ISSN : 2654-5152 Vol. 7 No. 2 (December 2025)

ANIMATED VS. NON-ANIMATED VIDEOS: THEIR IMPACT ON JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY ACHIEVEMENT

Nurhalisa Khairida[1], Elvina Arapah[1*], Fahmi Hidayat[1], Elsa Rosalina[1]

[1]Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat
elvina_arapah@ulm.ac.id

ABSTRAK

Penguasaan kosakata merupakan aspek penting dalam mendukung kemampuan berbahasa Inggris secara keseluruhan, namun banyak siswa sekolah menengah pertama masih mengalami kesulitan dalam mempelajari kosakata baru. Untuk mengatasi masalah tersebut, media berbasis teknologi seperti video semakin banyak digunakan untuk mendukung pembelajaran kosakata. Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan signifikan dalam pencapaian kosakata antara siswa kelas VII yang diajar menggunakan video animasi dan siswa yang diajar menggunakan video non-animasi di salah satu SMP negeri di Banjarmasin. Dengan menggunakan pendekatan kuantitatif dan desain kuasi-eksperimental, dua kelas utuh dipilih melalui cluster random sampling: kelas VII-G sebagai kelas eksperimen dan kelas VII-C sebagai kelas kontrol. Kedua kelompok diberikan pre-test, menerima empat sesi pembelajaran, dan menyelesaikan post-test. Instrumen penelitian berupa tes kosakata pilihan ganda sebanyak 25 butir soal.
Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh skor rata-rata post-test yang lebih tinggi (M = 86,07) dibandingkan kelompok kontrol (M = 76,74). Uji t independen menunjukkan adanya perbedaan signifikan antara kedua kelompok (p = 0,01 < 0,05), yang mengindikasikan bahwa siswa yang diajar menggunakan video animasi memiliki pencapaian kosakata yang lebih baik. Temuan ini menunjukkan bahwa video animasi memberikan dukungan visual yang lebih kuat, konteks yang lebih jelas, dan konten yang lebih menarik sehingga membantu meningkatkan pemahaman dan retensi kosakata baru. Secara keseluruhan, penelitian ini menyimpulkan bahwa video animasi merupakan media yang efektif untuk meningkatkan pencapaian kosakata siswa SMP. Penelitian selanjutnya dapat meninjau retensi jangka panjang, melibatkan sampel yang lebih besar, serta mengeksplorasi penggunaan media animasi untuk keterampilan bahasa lainnya

Kata kunci:desain kuasi-eksperimental; pembelajar EFL; pencapaian kosakata; siswa sekolah menengah pertama; video animasi

ABSTRACT

Vocabulary mastery is essential for supporting students' overall English proficiency, yet many junior high school learners continue to face difficulties in acquiring new words. To address this issue, technology-enhanced media such as videos have been increasingly used to support vocabulary learning. This study aims to determine whether there is a significant difference in vocabulary achievement between seventh-grade students taught using animated videos and those taught using non-animated videos at a public junior high school in Banjarmasin. Using a quantitative approach with a quasi-experimental design, two intact classes were selected through cluster random sampling: Class VII-G as the experimental group and Class VII-C as the control group. Both groups were given a pre-test, exposed to four instructional sessions, and completed a post-test. A 25-item multiple-choice vocabulary test served as the research instrument. The results show that the experimental group obtained a higher mean post-test score (M = 86.07) than the control group (M = 76.74). An independent samples t-test revealed a significant difference between the two groups (p = 0.01 < 0.05), indicating that students taught through animated videos performed better in vocabulary learning. The findings suggest that animated videos offer stronger visual support, contextual cues, and engaging content, which help enhance students' comprehension and retention of new vocabulary. Overall, the study concludes that animated videos are an effective medium for improving vocabulary achievement among junior high

school students. Future research may explore long-term retention, larger samples, and the use of animated media for other language skills.

Keywords: animated videos; EFL learners; junior high school students; quasi-experimental design; vocabulary achievement

INTRODUCTION

Vocabulary is the set of words that make up a language. It defines one's knowledge of word meanings (Hiebert & Kamil, 2005). Vocabulary is the key to learning a foreign language. It is a core component that underpins the four language skills: speaking, listening, reading, and writing (Richards & Renandya, 2002). Vocabulary and language learning complement each other, as the ability to use vocabulary supports effective language use, and vice versa (Nation, 2001). In the context of learning English, achieving vocabulary is essential for students before they master the four language skills (Sanjaya et al., 2022). Vocabulary development of the students is the most important part of language development (Alqahtani, 2015). Vocabulary is the foundation that must be solidly built to support the four language skills. Without vocabulary, there is nothing that can be conveyed (Thornbury, 2002). Therefore, achieving vocabulary is essential for students from the very beginning.

