

**EXPLORING STUDENTS' VOCABULARY ACQUISITION BY
WATCHING ANIMATION MOVIES**

Submitted by

AZYYATI ZHARIFAH

NIM. 210203085

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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by:

AZYYATI ZHARIFAH

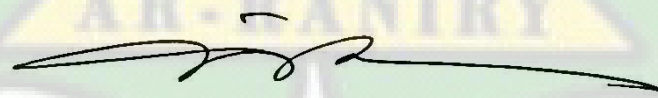
NIM. 210203085

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Supervisor



Dr. Muhammad Nasir, M. Hum

Date: 9 April 2025

It has been defended in *Sidang Munaqasyah*
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for the Bachelor's Degree of Education in English Language Teaching

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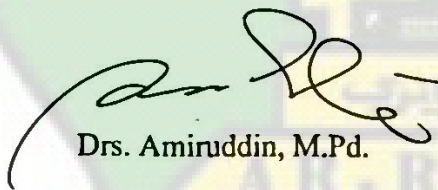
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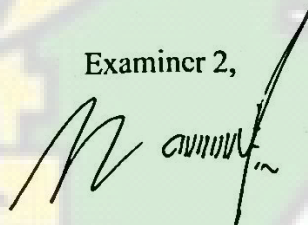
Rusmiati, M. Pd.

Examiner 1,



Drs. Amiruddin, M.Pd.

Examiner 2,



Nidawati, S.Ag., M.Ag.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




The Dean, S.Ag., M.Ed., M.A., Ph.D.
197301021997031003



DECLARATION OF ORIGINALITY

(Surat Pernyataan Keaslian)

Saya yang bertandatangan di bawah ini

Nama : Azyyati Zharifah

NIM : 210203085

Tempat/tanggal lahir : Kuta Blang, 10 April 2003

Alamat : Kuta Blang, Kecamatan Samadua, Kabupaten Aceh selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

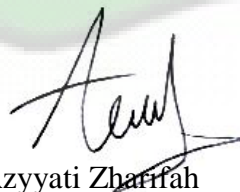
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya** Apabila kesalahan dan keeluan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya

