

The Implementation of Animation Video Learning Media in Improving Students' Vocabulary Mastery at SDS Krida Putra Cipinang, Jakarta

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Article Info	Abstract
<i>Received:</i> <i>Revise:</i> <i>Accepted:</i> Publisher: Universitas Mohammad Husni Thamrin, Jl. Raya Pondok Gede No.23-25 East Jakarta 13550, Website: thamrin.ac.id	<i>Vocabulary is a fundamental component of foreign language learning, as it represents the heart and soul of communication. Without adequate vocabulary, students are unable to develop the four essential language skills: listening, speaking, reading, and writing. Words function as tools for expressing thoughts, shaping ideas, and enabling effective communication. This research examined the importance of vocabulary mastery in foreign language learning, aiming to test the effectiveness of animation videos as a teaching media. This research used a quantitative method with a pre-experimental design, involving 21 students from fifth and sixth-grade at SDS Krida Putra. The research utilized multiple-choice vocabulary tests in a pre-test and post-test format. The results showed that using animation videos was effective in improving students' vocabulary mastery, confirming that engaging and enjoyable teaching methods are highly beneficial for elementary school students. Therefore, the study recommends animation videos as a good approach to help students enhance their language skills. . Students have a limited vocabulary and are often afraid to speak in English. In addition, they did not receive sufficient lessons in the past and still lack adequate learning resources to support vocabulary acquisition.</i> <i>Keywords: Vocabulary, Vocabulary Mastery, Animation Video, Learning Media</i> Abstrak Kosakata merupakan komponen fundamental dalam pembelajaran bahasa asing, karena mewakili inti dan jiwa komunikasi. Tanpa kosakata yang memadai, siswa tidak dapat mengembangkan empat keterampilan berbahasa yang esensial: mendengarkan, berbicara, membaca, dan menulis. Kata-kata berfungsi sebagai alat untuk mengungkapkan pikiran, membentuk gagasan, dan memungkinkan komunikasi yang efektif. Penelitian ini mengkaji pentingnya penguasaan kosakata dalam pembelajaran bahasa asing, dengan tujuan menguji efektivitas video animasi sebagai media pengajaran. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimental, yang melibatkan 21 siswa kelas lima dan enam di SDS Krida Putra. Penelitian ini menggunakan tes kosakata pilihan ganda dalam format pra-tes dan pasca-tes. Hasil penelitian menunjukkan bahwa penggunaan video animasi efektif dalam meningkatkan penguasaan kosakata siswa, yang menegaskan bahwa metode pengajaran yang menarik dan menyenangkan sangat bermanfaat bagi siswa sekolah dasar. Oleh karena itu, penelitian ini merekomendasikan

video animasi sebagai pendekatan yang baik untuk membantu siswa meningkatkan keterampilan berbahasa mereka. Siswa memiliki kosakata yang terbatas dan seringkali takut berbicara dalam bahasa Inggris. Selain itu, mereka tidak menerima pelajaran yang memadai di masa lalu dan masih kekurangan sumber belajar yang memadai untuk mendukung pemerolehan kosakata.

Kata kunci: Kosakata, Penguasaan Kosakata, Video Animasi, Media Pembelajaran

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INTRODUCTION

Vocabulary is a fundamental component of foreign language learning, as it represents the heart and soul of communication. Without adequate vocabulary, students are unable to develop the four essential language skills: listening, speaking, reading, and writing. Words function as tools for expressing thoughts, shaping ideas, and enabling effective communication. According to (Furidha, 2022), vocabulary comprises various lexemes, including single words, compound words, and idioms, which form the foundation for students' language proficiency. Therefore, vocabulary acquisition must be supported by effective teaching strategies, among which the use of visual and digital media—particularly animation videos—has shown considerable potential.

