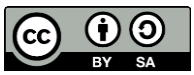
IDEAS

Journal of Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 13, Number 2, December 2025
pp. 3616 - 3630



Issued by English study program of IAIN Palopo

The Influence of Using Animated Videos to Improve Students Vocabulary and Pronunciation in English Language Learning

Revia Febriyanita. M[1], Nuzulul Isna[2]
[1,2]Program Studi Pendidikan Bahasa Inggris, STKIP Muhammadiyah Aceh Barat Daya, Aceh, Indonesia
Corresponding E-Mail: Email: revia.febriyanita@gmail.com

Received: 2025-06-19 Accepted: 2025-07-30
DOI: 10.24256/ideas. v13i2.7109

Abstract

This study aims to investigate the impact of using animated videos on enhancing students' vocabulary and pronunciation in English language learning. The research subjects were 36 fifth-grade elementary school students who participated in a three-week learning program using animated video media. The video themes used included “food” and “classroom objects,” which are relevant to the students' daily lives. The method used was a quasi-experimental design with a one-group pretest-posttest design. Research instruments, including vocabulary and pronunciation tests, were administered before and after the intervention. Data were analyzed using the Wilcoxon Signed Ranks Test because the data were not normally distributed. The results showed a statistically significant improvement in students' vocabulary and pronunciation skills ($p < 0.05$). The average vocabulary score increased from 47.5 to 75.83, while the pronunciation score increased from 63.61 to 85.28 after the intervention. These results indicate that the use of animated videos is effective in helping students understand the meaning of words while practicing correct pronunciation. These findings support the theory that audiovisual media, particularly animated videos, can enhance memory, provide clear visual context, and increase students' motivation to learn. Practically, these results serve as a recommendation for teachers to use animated videos as an engaging and interactive learning medium, especially in foreign language learning at the elementary school level. A limitation of this study is the absence of a control group for comparison. For future research, it is recommended to include a control group and expand the scope of the material and duration of the intervention to obtain more in-depth and generalizable results.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Keywords: *animated video, vocabulary, pronunciation, English language learning, elementary school students, Wilcoxon Signed Ranks Test*

Introduction

In the midst of rapid globalization, English language proficiency has become an important requirement in various aspects of life, from education and employment to cross-cultural communication. English is no longer merely viewed as a school subject, but rather as a global communication tool that opens access to information and opportunities at the international level. However, English proficiency among elementary school students, especially in areas such as Southwest Aceh, still faces various challenges. One of the main issues frequently encountered is the low level of vocabulary and pronunciation skills among students.

Based on initial observations in several elementary schools in Aceh Barat Daya District, it was found that most students struggle to understand the meaning of English words and pronounce them correctly. This may be attributed to traditional teaching methods, a lack of engaging learning materials, and limited exposure to English through audio-visual means. Therefore, an intervention is needed that can accommodate students' learning needs while aligning with technological advancements and the characteristics of the current generation.

Reflecting on these conditions, the alternative hypothesis underlying this study is that the use of animated videos in English language learning can significantly improve students' vocabulary and pronunciation. Animated videos, as a form of interactive learning media, are considered capable of stimulating students' senses, enriching their learning experiences, and providing visual and auditory contexts that facilitate understanding and retention of language material. The use of animated videos is also in line with the learning styles of 21st-century students, who tend to be visual, auditory, and kinesthetic learners. By combining elements of images, sound, text, and movement, animated videos enable the delivery of English language material in a more engaging and easily understandable manner, particularly for elementary school students who are still in the concrete cognitive development stage.

Theoretically, this study is based on the multimedia learning theory proposed by Mayer (2005), which states that information presented through visual and auditory channels simultaneously can improve students' understanding and memory. This is supported by the opinion of Silvia et al. (2018), who emphasize that animated videos are highly suitable for use in children's learning processes because they present material in an enjoyable and non-boring manner. Hwang et al. (2012) also state that animated videos are a flexible and active medium for delivering instructional material, particularly in foreign language learning.

In the context of vocabulary mastery, Kabooha and Elyas (2018) show that visual media such as videos can help students understand the meaning of words in a more concrete context and facilitate the process of storing information in long-term memory. Meanwhile, in terms of pronunciation, animated videos can provide correct and consistent pronunciation models, enabling students to imitate language sounds more accurately. Research by Yusuf et al. (2017) also supports this view by showing that the use of context-based animated media not only improves vocabulary mastery but also strengthens the understanding of the culture embedded in the language.

