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The Role of Animation Film Media in Enhancing Vocabulary Mastery among Tenth Graders: A Study in a Public High School in Banten, Indonesia

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Abstract

This study explores the role of animation film media in enhancing English vocabulary mastery among tenth-grade students at a public senior high school in Banten, Indonesia. Employing a quantitative experimental design, the research involved two groups: an experimental class and a control class, each consisting of 37 students selected through cluster random sampling. A set of 30 validated multiple-choice items was administered as both a pre-test and post-test to evaluate students' vocabulary knowledge before and after the intervention. The findings revealed a significant improvement in the experimental group compared to the control group, as confirmed by statistical analysis. These results indicate that animation films can serve as effective instructional media for vocabulary acquisition by providing engaging and context-rich input. Thus, the use of animation films is recommended as an alternative strategy for teaching English vocabulary, supporting diverse learning styles and fostering active classroom participation.

INTRODUCTION

In Indonesia, English has been taught in educational institutions from an early age. However, many students continue to face difficulties in using English as a tool for communication, despite it being the most widely spoken language globally (Richter, 2024). These learning difficulties are common and may stem from both internal and external factors (Aslamiah, 2020). To address these challenges, English teachers are encouraged to apply appropriate teaching strategies and utilize effective instructional media to enhance students' language abilities, particularly in vocabulary acquisition (Serina, et al., 2024).

One such medium that can support vocabulary learning is animation film. Animation films can provide clearer contextualized meanings of English words, making vocabulary easier to grasp. Moreover, learning through animated films can create a more relaxed and engaging classroom atmosphere. As Krashen (1982) noted, the range of discourse available in a second language classroom is inherently limited, regardless of how 'natural' the environment is. In this regard, animation films can offer exposure to more authentic and varied language input.

The use of animation film media can offer multiple benefits for vocabulary mastery. It can increase student motivation, promote engagement, and foster an immersive learning experience. According to Susilana and Riyana (2009), the advantages of film media include: (1) conveying messages more evenly among learners; (2) effectively illustrating processes; (3) overcoming limitations of space and time; (4) offering realistic, repeatable, and pausable content; and (5) leaving a strong impression that can influence learners' attitudes. Thus, it is important to examine the effectiveness of animation film media in vocabulary instruction to determine its pedagogical value and overall impact on second language acquisition.

A strong command of vocabulary is essential for success in English, as it enables learners to express their thoughts more precisely and comprehend written texts more effectively. Richards and Schmidt (2013) define vocabulary as a set of words based on frequency of use and other criteria that form the foundation of everyday communication. Vallente, as cited in Aulina (2012), explains that vocabulary refers to words or groups of words with specific meanings. Similarly, Bai (2018) emphasizes that all the words stored in a person's memory contribute to immediate recognition and response upon hearing or reading them. These definitions underscore the vital role of vocabulary in developing communicative competence.

Several previous studies have investigated the impact of animation film media on English language comprehension, including those by Munir (2016) and Nuansari and Sriyanto (2021). However, these studies predominantly focused on elementary school students or specific language skills such as speaking, leaving a gap in the literature concerning the effect of animation films on vocabulary mastery among senior high school students. While animation films have demonstrated effectiveness in enhancing language learning for younger learners, limited research has explored their application in the context of Indonesian high school classrooms, particularly regarding vocabulary development.

Preliminary classroom observations at a public senior high school in Banten revealed that many tenth-grade students often feel disengaged when learning vocabulary through conventional methods such as textbooks or whiteboard-based instruction. Students commonly struggle to visualize the meanings of English words and tend to forget them shortly after the lesson. Although research has addressed the general benefits of animation films in language learning, few studies have specifically examined their effect on vocabulary mastery in high school settings. This study seeks to address this gap by evaluating the use of animation film media as a tool to improve vocabulary mastery among tenth-grade students.

The researcher observed that students in the target school displayed signs of boredom and reduced retention when exposed to traditional vocabulary instruction. This suggests a need for more engaging and context-rich teaching methods. Investigating such methods across different educational levels is also crucial. As Fauzi Ramadhan et al. (2020) emphasized, contextual approaches have shown positive effects on communication skills across various student populations, highlighting the

value of adapting methods to specific learner groups. Given these insights, this study aims to examine the effectiveness of animation film media in enhancing English vocabulary mastery among tenth-grade students at a public high school in Banten during the 2023/2024 academic year.

