THE EFFECT OF USING ANIMATED VIDEO IN IMPROVING STUDENTS VOCABULARY MASTERY AT SDIT DARUSSALAM ISLAMIC SCHOOL SELESAI

Sakira Az Zahra[1], Maitri Rahmadhani[2], Edi Suprayetno[3]
STKIP Al Maksum[1,2,3]

Article Info	ABSTRACT
Keywords: Animated_Video,Pre-Experimental,Vocabulary_Mastery	This research the effectiveness of animated videos in improving the vocabulary mastery of third-grade students at SDIT Darussalam Islamic School Selesai. By using pre-experimental method, 16 students were assessed through Pre-tests and post-tests. The results showed a significant difference before and after the treatment. This was proven by the mean score increasing from 28.12 (pre-test) to 84.62 (post-test), while the T-test value (11.9) exceeded the T-table value (1.753). This indicates that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The cumulative percentage of the 20-item positive and negative statement questionnaire was 99.19%, with a total score of 1,349 that indicating students' responses to learning vocabulary using animated videos were in the very strong category. Therefore, animated videos proved highly effective in improving students' English vocabulary mastery as well as their interest in learning vocabulary using this media.
	Corresponding Author: Maitri Rahmadhani STKIP Al Maksum E-mail : madani.edu19@gmail.com

INTRODUCTION

Vocabulary plays a fundamental role in English language studying. Therefore, students are expected to enhance their ability to comprehend and expand their vocabulary (Yudha & Mandasari, 2021), (Hastuti, 2021), (Hiebert & Kamil, 2005), (Kaypova, 2021). This is because vocabulary represents the breadth of ideas a person can express. A limited vocabulary restricts one's ability to communicate effectively. Consequently, if language learning is intended for communication, vocabulary proficiency must be adequately developed (Rahman & Angraeni, 2020). Without a sufficient vocabulary, engaging in meaningful interactions becomes difficult.

Despite its importance, many students still struggle with learning English, particularly in speaking. One of the primary reasons for this difficulty is insufficient vocabulary (Ying et al., 2021). A similar challenge is observed at SDIT Darussalam Selesai, where students face obstacles in pronouncing new words, recalling previously learned vocabulary, and expressing their thoughts. Additionally, they often struggle to find suitable topics for conversation. Several factors contribute to students' difficulties in mastering vocabulary (Machfudi & Afidah, 2022), (Vadasy et al., 2015). These include challenges in memorizing and understanding new words, a limited vocabulary bank, inadequate learning resources, difficulty grasping word meanings, pronunciation errors, misspellings, and a lack of motivation, such as reluctance to use dictionaries.

To address these challenges, educators need to implement diverse teaching strategies, including the use of engaging media (Puspitasari et al., 2022), (Nurdyansyah, 2016), (Puspitasari et al., 2022), (Rahman & Angraeni, 2020), (Ratnaningsih & Clara, 2021), (Sadiman, 2011), (Savov et al., 2019). Numerous studies have explored the effectiveness of animated videos in vocabulary acquisition. One study conducted in Arabil demonstrated that animated videos significantly improve students' understanding and retention of vocabulary (Ridha et al., 2022). Further research has also examined how various media have assisted teachers in delivering English lessons. For instance, during the COVID-19 pandemic, instructional interventions such as social media and video conferencing applications—including Facebook and WhatsApp—proved beneficial in teaching speaking skills (Ying et al., 2021). These digital tools enabled teachers to continue instruction despite challenging circumstances, positively impacting students' learning experiences.

Beyond vocabulary acquisition, animated videos have been shown to enhance learning across various subjects. Research suggests that young learners benefit greatly from exposure to animated educational content, which fosters a more engaging and effective learning process (Abdo & Al-Awabdeh, 2017). Additionally, studies conducted in Thailand indicate that animated videos with subtitles significantly improve elementary students' vocabulary proficiency (Fitri & Ma'rifah, 2022).

METHODS
Place and Time of Research
The implementation of the research was carried out in English learning process at SDIT Darussalam Islamic School, Selesai- Langkat Regency. The research itself was conducted in the academic year of 2023-2024.

Research Methods and Design
This research adopts a pre-experimental design within a quantitative framework, utilizing a single class as the study subject. The selection of this design aims to determine whether animated videos can effectively improve students' vocabulary in writing narrative texts. As stated by Gay (1983:207), experimental research is the only approach that can precisely test hypotheses concerning causal relationships. Similarly, Arikunto (Arikunto S., 2006) describes pre-experimental research as a method that does not include a control group, with the pre-test and post-test serving as the most frequently employed techniques in this type of study. This study specifically examines a single class, which comprises a total of 16 students.

