

The Impact Of Animated Videos On Students' Vocabulary Acquisition Of Efl Students

Lukmanul Hakim¹⁾, Reyza Amelia Caesari²⁾, Syamsul Bahri³⁾.

¹⁻³⁾ Universitas Islam Negeri Ar-Raniry, Banda Aceh.

Email:Lukmanulhakim@ar-raniry.ac.id

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan video animasi terhadap penguasaan kosakata siswa EFL kelas VIII di MTsN 2 Aceh Besar tahun ajaran 2025/2026. Penelitian menggunakan metode kuantitatif dengan desain pra-eksperimental one-group pre-test dan post-test. Sampel penelitian terdiri dari 32 siswa. Data dikumpulkan melalui tes kosakata pilihan ganda yang telah diuji validitas dan reliabilitasnya dengan nilai reliabilitas 0,986. Hasil penelitian menunjukkan bahwa penggunaan video animasi memberikan pengaruh positif terhadap penguasaan kosakata siswa. Nilai rata-rata siswa meningkat dari 53,97 pada pre-test menjadi 78,34 pada post-test, dengan peningkatan sebesar 24,37 poin. Sebelum proses pembelajaran, sebagian besar siswa berada pada kategori gagal, sedangkan setelah dilakukan proses pembelajaran dengan menggunakan video animasi tidak ada lagi siswa yang berada pada kategori tersebut. Beberapa siswa bahkan mencapai kategori baik dan sangat baik. Dengan demikian, video animasi terbukti menjadi media pembelajaran yang efektif untuk meningkatkan penguasaan kosakata melalui penyajian materi yang menarik dan mudah dipahami.

Abstract. This study aims to examine the effect of animated videos on the vocabulary acquisition of eighth-grade EFL students at MTsN 2 Aceh Besar in the 2025/2026 academic year. The research employed a quantitative pre-experimental design using a one-group pre-test and post-test approach. The sample consisted of 32 students. Data were collected using a 100-item multiple-choice vocabulary test that had been tested for validity and reliability, with a reliability coefficient of 0.986. The results showed that animated videos had a positive impact on students' vocabulary acquisition. The mean score increased from 53.97 in the pre-test to 78.34 in the post-test, with a gain of 24.37 points. Before the

treatment, most students were in the failing category, while after the treatment, no students remained in that category. Some students even reached the good and excellent levels. Therefore, animated videos are proven to be an effective learning medium for improving vocabulary acquisition through engaging and easily understood audio-visual content.

Keywords: *Vocabulary Mastery, Animated Video, EFL learners.*

INTRODUCTION

Vocabulary is the fundamental basis of language proficiency and a core element for effective communication in foreign language learning (Hornby, 2002; Nunan, 2005). Learners often face severe obstacles when their lexicon is insufficient. In understanding its acquisition, Hiebert and Kamil (2005) distinguish receptive vocabulary as the ability to assign meaning when listening or reading. This aspect can be effectively targeted through modern pedagogical tools like animated videos. As an audiovisual medium, animated videos allow students to acquire words incidentally by hearing and seeing them in meaningful contexts rather than through rote memorization (Neuman & Dwyer, 2009). Despite its importance, vocabulary acquisition remains a significant challenge in many EFL settings. Observations indicate that conventional teaching methods—dominated by passive lectures and limited textbook use—often lead to boredom, low engagement, and poor retention rates among students (Alqahtani, 2015). To address this, educators are increasingly utilizing audiovisual media. Animated videos combine engaging visuals, sound, and contextual storytelling, creating a multi-modal approach that helps students connect new words with real-world situations (Kartal & Simsek, 2017).

Numerous studies have confirmed the efficacy of this medium. Research using TED-Ed animations demonstrated significant vocabulary gains among Indonesian middle schoolers (Kirana, 2023). Similarly, studies in other EFL contexts revealed that animated content statistically improves both receptive and productive vocabulary while boosting student motivation compared to traditional methods (Younas & Dong, 2024; Khadawardi, 2022; Siregar et al., 2021). Preliminary observations at State Islamic Junior

High School 2 Aceh Besar (MTsN 2 Aceh Besar) revealed that students struggled with vocabulary understanding, particularly regarding verb knowledge. Driven by these issues, this study implements a quantitative pre-test and post-test design to provide empirical data on the effectiveness of this instructional tool in an Acehnese EFL classroom. Specifically, the aims of this study are to analyze whether animation videos have a significant impact on students' vocabulary acquisition and to find out the extent to which animated videos improve the students' vocabulary acquisition.

RESEARCH METHODOLOGY

This study used a quantitative approach with a pre-experimental design. Specifically, it applied a one-group pre-test-post-test design. In this design, students completed a pre-test before receiving the treatment and a post-test after the treatment. The difference between the two scores was used to determine the effectiveness of the intervention. The research was conducted at MTsN 2 Aceh Besar during the 2025/2026 academic year. The participants were 32 students from Class VIII/2. All students participated in the same learning activities, and no control group was included.

The instrument used in this study was a vocabulary test consisting of multiple-choice questions. Before being used, the test underwent validity and reliability testing. Content validity was checked by experts, including an English lecturer and an English teacher, to ensure that the test matched the learning objectives and materials.

Reliability testing was conducted using Cronbach's Alpha. The result showed a reliability coefficient of 0.986, indicating that the instrument was highly reliable and suitable for measuring students' vocabulary acquisition consistently.