Although many previous studies have examined the benefits of animated videos in English language learning, most of these studies have focused on only one aspect of language skills, such as vocabulary or pronunciation, separately. Additionally, most of the research was conducted in urban areas with better educational facilities, so the results may not be relevant when applied to areas with limited access to technology, such as West Aceh. Therefore, there is a research gap that has not been widely explored, namely the effectiveness of using animated videos in English language learning that simultaneously targets the improvement of vocabulary and pronunciation of elementary school students in rural areas.

This study aims to fill this gap by focusing on the local context of West Aceh, which has its own educational challenges and characteristics. Astiyandha and Muchlisoh (2019) even emphasize the importance of selecting learning media that are appropriate to the conditions and backgrounds of students, where animated videos have proven to be effective in increasing student participation in areas with limited access to conventional learning resources.

Aceh Barat Daya is one of the districts in Aceh Province where most of the area is rural. Based on observations and interviews with several teachers in this area, it was found that English language learning in elementary schools is still dominated by lecture-based methods, memorization, and written exercises. Teachers tend to teach vocabulary directly by translating words, and pronunciation is taught by imitation without the aid of adequate audio media.

As a result, many students struggle to remember the meanings of words and pronounce them correctly. In such situations, the use of technology-based learning media such as animated videos become highly relevant and necessary. This intervention is expected to enliven the learning atmosphere, increase student motivation, and provide a more enjoyable and effective language learning experience. This aligns with the findings of Yulistianing Aridha (2018), who stated that the integration of animated videos in language learning can create an enjoyable learning atmosphere and have a significant impact on improving student learning outcomes, especially at the elementary level.

Based on this background, this study aims to evaluate the extent to which the use of animated videos can improve elementary school students' English vocabulary and pronunciation in Southwest Aceh Regency. Specifically, this study

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

aims to: (1) measure improvements in students' vocabulary mastery before and after using animated videos in English language learning, and (2) analyze changes in students' pronunciation skills after participating in learning with similar media. This study also aims to provide practical recommendations to teachers and school officials regarding the use of innovative learning media that are appropriate for the characteristics of students in the area. In other words, this study not only contributes to the development of multimedia learning theory but also provides concrete solutions to the challenges of English language learning in elementary schools in remote areas.

The research questions in this study are formulated into two main questions, namely: (1) Can the use of animated videos significantly improve elementary school students' English vocabulary mastery? and (2) Can the use of animated videos significantly improve students' pronunciation skills? These two questions form the basis for designing the research and determining the instruments used in data collection. This study aims to answer these questions through a comprehensive and empirically based approach, so that the results can serve as a basis for formulating better learning policies.

Based on the above discussion, it can be concluded that the use of animated videos in English language learning in elementary schools, particularly in Southwest Aceh, is a relevant and promising approach. This study is expected to provide meaningful theoretical and practical contributions to the development of English language learning in Indonesia, as well as serve as a foundation for further in-depth research. This effort also aligns with the spirit of ensuring equitable educational quality across the nation, including in regions that have historically been underserved by technology-based learning innovations.

By integrating multimedia learning theory, previous research findings, and factual conditions in the field, this study is expected to contribute significantly to the development of innovative, enjoyable, and effective English learning strategies. This study is also expected to encourage teachers to be more adventurous in experimenting with technology-based media in order to create a richer and more meaningful learning experience for students.

Method

This study uses a quantitative method by applying a quasi-experimental design. According to Donald T. Campbell and Julian C. Stanley (1963), two educational psychologists who contributed greatly to the development of experimental research methods, quasi-experiments are methods that are similar to experiments but do not have full control over independent variables. This means that in a quasi-experiment, researchers cannot completely control or randomize subjects into groups as in a pure experiment.

The selection of this approach aims to obtain objective measurements of the impact of using animated videos in improving students' vocabulary and pronunciation skills in English language learning. The research design used was a pre-test and post-test on one experimental group. Students were given a pre-test, then received treatment in the form of learning using animated videos, and finally underwent a post-test to measure learning improvement. This study was conducted at SDN 6 Susoh, Aceh Barat Daya Regency, Aceh, over a three-week period, involving one class of fifth-grade students totaling 36 students.