METHOD

This study employed a quantitative research method with an experimental design to examine the effect of animation film media on students' English vocabulary mastery. The research was conducted at a public senior high school in Banten during the 2023/2024 academic year. The population consisted of all tenth-grade students at the school, serving as the sampling frame. From this population, two classes were selected using cluster random sampling. This method was chosen due to logistical constraints that prevented the reassignment of individual students, as class groupings had already been determined by the school. Cluster random sampling is appropriate in educational research contexts where intact groups are used (Fraenkel, Wallen, & Hyun, 2012).

The sample included 74 students, divided into two groups: Class X-7 as the experimental group, which received instruction through animation films, and Class X-9 as the control group, which was taught using conventional methods such as textbooks and whiteboard explanations. The study focused on two variables, namely: Independent variable (X): Animation film media, and Dependent variable (Y): Students' English vocabulary mastery

The research instrument was a multiple-choice vocabulary test. A try-out was conducted to evaluate the validity and reliability of the items, resulting in a final set of 30 valid and reliable questions. These items were administered as both a pre-test and a post-test to measure vocabulary mastery before and after the treatment.

Data were analyzed using SPSS version 24. Tests for normality and homogeneity were conducted to ensure that the assumptions for parametric hypothesis testing were met (Orcan, 2020). The analysis revealed that the experimental group performed significantly better than the control group, and further effect size analysis confirmed that the use of animation film media had a positive impact on students' vocabulary mastery.

RESULT

This study aimed to examine whether the use of animation film media could enhance English vocabulary mastery among tenth-grade students at a public senior high school in Banten during the 2023/2024 academic year. The research was conducted over five sessions from April 18 to May 16, 2024. The total population consisted of 338 tenth-grade students across nine classes. Using cluster random sampling, two classes were selected for the study: Class X-7 as the experimental group and Class X-9 as the control group. Each class consisted of 37 students, and both were chosen based on their similar academic characteristics.

The primary data collection instrument was a vocabulary test consisting of 30 multiple-choice items, administered in three phases: a try-out, pre-test, and post-test. The try-out was conducted with students outside the sample to evaluate the test's validity and reliability. The analysis, performed using SPSS version 24, confirmed that the test was both valid and reliable. Following this, the validated items were used for the pre-test and post-test.

The pre-test was administered to both the experimental and control groups on April 25, 2024. The pre-test results showed a mean score of 72.38 for the experimental group and 72.10 for the control group, indicating a comparable baseline in vocabulary mastery between the two groups.

The experimental group received treatment using animation films during the second and third meetings on April 30 and May 2, 2024. Students in this group appeared more engaged and participated more actively in classroom activities. They showed increased interest in the contextual content presented through the films. In contrast, the control group received traditional instruction using textbooks and whiteboard-based explanations and remained generally passive throughout the learning sessions.

On May 16, 2024, both groups completed the post-test. The post-test results revealed an increase in average scores for both groups. The experimental group's average score increased from 72.38 to 79.02, while the control group's average rose from 72.10 to 73.30. The improvement in the experimental group was significantly greater, suggesting a positive impact from the use of animation films.

Additionally, a reliability analysis using Cronbach's Alpha yielded a value of 0.513, indicating moderate internal consistency of the test items. As shown in Table 4.1, students in the experimental group outperformed those in the control group on vocabulary mastery. These findings support the conclusion that the use of animation film media had a significant and positive effect on students' vocabulary acquisition.

Table 4.1 The Mean Score of Control and Experimental Class

Control Class		**Experimental Class**	
Pre-Test	**Post-Test**	**Pre-Test**	**Post-Test**
72,10	73,30	72,38	79,02

After that, since the researcher had already collected the data, the researcher measured and analyzed the data.

