

Improving Students' English Vocabulary Mastery by Using Canva Animation for the Fifth Grade Students at SDN 1 Martapura

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Abstract

This study aimed to improve the English vocabulary mastery of fifth-grade students at SDN 1 Martapura by using Canva animation as a teaching medium. Vocabulary mastery is essential for language learning; however, many elementary students struggle with conventional methods. This research applied a pre-experimental design with a one-group pre-test and post-test model. The sample comprised 27 fifth-grade students selected through cluster random sampling. The treatment involved animated videos created with Canva focusing on vocabulary related to professions and workplaces. Data were collected using multiple-choice and matching tests, then analyzed using a paired sample t-test in SPSS. Findings revealed a significant improvement in students' vocabulary mastery, with mean scores increasing from 66.26 (pre-test) to 81.59 (post-test). The significance value was 0.000 (<0.05), indicating that Canva animation effectively enhanced students' vocabulary acquisition. This study concludes that Canva animation provides an engaging and interactive learning experience that positively impacts young learners' vocabulary skills.

Keywords: Vocabulary Mastery, Canva Animation, Teaching Media

Introduction

Vocabulary plays a crucial role in language learning as it supports all four language skills: listening, speaking, reading, and writing. Without sufficient vocabulary, students face difficulties expressing ideas effectively. However, traditional methods such as memorization and translation often fail to engage learners, particularly at the elementary level. Observations at SDN 1 Martapura revealed that fifth-grade students struggled with vocabulary related to professions and workplaces. The rapid advancement of technology offers innovative tools to address this issue. Canva, a user-friendly graphic design platform, allows teachers to create animated learning videos that combine visual and auditory elements. Animated videos help illustrate word meanings in context, making vocabulary learning more engaging and effective. This study aimed to investigate the effectiveness of Canva animation in improving students' English vocabulary mastery. This aligns with Schmitt's (2020) view that the effectiveness of vocabulary learning depends on the frequency of exposure and the depth of student engagement with word meaning. Repetition and practice in real contexts are crucial to strengthen students' memory of new vocabulary.

In the elementary school environment, vocabulary learning requires an approach that suits the developing cognitive characteristics of students. Elementary school children have limited attention spans and are very interested in visual things and concrete activities. According to Jalongo & Sobolak (2020), effective vocabulary learning for children should be multisensory, contextual, and interactive, such as through word games, visual stories, or animated media. It is also important for teachers to pay attention to students' affective involvement in the learning process. According to Richards & Renandya (2018), students'

motivation and emotional engagement with the material will greatly influence the success of vocabulary mastery.

Canva is an online-based graphic design platform that is increasingly popular among educators due to its ease of use and flexible features. Canva allows users to create various visual products, including short animated videos, which are very suitable for use as interactive learning media. Canva provides templates, illustrations, graphic elements, and audio that can be used to create engaging learning materials without requiring advanced design skills.

Yuliana and Wahyuni (2020) affirm that the use of Canva in English language learning encourages students to be more motivated because they are involved in dynamic and colorful visual learning. Teachers are also facilitated in delivering material because Canva allows for the systematic and creative arrangement of teaching content.

Methodology

This research employed a pre-experimental method with a one-group pre-test and post-test design. The population consisted of 80 fifth-grade students at SDN 1 Martapura in the 2024/2025 academic year. Using cluster random sampling, class 5A with 27 students was selected as the sample. A vocabulary test comprising 20 multiple-choice and 10 matching items was used. Reliability was tested using the Kuder Richardson (KR-20) formula, producing a Cronbach's Alpha of 0.778 and 0.803. Data were analyzed using a paired sample t-test at a 0.05 significance level.

Table 1. Research Design
Table scheme one group pre-test post-test design.

