

**THE USE OF ANIMATED MOVIE TO ENRICH STUDENTS'  
VOCABULARY MASTERY**

**THESIS**

Submitted by

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Banda Aceh



**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
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**THESIS**

Has been Approved and Submitted to the Thesis Munaqasyah Defense  
As One of the Requirements to Obtain a Bachelor's Degree  
in the field of English Language Education.

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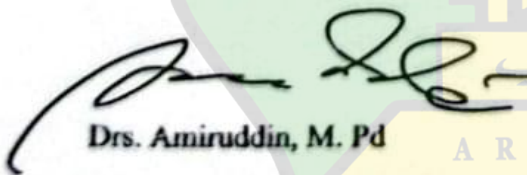
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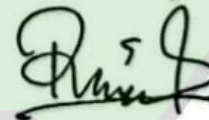
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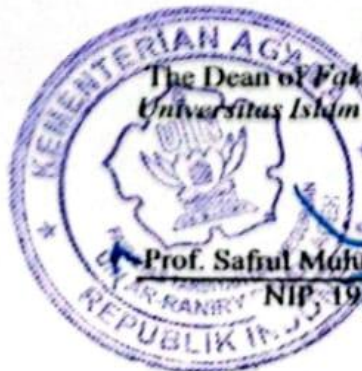


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Hereby declare that in writing this thesis, I:

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Saya yang membuat pernyataan,



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## ABSTRACT

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Vocabulary plays a crucial role in developing students' English proficiency, as it serves as the foundation for communication and comprehension. However, many students still struggle to acquire and retain new vocabulary effectively through conventional teaching methods. Therefore, this study aimed to determine the effectiveness of using animated movies in enriching students' vocabulary mastery and to explore their perceptions toward their use. Conducted at SMP Negeri 9 Banda Aceh, the research employed a quantitative experimental design involving control and experimental groups. Data were collected through pre-tests, post-tests, and a closed-ended questionnaire, then analyzed using SPSS 26. The results showed a significant improvement in vocabulary mastery for the experimental group compared to the control group. Questionnaire findings also revealed positive student perceptions, indicating that animated movies increased comprehension, motivation, and engagement. Thus, animated movies effectively enhance vocabulary learning and create an enjoyable classroom atmosphere.



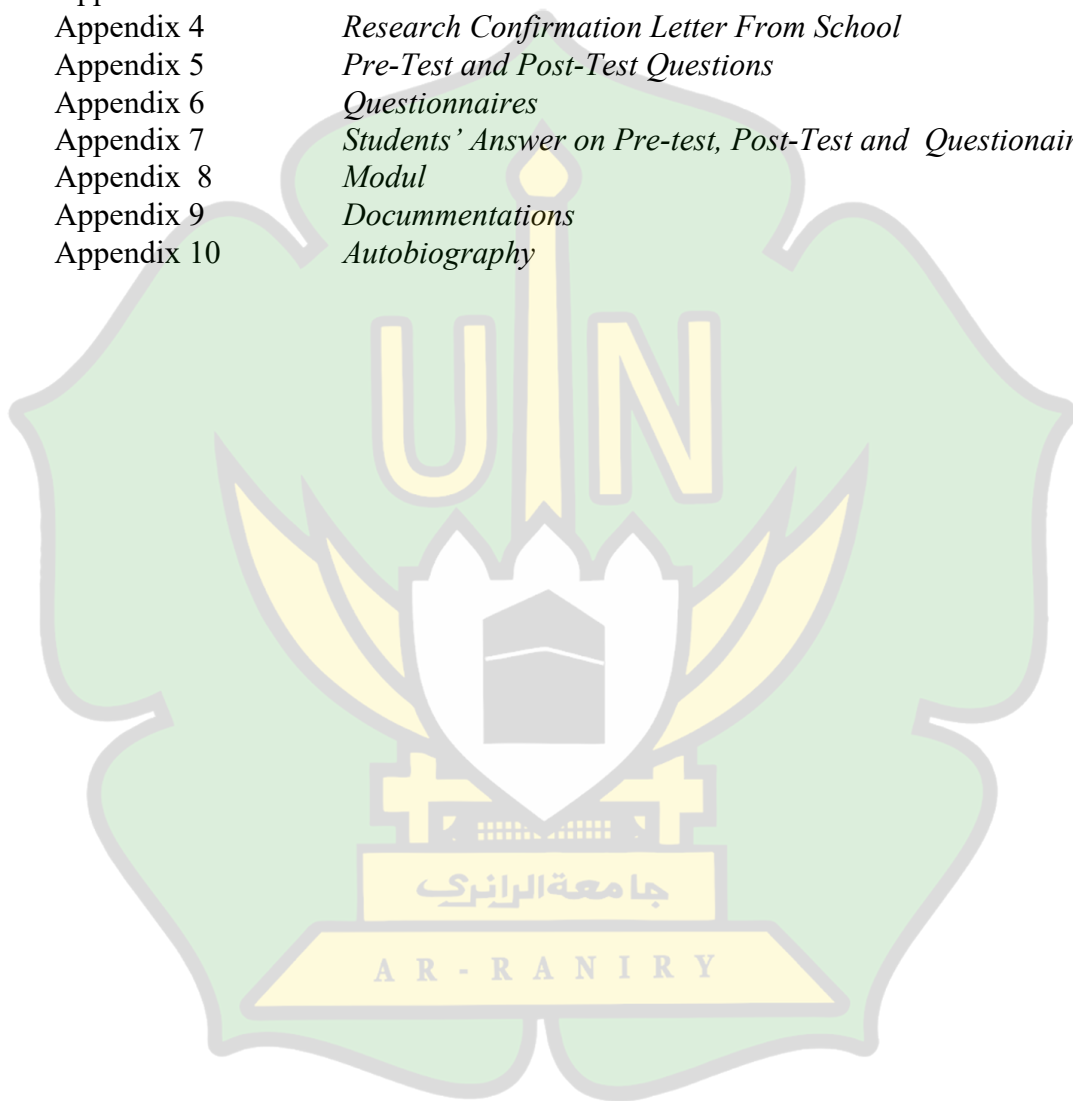
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## CHAPTER I