Achieving vocabulary mastery still poses a challenge for junior high school students. This phenomenon occurs because students did not receive adequate English language instruction during elementary school due to previous educational policies set by the Ministry of Education, Culture, Research, and Technology. It is important to put emphasis on contextual learning, and engaging methods for vocabulary mastery (Laoli et al., 2025) rather than the use of translation (Gultom et al., 2022). Varied implementations of teaching strategies (Ihsan, 2025) and holistic approach of language learning (Oktaviani et al., 2024) digresses focus on vocabularies.

This gap ultimately resulted in a significant lack of basic competencies in vocabulary achievement for students before learning English. There are many students struggle to understand the subject matter due to their limited vocabulary (Situmorang & Simajuntak, 2023). These challenges hinder students from reaching the learning goals and making progress in their English learning. Understanding written or spoken texts heavily depends on vocabulary achievement. If vocabulary achievement is insufficient, comprehending the learning material becomes difficult. Therefore, beyond being a challenge for students, limited vocabulary also poses an important issue for teachers in delivering learning material (Susanto, 2017).

Given these challenges, researchers are motivated to find effective ways to teach vocabulary to junior high school students. In today's era, technology, often referred to as edutechnology, has had a significant impact on education. There are many learning media available to support teaching, and video is one of the timeless, technology-based learning tools. According to Gagné and Briggs (1979), learning media are tools used to deliver the content of learning materials, one of which is video media. Video media are learning tools that present audio and visual messages to help students understand the material (Riyana, 2007). Video media come in various forms that continuously evolve and adapt to meet educational needs. The use of video media in education makes it easier for students to understand the material while also assisting teachers in delivering it (Semara & Agung, 2021). However, junior high school students transitioning from elementary school tend to benefit more from visual stimulation and interactive approaches to maintain their attention. This is in line with Christopoulou (2016), who emphasizes the value of visual-based learning in helping students navigate the transition from elementary to secondary school.

Therefore, in addition to adapting to technological advancements in education, considering the background of the students should not be overlooked. Animated videos are aligned with the needs of junior high students transitioning from elementary school. According to Musa et al. (2013), animated videos are a form of visual learning media that have become a key feature in technology-based learning. Animated videos refer to illustrative images that are simulated to move. Wood (2001) states that animated images allow students to focus more on vocabulary because they are interactive and engage nearly all the senses. When trying to understand the meanings of words related to the scenes they see on screen, students are simultaneously exposed to the

pronunciation and written forms of those words. Using animated videos to observe the elements involved in this process can create an engaging learning atmosphere, serve as a medium for vocabulary learning, and assist with the pronunciation of English dialogue to correct mistakes. Mubarok et al. (2017) support this by stating that learning vocabulary with animated videos also helps students memorize words by watching vivid scenes, leading to better vocabulary retention. The vivid scenes and sound effects in the videos can help them recall the vocabulary they have learned.

There are several studies related to animated videos and vocabulary achievement. Research by Saputra (2023) concludes that animated videos can be used to improve the vocabulary achievement of students. Arnetta (2022) also conducts a study on the use of animated videos for vocabulary achievement. The research indicates that animated videos can be used effectively as a method for teaching English vocabulary. In addition to the improvements noted from the pretest and post- test results, students also give positive responses based on the questionnaire conducted. Furthermore, a study by Sutriani (2022) states that animated videos as a learning medium can help teachers make students more active. Students become more engaged in learning using animated videos. Based on these studies, the implementation of animated videos has been shown to be effective for improving the vocabulary achievement of students. However, further study is needed to determine the difference between animated and non-animated videos in achieving vocabulary.

