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The Effectiveness of English Animated Videos in Enhancing the Vocabulary

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A B S T R A C T

The issue addressed in this study is the low ability of children to recognize English vocabulary. There is a lack of variation in the use of teaching media for vocabulary instruction. The research questions are as follows: first, does the use of animated videos enhance children's ability to recognize English vocabulary? Second, how can animated videos be utilized to improve vocabulary recognition? The aim of this research is to improve early childhood vocabulary recognition in English through the use of animated videos, as well as to evaluate the effectiveness of these videos in vocabulary instruction at SDN 020 Ridan Permai for the 2024/2025 academic year. The method employed in this study is Classroom Action Research (CAR) based on the model developed by Kemmis and McTaggart. The subjects of this study consist of 28 students. Data were collected using both test and non-test methods.

Keywords: English Animated Videos, Vocabulary

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INTRODUCTION

English is one of the important international languages that should be mastered from an early age due to its increasingly dominant role in various aspects of life, including education. In the context of globalization, the ability to speak English is not just an added value but has become a fundamental necessity for every individual (Surayatika, 2022). Mastery of vocabulary is a basic component in learning English, especially for elementary school students who are still in the language development stage. However, based on observations conducted on first-grade students at SDN 020 Ridan Permai, it was found that the process of learning English is not yet optimal. Students experience difficulties in understanding and remembering English vocabulary. This is attributed to the conventional teaching methods employed, which are dominated by lectures and limited use of media, such as textbooks and picture cards. Observations also revealed that students often appeared less enthusiastic and quickly became bored during English lessons. The lack of varied media and interactive teaching methods is a major factor contributing to the low interest and motivation of students in learning English.

Additionally, interviews with the English teacher at SDN 020 Ridan Permai on September 14, 2024, revealed that most students struggle to understand English vocabulary because it is not part of their daily conversation. Children are not accustomed to hearing, pronouncing, or recognizing the correct pronunciation of English. In such conditions, introducing engaging and easily understandable English vocabulary presents a significant challenge for teachers. To address these issues, the use of more appealing and relevant teaching media, such as English animated videos, is essential. Animated videos offer an audio-visual approach that can capture students' attention while creating a more enjoyable learning environment. This medium combines attractive visuals with sound, dialogue, and interactive

music, helping students better understand and remember new vocabulary. Animated videos are highly popular among children, as they are drawn to interesting, fun, and imaginative content (Rahmadani & Muryanti, 2023).

The use of animated videos in English learning for early childhood has several advantages. Children at this age tend to be more responsive to visual media, and their ability to grasp images and movements is heightened. Additionally, animated videos can depict vocabulary in context, allowing students to see situations or objects that represent the words being learned (Wijayanti & Gunawan, 2021). Thus, students not only learn new words but also understand how those words are used in everyday contexts. Therefore, using English animated videos as a medium to introduce vocabulary is an appropriate choice. Animated videos can serve as a varied teaching medium in teaching English to young children.

Previous research supports the effectiveness of animated videos as a medium for English learning. For instance, a study by (Rahmadani & Muryanti, 2023) at Mekar Bunga Kindergarten in Padang demonstrated that the use of animated videos is effective for introducing English vocabulary to children. Similarly, research by (Nabila & Reni, 2022) on children in the golden age period found that animated videos not only enhance vocabulary acquisition but also increase students' motivation to learn English. Both studies emphasize that interactive teaching media, such as animated videos, can be an effective alternative in overcoming the challenges of learning English in elementary schools.

The research conducted by (Nur & Rizki, n.d.), titled 'The Needs and Design of Educational Animated Video Media for Vocabulary Learning in Elementary Schools', is classified as R&D research using the ADDIE method. However, this study only explains the steps of Needs Analysis, Media Design, and Development. Based on the results of the needs analysis, it shows that students agree that learning media to support vocabulary learning should use animated videos.

Then, a similar study was conducted by (Azzahra, 2023) , titled 'The Effect of Using Animated Video Media in Introducing English Vocabulary to Children in Kindergarten.' This research design is a quasi-experimental study using a pre-test and post-test control group. In this study, data collection techniques were in the form of experiments and observations. The research results used an effect size test, yielding a result of 1.60, which falls into the high category. Thus, the use of animated video media is effective for introducing English vocabulary to children.

Furthermore, the research conducted by (Rindawati et al., 2022) with the title 'The Use of Audio-Visual Cartoon Films in Mandarin Vocabulary Learning for LKIA Elementary School Students' used Classroom Action Research as the method. The results of this study indicate that audio-visual cartoon films greatly help students in remembering and mastering Mandarin vocabulary. Students' vocabulary mastery in Mandarin improved by 29.41%."