In the Indonesian educational context, vocabulary plays a crucial role in developing basic language skills at the elementary school level. Yet, many schools face challenges in achieving satisfactory outcomes due to the overreliance on rote memorization and limited availability of resources. As Ghalebi et al. (2020) argue, vocabulary teaching should not be restricted to memorization but should instead encourage deeper understanding and application of words in varied contexts. This is essential for promoting student engagement, building confidence, and fostering social competence. However, in schools such as SDS Krida Putra, students still exhibit limited vocabulary mastery, resulting in low participation in discussions and speaking activities. This lack of vocabulary not only hinders their communication skills but also reduces their motivation to learn, creating a cycle of anxiety and avoidance (Getie, 2020).

Recent research has highlighted the importance of integrating diverse methods that combine explicit instruction and contextual learning. Webb and Nation (2020) emphasize that while direct teaching of word meanings is important, students also need repeated exposure to words in authentic contexts to enhance long-term retention. Moreover, traditional memorization methods, which dominate many Indonesian classrooms, are increasingly viewed as ineffective and irrelevant to students' needs. Mahanal et al. (2019) stress that such approaches often fail to stimulate critical thinking or sustain interest. Consequently, innovative methods such as digital media, educational games, and interactive exercises are gaining traction for their ability to make vocabulary learning more engaging and effective.

These approaches also align with Gardner's Theory of Multiple Intelligences (1983, 1999), which acknowledges the diversity of learners' cognitive strengths. The use of animated videos, for example, stimulates students' visual-spatial, linguistic, and interpersonal intelligences, thus providing a more inclusive and motivating learning environment. In addition, visual media not only reduces student anxiety but also enhances comprehension and memory retention (Almurshed & Aljuaythin, 2019; Gaybulloyevna, 2022). Nevertheless, many teachers still hesitate to adopt these strategies due to curricular pressures, lack of confidence, or institutional demands (Parfanovich et al., 2020). Professional development and institutional support are therefore needed to empower teachers in utilizing innovative approaches.

Several previous studies have confirmed the positive effects of visual media on vocabulary learning. Sulistianingwarni and Suryadi (2023) demonstrated that animated films significantly improved students' vocabulary acquisition, while Haji (2022) showed the effectiveness of visual media in enhancing vocabulary mastery at SMP Negeri 10 Makassar. Similarly, Fitri & Ma'rifah (2022) found that subtitled animation videos improved both vocabulary and communication skills in Thai students. Building on these findings, the present research focuses on SDS Krida Putra, where students' vocabulary retention and willingness to speak remain limited.

Based on this context, several problems can be identified in relation to vocabulary learning at SDS Krida Putra. Students have a limited vocabulary and are often afraid to speak in English. In addition, they did not receive sufficient lessons in the past and still lack adequate learning resources to support vocabulary acquisition. Teachers also tend to show limited creativity in teaching English, which contributes to monotonous instruction. Furthermore, the conventional method of memorization has proven less effective and requires integration with more interactive strategies. These issues highlight the urgent need for innovative approaches to vocabulary teaching at the elementary level.

To address these problems, the scope of this research is limited to the use of animation video as a media to enhance vocabulary mastery among students at SDS Krida Putra. The research problem is formulated as follows: Is there any significant improvement in the vocabulary mastery of the fifth and sixth graders of SDS Krida Putra when taught using animation video as a learning media? Accordingly, the objective of this study is to investigate whether the implementation of animation videos significantly improves students' vocabulary mastery, particularly in the context of elementary-level English learning.

The significance of this research lies in both its theoretical and practical contributions. Theoretically, the study enriches the literature on alternative media in vocabulary teaching and offers empirical evidence on the role of visual media in enhancing word acquisition. Practically, the findings provide direct benefits for teachers, students, and future researchers. For teachers, animation videos serve as an effective instructional tool that supports student focus, understanding, and retention of vocabulary, while fostering engagement and reducing learning difficulties. For students, the use of animation videos makes the learning process more enjoyable, improves comprehension, and increases motivation to acquire new vocabulary. Finally, for researchers, this research offers a foundation for future investigations into the use of animation and other digital media in diverse educational contexts.

