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The Use Of Animated Film In Teaching Vocabulary Mastery To The Students Of Smp Negeri Satap 2 Sausu

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Abstract: Vocabulary mastery is essential for English as a Foreign Language (EFL) learners, as it directly influences their ability to communicate effectively. However, students often face difficulties in acquiring vocabulary due to limited exposure and lack of engaging learning methods. Animated films have been proposed as an effective medium to enhance vocabulary acquisition by providing contextualized language input in an engaging format. This study aims to evaluate the animated films in improving vocabulary mastery among seventh-grade students at SMP Negeri SATAP 2 Sausu. A pre-experimental research design with a one-group pretest-posttest method was employed. The study involved 16 students as participants. A pre-test was conducted to measure their initial vocabulary mastery, followed by an intervention using animated films. A post-test was administered to assess learning improvements. Data were analyzed using the Wilcoxon Signed Ranks Test. The findings indicate a significant increase in students' vocabulary mastery after the intervention. The mean pre-test score was 1.81, rising to 2.81 in the post-test. The Wilcoxon test results (Asymp. Sig 0.003 < 0.05) confirmed a significant improvement. Animated films are an effective tool for enhancing vocabulary mastery by providing an interactive and enjoyable learning experience. Teachers are encouraged to incorporate animated films into their teaching strategies. Further research is recommended to explore the long-term effects of this method on language proficiency.

Keywords: *Animated films, vocabulary mastery, English learning, teaching strategies, EFL students*

INTRODUCTION

English is also universally accepted as a lingua franca as an effective vehicle for communication across a vast majority of industries such as business, science, technology, and entertainment (Muttaqien, 2017) and (I Wy Ana Kurniawan, 2024). The ability to communicate orally and in writing in English can open the gates of access to knowledge from an unlimited variety of sources such as scholarly papers, articles, and government papers. Among the key components of learning English language, vocabulary is a critical component to facilitate students' language ability. Mastery of vocabulary is more than the understanding of word meanings but most importantly, the ability to apply them in context. In the view of (Rizqi & Andiriyanto, 2022) and (isnaini, 2019), good vocabulary facilitates the comprehension of verbal and written communication and makes learners able to communicate worldwide. Thus, vocabulary competence is a fundamental prerequisite for language mastery in general.

The acquisition of English vocabulary poses severe challenges to most EFL learners despite its importance. Various studies have quoted consistent challenges faced by learners. (Rachmah, 2023), labeled challenges such as unfamiliarity with English dictionaries, inadequate vocabulary comprehension, lack of utilization of common English, and spelling and identification difficulties of synonyms or antonyms. Similarly, (Gunawan Tambunsaribu & Yusniaty Galingging, 2021), categorized learners' difficulties into

psychological and motivational factors, such as finding English confusing, disliking English classes, or downplaying the importance of learning English. (Palimpses, 2016), further emphasized structural and linguistic factors, such as inconsistency between spoken and written forms, vocabulary load, difficulty in word usage, and pronunciation difficulties due to differences between English and learners' mother tongue phonology.

In the context of SMP Negeri SATAP 2 Sausu, students also face the same challenge in learning English vocabulary, particularly in writing and spelling. Traditional teaching approaches tend to be ineffectual in engaging students actively, and this can lead to low student engagement and poor retention of vocabulary. Hence, more active and student-centered teaching methods are urgently required that can efficaciously address these learning deficiencies.

One of the most promising strategies is incorporating animated movies into the English language course. Animated movies have a dense visual and auditory context that can further students' comprehension and retention of new vocabulary words (Regina & Rajasekaran, 2024). This strategy engages students' interests and enables them to make inferences from contextualized talk and visual information. Based on (Pitriana & Jufri, 2013), the application of animated movies makes learning vocabulary more fun and engaging, hence making students more involved and active. Additionally, the approach changes the focus from instructor-centered teaching to a more inquisitive and interactive learning experience, which is especially helpful to junior high school students.

