

**THE IMPLEMENTATION OF ANIMATED VIDEOS TO IMPROVE
STUDENTS' MASTERY OF ACTION VERBS**

THESIS

Submitted by

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan



Faldira Anjalina

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ABSTRACT

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This study investigated the implementation of animated videos to improve students' mastery of action verbs in the fifth grade of elementary school students. The study was conducted because many elementary students still experienced difficulties in understanding and remembering English vocabulary, particularly action verbs, due to limited vocabulary exposure and the use of conventional teaching methods that often reduced students' motivation and participation during classroom learning. Therefore, the researcher implemented animated videos as interactive learning media to create more engaging and meaningful vocabulary learning experiences. This study aimed to determine whether the implementation of animated videos significantly improved students' mastery of action verbs and to measure the extent of students' vocabulary improvement after the treatment. This study used a quantitative pre-experimental design with a one-group pre-test and post-test design. The participants of this study were fifth-grade students selected through a purposive sampling technique. The instrument used in this study was a vocabulary test consisting of 15 multiple-choice questions related to action verbs. The data were collected through pre-test, treatment, and post-test procedures. The findings showed that students' post-test scores were higher than their pre-test scores after the implementation of animated videos. The paired samples t-test analysis indicated that the significance value was lower than 0.05, meaning that the implementation of animated videos significantly improved students' mastery of action verbs. In addition, the N-Gain score analysis showed that students experienced moderate improvement, indicating that animated videos effectively supported vocabulary learning. Based on the findings, it can be concluded that animated videos are effective learning media for improving elementary students' mastery of action verbs because they help students understand vocabulary more easily through visual and contextual learning activities.

TABLE OF CONTENTS

APPROVAL LETTER.....	i
EXAMPLE APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	vi
TABLE OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Question	6
C. Research Aim	6
D. Significance of the Study.....	7
E. Terminology.....	8
F. Research Hypothesis.....	11
CHAPTER II	12
LITERATURE REVIEW	12
A. Action Verbs.....	12
B. Modern Approaches to Teaching Vocabulary.....	18
C. Animated Videos in Language Learning	23
D. Previous Studies.....	33
E. Conceptual Framework	34
CHAPTER III	36
RESEARCH METHODOLOGY	36
A. Research Design.....	36
B. Population and Sample	37
C. Research Instrument	41
D. Data Collection Procedures.....	44
E. Scoring Technique	52
F. Data Analysis.....	52

CHAPTER IV.....	57
FINDINGS AND DISCUSSION	57
A. Findings.....	57
B. Discussion	71
CHAPTER V	78
CONCLUSION AND SUGGESTION.....	78
A. Conclusion	78
B. Suggestion.....	79
REFERENCES.....	82
APPENDICES	87
.....	113
AUTOBIOGRAPHY.....	115

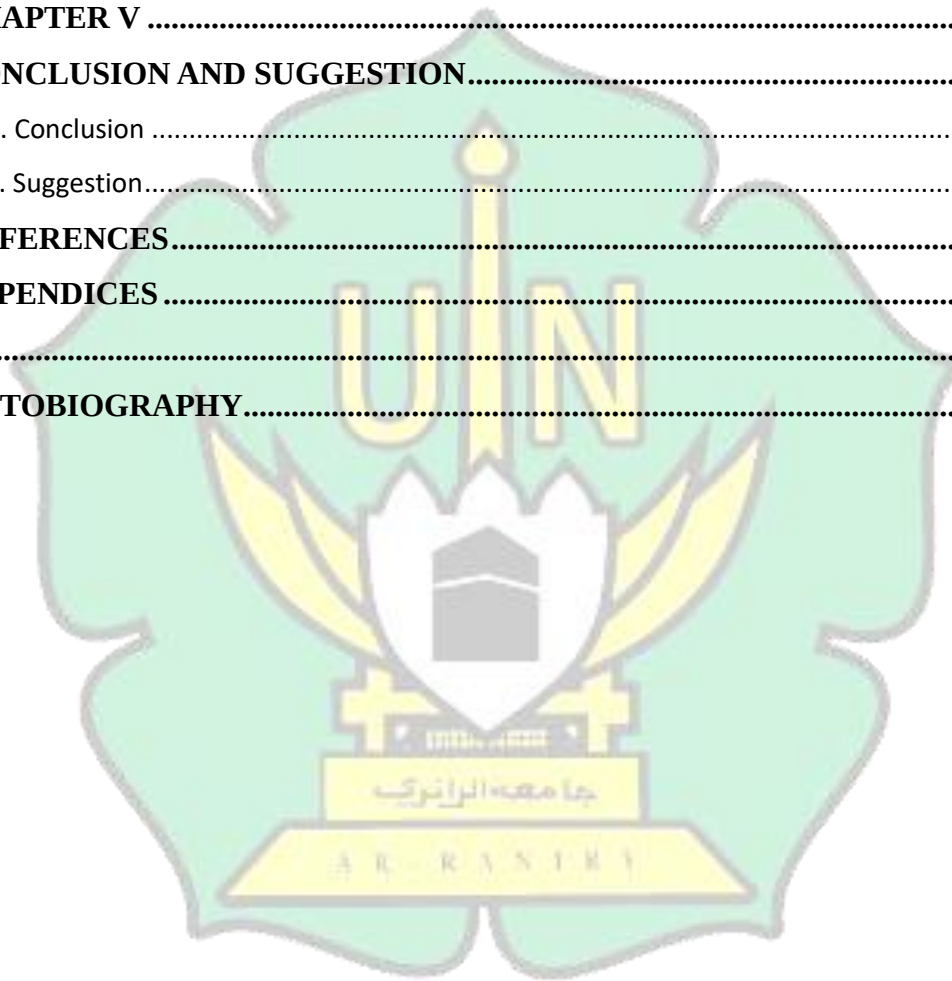


TABLE OF FIGURES

Table 4.1. Students' Pre-Test Scores	47
Table 4.2. Students' Pre-Test Scores	50
Table 4.3. N-Gain Score Analysis	54
Table 4.4. Shapiro-Wilk Normality Test Results.....	57
Table 4.5. Paired Samples T-Test Results	58



LIST OF APPENDICES

Appendix 1. Appointment Letter Supervisor	87
Appendix 2. Recommendation Letter From School Of MIN 20 Aceh Besar	88
Appendix 3. Validity & Reability.....	89
Appendix 4. Lesson plan.....	90
Appendix 5. Result of Pret- test	113
Appendix 6. Result of Post-test.....	114



CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most widely used international languages in communication, education, technology, business, and global interaction. In Indonesia, English has become an important subject taught from elementary school to higher education because it helps students develop communication skills and access broader information in the modern era. In elementary education, English learning is introduced to help students become familiar with basic language skills such as listening, speaking, reading, and writing. Among these language components, vocabulary mastery is one of the most fundamental aspects, as it serves as the foundation for understanding and using language effectively. According to Nation (2022), vocabulary is an essential component of language proficiency because students cannot communicate, understand texts, or express ideas properly without sufficient vocabulary knowledge. Therefore, vocabulary mastery plays an important role in supporting students' English learning, especially for young learners at the elementary school level.

Vocabulary mastery is highly important for elementary students because young learners are still in the process of developing their language awareness and communication abilities. Students who have limited vocabulary knowledge often experience difficulties in understanding instructions, participating in classroom activities, answering questions, and expressing simple ideas in English. In many elementary classrooms, students are often asked to memorize vocabulary without

understanding the meanings and contextual usage of the words. As a result, students easily forget the vocabulary they have learned because the learning process is less meaningful and less interactive.

According to Cameron (2021), young learners need contextual and meaningful learning experiences to help them understand and retain vocabulary more effectively. This condition indicates that teachers need to use appropriate learning strategies and media that can help students learn vocabulary in more engaging and enjoyable ways.

One important type of vocabulary that should be mastered by elementary students is action verbs. Action verbs are verbs used to describe physical activities or actions such as run, jump, dance, swim, write, eat, and play. These verbs are frequently used in daily communication, classroom interaction, and simple sentence construction. Students who master action verbs can more easily understand instructions, describe daily activities, and communicate basic ideas in English. However, many elementary students still face difficulties in understanding and remembering action verbs because these vocabularies are often taught only through memorization, translation, and textbook exercises. Consequently, students become passive during classroom learning and tend to lose interest in learning vocabulary. According to Shin and Crandall (2021), young learners understand vocabulary more effectively when they can observe actions directly through visual and contextual learning activities. Therefore, action verbs require learning media that can present vocabulary meanings visually and interactively.

In the current educational era, the use of technology and digital media in learning activities has become increasingly important. Teachers are expected to create innovative, interactive, and student-centered learning environments to improve students' engagement and learning motivation. However, in reality, English vocabulary learning in elementary schools is still often conducted using conventional teaching methods such as drilling, translation, and textbook-based exercises.

These methods sometimes make students feel bored, passive, and less enthusiastic during classroom activities. Students often struggle to understand vocabulary meanings because they only read and memorize words without seeing real examples or contextual situations. According to Harmer (2022), attractive and interactive learning media can help teachers create more enjoyable learning experiences that increase students' attention, participation, and motivation during the learning process.

One learning medium that can support vocabulary learning effectively is animated videos. Animated videos combine moving images, sounds, narration, text, and visual effects to help students understand learning materials more clearly and attractively. Through animated videos, students can directly observe actions while simultaneously listening to pronunciation and contextual usage. This process helps students connect vocabulary meanings with visual experiences and real-life situations. Mayer (2021) explains in the Cognitive Theory of Multimedia Learning that students learn more effectively when information is presented through both visual and auditory channels simultaneously. Therefore, animated

videos are considered appropriate learning media for elementary students because young learners generally respond positively to colorful visuals, moving characters, sounds, and interactive learning experiences. The implementation of animated videos is considered highly suitable for teaching action verbs because action verbs describe movements and physical activities that can be visually demonstrated. For example, students can more easily understand vocabulary such as running, jumping, swimming, dancing, and writing when they observe the actions directly through animated characters.

This visual representation helps students understand vocabulary meanings contextually, rather than memorizing vocabulary without understanding. In addition, animated videos can create more interactive and enjoyable classroom environments that encourage students to participate actively during learning activities. Students may become more motivated and interested in vocabulary learning because animated videos combine educational content with entertaining visual presentations.

Several previous studies have discussed the use of animated videos in English vocabulary learning. A study conducted by Rahmawati and Suryani (2023) found that animated videos significantly improved elementary students' vocabulary mastery and learning motivation. The findings showed that students became more active, enthusiastic, and interested during vocabulary learning activities, as animated videos provided engaging visual experiences. The similarity between their study and the present study lies in the use of animated videos as learning media in vocabulary instruction. However, their study focused

on general vocabulary mastery, while the present study specifically focuses on students' mastery of action verbs. In addition, the current study also measures the extent of students' improvement after the implementation of animated videos.

Another study conducted by Putri et al. (2024) revealed that animated videos positively influenced students' engagement, vocabulary retention, and classroom participation in English learning. Students who learned vocabulary through animated videos achieved better scores compared to students who learned through conventional methods. Both the previous study and the current study discuss the implementation of animated videos in vocabulary learning. However, the present study differs in terms of research focus, participants, and data analysis. The current study specifically investigates action verb vocabulary for fifth-grade elementary students and analyzes students' improvement using N-Gain score analysis to determine the extent of improvement after the treatment

Although several studies have investigated animated videos in vocabulary learning, there are still limited studies focusing specifically on elementary students' mastery of action verbs. Furthermore, previous studies rarely analyze not only the significance of students' improvement but also the extent of improvement after the implementation of animated videos. Therefore, this study is important because it not only investigates whether animated videos significantly improve students' mastery of action verbs but also measures how far students' vocabulary mastery improves after the treatment. This research gap makes the present study relevant and necessary to conduct, especially in the context of English vocabulary learning for young learners.

This study is expected to contribute theoretically and practically to English language teaching and vocabulary instruction for elementary students. Theoretically, this study enriches discussions related to multimedia learning, vocabulary mastery, and the implementation of animated videos in English language teaching. Practically, this study is expected to provide alternative learning media for teachers to improve students' vocabulary mastery in more interactive, meaningful, and enjoyable ways. Therefore, the researcher is interested in conducting a study entitled "The Implementation of Animated Videos to Improve Students' Mastery of Action Verbs at the Fifth Grade."

B. Research Question

The research questions of this study are formulated as follows:

1. Does the implementation of animated videos significantly improve students' mastery of action verbs?
2. To what extent does the use of animated videos improve the students' vocabulary mastery of action verbs?

C. Research Aim

The aims of this study are formulated as follows:

1. To determine whether the implementation of animated videos significantly improves students' mastery of action verbs at the fifth grade.
2. To measure the extent of students' improvement in mastering action verbs after the implementation of animated videos.

D. Significance of the Study

This study is expected to provide both theoretical and practical significance in English language learning, especially in vocabulary instruction for elementary students.

1. Theoretical Significance

Theoretically, this study is expected to enrich discussions related to vocabulary learning, multimedia learning, and the use of animated videos in English language teaching. This study contributes to the development of teaching strategies that integrate technology and digital learning media into vocabulary instruction for young learners.

In addition, this study supports Mayer's Cognitive Theory of Multimedia Learning, which explains that students learn more effectively when information is presented through visual and auditory channels simultaneously. The findings of this study are expected to provide additional references for future researchers interested in investigating vocabulary learning through multimedia approaches.

Furthermore, this study focuses on the vocabulary of action verbs for elementary students, a topic that has been rarely discussed in previous studies. Therefore, this study is expected to contribute to the development of English vocabulary instruction for young learners, particularly in the context of animated video implementation.

2. Practical Significance

Practically, this study is expected to provide benefits for teachers, students, and future researchers.

a. For Teachers

This study is expected to provide alternative learning media for English teachers, especially in vocabulary instruction. Teachers may use animated videos to create more interactive, engaging, and enjoyable classroom learning activities. In addition, animated videos may help teachers explain vocabulary meanings more clearly through visual demonstrations and contextual situations.

b. For Students

This study is expected to help students improve their mastery of action verbs more effectively. Through animated videos, students may become more motivated, active, and interested in learning English vocabulary. Animated videos may also help students understand and remember vocabulary more easily because vocabulary is presented visually and contextually.

c. For Future Researchers

This study is expected to become a useful reference for future researchers who are interested in conducting studies related to animated videos, vocabulary learning, and multimedia learning approaches. Future researchers may develop this study by using different research designs, larger samples, or different vocabulary focuses.

E. Terminology

To avoid misunderstanding and misinterpretation in this study, the researcher provides several important terms related to the variables and learning media used in this research. These terminologies are explained based on experts' definitions and adjusted to the context of this study. The terminologies discussed

in this study include action verbs, videos, and animated videos because these terms become the main focus of the research and are closely related to the implementation of animated videos in improving students' mastery of action verbs for fifth-grade elementary students.

1. Action Verbs

According to Cameron (2021), action verbs are verbs used to describe physical actions or activities performed by people, animals, or objects, such as run, jump, swim, write, and dance. Action verbs in this study refer to English vocabulary related to daily physical activities taught to fifth-grade elementary students through animated videos. The researcher focuses on students' ability to recognize, understand, identify, and remember action verbs correctly after the implementation of animated videos during the learning process. The use of action verbs in this study is considered important because action verbs are closely related to students' daily activities and can be more easily understood through visual demonstrations and contextual learning experiences.

2. Videos

According to Berk (2022), videos are audio-visual media that combine moving images, sounds, narration, and visual elements to deliver information and learning materials effectively. Videos in this study refer to digital learning media used by the researcher to support English vocabulary learning activities in the classroom. The videos are used to help students understand the meanings and usage of action verbs through visual and contextual learning experiences. The implementation of videos in this study aims to create more interactive, engaging,

and enjoyable classroom learning environments that can increase students' motivation and participation during vocabulary learning activities.

