



Implementing Animation Video in Teaching Vocabulary for Fourth Graders of UPT SD Negeri 257 Gresik

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi video animasi dalam pembelajaran kosakata bahasa Inggris bagi siswa kelas IV di UPT SD Negeri 257 Gresik. Dalam konteks English as a Foreign Language (EFL), siswa sekolah dasar sering mengalami kesulitan dalam menguasai kosakata karena keterbatasan paparan terhadap bahasa Inggris autentik. Penelitian ini menggunakan desain deskriptif kualitatif dengan melibatkan 20 siswa kelas IV yang dipilih melalui purposive sampling. Data dikumpulkan melalui observasi kelas yang didukung catatan lapangan selama satu sesi pembelajaran alami. Hasil penelitian menunjukkan bahwa penggunaan video animasi berhasil meningkatkan perhatian, motivasi, dan partisipasi siswa secara signifikan. Siswa menunjukkan antusiasme tinggi, mampu mempertahankan fokus, aktif mengulang kosakata, serta memahami makna kata melalui respons lisan. Evaluasi formatif memperlihatkan sebagian besar siswa memperoleh hasil memuaskan, yang menunjukkan retensi kosakata jangka pendek yang efektif. Unsur visual dan auditori dalam video animasi membantu siswa memahami kosakata secara lebih jelas serta menciptakan suasana belajar yang interaktif. Dengan demikian, video animasi terbukti menjadi media pembelajaran yang efektif untuk meningkatkan penguasaan kosakata siswa sekolah dasar.

Kata Kunci: *video animasi, pembelajaran kosakata, siswa sekolah dasar, EFL, penelitian kualitatif*

Abstract

This study aims to describe the implementation of animation videos in teaching English vocabulary to fourth-grade students at UPT SD Negeri 257 Gresik. In the context of English as a Foreign Language (EFL), elementary students often struggle to master vocabulary due to limited exposure to authentic English. This study employed a descriptive qualitative design involving 20 fourth-grade students selected through purposive sampling. Data were collected through classroom observation supported by field notes during one natural learning session. The findings revealed that the use of animation videos significantly increased students' attention, motivation, and participation. Students demonstrated high enthusiasm, maintained focus throughout the lesson, actively repeated vocabulary, and showed understanding through oral responses. Formative evaluation indicated that most students achieved satisfactory results, reflecting effective short-term vocabulary retention. The visual and auditory elements in animation videos helped students understand word meanings more clearly and created an

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interactive learning atmosphere. Therefore, animation videos proved to be an effective instructional medium for improving vocabulary mastery among elementary school students.

Keywords: *animation videos, vocabulary learning, elementary students, EFL, qualitative research*

INTRODUCTION

English vocabulary mastery is widely recognized as a fundamental element of successful language learning, particularly in English as a Foreign Language (EFL) contexts such as Indonesia, where learners have limited access to authentic English exposure outside the classroom. Vocabulary knowledge supports learners in understanding spoken and written texts, expressing ideas, and participating effectively in communication (Rahmadani et al., 2019). However, many elementary school students still encounter significant challenges in acquiring and retaining new vocabulary (Wardani & Ummah, 2023). Difficulties in pronunciation, spelling, meaning recognition, and contextual usage often hinder students' progress and reduce their confidence in using English (Agazzi, 2022). These challenges are further intensified when teaching practices rely primarily on conventional methods such as textbook-based instruction and memorization drills, which may not sufficiently engage young learners or address their developmental needs (Al, 2017).

The importance of addressing this issue lies in the foundational role of vocabulary in second language acquisition. Without adequate vocabulary, learners face limitations in comprehending language input and producing meaningful output (Al, 2017). For young learners, effective vocabulary instruction requires concrete, engaging, and meaningful learning experiences that align with their cognitive characteristics. In this regard, animation videos have emerged as a promising instructional medium because they integrate visual and auditory elements that can enhance attention, motivation, and comprehension. Previous studies have demonstrated that animation-based learning media can improve academic performance and create more interactive learning environments (Al, 2017). Nevertheless, many existing studies focus primarily on quantitative outcomes, while fewer investigations examine how animation videos are implemented in authentic classroom settings, particularly for elementary-level EFL learners in Indonesia.

This study addresses this gap by exploring the practical implementation of animation videos in vocabulary instruction for fourth-grade students at UPT SD Negeri 257 Gresik. Unlike prior studies that emphasize experimental measurement, this article highlights naturalistic classroom processes and student responses. By doing so, the study provides practical insights into how animation-based media can be integrated into vocabulary-teaching strategies at the elementary level. The contribution of this article lies in its focus on descriptive classroom observation, providing a detailed account of students' engagement, participation, and short-term retention during the learning process.