FINDINGS

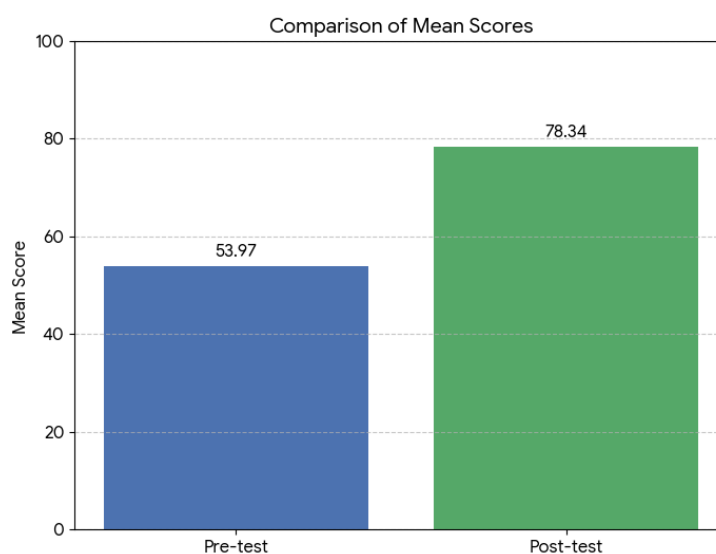
The pre-test measured students' vocabulary knowledge before the treatment. The findings revealed that students' vocabulary mastery was relatively low where mean score was 53.97, lowest score was 40, and highest score was 70. The result showed that most students performed poorly on the pre-test. Out of 32 participants: 26 students (81.3%) were in the Failing category. 5 students (15.6%) were in the Inadequate category. 1 student (3.1%) was in the Adequate category. No students reached the Good

or Excellent categories. However, after the implementation of animated videos, students completed the post-test. The results showed a substantial improvement in vocabulary acquisition. Mean score: 78.34 Lowest score: 61 Highest score: 95 Compared to the pre-test, students achieved much better results. Several students reached the good and excellent categories, and none remained in the Failing category. The average gain score was 24.38 points. Furthermore, every student demonstrated improvement, with gains ranging from 15 to 30 points. These findings indicate that animated videos positively affected students' vocabulary learning and helped them achieve higher levels of vocabulary mastery. The comparison between the mean score of the pre-test and post-test by the use of animated videos shown in the table 1:

Table 1. Comparison of Mean Scores

Test	Total Score	Mean Score	Improvement (Gain)
Pre-test	1727	53.97	-
Post-test	2507	78.34	+24.37

As shown in Table 1, the mean score increased by 24.37 points. This improvement proves that the use of animated videos has a positive impact on students' vocabulary acquisition as seen in the bar graph below



DISCUSSION

The findings demonstrate that animated videos had a positive impact on students' vocabulary acquisition. The increase in the mean score from 53.97 to 78.34 shows that students learned and retained new vocabulary more effectively after the treatment. One reason for this improvement is the multimodal nature of animated videos. Students receive information through both visual and auditory channels. Images, movements, sounds, and spoken language work together to create meaningful learning experiences.

As a result, students can associate new words with specific objects, actions, and situations, making the vocabulary easier to understand and remember. In **addition**, **Animated** videos also provide contextual learning opportunities. Instead of memorizing isolated words, students encounter vocabulary within stories and real-life situations. This helps them understand not only the meaning of words but also how they are used in context. Another factor contributing to the improvement is increased student engagement. Traditional teaching methods often fail to maintain students' attention for long periods. In contrast, animated videos are colorful, interactive, and entertaining. These characteristics can increase students' interest and motivation to learn. Beside that the audio component of animated videos also supports pronunciation learning. Students hear how words are pronounced correctly while simultaneously seeing their meanings represented visually. This combination strengthens vocabulary acquisition and retention.

The results of this study are consistent with previous research that has highlighted the effectiveness of animated videos in language learning. Earlier studies reported that students who learned through animated content achieved better vocabulary outcomes than those who learned through conventional instruction. Similar findings were observed in this study, where all participants showed positive gains after the intervention.

CONCLUSION

The findings revealed a significant improvement in students' vocabulary acquisition. The improvement can be attributed to the effectiveness of animated videos in presenting vocabulary through visual and auditory contexts. These features helped students understand, remember, and use new words more effectively. Animated videos also increased students' engagement and motivation, making the learning process more enjoyable and meaningful. It is indicated that animated videos are an effective instructional medium for teaching vocabulary to EFL learners. Teachers are encouraged to integrate animated videos into English language lessons to support vocabulary development and improve students' learning outcomes. In conclusion, the study provides evidence that animated videos significantly enhance students' vocabulary acquisition and can serve as a practical and engaging strategy for English language teaching at the junior high school level.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Hiebert, E. H., & Kamil, M. L. (Eds.). (2005). *Teaching and learning vocabulary: Bringing research to practice*. Lawrence Erlbaum Associates.
- Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary of current English* (7th ed.). Oxford University Press.
- Kartal, G., & Simsek, H. (2017). The effects of animated videos on vocabulary learning in foreign language education. *Journal of Education and Practice*, 8(24), 128-134.
- Khadawardi, H. (2022). The effect of animated videos on students' vocabulary mastery in EFL classrooms. *Journal of English Language Teaching and Learning*, 3(2), 45-54.
- Kirana, N. (2023). The use of TED-Ed animated videos to improve students' vocabulary acquisition. *Journal of English Education Research*, 8(1), 56-65.
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-kindergarten. *The Reading Teacher*, 62(5), 384-392.

- Nunan, D. (2005). *Practical English language teaching: Young learners*. McGraw-Hill.
- Siregar, R., Harahap, N., & Lubis, F. (2021). The effectiveness of animated video in improving students' English vocabulary achievement. *Journal of English Teaching and Learning*, 10(2), 87-96.
- Younas, M., & Dong, Y. (2024). The impact of animated videos on EFL learners' vocabulary acquisition and motivation. *International Journal of Educational Research*, 12(1), 15-29.