3. Animated Videos

According to Mayer (2021), animated videos are multimedia learning media that combine moving animations, narration, sounds, and visual effects to improve students' understanding and engagement during learning activities. Animated videos in this study refer to instructional animated learning videos used to teach action verbs vocabulary to fifth-grade elementary students. The videos contain animated characters performing various physical actions such as running, jumping, dancing, swimming, and writing to help students understand vocabulary meanings more clearly through visual demonstrations and contextual situations. The implementation of animated videos in this study is intended to improve students' mastery of action verbs by providing more meaningful, attractive, and student-centered vocabulary learning experiences.

4. Vocabulary Mastery

According to Nation (2022), vocabulary mastery refers to students' ability to understand, recognize, remember, and use vocabulary appropriately in communication and learning activities. Vocabulary mastery in this study refers to students' ability to recognize, understand, identify, and remember English action verbs correctly after the implementation of animated videos during the learning process. The students' vocabulary mastery is measured through pre-test and post-test scores related to the vocabulary of action verbs.

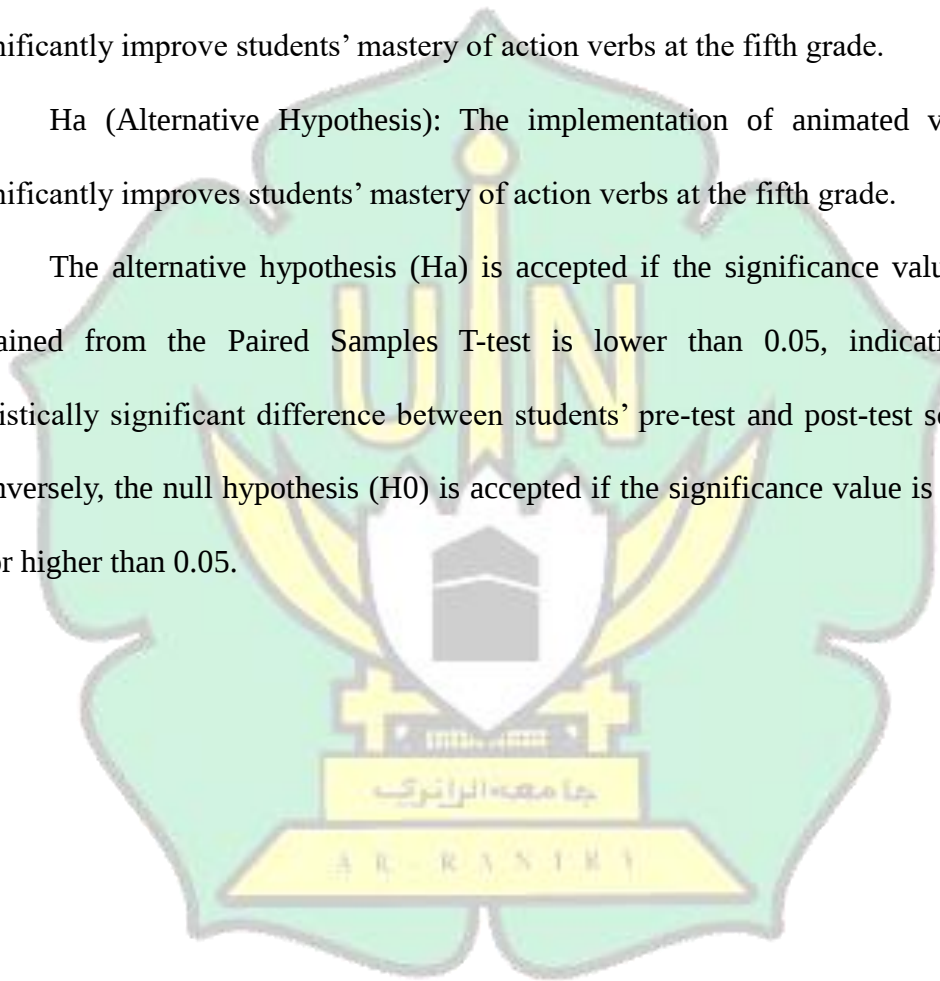
F. Research Hypothesis

Based on the research questions and the theoretical framework described in this chapter, the following hypotheses are proposed to guide the statistical analysis of this study:

H₀ (Null Hypothesis): The implementation of animated videos does not significantly improve students' mastery of action verbs at the fifth grade.

H_a (Alternative Hypothesis): The implementation of animated videos significantly improves students' mastery of action verbs at the fifth grade.

The alternative hypothesis (H_a) is accepted if the significance value (p) obtained from the Paired Samples T-test is lower than 0.05, indicating a statistically significant difference between students' pre-test and post-test scores. Conversely, the null hypothesis (H₀) is accepted if the significance value is equal to or higher than 0.05.



CHAPTER II

LITERATURE REVIEW

This chapter presents several theories and previous studies related to the implementation of animated videos in improving students' mastery of action verbs. The theories discussed in this chapter are used as the main foundation to support the research and explain the relationship between animated videos, vocabulary learning, and students' mastery of action verbs in elementary English learning. This chapter discusses action verbs, modern approaches to teaching vocabulary, animated videos in language learning, previous studies, and the conceptual framework of the study. Through these discussions, the researcher aims to provide clear theoretical explanations that support the implementation of animated videos as interactive learning media for improving students' vocabulary mastery, especially action verbs for fifth-grade elementary students.

A. Action Verbs

1. Definition of Action Verbs

Vocabulary is considered one of the most important components in English language learning because vocabulary helps learners understand meanings, express ideas, and communicate effectively in both spoken and written forms. Without sufficient vocabulary mastery, students may experience difficulties in understanding lessons, participating in classroom activities, and developing language skills. One important type of vocabulary that should be introduced and mastered by elementary students is action verbs. According to Cameron (2021), action verbs are verbs used to describe physical actions or activities performed by

people, animals, or objects. These verbs show movements or activities that can generally be observed directly, such as run, jump, swim, dance, eat, write, and play. Action verbs are frequently used in everyday communication because they help learners describe actions, routines, and activities occurring in daily life situations.

In English language learning, action verbs are considered essential vocabulary for young learners because they are closely related to students' daily experiences and classroom interactions. Elementary students commonly encounter action verbs during classroom instructions, games, songs, storytelling, and daily communication activities. For example, teachers often use instructions such as "open your book," "sit down," "write your name," or "stand up," which contain action verbs that students need to understand correctly. Therefore, action verbs play important roles in helping students understand instructions and participate actively during learning activities. In addition, action verbs also support students in constructing simple English sentences and expressing daily activities more meaningfully.

Furthermore, action verbs are considered easier for elementary students to learn because they can be demonstrated visually and physically through movements, gestures, pictures, videos, and classroom activities. Young learners generally learn vocabulary more effectively when they are able to connect words with concrete objects, actions, or visual representations. As a result, action verbs become highly suitable vocabulary materials for elementary English learning because students can directly observe and imitate the actions represented by the

vocabulary. Therefore, action verbs are highly relevant to this study because the researcher focuses on improving students' mastery of action verbs through the implementation of animated videos as interactive learning media.

2. Types of Action Verbs

According to Azar (2021), action verbs can generally be categorized into two main types, namely transitive verbs and intransitive verbs. Transitive verbs are action verbs that require objects in sentences because the action is directed toward something or someone. Examples of transitive verbs include eat, kick, write, open, and carry.

For instance, in the sentence "The boy kicks the ball," the word kicks is categorized as a transitive verb because it requires the object "the ball" to complete the meaning of the sentence. Transitive verbs are important in English sentence construction because they help learners understand relationships between actions and objects clearly. Meanwhile, intransitive verbs are verbs that do not require objects in sentences because the action can stand alone without additional objects. Examples of intransitive verbs include run, swim, jump, sleep, and dance. For example, in the sentence "The girl runs quickly," the word runs does not require an object because the sentence already has a complete meaning. Understanding the differences between transitive and intransitive verbs is important because it helps students use action verbs correctly in simple sentence construction and communication activities.

In elementary English instruction, teachers usually introduce simple, familiar action verbs related to students' daily activities and routines. Action verbs such as read, play, sing, jump, dance, and write are commonly taught because they are easy to understand and frequently used in classroom interactions. Teachers may also combine these verbs with pictures, body movements, songs, games, and animated videos to make vocabulary learning more meaningful and enjoyable for young learners. Therefore, understanding different types of action verbs can help students improve their vocabulary mastery and language comprehension more effectively.

3. Characteristics of Action Verbs

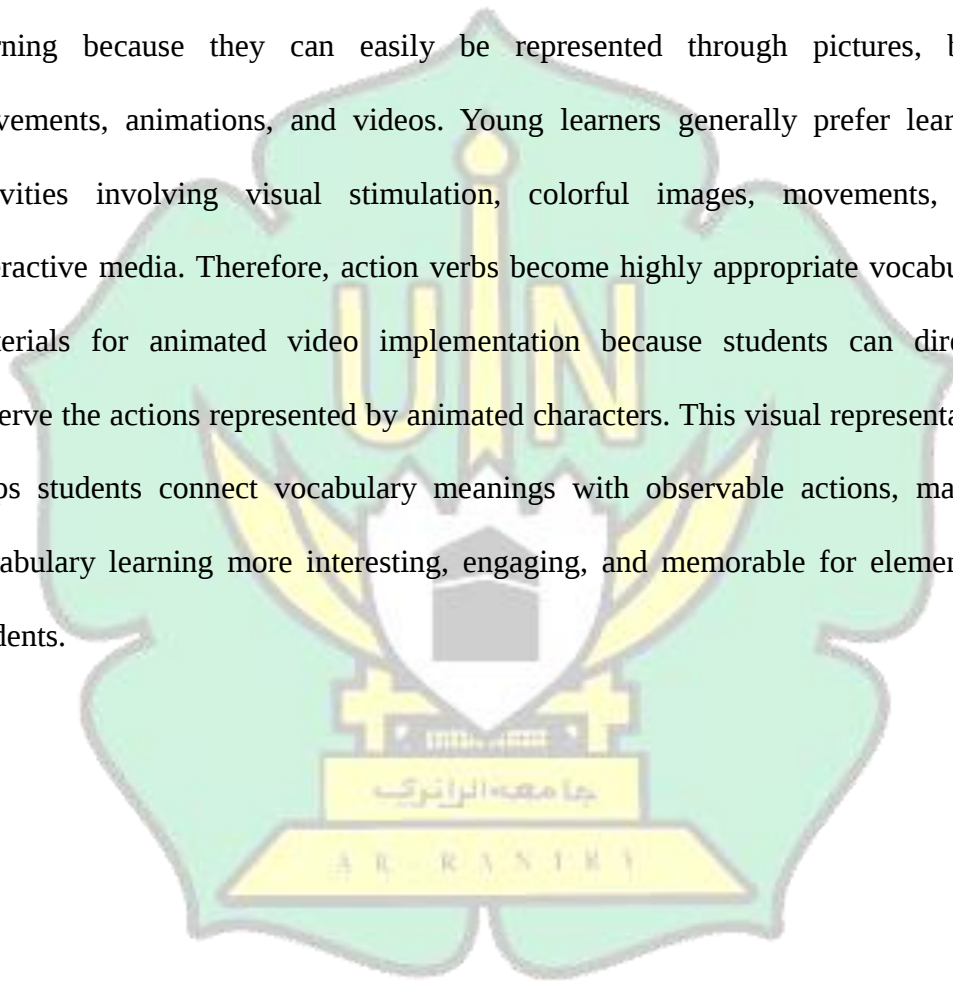
Action verbs have several important characteristics that distinguish them from other types of vocabulary in English learning. According to Thornbury (2022), action verbs are generally dynamic verbs that describe activities, movements, or actions performed by subjects in certain situations.

Unlike stative verbs that describe conditions or feelings, action verbs usually involve physical or observable activities that can be seen directly. For example, verbs such as run, jump, dance, swim, and write clearly represent actions that involve movement and activity. Because of these characteristics, action verbs are considered easier for young learners to understand through demonstrations and visual learning experiences.

Another important characteristic of action verbs is that they are highly contextual and closely related to everyday communication. Students frequently encounter action verbs in classroom activities, daily routines, games, instructions,

and social interactions. As a result, action verbs become practical vocabulary that students can immediately apply in real-life communication situations. This contextual nature helps students understand vocabulary more meaningfully than abstract vocabulary that cannot be visualized directly.

In addition, action verbs are highly suitable for visual and multimedia learning because they can easily be represented through pictures, body movements, animations, and videos. Young learners generally prefer learning activities involving visual stimulation, colorful images, movements, and interactive media. Therefore, action verbs become highly appropriate vocabulary materials for animated video implementation because students can directly observe the actions represented by animated characters. This visual representation helps students connect vocabulary meanings with observable actions, making vocabulary learning more interesting, engaging, and memorable for elementary students.



4. Functions of Action Verbs

Action verbs have important functions in English communication and vocabulary learning because they help learners express activities, actions, and events clearly in spoken and written communication. According to Cameron (2021), action verbs allow students to describe daily routines, physical activities, and simple events more effectively.

Through action verbs, students can communicate what they do, what other people do, and what activities occur in different situations. Therefore, action verbs become essential vocabulary components in basic English communication for elementary students.

In classroom learning, action verbs also function as important instructional vocabulary because teachers frequently use action verbs in classroom commands and learning activities. Instructions such as “listen carefully,” “write your answer,” “open your book,” and “raise your hand” require students to understand action verbs in order to participate successfully during classroom interactions. Students who understand action verbs may follow instructions more easily and participate more actively during lessons. Consequently, action verbs support not only vocabulary learning but also classroom management and communication processes.

Moreover, action verbs contribute significantly to the development of other language skills such as speaking, writing, listening, and reading. Students may use action verbs when describing pictures, retelling stories, making simple sentences, answering questions, or participating in conversations.

In listening activities, students also need to recognize action verbs to understand spoken instructions and classroom communication. Therefore, mastering action verbs can support students' overall English language development and improve their communication abilities more comprehensively.

B. Modern Approaches to Teaching Vocabulary

1. Vocabulary Mastery

Vocabulary mastery is considered one of the most essential aspects in English language learning because vocabulary becomes the foundation for developing communication skills and understanding language meaning effectively. According to Nation (2022), vocabulary mastery refers to learners' ability to recognize, understand, remember, and use vocabulary appropriately in different communication contexts. Students who possess good vocabulary mastery may understand classroom instructions more easily, participate actively in learning activities, and express ideas more confidently in both spoken and written communication.

Vocabulary mastery is considered one of the most essential aspects in English language learning because vocabulary becomes the foundation for developing communication skills and understanding language meaning effectively. According to Nation (2022), vocabulary mastery refers to learners' ability to recognize, understand, remember, and use vocabulary appropriately in different communication contexts. Students who possess good vocabulary mastery may understand classroom instructions more easily, participate actively in learning activities, and express ideas more confidently in both spoken and written

communication. Conversely, students with limited vocabulary knowledge often experience difficulties in understanding texts, following lessons, and communicating their thoughts clearly.

In this study, vocabulary mastery specifically refers to students' mastery of action verbs after the implementation of animated videos during the learning process. The researcher focuses on students' ability to recognize, understand, identify, remember, and use action verbs correctly after receiving treatment through animated videos. Therefore, vocabulary mastery becomes one of the main concepts investigated in this research because the study aims to improve students' mastery of action verbs through interactive and visually engaging learning media.

2. Vocabulary Learning Strategie

Vocabulary learning strategies are important approaches used by teachers and students to improve vocabulary understanding and retention during language learning activities. According to Schmitt (2021), vocabulary learning strategies refer to techniques, methods, and activities used by learners to understand, store, remember, and apply vocabulary effectively. Effective vocabulary learning strategies may help students learn vocabulary more actively and meaningfully instead of relying only on memorization techniques

In elementary classrooms, vocabulary learning strategies commonly include repetition, visual learning, games, songs, storytelling, gestures, demonstrations, and multimedia learning. Young learners generally learn vocabulary more effectively when they are actively involved in classroom activities and when vocabulary is connected to visual and contextual situations.

Therefore, teachers should select learning strategies appropriate for students' characteristics and developmental stages.

