	Range	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0	3	15
2	Good	70-89	1	5	17	85
3	Fair	50-69	4	20	0	0
4	Poor	30-49	10	50	0	0
5	Very Poor	10-29	5	25	0	0
Total			20	100	20	100

Mean Score

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	20	15.00	75.00	39.5000	14.03942
Pos test	20	70.00	100.00	82.5000	7.86398
Valid N (listwise)	20				

Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.102	20	.200*	.955	20	.453
post-test	.225	20	.009	.908	20	.058

Paired Samples Test

		Paired Differences					t	df	
		Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre-test - post-tst	-43.00000	10.43779	2.33396	-47.88503	-38.11497	-18.424	19	.000

Result Pre-test and Post-test Students

(Pre Test)

musyaffa Nugoho

B:8

PRE-TEST (Vocabulary Test)

Instruction: Choose the correct answer.

☒ The cendrawasih is a beautiful _____.

A. fish

☒ B. bird

C. tiger

D. snake

☒ Papeda is a traditional _____ from Papua.

A. house

☒ B. food

C. dance

D. song

☒ The Honai is a traditional _____ in Papua.

A. food

☒ B. house

C. animal

D. river

☒ Raja Ampat has many small _____.

A. rivers

☒ B. islands

C. mountains

D. forests

☒ Many animals live in the _____.

☒ A. school

B. forest

C. office

D. market

6. These clothes are ____.



A. modern

☒ B. traditional

C. school

D. sport

7. What is this?



A. river

B. forest

☒ C. mountain

D. sea

8. The fisherman works in the _____.

A. mountain

~~B. sea~~

C. village

D. forest

9. The bird is _____.



A. swimming

~~B. flying~~

C. running

D. sleeping

10. A forest has many _____.

~~A. cars~~

B. buildings

C. trees

D. chairs

11. The sea is full of colorful _____.

A. fish

~~B. cars~~

C. birds

D. trees

12. The coral reef grows under the _____.

A. mountain

B. tree

C. sea

☒ D. sky

13. The people protect their forest and _____.

A. culture

B. computer

☒ C. car

D. phone

14. Papua has beautiful nature and rich _____.

A. culture

B. factory

☒ C. traffic

D. machine

15. Yospan is a traditional Papuan:

A. Food

B. Dance

C. House

☒ D. Song

16. What animal is often mentioned as a symbol of Papua in the video?

☒ A. Eagle

B. Peacock

C. Bird of paradise

D. Parrot

17. What tradition is shown in the picture?



A. School ceremony

B. Stone burning

C. Birthday party

☒ D. Market day

18. What foods are usually cooked in the Stone burning tradition?

☒ A. Rice and noodles

B. Meat, vegetables, and tubers

C. Bread and milk

D. Fish and soup only

19. Papua Island is located in the _____ of Indonesia.

A. west

☒ B. north

C. east

D. south

20. Papeda is made from _____.

A. rice

☒ B. wheat

C. sago

D. corn

Imanuel

B:6

PRE-TEST (Vocabulary Test)

Instruction: Choose the correct answer.

1. The cendrawasih is a beautiful ____.

- A. fish
- ☒ B. bird
- C. tiger
- D. snake

2. Papeda is a traditional ____ from Papua.

- A. house
- ☒ B. food
- C. dance
- D. song

3. The Honai is a traditional ____ in Papua.

- A. food
- ☒ B. house
- C. animal
- D. river

4. Raja Ampat has many small ____.

- A. rivers
- B. islands
- ☒ C. mountains
- D. forests

5. Many animals live in the ____.

- ☒ A. school

- B. forest
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- D. market

6 These clothes are _____.



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- ☒ B. traditional
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B = 9
S = 11

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(POST TEST)

IMANUEL
KL-ZC

POST-TEST

1. Papua Island is located in the _____ of Indonesia.

- ☒ A. west
B. north
☒ C. east
D. south

B: 14
S: 6

2. A large reptile that lives in the Tami River is a _____.

- ☒ A. turtle
☒ B. crocodile
C. snake
D. lizard

3. In Papuan culture, papeda is prepared from _____ starch.



- A. rice
☒ B. sago
C. cassava
D. wheat

4. These are _____ trees.



- ☒ A. coconut
B. mango

- C. sago
- D. banana

5. The Bird of Paradise is often found in _____.

- ☒ A. Java
- B. Bali
- ☒ C. Papua
- D. Sumatra

6. A very high landform is called a _____.

- ☒ A. forest
- B. village
- ☒ C. mountain
- D. river

7. A place with many trees is a _____.

- ☒ A. forest
- B. market
- C. road
- D. school

8. What are these?



- ☒ A. Deserts
- B. Islands
- C. Factories
- D. Highways

9. A person who leads a tribe is a tribal _____.

- A. leader

- ☒ student
- C. driver
- D. singer

10. A story from the past that explains natural events is a _____.

- A. report
- B. legend
- ☒ letter
- D. news

11. The traditional Papuan cooking ceremony that uses heated stones is called _____.

- A. frying food
- B. boiling water
- ☒ stone burning
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12. Coconut trees grow near the _____.

