



# The Effect of Animated Movies on Eleventh-Grade Students' Vocabulary Mastery

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## ABSTRACT

This study aimed to examine the effect of using animated movies on students' vocabulary mastery at the eleventh grade. The research employed a quantitative approach using a pre-experimental design with a one-group pretest–posttest model. The population and sample of this study consisted of 22 eleventh-grade students. Data were collected through vocabulary tests administered before and after the implementation of animated movies as learning media. The pretest results showed that students' average vocabulary score was 58.04 with a standard deviation of 7.39, indicating a moderate level of vocabulary mastery. After the treatment, the posttest mean score significantly increased to 80.45 with a standard deviation of 3.96, reflecting substantial improvement in students' vocabulary achievement. The hypothesis was tested using a t-test, which yielded a t-observed value of 13.10, exceeding the critical t-table value of 2.080 at the 0.05 significance level. These findings indicate that the use of animated movies has a statistically significant effect on students' vocabulary mastery. Furthermore, animated movies were found to enhance students' motivation, engagement, and active participation during the learning process. Theoretically, this study contributes to the body of knowledge regarding the effectiveness of multimedia-based instruction in vocabulary learning. Practically, the findings provide valuable insights for English teachers in selecting engaging instructional media and serve as a reference for future researchers conducting similar studies.

## KATA KUNCI

film animasi,  
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siswa EFL,  
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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan film animasi terhadap penguasaan kosakata siswa kelas XI. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen melalui model one-group pretest–posttest. Populasi sekaligus sampel penelitian berjumlah 22 siswa kelas XI. Pengumpulan data dilakukan melalui tes kosakata yang diberikan sebelum dan sesudah penerapan film animasi sebagai media pembelajaran. Hasil pretest menunjukkan bahwa rata-rata nilai penguasaan kosakata siswa sebesar 58,04 dengan standar deviasi 7,39, yang menunjukkan tingkat penguasaan sedang. Setelah diberikan perlakuan, hasil posttest meningkat secara signifikan dengan nilai rata-rata 80,45 dan standar deviasi 3,96, yang menandakan adanya peningkatan kemampuan kosakata siswa. Pengujian hipotesis menggunakan uji-t menghasilkan nilai t hitung sebesar 13,10, yang lebih besar dibandingkan nilai t tabel sebesar 2,080 pada taraf signifikansi 0,05. Hasil ini membuktikan bahwa penggunaan film animasi berpengaruh signifikan terhadap penguasaan kosakata siswa. Selain itu, penggunaan film animasi juga mampu meningkatkan motivasi, keterlibatan, dan keaktifan siswa dalam proses pembelajaran. Secara teoretis, penelitian ini memperkaya kajian mengenai efektivitas media pembelajaran berbasis multimedia dalam pembelajaran kosakata. Secara praktis, hasil penelitian ini dapat menjadi referensi bagi guru bahasa Inggris dalam memilih media pembelajaran yang menarik serta menjadi acuan bagi penelitian selanjutnya.

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## **Introduction**

English has been formally positioned as a compulsory subject in the Indonesian education system, taught across all levels from elementary school to higher education. As a foreign language, English plays a crucial role in equipping students with global communication skills necessary in the modern era. Among the fundamental components of English proficiency, vocabulary mastery holds a central position because it underpins the development of listening, speaking, reading, and writing skills. Without sufficient vocabulary knowledge, learners encounter serious limitations in expressing ideas, comprehending texts, and participating in meaningful communication, regardless of their grammatical understanding. Previous studies have consistently emphasized that vocabulary acquisition is a decisive factor in successful language learning, particularly for students at the secondary school level, who are expected to engage in more complex language use. However, vocabulary learning remains a persistent challenge for many Indonesian students, who often forget newly learned words, struggle to recall meanings, and lack confidence in using English actively. These difficulties are frequently exacerbated by conventional teaching methods that rely heavily on textbooks and rote memorization, resulting in monotonous classroom experiences that fail to sustain students' motivation and attention.