Furthermore, the use of interactive and multimedia-based learning strategies has become increasingly important in modern English learning because digital learning environments can create more engaging and enjoyable classroom experiences. Students today are more familiar with technology and digital media; therefore, integrating visual and multimedia learning into vocabulary instruction may increase students' attention, motivation, and participation during learning activities. In this study, the researcher applies animated videos as one of the vocabulary learning strategies to help students understand and remember action verbs more effectively through visual and contextual learning experiences.

3. Teaching Vocabulary Through Media

Learning media play important roles in supporting vocabulary instruction because media can help teachers present learning materials more clearly, attractively, and interactively. According to Harmer (2022), learning media are tools, materials, or technological resources used to support teaching and learning activities to improve students' understanding and engagement. In vocabulary learning, media can help students understand vocabulary meanings through visual representations, sounds, demonstrations, and contextual examples.

In elementary English learning, the use of learning media is highly important because young learners generally have shorter attention spans and prefer colorful, visual, and interactive learning experiences. Conventional teaching methods, such as translation and memorization, sometimes make

students feel bored and passive during classroom learning. Consequently, students may lose motivation and experience difficulties in retaining vocabulary for long periods. Therefore, teachers need to use attractive learning media to create more enjoyable learning environments and support students' vocabulary comprehension.

Various media can be used in vocabulary learning, including pictures, flashcards, songs, games, videos, animations, and digital applications. Among these media, animated videos are considered highly effective because they combine audio and visual elements simultaneously. Through animated videos, students may directly observe actions, listen to pronunciation, and understand vocabulary meanings contextually. Therefore, the implementation of learning media becomes an important factor in improving students' vocabulary mastery and classroom participation.

4. Teaching Vocabulary Through Animated Videos

Animated videos are considered effective learning media for vocabulary instruction because they combine moving images, narration, sounds, text, and visual effects that can support students' understanding more effectively. According to Mayer (2021), multimedia learning becomes more meaningful when information is presented through both visual and auditory channels simultaneously because students process information more efficiently through dual-channel learning experiences.

For elementary students, animated videos can create enjoyable and interactive learning environments that increase students' interest and motivation

during classroom learning. Students generally respond positively to colorful visuals, animated characters, sounds, and movement-based learning activities. Through animated videos, students may observe vocabulary meanings directly through visual demonstrations instead of memorizing words without contextual understanding.

In teaching action verbs, animated videos are highly suitable because action verbs describe movements and physical activities that can easily be represented visually. For example, students can more clearly understand vocabulary such as jump, dance, run, swim, and write when they directly observe animated characters performing the actions. This visual representation helps students connect vocabulary meanings with actual movements and real-life situations. Therefore, animated videos become appropriate learning media for improving students' mastery of action verbs in elementary English learning.

5. Digital Learning Approaches

In the modern educational era, digital learning approaches have become increasingly important in classroom instruction because technology provides wider opportunities for interactive and student-centered learning experiences. According to Prensky (2021), modern students are digital learners who are highly familiar with technology, multimedia, and internet-based learning environments. Therefore, teachers are encouraged to integrate digital learning approaches into classroom activities to improve students' engagement and learning motivation.

Digital learning approaches involve the use of technology-based media such as videos, animations, educational applications, multimedia presentations, and online learning resources. These approaches help teachers create more flexible, interactive, and meaningful learning environments. In vocabulary instruction, digital learning allows students to learn vocabulary through visual, auditory, and contextual experiences simultaneously, making vocabulary learning more interesting and memorable.

In this study, animated videos are implemented as digital learning media to improve students' mastery of action verbs. The use of animated videos reflects modern digital learning approaches because students learn vocabulary through interactive multimedia experiences involving sounds, animations, movements, and contextual situations. Therefore, digital learning approaches become highly relevant to the present study and support the implementation of animated videos in vocabulary learning activities.

C. Animated Videos in Language Learning

1. Definition of Animated Videos

Animated videos are considered one of the most effective multimedia learning media in modern education because they combine visual, auditory, and interactive elements that help students understand learning materials more effectively. According to Mayer (2021), animated videos are multimedia instructional media that integrate moving images, narration, sounds, text, and visual effects to support students' cognitive processes during learning activities. Through animated videos, students receive information through visual and

auditory channels simultaneously, allowing them to process and retain information more efficiently. This concept is supported by the Cognitive Theory of Multimedia Learning, which explains that students understand learning materials better when words and pictures are presented together rather than separately.

In English language learning, animated videos are widely used to support vocabulary learning because they provide contextual and meaningful learning experiences for students. Animated videos help students observe vocabulary usage directly through visual demonstrations, conversations, actions, and situations presented in the videos

For elementary students, animated videos are highly suitable because young learners generally prefer colorful visuals, moving characters, sounds, and entertaining learning environments. These characteristics make students feel more interested and motivated during classroom learning activities. Therefore, animated videos are considered appropriate learning media for elementary English instruction, especially for teaching vocabulary related to physical actions and daily activities.

In this study, animated videos refer to digital instructional learning videos containing animated characters performing various physical actions such as running, jumping, dancing, swimming, reading, and writing. These videos are used as learning media to help fifth-grade students understand the meanings and usage of action verbs more clearly through visual demonstrations and contextual learning experiences. The implementation of animated videos in this study aims to

improve students' mastery of action verbs and create more interactive and enjoyable vocabulary learning activities in the classroom.

2. Characteristics of Animated Videos

Animated videos have several important characteristics that distinguish them from traditional learning media such as textbooks and printed materials. According to Berk (2022), animated videos combine moving images, audio, narration, music, text, colors, and visual effects to deliver learning materials interactively and attractively. Unlike static learning materials, animated videos provide dynamic visual representations that can capture students' attention more effectively during learning activities. This dynamic presentation allows students to focus more on learning materials because the information is presented in visually engaging ways.

Another important characteristic of animated videos is that they can visualize abstract concepts and unfamiliar vocabulary more concretely. Elementary students often experience difficulties in understanding English vocabulary because they only memorize words without observing real examples or contextual situations. Through animated videos, vocabulary meanings can be demonstrated visually through animated characters, movements, and situations. For example, students may understand vocabulary such as run, jump, swim, and dance more clearly when they observe animated characters performing the actions directly. This visual representation helps students connect vocabulary meanings with observable activities and real-life experiences.

Furthermore, animated videos are highly flexible and adaptable learning media because teachers can combine them with various classroom activities such as discussions, games, pronunciation practice, question-and-answer sessions, and vocabulary exercises. Teachers may pause videos, replay important scenes, and explain vocabulary meanings during classroom instruction. Therefore, animated videos are not only entertaining media but also effective instructional tools that support interactive and student-centered learning environments

3. Advantages of Animated Videos

Animated videos provide many advantages in English language learning, especially in vocabulary instruction for young learners. According to Mayer (2021), multimedia learning media such as animated videos help students process information more effectively because learners receive information through both visual and auditory channels simultaneously. This dual-channel learning process supports students' comprehension, memory retention, and vocabulary understanding during learning activities.

One important advantage of animated videos is their ability to increase students' attention and motivation during classroom learning. Elementary students often become bored when vocabulary learning relies only on memorization, translation, and textbook exercises. Conventional learning methods sometimes make students passive and less enthusiastic during classroom activities. However, animated videos provide colorful visuals, sounds, movements, and entertaining presentations that create more enjoyable learning environments. As a result,

students may become more active, interested, and motivated in learning English vocabulary.

Another advantage is that animated videos help students understand vocabulary meanings contextually, rather than memorizing isolated words without understanding their usage. Through animated videos, students may directly observe vocabulary in meaningful situations and visual demonstrations. For example, when students watch animated characters running, swimming, jumping, or dancing, they can immediately associate the vocabulary with the physical actions shown in the videos. This process helps students understand vocabulary meanings more clearly and retain vocabulary longer in their memory.

In addition, animated videos may improve students' pronunciation and listening skills because students can listen to the correct pronunciation of vocabulary while simultaneously observing the visual demonstrations. Students also become more engaged during classroom activities because animated videos create interactive learning experiences involving sounds, movements, and visual stimulation. Therefore, animated videos are considered highly effective learning media for improving elementary students' vocabulary mastery.

4 Disadvantages of Animated Videos

Although animated videos provide many benefits in vocabulary learning, they also have several limitations during classroom implementation. According to Harmer (2022), students may focus more on the entertainment aspects of the videos rather than the learning materials if teachers cannot manage the classroom effectively.

In addition, some schools may have limited technological facilities such as projectors, speakers, or internet access to support animated video learning activities. Teachers also need additional time to prepare appropriate videos that match students' learning needs and lesson objectives. Therefore, animated videos should be combined with interactive classroom activities to keep students actively involved during the learning process.

5. Functions of Animated Videos in Language Learning

Animated videos have important functions in supporting English language learning because they help teachers deliver learning materials more effectively, attractively, and interactively. According to Berk (2022), animated videos function as instructional media that can improve students' understanding, attention, participation, and learning motivation during classroom activities. Through animated videos, students may receive information visually and auditorily at the same time, allowing them to understand learning materials more meaningfully.

In vocabulary instruction, animated videos function as visual learning tools that help students understand vocabulary meanings through contextual demonstrations and real-life situations. Instead of memorizing vocabulary lists, students may directly observe how vocabulary is used in meaningful contexts. This process helps students understand vocabulary more deeply and apply vocabulary appropriately during communication activities. Animated videos also function as motivational media because they create enjoyable and student-centered learning environments. Students who feel interested and motivated during classroom learning generally participate more actively and confidently

during learning activities. Therefore, animated videos support not only students' cognitive development but also their emotional engagement and classroom participation during English learning activities.

6. Role of Animated Videos in Vocabulary Acquisition

Animated videos play important roles in helping students acquire vocabulary more effectively because they provide repeated exposure, contextual learning experiences, and visual demonstrations of vocabulary usage. According to Nation (2022), vocabulary acquisition becomes more successful when learners repeatedly encounter vocabulary in meaningful contexts. Through animated videos, students may repeatedly hear vocabulary pronunciation, observe vocabulary meanings visually, and understand vocabulary usage contextually during learning activities.

For elementary students, vocabulary acquisition through animated videos becomes more effective because young learners generally learn better through visual and interactive experiences. Students may remember vocabulary more easily when they connect words with pictures, sounds, movements, and contextual situations presented in animated videos. This process strengthens students' vocabulary, memory, and comprehension more effectively than traditional memorization methods.

In this study, animated videos are used to support students' acquisition of action verb vocabulary. Students are expected to improve their understanding, recognition, and retention of action verbs after observing animated characters performing physical actions repeatedly throughout the learning activities.

Therefore, animated videos become important learning media for improving students' mastery of action verbs in elementary English learning.

7. Impact of Animated Videos on Elementary Students

Animated videos have positive impacts on elementary students' motivation, classroom participation, engagement, and vocabulary understanding during English learning activities. According to Shin and Crandall (2021), young learners generally learn more effectively when learning activities involve visual, auditory, and kinesthetic experiences simultaneously. Animated videos combine these learning elements through moving images, sounds, narration, and visual demonstrations that match elementary students' learning characteristics.

The implementation of animated videos may increase students' interest and enthusiasm because students generally enjoy colorful visuals, animated characters, and entertaining classroom environments. Students who feel interested during learning activities tend to participate more actively, answer questions confidently, and pay greater attention during classroom instruction. In addition, animated videos may reduce students' boredom and anxiety during English learning because learning becomes more enjoyable and interactive.

Animated videos also help students improve concentration and vocabulary comprehension because students can observe vocabulary meanings directly through visual demonstrations. For elementary students who often struggle to understand abstract vocabulary explanations, animated videos provide more concrete and meaningful learning experiences. Therefore, animated videos are

considered highly appropriate learning media for improving elementary students' vocabulary mastery and classroom engagement.

8. Animated Videos as Interactive Learning Media

Animated videos are considered interactive learning media because they encourage students to participate actively during learning activities rather than becoming passive learners. According to Mayer (2021), interactive multimedia learning environments help students process information more effectively because learners become actively involved in observing, listening, understanding, and responding to learning materials presented through multimedia elements.

In classroom instruction, teachers may combine animated videos with interactive learning activities such as discussions, vocabulary games, pronunciation practice, role-play activities, question-and-answer sessions, and classroom demonstrations. Through these activities, students do not only watch animated videos passively but also interact with the learning materials directly. This interaction helps students understand vocabulary meanings more deeply and apply vocabulary in meaningful communication situations.

In this study, animated videos function as interactive learning media used to improve students' mastery of action verbs. The implementation of animated videos is expected to create more student-centered, meaningful, enjoyable, and engaging vocabulary learning experiences for fifth-grade elementary students. Through visual demonstrations, sounds, contextual situations, and interactive classroom activities, students are expected to improve their understanding and

retention of action verbs more effectively compared to conventional vocabulary learning methods.

9. Video-Based Media versus Static Images in Teaching Action Verbs

Although both animated videos and static images belong to the broader category of visual learning media, the two differ fundamentally in the type of information they are able to convey, and this difference is particularly important when the vocabulary being taught consists of action verbs. A static image can only capture a single frozen moment of an activity, which requires the learner to infer the surrounding motion, sequence, and process independently. An animated video, by contrast, presents the complete trajectory of a movement from beginning to end, together with synchronized sound and narration. Because action verbs such as jump, run, swim, and climb are defined by movement itself rather than by a fixed visual state, a moving representation is inherently more capable of conveying their meaning accurately than a still picture (Li & Teng, 2022).

This distinction is directly relevant to the design and interpretation of the present study. The improvement observed in students' post-test scores cannot be attributed merely to the presence of visual support in general, since a still-image-based treatment would not have been able to demonstrate the continuous motion, timing, and contextual sequence that define each action verb. In line with Mayer's (2021) Cognitive Theory of Multimedia Learning, the dual-channel processing advantage produced by animated videos depends specifically on the simultaneous presentation of dynamic visual movement and synchronized auditory narration, a combination that static images are structurally unable to reproduce. Therefore, the

gains documented in this study are best explained as an effect of the video medium itself, rather than of visual stimulation in a general sense.

D. Previous Studies

The effectiveness of video and animation in the classroom has been well-documented by various experts over the last six years, providing a strong foundation for this study:

- 1) Rahmawati and Sugirin (2019) compared students who were taught using video media with those who learned through conventional methods, and found that the group using video consistently scored higher on vocabulary tests. They argued that being able to see words visually was what made the difference. A year later, Suryani and Widodo (2020) looked at why many Indonesian students struggle with vocabulary and pointed to the lack of visual and contextual support as a major factor in most classroom settings.
- 2) Sari and Aminatun (2020) found that combining images and sound helped students connect words to their meanings more effectively than text alone, and that this multisensory experience also made students more engaged during lessons. Building on this, Putri et al. (2021) found that animated videos not only improved vocabulary scores but also increased students' motivation to learn, partly because the characters and movements made the language feel less intimidating.
- 3) Li and Teng (2022) focused specifically on verb acquisition and found that the movement shown in animations is particularly well-suited for teaching action words, since students can see what the verb actually looks like in

practice. Odezue et al. (2023) added that when students become emotionally involved in a story, they tend to remember the vocabulary from it longer than words they memorized in isolation.

- 4) More recently, Putri and Sari (2024) demonstrated that cartoon-style videos work especially well for teaching action verbs to young learners because students can observe the full process of an action from beginning to end. Kirana and Iswati (2025) further confirmed this for Indonesian EFL learners, noting that animated videos help students acquire verbs that would otherwise be hard to explain through direct translation alone.