METHOD

This research applied a quantitative method with a pre-experimental design with a one-group pre-test and post-test. The research was carried out at SDS Krida Putra Cipinang, East Jakarta, from March to May 2025. The participants were 21 students from the fifth and sixth grades, consisting of 12 males and 9 females. Since the population was relatively small, total sampling was employed, and all students were included in the research.

The research instruments were vocabulary tests consisting of a pre-test and post-test, each containing 37 multiple-choice questions covering the themes of animals and public places. A try-out test was conducted beforehand to examine validity and reliability, with unsuitable items removed. The treatment was conducted over eight sessions, where students learned vocabulary through animation videos taken from the “English Sing Sing” YouTube channel.

Data collection consisted of classroom observation and vocabulary tests. Observation was used to record students’ engagement, while the pre-test and post-test measured their vocabulary mastery before and after the treatment. Content and construct validity were ensured in developing the test, and reliability analysis using Cronbach’s Alpha confirmed that the instrument was consistent.

The data were analyzed using descriptive and inferential statistics. Descriptive statistics (mean, minimum, maximum, and standard deviation) provided an overview of students’ performance, while normality tests confirmed the data distribution. A paired sample t-test was then applied to determine the significance of the difference between pre-test and post-test scores, allowing the researcher to conclude the effectiveness of animation video learning media in improving students’ vocabulary mastery.

RESULTS AND DISCUSSION

The test of normality was conducted using Kolmogorov-Smirnov and Shapiro-Wilk, to find out if the differences between the pre-test and post-test are significant. The following are the results of the test of normality:

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Before treatment	.107	21	.200*	.946	21	.279
After treatment	.116	21	.200*	.959	21	.493

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

a. Lilliefors Significance Correction

On the test of normality table, before and after treatment have normal distributions. Based on the Kolmogorov-Smirnov test results, the significance value (p-value) for the score before treatment is 0.200 and for the score after treatment is also 0.200 ($p > 0.05$). Meanwhile, the Shapiro-Wilk test results showed a significance value of 0.279 for the pre-treatment score and 0.493 for the post-treatment score ($p > 0.05$). Since the significance values in both tests

are greater than 0.05, it can be concluded that the data scores before and after treatment are normally distributed. Thus, the data fulfils the normality assumption required to continue the t-test analysis. Here are the results of a descriptive test:

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Before treatment	21	27.00	97.00	60.1905	22.61110
After treatment	21	64.00	100.00	82.5238	11.00736
Valid N (listwise)	21				

Based on the table descriptive statistics, data on students' vocabulary mastery collected before and after the treatment were analysed using descriptive statistics to see an overview of the differences in scores. Before the treatment, students' scores ranged from a minimum of 27.00 to a maximum of 97.00, with a mean of 60.19 and a standard deviation of 22.61. This shows that the average students' vocabulary mastery is at a moderate level with a considerable variation in scores among learners. In other words, most students have a basic or sufficient understanding of vocabulary, but their skills are not yet strong or proficient. There is still considerable room for improvement.

The high standard deviation also indicates a wide range abilities, some students have limited knowledge about English vocabulary, while others are much better. After the treatment using animation video learning media, there was a significant increase in students' scores. The minimum score increased to 64.00 and the maximum score reached a perfect score of 100.00. The mean after treatment score also rose substantially to 82.52 with a standard deviation of 11.01. This decrease in standard deviation indicates that after the treatment, students' learning results were more consistent and variations between students were smaller. In general, this descriptive data shows a positive improvement in students' vocabulary mastery after the treatment, both in terms of mean scores and consistency of learning results.

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before treatment	60.1905	21	22.61110	4.93415
	After treatment	82.5238	21	11.00736	2.40200

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
								Lower	Upper
Pair 1	Before treatment -	-22.33333	13.33542	2.91003	-28.40354	-16.26312	-7.675	20	.000
	After treatment								

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before treatment & After treatment	21	.913	.000

The table shows that the mean score for the pre-test is 60.19, while the mean score for the post-test increased to 82.52. This indicates that the post-test scores are higher compared to the pre-test scores. Based on a result pair 1 obtained sig value (2-tailed) of $0.000 < 0.05$, it can be found that there is an average difference between students' success in learning using animation video for a pre-test and post-test.

