

THE USE OF ANIMATION VIDEO AS A MEDIUM IN TEACHING VOCABULARY TO FOURTH GRADERS OF SDN 04 OKU

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Abstract

The researcher conducted a study entitled “The Use of Animation Video as a Medium in Teaching Vocabulary to Fourth Graders of SDN 04 OKU.” The study aimed to determine the effectiveness of using animation videos in teaching vocabulary. A pre-experimental research design was applied, with a sample of 20 fourth-grade students from class 4D at SDN 04 OKU. The instruments used included multiple-choice and matching tests comprising 30 questions. The data were analyzed using a paired sample T-test. The results showed a significant improvement from a pre-test score of 62.00 to a post-test score of 93.5. The statistical significance value (Sig = 0.000) indicated that the animation video had a significant effect on students’ vocabulary acquisition. The study concluded that animation video is an effective medium for improving vocabulary among elementary school students.

Keywords: teaching media, animation video, and vocabulary

Introduction

English is widely acknowledged as a leading global language, playing a vital role in facilitating international communication, granting access to diverse educational resources, and enhancing career opportunities (Rao, 2019). It serves as the primary means of connecting individuals from various linguistic and cultural backgrounds in today’s interconnected world. In the field of education, its importance is especially evident, as English proficiency allows learners to access global knowledge, participate in international academic networks, and prepare for professional demands where English is often essential (Silaban et al., 2023).

In Indonesia, English is introduced as a mandatory subject at the elementary level to help students build a strong foundation for future learning. Early exposure to English enables students to become familiar with basic vocabulary, grammar, and pronunciation key elements of language proficiency (Sukarno & Jinabe, 2024). This early start not only supports students’ academic progress but also prepares them to meet the requirements of higher education and the workforce, where English skills are increasingly critical.

However, teaching English at the elementary level presents distinct challenges, particularly in a non-native context like Indonesia. Most young learners at this stage are beginners with little or no prior knowledge of English, making it difficult for them to understand new words, pronounce unfamiliar sounds, and apply their learning in practical situations (Widagsa & Khusnia, 2023).

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Additionally, young learners often have limited attention spans and can lose focus quickly, which makes conventional teaching methods less effective. Traditional approaches such as rote learning and textbook-based instruction may fail to capture their interest, resulting in low engagement and limited retention of material. Consequently, teaching methods must be adapted to suit the developmental needs, cognitive abilities, and preferences of young students (Sukarno & Jinabe, 2024; Widagsa & Khusnia, 2023).

To overcome these obstacles, teachers are encouraged to use innovative and interactive teaching strategies that make learning English enjoyable and engaging. The use of tools and media that are visually stimulating, contextually appropriate, and aligned with students' interests can greatly enhance their motivation and active participation (Laila et al., 2023). For instance, incorporating storytelling, games, songs, and multimedia tools into lessons can create a more dynamic and effective learning experience, enabling students to absorb new concepts more easily. Moreover, the success of English language education at the elementary level depends on various external factors, such as the availability of teaching resources, teacher competence, and the overall support provided by the school environment. Teachers must not only possess strong English proficiency but also be capable of employing creative and diverse teaching methods to meet the varied needs of their students (Razi et al., 2021).

Vocabulary is a fundamental aspect of language learning and serves as the cornerstone of effective communication (Rashid et al., 2022). It is the key resource that enables individuals to convey their ideas, interpret others' messages, and form coherent, meaningful sentences. A rich vocabulary allows language users to confidently engage in various social, academic, and professional interactions. On the other hand, a lack of sufficient vocabulary often impedes learners from excelling in other critical language skills, such as listening, speaking, reading, and writing. Even with strong grammatical understanding, effective communication may remain unattainable without a solid vocabulary base (Ariffin, 2021).