E. Conceptual Framework

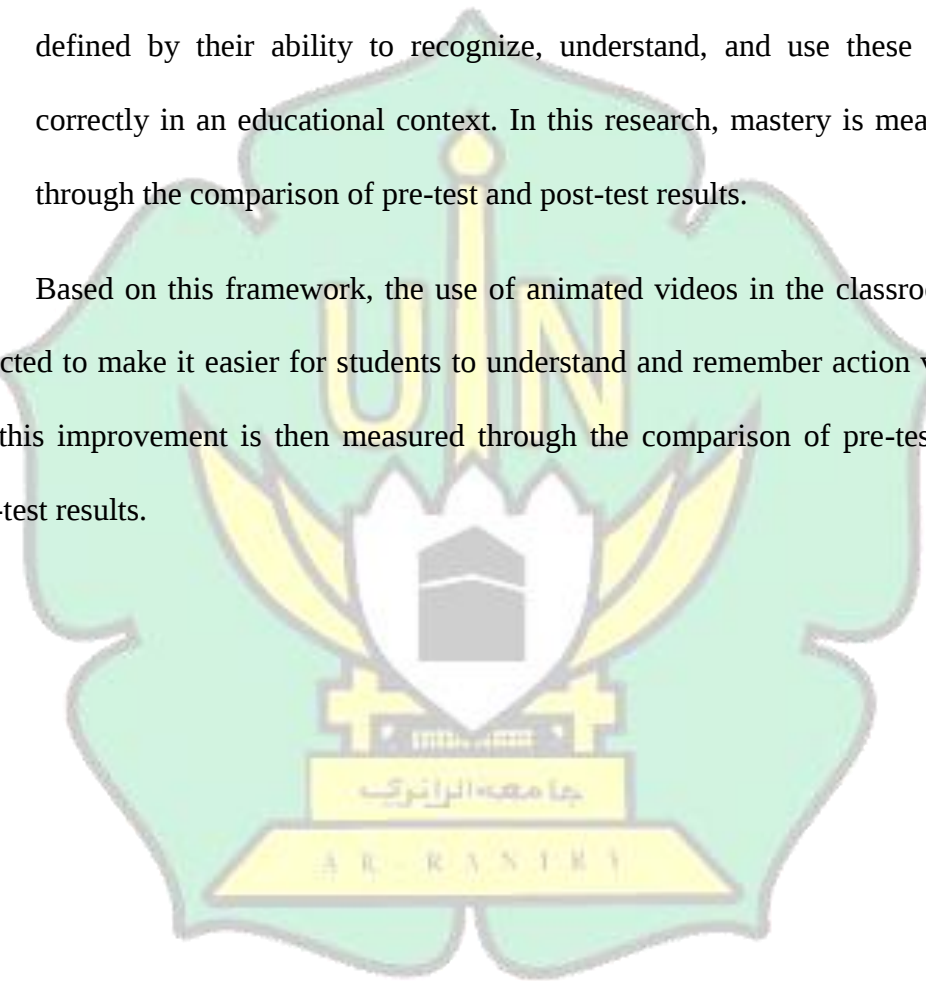
The conceptual framework of this study explains the relationship between instructional media and student learning outcomes. It is built upon the pillars of Multimedia Learning Theory and Vocabulary Acquisition Theory, which suggest that language instruction is most effective when it is visual, contextual, and meaningful. This study follows an Input-Process-Output (IPO) model:

- 1) Input: The primary input is the implementation of animated videos as the core teaching medium. These videos provide visual representations of actions, spoken English expressions, and contextual storylines appropriate for the cognitive development of young learners.
- 2) Process: During the instructional phase, students are exposed to these animated videos in a structured classroom setting. The process involves students watching the clips, observing the characters' physical movements, and hearing the correct pronunciation of the verbs. The teacher facilitates

this by guiding the students to recognize the words, repeat them orally, and practice connecting the auditory word with the visual movement. This multisensory approach creates a more engaging experience than traditional rote memorization.

- 3) Output: The final output is the students' mastery of action verbs. This is defined by their ability to recognize, understand, and use these verbs correctly in an educational context. In this research, mastery is measured through the comparison of pre-test and post-test results.

Based on this framework, the use of animated videos in the classroom is expected to make it easier for students to understand and remember action verbs, and this improvement is then measured through the comparison of pre-test and post-test results.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative research approach with a pre-experimental design, specifically the one-group pre-test and post-test design. According to Creswell (2018), a pre-experimental design is a type of research design that is used to measure the effect of a particular treatment on a single group of participants by comparing their performance before and after the treatment is implemented. This design was considered appropriate for the present study because the researcher intended to investigate whether the use of animated videos as instructional media could improve students' mastery of action verbs at the fifth-grade elementary level.

In the implementation of this design, students were first administered a pre-test to measure their initial understanding and vocabulary mastery of action verbs before any treatment was introduced. The pre-test served as a diagnostic baseline to identify how well students already understood the target vocabulary prior to learning. After the pre-test, the students participated in a series of treatment sessions in which animated videos were used as the primary learning media. These treatment sessions were designed to help students recognize, understand, and internalize English action verbs through visual and auditory stimulation. Upon the completion of all treatment sessions, a post-test was administered to measure how much students' vocabulary mastery had improved as a result of the animated video instruction. The comparison between the pre-test

and post-test scores was then used to determine whether the treatment had a significant effect on students' mastery of action verbs.

This design was selected because it allowed the researcher to directly observe students' vocabulary development within a single classroom group without requiring a control group for comparison. Although this design does not involve a side-by-side comparison between experimental and control groups, it remains highly suitable for classroom-based research that focuses primarily on documenting individual improvement following a specific treatment (Fraenkel & Wallen, 2017). Given that the main objective of this study was to examine students' improvement in mastering action verbs after the implementation of animated videos, the one-group pre-test and post-test design was considered the most appropriate and practical choice for this research context.

B. Population and Sample

1. Population

According to Creswell (2018), a population refers to the entire group of individuals who share similar characteristics that are relevant to the research being conducted. In this study, the population consisted of all fifth-grade students at the elementary school where the research was carried out during the 2025/2026 academic year. The researcher focused on fifth-grade students as the target population because students at this level had already received foundational English instruction in previous grades and were considered cognitively ready to participate in vocabulary learning activities that involve action verbs and animated video media.

Fifth-grade students were also considered a suitable population for this study because they are still classified as young learners who are generally known to respond positively and enthusiastically toward visual and interactive learning media (Cameron, 2021). At this developmental stage, students are naturally drawn to colorful, movement-based, and audio-visual content, which aligns well with the characteristics of animated videos as an instructional tool. In addition, action verbs are closely connected to students' everyday activities and classroom interactions, making the vocabulary content relevant, meaningful, and accessible for learners at this age. For these reasons, the fifth-grade level was considered both appropriate and well-suited to the research objectives of this study.

2. Sample

The sample of this study consisted of 25 students from one fifth-grade classroom that was selected through a purposive sampling technique. According to Sugiyono (2022), purposive sampling is a non-probability sampling technique in which participants are deliberately selected based on specific criteria and considerations determined by the researcher rather than through random selection. This technique is particularly suitable for educational research where the researcher needs to identify a specific group of participants whose characteristics closely match the objectives of the study.

The researcher chose purposive sampling for this study because not all classrooms in the school exhibited the same conditions, vocabulary proficiency levels, and learning needs that were relevant to the research.

Rather than selecting participants randomly, the researcher intentionally identified one classroom that met the specific criteria necessary for the implementation of animated videos as a vocabulary learning treatment. This decision was made to ensure that the research would produce meaningful, valid, and reliable data that accurately reflected students' actual improvement after the treatment.

The selected classroom was chosen based on several important academic and pedagogical considerations. First and most significantly, the students in this class demonstrated relatively low mastery of English vocabulary, particularly in understanding and identifying action verbs. During preliminary observations conducted before the study began, the researcher noted that many students struggled to recognize common English action verbs such as run, jump, climb, and swim, even when these words were presented with visual support. Students frequently had difficulty following basic classroom instructions given in English, remembering vocabulary items from one lesson to the next, and correctly matching action verbs to their meanings during classroom activities. This initial condition indicated a clear learning gap that the treatment was specifically designed to address.

Second, the students in the selected classroom showed a strong interest in and positive attitude toward visual and interactive learning activities. Based on the researcher's observations and informal discussions with the class English teacher before the study, it was found that students became noticeably more engaged and attentive when lessons incorporated multimedia content,

movement, or visual demonstrations. The teacher also reported that students frequently requested video-based learning activities and responded with higher enthusiasm when learning was presented through animated or colorful materials. This behavioral characteristic made the classroom highly suitable for implementing animated videos as the primary treatment medium.

Third, the English teacher of the selected classroom confirmed that students often showed signs of low motivation and disengagement when vocabulary learning relied exclusively on textbook exercises, dictionary lookup tasks, and rote memorization activities. The teacher expressed that students frequently lost focus during conventional vocabulary drills and showed limited retention of vocabulary items after such lessons. This condition further supported the rationale for using animated videos, which are known to enhance students' engagement, motivation, and vocabulary retention through multisensory learning experiences (Swandi et al., 2022).

In addition to these considerations, the selected classroom was also deemed academically appropriate because the students had relatively similar English proficiency levels and had never previously experienced vocabulary learning through animated video media. This homogeneous proficiency condition allowed the researcher to attribute any observable improvement in students' post-test scores more confidently to the treatment itself, rather than to pre-existing differences in individual language ability. Furthermore, since the students had already studied basic English vocabulary related to everyday activities in previous grades, they possessed sufficient foundational language

knowledge to participate meaningfully in action verb learning activities during the research process. All of these factors together made the selected classroom the most appropriate and justifiable choice for this study.

C. Research Instrument

The research instrument used in this study was a vocabulary test specifically designed to measure students' mastery of action verbs before and after the implementation of animated videos as instructional media. The development and use of this instrument was closely aligned with the two research questions that guided the study. Research Question 1 investigated whether the implementation of animated videos significantly improved students' mastery of action verbs, while Research Question 2 investigated the extent to which students' mastery of action verbs improved after the treatment. Both questions required an instrument that could objectively and consistently capture changes in students' vocabulary knowledge over the course of the research.

The vocabulary test was administered in two stages: as a pre-test before the treatment began and as a post-test after all treatment sessions had been completed. The pre-test was conducted to establish a clear baseline measurement of each student's initial vocabulary knowledge related to action verbs before any instructional intervention was introduced. The post-test, administered after the completion of all four treatment sessions, was used to assess how much students' mastery of action verbs had developed as a direct result of the animated video instruction. The comparison between the scores obtained from both tests served as the primary data source for answering both research questions.

The test consisted of 15 multiple-choice items, each designed to measure students' ability to identify, recognize, and understand specific English action verbs. To make the test suitable for the cognitive level and learning characteristics of fifth-grade elementary students, each item was accompanied by a clear visual illustration or picture representing a particular action. Students were asked to choose the correct English action verb that matched the action depicted in the image from among four possible answer choices. The use of pictures in the test was considered essential because young learners generally understand vocabulary more effectively when words are linked to visual representations and concrete contextual cues (Cameron, 2021). The vocabulary items covered in the test included action verbs that were taught during the treatment sessions, such as eat, drink, run, jump, write, read, sleep, swim, climb, draw, walk, sit, stand, kick, and sing.

The vocabulary test was designed to be consistent in both format and difficulty level across the pre-test and post-test administrations. This consistency was maintained to ensure that any differences observed between the two sets of scores could be attributed specifically to the effect of the treatment, rather than to changes in the test format or difficulty. Both the pre-test and post-test used the same vocabulary items, the same visual illustrations, and the same response format, which helped to ensure the fairness and validity of the comparison.

The connection between this instrument and the research questions is direct and deliberate. For Research Question 1, which asked whether animated videos significantly improved students' mastery of action verbs, the answer was

derived from the statistical comparison between pre-test and post-test scores using the Paired Samples T-test. This analysis allowed the researcher to determine whether the observed improvement between the two test administrations was statistically significant or merely attributable to chance. For Research Question 2, which asked about the extent of students' improvement using the phrase "to what extent," the N-Gain score analysis was used. This analysis measured not only whether improvement occurred, but also how much improvement was achieved relative to the maximum possible gain from the pre-test score. The N-Gain score thus provided a more nuanced and meaningful answer to the second research question by indicating whether the treatment produced a high, medium, or low level of effectiveness in improving students' action verb mastery. The vocabulary test was therefore the most appropriate and fitting instrument for collecting the quantitative data needed to answer both research questions in a valid, consistent, and academically credible manner.

It is important to note that the vocabulary test used as the research instrument in this study was designed and developed by the researcher herself, rather than being adapted from an existing published instrument. The researcher selected the fifteen target action verbs based on vocabulary commonly found in the fifth-grade English syllabus, formulated the multiple-choice items and answer options, and prepared the accompanying visual illustration for each test item. This self-constructed instrument was subsequently reviewed by the supervisor and examined through the item validity and reliability analysis presented in Appendix

2, which confirmed that the instrument was sufficiently valid and reliable (Cronbach's Alpha = .855) to be used for data collection.

Although the pre-test and post-test used the same fifteen action verbs, the same level of difficulty, and the same multiple-choice format, the two versions of the test were not entirely identical. The order of the test items and the arrangement of the four answer options for each item were rearranged differently between the pre-test and the post-test. This modification was made deliberately to prevent students from simply memorizing the position of the correct answers from the pre-test and reproducing them in the post-test without genuine vocabulary recall. By varying the item order and answer arrangement while keeping the vocabulary content and visual illustrations consistent, the researcher aimed to ensure that any improvement in the post-test scores reflected authentic gains in students' mastery of action verbs rather than a test-retest memorization effect.

D. Data Collection Procedures

The data collection process in this study was structured into three sequential phases: pre-test, treatment, and post-test. Each phase was designed to serve a specific purpose within the overall research framework and to ensure that the data collected accurately reflected students' vocabulary development before and after the implementation of animated videos as learning media. The three phases were conducted in an organized and systematic manner to guarantee the reliability and validity of the data obtained.

1. Pre-Test

Before any treatment or instructional media were introduced to the students, a pre-test was administered during the first meeting to measure students' initial mastery of English action verbs. The purpose of this pre-test was to establish a clear and objective baseline of each student's vocabulary knowledge before the intervention so that any subsequent improvement observed in the post-test could be meaningfully compared and analyzed.

The pre-test was conducted in a controlled classroom setting under the supervision of the researcher and the class English teacher. Students were given a strict time limit of 20 minutes to complete the 15 multiple-choice items. Each item presented a visual illustration of a specific action and required students to select the correct English action verb from four answer options. The use of visual-based questions was intended to reduce language comprehension barriers and to assess students' actual vocabulary recognition ability rather than their general reading comprehension skill. The scores collected from this pre-test session served as the primary baseline data for measuring students' improvement after the treatment was implemented.

2. Treatment

Following the pre-test, the treatment phase was conducted across four consecutive classroom meetings. During this phase, the researcher used animated videos sourced from YouTube as the main instructional media for teaching English action verbs. The treatment was designed not merely as

passive video watching, but as a structured and interactive learning experience in which students actively engaged with the vocabulary content presented in each video. The implementation of animated videos was guided by a detailed lesson plan that specified the learning objectives, vocabulary targets, teaching activities, and student tasks for each session.

Before selecting the animated videos used in each treatment session, the researcher applied several specific criteria to ensure that the videos were pedagogically appropriate and aligned with the objectives of the study. First, each video had to clearly and unambiguously depict the target action verb through explicit physical movement, so that the meaning of the vocabulary could be understood visually without requiring extensive verbal explanation. Second, the video had to include clear narration or on-screen text in standard English that correctly labelled the action being shown, ensuring the accuracy of the language input received by students. Third, the duration of each video segment was limited to approximately three to five minutes, a length considered appropriate for maintaining the attention span of fifth-grade students. Fourth, the animation style had to be colorful, age-appropriate, and free from content unsuitable for elementary-aged learners. Fifth, priority was given to videos intended for young English learners, which typically feature clear pronunciation, simple sentence structures, and child-friendly visual design. Videos that met all five criteria were shortlisted and reviewed together with the field research supervisor before being finalized for use in each treatment session.

1. Day 1 – Meeting 2: Introduction to Action Verbs Through Animated Videos

The first treatment session focused on introducing students to a set of basic English action verbs through animated video content. At the beginning of the session, the researcher briefly reviewed the concept of action verbs in simple, age-appropriate language to activate students' prior knowledge and prepare them for the new vocabulary input. The researcher then played a selected animated video that featured a series of characters performing various actions such as running, jumping, eating, and drinking, while the action verbs were displayed and narrated clearly on screen. The video used in this session lasted approximately four minutes and was set in simple, colorful, everyday contexts such as a playground and a house, combining clear on-screen text with slow, deliberate narration so that students could easily match each spoken word with its corresponding movement.