### INTRODUCTION

The primary purpose of this chapter is to provide aspects of my research, namely: background, research questions, aims, significance, and terminology.

#### A. Background Of the Study

In learning English, there are four macro skills that students must learn and master, including speaking, writing, listening, and reading. [Brown](#) (2007) stated that reading, writing, speaking, and listening are the four macro skills in English that must be acquired, as they enhance language fluency and the ability to communicate effectively in various situations. To effectively master the four macro skills, students must also develop a strong understanding of two English elements: grammar and vocabulary. Vocabulary is crucial for language proficiency because communication is substantially limited if students don't comprehend these elements. Grammar helps students construct precise and significant phrases, essential for communication in both written and spoken forms ([Nation](#), 2001). These two elements are crucial in comprehending the four macro skills, and the vocabulary is the basis. As [Wilkins](#) (1972) said, without grammar, little can be conveyed, and without vocabulary, nothing can be conveyed. This is further supported by [Nation](#) (2001), who argued that vocabulary knowledge directly impacts reading comprehension and general communication abilities since students can frequently deduce or infer a sentence's meaning even when its syntax is

incorrect. Therefore, Vocabulary is a top priority in language learning, as it provides students with the fundamental tools to communicate and comprehend others.

In general, vocabulary refers to a set of phrases and words understood and used by an individual or a language community. [Nation](#) (2001) defined vocabulary as all the words in a language that have meaning. It is essential for communication, as each word contains unique information that facilitates understanding and expression. [Nation](#) (2001) also added two primary categories of vocabulary: productive vocabulary, which comprises words actively utilized in speaking and writing, and receptive vocabulary, which includes words understood in reading and listening. [Harmer](#) (2007) further elaborated that vocabulary knowledge includes understanding word meanings and word forms, pronunciation, spelling, and contextual usage. Vocabulary acquisition is essential for language learning, as it provides the basic elements needed to construct sentences and convey ideas effectively.

Additionally, [Schmitt](#) (2000) noted that vocabulary acquisition enhances academic and communicative skills by expanding the range of topics discussed. Vocabulary forms the basis of language competence because it connects the disparities between ideas and written or spoken expression ([Harmer](#), 2007). As a result, vocabulary encompasses knowledge of words and the ability to apply that knowledge in various linguistic contexts.

Vocabulary instruction is essential in education because it equips students with the language skills necessary to achieve academically and communicate effectively. Building a solid vocabulary equips students with the tools to comprehend complex

texts, engage in meaningful discussions, and effectively communicate their thoughts. In line with this, [Graves](#) (2006), vocabulary training is crucial in education because it enables students to develop the language skills necessary for academic success and effective communication. By expanding their vocabulary, students can better understand complex texts, which in turn aids in reading comprehension and enables them to engage more deeply with academic content. A strong vocabulary enables individuals to express their thoughts clearly in both written and oral discussions, resulting in more articulate essays, presentations, and class participation. Moreover, learning subject-specific terminology helps students perform better in specialized areas, ensuring they can confidently navigate assignments and exams. On the communication front, a rich vocabulary enables students to convey their ideas precisely, whether in formal presentations or casual conversations, and adjust their language to suit different contexts. Vocabulary instruction equips students with the linguistic tools necessary to succeed academically and communicate effectively in various settings.