4.1.1 The Validity Test

The test's validity was calculated using the Pearson Product Moment formula with the help of SPSS version 24. If the item's r-count (correlation coefficient) is greater than or equal to the r-table, then the item is considered valid and can be used in the test (Raharjo, 2019). The tryout used in this research has 40 multiple-choice questions. The X-2 class was given the opportunity for tryout. According to the validity analysis, 30 out of 40 test items were valid. Test items found to be valid

were then used to create a pre-and post-test (details of which are provided in the appendix).

An item can be considered valid if the calculated R-value is greater than the table R-value or the significance value is less than 0.05. The table R-value in this research was obtained from the R-table using N = 40 and Alpha = 5%. Below are the results of the validity test for variables X and Y.

Table 4.2 Validity Test

Var	Item	Calculated R	R Table	Sig	Remarks
X	X1	0,203	0.3120	0,209	Invalid
	X2	0,203		0,209	Invalid
	X3	0,203		0,209	Invalid
	X4	.465**		0,003	Valid
	X5	.726**		0,000	Valid
	X6	.726**		0,000	Valid
	X7	0,203		0,209	Invalid
	X8	0,203		0,209	Invalid
	X9	.465**		0,003	Valid
	X10	.726**		0,000	Valid
Y	Y1	0,164		0,312	Invalid
	Y2	.382*		0,015	Valid
	Y3	.601**		0,000	Valid
	Y4	.601**		0,000	Valid
	Y5	0,164		0,312	Invalid
	Y6	.601**		0,000	Valid
	Y7	.601**		0,000	Valid
	Y8	.601**		0,000	Valid
	Y9	.601**		0,000	Valid
	Y10	.382*		0,015	Valid

4.1.2 The Reliability Test

The researcher measured the reliability of the test by using the Cronbach Alpha formula (with the assistance of the SPSS program 24 version) (Raharjo, 2013). The data that have been obtained was assessed through the SPSS program 24. It showed the results as follows:

Table 4.3 The Reliability Test

Cronbach's Alpha	N of Items
,513	33

Table 4.4 Case Processing Summary

	N	%
Cases Valid	30	100.0
Excluded	0	.0
Total	30	100.0

Both tables above demonstrate that the tests' r alpha equaled 0.513. The 5% significance level is the reliability value. Thereby, the value of r in the table was 0.30. The test items were reliable since the alpha (0.513) was greater than the r table (0.30), (details of which are provided in the appendix).

4.1.3 The Normality Test

The normality test was conducted to determine whether the distribution of students' test scores followed a normal distribution (Sonjaya et al., 2025). This is an essential assumption for further parametric statistical analysis. The Kolmogorov-Smirnov test was applied using SPSS version 24. The data tested included the pre-test and post-test scores of both the experimental and control classes. The hypothesis used was:

H0: The data follow a normal distribution.

H1: The data do not follow a normal distribution.

According to the decision rule, if the significance value (sig.) is greater than 0.05, the data are considered normally distributed. The results of the Kolmogorov-Smirnov normality test showed that all data sets had significance values greater than 0.05. Therefore, it can be concluded that the pre-test and post-test scores of both the experimental and control groups were normally distributed. The detailed results are presented in Table 4.5.

Table 4.5 The Results of the Normality Test

Class	Test	Kolmogorov Smirnov	
		Sig.	Description
Experimental	Pre-test	69.94	Normal
	Post-test	73.00	Normal
Control	Pre-test	72.11	Normal
	Post-test	72.40	Normal

Table 4.5 presents the results of the normality test using the Kolmogorov-Smirnov method. The significance values (sig.) for both the pre-test and post-test scores in the experimental and control classes were all greater than 0.05. This indicates that the data were normally distributed, thus fulfilling the assumption for parametric testing.

4.1.4 The Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the test scores from the experimental and control groups were equal. This test is essential to ensure that the groups being compared have similar characteristics (University, 2013). The Levene's Test for Equality of Variances was used in this research, with the assistance of SPSS version 24. The hypothesis used was:

H_0: The data variances are homogeneous.

H_1: The data variances are not homogeneous.

The decision rule is: if the significance value (sig.) is greater than 0.05, the data are considered homogeneous.