Rather than allowing students to watch the video passively from beginning to end, the researcher paused the video at specific moments to highlight individual action verbs, model their pronunciation aloud, and use physical gestures to demonstrate what each word meant. Students were encouraged to repeat the words after the researcher and to mimic the gestures, which helped to create a physical and kinesthetic connection between the English word and its corresponding action. After watching the video, students participated in a vocabulary matching activity in which they connected each action verb they had seen in the video to a corresponding picture. This

activity helped reinforce vocabulary retention and provided the researcher with immediate feedback on students' initial comprehension of the target words.

2. Day 2 – Meeting 3: Deepening Vocabulary Through Repetition and Interaction

The second treatment session aimed to deepen students' understanding of the action verbs introduced in the previous meeting through repeated exposure and interactive classroom activities. The session began with a brief review of the vocabulary taught in the first treatment meeting, during which the researcher used flashcard images to prompt students to recall and produce the target words. This warm-up review was important for reinforcing memory traces and encouraging students to retrieve vocabulary items from their long-term memory.

Following the review, the researcher played a new animated video that featured the same set of action verbs but in different visual contexts and storylines to provide varied input and prevent monotony. This second video was slightly shorter, around three minutes, and reused the same narrator's voice and on-screen text style as the first video so that students would recognize the vocabulary as familiar rather than encountering it as new content, while the change of setting and characters kept the activity fresh and engaging. The researcher again paused at key moments to draw students' attention to specific vocabulary items, correct mispronunciations, and ask comprehension questions such as "What is she doing?" or "Can you show me

what 'jump' looks like?" Students were asked to respond chorally and individually, which gave all students the opportunity to practice producing the target vocabulary in a low-pressure, supportive classroom environment. After the video session, students were asked to work in pairs to describe the actions they saw using the action verbs they had learned, which further reinforced their ability to use the vocabulary meaningfully in context

3. Day 3 – Meeting 4: Expanding Vocabulary With New Action Verbs

The third treatment session introduced a new set of action verbs that had not yet been covered in the previous meetings. These included verbs such as swim, climb, draw, walk, sit, stand, kick, and sing, which were presented through a different animated video selected for its clear visual representation of each action and its appropriateness for elementary-level learners. This third video ran for approximately five minutes and deliberately placed pairs of visually similar actions next to each other in the storyline, allowing the researcher to pause and compare them directly on screen. The session followed a similar pedagogical structure to the previous meetings, beginning with the video presentation, followed by teacher-guided vocabulary discussion, pronunciation practice, and student interaction activities.

In this session, the researcher paid particular attention to helping students distinguish between visually similar actions, such as walk and run, or sit and stand, by pausing the video and asking students to observe the differences. Students were then asked to stand up and physically perform each action as the researcher called out the corresponding vocabulary item, a

kinesthetic activity that proved highly engaging and helped students connect the abstract English word to its concrete physical meaning. At the end of the session, students were asked to write down the new action verbs in their vocabulary notebooks alongside a simple drawing of each action, which served as a personal vocabulary reference and helped consolidate memory through multimodal encoding.

4. Day 4 – Meeting 5: Review, Consolidation, and Application

The fourth and final treatment session was designed as a comprehensive review and consolidation meeting to reinforce all of the action verbs that had been taught across the previous three treatment sessions. The researcher began the session by re-playing short one-minute clips selected from the three animated videos used in earlier meetings and asking students to identify and name the action verbs featured in each clip. This video-based review activity helped students revisit the vocabulary in a familiar and enjoyable format while also allowing the researcher to assess which items still needed reinforcement.

Following the review, students participated in a group vocabulary game in which teams competed to correctly identify action verbs from video screenshots displayed on the board. This competitive yet supportive activity generated high levels of engagement and enthusiasm among students and served as a meaningful consolidation exercise for the vocabulary taught throughout the treatment phase. Students also practiced using the action verbs in short oral sentences to describe the actions they observed, which helped to

move their vocabulary knowledge from mere recognition toward productive use. By the end of this session, students had been exposed to all 15 target action verbs multiple times across a variety of visual, auditory, and interactive learning contexts, which the researcher expected would be reflected in their post-test performance.

3. Post-Test

After the completion of all four treatment sessions, a post-test was administered to measure the extent of students' vocabulary improvement following the animated video instruction. The post-test was conducted during the sixth and final meeting of the study and used the same format, level of difficulty, and vocabulary items as the pre-test to ensure that the comparison between the two sets of scores was valid and consistent. Students were again given 20 minutes to complete the 15 multiple-choice items under the same controlled conditions as the pre-test.

The scores obtained from the post-test were then compared with the pre-test scores to determine whether students had made observable and statistically significant improvements in their mastery of English action verbs as a result of the animated video treatment. These scores served as the primary quantitative data for the statistical analysis conducted in Chapter IV of this study.

E. Scoring Technique

In this study, each correct answer in the vocabulary test received one point (1), while incorrect answers received zero points (0). The test consisted of 15 multiple-choice questions focusing on students' mastery of action verbs.

The students' final scores were calculated using the following formula:

$$\text{Score} = \frac{\text{Correct Answers}}{15} \times 100$$

The scoring system was applied consistently in both the pre-test and post-test to measure students' vocabulary improvement after the implementation of animated videos.

The rubric comprehension assessment table previously presented in this chapter was moved to the appendix section in order to make the research methodology chapter more concise and systematic.

F. Data Analysis

The data collected from the pre-test and post-test were analyzed quantitatively using SPSS and Microsoft Excel. The primary purpose of this analysis was to answer the two research questions of the study: first, to determine whether the implementation of animated videos significantly improved students' mastery of action verbs, and second, to determine the extent to which students' vocabulary mastery improved after the treatment. Two main analytical procedures were employed to address these questions: the Paired Samples T-test and the N-Gain score analysis.

1. Mean Score

Before conducting inferential statistical testing, the researcher first calculated the mean scores of both the pre-test and post-test to provide an initial overview of students' vocabulary achievement before and after the treatment. The mean score was computed by summing all students' individual scores and dividing the total by the number of students in the sample. This calculation provided a straightforward indication of the overall direction and magnitude of improvement at the group level, and served as a useful descriptive reference point for interpreting the results of the more detailed statistical analyses that followed.

The formula used to calculate the mean score is as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where $\bar{x}$ represents the mean score, $\sum x$ refers to the sum of all students' scores, and N is the total number of students in the sample.

2. Paired Samples T-Test

To answer Research Question 1, which investigated whether animated videos significantly improved students' mastery of action verbs, the researcher employed the Paired Samples T-test through SPSS. This inferential statistical test was used to compare the mean scores of the same group of students before and after the treatment, namely their pre-test and post-test scores. The Paired Samples T-test was considered the most appropriate test for this purpose because the data were collected from the same group of participants at two

different points in time, which is the defining condition for paired data analysis.

The significance level used in this study was set at 0.05 ($\alpha = 0.05$), which is the standard threshold commonly applied in educational research. The criteria for interpreting the results of this test were as follows: if the Sig. (2-tailed) value obtained from the analysis was less than 0.05, the null hypothesis (H_0) would be rejected, and the alternative hypothesis (H_a) would be accepted, indicating that there was a statistically significant effect of the animated video implementation on students' mastery of action verbs. Conversely, if the Sig. (2-tailed) value was greater than or equal to 0.05, the null hypothesis would be retained, indicating that no statistically significant difference existed between the pre-test and post-test scores. Before conducting the Paired Samples T-test, the researcher also performed a Shapiro-Wilk normality test to verify that the data met the normality assumption required for parametric testing, given that the sample size was fewer than 50 participants.

1. N-Gain Score Analysis

To answer Research Question 2, which investigated the extent of students' improvement in mastering action verbs after the implementation of animated videos, the researcher calculated the Normalized Gain (N-Gain) score for each student and for the group as a whole. Unlike the Paired Samples T-test, which indicates whether a statistically significant difference exists between two sets of scores, the N-Gain analysis measures the actual magnitude of improvement relative to the maximum possible gain from each

student's pre-test score. This makes N-Gain a particularly valuable tool for answering questions that involve the phrase "to what extent," because it provides a proportional and standardized measure of learning effectiveness (Meltzer, 2002; Sukarelawan et al., 2024).

The N-Gain score for each student was calculated using the following formula:

$$g = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

Where g is the Normalized Gain score, S_{post} is the student's post-test score, S_{pre} is the student's pre-test score, and S_{max} is the maximum possible score (100). The resulting N-Gain value was then interpreted based on the following criteria adapted from Sukarelawan et al. (2024):

Table 3 1 N-Gain Score Category

N-Gain Score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

An N-Gain score greater than 0.7 is categorized as high effectiveness, a score between 0.3 and 0.7 is categorized as medium effectiveness, and a score below 0.3 is categorized as low effectiveness. By analyzing the N-Gain scores at

both the individual and group levels, the researcher was able to determine not only whether improvement had occurred, but also the degree to which the animated video treatment was effective in enhancing students' mastery of action verbs. Together, the Paired Samples T-test and the N-Gain score analysis provided a comprehensive, rigorous, and academically credible framework for answering both research questions of this study.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings of a study investigating the effect of animated videos on fifth-grade students' mastery of English action verbs at MIN 20 Aceh Besar. The findings are organized based on the two research questions that guided this study. The first research question asked whether the use of animated videos significantly improved students' mastery of action verbs, while the second research question asked about the extent to which students' mastery improved after the implementation of animated videos. To answer both questions, the researcher collected data through a pre-test administered before the treatment and a post-test administered after the completion of all treatment sessions. The data were then analyzed using descriptive statistics, the Paired Samples T-test, and the N-Gain score analysis.

In general, the findings of this study indicate that there was a significant improvement in students' mastery of English action verbs after the implementation of animated videos as instructional media. Before the treatment, students' vocabulary mastery was relatively limited, as reflected in the pre-test mean score of 67.20, which falls in the "Fair" category. After four treatment sessions using animated videos, the post-test mean score rose substantially to 88.60, which is categorized as "Good." This improvement of 21.40 points at the mean level indicates that the use of animated videos had a clear and positive impact on students' ability to recognize, understand, and identify English action

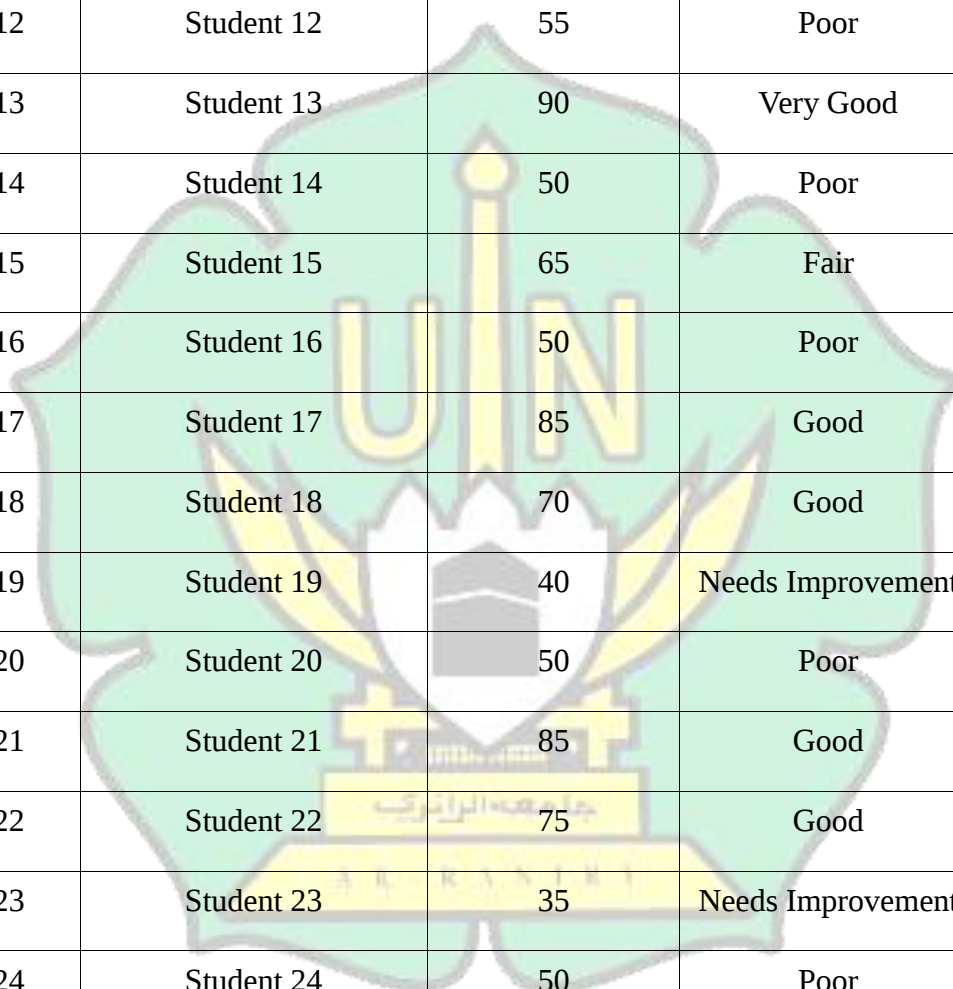
verbs. The statistical analysis further confirmed that this improvement was not coincidental, as the Paired Samples T-test yielded a significance value of 0.000, and the N-Gain analysis produced an average score of 0.64, placing the treatment effectiveness in the “Medium” category. The detailed results of each analysis are presented in the sub-sections below.

1. Analysis of Pre-Test Scores

The pre-test was administered before any treatment was introduced in order to measure students’ initial mastery of English action verbs and to establish a clear baseline for comparison with the post-test results. This baseline data was essential for determining the extent of improvement that occurred after the implementation of animated videos as instructional media. The complete results of the pre-test for all 25 students are presented in Table 4.1 below.

Tabel 4 1.Students’ Pre-Test Scores

No	Student	Score	Classification
1	Student 1	85	Good
2	Student 2	60	Poor
3	Student 3	65	Fair
4	Student 4	65	Fair
5	Student 5	55	Poor
6	Student 6	65	Fair
7	Student 7	75	Good



8	Student 8	55	Poor
9	Student 9	70	Good
10	Student 10	70	Good
11	Student 11	85	Good
12	Student 12	55	Poor
13	Student 13	90	Very Good
14	Student 14	50	Poor
15	Student 15	65	Fair
16	Student 16	50	Poor
17	Student 17	85	Good
18	Student 18	70	Good
19	Student 19	40	Needs Improvement
20	Student 20	50	Poor
21	Student 21	85	Good
22	Student 22	75	Good
23	Student 23	35	Needs Improvement
24	Student 24	50	Poor
25	Student 25	100	Very Good
Total (Σx)	1680		
Mean ($\bar{x}$)	67.20	Fair	

Based on the data presented in Table 4.1, the pre-test results reveal that students' initial mastery of English action verbs was still at a relatively limited level before the treatment began. The total accumulated score of all 25 students was 1,680, and the mean score was calculated using the formula $\bar{x} = \Sigma x / N = 1680 / 25 = 67.20$, which places the class average in the "Fair" classification. This result confirmed the preliminary observation that had been made prior to the study, namely that the selected class showed relatively low vocabulary mastery, particularly in understanding and identifying English action verbs.

Looking more closely at the individual score distribution, the data shows considerable variation in students' initial ability. Only two students, Student 13 and Student 25, achieved scores in the "Very Good" category, with scores of 90 and 100 respectively. Ten students fell into the "Good" category with scores ranging from 70 to 89, while four students were classified as "Fair" with scores between 61 and 69. A significant portion of the class, seven students, were categorized as "Poor" with scores between 50 and 60, and two students fell into the "Needs Improvement" category with scores of 40 and 35 respectively. This distribution clearly indicates that before the treatment, a large number of students were still struggling to correctly identify and understand common English action verbs, even when the test items were accompanied by visual illustrations. This condition justified the need for a more engaging and effective instructional approach, which in this study was addressed through the implementation of animated videos

2. Analysis of Post-Test Scores

After the completion of all four treatment sessions using animated videos, a post-test was administered to assess students' vocabulary mastery following the instructional intervention. The post-test used the same format, vocabulary items, and difficulty level as the pre-test to ensure consistency and fairness in measuring students' improvement. The complete results are presented in Table 4.2 below.