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Azyyati Zharifah

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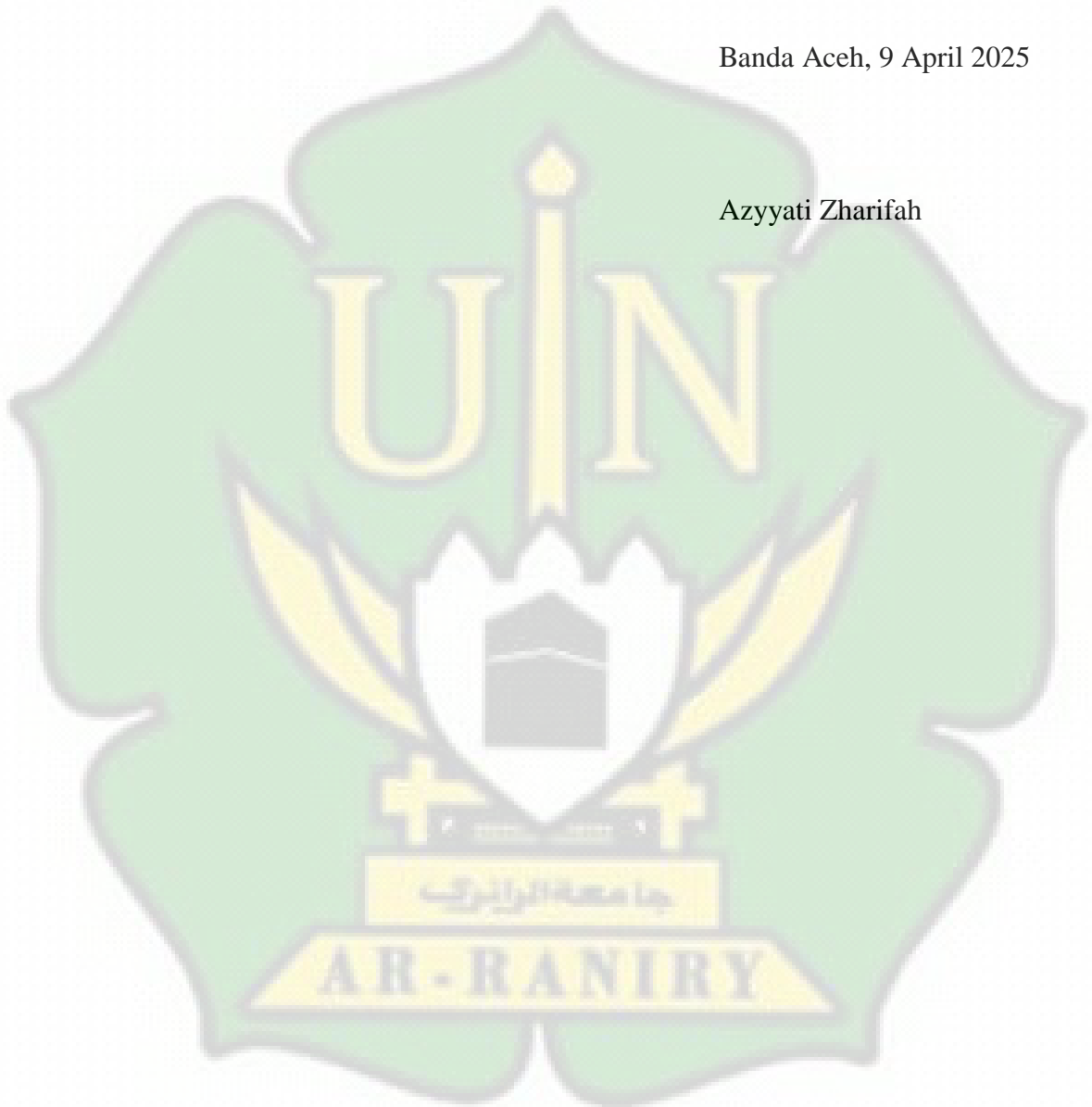
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Azyyati Zharifah



ABSTRACT

Name : Azyyati Zharifah
NIM : 210203085
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Title : Exploring Students' Vocabulary Acquisition by Watching Animation Movies
Main Supervisor : Dr. Muhammad Nasir, M. Hum
Keywords : Vocabulary Acquisition, Animated Movies, Multimedia Learning, Contextual Learning, Language Education

Vocabulary acquisition is a crucial aspect of learning English; however, traditional methods such as memorizing word lists are often considered ineffective and monotonous. This study aims to explore how animated movies can assist students in understanding and retaining new vocabulary in a more enjoyable and contextual manner. Using a qualitative research method, this study involved ten English Language Education students at UIN Ar-Raniry Banda Aceh who had used animated movies as a vocabulary learning medium. Data were collected through observations and semi-structured interviews to explore students' experiences and perceptions regarding this method. The findings revealed that animated movies provide a more interactive and engaging learning experience compared to conventional methods. The visual and auditory elements in animated movies help students grasp word meanings more clearly through story context and real-life situations. Additionally, the use of subtitles contributes to reinforcing vocabulary comprehension and pronunciation. Students also reported that they could recall new vocabulary more easily because learning felt more enjoyable and less tedious (enjoyable memorization). However, some challenges, such as fast-paced dialogues and unfamiliar accents, were noted as obstacles in the learning process. These findings suggest that animated movies can serve as an effective and engaging vocabulary learning medium, particularly in multimedia-based learning environments. This study also provides insights for educators on integrating animated movies as part of vocabulary teaching strategies to enhance students' language skills in a more natural and meaningful way.

