Jurnal Ilmiah Profesi Pendidikan
Volume 11, Nomor 1, Februari 2026
ISSN (Print): 2502-7069; ISSN (*Online*): 2620-8326

The Effectiveness of Animation Video in Teaching Vocabulary towards Mastery at the 2ND Grade of SMPN 16 MATARAM

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Article History
Received : December 22th, 2025
Revised : January 10th, 2026
Accepted : January 25th, 2026

Abstract: This study aimed to determine the effectiveness of using animation videos as a teaching medium to improve students' vocabulary mastery at SMPN 16 Mataram. The study addressed the problem of low vocabulary achievement caused by conventional and less engaging teaching methods in English classrooms. A quantitative approach was employed using a pre-experimental one-group pre-test and post-test design. The sample consisted of 32 eighth-grade students of class VIII C in the academic year 2024/2025. The instrument used was a validated vocabulary test comprising 20 items in the form of multiple-choice and matching questions. The data were analyzed using a paired sample t-test with the assistance of SPSS 25. The results showed a significant improvement in students' vocabulary scores, with the mean score increasing from 58.91 in the pre-test to 85.63 in the post-test. The significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05. These findings indicate that animation videos provide an engaging learning experience and effectively enhance students' vocabulary mastery at the junior high school level.

Keywords: Animation Video, EFL, Junior High School, Vocabulary Mastery.

INTRODUCTION

Vocabulary is the fundamental building block of language acquisition, acting as the primary tool for communication. Nation and Webb (2017) emphasize that vocabulary mastery is essential for developing the four primary language skills: listening, speaking, reading, and writing, as learners cannot express ideas or understand information without a sufficient command of words. In the Indonesian EFL context, particularly at the junior high school level, students often struggle to retain new words due to limited exposure outside the classroom and the prevalence of conventional teaching methods. At SMPN 16 Mataram, preliminary observations during the 2024/2025 academic year revealed that second-grade students faced significant difficulties in mastering vocabulary related to daily activities. The learning process was largely teacher-centered, relying on rote memorization from textbooks, which resulted in low student engagement, boredom, and poor long-term retention of the material.

To address these challenges, the integration of digital multimedia, specifically animation videos, offers a more dynamic and interactive pedagogical approach. The theoretical foundation for this medium is rooted in Mayer's Cognitive Theory of Multimedia Learning (2021), which posits that the human mind processes information more effectively through dual channels: the auditory/verbal and the visual/pictorial. Animation videos, such as those from the "Fun Kids English" YouTube channel used in this study, provide simultaneous stimuli that allow students to hear correct pronunciation while seeing vivid, contextual representations of the actions. This facilitates "Dual Coding," where students create two mental representations of the vocabulary, making it easier to store and retrieve from long-term memory. Furthermore, the use of bright colors, catchy melodies, and relatable characters helps lower the students' affective filter, creating a low-anxiety environment that is more conducive to language acquisition.

Several previous studies, including those conducted by Farmasari et al. (2021) and Munawir et al. (2022), have shown that visual-based instructional media significantly enhance students' motivation and vocabulary achievement in Indonesian EFL classrooms. Nevertheless, most existing research has focused on general multimedia applications or different

educational contexts, while empirical evidence examining the use of targeted animation videos for eighth-grade students at SMPN 16 Mataram particularly on daily activity themes remains limited. This gap highlights the need for context-specific investigation to ensure instructional effectiveness. Therefore, based on the research problem and theoretical framework, this study proposes the following hypotheses: (H_0) the use of animation video does not significantly affect the vocabulary mastery of eighth-grade students at SMPN 16 Mataram, and (H_1) the use of animation video significantly affects the vocabulary mastery of eighth-grade students at SMPN 16 Mataram.

METHODS

This study was conducted at SMPN 16 Mataram, West Nusa Tenggara, during the first semester of the 2024/2025 academic year. A quantitative approach was applied using a pre-experimental one-group pre-test and post-test design to measure students' vocabulary improvement after receiving a specific treatment (Sugiyono, 2015). The population consisted of all eighth-grade students of SMPN 16 Mataram, totaling 128 students across four classes. Class VIII C, consisting of 32 students, was selected as the sample through cluster random sampling. This technique was considered appropriate because each class had relatively similar English proficiency levels (Sugiyono, 2015).

The research was carried out in four meetings. The first meeting was devoted to administering a pre-test comprising 20 vocabulary items in the form of 10 multiple-choice and 10 matching questions to assess students' initial vocabulary mastery. The second and third meetings involved the implementation of the treatment through English animation videos related to daily routines. These videos presented vocabulary in visual and contextual forms, enabling students to understand word meanings more effectively and retain them longer. Classroom activities included watching the videos, discussing the content, and practicing the vocabulary introduced. The fourth meeting concluded with a post-test using the same test items to measure students' vocabulary improvement after the treatment.

Data obtained from both tests were analyzed through several stages. Descriptive statistics were first used to calculate the mean scores. A Shapiro–Wilk normality test was then conducted to confirm the normal distribution of the data. Finally, a paired sample t-test was performed using SPSS version 25 to determine the significance of the difference between pre-test and post-test scores at a 0.05 level of significance (Sugiyono, 2015).