In elementary education, vocabulary teaching generally concentrates on introducing simple, everyday words, such as terms for objects, colors, numbers, and basic actions or descriptions. These basic words serve as foundational elements that support learners as they gradually develop their language abilities. However, teaching vocabulary to young learners presents specific difficulties, including their limited concentration spans and differing cognitive capacities. Conventional approaches like rote memorization or repetitive drills are still widely practiced but often fail to promote deep understanding, long-term retention, or practical application of the learned words. If the teaching process lacks engagement or relevance to their daily life, children may quickly lose interest and forget the material (Ariffin, 2021; Rashid et al., 2022).

The use of media in education has become increasingly popular in recent years due to its ability to capture students' interest, inspire creativity, and create an interactive learning atmosphere. In teaching vocabulary, various media such as flashcards, videos, songs, and interactive games have been found to enhance both the enjoyment and efficiency of the learning process. These tools not only make vocabulary more accessible but also help students retain and apply new information more effectively by engaging multiple senses (Aulia et al., 2024; Sartika et al., 2024). For younger students, visual media such as images, illustrations, and videos are especially influential. These resources provide contextual clues that enable students to grasp the meaning of new words without relying solely on translations. By linking

vocabulary to visual elements, children can develop stronger mental associations, which enhance their ability to remember and use the words. Among these options, cartoon films are particularly effective for teaching vocabulary in elementary school settings. The combination of appealing visuals, captivating narratives, and auditory elements creates a multisensory learning experience that is both entertaining and educational. Additionally, cartoons offer repeated exposure to vocabulary in meaningful contexts, reinforcing understanding and retention (Rahim, 2022; Taula'bi', 2022).

Technology-based tools, including educational apps, digital storytelling platforms, and augmented reality, are also gaining traction as effective media for vocabulary learning. These tools provide personalized learning experiences, allowing students to engage with interactive content at their own pace. For example, gamified apps often include features like rewards, levels, and progress tracking to maintain students' motivation and engagement. Augmented reality tools, on the other hand, allow learners to interact with 3D representations of vocabulary items, offering an immersive, hands-on learning experience that strengthens understanding (Aulia et al., 2024; Sartika et al., 2024).

Several studies have demonstrated the effectiveness of using media in vocabulary instruction for elementary students. For example, Liu & Elms (2019) found that animated videos led to a 45% improvement in students' vocabulary retention compared to traditional teaching methods. This result indicates that the combination of visual and auditory elements in animated videos can enhance students' memory and comprehension. In a similar vein, Putri et al.(2024) showed that interactive cartoons not only improved vocabulary acquisition but also increased students' motivation to learn English, especially in Indonesian elementary schools. These findings emphasize the value of using engaging animated media to support language development and stimulate students' interest in learning. These findings demonstrate that media, especially animation video, can effectively address the gap between students' learning needs and instructional methods. By presenting vocabulary in an entertaining and contextually rich manner, animation video make learning more engaging and memorable.

Aggravating the issue is the school's limited access to modern teaching tools and resources. The absence of creative and interactive teaching aids that align with the interests and cognitive needs of young learners has further complicated efforts to provide effective English language instruction. This gap has created a less dynamic learning environment, leaving students struggling to meet curriculum expectations and achieve desired learning outcomes. To overcome these challenges, it is essential to explore alternative teaching strategies that can engage and support students in their language learning process. One promising approach is the integration of animation video as a teaching medium. Animation videos, with their vibrant visuals, engaging narratives, and relatable characters, offer an enjoyable and effective way to help students enhance their vocabulary. By presenting language in a contextualized and meaningful format, these videos can facilitate better understanding and retention of new words. Additionally, their entertaining nature fosters enthusiasm for learning, reduces learning anxiety, and promotes a positive attitude toward language acquisition.

Several studies have shown the effectiveness of using video in the English teaching and learning process. According to Dzebeq and Gunawan (2020), with the *title "The Use of Animation Video on Tenth-Grade Students' Vocabulary Achievement"*, in there research it was found that animation could improve students vocabulary mastery. Initial findings at SDN 04 OKU revealed significant challenges faced by fourth-grade students in mastering English vocabulary. Many of these students showed limited familiarity with basic English words, which not only hampered their vocabulary acquisition but also negatively impacted their performance in other language-related activities, such as reading comprehension, speaking,

and writing. This issue reflects a broader problem in the school's language instruction, where foundational skills essential for language learning are not being adequately developed.

