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The Use of Short Animation Movies as a Learning Media to Improve Students' Vocabulary Acquisition at SMP Negeri 9 Seram Bagian Timur

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Abstract

This study aimed to find out how short animation movies improve students' vocabulary acquisition and students' perceptions of the used short animation movies to improve students' vocabulary acquisition. This study implemented classroom action research (CAR) with 24 students of VIII-B Grade at SMP Negeri 9 Seram Bagian Timur, 2023–2024 academic years. To conduct the data, the researcher conducted Test, Observation and Survey. After that, the data were analysed quantitatively and qualitatively. The result showed that in pre-test in cycle I student's average of test was 30.83 post-test was 62.50 indicating this study did not achieved criteria of success. So, this study was continue to cycle II. The result showed that post-test in cycle II has improved student's average of test to 86.67 and the students achieved the criteria of success. The success of used short animation movies in improving students' vocabulary has been explained by several factors. First, short animation movies (Kung Fu Panda, Toy Story, and Zootopia) present basic vocabulary in an interesting context, and the storyline was easy for students to understand, making it easier for them to understand and remember the meaning of the vocabulary. Second, structured pre-watching, watching, and post-watching activities helped students prepare, be actively involved, and deepen their understanding of the vocabulary being studied. Apart from that student's results of vocabulary show that nouns have the highest increase with an average score (92) followed by verbs (92) and adjectives (85). Students' perception of the used short animation movies as a learning media to improve vocabulary acquisition got received a very positive response from the majority of students.

Keywords: classroom action research, short animation movies, vocabulary

The significant finding:

The result showed that post-test in cycle II has improved student's average of test to 86.67 and the students achieved the criteria of success. The success of used short animation movies in improving students' vocabulary has been explained by several factors. First, short animation movies (Kung Fu Panda, Toy Story, and Zootopia) present basic vocabulary in an interesting context, and the storyline was easy for students to understand, making it easier for them to understand and remember the meaning of the vocabulary. Second, structured pre-watching, watching, and post-watching activities helped students prepare, be actively involved, and deepen their understanding of the vocabulary being studied. Apart from that student's results of vocabulary show that nouns have the highest increase with an average score (92) followed by verbs (92) and adjectives (85). Students' perception of the used short animation movies as a learning media to improve vocabulary acquisition got received a very positive response from the majority of students.



ARTICLES

I. INTRODUCTION

Vocabulary is essential for language acquisition, forming the foundation for speaking, listening, reading, and writing (Bromley, 2004). However, learning new vocabulary can be challenging due to forgetting (Schmitt, 2008), low motivation, and limited interest (Hulstijn, 2003). Creating engaging learning environments with effective strategies

and appropriate teaching tools can help overcome these obstacles.

One promising approach is using animation movies, which provide enjoyable and interactive learning experiences that boost motivation and engagement (Ismaili, 2013). Learning media, such as visual, audio, and audio-visual tools, facilitate the acquisition of knowledge and skills (Schmid, 2008; Smaldino et al., 2005). Among

these, animation movies stand out as effective tools for improving vocabulary mastery.

A preliminary study conducted at SMP Negeri 9 Seram Bagian Timur on June 1–2, 2022, identified several challenges in English vocabulary acquisition. Observations revealed that Indonesian dominated classroom interactions, limiting students' exposure to English vocabulary. The school environment also lacked support for English learning, with announcements, room labels, and slogans all in Indonesian. These factors contributed to students' limited recognition of basic English words and hindered their vocabulary acquisition. Additionally, students struggled to understand lessons delivered in English, prompting teachers to use Indonesian more frequently during instruction.

Interviews revealed further obstacles. The teacher primarily used LKS books and 2D animation videos as learning media, but students' interest in English remained low. Students expressed that they found English challenging due to differences between spelling and pronunciation, making words difficult to remember and reducing their motivation. These findings highlight the need for innovative solutions to improve students' learning outcomes and interest in English.

Research highlights the effectiveness of audio-visual media, such as animation movies, in improving students' vocabulary acquisition. Munawir et al. (2022) found that using animation videos in English lessons significantly improved vocabulary through a pre-experimental study. Similarly, Togatorop et al. (2020) confirmed increased vocabulary mastery among eighth-grade students using

classroom action research. Permata (2022) observed that incidental learning through animation movies encouraged students to explore new vocabulary, despite their initial lack of interest in English.