To address these challenges, the integration of engaging instructional media has become increasingly important in English language teaching. One medium that has attracted growing interest is animated movies, which combine visual imagery, sound, and narrative elements to create meaningful learning experiences. Animated movies are particularly effective for young and adolescent learners because they present language in authentic, contextualized situations while appealing to students' interests through colorful visuals, dynamic characters, and engaging storylines. According to multimedia learning theory, learners process information more effectively when verbal input is supported by relevant visual representations, as this dual-channel processing enhances comprehension and memory retention. Previous research has demonstrated that animated and cartoon-based media can stimulate learners' motivation, reduce anxiety, and promote active participation in the classroom. Moreover, animated movies often convey positive moral values and realistic communicative contexts, enabling students to associate vocabulary items with meaningful situations rather than isolated word lists. Empirical findings from prior studies have shown that the use of animated films significantly improves students' speaking and vocabulary skills by increasing exposure to authentic language input and encouraging learners to imitate pronunciation, intonation, and contextual usage. Despite these promising findings, vocabulary mastery among senior high school students at SMA Negeri 2 Lawe Bulan remains relatively low, as observed in preliminary classroom observations. Many students exhibit limited vocabulary range, hesitation in expressing ideas, and reduced engagement during English lessons. These issues highlight the need for innovative teaching strategies that foster an enjoyable and supportive learning environment. Therefore, this study seeks to investigate the effectiveness of using animated movies as a learning medium to improve vocabulary mastery among eleventh-grade students. By examining the impact of animated movies on students' vocabulary development, this research aims to contribute both theoretically and practically to English language

teaching, particularly in the Indonesian senior high school context. The findings are expected to provide valuable insights for educators in selecting appropriate instructional media and to serve as a reference for future studies exploring multimedia-based approaches in vocabulary instruction.

## Method

This study employed a **quantitative research approach** using a **pre-experimental design**, specifically the **one-group pretest-posttest design**, to examine the effect of animated movies on students' vocabulary mastery. Quantitative research emphasizes numerical data analysis to identify patterns, relationships, and causal effects through statistical procedures (Arikunto, 2012). The pre-experimental design was selected because it allows researchers to measure changes in participants' performance before and after a specific treatment, even without a control group. In this design, students' vocabulary mastery was measured prior to the intervention through a pretest, followed by the implementation of animated movie-based instruction, and finally assessed again using a posttest. This approach enabled the researcher to determine whether there was a significant difference in vocabulary mastery after students were exposed to animated movies. The study was conducted at **SMA Negeri 2 Lawe Bulan**, located on Jl. Kandang Mbelang Mandiri–Lawe Kulok, Kecamatan Lawe Bulan, Kabupaten Aceh Tenggara. The research took place in **September of the 2024/2025 academic year**, during regular English instructional sessions, ensuring that the treatment was integrated naturally into the classroom context.

The **population** of this study consisted of all eleventh-grade students at SMA Negeri 2 Lawe Bulan in the 2024/2025 academic year. Because the total number of students was fewer than 100, the researcher applied **total sampling**, in which all members of the population are selected as research participants (Sugiyono, 2017). Consequently, the **sample comprised 22 students** from class XI, making the population and sample identical. This sampling technique was chosen to ensure comprehensive data representation and to avoid sampling bias. In terms of research variables, this study involved two types of variables: the **independent variable** and the **dependent variable**. The independent variable was the use of **animated movies as instructional media**, while the dependent variable was **students' vocabulary mastery**. Vocabulary mastery in this study was operationally defined as students' ability to interpret, read, pronounce, write, and use English vocabulary appropriately in learning activities. By clearly defining these variables, the researcher was able to systematically observe and measure the effect of animated movie-based instruction on students' vocabulary performance.

Data were collected using **tests and classroom-based instructional procedures**. The primary instruments were a **pretest and a posttest**, which were administered before and after the treatment. The pretest aimed to measure students' initial vocabulary mastery prior to exposure to animated movies, while the posttest assessed their vocabulary mastery after the instructional treatment. The treatment phase involved several instructional steps adapted from movie-based learning procedures. First, during the **pre-viewing stage**, students' background knowledge and interest were stimulated by providing contextual clues and introducing key vocabulary

related to the animated movie. Next, in the **viewing stage**, students watched the animated movie carefully using multimedia equipment such as a laptop, LCD projector, and speakers. The teacher guided students to pay attention to visual cues, spoken language, and contextual meanings. After viewing, students engaged in **post-viewing activities**, including discussing the movie, practicing vocabulary through pair conversations, and performing short dialogues using newly learned vocabulary. To assess vocabulary mastery comprehensively, a **scoring rubric** was applied covering five aspects: interpreting vocabulary, reading vocabulary, pronouncing vocabulary, writing vocabulary, and using vocabulary in learning contexts. Each aspect was scored based on predetermined criteria to ensure objective assessment. Data analysis was conducted using descriptive and inferential statistics, including the calculation of mean scores, median, mode, standard deviation, and standard error. To test the research hypothesis, a **paired-sample t-test** was applied at a 5% significance level to determine whether the difference between pretest and posttest scores was statistically significant. This analytical procedure allowed the researcher to conclude whether animated movies had a meaningful effect on improving students' vocabulary mastery.