Based on the vocabulary acquisition problems identified among learners in SMP Negeri SATAP 2 Sausu, the current study suggests a change towards the use of animated films as a supplemental learning instrument in enhancing vocabulary ability. By offering new words with contexts and associating with multimedia, animated movies offer a very good remedy for avoiding weaknesses in the current vocabulary teaching model.

METHOD

In this researched, the researcher employed a pre-experimental method design to determine whether there was an improvement in students' vocabulary used this method at smp negeri satap 2 sausu. Pre-experimental design was one typed of quantitative experimental researched where in this studied, a single group or various groups were tested with the application of caused and effect. The sample in this studied consists of the entire population, totaling 16 individuals. The sampling technique used was total sampling. The independent variable in this studied involves the used of animated films and the dependent variable was students' vocabulary mastery.

The data collection instrument used student worksheets that were compiled by researchers according to students' abilities. Student worksheets totaled 30 questions consisting of 15 multipolcois questions and 15 fill-in questions. To assess student vocabulary, filling out student worksheets is carried out if the respondent answers correctly, the score given is 1 and if it is wrong 0. Then the category of giving a total answer score of 1 -64 = 1 (very less), 65 - 75 = 2 (fair), 76 - 86 = 3 (good), 87 -100 = 4 (very good). In this study, the instrument was carried out 8 times. On the first day, a pre-test was conducted to measure students' initial vocabulary skills. Then on the second day until the seventh day, treatment was carried out in the form of watching animated videos with a duration of 20 minutes and 10 minutes for students to work on worksheets and evaluations. Then on the eighth day, a post-test was conducted to assess the effectiveness of using animated films in increasing students' vocabulary.

Data were analyzed using the Wilcoxon signed ranks test with a significance level of 0.000 <0.05. The wilcoxon signed ranks test was used to determine the significant comparison that occurred in increasing students' vocabulary.

RESULTS AND DISCUSSION

This study was conducted from January 16th to February 13th , 2025 and 16 students participated in the study.

Table 1.1 Perbandingan Nilai Hasil Pretest dan Posttest Teks Fabel Kelas VII

Skor Penilaian Siswa	N	Minimum	Maximum	Mean	Standar Deviation	Variance
Hasil Pre Test	16	1	3	1,81	0,834	0,696
Hasil Post Test	16	1	4	2,81	1,109	1,229
Valid N (Listwise)	16					

Table 1.1 obtained a comparison of the scores of pretest and post-test results from Learner Worksheets 1 and 2 VII students of SMP Negeri SATAP 2 Sausu totaling 16 students, getting the maximum value for pre-test 3 and post-test 4, then the minimum value for pre-test 1 and post-test 1. The mean for the pre-test was 1.81 with a standard deviation of 0.834 and a variance of 0.696. While the mean for the post-test was 2.81 with a standard deviation of 1.109 and a variance of 1.229. So, it is known that the mean and maximum post-test scores are higher than the mean and maximum pre-test scores.

Table 1.2 Hasil Uji Wicoxon Signed Ranks Test

		N	Mean Rank	Sum of Rank
Skor Post Test – Skor Pre test	Negative Ranks	1a	4,5	4,5
	Positive Ranks	12b	7,21	86,5
	Ties	3c		
	Total	16		

	Skor Post Test-Skor Pre Test
Z	-2,961[a]
Asymp. Sig (2-tailed)	0,003

Based on table 1.2, the Wilcoxon Test results in the "Ranks" table can be seen:
Negative Rank or the difference (negative) between the results of students' abilities in the pre-test and post-test of VII students is 1, which means a decrease of 1 value with a Mean Rank and Sum of Ranks of 4.5.
Positive Ranks or the difference (positive) between the ability results for the pre-test and post-test of VII students. There are 12 positive data (N) which means that all 16 students have increased vocabulary learning outcomes from pretest scores to post-test scores with a Mean Rank or an average increase of 7.21. While the Sum of Ranks is 86.5.
Ties are the similarity of pre-test and posttest scores. The value of ties 3 indicates that there is the same value between the pre-test and post-test on the results of students' vocabulary skills.
Based on table 1.2 of the Wilcoxon Test results in the "Test Statistics" table, it can be seen that the Asymp. Sig value of 0.000 is smaller than 0.05. Value (Asymp. Sig 0.000 <0.05).
The basis for decision making in the Wilcoxon Signed Test is as follows:
If the value of Asym. Sig 2 tailed <0.05, then there is an effect of the average difference.
If the value of Asym. Sig 2 tailed > 0.05, then there is no effect of the average difference.
That is, (0.003 <0.05) is the accepted hypothesis indicating that there is a difference or influence on the average of two paired samples. So, the effect of using animated film suitable for improving the vocabulary of seventh grade students.