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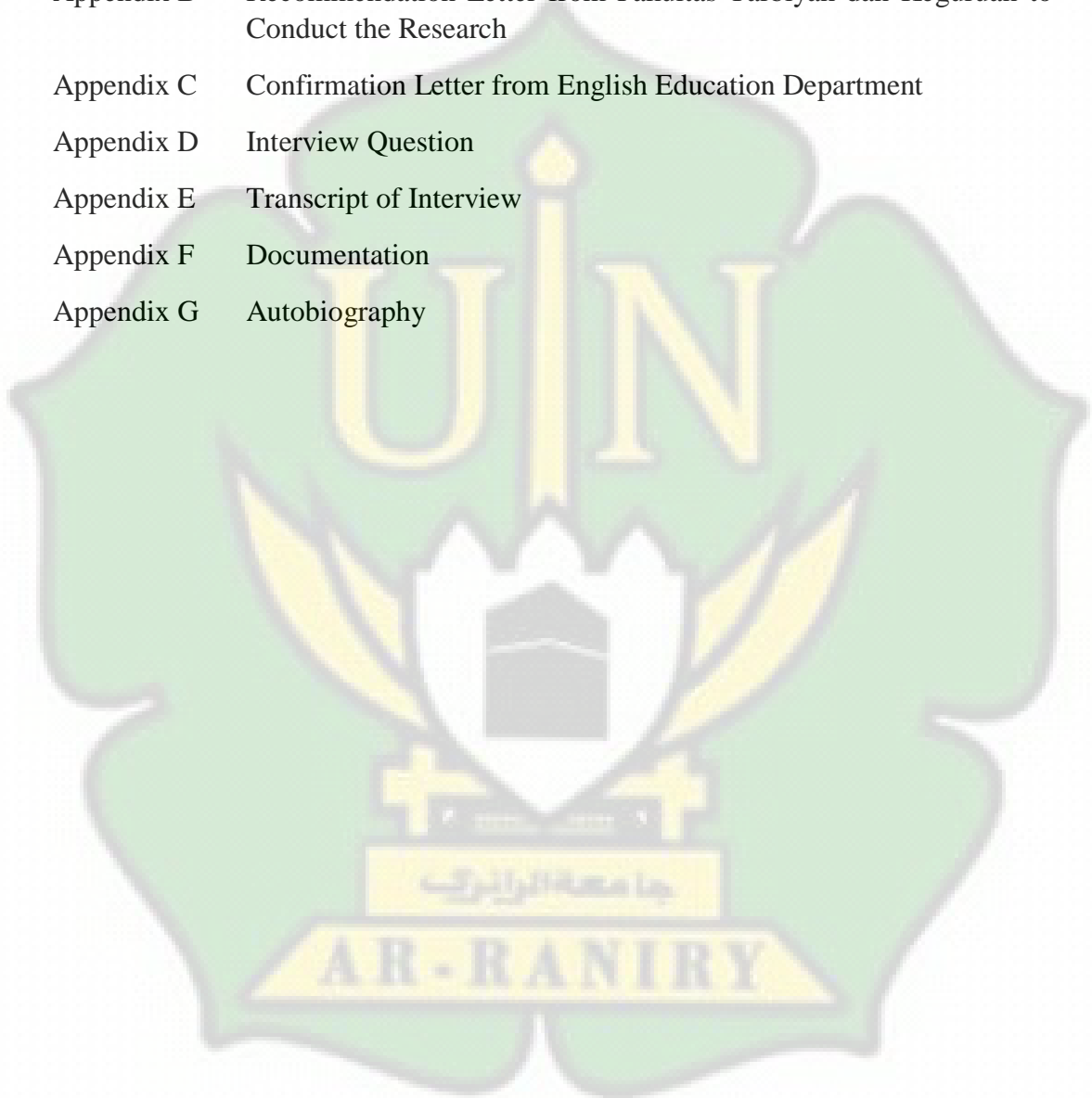
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CHAPTER I

INTRODUCTION

This chapter provides the background of study, research question, research aims, the significance of study and research terminologies.

A. Background of the Story

Vocabulary is a fundamental component in language learning. A person's ability to understand, use, and convey ideas effectively is highly dependent on their vocabulary mastery. In the context of learning English, vocabulary acquisition not only affects oral communication skills but also reading, writing, and listening abilities. As McCarthy (in Hestiana, 2022) stated, vocabulary is the primary foundation of language learning and serves as the basis for mastering all other language skills.