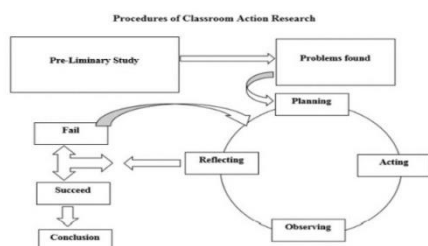
Further studies underscore the positive impact of English movies on vocabulary skills. Bahar (2024) showed notable improvements in pre-test to post-test scores among middle school students using classroom action research. Students also responded positively to movies as learning tools. Wambrau (2023) demonstrated that frequent exposure to English movies significantly enhanced vocabulary mastery among university students, suggesting its broad potential as an engaging teaching method.

This research is significant as it supports and complements previous studies, with a distinct focus on enhancing students' vocabulary and motivation. While earlier studies employed various methodologies such as pre-experimental, classroom action, quantitative, ex-post facto, and case study approaches, this study differs in its population, sample, location, timing, focus on vocabulary improvement, instruments, and the type of movies used. The research is titled *"The Use of Short Animation Movies as a Learning Media to Improve Students' Vocabulary Acquisition at SMP Negeri 9 Seram Bagian Timur."*

II. METHODOLOGY

The researcher used classroom action research to determine whether using animation movies as learning media improved students' vocabulary and interest in learning English. Sanjaya (2009) defines classroom action research as a reflective process to address

classroom learning problems through planned actions in real-life situations, analyzing their effects. This approach involves collaboration, with the teacher as the action executor and researcher, supported by observations from colleagues or others. the research procedure ia preliminary study, planning, action implementation, observation, and reflection adapted from Kemmis and McTaggart, (cited in Koshy, 2005).



This research was conducted at SMP Negeri 9 Seram Bagian Timur, located in Seram Bagian Timur District, Bula Barat District, Waimatakabo Village. This research was conducted for one month. The subjects in this research were 24 students in class VIII B, semester I. Researcher was collaborated with English teacher while conducting research.

To gather the data, the research used pre-tests and post-tests to assess whether short animation movies as learning media improved students' vocabulary, Observation checklist was used to observe students' actions and attitudes during the learning process with short animation movies and Survey to enhance vocabulary and covered identity, instructions, and statements on interest, motivation, and learning activities. The researcher assisted in interpreting the questions, and students completed the survey at the end of the study.

III. FINDINGS AND DISCUSSION

The Use of Short Animation Movie as a Learning Media to Improve VIII-B Grade Student's Vocabulary Acquisition.

The researcher utilized short animation movies as a learning medium to enhance students' vocabulary acquisition. A pre-test was conducted on Friday, July 28, 2023, to assess students' initial vocabulary skills. The test comprised 20 questions: 5 multiple-choice, matching, fill-in-the-blank, and sentence-making questions. In the pre-test results for 24 students in class VIII-B, 19 students (79.2%) scored 0–58, indicating very poor vocabulary mastery, while 5 students (20.8%) scored 59–68. No student met the school's passing criteria of ≥ 69 . The low scores were attributed to limited vocabulary knowledge, as many students struggled with basic word meanings. The researcher and teacher hope that using short animation movies will enhance students' vocabulary and boost their interest and motivation in learning.

Result of Cycle I

The first cycle consisted of four meetings (July 29, August 5, 11, and 12, 2023) where the researcher and teacher collaborated to integrate short animation movies (*Kung Fu Panda*, *Toy Story*, *Zootopia*) into vocabulary learning. The planning stage involved preparing lesson plans, short movie clips, worksheets, test instruments, and observation sheets. During the action stage, the researcher and teacher alternated roles as instructor and observer, following structured learning activities: pre-watching (introducing movies and key vocabulary), watching (viewing clips three times with and without subtitles), and

post-watching (discussing new words, writing sentences, and engaging in Q&A). Observations showed that while students were enthusiastic, many treated the movies as entertainment rather than learning tools. Some struggled with focus, participation, and proper vocabulary notation, and pre-watching activities lacked sufficient keyword discussions. The results showed that 17 out of 24 students (70.8%) had low vocabulary mastery (scores 59–68), with only 7 students (29.2%) meeting the school's passing score (≥ 69), falling short of the $\geq 75\%$ success criteria. Reflection revealed issues such as lack of focus, limited engagement, and insufficient pre-watching discussions. In improvement, the next cycle will include stronger pre-watching activities, additional student guidance outside class, and motivational support to enhance participation.