While animated videos typically use digital illustrative images and movements to support learning, non-animated videos present real-life images without digital illustrations or animations, offering a more straightforward visual representation. While previous studies have focused on general vocabulary learning and material, this study aligns vocabulary learning with the material studied in the classroom. It is expected to provide additional insight into the implementation of both types of video media in vocabulary learning. A preliminary study at SMP Negeri 14 Banjarmasin revealed many students still have limited English vocabulary, making it hard for them to understand learning materials. This is reflected in their low English scores, highlighting the need for more effective vocabulary learning. Given this situation, the researcher aims to investigate whether there is a difference in vocabulary achievement between seventh-grade students who are taught using animated videos and those who are taught using non-animated videos at SMP Negeri 14 Banjarmasin.

METHODS

This study employed a quantitative approach using a quasi-experimental design to examine differences in vocabulary achievement between students taught with animated videos and those taught with non-animated videos. A quasi-experimental design was selected because random assignment at the individual level was not feasible in the school context (Ary et al., 2010; Fraenkel et al., 2011). Two intact classes were assigned as the experimental and control groups. Both groups completed a pre-test, received four treatment sessions, and completed a post-test. The experimental group received instruction using animated videos, whereas the control group received non-animated videos.

This study was conducted at SMP Negeri 14 Banjarmasin and involved two seventh-grade classes as research subjects. The population of all seventh-grade students at SMP Negeri 14 Banjarmasin in the 2024–2025 academic year was 218 students. Cluster random sampling was applied by selecting two intact classes. Class VII-G (27 students) served as the experimental group and received vocabulary instruction using animated videos, while Class VII-C (27 students) served as the control group and was taught using non-animated videos. Data were collected using a vocabulary achievement test in multiple-choice format. According to Butler (2018), multiple-choice tests improve long-term retention and produce deeper understanding. The test, developed for this study, assessed sub-skills of synonym, antonym, definition, and text completion, aligned with the Merdeka Curriculum learning outcomes. This theorized that vocabulary is learned through receptive coding, one of two, allowing for better retention and application of vocabulary knowledge (Moody et al., 2018). The same instrument was used for the pre-test and post-test (Table 1).

Table 1. Blueprint of Vocabulary Achievement Test

SUB- SKILLS	ACHIEVEMENTS	PRE-TEST	POST-TEST
Synonym	Students are able to determine words with the same meaning in the context of reading a text that contains predictable structures and familiar vocabulary.	7, 8, 9, 20, 21, 22	8, 9, 10, 21, 22, 23

Antonym	Students are able to determine the words with the opposite meaning in the context of reading a text that contains predictable structures and familiar vocabulary.	10, 11, 12, 23, 24, 25	11, 12, 13, 24, 25
Definition	Students are able to determine the correct definition of words in a familiar text, which helps them locate and evaluate main ideas and specific information in texts of different genres.	4, 5, 6, 13, 14, 15, 16	1, 2, 3, 4, 14, 15, 16, 17
Text Completion	Students are able to determine the correct word to complete the information in a familiar text, which helps them apply vocabulary accurately within the context of the text.	1, 2, 3, 17, 18, 19	5, 6, 7 18, 19, 20

Prior to the implementation of treatments, a content validity judgment and a trial test were carried out to evaluate the quality of the pre-test and post-test instruments. Content validity was ensured through expert judgment by a university lecturer and an English teacher, and item validity was analyzed using SPSS (rcount > rtable = 0.381). The trial test was conducted in Class VII-H, which did not participate as either the experimental or control group. Of the 40 items tested, 25 met the validity criteria and were used in the study. Split-half reliability analysis confirmed acceptable reliability for both pre-test and post-test measures. Reliability was examined using split-half reliability with the Spearman-Brown coefficient, yielding coefficients of 0.850 (pre-test) and 0.902 (post-test), indicating high internal consistency.

Data collection was conducted in three phases. The preparation phase involved selecting the sample classes, designing lesson plans, developing the vocabulary test, and administering the trial test to ensure the instrument's quality. During the implementation phase, both the experimental and control groups took a pre-test, followed by four instructional sessions in which the experimental group was taught using animated videos while the control group received non-animated videos; afterwards, both groups completed a post-test. In the analysis phase, the students' scores were calculated and subjected to statistical testing to determine whether significant differences existed in vocabulary achievement between the two groups.