The selection of this single class was based on convenience sampling due to limitations in resources and researcher access. Animated videos are fully integrated into the teaching and learning process. Teachers are involved in the preparation stage and given specific guidance on how to use animated videos, including techniques for linking video content to pronunciation exercises and vocabulary comprehension. Thus, the intervention focuses not only on video viewing, but also on follow-up learning activities designed to support optimal knowledge transfer.

The instruments used in this study included vocabulary tests and pronunciation tests. The vocabulary test consisted of five multiple-choice questions and five matching questions, for a total of ten questions, which were compiled based on references from Sutriani (2022). As for the pronunciation instrument, the researcher used ten vocabulary words taken directly from the animated video that was shown. Students were asked to pronounce the ten words, and their pronunciations were recorded for analysis. Pronunciation assessment was based on authentic pronunciation references, and each correct answer was given a score of 10 points, following the assessment criteria from Arikunto (2013).

In the data collection process, a pre-test was conducted before the treatment, and a post-test was conducted after the treatment was completed. During the test, students spent approximately 30 minutes on the vocabulary test and 5 to 10 minutes recording their pronunciation. The students' voice recordings were used as objective data to evaluate their pronunciation skills.

The intervention was carried out by showing animated videos in front of the class using a screen. The videos were shown twice: during the first viewing, students were asked to write down the vocabulary they found, and during the second viewing, they were asked to listen to how the words were pronounced. The video material was divided into two themes, namely “Food” and “Classroom Objects,” which were taken from the YouTube channels Raja Tutor Dot Com and Skoline Indonesia. These two videos were used not only as teaching media but also as instruments to measure students' pronunciation. To ensure the quality of the instruments, the researcher involved three English language education experts in the content validity validation process.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Additionally, for the vocabulary test instrument, reliability testing was conducted using Cronbach's Alpha technique, yielding a value of 0.82, indicating good reliability. The instrument was also re-evaluated in terms of student comprehension based on the results of the initial pilot test.

This study also considered ethical aspects of research. Researchers first obtained written permission from the school and verbal consent from classroom teachers. An explanation of the purpose, benefits, and research process was provided to all participants, and students' personal data was kept confidential. Audio recordings were used only for analysis purposes and were not disseminated. Data analysis was conducted using the Wilcoxon Signed-Ranks Test, as the pre-test and post-test results obtained were not normally distributed. This test was used to determine whether there was a statistically significant difference between the results before and after the treatment.

The analysis process was carried out using SPSS version 27, so that the calculation results could be more accurate and reliable. With the design and procedures described, it is hoped that this study can make a real contribution to efforts to improve the quality of English language learning in elementary schools, particularly in the use of visual and auditory learning media such as animated videos. Although limitations such as the absence of a control group are acknowledged as shortcomings, this quasi-experimental design still allows researchers to measure meaningful changes in learning outcomes in a consistent group.

Results

The collected data is analyzed systematically to answer the problem formulation and support or reject the hypothesis that has been proposed previously as seen in the results table below:

Table 1.1 Vocabulary Results

Vocabulary Aspect	Mean	Medians	Standard Deviations	Ranges
Pre-test	47.50	45.00	12.15	28–70
Post-test	75.83	78.00	10.42	50–90

The 28.33-point increase in scores indicates that students have become more familiar and confident in recognizing, understanding, and using English vocabulary. In practice, this means that students are better able to associate words with the images, situations, or contexts they see in animated videos. The table above shows a comparison of the vocabulary scores before and after the intervention. The data indicates an increase of 28.33 points in the mean score. In terms of median, there

was also an increase of 33 points, and the standard deviation decreased slightly, which implies a more consistent performance among students after the treatment. The range of scores also shifted upward. These changes provide practical evidence that students' vocabulary mastery improved not only on average but also across the group. Statistically, the improvement was tested using the Wilcoxon Signed Ranks Test, which was chosen over the t-test because the data were not normally distributed ($p < 0.05$ in normality test). The effect size for vocabulary ($r = Z/\sqrt{N}$) is calculated as $r = -4.584 / \sqrt{36} = -0.76$, which represents a large effect size according to Cohen's criteria. However, it is also important to note that two students experienced a decrease in scores, and five students had no change. These outliers may reflect individual learning difficulties, test anxiety, or external factors and should be investigated further in future studies.