<i>PreTest</i>	<i>Treatment</i>	<i>Post Test</i>
O₁	X	O₂

Sugiyono (2012)

O₁= Score *pre-test* (Before given treatment)

X = Treatment given

O₂= Score *post-test* (After given treatment)

Findings

The research was conducted at SDN 1 Martapura from June 11 to June 19, 2025. The population in this study consisted of 80 fifth-grade students divided into three classes. The sample was determined using a cluster random sampling technique, resulting in class 5A, which consisted of 27 students, being selected as the experimental class. In this study, tests were administered six times in the experimental class. The pre-test was given before the students received vocabulary instruction using Canva animation. Following this, students underwent a treatment session using Canva-based animated videos with material topics such as professions and workplaces. After the treatment, a post-test was conducted to assess students' comprehension of the vocabulary taught through the animation. The Learning Implementation Plan (Modul Ajar) was prepared for each meeting in alignment with the curriculum and included student worksheets to be completed during the lessons.

The pre-test mean score was 66.26, while the post-test mean score increased to 81.59. Paired samples t-test results ($p = 0.000 < 0.05$) indicate a significant difference between pre-test and post-test scores. This improvement demonstrates that Canva animation effectively enhances students'

vocabulary mastery.

Discussion

The analysis of the pre-test and post-test data indicates that the use of Canva animation is effective in enhancing English vocabulary mastery among fifth-grade students at SDN 1 Martapura. The mean score improved from 66.26 in the pre-test to 81.59 in the post-test. This improvement is supported by the result of the paired sample t-test, which yielded a significance value of 0.000, clearly below the 0.05 threshold. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. In addition to the quantitative evidence, the researcher also observed increased student engagement and enthusiasm throughout the learning process. The use of Canva animation made vocabulary learning more interactive and visually appealing, which contributed to better retention and understanding. This finding is supported by previous research conducted by Yuliana. (2021), who found that the use of Canva-based animation videos significantly improved vocabulary mastery among elementary school students. Her study highlighted that students were more enthusiastic and found it easier to remember vocabulary due to the presence of engaging visual elements.

In addition, Febby and Purwanto (2025) conducted classroom action research at SMA Takhasus Al-Qur'an and found that Canva-based graphic media effectively improved vocabulary mastery. The average student score increased from 70.7% to 86% by the second cycle, along with a noticeable boost in student motivation during the learning process.

From these findings, it can be concluded that the use of Canva animation is not only effective for vocabulary enhancement but also helps in creating an enjoyable and stimulating learning environment. This makes it a valuable media choice for English language teachers, especially in elementary school settings, to increase both retention and enthusiasm in vocabulary learning. The paired samples correlation between the pre-test and post-test scores is 0.476 with a significance value of 0.012. Since the significance value is lower than 0.05, it can be concluded that there is a statistically significant relationship between students' performance before and after the treatment.

Furthermore, Table 4.5 presents the paired samples test, which reveals that the mean difference between the pre-test and post-test scores is -15.33, with a t-value of -7.457 and a significance value (2-tailed) of 0.000. As the significance value is smaller than the significance level ($\alpha = 0.05$), H_0 is rejected and H_a is accepted. This confirms that the use of Canva animation has a significant effect on improving the English vocabulary mastery of fifth-grade students at SDN 1 Martapura.

Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the use of Canva animation significantly improved the English vocabulary mastery of fifth-grade students at SDN 1 Martapura. This conclusion is supported by the statistical results of the pre-test and post-test, where the mean score increased from 66.26 to 81.59 after the treatment. The paired sample t-test showed a significance value of 0.000, which is lower than 0.05, indicating a statistically significant improvement. The students demonstrated increased enthusiasm, participation, and understanding when taught vocabulary using Canva animation. The visual and auditory elements of the animated videos helped make the learning process more engaging and meaningful. Furthermore, this study aligns with previous research findings, which also showed that Canva animation can enhance

vocabulary retention and motivation in learning English. Overall, the use of Canva animation as a teaching medium is proven to be effective in improving students' vocabulary mastery and should be considered as an alternative method for English language instruction at the elementary school level.

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