The purpose of this study is to describe how animation videos support vocabulary learning among young learners and to analyze their influence on classroom interaction and vocabulary mastery. To achieve this objective, the study employs a descriptive qualitative design, which allows the researcher to present a factual and straightforward account of classroom events as they naturally occur (Julistin Prilianis Dakhi et al., 2025). Data were collected through direct observation supported by field notes during one instructional session involving 20 fourth-grade students. Through this methodological approach, the article offers an evidence-based understanding of animation videos as an instructional strategy and demonstrates their contribution to improving vocabulary learning outcomes in elementary EFL classrooms.

RESEARCH METHOD

This study employed a descriptive qualitative research design to explore the implementation of animated videos in teaching English vocabulary to fourth-grade students (Perreault, 2011). A qualitative descriptive approach was considered appropriate because it allows the researcher to provide a factual and comprehensive account of classroom events in their natural setting. Rather than emphasizing statistical measurement, this design focuses on describing observable behaviors, interactions, and responses that occur during the learning process. Through this approach, the study aimed to capture how animation videos functioned as an instructional medium and how students responded to their use in vocabulary learning activities.

The research was conducted at UPT SD Negeri 257 Gresik and involved 20 fourth-grade students as the participants. The participants were selected through purposive sampling, as they represented the target group relevant to the research focus and were accessible within the classroom context (Campbell et al., 2020). The study was conducted during a single natural classroom session in which animation videos were integrated into vocabulary instruction. In qualitative research, the researcher plays an essential role as the primary instrument for data collection and interpretation (Yoon & Uliassi, 2022). In this study, the researcher acted as a non-participant observer, attending the classroom session without interfering in the teaching process to preserve the natural learning environment (Eldh et al., 2020). The procedures of the research are presented in figure 1.

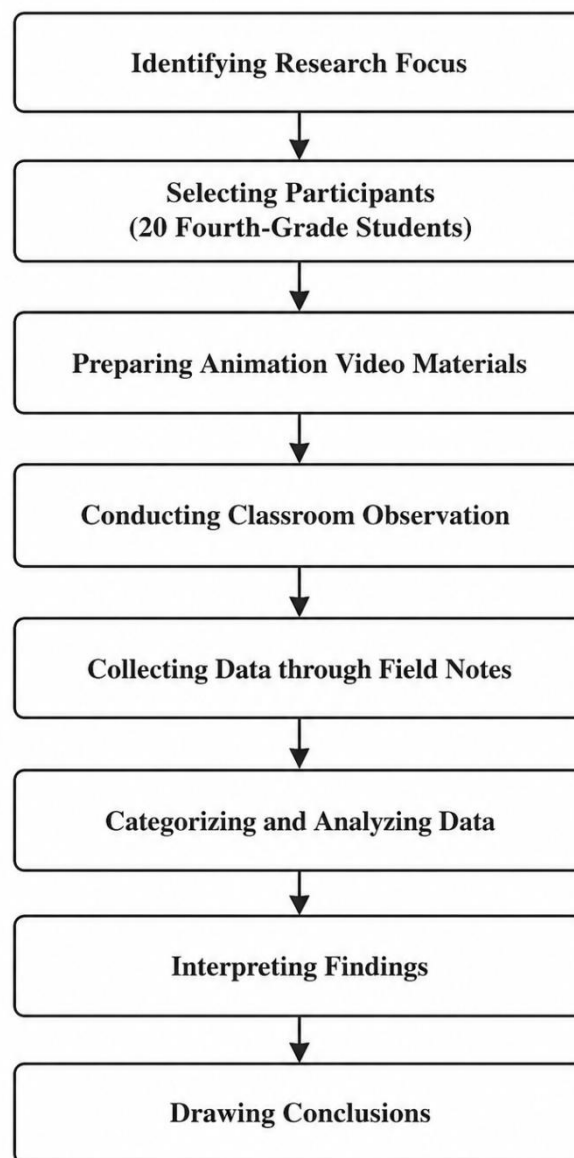


Figure 1. *Research Flow of the Study*

Data were collected through direct classroom observation supported by field notes. Observation was chosen because it enabled the researcher to examine students' attention, participation, interaction patterns, and overall learning responses during the instructional session. Field notes served as the primary research instrument to record key details, including classroom atmosphere, student engagement, verbal responses, and behavioral changes throughout the lesson. The use of field notes ensured that contextual and descriptive information was systematically documented for further analysis (Pujiani et al., 2022).