However, while these studies focus on different languages (English and Mandarin) and educational settings (kindergarten and elementary school), there is a gap in research specifically examining the effectiveness of animated videos for improving English vocabulary in the context of first-grade students at the elementary level. This study aims to fill that gap by investigating the impact of animated videos on English vocabulary mastery among first-grade students at SDN 020 Ridan Permai, potentially offering insights into how this medium can address challenges in teaching English to young learners.

Based on the background of the problem described above, the author is interested in conducting research on "The Effectiveness of English Animated Videos in Enhancing Vocabulary for First-Grade Students at SDN 020 Ridan Permai." It is hoped that this research will demonstrate that the use of animated video media can be a more effective strategy for improving English vocabulary mastery among young children and enrich innovations in English teaching methods.

METHOD

The method used in this study is Classroom Action Research (CAR). According to Kemmis and McTaggart as cited in (Wijaya & Suhartono, n.d.), Classroom Action Research is an approach in which a group of teachers strives to organize their learning conditions and learn from the experiences that occur. Teachers can experiment with improvement ideas in their teaching methods and observe the direct impacts of those efforts. According to Kunandar, Classroom Action Research is research conducted by teachers, who act as researchers in their own classrooms or in collaboration with others, through a process of planning, implementing, and reflecting on actions in a collaborative and participatory manner, with the aim of enhancing the quality of classroom learning through repeated actions in a cycle. The model of action research used in this study is the Classroom Action Research model proposed by Kemmis and Taggart.

Classroom Action Research (CAR) is designed to improve the quality and outcomes of learning through a series of actions conducted over several cycles. Each cycle will be carried out in two sessions, allowing students and teachers to adapt to the media and teaching materials used in the learning process.

Procedure

Classroom Action Research (CAR) consists of several cycle stages. Each cycle includes planning, implementation, action, observation, and reflection. These stages will be repeated until the results meet the researcher's criteria. The implementation of actions is carried out step by step until the research is successful. The procedures are as follows:

The Pre-Cycle stage in classroom action research involves assessing students' initial abilities through a pre-test to establish a baseline for comparison before implementing instructional interventions. This stage provides critical data for planning actions in Cycle I. During Cycle I, the research process is divided into four phases. In the Planning phase, researchers create a Lesson Plan (RPP), collaborate with colleagues on media and teaching materials, prepare supporting materials like media and worksheets, design observation instruments and assessments, and organize video resources. In the Acting phase, researchers implement teaching activities as per the Lesson Plan, guide students in interpreting video materials, and conduct assessments to evaluate learning outcomes at the end of the cycle. The Observation phase involves monitoring the teaching process to identify strengths and weaknesses in the implementation, gathering insights into teacher performance, and tracking student engagement and vocabulary development. Finally, the Reflection phase focuses on analyzing the results collaboratively, identifying challenges, and revising instructional strategies to inform subsequent cycles. This iterative approach ensures continuous improvement and adaptation to enhance learning outcomes.

In Cycle II of classroom action research, the process builds upon the reflections and outcomes of Cycle I to address identified challenges and implement alternative solutions. The Planning phase involves preparing an updated lesson plan informed by Cycle I's reflections, organizing classroom facilities, gathering relevant learning resources and teaching media, and designing instruments for observing both student and teacher performance, as well as assessment tools. During the Acting phase, the teaching process is carried out following the revised lesson plan while addressing any technical or instructional issues encountered in Cycle I. The Observation phase involves systematically monitoring the learning process by recording detailed observations of student and teacher activities using pre-designed observation guides. Student progress and participation in activities, such as engaging with animated

videos (e.g., Cocomelon), are carefully documented to measure improvements in English language skills. Finally, the Reflection phase involves analyzing the implementation of both cycles, identifying progress, and concluding based on the gathered data. This phase ensures a thorough evaluation of the interventions, allowing for the refinement of strategies to maximize learning outcomes.

The research was conducted in the odd semester from September to January, carried out by the researcher and a collaborator, the English teacher teaching first grade. The actions will be conducted through planning, acting, observing, and reflecting. The implementation of Classroom Action Research (CAR) generally does not limit the number of cycles that can be conducted in a study. In this Classroom Action Research, the researcher uses two cycles to enhance vocabulary recognition skills through Cocomelon animated videos on YouTube for first-grade students at SDN 020 Ridan Permai. Each cycle consists of two sessions to measure the improvement in English vocabulary recognition skills. The stages in both cycles I and II are similar, including planning, implementation, observation, and reflection. The difference lies in the improvements made in cycle II to address the shortcomings identified in cycle I.

