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## THE EFFECTIVENESS OF DEVELOPING STUDENTS' VOCABULARY THROUGH WATCHING ANIMATION MOVIE

Putri Bernika Wijaya<sup>1</sup>, Anam Sutopo<sup>2\*</sup>

<sup>1,2</sup>. Faculty of Teacher's Training and Education, Universitas Muhammadiyah Surakarta, Indonesia

**Corresponding Author: Anam Sutopo, Email: [anam.sutopo@ums.ac.id](mailto:anam.sutopo@ums.ac.id)**

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### ABSTRACT

Movies have become one of the most effective learning media in learning English, especially in Indonesia. Watching animated films can enhance students' language knowledge, speaking proficiency, and listening comprehension. This study aims at the effectiveness of developing students' vocabulary acquisition through watching animation movie *The Monkey and The Crocodile*. This research uses qualitative methods with a narrative research design. This research will explore how students develop knowledge acquisition through animated films. Therefore, researchers use narrative research methods. The source of this research is all grade seventh students at SMP 1 Siwalan in 2024/2025 academic year. The students consist of 15 male and 16 female. The data analysis was obtained by a Thematic Analysis. Braun and Clarke (2006) outlined a set of theme-building procedures for the social sciences, but thematic analysis remains a loosely defined practice with many varied applications across fields of study and a "range of theoretical and epistemological approaches," such as case study and ethnography. Interview, observation, and documentation were used in collecting the data. The finding shows that a clear improvement in students' vocabulary skills, with the average score increasing to 85.43, which is considered very good. This increase in score indicates that the use of animated films not only helps students master new vocabulary more easily, but also increases their confidence in using the vocabulary in communication. In addition, students also appear more enthusiastic and active in asking questions, discussing, and using the vocabulary they learned during the lesson.

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## 1. INTRODUCTION

Mastery of English vocabulary is a fundamental aspect of learning the language (Zaswita, Fort, and Kock Bukittinggi, 2021). An extensive vocabulary allows one to more easily understand texts, conversations and various other forms of communication. The more words mastered, the richer the expressions that can be used in speaking and writing (Bavi, 2018). This mastery includes not only the meaning of words, but also the context in which they are used, synonyms, antonyms and collocations.

Learning English vocabulary can be a big challenge. Many people have difficulty with complex and extensive vocabulary, and sometimes confusing with the pronunciation.

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Additionally, the lack of opportunities to practice with native speakers can make this process feel even more overwhelming

One effective way to overcome the challenges of learning English is by watching animated films. These films often use simple language and engaging visuals, making it easier to understand the context and learn new vocabulary. Additionally, listening to pronunciation in an entertaining setting can improve listening and speaking skills. Research suggests that movies can be a valuable tool for developing all language skills, including listening, speaking, reading, and writing (Ardayati, 2018). In Indonesia, movies have been found to be a particularly effective tool for English language learning (Betty Simanjuntak and Sintia Lubis 2021). Using movies in the classroom can create a fun and interactive learning experience, promoting the development of various language skills (Indri and Handayani 2017). With the help of technology, films can be a powerful resource for improving English language skills for Indonesian learners.

Animated movies are especially effective because they can capture students' attention with interesting visuals, simple stories, and likable characters. This is more engaging than traditional methods like using word lists or textbooks. Animation can help students learn the meaning and use of new words by showing them in real-life contexts.

Furthermore, animated movies combine both sound and images, helping students connect words with specific situations or objects. Since the human brain processes both visual and auditory information at the same time, using both in the classroom can help students remember more and learn new words faster (Paivio, 2006). By watching animated movies, students can easily pick up new language and understand how it is used in context.

Research has shown that watching animated films can improve students' language knowledge, speaking skills, and listening comprehension (Ismaili, 2013). Animated movies are particularly suitable for beginners and intermediate English learners because they often use simple dialogue with clear pronunciation. This study aims to explore how animated films can have a significant impact on the development of students' ability to master English vocabulary. The object of this research is the students at SMP Negeri 1 Siwalan, Pekalongan Indonesia. The English language skills of students at SMP Negeri 1 Siwalan are still lacking. According to information from the English teacher at SMP Negeri 1 Siwalan, most of their students still experience difficulties, especially in terms of vocabulary, to interpret each word. Based on this research, to encourage students to be willing to increase their vocabulary, teachers can use various media. Teachers can make the class more effective during class activities so that students can improve vocabulary. There are several programs implemented by teachers to improve vocabulary, one of which is by watching animated films. Some of these studies used various ways to learn vocabulary. Students are expected to enjoy or feel that learning vocabulary is fun learning. So that the vocabulary studied can be easily understood by students.