The collected data were analyzed descriptively by reviewing, categorizing, and interpreting the observational records. The researcher identified recurring patterns in students' engagement, participation, and vocabulary retention during the use of animated videos (Pujiani et al., 2022). The findings were organized and presented in

narrative form to provide a clear, straightforward explanation of the observed classroom dynamics. To ensure the trustworthiness of the results, the researcher maintained detailed documentation of field observations and interpreted the data based on actual classroom events rather than subjective assumptions (Norman & James, 2020). This process enhanced the study's credibility and strengthened the validity of its conclusions regarding the role of animated videos in vocabulary learning.

RESULT

This research was conducted through a single naturalistic observation involving 20 fourth-grade students at UPT SD Negeri 257 Gresik. The data were collected through classroom observations and field notes during the implementation of animated videos for English vocabulary learning. The findings showed that the use of animation videos positively influenced students' attention, participation, and vocabulary understanding during the teaching and learning process (Muftah, 2023).

Students' Attention and Enthusiasm toward Animation Videos

At the beginning of the lesson, the students paid close attention as the animation video played. Most students reacted enthusiastically, laughing and exclaiming, as they watched the colorful characters and visual movements in the video. After several minutes, the classroom atmosphere grew calmer as students focused on the screen and engaged with the learning activities.

Based on the field notes, around 80–90% of the students previously reported not really liking English lessons. However, the animation video successfully attracted their attention and created a more enjoyable learning atmosphere. The students maintained their focus during the video session with very few distractions, indicating that animation videos were effective in sustaining young learners' attention throughout the lesson (Hu et al., 2022).

Students' Participation during Vocabulary Learning Activities

During the interactive learning activities, the students actively practiced and responded to the vocabulary presented in the animation video. Most students were able to clearly repeat the target vocabulary after listening to the audio examples in the video. In addition, many students could correctly answer the teacher's oral questions about the meaning of the vocabulary.

The classroom interaction also became more collaborative because students repeated the vocabulary together and encouraged each other during the activity. Nevertheless, several students remained shy when asked to answer questions individually in front of the class. Although individual confidence varied among

students, overall classroom participation remained active and positive throughout the learning process.

Students' Vocabulary Evaluation Results

At the end of the lesson, the teacher conducted a formative evaluation through a matching exercise with 10 vocabulary items. All students completed the task independently and showed enthusiasm while answering the questions.

The results indicated that two students achieved perfect scores with 100% accuracy. Meanwhile, the majority of students made only three to four mistakes, indicating satisfactory vocabulary understanding and retention after the learning session. A few students obtained lower scores due to differences in individual learning abilities and processing speed. Overall, the evaluation results demonstrated that animation videos helped students understand and remember vocabulary more effectively through visual and auditory support (Muftah, 2023).

Overall Findings of the Research

Overall, the observation results revealed that the use of animated video created a more interactive and enjoyable classroom environment (Pujiani et al., 2022). The media successfully increased students' attention, encouraged active participation, and supported vocabulary comprehension among fourth-grade students. Furthermore, animation videos helped students who initially showed low interest in English lessons become more engaged and motivated during the learning process (Hu et al., 2022).

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Table 1. Students' Responses During Animation Video Learning and vocabulary understanding during the teaching and learning process.

Observation Aspect	Description	Student Percentage	Field Notes
Attention	Students showed spontaneous laughter and focused attention during the video session	100% (20 students)	All students watched the video attentively
Participation	Students repeated vocabulary pronunciation and responded to oral questions	80% active participation	Some students were shy to answer individually
Retention	Students demonstrated initial vocabulary understanding during classroom activities	Majority showed comprehension	Students completed the activities enthusiastically

The data in Table 1 indicate that students responded positively to the implementation of animation videos during vocabulary learning activities. Full-class attention was maintained throughout the session, while most students actively participated in pronunciation practice and oral responses. These findings suggest that animation videos successfully encouraged students' concentration, participation, and classroom interaction. Furthermore, the students' enthusiasm reflected the potential of animation videos to create a more enjoyable and supportive learning environment for young learners.

To more specifically examine students' vocabulary understanding, a formative assessment was conducted at the end of the lesson using a 10-item matching exercise. The evaluation measured students' ability to connect English vocabulary items with their meanings or visual representations. The results are presented in Table 2.

Table 2. Students' Formative Evaluation Results

Performance Category	Number of Students	Percentage
Perfect Score (100%)	2	10%
Minor Errors (3–4 mistakes)	14	70%
More Errors	4	20%

The results in Table 2 demonstrate that most students understood and retained the vocabulary presented in the animation video. The majority of students made only minor mistakes, while several achieved perfect scores. These findings indicate that animated videos provided effective visual and auditory support, helping students more easily comprehend and remember new vocabulary.