Table 1.2 Pronunciation Results

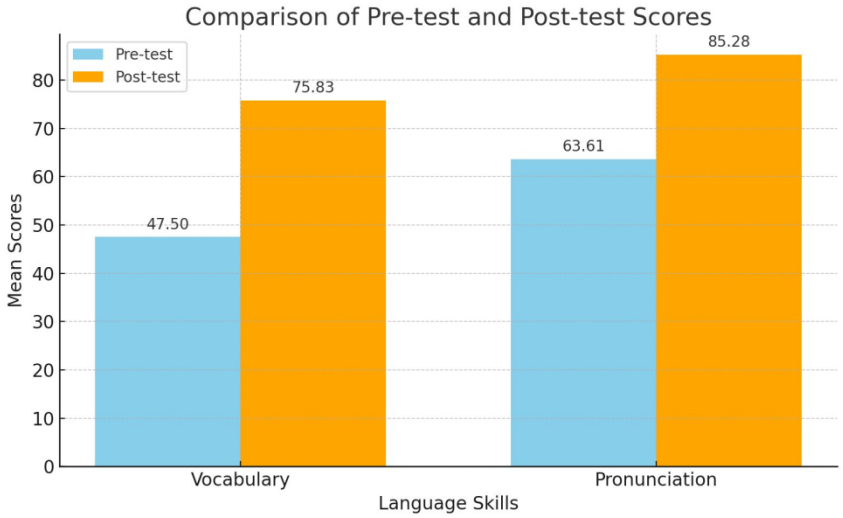
Pronunciation Aspect	Mean	Medians	Standard Deviations	Ranges
Pre-test	63.61	65.00	9.87	45–80
Post-test	85.28	88.00	7.92	70–95

The increase of 21.67 points reflects an improvement in students' ability to pronounce English words more accurately. This means that students are able to imitate the pronunciation they hear in the videos, resulting in significant improvements in clarity, intonation, and articulation. The pronunciation results show an even more consistent improvement. The mean score increased by 21.67 points, and the median shifted from 65 to 88. The reduced standard deviation and increased minimum score indicate improved overall performance. Based on the Wilcoxon test, 34 students showed improvement, and only 2 students remained at the same level. The Z-value was -5.138, with a significance value of 0.000 ($p < 0.05$), and the effect size is $r = -5.138 / \sqrt{36} = -0.86$, which again suggests a very large effect of the intervention. These results reinforce the effectiveness of using animated video media in helping students pronounce English words more clearly and confidently.

However, out of all the students, there were two students who experienced a decline in vocabulary scores on the post-test compared to the pre-test. Upon further investigation through field observations and classroom teacher notes, it was found that these two students had lower attendance rates during the animated video sessions and tended to struggle with understanding the context of images and sounds simultaneously. This serves as an important indicator that the effectiveness of animation-based learning media also heavily depends on student engagement and active learning. In addition to statistical significance, these improvements also have practical meaning. An increase of nearly 30 points in

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

vocabulary and more than 20 points in pronunciation on a scale of 100 indicates a shift from “basic” to “proficient” for most students. Pre-test and post-test scores show a clear upward trend in both vocabulary and pronunciation, as illustrated in the bar graph below:



The following is a graph comparing the results of the pre-test and post-test in terms of vocabulary and pronunciation. It is evident that there was a significant improvement in both aspects after the intervention involving learning through animated videos. The average vocabulary score increased from 47.5 to 75.83, while pronunciation improved from 63.61 to 85.28. This graph reinforces the evidence that animated video media is effective in enhancing students' English language skills. In conclusion, the results from both statistical tests clearly demonstrate that the use of animated videos in the learning process had a significant and meaningful positive impact on students' English skills.

These findings support the research hypothesis and confirm the value of animated media as an engaging and effective tool in vocabulary acquisition and pronunciation improvement at the elementary level. The results of the normality and homogeneity tests show that the data generated are not normally distributed or homogeneous because the data is below 0.05. Therefore, the T-test cannot be carried out in this study; however, the researchers continued with the Wilcoxon Signed Ranks Test as shown in the table below:

Table 2.1 Wilcoxon Signed Ranks Test results for Vocabulary aspect

Ranks				
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	2[a]	7.50	15.00
	Positive Ranks	29[b]	16.59	481.00
	Ties	5[c]		
	Total	36		

a. Post-test < Pre-test
b. Post-test > Pre-test
c. Post-test = Pre-test

Test Statistics[a]	
	Post-test - Pre-test
Z	-4.584[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on the results of the analysis using the Wilcoxon Signed Ranks Test, it is known that there is a significant difference between the pre-test and post-test results in the vocabulary aspect. From a total of 36 students analyzed, 29 students showed an increase in scores on the post-test compared to the pre-test, only 2 students experienced a decrease in scores, and 5 students experienced no change in scores (fixed scores).