Numerous studies have delved into the relationship between animated films and enhanced English vocabulary acquisition. For instance, Saputra (2013) examined the impact of animated films on elementary students' short story writing abilities. While this research highlighted the positive influence of animated media on writing skills, it did not specifically focus on vocabulary development.

Similarly, Siregar (2021) explored the potential of animation in teaching English vocabulary to early childhood learners. The study demonstrated the effectiveness of animated videos in facilitating word recognition, yet it did not extend to the complexities of vocabulary acquisition for older learners.

Furthermore, Siahaan (2020) investigated the use of English animation films to improve the listening comprehension of undergraduate students. While the research confirmed the efficacy of animated media in enhancing listening skills, it did not directly address the specific nuances of vocabulary learning, particularly for junior high school students.

In contrast to these previous studies, this research aims to bridge this gap by specifically investigating the impact of animated films on vocabulary acquisition among junior high school students. By focusing on this age group and skill set, this study seeks to provide a more comprehensive understanding of the potential benefits and limitations of using animated films as a pedagogical tool for vocabulary development.

## 2. LITERATURE REVIEW

Vocabulary acquisition plays a fundamental role in second language learning, particularly during the critical junior high school years. This literature review examines the theoretical frameworks, empirical studies, and pedagogical implications of vocabulary learning strategies for adolescent learners. Animation movies have emerged as powerful pedagogical tools in language education, particularly for vocabulary acquisition. Their combination of visual storytelling, engaging narratives, and multimodal learning experiences creates an optimal environment for vocabulary development.

### Learning Vocabulary

Learning vocabulary is an important role of learning (EFL), and students often struggle to build the strong lexicon they need to speak fluently. In EFL contexts, effective vocabulary training usually combines intentional teaching with unintentional learning (Siyanova, 2016). Learning vocabulary is essential to being fluent in English as a foreign language (EFL). It serves as the cornerstone for linguistic competency, comprehension, and effective communication. A strong vocabulary helps students communicate more effectively, comprehend written and spoken English, and take an active part in discussions (Ghalebi, 2020). According to Goundar (2015), There are several strategies of students' learning vocabulary, namely:

- a) Repetition  
It consists of cumulative rehearsal, testing, writing words and their meanings, simple rehearsal, and reading words that are linked.
- b) Word feature analysis  
It consists of spelling, word categorization, and suffix
- c) Simple elaboration  
It consists of Sentence translation, basic context usage, appearance similarity, and sound linkage.

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### **Animation Film in Vocabulary Learning**

While using animation according to Paivio's (1986), is crucial for student development because the use of animation in vocabulary learning is useful for:

- Verbal and Non-verbal Systems: Information processed through both verbal and visual channels creates stronger memory traces
- Enhanced Recall: Words learned with visual representations are more easily remembered and retrieved.

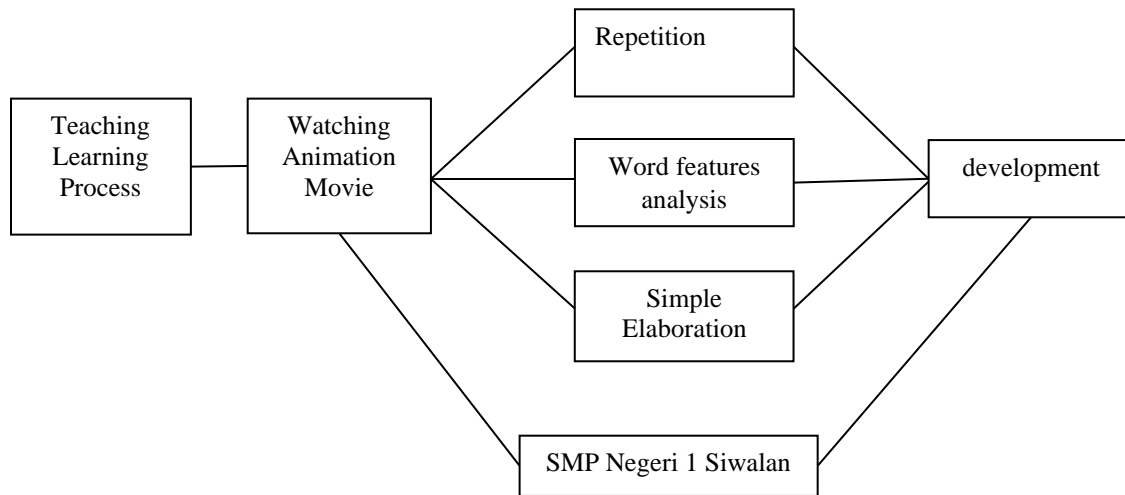
Anderson & Pearson (1986) stated that Animations help create and modify mental schemas for new vocabulary. Learning is enhanced when words are presented with pictures. Simultaneous presentation of words and corresponding animations improves learning. Elimination of extraneous material enhances learning.