Tabel 4 2.Students' Pre-Test Scores

No	Student	Score	Classification	Gained Score
1	Student 1	90	Very Good	+5
2	Student 2	80	Good	+20
3	Student 3	95	Very Good	+30
4	Student 4	100	Very Good	+35
5	Student 5	85	Good	+30
6	Student 6	100	Very Good	+35
7	Student 7	90	Very Good	+15
8	Student 8	85	Good	+30
9	Student 9	95	Very Good	+25
10	Student 10	85	Good	+15
11	Student 11	100	Very Good	+15
12	Student 12	90	Very Good	+35
13	Student 13	95	Very Good	+5
14	Student 14	85	Good	+35
15	Student 15	85	Good	+20
16	Student 16	70	Good	+20
17	Student 17	95	Very Good	+10
18	Student 18	100	Very Good	+30
19	Student 19	75	Good	+35
20	Student 20	75	Good	+25

21	Student 21	100	Very Good	+15
22	Student 22	85	Good	+10
23	Student 23	70	Good	+35
24	Student 24	75	Good	+25
25	Student 25	100	Very Good	0
Total (Σx)	2215		535	
Mean ($\bar{x}$)	88.60	Good	21.40	

The post-test results demonstrate a substantial and widespread improvement in students' mastery of English action verbs following the treatment. The total score increased from 1,680 in the pre-test to 2,215 in the post-test, and the mean score rose significantly to $\bar{x} = \Sigma x / N = 2215 / 25 = 88.60$, which is classified as "Good." This represents an overall mean improvement of 21.40 points compared to the pre-test mean of 67.20. This substantial gain reflects the positive impact of the animated video treatment on students' vocabulary learning.

The individual score data further highlights the breadth of improvement across the class. Twelve students achieved scores in the "Very Good" category, with several students attaining perfect or near-perfect scores of 100 and 95. The remaining 13 students were classified as "Good," with scores ranging from 70 to 89. Notably, not a single student remained in the "Fair," "Poor," or "Needs Improvement" categories after the treatment, which stands in stark contrast to the pre-test distribution where 13 students were categorized in these lower ranges. The "Gained Score" column further illustrates the individual-level improvement, showing that most students increased their scores by between 15 and 35 points. Only Student 25, who had already achieved a perfect score of 100 in the pre-test,

did not show measurable improvement, which is attributable to the ceiling effect rather than to any lack of treatment effectiveness.

This significant improvement in post-test scores suggests that the use of animated videos as instructional media was effective in helping students recognize, understand, and retain English action verbs. The visual and auditory combination present in the animated videos appeared to support students in connecting each vocabulary item to its concrete meaning in a way that was more memorable and meaningful than conventional text-based instruction. Students who had previously struggled to identify basic action verbs such as climb, swim, and kick in the pre-test demonstrated clear mastery of these items in the post-test, which reflects the direct impact of the repeated vocabulary exposure provided through the treatment sessions.

The pattern of improvement in post-test scores can be understood more clearly in relation to the structured treatment process that was implemented across four classroom sessions as described in Chapter III. In the first treatment session, students were introduced to basic action verbs through animated video content while the teacher guided vocabulary discussion, modeled pronunciation, and used gestures to reinforce meaning. This initial session helped students form their first visual and auditory associations with the target vocabulary. By the second session, students were re-exposed to the same vocabulary items in new visual contexts, and pair interaction activities encouraged them to actively use the words rather than passively receive them. The third session expanded students' vocabulary knowledge by introducing additional action verbs such as swim, climb, draw, and

kick, while kinesthetic activities in which students physically performed each action deepened their understanding through body-based memory encoding. The fourth and final treatment session consolidated all previously taught vocabulary through competitive group activities and oral sentence production, ensuring that every target word had been encountered, practiced, and reviewed multiple times before the post-test was administered. This progressive multi-session structure ensured that by the time the post-test was conducted, all 15 target action verbs had been presented and actively used through a variety of visual, auditory, kinesthetic, and interactive learning modes, which directly explains the strong upward shift in scores observed in Table 4.2.

3. N-Gain Score Analysis

To measure the extent of students' improvement and to determine the level of effectiveness of the animated video treatment, the researcher calculated the Normalized Gain (N-Gain) score for each student individually as well as for the class as a whole. The N-Gain score is a particularly valuable analytical tool in this context because it does not simply measure the absolute difference between pre-test and post-test scores, but rather calculates the proportion of improvement relative to the maximum possible gain from each student's starting point. This makes it a more accurate and fair measure of learning effectiveness, especially in a classroom where students entered the study with varying initial ability levels. The N-Gain score for each student was calculated using the formula $g = (S_{\text{post}} - S_{\text{pre}}) / (S_{\text{max}} - S_{\text{pre}})$, and the results are presented in Table 4.3 below.

Tabel 4 3.N-Gain Score Analysis

Student	Pre-test	Post-test	N-Gain	Category
Student 1	85	90	0.33	Medium
Student 2	60	80	0.50	Medium
Student 3	65	95	0.86	High
Student 4	65	100	1.00	High
Student 5	55	85	0.67	Medium
Student 6	65	100	1.00	High
Student 7	75	90	0.60	Medium
Student 8	55	85	0.67	Medium
Student 9	70	95	0.83	High
Student 10	70	85	0.50	Medium
Student 11	85	100	1.00	High
Student 12	55	90	0.78	High
Student 13	90	95	0.50	Medium
Student 14	50	85	0.70	Medium
Student 15	65	85	0.57	Medium
Student 16	50	70	0.40	Medium
Student 17	85	95	0.67	Medium

Student 18	70	100	1.00	High
Student 19	40	75	0.58	Medium
Student 20	50	75	0.50	Medium
Student 21	85	100	1.00	High
Student 22	75	85	0.40	Medium
Student 23	35	70	0.54	Medium
Student 24	50	75	0.50	Medium
Student 25	100	100	0.00	Low
Average	67.20	88.60	0.64	Medium

As shown in Table 4.3, the average N-Gain score for the class was 0.64, which falls into the “Medium” category based on the criteria established by Sukarelawan et al. (2024). This result indicates that the use of animated videos produced a consistent and meaningful level of improvement in students’ mastery of action verbs across the class as a whole. At the individual level, the distribution of N-Gain scores shows that 10 students (40%) achieved a “High” level of effectiveness with N-Gain values greater than 0.7, while 14 students (56%) fell into the “Medium” category with values between 0.3 and 0.7. Only one student (4%) was categorized as “Low,” and this was Student 25, who had already obtained a perfect score of 100 in the pre-test, leaving no room for measurable improvement. This condition, commonly referred to as the ceiling effect, does not reflect a limitation of the treatment but rather a natural statistical constraint when a student’s initial performance is already at the maximum level.

The overall N-Gain result of 0.64 suggests that animated videos were moderately to highly effective in improving students' vocabulary mastery, and this finding directly answers Research Question 2 regarding the extent to which students' mastery of action verbs improved after the implementation of animated videos. Based on the N-Gain criteria adapted from Sukarelawan et al. (2024), the treatment achieved a Medium level of effectiveness overall, which means that animated videos were able to bridge a meaningful proportion of the gap between students' initial and final vocabulary mastery across the class as a whole. Looking at the individual N-Gain distribution more closely, students who showed High-category gains were generally those who started with mid-range pre-test scores, typically between 55 and 70, and made substantial improvements reaching scores of 90 to 100 in the post-test. This pattern suggests that students who had some foundational vocabulary knowledge but had not yet consolidated it were particularly well-served by the multi-modal and contextual vocabulary input provided through the animated videos. For these students, seeing actions animated on screen while hearing and repeating the corresponding English words appeared to be precisely the kind of input needed to push their vocabulary mastery from a partial to a solid level of understanding. Students in the Medium N-Gain category, meanwhile, tended to be those with either moderately high initial scores or those who showed consistent but not dramatic improvement across the treatment sessions, reflecting the naturally varied pace of vocabulary acquisition among young learners. The one Low-category result, attributable solely to the ceiling effect as explained above, does not diminish the overall picture of a treatment that

produced positive and fairly consistent gains across students with different starting points. Taken together, the N-Gain analysis provides a clear and evidence-based answer to Research Question 2: the use of animated videos improved students' mastery of action verbs to a medium-to-high extent, with the majority of students demonstrating meaningful learning gains relative to their individual starting points.

4. Normality Test (Shapiro-Wilk)

Before conducting the hypothesis testing, the researcher performed a normality test to verify that the data met the distributional assumption required for parametric statistical analysis. Since the sample size in this study was 25 participants, which is below the threshold of 50, the Shapiro-Wilk test was selected as the most appropriate normality test for small samples. The results of the normality test are presented in Table 4.4 below.

Tabel 4 4. Shapiro-Wilk Normality Test Results

Variable	Statistic	df	Sig.	Conclusion
Pre-test	0.968	25	0.606	Normally Distributed
Post-test	0.925	25	0.065	Normally Distributed

As presented in Table 4.4, the Shapiro-Wilk test results show that the significance value for the pre-test data was 0.606, and the significance value for the post-test data was 0.065. Both values are above the alpha level of 0.05, which indicates that both datasets are normally distributed. This result confirmed that the

assumption of normality required for parametric testing was satisfied, and therefore the Paired Samples T-test could be appropriately applied in the subsequent hypothesis testing stage

5. Hypothesis Testing (Paired Samples T-Test)

To answer Research Question 1, which investigated whether the use of animated videos significantly improved students' mastery of action verbs, the researcher conducted a Paired Samples T-test using SPSS. This test was selected because it is specifically designed to compare the mean scores of the same group of participants at two different measurement points, which corresponds exactly to the pre-test and post-test design applied in this study. The results of the Paired Samples T-test are presented in Table 4.5 below.

Tabel 4 5. Paired Samples T-Test Results

Pair	Mean Diff.	t-value	df	Sig. (2-tailed)
Pre-test – Post-test	-21.40	-7.58	24	0.000

Based on the results presented in Table 4.5, the Paired Samples T-test produced a t-value of -7.58 with a significance value (Sig. 2-tailed) of 0.000 . Since this significance value is far below the alpha level of 0.05 , the null hypothesis (H_0), which stated that there was no significant effect of animated videos on students' mastery of action verbs, is rejected. Consequently, the alternative hypothesis (H_a), which stated that the use of animated videos significantly improved students' mastery of action verbs, is accepted.

This result provides strong statistical evidence that the improvement observed between the pre-test and post-test scores was not due to random chance but was a genuine and significant effect of the instructional treatment. The mean difference of -21.40 points, combined with the very low significance value of 0.000 , confirms that the implementation of animated videos produced a statistically meaningful improvement in students' vocabulary mastery. This finding directly and conclusively answers Research Question 1 by demonstrating that animated videos do significantly improve students' mastery of action verbs at the fifth-grade elementary level, providing clear empirical justification for the use of this instructional medium in EFL vocabulary learning contexts.

From a practical standpoint, this result carries an important implication for vocabulary teaching at the elementary level. The fact that the same group of students who entered the study with a mean pre-test score of 67.20 , which represented a "Fair" level of vocabulary mastery, were able to achieve a mean post-test score of 88.60 , classified as "Good," after only four treatment sessions using animated videos suggests that this instructional medium is not only statistically effective but also practically applicable within the typical constraints of a school-based research setting. In terms of the connection to the treatment process described in Chapter III, the significance of the t-test result can be attributed in large part to the cumulative effect of the structured, progressive, and multi-modal learning experiences provided across the four treatment sessions. Each session built upon the vocabulary introduced in the previous one, gradually deepening students' familiarity with the target action verbs through repeated

exposure in varied and engaging contexts. The statistical significance captured by the t-test therefore reflects not merely the effect of watching videos, but the combined impact of the carefully designed instructional sequence in which the animated videos were embedded.

B. Discussion

The findings of this study indicate that the implementation of animated videos as instructional media significantly improved students' mastery of English action verbs at the fifth-grade level. This conclusion is supported by multiple layers of evidence obtained from the descriptive and inferential statistical analyses conducted throughout the study. The mean score increased from 67.20 in the pre-test to 88.60 in the post-test, representing a gain of 21.40 points. The Paired Samples T-test confirmed that this improvement was statistically significant, with a significance value of 0.000, well below the threshold of 0.05. Furthermore, the N-Gain analysis produced a class average of 0.64, which falls into the "Medium" category, indicating a consistent and meaningful level of learning effectiveness across the group. Taken together, these results provide a comprehensive and academically credible answer to both research questions guiding this study.

From a theoretical perspective, the improvement observed in this study is well-supported by Dual Coding Theory as proposed by Paivio (2016), which argues that learning is most effective when information is presented simultaneously through both visual and verbal channels. In the context of this study, the animated videos used during the treatment sessions provided students with exactly this kind of dual-channel input: students could see an animated

character performing an action while simultaneously hearing the corresponding English verb spoken aloud. This combination allowed students to form stronger cognitive connections between the visual representation of an action and its verbal label, making the vocabulary easier to process, understand, and remember. This theoretical explanation aligns closely with the observed improvement in students' post-test scores, particularly among students who had initially struggled with vocabulary recognition in the pre-test.

The findings are also consistent with Multimedia Learning Theory proposed by Mayer (2020), which emphasizes that learning becomes more meaningful and effective when learners actively engage with both visual and auditory information in an integrated and contextualized manner. The animated videos used in this study provided exactly this kind of contextualized vocabulary input, where students could observe an action being performed while the corresponding verb was presented in both spoken and written form. This type of input is widely considered more effective for young learners than traditional vocabulary instruction methods that rely primarily on memorization and text-based exercises, particularly in EFL classroom contexts where students have limited exposure to English outside of school. The interactive activities incorporated into each treatment session, such as choral repetition, gesture imitation, pair activities, vocabulary games, and oral sentence production, further reinforced this contextualized learning by requiring students to actively engage with the vocabulary rather than passively receive it.

The treatment process itself, which was carefully structured across four classroom sessions as described in Chapter III, also played an important role in producing the observed improvement. In the first treatment session, students were introduced to basic action verbs through animated video content with teacher-guided vocabulary discussion and pronunciation practice. The second session deepened students' understanding through repeated exposure to the same vocabulary in new visual contexts, combined with pair interaction activities. The third session introduced additional action verbs and incorporated kinesthetic activities in which students physically performed each action as the teacher named it, helping to bridge the gap between abstract vocabulary and concrete physical meaning. The fourth and final treatment session served as a comprehensive review in which all target vocabulary was revisited through competitive group activities and oral sentence production exercises. This progressive and multi-modal instructional sequence ensured that students encountered each vocabulary item multiple times across a variety of learning contexts, which is consistent with what vocabulary acquisition research identifies as the key condition for robust word learning in young learners (Cameron, 2021).

The results of this study are also broadly consistent with findings from previous research on the use of audiovisual media in EFL vocabulary instruction. Rahim et al. (2023) and Alhujaylan (2024) reported that the use of audiovisual media can significantly enhance students' engagement, comprehension, and vocabulary retention in EFL classrooms, particularly at the elementary level. Li and Teng (2022) specifically found that animated representations are especially

effective for teaching action verbs because the dynamic, movement-based nature of animation provides a direct and intuitive visual demonstration of what each verb means, which is far more informative than a static image or a written definition. The present study supports and extends these findings by providing additional empirical evidence from an Indonesian elementary school context, demonstrating that the benefits of animated video instruction for action verb learning are applicable across different cultural and linguistic settings.