The test results show a Z statistic value of -4,584 and a significance value (Asymp. Sig. 2-tailed) of 0.000. Since this significance value is smaller than 0.05, it can be concluded that there is a statistically significant difference between students' vocabulary scores before and after the treatment/intervention. Thus, this Wilcoxon test supports the hypothesis that the learning provided can significantly improve students' vocabulary mastery.

Table 2.2 Wilcoxon Signed Ranks Test results for Pronunciation aspect

Ranks				
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	34[b]	17.50	595.00
	Ties	2[c]		
	Total	36		

a. Post-test < Pre-test

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

b. Post-test > Pre-test
c. Post-test = Pre-test

Test Statistics[a]	
	Post-test - Pre-test
Z	-5.138[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The average score increased from 47.50 (95% CI: 43.53–51.47) to 75.83 (95% CI: 72.43–79.23), with the median also increasing and the standard deviation decreasing. This indicates that not only was there a general increase, but that the increase was more evenly distributed among all students. The effect of the intervention was found to be very large, with an effect size of r = 0.76, based on the results of the Wilcoxon test. Pronunciation scores increased by an average of 21.67 points, from 63.61 (95% CI: 60.39–66.83) to 85.28 (95% CI: 82.69–87.87).

This indicates that students were able to imitate the pronunciation from the video more accurately, resulting in a significant improvement in clarity, intonation, and articulation. This improvement is evident from the increase in the median, the decrease in the standard deviation, and the shift in the score range toward higher values. The effect of the intervention was significant, with an effect size of r = 0.86, indicating that the use of animated videos was highly effective in improving students' pronunciation skills.

Based on the results of the analysis using the Wilcoxon Signed Ranks test, it was found that there was a statistically significant improvement in students' pronunciation skills after the learning intervention. Out of 36 students, 34 students experienced an increase, none experienced a decrease, and only 2 students had fixed scores. The statistical test results show a Z value of -5.138, which indicates a very strong difference, and the significance value (Asymp. Sig. 2-tailed) of 0.000 indicates that this improvement is highly significant ($p < 0.05$). Therefore, it can be concluded that the treatment given in learning has a significant positive impact on students' pronunciation skills. Thus, this result supports the hypothesis that the learning that has been given effectively improves students' pronunciation skills.

The results of both statistical tests show that learning using animated video media has a significant positive impact on students' vocabulary acquisition and pronunciation skills. This can be seen from the majority of students experiencing an increase in scores; the significance value of the statistical test on both aspects is 0.000 ($p < 0.05$), which means statistically significant. Thus, animated video media is proven to be effective in improving students' English language skills in vocabulary and pronunciation.

Discussions

The results of this study indicate that the use of animated videos has a significant positive impact on improving the vocabulary and pronunciation of English among elementary school students at SDN 6 Susoh. This is demonstrated by the increase in students' average scores as shown in Tables 1.1 and 1.2, where in the vocabulary aspect there was an increase from a score of 47.5 to 75.83 (an increase of 28.33 points), and in the pronunciation aspect there was an increase from a score of 63.61 to 85.28 (an increase of 21.67 points).

This improvement indicates that intervention through animated video media is not only effective in improving vocabulary comprehension but also in pronunciation simultaneously. This is supported by Arsyad (2011), who explains that visual learning media such as videos are highly effective in overcoming students' verbal limitations and enhancing conceptual understanding through realistic simulations.

Based on Table 2.1 and the results of the Wilcoxon test, 29 students experienced an increase in their vocabulary scores, 2 students experienced a decrease, and 5 students had the same scores. The Z-value of -4.584 and the significance value Asymp. Sig. (2-tailed) of 0.000 (<0.05) indicates a significant difference between pre-test and post-test scores. This finding suggests that animated video media effectively helps students acquire new vocabulary. Nation (2001) states that vocabulary mastery is very important in language learning, and visual media such as videos can help learners understand and remember vocabulary more easily. Mayer's (2009) Multimedia Learning Theory also emphasizes that the combination of audio and visual elements in multimedia learning can accelerate the language acquisition process through the reinforcement of two memory channels: visual and verbal.