However, despite its importance, vocabulary acquisition often presents challenges for students. Traditional learning methods, such as memorizing vocabulary lists or studying vocabulary in isolation from context, are often ineffective in helping students internalize meanings and usage in real communication. In efforts to overcome these challenges, innovative learning media, such as films, are increasingly being used to enhance students' learning experiences.

Films, including animated films, are considered effective learning tools because they can create engaging and contextual learning experiences. Previous

studies have shown that films can help students understand vocabulary within narrative and visual contexts, thus strengthening their comprehension and memory (Kaboocha, 2016; Sari & Aminatun, 2021). Animated films, in particular, offer a unique advantage in the vocabulary learning process due to their combination of visual, audio, and compelling storytelling elements. These elements allow students to understand vocabulary not only through text or subtitles but also through visual context and character interactions.

Although the benefits of films in vocabulary learning have been widely researched, most previous studies have focused on quantitative approaches. These studies often measure the effectiveness of the medium by assessing vocabulary test score improvements, thus overlooking qualitative aspects, such as how students understand, internalize, and use vocabulary in everyday life. In fact, an in-depth exploration of students' experiences and perceptions could provide richer insights into their learning processes.

Animated films also have the potential to enhance student engagement in the learning process through emotional and cognitive elements generated by the stories they present. This aligns with multimedia learning theory (Mayer, 2009), which posits that combining visual and audio elements can enhance information processing and strengthen memory retention. Therefore, animated films not only serve as effective learning tools but also create enjoyable and meaningful learning experiences for students.

This study shifts the focus from merely measuring learning outcomes to adopting a deeper qualitative approach. The primary aim of this study is to explore students' perceptions and experiences in learning vocabulary through animated films. The research focuses on how students understand and internalize new vocabulary, how they use the vocabulary in everyday communication, and the challenges they face during the learning process. By giving special attention to students' experiences, this study is expected to provide new insights that will benefit not only language learning theories but also educators in designing more relevant and engaging teaching strategies.

B. Research Question

1. How do students perceive the use of animated films in learning English vocabulary?
2. What are students' experiences when learning vocabulary through animated films?

C. Research Aims

1. To explore students' perceptions of using animated films as a tool for learning English vocabulary.
2. To investigate students' experiences in acquiring vocabulary through animated films.

D. Significances of the Study

This study provides a significant contribution to the field of language learning, particularly in utilizing animated films as a medium to enhance students' vocabulary acquisition. Using a qualitative approach, this research explores students' experiences in understanding, internalizing, and applying vocabulary acquired through animated films. The findings offer valuable insights for academics, students, and future researchers who wish to further develop similar studies.

1. For the Body Research

This research contributes to the development of theories in language acquisition, particularly regarding the use of audiovisual media in vocabulary learning. The findings support Mayer's (2009) Cognitive Theory of Multimedia Learning, which states that the combination of visual and auditory elements enhances comprehension and information retention in the learning process. Additionally, this research enriches the contextual vocabulary learning model proposed by Nation (2001), which emphasizes that vocabulary acquisition is more effective when learned in real-life situations rather than through isolated word memorization. Thus, this study serves as an important reference for academics interested in developing multimedia-based learning strategies in language teaching.

2. For the Students

This research provides direct benefits to students by enhancing their English vocabulary skills through a more interactive and engaging learning method. Compared to traditional methods such as memorizing word lists, using animated films offers a more enjoyable learning experience and increases students' engagement in the learning process. Exposure to vocabulary in a storytelling context helps students understand word meanings more easily and apply them in everyday communication. Additionally, they gain extra benefits such as improved listening skills and pronunciation, as animated films provide examples of authentic language use. Therefore, this study is expected to help students become more confident in using new vocabulary in both academic and non-academic situations

3. For the Researcher

This research provides an opportunity to further explore the effectiveness of multimedia-based media in language learning, particularly in vocabulary acquisition. It also enriches the understanding of how context-based learning experiences contribute to the improvement of students' language skills. Moreover, this study reveals how emotional and cognitive factors in film-based learning influence students' motivation and engagement in the learning process. Thus, this research serves as a foundation for researchers to continue developing more innovative teaching methods that align with the needs of today's generation.