O1	*X*	*O2*
Pre-Test	*Treatment*	*Post-Test*

The research instrument employed in this study consists of a vocabulary recall and comprehension test, specifically designed to assess students' vocabulary proficiency in narrative texts. A pre-test is administered by prompting students to identify and recall specific vocabulary before being exposed to animated videos as a teaching aid. Subsequently, a post-test is conducted to evaluate students' vocabulary acquisition after incorporating animated videos into the learning process.

To gather data, using pre-test and post-test, researchers utilized multiple tests, which served as tools to assess students' vocabulary proficiency through the integration of animated videos. Following data collection, the subsequent phase involves data analysis. This process entails interpreting research findings to derive meaningful conclusions. This study employs statistical analysis, utilizing the Statistical Product and Service Solutions (SPSS 22) software, which offers advanced statistical computation capabilities.

Data is collected and analyzed as follows:

1. Print student vocabulary results

Number of vocabulary	Classificcations
211-250	Excellent
176-210	Very Good
141-175	Good
106-140	Fairly Good
71-105	Fair
36-70	Poor
00-35	Very poor

Adopted from Depikbud,2010:

2. Determining the proportion of students' vocabulary mastery using the formula provided (Mason, 2006:19) is shown at Equation (1):

$$P = \left(\frac{x_2 - x_1}{x_1} \right) \times 100\%$$

In which

P	= Percentage
x_2	= Post-test means score
x_1	= Pre-test means score

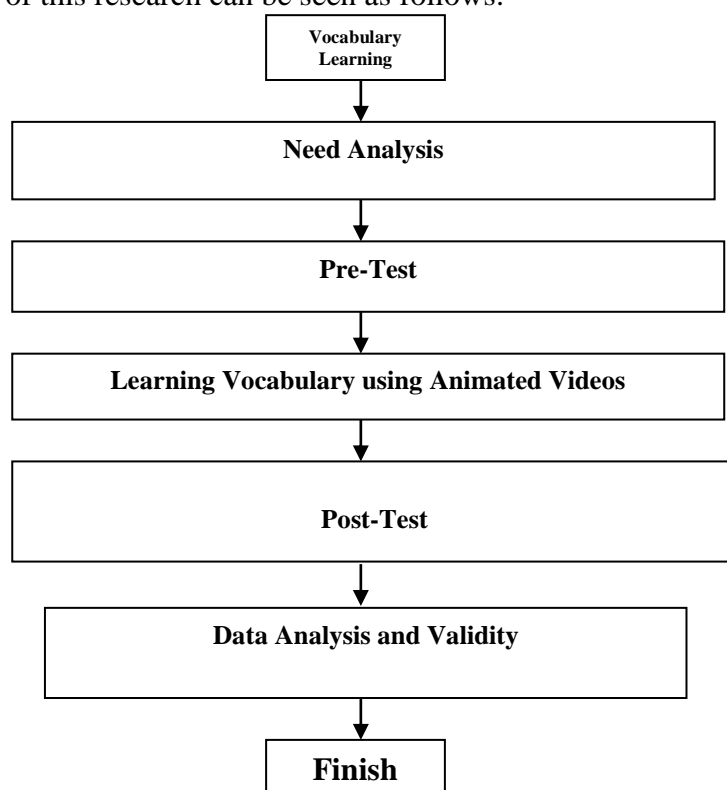The stages of this research can be seen as follows:

Figure 1. Flow Chart of Research Implementation Methods

RESULTS AND DISCUSSION

a. Students' Vocabulary Proficiency Before Implementing Animated Videos

Based on the analysis, the results revealed that before the integration of animated videos, the third-grade students exhibited limited vocabulary. Additionally, as English is perceived as a difficult subject and traditional teaching approaches remain dominant, most students

displayed a lack of interest and motivation in learning the language. Furthermore, researchers identified pronunciation difficulties among students, as frequent pronunciation errors were observed.

b. Evaluation of Students' Vocabulary Proficiency Before Animated Video Implementation

At the outset of the research, a preliminary assessment was administered to measure students' vocabulary proficiency prior to any instructional treatment.

Table 2. Students' Scores, Frequency, and Percentage in the Pre-Test

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	86-100	0	0%
2.	Good	71-85	0	0%
3.	Fair	56-70	1	6,25%
4.	Poor	41-55	2	12,5%
5.	Very Poor	≤ 40	13	81,25%
	Total		**16**	**100%**

Based on the data presented in the table, it is clear that prior to the implementation of animation video treatment, none of the students achieved an excellent or good classification. Only one student attained a fair classification, while two students were categorized as poor. With a pre-test mean (X1) of 28.12 and a standard deviation (SD) of 17.62, it was concluded that students' vocabulary development fell into the very low category.

c. The students' vocabulary mastery scores following the use of animated videos.