FINDINGS AND DISCUSSION

The primary objective of this research was to evaluate the effectiveness of animation videos in enhancing vocabulary mastery among second-grade students. To achieve this, a pre-test and a post-test were administered to measure the students' vocabulary levels before and after the intervention. The statistical analysis of the collected data reveals a significant improvement in student performance, as summarized in the following tables.

Table 1. Descriptive Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	58.9063	32	19.24940	3.40284
	Post Test	85.6250	32	8.10715	1.43315

Based on the descriptive statistics in Table 1, the mean score of the students increased significantly from 58.91 in the pre-test to 85.63 in the post-test. This indicates a substantial gain of 26.72 points in the students' average vocabulary mastery. Furthermore, the standard deviation decreased from 19.25 to 8.11, which suggests that the students' scores became more consistent and uniform after the treatment, reducing the gap between high and low achievers in the classroom. Before proceeding to the hypothesis testing, a normality test was conducted to ensure that the data were distributed normally, which is a prerequisite for using parametric statistics like the T-test.

Table2. Tests of Normality (Shapiro-Wilk)

	Kolmogorow Statistic	Smirnov df	Sig	Shapiro Statistic	Wilk df	Sig.
Pre Test	.085	32	.200	.965	32	.377
Post Test	.174	32	.015	.935	32	.053

Table 2 presents the results of the Shapiro-Wilk test. Since the significance (Sig.) values for both the pre-test (0.377) and the post-test (0.053) are greater than the alpha level of 0.05, it can be concluded that the data follow a normal distribution. Consequently, the Paired Samples T-Test was employed to determine the statistical significance of the improvement.

Table 3. Paired Samples T-Test Result

		Mean	Std.Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.(2-tailed)
Pair 1	**Pre Test – Post Test**	-26.71875	15.89326	2.80956	-32.44888	-20.98862	-9.510	31	.000

As shown in Table 3, the result of the paired samples t-test yielded a Sig. (2-tailed) value of 0.000, which is significantly lower than the standard threshold of 0.05. This statistical evidence leads to the rejection of the Null Hypothesis (H_0) and the acceptance of the Alternative Hypothesis (H_1). This confirms that the use of animation videos is highly effective in teaching vocabulary to the students at SMPN 16 Mataram.

Discussion

The research findings indicate that animation videos serve as a powerful instructional tool to bridge the gap between abstract English vocabulary and concrete meanings. During the implementation phase, it was observed that students exhibited a much higher level of enthusiasm and curiosity when the "Fun Kids English" videos were played. Unlike traditional textbook-led sessions where students often appeared passive and easily distracted, the multimedia approach maintained their attention throughout the lesson. The combination of rhythmic songs, vibrant characters, and clear visual demonstrations allowed students to immediately grasp the meaning of verbs like "sweeping," "mopping," or "brushing" without the need for constant translation into their native language.

This pedagogical success is strongly supported by Mayer's (2021) Cognitive Theory of Multimedia Learning, which argues that the human brain processes information more effectively when it is presented through dual channels: visual and verbal. In this study, the animation videos provided a "Dual Coding" mechanism where the students' auditory and visual senses worked in tandem to encode new information. This process reduces the cognitive load and enhances the storage of vocabulary in long-term memory. Furthermore, the repetitive and melodic nature of the audio in the videos acted as a mnemonic device, helping students not only remember the meaning but also the correct pronunciation of the words.

In addition to the cognitive benefits, the animation videos also addressed the affective domain of learning. By introducing a fun and low-pressure medium, the students' "Affective Filter" (Krashen) was lowered. Students felt more comfortable participating in classroom activities and games related to the video content, which is a significant shift from the bored and anxious atmosphere observed during preliminary research at SMPN 16 Mataram. These results align with the findings of Navarrete (2023) and Farmasari et al. (2021), emphasizing that repetitive and engaging visual stimuli are crucial for EFL learners who have limited English exposure in their daily environments.

CONCLUSION

In conclusion, this research provides empirical evidence that animation videos are an exceptionally effective medium for improving vocabulary mastery among second-grade students at SMPN 16 Mataram. The statistical analysis, which showed a significant increase in mean scores from 58.91 to 85.63 and a p-value of 0.000, confirms that the intervention successfully enhanced the students' acquisition of daily activity vocabulary. The integration of visual, auditory, and rhythmic elements in animation videos not only simplifies complex linguistic

information but also fosters a highly engaging and interactive learning atmosphere that traditional methods fail to provide. Based on these findings, it is highly recommended that English teachers at SMPN 16 Mataram and similar institutions integrate curated multimedia resources, such as "Fun Kids English," into their regular curriculum. Moving away from rote memorization towards a more visual and contextual approach will likely result in better student engagement and long-term language retention. For future researchers, it is suggested to expand this study by utilizing a larger sample size or a control group design to further validate the effectiveness of animation videos across different language skills, such as grammar or listening comprehension, to provide a more comprehensive understanding of multimedia's role in EFL education.

ACKNOWLEDGMENT

The author would like to express her deepest gratitude to Dr. Santi Farmasari, S.Pd., M.Ed.TESOL. and Lalu Jaswadi Putera, S.Pd., M.Pd. as the advisors for their invaluable guidance, patience, and continuous support throughout the completion of this research. Special thanks are also extended to the Principal and English teachers of SMPN 16 Mataram for their permission and cooperation in allowing the research to be conducted. Finally, the author expresses her gratitude to the students of class VIII C for their participation and enthusiasm during the implementation of the animation video treatments.

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