Quantitative data from the pre-test and post-test were analyzed using SPSS Version 21. Normality testing (Kolmogorov–Smirnov and Shapiro–Wilk) and homogeneity testing (Levene's test) were conducted prior to hypothesis testing. An independent samples t-test was used to determine whether there was a significant difference between the experimental and control groups. The decision rules were:

- **$p < 0.05$**: reject H0, indicating a significant difference;
- **$p > 0.05$**: fail to reject H0, indicating no significant difference.

RESULTS AND DISCUSSION

Teaching Vocabulary in the Experimental Class

The experimental group (VII-G) received vocabulary instruction using animated videos. The procedure began with a pre-test, followed by four treatment sessions, and concluded with a post-test. Instruction consisted of three stages: pre-activity, while-activity, and post-activity. In the pre-activity phase, the teacher greeted students, checked attendance, introduced the topic, and communicated the learning objectives. During the while-activity phase, learning activities aligned with the objectives for each session. In the first and third meetings, the teacher explained vocabulary items and definitions using animated videos played twice. Students were encouraged to ask questions about unfamiliar words before completing individual exercises on vocabulary–definition matching. In the second and fourth meetings, animated videos were used to review vocabulary, followed by instruction using descriptive texts. Students practiced identifying synonyms, antonyms, and definitions and completed individual multiple-choice exercises. In the post-activity phase, students rewatched the animated videos, completed an evaluation task, and participated in a reflection activity summarizing the lesson. After the treatment, a post-test was administered to measure vocabulary achievement. The average pre-test score in the experimental class was 74.96, which increased to 86.07 in the post-test. Based on the Minimum Mastery Criterion (KKM = 75), 14 students met the standard in the pre-test, increasing to 23 students in the post-test.

Teaching Vocabulary in the Control Class

Class VII-C served as the control group and received vocabulary instruction using non-

animated videos. The procedures mirrored those of the experimental group, beginning with a pre-test, followed by four instructional meetings, and ending with a post-test. Table 4.3 shows the schedule for the control class. As in the experimental class, instruction followed pre-activity, while-activity, and post-activity stages. The teacher introduced topics and learning objectives, delivered lessons using non-animated videos, facilitated discussions on vocabulary, and assigned exercises identical to those given to the experimental group. The key difference between groups was the type of media used. The average pre-test score in the control class was 73.04, increasing to 76.74 in the post-test. Students meeting the KKM increased from 13 to 16 people.

Hypothesis Testing

Normality testing using Kolmogorov–Smirnov and Shapiro–Wilk in SPSS 21 indicated that all pre-test and post-test scores in both the experimental and control groups were normally distributed, with significance values exceeding 0.05. The complete results are shown in Table 2. The normal distribution allowed the use of parametric statistical procedures for hypothesis testing.

Table 2. Result of Normality Testing

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	.148	27	.136	.944	27	.155
Post-Test Experiment	.141	27	.184	.930	27	.068
Pre-Test Control	.110	27	.200*	.973	27	.677
Post-Test Control	.106	27	.200*	.960	27	.367

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Homogeneity testing using Levene's Test revealed that both the pre-test (Sig. = 0.207) and post-test (Sig. = 0.331) scores met the homogeneity assumption, as the significance values were greater than 0.05 (Tables 3). This indicates that the variances of the two groups were equal.

Table 3. Result of Homogeneity Testing

Score of Pre Test			
Levene Statistic	df1	df2	Sig.
1.631	1	52	.207
Score of Post Test			
Levene Statistic	df1	df2	Sig.
.963	1	52	.331

The hypothesis was tested using an independent samples t-test. The result showed a Sig. (2-tailed) value of 0.01, which is lower than the significance level of 0.05. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. A significant difference existed between the vocabulary achievement of students taught using animated videos and those taught using non-animated videos. Table 4 summarizes the t-test results.

Table 4 the Result of Independent Sample Test

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	MD*	SED**	95% Confidence Interval of the Difference Lower	Upper
Equal variances assumed	2.668	52	.010	9.333	3.498	2.314	16.352
	2.668	50.142	.010	9.333	3.498	2.308	16.359

*MD=Means Difference
**SED= Std. Error Difference

The findings demonstrate a statistically significant difference in vocabulary achievement between the experimental and control groups. Students taught using animated videos outperformed those taught using non-animated videos in both mean scores and the number of students meeting the KKM. Although the determination of KKM may vary across schools and studies (Nurhayati, & Togatorop, 2024; Ramli & Rivaldin, 2021), the KKM set for this study significantly was fulfilled by 23 students from the experimental group or 85% of 27 students. On the contrary, the control group reached a percentage of 59%which indicated 16 students who met the KKM in the end of the research. Purnamasari et al. (2021) predicted that this may be due to insufficient knowledge.