Based on the analysis, the student's score in post test can be seen in the following **table 3.**

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	86-100	10	62,5%
2.	Good	71-85	2	12,5%
3.	Fair	56-70	4	25%
4.	Poor	41-55	0	0
5.	Very Poor	≤ 40	0	0
	Total		**16**	**100%**

The table showed that 10 students attained an excellent, while 2 students were categorized as good. Furthermore, 4 students were classified as fair, with no students falling into the poor or very poor categories. These findings suggest that the use of animated videos can effectively improve students' English vocabulary proficiency. Based on the post-test results, the data indicated that the average score was 84.62. and the standard deviation (SD) of the post-test is 13,82. This analysis suggests that nearly all 16 students achieved excellent or good scores in vocabulary.

d. The result of Pre-test and Post-test

Based on the analysis, the result of pre-test and post-test can be shown in the following **table 4.:**

Test	Mean Score	Standard Deviation (SD)
Pre-test	28,12	17,62
Post-test	84,62	13,82

These results demonstrate that the post-test mean score was notably higher than the pre-test mean score, signifying an improvement in students' vocabulary after participating in the learning process using animated videos.

e. The percentage of the frequency in pre-test and post-test

Based on the analysis, it reveals that before the intervention, no students achieved scores "Excellent" or "Good". Only one student (6.25%) attained a "Fair" score, while two students (12.5%) were classified as "Poor." The majority of participants—13 students (81.25%)—fell

into the "Very Poor" category in the pre-test.

In contrast, after the intervention, no students scored in either the "Poor" or "Very Poor" categories. The data indicate a significant increase in the percentage of students scoring in the "Excellent" and "Good" categories, reinforcing the effectiveness of animated videos as a learning tool to enhance vocabulary

f. Test of Significant

   Based on the analysis, the t-test and the t-table can be seen as followed:

Table 5. Test of significance

Variable	T-test	T-table value
Pre-test and Post-test	11,9	1,753

The results confirm that the t-test value surpasses the t-table threshold, validating that the improvement in students' vocabulary proficiency is statistically significant.

Discussion

1. The implementation of animated videos as a teaching medium for vocabulary instruction has positively influenced third-grade students at SDIT Darussalam Islamic School Selesai. The following points highlight its impact:

a. Students find it easier to retain and recall the vocabulary they have learned.

b. The use of animated videos increases students' enthusiasm and interest in learning English, as the material becomes more comprehensible through this medium.

c. Animated videos assist students in pronouncing words more accurately and correctly.

d. Learning English becomes more enjoyable and engaging, reducing boredom. Students perceive English as an exciting subject when multimedia elements, such as animated videos, are incorporated.

2. The Interest of Third-Grade Students at SDIT Darussalam Islamic School Selesai in Learning English Vocabulary through Animated Videos showed that:

An evaluation of student feedback on the implementation of animated videos as a tool for improving the vocabulary of third-grade students at SDIT Darussalam Islamic School Selesai was conducted using a Likert scale. A total of 16 students participated in the survey and successfully completed the questionnaire. Out of 20 questions provided, all students responded positively. Based on the Likert scale measurement, their enthusiasm for using animated videos in vocabulary learning was remarkably high. This suggests that students have a favorable perception of this learning approach and acknowledge its effectiveness. The cumulative percentage derived from the 20-question survey, which comprised both affirmative and critical statements, was recorded at 99.19%, with an overall score of 1,349. These figures indicate that student responses fall under the "very strong" category, underscoring their active engagement with animated videos as an educational resource for vocabulary.

The findings illustrate that the use of animated videos in English instruction significantly enhances students' enthusiasm and willingness to expand their vocabulary. Moreover, integrating animation into the learning process not only benefits students but also aids teachers in fostering higher levels of room engagement and participation.

The results further confirm that animated videos serve as an effective medium for reinforcing students' vocabulary retention in English. The incorporation of animation into the learning process increases students' interest, making them more engaged and active during lessons. In addition, animated videos act as a motivational tool that inspires students to further develop their English language proficiency.

Based on the analysis of pre-test and post-test results, along with survey responses and theoretical support, the researcher concludes that the utilization of animated videos in

vocabulary instruction effectively strengthens students' mastery of English vocabulary. Additionally, students exhibit a heightened level of enthusiasm and engagement when learning vocabulary through animated videos, further affirming the effectiveness of this pedagogical approach.

CONCLUSION

1. The utilization of animated videos significantly enhances vocabulary mastery among fourth-grade students at SDIT Darussalam Islamic School.
2. The use of animated videos in English instruction significantly enhances students' enthusiasm and willingness to expand their vocabulary. Moreover, integrating animation into the learning process not only benefits students but also aids teachers in fostering higher levels of room engagement and participation.
3. The findings support Vygotsky's (1978) theory on visual media's role in language learning and Gardner's (1983) multiple intelligences theory.
4. Animated videos enrich teachers' instructional strategies and improve learning quality

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