Vocabulary learning techniques are essential to the process of learning a language. The motivation of the students, the ratio of planned to accidental learning, and the utilization of technology are some of the variables that determine how effective these tactics are. Teachers can help students by bringing these tactics to their attention and giving them chances to practice in a variety of settings. The best VLS combinations to improve vocabulary acquisition and retention are still being investigated in further detail, especially in digital learning environments (Nosidlak, 2013).

Animation film give various features for learning. Repetition is a common technique in animated media, which strengthens learning (Zaswita, 2021). Throughout an episode or series, characters may use the same phrases or words repeatedly to aid viewers in internalizing the language. Because viewers can correlate images with vocabulary, the employment of visual cues in conjunction with spoken words also facilitates comprehension (Kabadaya, 2012).

### **3. METHODOLOGY**

This research involved 31 students of SMP 1 Siwalan in 2024/2025 academic year. The students consist of 15 male and 16 female. Data is collected through test (pre-test and post-test) and questionnaire. Pre-test was conducted before treatment while post-test was conducted after treatment. Thus, questionnaire was conducted after post-test in the experimental class. In addition, this study focuses on the strategies when developing vocabulary acquisition and the challenges faced by teacher when developing students' vocabulary acquisition. The researcher used participants' reflection as data. To identify and organized the data, the researchers using thematic analysis theory by Braun & Clarke (2006). Furthermore, the researcher used three strategies of learning vocabulary by Goundar (2015). Based on the description, the collecting data could be drawn as below:



## 4. RESULTS AND DISCUSSION

### RESULT

Based on the results of the interview before the test was carried out, the reality shows that students' ability to master English vocabulary is still very low. This can be seen from the results of interviews with several students and also the English teacher in the research class. From the teacher perspective, students' vocabulary mastery is currently still low. Many students prefer to play games rather than study, so they do not know the meaning of simple vocabulary. Students did not reach 100 vocabulary in their mastery, indicating that the vocabulary mastered is very limited. Students' minimal vocabulary mastery requires more intensive and interesting learning method interventions so that they can expand their vocabulary effectively. To improve vocabulary, teachers provide exercises to memorize verbs (verb 1, verb 2, verb 3) along with their meanings, as well as exercises on reading and writing vocabulary that students find. The use of memorization methods and active practice in a reading context shows a systematic approach in increasing vocabulary mastery, although students still need motivation to be more active.

The pre-test results showed that many students had low scores, with the lowest score being 20 and the highest being 80. However, after learning using films, the post-test scores showed a significant increase. Most students experienced a significant increase in scores, with the highest score reaching 90, and the lowest score in the post-test being 60. This shows that the use of film media in learning can improve students' vocabulary effectively. The overall score can be seen as the table below.

No	Initial	Pre-test Score
1.	AM	60
2.	AAS	50
3.	ATH	35
4.	ADM	65
5.	DA	40
6.	EMP	60
7.	IA	80
8.	JAF	45
9.	LAM	50
10.	LOP	55
11.	MAZ	35
12.	MFP	40
13.	MKR	70
14.	MRR	60
15.	NZ	45
16.	NA	50
17.	NP	75
18.	Nv	60
19.	NAP	75
20.	PAR	65
21.	QAA	55
22.	RA	65
23.	RP	70
24.	RAZA	55
25.	RKA	70
26.	RF	80
27.	RM	35
28.	SNF	20
29.	TIS	65
30.	TA	60
31.	TNI	75

**Table 1. Pretest Score**

The pre-test results revealed a low level of vocabulary mastery among the students. However, after implementing the film-based intervention, the post-test scores demonstrated a significant improvement. These findings align with previous research, which suggests that multimedia-based instruction can significantly enhance language learning outcomes. The researcher administered tests to students and tabulated the results to analyze the data's distribution.

No	Initial	Pre-test Score
1.	AM	60
2.	AAS	80
3.	ATH	75
4.	ADM	80
5.	DA	70
6.	EMP	70
7.	IA	85
8.	JAF	70
9.	LAM	75

10.	LOP	60
11.	MAZ	70
12.	MFP	70
13.	MKR	75
14.	MRR	75
15.	NZ	75
16.	NA	85
17.	NP	75
18.	Nv	80
19.	NAP	80
20.	PAR	75
21.	QAA	70
22.	RA	70
23.	RP	75
24.	RAZA	70
25.	RKA	85
26.	RF	90
27.	RM	80
28.	SNF	75
29.	TIS	80
30.	TA	80
31.	TNI	80

**Table 2. Posttest Score**

Based on the results of the pre-test and post-test, there is a significant improvement in scores after the lesson using animated films. Most students showed progress in mastering English vocabulary, as reflected in the comparison between their pre-test and post-test scores.