DISCUSSION

The present study aimed to examine the effectiveness of animated films in improving vocabulary mastery among seventh-grade students at SMP Negeri SATAP 2 Sausu. The data analysis indicates a significant improvement in students' vocabulary scores, with the mean score increasing from 1.81 in the pre-test to 2.81 in the post-test. This improvement is further supported by the Wilcoxon Signed Ranks Test result (Asymp. Sig = 0.003), indicating a statistically significant difference between the pre- and post-treatment scores.

These findings confirm that the use of animated films can effectively enhance vocabulary acquisition in EFL learners. This is consistent with (Ismaili, 2013), who asserted that the contextual and visual features of animated media allow learners to process new words more easily through multimodal input. Similarly, (Yıldırım & Pınar Torun, 2014) emphasized that animated films offer both auditory and visual language cues, which help learners to better associate vocabulary with meaning and usage.

The improvement across students varied, with the N-Gain analysis showing that five students demonstrated high improvement, seven showed moderate improvement, and four showed low improvement. This variability could be attributed to individual differences such as prior exposure to English, motivation levels, and cognitive engagement during the intervention (Guo & East, 2024) Despite this variability, the general trend showed clear gains in vocabulary learning facilitated by animated film use.

The incorporation of Project-Based Learning (PBL) elements, wherein students not only watched animated films but also engaged in vocabulary extraction, pronunciation, and sentence construction, may have contributed to deeper learning. This aligns with (Yanbastieva-Petrova, 2024), who highlighted the value of digital and creative media in promoting student-centered learning and imaginative engagement.

Furthermore, animated films appear to increase students' intrinsic motivation and enjoyment of the learning process. This is echoed by (Pitriana & Jufri, 2013) and (Melati et al., 2023), who found that students are more actively engaged and responsive when exposed to visual and narrative-driven media. Such engagement is critical for vocabulary retention and practical usage, particularly for junior secondary learners.

In comparison with traditional methods—which often emphasize rote memorization—animated films provide contextualized language input, which is crucial for vocabulary acquisition. According to (Marovska, 2023) and (Ridha et al., 2022), authentic visual materials like animated films offer learners real-life situational examples of word use, improving both receptive and productive vocabulary skills.

However, it is important to recognize the study's limitations. The sample size (N = 16) was small and taken from one school, limiting the generalizability of findings. Additionally, external factors such as students' home learning environment, familiarity with digital media, and socio-emotional aspects were not controlled, which may have influenced the outcomes.

Despite these limitations, the study reinforces the pedagogical value of animated film media in language education. As also noted by (Fauzi et al., 2024)**,** (Anggara & Supardji, 2024) and (Asıkcan, 2023) , digital learning tools can be effectively integrated into the curriculum to foster vocabulary development in meaningful and enjoyable ways.

In conclusion, the results of this study support the integration of animated films as a complementary tool in English language teaching, especially for vocabulary instruction at the junior high school level. Further studies with larger samples, diverse settings, and longitudinal designs are encouraged to explore the sustained impact of this media-based approach on learners' language proficiency.

CONCLUSION

This study found that the use of animated films significantly improved the vocabulary mastery of seventh-grade students at SMP Negeri SATAP 2 Sausu. Most students became more engaged and motivated, and they showed better recall of vocabulary after the intervention. Animated films thus offer an effective and engaging method for teaching vocabulary in EFL contexts.

Therefore, teachers should utilize animated films as a teaching aid to enhance vocabulary learning in a fun and contextual way, and schools should provide resources and training to support multimedia-based learning.

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