The significance value for the pre-test was 0.577, and for the post-test it was 0.579. Both

values are greater than 0.05, which indicates that the data from both the pre-test and post-test in the experimental and control groups have equal variances. Therefore, it can be concluded that the data are homogeneous. The detailed results are presented in Table 4.6.

Table 4.6 The Result of Homogeneity Test

Test	Sig.
Pre-test	,577
Post-test	,579

Table 4.6 shows that the significance values for both the pre-test (0.577) and post-test (0.579) were greater than 0.05. This indicates that the data variances between the experimental and control groups were equal. Therefore, the assumption of homogeneity was fulfilled, allowing for further parametric analysis such as the t-test.

4.1.5 The Hypothesis Test

To test the research hypothesis, the researcher used an independent samples t-test with the assistance of SPSS version 24 (Duwi, 2025). This test was applied to determine whether there was a significant effect of using animation film media (variable X) on students' English vocabulary mastery (variable Y). The result of the t-test showed that the significance value (sig. 2-tailed) for variable X was **0.311**, which is greater than 0.05. This indicates that there was **no significant effect** of using animation films on students' vocabulary mastery. Therefore, the null hypothesis (H_0) is accepted. These results are presented in Table 4.7.

Table 4.7 Multicollinearity Test and Heteroscedasticity Test

Multicollinearity Test (Variable)			Heteroscedasticity Test (Variable)		
Constant	Independent	Dependent	Constant	Independent	Dependent
73,537	148	-005	11,318	012	-124
10,469	144	227	5,773	080	125
-	324	-007	-	047	-316
7.024	1.028	-022	1,960	149	990
000	311	982	058	883	329
-	266	266	-	266	266
-	3,755	3,755	-	3,755	3,755

Table 4.7 displays the outcome of the independent samples t-test. The significance values for both variables X and Y exceeded 0.05, which confirms that neither variable had a statistically significant effect individually. Furthermore, the overall F-test also resulted in a significance value of 0.163, indicating that X and Y combined did not significantly affect vocabulary mastery.

Table 4.8 The Multiple Linear Regression Test

Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	73.537	10.469	.324	7.024	.000	.266	3.755
X	.148	.144		1.028	.311		
Y	-.005	.227	-.007	-.022	.982	.266	3.755

Based on the table above, the regression equation for this research is as follows: Y = 73.537 + 0.148X1 - 0.005X2

1. Constant (Intercept) 73.537: This constant value indicates that when all independent variables (X1, X2) are equal to 0, the dependent variable (Y) will be 73.537. This represents the starting point, where the value of Y begins before any influence from the variables X1 and X2.
2. Coefficient of X1 (0.148): This coefficient shows that for every 1 unit increase in X1, assuming all other variables remain constant, the value of Y will increase by 0.148.
3. Coefficient of X2 (-0.005): This coefficient shows that for every 1 unit increase in X2, assuming all other variables remain constant, the value of Y will decrease by 0.005.

Table 4.9 T Test and F Test

	Model 1	B	Std. Error	Beta	t	Sig	Tolerance	VIF
T Test	(Constant)	73.537	10.469	.324	7.024	.000	.266	3.755
	X	.148	.144		1.028	.311		
	Y	-.005	.227	-.007	-.022	.982	.266	3.755
F Test	Model 2	Sum of Squares	Df	Mean Square	F	Sig.		
	Regression	35.528	2	17.764	1.911	.163 b		
	Residual	316.040	34	9.295				
	Total	351.568	36					

Based on the table above, it is shown that the significance value of variable X1 is 0.311 >

0.05, which means that H0 is accepted, indicating that X1 does not have a partial effect on Y. The significance value of variable X2 is 0.982 > 0.05, which also means that H0 is accepted, indicating that X2 does not have a partial effect on Y. Meanwhile, the table shows a significance value of 0.163 > 0.05, which means that H0 is accepted, indicating that variables X1 and X2, taken together, do not have a significant simultaneous effect on Y.