This approach aligns with the interests and developmental stages of young learners while supporting the acquisition of critical language skills in a fun and interactive manner. Integrating such innovative media into the classroom could significantly improve vocabulary mastery and enhance overall English proficiency. The purpose of this study is to investigate the effectiveness of this strategy and add to the current discourse regarding efficient teaching methods in elementary school. Therefore, researchers are interested in researching the use of animation video as a medium in teaching vocabulary to fourth graders of SDN 04 OKU.

Methodology

This study employed a **pre-experimental design** using the **one-group pretest-posttest** model (Sugiyono, 2012). The aim was to measure students' vocabulary improvement before and after the use of animation video as a teaching medium. The population included **87 fourth-grade students** of SDN 04 OKU (4 classes: 4A–4D). The sample was selected through **cluster random sampling**, resulting in **20 students from class 4D** as the sample. Data were collected using **vocabulary tests** (20 multiple-choice and 10 matching items), adapted from the thematic textbook. Tests were administered **before (pre-test)** and **after (post-test)** the treatment using animation videos. The test aimed to measure students' vocabulary interpretation, reading, writing, and application in learning.

The researcher used to analyze the significance of differences between pre-test and post-test scores via SPSS 25. The significance level used was 0.05. If $\text{sig} < 0.05 \rightarrow H_a$ accepted (treatment is effective). If $\text{sig} > 0.05 \rightarrow H_o$ accepted (no significant effect)

Finding and Discussion

The purpose of this study was to investigate whether the use of animation video is effective in teaching vocabulary to fourth-grade students. The findings of this study are based on the analysis of pre-test and post-test scores from 20 students in class 4D at SDN 04 OKU. The result of the students' scores on the pre-test.

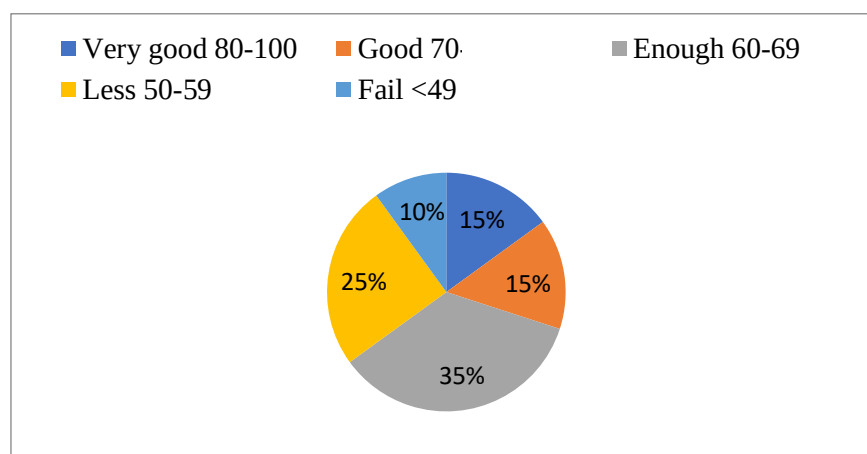
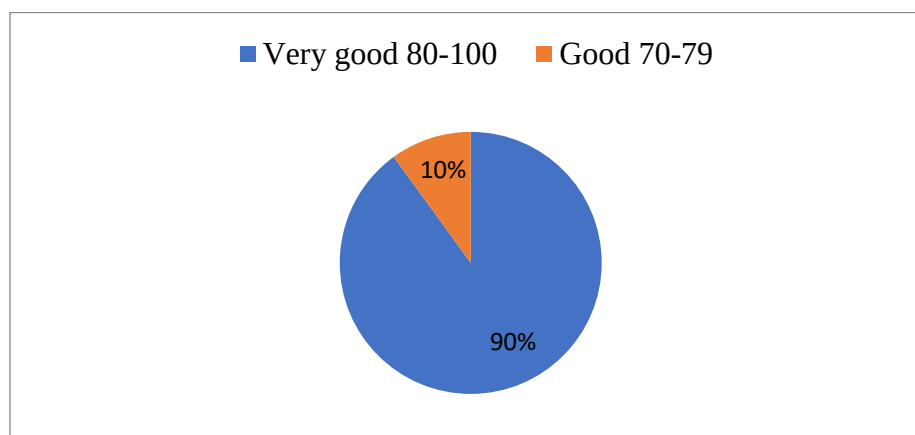