The positive impact of animated videos aligns with previous research indicating their effectiveness in enhancing vocabulary mastery and student motivation as well as communication skills (Arnetta, 2023; Kleftodimos, 2024; Prohandini, 2023; Saputra, 2023). Students in the experimental class showed higher engagement, enthusiasm, and active participation during learning sessions. Furthermore, the visual appeal and contextual support provided by animated videos helped students better understand word

meanings, as supported by studies such as Khaera (2023) and Sutriani (2022). In a study by Prihandini (2023), verb was the content of word that most improved than the other content words. Compared to traditional or non-animated materials, animated media offered more dynamic, colorful, and age-appropriate content, making it suitable for grade-seven learners transitioning from elementary school. This aligns with Wahyuni's (2019) assertion that effective learning media play a crucial role in sustaining students' interest.

This research also contributes uniquely to existing literature by incorporating multiple-choice test instruments, focusing on specific vocabulary sub-skills (synonyms, antonyms, definitions, text completion), and aligning materials with the Kurikulum Merdeka. Additionally, the study compared two types of video media rather than evaluating animated videos in isolation, providing a more comprehensive understanding of media effectiveness. Overall, the findings suggest that animated videos are a valuable instructional tool for improving vocabulary learning outcomes and creating an engaging learning environment for junior high school students.

CONCLUSION

The findings indicate a significant difference between the two groups. Students in the experimental group, who received instruction through animated videos, demonstrated higher mean scores and a greater number of students achieving the Minimum Mastery Criterion (KKM) compared to those in the control group. These results suggest that animated videos are more effective in supporting vocabulary learning because they provide stronger visual cues, contextualized meaning, and engaging content that sustain students' attention and enhance retention. Overall, the study confirms that animated videos can serve as a valuable instructional medium for improving vocabulary mastery among junior high school learners.

Several recommendations can be proposed for future studies. First, researchers may explore the long-term impact of animated videos on vocabulary retention through delayed post-tests to determine whether the learning gains are sustained over time. Second, future research could expand the sample size or involve multiple schools to enhance the generalizability of the findings. Third, examining different types of animated media—such as 3D animations, interactive animations, or gamified videos—may provide deeper insights into which formats are most effective. Fourth, qualitative data such as student interviews or classroom observations could be incorporated to capture students' perceptions and learning experiences more comprehensively. Lastly, future studies may investigate the use of animated videos in teaching other language components or skills, including grammar, reading comprehension, or speaking, to further explore their pedagogical potential across different domains of English language learning.

REFERENCES

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, 3(3), 21–34. https://doi.org/10.20472/TE.2015.3.3.002

Arnetta, H. (2022). The use of animation videos to improve the students' vocabulary achievement of the seventh-grade students at SMP Muhammadiyah 1 Metro (Undergraduate thesis, Universitas Lampung). Digital Library Universitas Lampung.

Arsyad, A. (2006). Media Pembelajaran. Jakarta: Raja Grafindo Persada.

Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. (2010). Introduction to research in education (8th ed.). Wadsworth Cengage Learning.

Brown, H. D. (2004). Language assessment: Principles and classroom practices. Pearson Education.

Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy (3rd ed.). Pearson Education, New York.

Butler, A. C. (2018). Multiple-choice testing in education: Are the best practices for assessment also good for learning? *Journal of Applied Research in Memory and Cognition,* 7(3), 323–331. https://doi.org/10.1016/j.jarmac.2018.07.002

Christopoulou, M. (2016). Transition from primary to secondary school through visual arts education. LEARNing Landscapes, 9(2), 143–157.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.

Dietsch, B. M. (2006). Reasoning and Writing Well: A Rethoric, Research Guide, Reader, and Handbook. New York: Mc Graw Hill.

Dubin, F., & Olshtain, E. (1993). Predicting word meanings from contextual clues: Evidence from L1 readers. In T. Huckin, M. Haynes, & J. Coady (Eds.), *Second language reading and vocabulary learning* (pp. 181–202). Norwood, NJ: Ablex.

Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). McGraw-Hill.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Education.