Data Collection Techniques

Data collection techniques are the primary steps in research, as the main objective of the study is to obtain data. In this research, data collection methods employed include both test and non-test techniques. Tests are used to measure the improvement in vocabulary recognition skills of first-grade students at SDN 020 Ridan Permai. Tests or daily quizzes are conducted at the end of each cycle. By analyzing the test results, the researcher can plan necessary activities to enhance the learning process. Additionally, tests serve to evaluate the development and success of the implemented actions. The non-test data collection technique involves methods carried out by the researcher through observation and interviews, which are then supported by documentation results.

FINDINGS AND DISCUSSION

Description of Pre-Cycle Results

The pre-cycle activities were conducted on Tuesday, September 10, at SDN 020 Ridan Permai. The researcher observed the entire English lesson, followed by interviews regarding the students' English skills, which were further supported by documentation. Additionally, discussions were held with the classroom teacher about the students' conditions and the total class size, revealing that there are 28 first-grade students. The observations during the pre-cycle indicated that many students were not focused on the teacher's explanations and were instead playing or distracted. This was primarily due to a lack of engaging teaching materials, making it difficult for the teacher to effectively explain concepts to students who had recently transitioned from kindergarten to elementary school. Moreover, the teacher's pace in presenting the material was too rapid, resulting in many students struggling with their English language abilities.

The pre-cycle results indicate that only 13 students (46%) scored at or above the Minimum Completeness Criteria (KKM) of ≥ 75, while 15 students (54%) scored ≤ 75. In percentage terms, the number of students who successfully recognized English vocabulary was low, reflecting that many had not yet achieved mastery. These findings suggest that the ability to recognize English vocabulary in the pre-cycle phase did not meet the success target. As a result, the researcher conducted observations and Classroom Action Research to enhance vocabulary recognition skills using animated videos from the Cocomelon YouTube channel. The graph of vocabulary recognition ability is displayed in the diagram below.

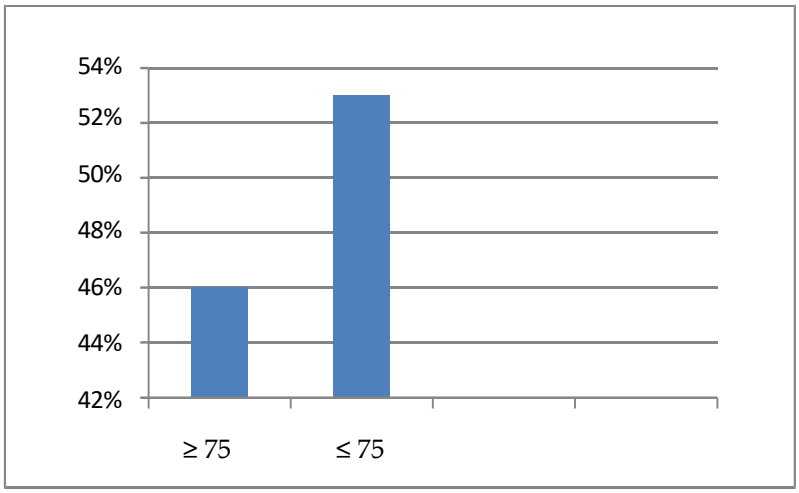

Figure 1. Graph of Pre-cycle Research Results

Based on the pre-cycle results supported by observations and interviews, there are reflections for improvement in the upcoming cycle I learning. Many students still struggle with vocabulary recognition, which is caused by the lack of engaging media and teaching materials to aid the English learning process. Therefore, it is necessary to use appropriate teaching materials and media during the learning process, such as animated videos.

Description of Cycle I Results

The results of Cycle I show that in the first grade, 15 students (54%) have met the Minimum Completeness Criteria (KKM) of ≥ 75. Meanwhile, 13 students (46%) have not reached the Minimum Completeness Criteria (KKM) of ≤ 75.

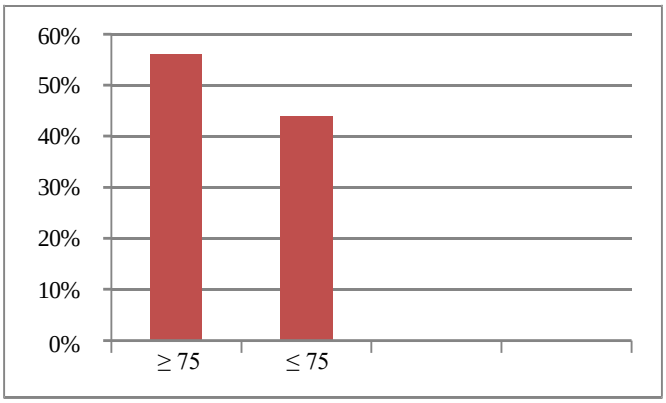

Figure 2. Graph of Concept Understanding Improvement After Cycle I

In Cycle I, the percentage of students meeting the Minimum Completeness Criteria (KKM) has not yet reached 75%, so the research will continue to Cycle II.