DISCUSSION

The findings of this research indicate that the use of animated videos contributed positively to fourth-grade students' vocabulary learning at UPT SD Negeri 257 Gresik. Based on the classroom observation and formative evaluation results, the students showed increased attention, active participation, and satisfactory understanding of vocabulary during the learning process. These findings answer the research problem regarding how animation videos help improve students' vocabulary skills in English learning activities (Hidayat et al., 2021).

The first finding revealed that animation videos successfully attracted students' attention and created an enjoyable learning atmosphere. During the observation, students showed enthusiasm through spontaneous laughter, excitement, and sustained focus while watching the animation video. This condition supports the theory proposed by (Amali et al., 2020), who state that animation videos can increase students' attention and motivation by combining visual and auditory elements in an

engaging way (Praveen & Srinivasan, 2022). Students with higher learning motivation tend to participate more actively and show better engagement during the learning process (Abdurahman et al., 2024). The colorful visuals, moving characters, and contextual storytelling presented in the video helped students remain focused during the lesson. This finding also aligns with (Amali et al., 2020), who explain that audiovisual media can enhance students' learning and classroom engagement.

The observation findings also showed that animation videos helped students become more interested in English lessons, even though many students initially disliked the subject. Based on the field notes, approximately 80–90% of students previously showed low interest in English learning. However, after the introduction of animated videos, students became more enthusiastic and actively participated in classroom activities. This finding supports the argument of (Hasanah Lubis et al., 2023), who explain that learning media should function not only as instructional tools but also as motivators that encourage students' interest and participation during the learning process. Creative and enjoyable learning activities can encourage students to become more actively involved in classroom learning (Rahmawati et al., 2026). Therefore, the use of animated videos can create a more positive classroom atmosphere for young learners (Muftah, 2023).

The second finding demonstrated that students actively participated during vocabulary learning activities. Most students were able to correctly repeat vocabulary items and answer oral questions about their meanings. This result indicates that animation videos provided clear pronunciation models and contextual vocabulary presentation that supported students' understanding. The finding is relevant to the theory proposed by (Vol, 2022), who states that young learners often experience difficulties in vocabulary learning, especially in pronunciation, meaning, and word usage. Through animated videos, students received simultaneous visual and auditory support, making vocabulary easier to understand and remember (Praveen & Srinivasan, 2022).

In addition, collaborative classroom interaction was observed during the learning activities. Students repeated vocabulary together and encouraged one another during the pronunciation practice. This condition reflects the concept of cooperative learning, where students actively support and motivate each other through classroom interaction (Namaziandost et al., 2020). They explain that effective learning media can stimulate students' psychological involvement and create meaningful learning experiences (H. Aulia et al., 2024). Although several students remained shy when answering individually, the overall participation remained active and positive throughout the lesson.

The final finding concerned students' vocabulary evaluation results. Most students completed the matching exercise successfully, and several achieved perfect scores. These results indicate that animation videos supported students' short-term

vocabulary retention and comprehension. The combination of visual illustrations, audio pronunciation, and contextual presentation helped students process and memorize new vocabulary more effectively (Hidayat et al., 2021). This finding is also consistent with the view of (Rizky Setiawan & Wiedarti, 2020), who emphasize that vocabulary mastery plays a fundamental role in developing English language skills (Vol, 2022).

Overall, this research confirms that animated videos are effective learning media for teaching vocabulary to elementary school students in an EFL classroom context (Minalla, 2024). This finding is also supported by (Maria Elvira Sikii, 2026), who state that students have diverse learning preferences; therefore, teachers need to use varied instructional media to accommodate students' characteristics and enhance learning effectiveness. The implementation of animation videos not only improved students' attention and participation but also supported vocabulary comprehension and retention. Therefore, animation videos can be considered an appropriate and engaging instructional medium for teaching English vocabulary to young learners (Praveen & Srinivasan, 2022).

CONCLUSION

Based on the findings and discussion, it can be concluded that the implementation of animation videos contributed positively to vocabulary learning among fourth-grade students at UPT SD Negeri 257 Gresik. The use of animated videos successfully increased students' attention, participation, and understanding of vocabulary during the English learning process. Students showed enthusiasm, focused attention, and active involvement throughout the classroom activities, particularly during pronunciation practice and oral responses. In addition, the formative evaluation results showed that most students understood and retained the vocabulary presented in the animation video (Ishaq, 2024).

The findings also revealed that animated videos created a more interactive and enjoyable classroom atmosphere for young learners (A. . Aulia et al., 2024). The combination of visual and auditory elements helped students better understand vocabulary and encouraged greater engagement during the lesson. Therefore, animation videos can be considered an effective and appropriate learning medium for teaching English vocabulary in elementary EFL classrooms, especially for young learners who require engaging and supportive instructional media.

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