Table 4.10 Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.318[a]	.101	.048	3.049

According to the overall hypothesis test, it shows that there is a correlation between the independent variables. As a result, these variables are interdependent and not entirely independent. This can cause an increase in the regression parameter estimates because multiple regression may have both bias and large variance.

i. If the VIF value is less than 10 (<) or the tolerance value is greater than 0.01, then multicollinearity does not occur.

ii. From the overall test, the average VIF shows a result of 7.51. This indicates that multicollinearity does not occur, ensuring that the variables have efficient parameters.

4.1.6 The Effect Size

The effect size analysis was conducted to determine the magnitude of the difference in vocabulary mastery between the experimental and control groups (Br Bangun & Simanjuntak, 2022). While significance testing (such as the t-test) reveals whether an observed difference is likely due to chance, effect size helps explain how meaningful that difference is in practical terms. In this research, the effect size was interpreted by comparing the average scores between pre-test and post-test in both groups. This comparison was visualized in a bar chart (Figure 4.1).

The average vocabulary score in the experimental group increased from 72.38 in the pre-test to 79.02 in the post-test. In contrast, the control group's average score increased only slightly, from 72.10 to 73.30. Although the statistical analysis (see section 4.1.5) showed no significant effect, the difference in mean scores suggests that the use of animation films may have had a positive practical effect on students' vocabulary mastery. This improvement is illustrated in Figure 4.1.

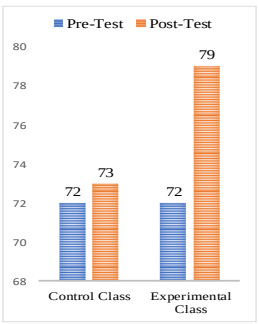

Figure 4.1 Comparison of the increase in average class scores

Figure 4.1 illustrates the comparison of average pre-test and post-test scores between the experimental and control classes. The experimental class showed a larger increase in vocabulary scores (from 72.38 to 79.02) compared to the control class (from 72.10 to 73.30). While the statistical test results did not indicate a significant effect (see section 4.1.5), the visual comparison suggests a meaningful practical improvement in the experimental group following the use of animation film media.

DISCUSSION

The findings of this study contribute to the growing body of evidence that supports the use of animation films as an effective medium for language learning, particularly in enhancing vocabulary mastery. Animation films provide contextually rich environments in which vocabulary is presented as part of meaningful dialogues and narratives. This contextualization enables learners to grasp the meaning of words more naturally than when vocabulary is taught in isolation. The results of this study indicate that students exposed to animation films demonstrated a greater improvement in vocabulary scores compared to those taught using traditional methods. While the difference in scores was not statistically significant, the average score of the experimental group rose from 72.38 to 79.02, showing a more substantial gain than the control group, whose average increased from 72.10 to 73.30.

This positive trend aligns with Mayer's Cognitive Theory of Multimedia Learning, which posits that individuals process information through two channels: visual and auditory (Canada, 2019). Animation films, by engaging both channels, enhance the processing and retention of new vocabulary. Students in the experimental group were observed to be more engaged, interactive, and attentive during the treatment sessions. They paid closer attention to visual cues, facial expressions, and contextual dialogue in the films, which helped them make meaningful connections between words and their usage. This immersive experience supports deeper learning and long-term retention, consistent with Nation's (2017) emphasis on repetition and contextual exposure as essential components of vocabulary acquisition.

Furthermore, classroom observations during the treatment period revealed a distinct difference in student engagement between the two groups. Students in the experimental class appeared more enthusiastic and participative, frequently engaging in discussions and answering questions with greater confidence. The animation films seemed to spark interest and motivation, fostering an interactive learning environment. In contrast, the control class, which relied on traditional instruction such as textbook readings and teacher explanations, was generally more passive. Although this method provided foundational vocabulary instruction, it lacked the dynamic and multisensory elements that animation films offered. As a result, the students in the control class did not exhibit the same level of engagement or vocabulary gain.

The findings of this study are in line with previous research by Munir (2016) and Nuansari and Sriyanto (2021), both of whom reported the positive effects of animation films on vocabulary

acquisition and overall language performance. Munir's study at the junior high school level showed that students who learned through animation films outperformed those taught through conventional methods. Similarly, Nuansari and Sriyanto found that animation films improved not only vocabulary but also speaking skills in elementary school students. This research extends their conclusions by showing that the benefits of animation films are also applicable to senior high school learners. Although the statistical test results in this study did not reach significance at the 0.05 level, the observed increase in vocabulary mastery in the experimental group suggests a practical effect that could be meaningful in real educational settings.