Result of Cycle II

The second cycle consisted of four meetings (August 16, 19, 22, and 25, 2023) to address deficiencies from the first cycle. Planning involved preparing lesson plans, short animation movies (*Kung Fu Panda*, *Toy Story*, *Zootopia*), worksheets, tests, and observation sheets. During the action stage, the researcher and teacher alternated roles in teaching, incorporating structured activities such as pre-watching (introducing movies and key vocabulary), watching (viewing clips multiple times with and without subtitles), and post-watching (discussing vocabulary and sentence construction). Observations showed increased student enthusiasm, better focus, and active participation in vocabulary learning. The post-test results revealed significant improvement, with all 24 students achieving the school's passing criteria (≥ 69), and demonstrating

progress in vocabulary mastery. Reflection highlighted the success of pre-watching activities, individual guidance outside class, and motivation in enhancing student engagement. Future research should expand the focus beyond vocabulary to include grammar usage.

Students' Progress of Used Short Animation Movies as a Learning Media to Improve Vocabulary Acquisition.

Students' Achievement	Pre-test		Cycle I		Cycle II	
	Number of students	Percentage %	Number of students	Percentage %	Number of students	Percentage %
Excellent	0	0%	0	0%	9	37,5%
Good	0	0%	0	0%	13	54,2%
Enough	0	0%	7	29,2%	2	8,3%
Less	5	20,8%	17	70,8%	0	0%
Very Less	19	79,2%	0	0%	0	0%

The table showed an improvement in students' vocabulary acquisition across pre-test cycle I, post-test cycle I, and post-test cycle II. In the pre-test cycle I, students struggled to answer vocabulary-related questions and construct simple sentences, resulting in incomplete scores. However, post-test cycle I showed a 29.20% improvement, with some students able to write meanings and form sentences. In post-test cycle II, all students achieved completeness scores, categorized as sufficient (8.30%), good (54.20%), and excellent (37.50%). The improvement planning in cycle II effectively addressed previous issues, demonstrating that short animation movies enhance vocabulary learning. The students' average vocabulary scores increased significantly: before using animation movies, the average scores were Verb (27), Noun (43), and Adjective (32). After cycle I, the scores improved to Verb (68), Noun (66), and

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Adjective (62), and after further improvements in cycle II, they increased to Verb (92), Noun (93), and Adjective (85). These results confirm the effectiveness of short animation movies in improving students' vocabulary acquisition.

Students' Perceptions of the Use Short Animation Movies as a Learning Media to Improve Vocabulary Acquisition.

A questionnaire was given to 24 students in class VIII-B on August 25, 2023, during the fourth meeting of cycle II to assess the effectiveness of short animation movies in improving vocabulary acquisition. Students had 30 minutes to complete the questionnaire, which contained 11 statements on a 1–5 scale (1=strongly disagree to 5=strongly agree). Since the statements were in English, the researcher assisted students in understanding and interpreting them before answering. The results of the questionnaire are presented in the following table.

No	Statement	Answer				
		(1) SDA	(2) D	(3) N	(4) A	(5) SA
"Interest and Motivation"						
1.	I like learning English.	(0%) 0	(0%) 0	(50%) 12	(45,8%) 11	(4,2%) 1
2.	Learning English using short animation movie as media is my first experience	(0%) 0	(0%) 0	(4,2%) 1	(20,8%) 5	(33,3%) 8
3.	Learning English vocabulary using short animation movies as a media is interesting and not boring.	(0%) 0	(0%) 0	(0%) 0	(16,7%) 4	(75%) 18
4.	After used short animation	(0%) 0	(0%) 0	(0%) 0	(75%) 5	(25%) 3

	movies as a learning media, I am motivated to learn English.		0		(%) 18	6
5.	Media learning by used interactive short animation movies is suitable for learning English vocabulary.	(0%) 0	(0%) 0	(4,2%) 1	(45,8%) 11	(50%) 12
"Vocabulary Comprehension"						
6.	Learning by used short animation movies media helps me improve my English vocabulary.	(0%) 0	(0%) 0	(0%) 0	(70,8%) 17	(29,2%) 7
7.	Learning by used short animation movies media encourages me to get better learning results.	(0%) 0	(0%) 0	(12,5%) 3	(58,3%) 14	(29,2%) 7
"Learning Activities"						
8.	The subtitles in the short animation movies help me find new vocabulary	(0%) 0	(0%) 0	(8,3%) 2	(41,7%) 10	(50%) 12
9.	The audio-visual in the short animation movies pushed me to be more enthusiastic about learning English vocabulary.	(0%) 0	(0%) 0	(12,5%) 3	(41,7%) 10	(45,8%) 11
10.	Learning by used short animation movies as a learning media	(0%) 0	(0%) 0	(12,5%) 3	(58,3%) 14	(29,2%) 7