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1979). *Principles of instructional design* (2nd ed.). Holt, Rinehart, and Winston.

Gairns, R., & Redman, S. (1986). *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge University Press.

Gruneberg, M., & Sykes, R. (1991). Individual differences and attitudes to the keyword method of foreign language learning. *Language Learning Journal, 4*(1), 60-62.

Gultom, R. J., Simarmata, J. N., Purba, O. R., & Saragih, E. (2022). Teachers' strategies in teaching English vocabulary in junior high school. *Journal of English Language and Education*, 7(1), 9–18. https://doi.org/10.31004/jele.v7i1.182

Hadi, M. S. (2019). *The Effectiveness of Using Animation Video on Students' Motivation and Vocabulary Mastery*. Tesis. Program Pascasarjana, Institut Agama Islam Negeri (IAIN) Tulungagung.

Haladyna, T. M. (2004). *Developing and validating multiple-choice test items* (3rd ed.). Lawrence Erlbaum Associates.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman. Hauge, E. (2000). *The Role of Gesture in British ELT in a University Setting*.

University of Southampton.

Hiebert, E. H. & Kamil, M. L., (2005). Teaching and learning vocabulary: Perspectives and persistent issues. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 1–19). Lawrence Erlbaum Associates.

Ihsan, A. I. (2025). Teaching vocabulary in Indonesian EFL classrooms: A comparative case study of junior high school strategies, challenges, and student responses. *GLOBAL: Education Language and Humanity Journal*, 3(1), 1–15. https://doi.org/10.1234/gelhj.v3i1

James, P. (2006). *Real English I for Senior High School Grade X*. Jakarta: Erlangga.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2014). *Toward a definition of mixed methods research. Journal of Mixed Methods Research, 8*(1), 112–133. https://doi.org/10.1177/1558689812437102

Khaera, M. (2023). *Improving student's vocabulary mastery by using animation video at the eighth grade of SMP Islam Al Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang* (Undergraduate thesis, IAIN Parepare). IAIN Parepare Repository.

Kleftodimos, A. (2024). Computer-animated videos in education: A comprehensive review and teacher experiences from animation creation. *Digital, 4*(3), 613–647. https://doi.org/10.3390/digital4030031

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall.

Laoli, A., Giawa, N. H., Zebua, D. P. J., & Namo, E. F. J. (2025). Strategies and challenges of English education students in vocabulary mastery. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 13(1), 1–12. https://doi.org/10.22460/eltin.v13i1

Lowe, R. K. (2004). Animation and learning: Value for money? In R. Atkinson, C. McBeath, D. Jonas-Dwyer, & R. Phillips (Eds.), *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* (pp. 558–561).

Lowe, R., & Schnotz, W. (2008). *Learning with animation: Research implications for design*. Cambridge University Press.

Mardapi, D. (2008). *Teknik Penyusunan Instrumen Tes dan Non-Tes*. Yogyakarta: Mitra Cendekia.

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

Mediawati, E. (2011). Pengaruh penggunaan media pembelajaran terhadap hasil belajar siswa pada mata pelajaran akuntansi. *Jurnal Pendidikan Akuntansi Indonesia, 9*(1), 1–12.

Moody, S., Hu, X., Kuo, L.-J., Jouhar, M., Lee, S., & Xu, Z. (2018). Vocabulary instruction: A critical analysis of theories, research, and practice. *Education*

Sciences, 8(4), 180. https://doi.org/10.3390/educsci8040180

Mubarok, M., Hameed, S., & Al-Ansari, H. (2017). Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq (Erbil). *Sustainability, 14*(12), 7002.

Musa, S., Ziatdinov, R., & Griffiths, C. (2013). Introduction to computer animation and its possible educational applications. *arXiv preprint arXiv:1312.1824*. https://doi.org/10.48550/arXiv.1312.1824

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

Nurhayati, & Togatorop, C. W. (2024). The Use of Word Wall Media to Improve Students' Vocabulary Mastery. *Proceeding International Conference on Education*, 313–327. Retrieved from https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1809

Oktaviani, A., Triyogo, A., Hamdan, & Wijayati, S. (2024). Addressing the challenges of vocabulary instruction: Strategies for effective learning at junior high school in Lubuklinggau. *EDULIA: English Education, Linguistic, and Art Journal*, 5(1), 34–45. https://doi.org/10.31539/edulia.v5i1.12058

Pavičić Takač, V. (2008). *Vocabulary learning strategies and foreign language acquisition*. Multilingual Matters.