## Results

This section presents the results of the study on the effectiveness of animated movies as learning media in improving students' vocabulary mastery at the eleventh grade of SMA Negeri 2 Lawe Bulan in the academic year 2024/2025. The data were obtained through a pretest and posttest administered to 22 students. The results are described descriptively and statistically to show students' vocabulary achievement before and after the treatment.

### Characteristics of the Respondents

The participants of this study consisted of 22 students from class XI. All students were involved in the research using a total sampling technique. The use of total sampling was appropriate because the population was fewer than 100 students. This ensured that the data represented the real condition of students' vocabulary mastery in the class.

### Pretest and Posttest Scores

The pretest was conducted before the implementation of animated movie media to measure students' initial vocabulary mastery. After several learning sessions using animated movies, the posttest was administered to identify students' vocabulary improvement.

**Table 1**  
**Pretest and Posttest Scores of Students**

No	Student Code	Pretest	Posttest
1	AL	50	75

2	AR	50	75
3	AN	53	85
4	BR	50	80
5	BCL	65	85
6	FI	60	80
7	FMR	60	75
8	JR	50	85
9	MHS	52	80
10	NDH	67	85
11	NR	60	75
12	NP	65	80
13	PK	65	75
14	RG	55	85
15	RH	70	80
16	RK	50	80
17	RY	70	80
18	RA	55	80
19	RK	60	85
20	RLR	70	85
21	SB	50	75
22	SL	50	85
<b>Total</b>		1277	1770

The table shows that students' pretest scores ranged from 50 to 70, while posttest scores increased significantly, ranging from 75 to 85. This indicates a positive change in students' vocabulary mastery after using animated movies as learning media.

### Mean Scores of Pretest and Posttest

To determine students' overall performance, the mean scores of the pretest and posttest were calculated.

#### Mean of Pretest

$$\text{Mean} = \text{Total Pretest Score} / \text{Number of Students}$$

$$\text{Mean} = 1277 / 22$$

$$\text{Mean} = 58.04$$

The pretest mean score of 58.04 indicates that students' vocabulary mastery before the treatment was categorized as low.

#### Mean of Posttest

$$\text{Mean} = \text{Total Posttest Score} / \text{Number of Students}$$

$$\text{Mean} = 1770 / 22$$

$$\text{Mean} = 80.45$$

The posttest mean score of 80.45 shows a substantial improvement in students' vocabulary mastery after the implementation of animated movie media. The difference between the pretest and posttest mean scores was **22.41 points**, demonstrating a clear improvement in students' vocabulary achievement.

### **Median and Mode**

Median and mode were calculated to describe the distribution of students' scores.

**Table 2**  
**Median and Mode of Pretest and Posttest**

<b>Measurement</b>	<b>Pretest</b>	<b>Posttest</b>
<b>Median</b>	57.5	80
<b>Mode</b>	50	85

The median score increased from 57.5 in the pretest to 80 in the posttest. Meanwhile, the most frequent score (mode) shifted from 50 in the pretest to 85 in the posttest. This shift indicates that most students achieved higher vocabulary scores after the treatment.

### **Standard Deviation and Standard Error**

Standard deviation was used to measure the dispersion of scores, while standard error was calculated to estimate the accuracy of the mean.

**Table 3**  
**Descriptive Statistics of Pretest and Posttest**

<b>Statistic</b>	<b>Pretest</b>	<b>Posttest</b>
<b>Mean</b>	58.04	80.45
<b>Standard Deviation</b>	7.39	3.96
<b>Standard Error</b>	1.61	0.86

students' scores became more homogeneous after the treatment. This suggests that animated movie media not only improved vocabulary mastery but also reduced learning gaps among students.

### **Hypothesis Testing Using t-Test**

To determine whether the improvement in vocabulary mastery was statistically significant, a paired sample t-test was conducted.