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	encourages me to actively ask questions about things I don't understand.					
11.	Learning English vocabulary short used animation movies media helps me more easily answer questions given by the teacher.	(0%) 0	(0%) 0	(4,2%) 1	(62,5%) 15	(33,3%) 8

The questionnaire results indicate that students responded positively to using short animation movies for learning English vocabulary. Regarding interest and motivation, 50% (12 students) were neutral, and 45.8% (11) agreed that they liked English lessons. For 41.7% (10) of students, this was their first experience learning with short animation movies, and 33.3% (8) agreed. Most students (75% or 18) found this method engaging, while 25% (6) strongly agreed that it motivated them to learn. Additionally, 50% (12) strongly agreed, and 45.8% (11) agreed that interactive short animation movies were suitable for vocabulary learning.

In terms of vocabulary comprehension, 70.8% (17) agreed, and 29.2% (7) strongly agreed that short animation movies helped improve their vocabulary. Similarly, 58.3% (14) agreed, and 29.2% (7) strongly agreed that this method encouraged better learning outcomes. These results suggest that students found the media effective in enhancing their understanding and retention of new words.

For learning activities, 50% (12) strongly agreed, and 41.7% (10) agreed that subtitles

helped them acquire new vocabulary. The audio-visual elements increased enthusiasm for 45.8% (11) who strongly agreed and 41.7% (10) who agreed. Additionally, 58.3% (14) agreed, and 29.2% (7) strongly agreed that it encouraged them to ask more questions. Lastly, 62.5% (15) agreed, and 33.3% (8) strongly agreed that learning with short animation movies made it easier to answer teacher questions. These findings confirm that using short animation movies significantly improved students' motivation, engagement, and vocabulary acquisition.

IV. DISCUSSION

The Use of Short Animation Movie as a Learning Media to Improve VIII-B Grade Student's Vocabulary Acquisition.

The study demonstrated a significant improvement in students' vocabulary after using short animation movies as a learning medium. This aligns with Aziza et al. (2018), who emphasized the importance of selecting accessible media for vocabulary learning. The researcher recorded an average pre-test score of 30.83, which improved to 62.50 in post-test cycle I and 86.67 in post-test cycle II, highlighting the effectiveness of this approach.

These findings are consistent with Bahar (2024), who also reported vocabulary improvement using English movies, though this study focused specifically on verbs, nouns, and adjectives. Short animation movies like Kung Fu Panda, Toy Story, and Zootopia proved effective due to their engaging content, simple storylines, and relatable context, which helped students understand and retain vocabulary. Structured activities before, during, and after

watching further enhanced learning by fostering preparation, engagement, and deeper comprehension.

The study supports the theoretical application of animation movies in language learning and encourages teachers to explore audio-visual media in teaching vocabulary and other language skills. However, the findings are limited by the small sample size and focus on vocabulary mastery alone, without addressing aspects such as grammar usage in sentence construction.

Students' Perceptions of the Use Short Animation Movies as a Learning Media to Improve Vocabulary Acquisition

Class VIII-B students at SMP Negeri 9 Seram Bagian Timur reported that using short animation movies as a learning medium significantly improved their English vocabulary. Wambrauw (2023) suggested that watching English movies more frequently could enhance vocabulary mastery.

The researcher's questionnaire revealed positive student perceptions of short animation movies as an effective tool for vocabulary acquisition. Ismaili (2013) supports this, stating that animated movies create an enjoyable, interactive learning experience, boosting motivation and engagement. Most students (75%) agreed that this method motivated them to learn English, while 58.3% believed it improved their learning outcomes. Although 4.2% (1 student) did not agree, the majority found short animation movies suitable and motivating for vocabulary learning (see Appendix VI).

V. CONCLUSION AND SUGGESTION

Research in class VIII-B at SMP Negeri 9 Seram Bagian Timur showed significant improvement in vocabulary acquisition using short animation movies. Average scores increased from 30.80 (pre-test) to 60.50 (post-test cycle I) and 86.50 (post-test cycle II), with notable gains in verbs, nouns, and adjectives. Subtitles and visuals helped students retain vocabulary more easily, making learning fun and engaging. Students reported increased interest, motivation, and comprehension, confirming that short animation movies are an effective and interactive tool for vocabulary learning.

Researcher also suggested for Teachers to use short animation movies to improve students' vocabulary. This method helps students understand and acquire new words more easily. Teachers can explore movies like *Finding Nemo* or *Moana* for variety. For Students, they should use short animation movies for self-study to improve their English vocabulary and overall language skills. For Future Research studies should focus on grammar and other language aspects in addition to vocabulary to provide a more comprehensive understanding of using animation movies in learning.

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