Chart 1: Percentage of Students' Pre-Test Scores

The chart above shows that there were 3 (15%) students who scored 80-100 in the very good category, 3 (15%) students scored 70-79 in the good category, 7 (35%) students scored 60-69 in the enough category, 5 (25%) students scored 50-59 in the less category, and 2 (10%) students scored <49 in the fail category. Thus, the vocabulary skills of grade 4

students of SDN 04 OKU are at an enough level. The result of the students' scores on the post-test



The chart above shows that 18 (90%) students scored 80-100 in the excellent category and 2 (10%) students scored 70-79 in the good category. Therefore, the post-test demonstrates the effectiveness of class 4D in vocabulary learning.

Table 1 Paired t-test statistical

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	62.0000	20	13.21881	2.95581
	Post-test	93.5000	20	9.61085	2.14905

Table 2 Paired sample test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test -	-	14.5185	3.24646	-	-	-	19	.000
	Post-test	31.5000	9		38.29491	24.70509	9.703		

The results showed that the average score of the pre-test was 62.00, while the average score of the post-test was 93.5. This significant improvement suggests that students' vocabulary mastery increased after being taught using animation videos. The data were analyzed using a paired sample T-test in SPSS. The result showed that the significance value (2-tailed) was 0.000, which is lower than 0.05. This means there is a significant difference between the students' scores before and after the treatment. Therefore, the use of animated videos has been proven to be effective in enhancing vocabulary learning.

These findings are consistent with previous studies (Mayer, 2001; Harmer, 2007), which state that multimedia, especially animation, supports better understanding, memory retention, and student engagement. Animation helps learners connect visual context to word meaning, making vocabulary easier to remember and apply.

Discussion

After finding the pre-test and post-test scores, it can be seen that “animation video is effective to improve students' vocabulary of fourth-grade students of SDN 04 OKU.” The researcher found that the teaching and learning process before and after the treatment was different.

This study proves the hypothesis put forward in the previous chapter. This research study states that grade 4D students of SDN 04 OKU experienced a significant increase in vocabulary by using animation videos. This is evidenced by the students' average score in the pre-test being 62.00 and the post-test being 93.5. Each of the pre-test and post-test assessment criteria, namely the total post-test score, is higher than the pre-test. Based on the results of hypothesis testing (paired sample T-test), which shows that the significant value is 0.000, and this is smaller than Sig (2-tailed) 0.05. Therefore, H_0 is rejected and H_a is accepted, indicating that the use of animation video as a medium significantly improves language learning.

Conclusion

Based on the findings and discussion to prove the hypothesis stated in the previous chapter, the researcher concluded that students in grade 4D SDN 04 OKU experienced a significant increase in vocabulary. This is evidenced by the average score of students, where the pre-test result is 62.00 and the post-test result is 93.5. The results of the pre-test and post-test using the Paired Sample T-test show that the Sig = 0.000 value is smaller than the significance level ($\alpha = 0.05$), sig (2-tailed) $0.000 < 0.05$. So, the difference based on the scores obtained by each student is significant. So, the difference based on the scores obtained by each student to assess the pre-test and post-test is that the post-test score is higher than the pre-test score, and the study shows that there is a significant difference.

From the explanation above, there is significant evidence of the effectiveness of vocabulary learning through video animation for fourth-grade students at SDN 04 OKU. In other words, using animated videos as a medium is an effective way to improve students' vocabulary and can be used by teachers, as listening and seeing help students remember more quickly.

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