Building on this comparison, it should be stated explicitly that the improvement documented in this study is attributed to the use of video, rather than to static images or pictures alone. As explained in Chapter II, action verbs are defined by motion, sequence, and duration, characteristics that a still image is unable to represent. The animated videos allowed students in this study to observe the complete unfolding of each action while simultaneously hearing its spoken label, which is precisely the mechanism identified by Mayer's (2021) Cognitive Theory of Multimedia Learning as the source of stronger dual-channel learning. Since a picture-based version of the treatment could not, by definition, reproduce this dynamic and synchronized input, it would not constitute a genuinely equivalent instructional condition for comparison. For this reason, and because the treatment has already been delivered to the entire available sample, the theoretical and empirical evidence presented in this study is considered sufficient to support the conclusion that the observed gains are specifically attributable to the moving, video-based nature of the instructional media rather than to static visual support in general.

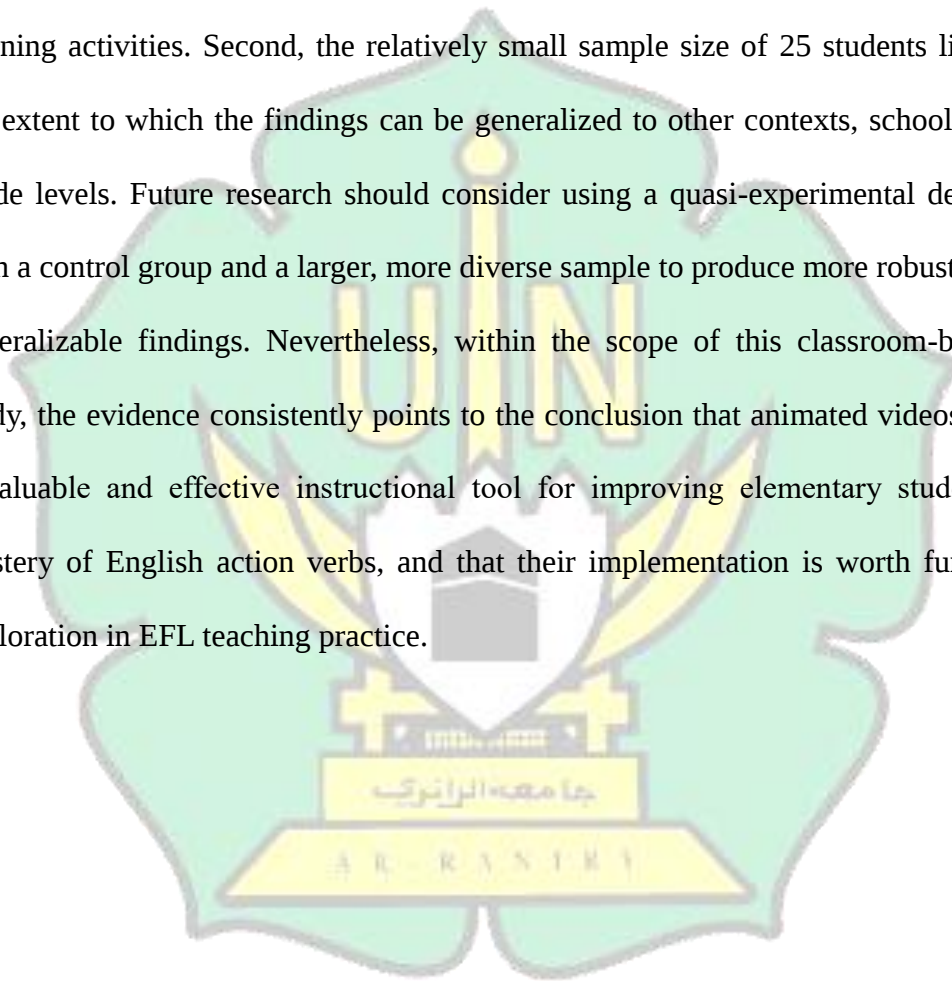
It is also important to clarify that the pictures used in the vocabulary test items do not account for the improvement observed between the pre-test and post-test. As explained in Chapter III, both the pre-test and post-test used the same fifteen action verbs, the same visual illustrations, and the same multiple-choice format; only the order of the items and the arrangement of the answer options were changed. Because the picture-based format of the instrument remained identical across both test administrations, it functioned as a constant feature of measurement rather than as a variable capable of explaining a change in scores. The only element that changed between the two test administrations was the instructional treatment itself, namely the four sessions of animated video-based instruction delivered between the pre-test and the post-test. Therefore, the increase in students' scores from the pre-test to the post-test cannot be attributed to the presence of pictures in the test items, but is more accurately attributed to the animated video treatment that took place between the two measurements.

The N-Gain score of 0.64 placed the overall treatment effectiveness in the "Medium" category rather than the "High" category. While this result still represents a meaningful level of improvement, it is worth discussing why the effectiveness did not reach the high level. One likely contributing factor is the relatively short duration of the treatment, which was conducted across only four sessions within a limited timeframe. Vocabulary acquisition research generally indicates that deeper and more durable word learning requires sustained and repeated exposure across many encounters over an extended period (Nation, 2001). It is therefore reasonable to expect that a longer treatment duration with

more sessions would likely produce a higher N-Gain score. Another factor that contributed to the medium-level N-Gain was the presence of students with already high pre-test scores, as their limited room for improvement naturally pulled the average N-Gain downward. This is most clearly illustrated by Student 25, who obtained a perfect score of 100 in the pre-test and therefore had no opportunity for measurable improvement, resulting in an N-Gain score of 0.00. Excluding this case of the ceiling effect, the overall N-Gain distribution leans strongly toward the medium and high categories, which reflects a genuinely positive treatment effect across the majority of the class.

It is also important to acknowledge that the observed improvement in this study may not be attributed solely to the use of animated videos as a standalone factor. As noted in Chapter III, the researcher integrated the animated videos into a broader instructional framework that included teacher modeling, pronunciation practice, gesture-based demonstrations, pair work, vocabulary games, and oral production activities. This suggests that the effectiveness of animated videos in improving students' vocabulary mastery is closely tied to how the media is embedded within a carefully designed and interactively delivered instructional sequence, rather than being the result of the videos alone. Teachers who implement animated videos in their classrooms should therefore consider not only the selection of appropriate video content, but also the design of accompanying activities that encourage students to actively engage with the vocabulary presented in the videos.

Despite the promising results, several limitations of this study should be acknowledged. First, the one-group pre-test and post-test design used in this study does not include a control group for comparison, which means it is not possible to fully rule out alternative explanations for the observed improvement, such as maturation effects, practice effects from repeated testing, or other concurrent learning activities. Second, the relatively small sample size of 25 students limits the extent to which the findings can be generalized to other contexts, schools, or grade levels. Future research should consider using a quasi-experimental design with a control group and a larger, more diverse sample to produce more robust and generalizable findings. Nevertheless, within the scope of this classroom-based study, the evidence consistently points to the conclusion that animated videos are a valuable and effective instructional tool for improving elementary students' mastery of English action verbs, and that their implementation is worth further exploration in EFL teaching practice.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study based on the findings and discussion described in the previous chapter. The conclusion summarizes the main results related to the effectiveness of using animated videos in improving students' vocabulary mastery. In addition, this chapter also provides several suggestions addressed to teachers, students, schools, and future researchers, which are expected to contribute to the improvement of English teaching and learning practices.

A. Conclusion

Based on the overall findings of this study, it can be seen that there was a clear improvement in students' vocabulary mastery after the implementation of animated videos in the learning process. This improvement is reflected in the increase of the mean score, which rose from 67.20 in the pre-test to 88.60 in the post-test, indicating a difference of 21.40 points. This result shows that, after being exposed to learning activities using animated videos, students were able to better understand and recognize English action verbs compared to their initial condition.

In addition to the descriptive findings, the N-Gain analysis also supports this improvement. The average N-Gain score of 0.64 falls into the "Medium" category, which indicates that the level of effectiveness was adequate and experienced by most students. This suggests that the improvement did not only occur in a few individuals, but was relatively consistent across the class. However,

the result did not reach the “High” category, which may be influenced by the fact that some students had already achieved relatively high scores in the pre-test, limiting their possible gain.

Furthermore, the result of the paired samples t-test strengthens these findings. The significance value obtained was lower than 0.05, which indicates that there is a statistically significant difference between the pre-test and post-test scores. This means that the improvement observed in students’ performance is unlikely to have occurred by chance. However, since this study applied a one-group pre-test and post-test design, the findings should be interpreted carefully, as other external factors cannot be fully controlled.

Overall, the findings indicate that the use of animated videos can support the improvement of students’ vocabulary mastery, particularly in helping them understand and remember action verbs more effectively. The combination of visual and auditory elements appears to make the learning process more engaging and easier to follow for primary school students. Although the results show a significant improvement, the study cannot fully confirm that the improvement was solely caused by the use of animated videos, since no control group was involved. Therefore, the findings should be interpreted as indicating a positive contribution rather than absolute effectiveness.

B. Suggestion

1. For English Teachers

Based on the findings of this study, English teachers are encouraged to consider using animated videos as part of their teaching strategy, especially when

introducing new vocabulary to young learners. The use of visual and audio elements can help students better understand the meaning of words and make the learning process more engaging. However, the videos mustn't be used passively. Teachers still play a key role in guiding students, for example, by pausing the video to explain certain parts, asking questions, and encouraging students to actively participate during the lesson. In this way, the use of animated videos can be more effective and meaningful.

2. For Students

Students are also encouraged to take advantage of digital media, such as animated videos, as part of their independent learning outside the classroom. By watching and listening to English content regularly, students can become more familiar with vocabulary and improve their understanding more naturally. In addition, students can try to repeat or imitate what they hear in the videos, which may help them remember the words better and use them more confidently in real situations.

3. For School

It is suggested that schools provide adequate support for the use of instructional media in the classroom. Facilities such as projectors, speakers, and stable internet access can help teachers implement more interactive learning activities. In addition, schools may consider encouraging teachers to explore and share different types of digital learning resources, so that the teaching process can become more varied and engaging for students.

4. For Future Researchers

For future researchers, it is recommended to conduct similar studies using a more complex research design, such as involving a control group, to obtain more comprehensive results. A larger sample size may also provide a clearer picture of the effectiveness of animated videos in different learning contexts. Furthermore, future studies could explore the use of animated videos not only for vocabulary but also for other aspects of language learning, such as grammar, speaking, or listening skills, in order to broaden the scope of the findings.



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APPENDICES

Appendix 1. Appointment Letter Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 032 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

- DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudari:
Azizah, S. Ag., M. Pd.
- Untuk membimbing Skripsi
- Nama : Faldira Anjalina
NIM : 220203114
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Dora the Explorer in Developing Students' Action Verbs
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2026
Dekan,


Saiful Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix 2. Recommendation Letter From School Of MIN 20 Aceh Besar



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
MADRASAH IBTIDAIYAH NEGERI 20 ACEH BESAR**

Jln. Tgk. Glee Iniem Tungkob Darussalam; Kode Pos : 23373;
Email : mintungkob_acehbesar@yahoo.com;
Website : <https://min20acehbesar.com>;

Nomor : B-425 / MI.01.04.19 / TL.00 / 470 / 06 / 2026
Lampiran : -
Perihal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth :
Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Darussalam Banda Aceh
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabakaatuh
Dengan hormat,

Sehubungan dengan surat Wakil Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor: B-2286/Un.08/FTK.1/TL.00/3/2026, Tanggal 31 Maret 2026, Perihal Penelitian Ilmiah Mahasiswa. Maka dengan ini kami menerangkan bahwa:

Nama : **FALDIRA ANJALINA**
NIM : 220203114
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jln. Teuku Peukan DS. Lamkawe Meunasah Sukon

Telah selesai melaksanakan Penelitian Ilmiah dalam rangka penulisan Skripsi yang berjudul : **THE IMPLEMENTATION OF ANIMATED VIDEOS TO IMPROVE STUDENTS' MASTERY OF ACTION VERBS** pada tanggal : 05 April 2026

Demikianlah surat keterangan penelitian ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.



Appendix 3. Validity & Reability

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	9.0400	11.2900	.5122	.8433
q2	9.1600	10.3900	.6654	.8341
q3	9.2400	10.9400	.5332	.8418
q4	9.0400	11.2067	.5387	.8420
q5	9.0800	11.4100	.4498	.8468
q6	9.2400	11.4400	.4145	.8490
q7	9.0400	11.7067	.3976	.8501
q8	9.1600	10.9733	.5244	.8424
q9	9.1600	11.1400	.4878	.8446
q10	9.1600	11.5567	.3986	.8500
q11	9.2800	10.8767	.5331	.8418
q12	9.2000	11.4167	.4332	.8478
q13	9.2000	11.0833	.5113	.8432
q14	9.0400	11.2900	.5122	.8433
q15	9.7200	11.8767	.4012	.8511

Reliability Statistics

Cronbach's Alpha	N of Items	Keterangan
.855	15	Sangat Reliabel

Appendix 4. Lesson plan

MODUL AJAR BAHASA INGGRIS ACTION VERBS (BASE FORM)

MIN 20 Aceh Besar | Fase C / Kelas V.3

I. INFORMASI UMUM	
Penyusun	Faldira Anjalina
Instansi	MIN 20 Aceh Besar
Fase / Kelas	Fase C / V (V.3)
Topik	Action Verbs (Base Form)
Alokasi Waktu	5 Pertemuan (10 x 35 Menit)
Media	Animated Videos (YouTube), Laptop, Proyektor, Speaker, LKPD
Model Pembelajaran	Direct Instruction & Audio-Visual Mapping
Profil Pelajar Pancasila	Mandiri, Kreatif, dan Bernalar Kritis

II. KOMPONEN INTI

A. Capaian Pembelajaran (CP)

Peserta didik mampu memahami dan merespons kosakata tindakan (action verbs) secara lisan dan tulisan dalam konteks kehidupan sehari-hari dengan

B. Tujuan Pembelajaran (TP)

1.	Siswa dapat mengidentifikasi makna dari 15 action verbs (kata kerja dasar) melalui stimulus visual video animasi.
2.	Siswa dapat melafalkan action verbs dengan intonasi dan pengucapan yang benar.
3.	Siswa dapat menggunakan action verbs dalam kalimat sederhana secara lisan maupun tulisan.
4.	Siswa dapat menjawab soal pilihan ganda mengenai action verbs berdasarkan gambar aksi yang disediakan.
5.	Siswa dapat membedakan makna antar action verbs yang berkaitan dalam konteks sehari-hari.