- ☒ mountain
- B. desert
- C. beach
- D. cave

13. The activity of taking and processing the inside of a sago tree to make food is called _____.

- A. planting rice
- B. fishing
- ☒ pounding sago
- D. picking fruit

14. Raja Ampat is well known for its natural _____.

- ☒ beauty
- ☒ traffic
- C. buildings
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15. Fishermen use _____ to go to the sea.

- ☒ A. car
- ☐ B. bike
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- ☒ A. technology
- ☐ B. traditions and way of life
- ☐ C. factories
- ☐ D. vehicles

18. The word "nature" refers to _____.

- ☐ A. machines and factories
- ☒ B. forests, rivers, and mountains
- ☐ C. schools and markets
- ☐ D. cars and roads

19. Papuan culture includes traditional dances and local _____.

- ☐ A. factories
- ☐ B. traditions
- ☒ C. vehicles
- ☐ D. machines

20. What is the name of this traditional house?



- ☒ A. Joglo
- ☐ B. Gadang House
- ☐ C. Honai House
- ☐ D. Limas House

Nama: muh. musyaffa Nugroho
ICS = 7c

B: 17
S: 3

POST-TEST

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PHOTO DOCUMENTATION

(Pre Test)



(Teaching Activities)





(Interviews with the students)





(Post Test)



LETTERS



SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Nurteteng, M.Pd.
NUPTK : 5650770671230262
Jabatan Fungsional : Lektor/IIIC
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama : Maria Riska Fantika
NIM : 148820322022

Berupa :

- ☐ Media Pembelajaran
- ☐ Modul atau bahan ajar
- ☐ Model Pembelajaran
- ☒ Instrument Penelitian
- ☐ Lain-lain :

Dengan judul :

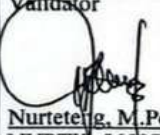
The Impact of Papuan Folklore Videos on Student's Vocabulary
Achievement and Their Perceptions

Keputusan hasil validasi adalah : ~~Sangat Baik~~/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui,
Ketua Prodi. Pend. Bahasa Inggris

Nurteteng, M.Pd.
NUPTK. 5650770671230262

Sorong, 26 - 02 - 2026
Validator

Nurteteng, M.Pd.
NUPTK. 5650770671230262





PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL DAN OLARAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG



LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI

Nama : Maria Riska Fantika
NIM : 148820322022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *The Impact of Papuan Folktale Videos on Students' Vocabulary Achievement and Their Perceptions.*
Tgl Ujian : 16 Mei 2026

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Agus Setiawan, M.Pd.	Ketua Penguji	18/5/2026	
2	Rizqi Claudia Wardani H., M.Pd.	Penguji 1	18/5/2026	
3	Nurteteng, M.Pd.	Penguji 2	18/5/2026	

Sorong, 18/5/2026

Ketua Program Studi
Pendidikan Bahasa Inggris,



Nurteteng, M.Pd.
NUPTK: 5650770671230262



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.
Email: bahasainggris@unimudasorong.ac.id | Phone: +62 853-4200-7263



**FAKULTAS PENDIDIKAN BAHASA, SOSIAL
DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH
SORONG**



Nomor : 092/I.3.AU/SPm/FABIO/B/2026

Sorong, 27 Februari 2026

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMP Negeri 11 Kabupaten Sorong

Di_

Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

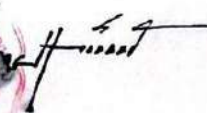
Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Maria Riska Fantika
NIM : 148820322022
Semester : VII (Tujuh)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *"The Impact of Papuan Folktale Videos on Students' Vocabulary Achievement and Their Perceptions"*

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 05 Maret s.d 23 April 2026.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Dr. Roni Andri Pramita, M.Pd.
NIP. 1411129001

Tembusan disampaikan Kepada:

1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.
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**PEMERINTAH KABUPATEN SORONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 11 KABUPATEN SORONG**

Alamat: Jln. Sagu, Mariat Pantai, Kabupaten Sorong, Papua Barat Daya



SURAT KETERANGAN PENELITIAN
NOMOR : 422/044/2026

Yang bertanda tangan di bawah ini Kepala SMP Negeri 11 Kabupaten Sorong, dengan ini menerangkan bahwa :

Nama : Maria Riska Fantika
NIM : 148820322022
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1

Telah melaksanakan penelitian di SMP Negeri 11 Kabupaten Sorong, dengan Judul: "**The impac of Papuan Folktale Videos on students' vocabulary achievement and their perception**".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Dikeluarkan di : Aimas

Pada Tanggal : 23 April 2026

Kepala Sekolah,



TINGE ANEKE SAFLEMBOLO, S.Pd., M.MPd.

NIP. 196901292002122001