Description of Cycle II Results

The results from Cycle II indicate that in the first grade, 24 students (85%) met the Minimum Completeness Criteria (KKM) of ≥ 75. Meanwhile, 4 students (15%) did not meet the Minimum Completeness Criteria (KKM), which is ≤ 75.

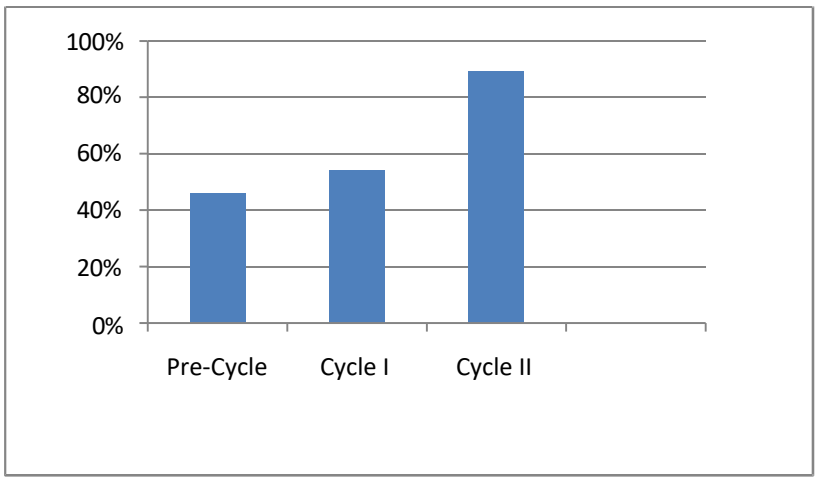

Figure 3. Graph of Vocabulary Recognition Ability Improvement

The final evaluation results of Cycle II show an improvement in students' understanding, as evidenced by the number of students who scored above the KKM. In Cycle I, 15 students (54%) achieved scores above the KKM. After implementing Cycle II, the number of students scoring above the KKM increased to 24 students (85%), indicating that the research was successful.

The effectiveness of animated videos in education can be attributed to both their cognitive and emotional benefits. They engage students in ways that traditional methods often cannot, offering visual clarity, interactive learning, and an emotionally supportive environment. By addressing challenges such as passive learning, engagement, and comprehension, animated videos provide a more comprehensive and inclusive learning experience that caters to a diverse range of student needs. This holistic approach ultimately contributes to better understanding, retention, and academic success, making animated videos a highly effective educational tool.

Based on the data obtained, it can be concluded that in the **pre-cycle**, 15 students (54%) scored below the Minimum Completeness Criteria (KKM) which is ≤ 75, while 13 students (46%) scored at or above the Minimum Completeness Criteria (KKM) which is ≥ 75. In **Cycle I**, there was a slight improvement, with 15 students (54%) meeting the KKM, but 13 students (46%) still scored below the KKM.

However, in **Cycle II**, a significant improvement was observed. Only 4 students (15%) scored below the KKM, while 24 students (85%) met the KKM. This indicates that the use of video presentations had a positive impact on students' understanding of English language skills. This improvement suggests that the use of video presentations not only enhanced students' understanding but also increased engagement and activity levels among both students and teachers during the learning process.

In addition to the improvements in student scores, the data also indicates that the use of video presentations had a positive effect on both students' motivation and classroom dynamics. The significant increase in the number of students meeting the Minimum Completeness Criteria (KKM) in Cycle II suggests that video presentations were not only effective in enhancing students' English language understanding but also contributed to a more interactive and engaging learning environment. This shift indicates that video presentations can be an effective teaching tool, fostering greater student involvement and improving overall academic performance. Therefore, the study supports the idea that integrating multimedia resources, such as video presentations, can be a highly beneficial strategy for improving language skills in the classroom.

CONCLUSIONS

The use of animated videos effectively enhances early childhood English vocabulary recognition by providing engaging and varied teaching media. Through Classroom Action Research (CAR) based on Kemmis and McTaggart's model, involving 28 students at SDN 020 Ridan Permai for the 2024/2025 academic year, the research demonstrated significant improvements in vocabulary acquisition. By integrating animated videos into instructional strategies, teachers addressed the lack of media variation and observed increased student engagement and learning outcomes. The findings affirm that animated videos are a valuable tool for improving vocabulary recognition in young learners and provide practical insights for optimizing their use in classroom settings.

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