Pinter, A. (2006). Verbal evidence of task related strategies: Child versus adult interactions. *System, 34*(4), 615-630.

Prihandini, R. (2023). *Improving vocabulary achievement through animated video to eighth grade students in SMP Negeri 23 Bandar Lampung* (Undergraduate thesis, Universitas Lampung). Digital Library Universitas Lampung.

Purnamasari, D., Hidayat, D. N., & Kurniawati, L. (2021). *An analysis of students' writing skill on English descriptive text*. JET (Journal of English Teaching), 7(1), 15–26. https://doi.org/10.33541/jet.v7i1.3067

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education, 4*(2), 53-60.

Ramli, A., & Rivaldin, R. (2021). Fostering students' vocabulary mastery through K.I.M (Keyword, Information, and Memory Clue) strategy at an Indonesian junior high school context. *ELT Worldwide: Journal of English Language Teaching*, 8(2), 365–370. https://doi.org/10.26858/eltww.v8i2.23977

Reed, D. K. (2012). Why Teach Spelling?. *Center on Instruction.*

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice.* Cambridge University Press.

Riyana, C. (2007). *Pedoman pengembangan media video*. P3AI UPI. Sanaky, H. A. (2009). *Learning media*. Yogyakarta: Safiria Insania Press.

Sanjaya, I. G. H., Dewi, N. L. P. E. S., & Paramartha, A. A. G. Y. (2022). An investigation of teaching aids used by English teachers in teaching vocabulary for young learners. *Journal of Educational Study, 2*(1), 26–34.

Saputra, I. (2023). *Improving the students' vocabulary achievement by using animation video of the seventh-grade students at SMPN 4 Terbanggi Besar* (Undergraduate thesis, Universitas Lampung). Digital Library Universitas Lampung.

Semara, I. P., & Agung, A. A. (2021). Pengembangan Video Animasi pada Muatan Pelajaran IPA Kelas IV. *Jurnal Mimbar Ilmu, 26*(1), 99–107.

Singh, H. (2018). A review study on the different types of animation. *International Journal of Creative Research Thoughts (IJCRT), 6*(2), 1026–1030.

Situmorang, K. M., & Simajuntak, D. C. (2023). Students' vocabulary knowledge: Comparative study enhancing between semantic mapping and diglot weave techniques. *Journal of Languages and Language Teaching, 11*(2), 251–262.

Sudijono, A. (2016). *Pengantar Evaluasi Pendidikan*. Depok: Rajawali Pers.

Sugiyono. (2014). *Metode Penelitian kuantitatif,kualitatif, dan R&D*. Bandung: Alfabeta.

Susanti, S., & Zulfiana, A. (2018). Jenis–jenis media dalam pembelajaran. *Jenis– Jenis Media Dalam Pembelajaran*, 1-16.

Susanto, A. (2017). The teaching of vocabulary: A perspective. Jurnal Kata:

Penelitian tentang ilmu bahasa dan sastra, 1(2), 182–191.

Sutriani. (2022). *Improving students' English vocabulary mastery by using animation video at the seventh grade of SMPN 3 Patampanua* (Undergraduate thesis, IAIN Parepare). IAIN Parepare Repository.

Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design.*Learning and Instruction, 4*(4), 295–312. https://doi.org/10.1016/0959-4752(94)90003-5

Tellier, M. (2008). The effect of gestures on second language memorisation by young children. *Gesture, 8*(2), 219–235. https://doi.org/10.1075/gest.8.2.06tel

Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education Limited.

Wahyuni, S. (2019). *The use of animation video in contextual teaching to improve students' vocabulary mastery at SMPN 1 Watang Pulu* (Undergraduate thesis, IAIN Parepare). IAIN Parepare Repository.

Walters, J. (2004). Teaching the use of context to infer meaning: A longitudinal survey of L1 and L2 vocabulary research. *Language Teaching, 37*(4), 243– 252.

Wardiman, A. J. (2008). *English in Focus for Grade VII*. Jakarta: Departemen Pendidikan Nasional.

Wood, J. (2001). Can software support children's vocabulary development? *Language Learning & Technology, 5*(1), 166–201.