Some students, such as Ahmad Alfian Syaputra (50 → 80) and Aisyah Tri Hapsari (35 → 75), experienced a remarkable increase, indicating that the learning method using animated films can have a significant positive impact on vocabulary acquisition. This improvement suggests that engaging media, such as animated films, can boost students' motivation to learn and enrich their vocabulary.

However, there are also students who did not show significant changes, such as Adi Muhammad (60 → 60) and Lera Oktavia P. (55 → 60), whose post-test scores were nearly the same as their pre-test scores. This could be due to various factors, such as lack of attention or difficulty in understanding the vocabulary presented in the animated film. Therefore, while there is overall improvement, challenges in implementing this method should be considered to address obstacles faced by some students.

Overall the results of the study indicate that the use of animated films as a learning medium is effective in improving students' vocabulary mastery. Although there are several obstacles that need to be overcome, the results obtained from the increase in post-test scores indicate that students are able to understand and remember new vocabulary better. Therefore, the use of film media in language learning can be a fun and useful alternative to improve students' vocabulary mastery effectively.

## **DISCUSSION**

### **1. Watching Animation Movies Enhances Vocabulary Acquisition**

The first section addresses how students perceive vocabulary learning through animation. A majority of participants reported that watching animated movies helps them learn new vocabulary, with about 85% agreeing or strongly agreeing on this point. Most students also found animation an effective tool for building their vocabulary in English, citing the engaging nature and memorable contexts provided by animated stories. Additionally, nearly 70% of respondents indicated that they find it easier to remember new words encountered in animated dialogues, highlighting animation's role in creating a lasting vocabulary learning experience. This positive feedback underscores animation's potential as a vocabulary-building resource.

### **2. Animated Content Is an Engaging Learning Medium**

The study also explored students' engagement levels when using animated movies as a vocabulary learning tool. Most participants expressed a preference for animated content over traditional vocabulary exercises, with around 88% agreeing that animation makes vocabulary learning more engaging. Additionally, the majority of students reported that learning through animated movies felt less stressful and more enjoyable, attributing this to the interactive and lively nature of animated contexts. For many, animation not only captures attention but also provides motivation to continue learning. This suggests that animated content might reduce the mental barriers often associated with vocabulary learning, making it both a fun and effective medium.

### **3. Future Use of Animated Movies for Vocabulary Development**

Finally, the study examined students' intentions to use animated movies for future vocabulary learning. Approximately 90% of participants expressed a strong likelihood of continuing to watch animated movies as a vocabulary-building method. Many students believe that animated movies could help them develop vocabulary for other subjects as well, indicating a broader application of this learning tool. Additionally, most respondents stated they would recommend animated movies to their peers for vocabulary improvement, further emphasizing the positive impact they believe animation has on their language skills.

## **5. CONCLUSION**

The quantitative analysis of the data reveals a significant enhancement in students' vocabulary proficiency, as evidenced by the average score rising to 85.43, a benchmark indicative of very good performance. This substantial improvement suggests that the integration of animated films into the language learning process not only facilitates the acquisition of new vocabulary but also fosters greater self-assurance in its application within communicative contexts. Moreover, the qualitative observations underscore a heightened level of student engagement, manifested in increased inquisitiveness, active participation in discussions, and the spontaneous utilization of newly acquired vocabulary throughout the lesson.

The research, while providing valuable insights, is constrained by several limitations. Firstly, the sample size is limited to students from a single school, restricting the

generalizability of the findings to a broader population. Secondly, the duration of animated film exposure was relatively brief, making it challenging to assess the long-term effects of this pedagogical approach. Additionally, technical factors, such as the pace of dialogue and the absence of subtitles, may have impeded students' comprehension of vocabulary, potentially mitigating the efficacy of this learning method. These limitations underscore the need for further research to explore the potential benefits and drawbacks of using animated films in language education, particularly in diverse contexts and over extended periods. Technical limitations such as the speed of the dialogue in the film and the lack of subtitles are also inhibiting factors. Some students have difficulty understanding the vocabulary used because the dialogue is too fast or there are no supporting subtitles. This can affect their understanding of the vocabulary being taught, which has the potential to affect the effectiveness of learning using animated films.

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