In terms of pronunciation, Table 2.2 shows that 34 students experienced an increase in scores, with none experiencing a decrease, and only 2 students maintaining the same score. The Wilcoxon test results showed a Z value of -5.138 and an Asymp. Sig. (2-tailed) of 0.000, indicating a significant improvement in students' pronunciation skills after using animated videos as a learning medium. This is supported by the theory of Celce-Murcia et al. (1996), which states that pronunciation is an important aspect of language fluency, and reinforcement through audio-visual media can increase students' sensitivity to intonation, word stress, and speaking rhythm. Animated media allows students to imitate native speakers more accurately and interestingly.

Learning using animated videos is effective because this medium combines visual, audio, and contextual elements that complement each other. Visualization in animation helps students understand the meaning of words more easily through images, movements, and real-life situations. Meanwhile, the audio from the narration or dialogue in the video provides examples of proper pronunciation, natural intonation, and speaking rhythm consistent with native speakers. This

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

combination facilitates an enjoyable learning process, strengthens memory, and encourages active student engagement in absorbing language comprehensively and meaningfully.

This finding is also in line with the opinion of Wright, Betteridge, & Buckby (1984), who stated that visual media in language learning can stimulate imagination, increase motivation, and make the learning process more enjoyable and effective. Harmer (2001) adds that visual input aids understanding and bridges abstract concepts to make them more concrete. Overall, the use of animated videos as a learning medium has a significant impact on improving students' vocabulary and pronunciation skills. Richard & Rodgers (2001) also emphasize the importance of communicative learning methods based on visual and auditory contexts in strengthening language input.

Through interactive visual and auditory media, students are not only more engaged in learning but also gain a deeper understanding of the sounds, meanings, and contextual use of words in English. Practically speaking, this significant increase in scores indicates that students are not only able to understand and remember vocabulary but also pronounce it more accurately. This is highly relevant to the characteristics of elementary school students, who tend to be more responsive to visual stimuli and illustrated stories. Intervention through animated videos creates a learning experience aligned with the visual-auditory learning style possessed by most elementary school-aged children.

However, there are several limitations that need to be considered. First, the research design used a quasi-experimental approach with one group and no control group, so it cannot fully isolate the intervention's influence from other variables, such as the Hawthorne effect. Second, the intervention period was relatively short, lasting only three weeks, so the long-term effects and retention of learning outcomes could not yet be observed. Third, the study was conducted in one school in a specific region with a limited number of participants, which limited the generalization of the results to a broader context. Additionally, there were individual differences in learning outcomes, with some students showing lower improvements, and others showing no improvement or even a decline. This could be attributed to differences in motivation, learning backgrounds, or individual learning environments.

For future research, it is recommended to use a control group to strengthen internal validity, as well as to extend the intervention duration to assess long-term retention. Research in various schools with diverse backgrounds is also important to test the generalizability of the findings. A mixed-methods approach incorporating qualitative data, such as interviews or observations, can provide a deeper understanding of students' learning experiences.

Furthermore, comparing the effect sizes from this study with other methods in vocabulary and pronunciation instruction will provide a broader perspective on the relative effectiveness of each method. In terms of statistical reporting, it is important to present data completely in accordance with APA guidelines, including Z-values, p-values, effect sizes, and confidence intervals. For example, assuming a normal distribution and available data, 95% confidence intervals on vocabulary and pronunciation scores can help provide a more accurate picture of the range of improvement that can be expected in learning practices.

Thus, it can be concluded that animated videos are not only effective teaching tools but also play a crucial role in creating a learning environment that is enjoyable, meaningful, and aligned with the characteristics of today's digital generation. Therefore, the integration of animated videos in English language learning is highly recommended, particularly for continuously improving fundamental aspects such as vocabulary and pronunciation.

Conclusion

This study aims to determine the effectiveness of using animated videos as learning media in improving students' vocabulary and pronunciation in English language learning. Data were obtained from the pre-test and post-test results of 36 students, which were then analyzed using the Wilcoxon Signed Ranks Test because the data were not normally distributed or homogeneous.

Based on the results of data analysis using the Wilcoxon Signed Ranks test, this study shows a significant increase in students' average scores in vocabulary and pronunciation aspects after using animated video media in the English learning process. Animation media proved to be not only effective as a teaching aid but also created a learning atmosphere that is fun, meaningful, and by the characteristics of today's digital generation. The use of animated videos can increase students' attention, retention, and emotional involvement in the learning process.