However, with the advent of digital media, teachers are increasingly utilizing multimedia tools such as movies, interactive games, and digital storybooks, which provide dynamic and exciting ways to introduce new vocabulary ([Silverman & Hines, 2009](#)). These media-based resources can give visual and aural communication to help students, particularly English language learners, better understand word meanings in authentic contexts ([August et al., 2005](#)). Multimedia training increases engagement and encourages long-term retention because it provides personalized learning, allowing students to practice vocabulary at their

own pace using instructional applications and games tailored to their competency level. ([Nation](#), 2001). This media integration aligns with social learning theories, which suggest that students benefit from collaborative, technology-enhanced activities that reinforce word usage in meaningful ways. One medium used in this study was Animated Movies.

An animated movie is a type of media that uses moving pictures, sounds, and narratives to convey stories visually, frequently appealing to a wide range of audiences, including students. In line with this, [Younas](#) and Dong (2024) highlighted that an animated movie, in the context of educational media, is a digitally created or traditionally animated film that combines visual storytelling with audio elements to convey information or narrate a story. This media is suitable for enhancing students' vocabulary mastery because animated movies facilitate multimodal learning, where students engage with vocabulary through a combination of visual, aural, and emotional inputs, making the language more memorable and understandable ([Tsang](#) et al., 2025). This media is particularly beneficial for younger English language learners because it gives clear contextual signals and frequent exposure to new terms, which is essential for vocabulary retention ([Hsu](#), 2021). Furthermore, animated movies create a joyful and engaging environment that helps students maintain their attention and motivation, which are essential for efficient vocabulary learning ([Chen](#) & Sun, 2023).

Several research studies have been conducted regarding this study, based on three designs: qualitative, quantitative, and mixed-method. In a qualitative study, [Chen](#) (2023) conducted a case study to observe how young learners respond to

vocabulary instruction through animated movies. The study found that animated content significantly increased students' engagement and interest in learning vocabulary, as the visual and auditory elements made the learning experience more enjoyable and engaging. [Rahman](#) and [Aziz](#) (2022) investigated the influence of animated films on vocabulary competency among secondary school students in Indonesia. Their findings revealed that animated films effectively contextualized vocabulary, which helped students better comprehend and retain the terms being taught. Similarly, [Lee](#) and [Kwon](#) (2021), [Matulesy](#) and [Kahar](#) (2024), and [Hikmah](#) (2021) also focused on the role of animated videos in vocabulary retention. Their research indicated that animated videos aided in better vocabulary retention by providing visual reinforcement and engaging storylines that motivated students to practice more. These studies collectively highlight how animated content makes vocabulary learning more engaging and enhances students' ability to recall and use new words. Visual elements in animated content support understanding by creating a memorable connection between words and their meanings. Furthermore, animation's interactive and entertaining nature encourages students to actively participate in vocabulary activities actively, thereby improving their overall language acquisition.

Several quantitative studies have investigated the influence of animated content on vocabulary development. [Damayanti](#), [Supriyadi](#), and [Khairun](#) (2021) aimed to examine the effect of short films on students' vocabulary scores. He found that students' average vocabulary score increased to 77.13 after short films were used in lessons. [Munir](#) (2016) conducted an experimental study to investigate the impact of

animated films on vocabulary acquisition. Initially observing no significant improvement, students demonstrated notable progress after implementing a second cycle with different movies and additional exercises. [Agustina](#) (2019) used Classroom Action Research to explore whether animated videos could enhance vocabulary mastery. In conclusion, they were effective in improving students' vocabulary skills. [Alhujaylan](#) (2024) looked at the role of subtitles and keyword explanations in animated films. He discovered that students who watched films with subtitles and received keyword explanations performed better than those who did not, demonstrating superior word retention and comprehension. [Ridha et al.](#) (2022) investigated the impact of animated videos on students' understanding and assimilation of terminology. Finding that animated videos helped students better understand and retain new vocabulary.