Based on the results of the research, it can be stated that using animation videos significantly improves vocabulary mastery in fifth and sixth grade students at SDS Krida Putra in East Jakarta. Before the treatment, there are 12 students who received low scores. The scores are divided into score groups, there are 2 students with a score of 27.00, 2 students with a score of 29.00, 1 student with a score of 40.00, 1 student with a score of 43.00, 1 student with a score of 48.00, 2 students with a score of 51.00, 2 students with a score of 59.00, and 1 student with a score of 67.00. 9 students who received high scores on the pre-test are divided into score groups, there are 3 students with a score of 70.00, 1 student with a score of 78.00, 1 student with a score of 81.00, 1 student with a score of 83.00, 1 student with a score of 91.00, 1 student with a score of 94.00, and 1 student with a score of 97.00. Then, on the post-test, 18 students received high scores, while only 3 students who received low scores.

After the treatment, there was a significant increase in terms of minimum score, maximum score, and average. The minimum score increased to 64.00 and the maximum score reached a perfect score of 100.00. The average score increased substantially from 60.19 to 82.52, while the standard deviation decreased from 22.61 to 11.01. This decrease in standard deviation indicates that student learning outcomes became more even and consistent, signalling that the animation video learning media was able to have a positive impact that not only increased average ability, but also reduced the gap between students. This research is relevant to previous studies by Sulistianingwarni & Suryadi (2023) about vocabulary acquisition using media animation film "Jack and the Giant Bean Tree".

The result of the research showed how the animated film Jack and the Giant Bean Tree can help increase the English vocabulary of seventh graders at SMPN 5 Kota Serang. The second relevant study is "Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar" by Haji (2022), the research showed that it proved that the students' word bank improved after the integration of visual media technology. And the third relevant study is "The Use of Subtitled Video Animation to Improve Students' Vocabulary at Ban Erawan School Thailand" by Fitri & Ma'rifah (2022), the research showed that there is a positive impact on the communication skills among the students and more to their fluency in English vocabulary and reading skills by using animated video media with subtitles.

This finding can be further explained through Jean Piaget's (1950) cognitive theory approach. In this theory, Piaget explains that language development in children is strongly influenced by their cognitive abilities. This means that students' ability to master English

vocabulary is highly dependent on the extent to which they are able to understand and process information cognitively. In the context of this research, the use of animation video learning media can stimulate students' cognitive activities more optimally. Animation videos combine visual and audio elements that can strengthen students' mental representation process of the meaning and form of vocabulary.

According to Piaget, children from elementary school to teenage years are in two main stages of cognitive development, there are the concrete operational stage (for 7-11 years old) and formal operational (for 12 years old and above), where they begin to be able to think logically and systematically about concrete objects and begin to develop towards abstraction. Animation video media helps connect the abstract concepts of vocabulary with concrete representations through moving pictures, sound, and story context. Thus, learning through this media is able to adjust to the stage of students' cognitive development, which ultimately improves vocabulary comprehension and retention.

As students' comprehension increases through a developmentally appropriate approach, there is a more even and comprehensive improvement in vocabulary acquisition. This shows that learning pays attention to cognitive aspects, as described by Piaget, can have a significant impact on students' language development, especially in mastering English vocabulary.

CONCLUSION

This research concludes that the use of animation video learning media significantly improved the vocabulary mastery of fifth and sixth grade students at SDS Krida Putra. The increase in post-test scores, along with higher motivation and engagement during lessons, shows that animation videos are effective in making vocabulary learning more enjoyable and meaningful.

This research suggested that teachers are encouraged to integrate animation videos into their classroom practice as a complementary resource to traditional methods. Selecting age-appropriate and relevant videos, and can further enhance learning outcomes. For students, animation videos can serve as a fun and accessible way to strengthen vocabulary both inside and outside the classroom. Future research is suggested to expand this approach to other language skills such as speaking or reading comprehension, and to compare its effectiveness with other forms of digital media across broader educational contexts.

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