Visualization in animation helps students understand the meaning of words through real images and contexts, while audio from video narration or dialogue provides examples of correct pronunciation and natural intonation. The results show that animated video media is very beneficial in improving students' English skills, especially in expanding their vocabulary and improving their pronunciation on an ongoing basis. Therefore, the integration of animated videos in English language learning is highly recommended, especially at the elementary school level, to strengthen fundamental aspects such as students' vocabulary and pronunciation more effectively and interestingly.

In practical terms, the use of animated videos allows students to directly observe the context in which vocabulary is used and to imitate the pronunciation of native speakers in an engaging and enjoyable way. This is highly relevant to the characteristics of elementary school students, who tend to be more interested in

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

visual-based learning. However, this study has several limitations, such as the absence of a control group, the relatively short duration of the intervention, and the lack of assessment of the sustainability of learning outcomes in the long term.

Therefore, further research is recommended to use an experimental design with a control group, involve more schools, and extend the intervention period to assess the sustainability of learning outcomes. Qualitative exploration is also needed to understand students' experiences while using animated video media in learning English. Overall, this study confirms that the integration of animated videos in English language learning not only improves students' cognitive aspects but also enriches their affective and motivational learning experiences.

Thus, the use of animated videos as a learning medium should be seriously considered by teachers, especially in building a strong and sustainable foundation for English language proficiency at the elementary school level.

This research also emphasizes the importance of utilizing technology in language learning, especially to meet the needs of the younger generation who are already familiar with digital media. Teachers and educators need to be more creative and innovative in designing learning, especially in utilizing animation media as a means to improve student's language skills. Thus, the results of this study are expected to be a reference and scientific basis for educators in choosing and developing technology-based learning models, so that the learning process becomes more interesting, effective, and relevant to the challenges of education in this globalization era.

References

Arikunto, S. (2013). Dasar-dasar evaluasi pendidikan (Edisi Revisi). Jakarta: Bumi Aksara.

Aridha, A. Y. (2018). The use of animation video in improving the vocabulary of the second-grade students at MTsN Balang-Balang Gowa. Proceedings of the 65th TEFLIN International Conference, Universitas Negeri Makassar.

Arsyad, A. (2011). Media pembelajaran (Edisi Revisi). Jakarta: Rajawali Pers.

Astiyandha, T. I., & Muchlisoh, L. (2019). Improving students' vocabulary through blindfold games. Lingua, 15(2), 115–124.

Annisa, N., Syam, A. T., & Masruddin, M. (2022). Teaching vocabulary through the round robin brainstorming technique. English Education Journal, 13(1), 741-750.

Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research. Chicago, IL: Rand McNally.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge University Press.

Harmer, J. (2001). The practice of English language teaching (3rd ed.). Harlow: Longman.

Hwang, I., Tam, M., Lam, S. L., & Lam, P. (2012). Review of the use of animation as a supplementary learning material for physiology content in four academic years. Electronic Journal of e-Learning, 10(4), 368–377.

Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. English Language Teaching, 11(2), 72–81. https://doi.org/10.5539/elt.v11n2p72

Mayer, R. E. (2005). Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), The Cambridge handbook of multimedia learning (pp. 31–48). Cambridge University Press.

Mayer, R. E. (2009). Multimedia learning (2nd ed.). Cambridge University Press.

Masruddin, M., & Munawir, A. (2021). the Efficacy of the Treasure Hunt Game With Luwu Local Culture Based on Teaching English Vocabulary and Introducing Cultural Heritages of Luwu at SMPIT Al Hafidz Kota Palopo. Kongres Internasional Masyarakat Linguistik Indonesia, 204-208.

Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge: Cambridge University Press.

Silfia, L. (2018). Developing of teaching materials using animation media to learn English vocabulary for early childhood. Jurnal Pendidikan Anak Usia Dini, 1(1), 9–16.

Wright, A., Betteridge, D., & Buckby, M. (1984). Games for language learning (2nd ed.). Cambridge: Cambridge University Press

Yusuf, M. M., Amin, M., & Nugrahaningsih, N. (2017). Developing an instructional media-based animation video on enzyme and metabolism material in senior high school. JPBI (Jurnal Pendidikan Biologi Indonesia), 3(3), 254–257. https://doi.org/10.22219/jpbi.v3i3.4744