**Table 4**  
**Paired Sample t-Test Results**

Variable	Mean Difference	t-value	t-table ( $\alpha = 0.05$ )	Result
Pretest – Posttest	22.41	13.10	2.080	Significant

The calculated t-value (13.10) was higher than the t-table value (2.080) at the 0.05 significance level. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. This indicates that the use of animated movies had a significant effect on students' vocabulary mastery.

### Vocabulary Mastery Based on Rubric Assessment

Students' vocabulary mastery was also analyzed using five indicators: interpreting vocabulary, reading vocabulary, pronouncing vocabulary, writing vocabulary, and using vocabulary in learning.

**Table 5**  
**Summary of Vocabulary Rubric Scores**

Aspect	Pretest (%)	Posttest (%)
Interpreting Vocabulary	66.67	100
Reading Vocabulary	71.79	100
Pronouncing Vocabulary	95.24	100
Writing Vocabulary	70.17	100
Using Vocabulary	82.87	100

The table shows that all vocabulary aspects improved after the treatment. In the posttest, students achieved 100% mastery across all assessed aspects, indicating a comprehensive improvement in vocabulary skills.

### Overall Findings

Based on the descriptive and inferential statistical analyses, the findings reveal that students' vocabulary mastery significantly improved after learning through animated movies. The increase in mean scores, the higher median and mode values, the reduced standard deviation, and the significant t-test result all confirm the effectiveness of animated movie media in vocabulary learning. These results demonstrate that animated movies provide meaningful visual and contextual support that helps students understand, remember, and apply new vocabulary more effectively.

### Discussion

The findings of this study demonstrate that the use of animated movies as learning media has a significant positive effect on students' vocabulary mastery. This is evidenced by the substantial increase in students' mean scores from the pretest (58.04) to the posttest (80.45), as well as the statistically significant result of the paired

sample t-test ( $t = 13.10$ ,  $p < .05$ ). The improvement indicates that animated movies are effective in facilitating vocabulary learning by providing meaningful contextual input. Visual elements such as characters, actions, and settings help learners associate new words with concrete representations, making vocabulary acquisition more accessible and memorable. This finding supports the theory that vocabulary learning becomes more effective when learners are exposed to multimodal input that combines visual and auditory information.

Furthermore, the reduction in standard deviation from the pretest to the posttest suggests that animated movies contribute not only to overall improvement but also to more uniform learning outcomes among students. Before the treatment, students' vocabulary mastery varied considerably, indicating differing levels of prior knowledge and learning ability. After the implementation of animated movie media, students' scores became more clustered around the mean, reflecting more consistent achievement across the class. This result implies that animated movies can help bridge learning gaps among students with varying proficiency levels. By presenting vocabulary in authentic and engaging contexts, animated movies allow both high-achieving and low-achieving students to access the learning material more equally, thereby promoting inclusive learning.

The rubric-based analysis further reinforces the effectiveness of animated movies in vocabulary instruction. All assessed aspects—interpreting, reading, pronouncing, writing, and using vocabulary—showed marked improvement in the posttest. This comprehensive improvement suggests that animated movies support vocabulary development in an integrated manner rather than in isolated skills. Through repeated exposure to spoken and written language in animated contexts, students are able to recognize word meanings, improve pronunciation, and apply vocabulary appropriately in learning activities. These results align with previous studies that emphasize the pedagogical value of audiovisual media in language learning, particularly for enhancing learner motivation and engagement. Animated movies appear to create a more enjoyable and less intimidating learning environment, which encourages students to participate actively and reduces anxiety associated with foreign language learning. Consequently, the use of animated movies can be considered an effective instructional strategy for improving vocabulary mastery at the senior high school level.

## **Conclusions**

Based on the findings and discussion, it can be concluded that the use of animated movies has a significant and positive effect on students' vocabulary mastery at the eleventh grade of SMA Negeri 2 Lawe Bulan in the academic year 2024/2025. The significant increase in students' mean scores from the pretest to the posttest indicates that animated movie media effectively enhances students' understanding and use of English vocabulary. The results of the paired sample t-test further confirm that the improvement is statistically significant, demonstrating that animated movies are an effective instructional medium in vocabulary learning. In addition, animated movies contribute to improving various aspects of vocabulary mastery, including interpreting, reading, pronouncing, writing, and using vocabulary in learning activities. The

integration of visual and auditory elements provides contextualized language input, which helps students comprehend and retain new vocabulary more effectively. Therefore, animated movies can be considered a suitable and engaging learning medium for English vocabulary instruction, particularly at the senior high school level.

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