Regarding the mixed method, several studies have investigated the impact of animated videos on vocabulary development. [Andrean et al.](#) (2019) aimed to assess the effects of animated videos on students' vocabulary mastery using a mixed-methods approach. The results showed a significant increase in vocabulary mastery. [Yunike](#) (2023) aimed to explore the correlation between English cartoons and vocabulary enrichment through tests and questionnaires. The study found a significant correlation ( $p = 0.98$ ,  $p < 0.01$ ), indicating that cartoons enriched vocabulary. [Sutriani](#) (2022) focused to examine whether animated videos could improve vocabulary mastery and interest in learning. The results showed that animated videos improved vocabulary mastery and increased interest in the subject matter. [Arnetta](#) (2022) aimed to measure the effectiveness of animated videos

through pre- and post-tests. The results showed a significant improvement, with scores rising from 40.24 to 73.43, resulting in a gain score of 33.19. Rosalinda (2024) aimed to study the impact of *Dora the Explorer* (2019) on vocabulary learning and student engagement. The study found that scores improved from 60.23% to 71.14%, reaching 93.64% in the second cycle, with increased student engagement.

Based on previous studies and materials reviewed by the researcher, although animated videos are widely acknowledged as valuable resources for language learning because of their visual appeal, contextual reinforcement, and frequent exposure to target vocabulary, the use of animated videos as a medium to enhance vocabulary skills among students is still uncommon in certain regions, particularly in Aceh. There has been limited integration of this media in Acehese schools, especially at the junior high school (SMP) level. This lack of implementation may be due to various factors, such as limited access to resources, traditional teaching approaches, or a lack of awareness about the benefits of animated videos for vocabulary development. Based on the gaps above, the researcher will conduct research using the title “The Use of Animated Movie To Enrich Students’ Vocabulary Mastery.”

## **B. Research Question**

Based on the research background, research questions can be derived from the previous discussion as follows:

1. Is using the animated movie effective in enriching the students’ mastery of vocabulary?

2. What is students' perception of the use of an animated movie in the classroom in the case of enriching vocabulary mastery?

### **C. Aims**

The aims of this research, which indicate what this research attempts to accomplish, are as follows:

1. To figure out whether the Animated Movie is effective in enriching students' mastery of vocabulary.
2. To determine the students' perception of using an animated movie in the classroom to enhance vocabulary mastery.

### **D. Significance of the Study**

This study is expected to benefit academically, particularly students, Teachers, other researchers, and the broader body of research.

#### **1. Students**

By accomplishing the research objectives, this study was anticipated to provide readers with additional information and knowledge regarding the use of animated movies to enhance vocabulary mastery.

#### **2. Teachers**

Teachers can utilize this research as a resource for classroom learning materials. It is also intended to assist teachers in discovering alternative ways to achieve learning objectives in the classroom, specifically in developing vocabulary skills. In addition, it provides teachers with a deeper understanding of the latest methods that may aid in teaching and learning.

### 3. Researchers

Based on the information, models, or references provided in this research, it can serve as a valuable resource for further researchers to conduct more in-depth studies on teaching and learning cases. The researcher expects other researchers to analyze, modify, reconstruct, or extend this research and conduct additional studies on similar topics for different levels and purposes.

### 4. Body of research

The significance of the body of research surrounding the use of animated movies in vocabulary mastery lies in its potential to inform and improve teaching practices. By providing empirical evidence and practical insights into the benefits of multimedia materials, this research can help educators develop more effective curricula that cater to the diverse needs of learners and enhance language acquisition outcomes. Integrating animated movies in language instruction could transform vocabulary learning, making it more engaging, effective, and accessible for students.

## E. Terminology

This section explains the terminology used in this study to facilitate a better understanding of the terms employed.

### 1. Animated Movie

According to [Mayer](#) and Moreno (2002), an animated movie is a pictorial presentation that refers to computer-generated motion pictures displaying an association between drawn figures. In this study, the animated movie used as the instructional medium was *Crow: The Legend*, which was selected as the learning

material in the experimental class to support vocabulary instruction. The use of this animated movie was intended to provide meaningful visual and auditory input to facilitate students' vocabulary learning.

## 2. Vocabulary

According to [Hiebert](#) and Kamil (2005), vocabulary is understanding word meanings. Furthermore, [Cameron](#) (2001) also stated that vocabulary involves more than just learning words; it also entails learning formulaic phrases or chunks, identifying terms within them, and learning even more about those words. Thus, the contrast in vocabulary meaning can be concluded in line with [Choiriyah](#) (2004), which states that the vocabulary of a language comprises the total number of words it has, along with their definitions and procedures for combining them.