4. For Researcher

The focus of this study open opportunities for future research to further explore the effectiveness of animated films in language learning. This study can serve as a reference for research investigating the impact of animated films on other language skills, such as speaking, writing, or understanding cultural aspects of the target language. Additionally, this research can serve as a foundation for developing more innovative and interactive technology-based teaching methods. As technology and digital media in education continue to evolve, future research can examine how various types of audiovisual media can be adapted to create more effective and engaging language learning experiences.

E. Research Terminology

This section defines key terms that are central to this study to ensure clarity and consistency throughout the research. The focus of this study is mainly on students' perceptions of learning vocabulary through animated films. To provide a clearer understanding, the following is provided:

1. Vocabulary Acquisition

Vocabulary acquisition refers to the process of learning, internalizing, and using new words in various contexts. In language learning, vocabulary acquisition is essential as it supports communication and comprehension skills. According to McCarthy (as cited in Hestiana, 2022), vocabulary serves

as the foundation for mastering all other language skills, including reading, writing, listening, and speaking. However, traditional vocabulary learning methods, such as memorization of word lists, often lack meaningful context and fail to facilitate long-term retention (Mazlan et al., 2022).

Contextual vocabulary learning such as through multimedia tools like animated films provides a more engaging and meaningful approach to acquiring new words. Animated films create immersive environments where learners encounter vocabulary in real-life situations, reinforced by visual and auditory cues. Studies have shown that exposure to vocabulary in multimedia contexts significantly improves retention and comprehension compared to rote memorization (Simamora & Oktaviani, 2020).

2. Vocabulary Skills

Vocabulary skills refer to students' ability to understand, recall, and use words accurately in communication. These skills are categorized into receptive vocabulary skills (the ability to recognize and understand words when reading or listening) and productive vocabulary skills (the ability to use words correctly when speaking or writing) (Teng, 2022). Nation (2001) highlights that learning vocabulary in context improves both receptive and productive skills, as it allows students to encounter words naturally in meaningful conversations rather than in isolated word lists.

In this study, vocabulary skills are examined in relation to students' exposure to animated films and how this medium enhances their ability to understand and use vocabulary effectively. Research suggests that when students learn vocabulary through media that integrates visual and auditory elements, they are more likely to internalize and apply it in real-life communication (Mulyadi & Mutmainnah, 2015).

3. Animated Movies as Learning Tools

Animated films are a type of multimedia content that combines visual, auditory, and narrative elements to create an engaging learning experience. Unlike traditional vocabulary instruction, which often relies on textbooks and memorization, animated films present vocabulary in dynamic and context-rich environments. Research by Kaboocha (2016) and Sari & Aminatun (2021) demonstrates that films help students grasp vocabulary through narrative and visual context, enhancing comprehension and memory retention.

One of the advantages of animated films as learning tools is their ability to provide exposure to natural English pronunciation and intonation, helping students develop listening and speaking skills alongside vocabulary acquisition (Ismaili, 2013). Additionally, animated films incorporate storytelling elements that stimulate emotional and cognitive engagement, making the learning process more enjoyable and effective (Mazlan et al., 2022).

Multimedia Learning

Multimedia learning refers to the process of acquiring knowledge through multiple sensory channels, such as visual and auditory inputs. According to Mayer's (2009) Cognitive Theory of Multimedia Learning, learning is more effective when words and images are presented together rather than in isolation. Animated films align with this theory by integrating spoken language with visuals, making vocabulary acquisition more efficient and natural.

Laufer and Hulstijn's (2001) Involvement Load Hypothesis further supports the idea that deeper cognitive engagement in vocabulary learning such as through contextualized listening and viewing experiences enhances retention and long-term recall. Research by Kord et al. (2022) highlights that contextual learning significantly improves vocabulary retention, as learners associate new words with meaningful situations rather than arbitrary lists.