C. Materi Ajar — Kosakata Action Verbs

Eat	Drink	Run	Jump	Write	Read
Sleep	Swim	Climb	Draw	Walk	Sit
Stand	Kick	Sing			

III. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1 — PRE-TEST (Initial Assessment) 70 Menit		
Tahap Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	1. Salam pembuka, doa bersama, dan presensi kehadiran. 2. Guru menjelaskan prosedur penelitian singkat: siswa akan mengerjakan tes awal tanpa materi terlebih dahulu. 3. Guru memotivasi siswa agar mengerjakan soal dengan jujur sesuai kemampuan awal.	10 Menit
Kegiatan Inti	1. Guru membagikan lembar pre-test berisi 15 soal pilihan ganda bergambar. 2. Siswa mengerjakan soal secara mandiri berdasarkan pengetahuan awal. 3. Guru berkeliling memastikan siswa mengerjakan secara mandiri. 4. Guru mengumpulkan lembar jawaban sebagai data awal penelitian.	50 Menit

Kegiatan Penutup	Guru memberikan apresiasi atas kesungguhan siswa dalam mengerjakan pre-test. Guru memberikan bocoran menarik: minggu depan akan belajar menggunakan video animasi yang seru!	10 Menit
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PERTEMUAN 2 — TREATMENT 1: Pengenalan Action Verbs via Video Animasi | 70 Menit

Tahap Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	Warming Up: Guru melakukan gerakan (lari di tempat, melompat) dan bertanya: 'What am I doing?' Siswa merespons secara spontan, guru memancing rasa ingin tahu. Guru menyebutkan tujuan pembelajaran hari ini.	10 Menit
Kegiatan Inti	1. WATCHING: Guru menayangkan video animasi sesi 1 tentang kegiatan sehari-hari (eat, drink, run, jump, walk, sit, stand, read, sleep, swim). 2. IDENTIFICATION: Guru menyebutkan kata dasar (misal: 'Run!') saat karakter di video berlari. Ditunjukkan kartu kata di papan tulis. 3. DRILLING: Siswa mengulangi ucapan guru berkali-kali secara klasikal, kelompok kecil, dan individu. 4. ACTION GAME (Simon Says): Guru menyebutkan kata, siswa langsung	50 Menit

	memperagakan gerakannya di tempat duduk	
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Kegiatan Penutup	Guru memberikan penguatan khusus pada kata-kata yang sulit diucapkan. Siswa diminta mengulang 5 kata favorit mereka hari ini. Guru memberikan preview materi pertemuan berikutnya.	10 Menit
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PERTEMUAN 3 — TREATMENT 2: Pendalaman & Variasi Kosakata 70 Menit		
Tahap Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	Review Kilat: Guru menunjukkan flashcards cepat (5 detik per kartu), siswa menebak kata kerjanya secara bergiliran. Guru memberikan tepuk tangan kepada siswa yang menjawab benar. Ice breaker: nyanyikan bersama lagu action verbs sederhana.	10 Menit
Kegiatan Inti	1. WATCHING: Menonton video animasi sesi 2 dengan kosakata yang lebih variatif (kick, climb, draw, sing) dan konteks yang lebih beragam. 2. COMPARE & CONTRAST: Guru memperlihatkan dua gambar mirip (run vs walk, sit vs stand) — siswa mendiskusikan perbedaannya. 3. PAIR ACTIVITY: Siswa bekerja berpasangan — satu siswa memperagakan gerakan, yang lain menebak kata kerjanya. 4. LKPD MENJODOHKAN: Siswa mengerjakan LKPD (menjodohkan gambar	50 Menit

	dengan kata dasar) secara individu.	
Kegiatan Penutup	Pembahasan jawaban LKPD bersama-sama di depan kelas. Guru merangkum 15 action verbs yang sudah dipelajari. Motivasi: siswa diajak mempraktikkan kata-kata ini di rumah!	10 Menit

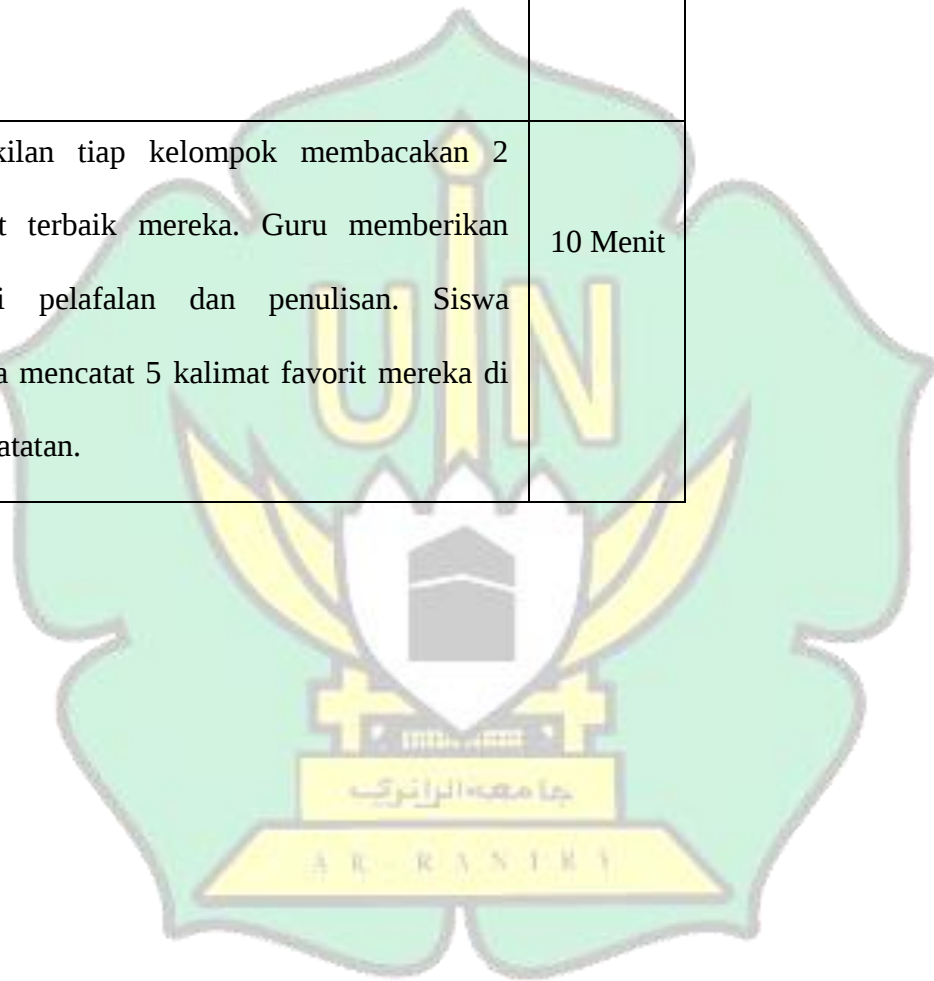
PERTEMUAN 4 — TREATMENT 3: Latihan Produktif & Penggunaan dalam Kalimat | 70 Menit

Fokus: Siswa mulai menggunakan action verbs secara aktif dalam konteks kalimat pendek dan permainan berbasis tim.

Tahap Kegiatan	Deskripsi Kegiatan	Waktu
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Kegiatan Awal	Review Dinamis: Guru menunjukkan video pendek (2-3 menit) berisi gabungan semua 15 action verbs. Quick Quiz Lisan: Guru menunjuk siswa secara acak, siswa menjawab action verb berdasarkan gambar flashcard. Guru menjelaskan tujuan: hari ini kita akan belajar menggunakan kata kerja dalam kalimat!	10 Menit
Kegiatan Inti	1. MODELING KALIMAT: Guru mencontohkan pola kalimat sederhana: 'He/She _____.' (misal: 'She runs.', 'He eats.'). Ditulis di papan. 2. GUIDED PRACTICE: Bersama-sama, kelas menyusun kalimat dari gambar yang ditayangkan (5 gambar, jawab bersama). 3. TEAM RACE GAME: Kelas dibagi 4 kelompok. Guru menampilkan gambar, kelompok berlomba menulis kalimat yang benar di papan tulis mini / kertas. Skor diberikan untuk kecepatan dan ketepatan. 4. LKPD MENULIS: Siswa mengerjakan	50 Menit

	LKPD mandiri — melengkapi kalimat rumpang dengan action verb yang tepat berdasarkan gambar (10 soal).	
Kegiatan Penutup	Perwakilan tiap kelompok membacakan 2 kalimat terbaik mereka. Guru memberikan koreksi pelafalan dan penulisan. Siswa diminta mencatat 5 kalimat favorit mereka di buku catatan.	10 Menit



LKPD PERTEMUAN 4 — Melengkapi Kalimat (Complete the Sentences)

Instruction: Complete the sentences based on the picture!

1.	She _____ in the pool.	(swim)
2.	He _____ on the chair.	(sit)
3.	They _____ to school.	(walk)
4.	She _____ a song.	(sing)
5.	He _____ the ball.	(kick)

PERTEMUAN 5 — TREATMENT 4 + POST-TEST: Review Menyeluruh & Evaluasi Akhir | 70 Menit

Fokus: Review menyeluruh seluruh materi 15 action verbs, kemudian pelaksanaan post-test sebagai evaluasi akhir penelitian.

Tahap Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Awal	MEGA REVIEW: Guru menayangkan gabungan highlight dari semua video animasi sesi 1 & 2 (±5 menit). Flashcard Round Final: Guru menunjukkan	10 Menit

	Semua 15 flashcard secara berurutan, seluruh kelas menjawab serentak dengan keras dan jelas. Guru menginformasikan bahwa hari ini adalah hari post-test , siswa diminta tenang dan percaya diri.	
Kegiatan Inti	1. KREASI MINI: Siswa diminta membuat 3 kalimat sendiri menggunakan action verbs berbeda ,ditulis di selembar kertas warna-warni (5 menit). 2. SHARING: 3-4 siswa sukarela membacakan kalimat buatannya di depan kelas. 3. POST-TEST: Guru membagikan lembar post-test (sama dengan pre-test: 15 soal pilihan ganda bergambar). Siswa mengerjakan secara mandiri dan sungguh-sungguh. 4. Pengumpulan lembar post-test sebagai data akhir penelitian.	50 Menit
Kegiatan Penutup	Guru menutup seluruh sesi penelitian dengan hangat dan penuh semangat. Penghargaan (reward) diberikan kepada siswa yang paling aktif selama 5 pertemuan. Guru mengucapkan	10 Menit

	terima kasih dan mendorong siswa terus berlatih action verbs di rumah!	
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IV. ASESMEN DAN REFLEKSI

A. Asesmen Penelitian (Data Utama)	
Pre-test	Dilakukan pada Pertemuan 1, sebelum treatment dimulai.
Post-test	Dilakukan pada Pertemuan 5, setelah 3 sesi treatment selesai.
Instrumen	15 butir soal pilihan ganda (Multiple Choice) dengan gambar pendukung.
Observasi	Keaktifan siswa saat menirukan pelafalan kata di video (Pertemuan 2–4).

B. Rubrik Penilaian				
NO	Rentan g Nilai	Predikat	Nilai Huruf	Keterangan
1	90 – 100	Very Good	A	Sangat Menguasai
2	70 – 89	Good	B	Menguasai dengan Baik
3	61 – 69	Fair	C	Cukup Menguasai
4	50 – 60	Poor	D	Kurang Menguasai
5	0 – 49	Needs Improvement	E	Belum Menguasai

C. Refleksi Guru
1. Apakah durasi video animasi sudah pas atau terlalu cepat untuk siswa kelas V.3?
2. Bagian mana dari video yang paling menarik perhatian siswa?
3. Apakah kegiatan Action Game (Simon Says) pada Pertemuan 2 efektif meningkatkan partisipasi siswa?
4. Bagaimana respons siswa saat kegiatan Team Race Game pada Pertemuan 4? Apakah kompetisi memotivasi mereka?
5. Apakah ada perbedaan yang signifikan antara nilai pre-test dan post-test setelah 3 sesi treatment?
6. Kata kerja mana yang paling sulit dipahami dan perlu pengayaan lebih lanjut?

LKPD PRE -TEST DAN POST -TEST

ACTION VERBS TEST

Nama: _____

Class : _____

Date : _____

Instruction:

Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

- a. run
- b. walk
- c. jump
- d. sit



2. Based on the picture beside, what do they do?

- a. bend
- b. speak
- c. kneel
- d. stand



3. Based on the picture beside, what does she do?

- a. drink
- b. eat
- c. cook
- d. wash



4. Based on the picture beside, what does he do?

- a. drive
- b. ride
- c. push
- d. pull



5. Based on the picture beside, what does she do?

- a. bend
- b. sit
- c. kneel
- d. stand



6. Based on the picture beside, what do they do?

- a. swim
- b. run
- c. jump
- d. dive



7. Based on the picture beside, what does he do?

- a. climb
- b. jump
- c. run
- d. hang



8. Based on the picture beside, what does he do?

- a. run
- b. talk
- c. read
- d. sing



9. Based on the picture beside, what does he do?

- a. catch
- b. throw
- c. hit
- d. push



10. Based on the picture beside, what do they do?

- a. drive
- b. ride
- c. push
- d. pull



11. Based on the picture beside, what does he do?

- a. sleep
- b. sit
- c. stand
- d. read



12. Based on the picture beside, what does he do?

- a. stand
- b. throw
- c. kick
- d. hit



13. Based on the picture beside, what does she do?

- a. brush
- b. wash
- c. cut
- d. open



14. Based on the picture beside, what does he do?

- a. brush
- b. wash
- c. cut
- d. open



15. Based on the picture beside, what does she do?

- a. paint
- b. draw
- c. write
- d. color





LKPD POST-TEST

ACTION VERBS TEST

Nama: _____

Class : _____

Date : _____

Instruction:

Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

- a. run
- b. walk
- c. jump
- d. sit



2. Based on the picture beside, what does she do?

- a. drink
- b. eat
- c. cook
- d. wash



3. Based on the picture beside, what do they do?

- a. bend
- b. speak
- c. kneel
- d. stand



4. Based on the picture beside, what does he do?

- a. drive
- b. ride
- c. push
- d. pull



5. Based on the picture beside, what does she do?

- a. brush
- b. wash



- c. cut
- d. ope

6. Based on the picture beside, what do they do?

- a. swim
- b. run
- c. jump
- d. dive



7. Based on the picture beside, what does he do?

- a. climb
- b. jump
- c. run
- d. hang



8. Based on the picture beside, what does he do?

- a. run
- b. talk
- c. read
- d. sing



9. Based on the picture beside, what does he do?

- a. catch
- b. throw
- c. hit
- d. pus



9. Based on the picture beside, what do they do?

- a. drive
- b. ride
- c. push
- d. pull



10. Based on the picture beside, what does she do?

- a. paint
- b. draw
- c. write
- d. color



11. Based on the picture beside, what does he do?

- a. sleep
- b. sit
- c. stand
- d. read



12. Based on the picture beside, what does he do?

- a. stand
- b. throw
- c. kick
- d. hit



13. Based on the picture beside, what does he do?

- a. brush
- b. wash
- c. cut
- d. open



14. Based on the picture beside, what does she do?

- a. bend
- b. sit
- c. kneel
- d. stand



KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	B	C	A	B	A	A	D	D	D	A	A	B	A	A

appendix 5. Result of Pret- test

(65)

ACTION VERBS TEST

Name : Fayezah Alzaki
 Class : V-3
 Date : 5/7/2026

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

a. run
 b. walk
 c. jump
 d. sit

☒ a



(65)

ACTION VERBS TEST

Name : Hilal Alkhayyat
 Class : V-3
 Date : 5/7/2026

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

a. run
 b. walk
 c. jump
 d. sit

☒ a



(70)

ACTION VERBS TEST

Name : Amr Al-Farid
 Class : V-3
 Date : 5/8/2026

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

a. run
 b. walk
 c. jump
 d. sit

☒ a



(55)

ACTION VERBS TEST

Name : Rafa Athar
 Class : V-3
 Date : 5/2/2026

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

a. run
 b. walk
 c. jump
 d. sit

☒ a




appendix 6. Result of Post-test

95

ACTION VERBS TEST

Name : Milwa KHALIS9 Mumtaza
 Class : V-3
 Date : 17/4/2016

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

☒ a. run
☐ b. walk
☐ c. jump



85

ACTION VERBS TEST

Name : Eliaza 204 432011
 Class : V-1
 Date : 16.4.2016

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

☐ a. run
☒ b. walk
☐ c. jump
☐ d. sit



95

ACTION VERBS TEST

Name : Ahmad F. ABIDARIZ
 Class : V-3
 Date : 19/4/2016

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

☒ a. run
☐ b. walk



90

ACTION VERBS TEST

Name : Rafa Annas
 Class : V-3
 Date : 18/4/2016

Instruction:
 Choose the correct answer based on the picture!

1. Based on the picture beside, what does he do?

☒ a. run
☐ b. walk
☐ c. jump




AUTOBIOGRAPHY

Name : Faldira Anjalina
 Number : 220203114
 Place/Date of Birth : Meunasah Sukon, 10 Januari 2004
 June 2004 Gender : Female
 Religion : Islam
 Status : Single
 Occupation : Student
 Nationally : Indonesia
 Address : Jln. Teuku Peukan, Kecamatan Lembah Sabil, Kabupaten Aceh Barat Daya
 Email : 220203114@student.ar-raniry.ac.id
 Phone Number : 082278991135

Parents

Name of Father : Fadhlan .A
 Name of Mother : Mudi Misran
 Occupation : Entrepreneur
 Mother Occupation : Civil Servant
 Address : Jln. Teuku Peukan, Kecamatan Lembah Sabil, Kabupaten Aceh Barat Daya.

Education

Elementary : SDN 2 Lembah Sabil (2010-2016)
 Junior High School : MTsN 2 Aceh Barat Daya (2016-2019)
 Senior High School : SMAN 2 Aceh Barat Daya (2019-2022)
 University : Uin Ar-Raniry Banda Aceh