From a pedagogical perspective, animation films can be utilized in several ways to support vocabulary learning. First, teachers can use short animated clips as pre-lesson activities to introduce new words in an engaging and meaningful context. Second, after viewing, students can engage in interactive discussions about the content and the vocabulary used, helping to reinforce word meanings and encourage critical thinking. Finally, project-based activities such as creating stories or performing role-plays based on the film can further deepen students' engagement and understanding. These strategies offer an active learning experience that goes beyond rote memorization and encourages authentic use of language.

Despite its promising findings, this study has several limitations. The duration of the intervention was relatively short, spanning only a few sessions over approximately one month. As a result, it remains unclear whether the observed improvement in vocabulary mastery would be sustained over a longer period. Future research could extend the treatment duration to examine the long-term effects of using animation films in vocabulary instruction. Additionally, the study was limited to a single school with a sample size of 74 students. To improve generalizability, future studies should include participants from multiple schools and regions, representing more diverse backgrounds and learning environments. Nevertheless, the data in this study met the assumptions of normality and homogeneity, supporting the validity of the statistical analysis conducted.

The findings also align with several well-established theories in language learning. According to Krashen's Input Hypothesis (1982), language acquisition is most effective when learners are exposed to comprehensible input—language that is slightly above their current level but still understandable. Animation films provide such input through a combination of visual and auditory information, making new vocabulary more accessible to students. In addition, the study supports Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction and cultural context in learning (McLeod, 2022). The group discussions and collaborative learning activities associated with animation films created a social environment in which students could co-construct knowledge and reinforce vocabulary understanding.

Beyond language classrooms, animation films have broader implications for interdisciplinary teaching. For example, history teachers could use animated historical narratives to help students visualize and emotionally connect with past events, while science teachers could employ animated

documentaries to simplify complex topics. This cross-curricular potential not only enhances content learning but also promotes 21st-century skills such as critical thinking, creativity, and digital literacy. Overall, the integration of animation films into educational settings offers a compelling, engaging, and pedagogically sound approach to enhancing vocabulary mastery and enriching the overall learning experience.

CONCLUSION

This study set out to examine the effect of animation films on English vocabulary mastery among tenth-grade students at a public senior high school in Banten during the 2023/2024 academic year. Based on the findings, it can be concluded that the use of animation films as a teaching medium may have a positive influence on students' vocabulary acquisition. The experimental group, which received instruction through animation films, showed a notable improvement in vocabulary mastery, with average scores increasing by approximately 12.5 points from the pre-test to the post-test. In comparison, the control group, which was taught using traditional methods, experienced a smaller increase of about 5 points.

Although these findings suggest that animation films have the potential to enhance vocabulary learning more effectively than conventional approaches, the statistical analysis revealed that the differences were not significant at the 0.05 level. This implies that while there was an observable trend toward better performance in the experimental group, the results could not be generalized with strong statistical confidence. Nevertheless, the practical gains observed, coupled with classroom observations of increased student engagement, point to the pedagogical potential of incorporating animation films into English language instruction.

The integration of both visual and auditory elements in animation films appears to support students' comprehension and retention of new vocabulary. These multimodal features can make vocabulary learning more engaging and accessible, particularly for students with different learning preferences. Moreover, the contextualized presentation of vocabulary in narrative form helps learners understand how words function in real-life situations, fostering deeper and more meaningful learning experiences.

Despite the encouraging findings, several limitations of the study must be acknowledged. The sample size was relatively small, involving only 74 students from a single school, which limits the generalizability of the results. Additionally, the use of a single assessment method—multiple-choice vocabulary tests—may not fully capture students' vocabulary mastery in other contexts such as speaking or writing. The short duration of the treatment also makes it difficult to assess long-term retention and the sustainability of the observed learning gains.

Future research is recommended to address these limitations and further explore the role of animation films in language learning. Expanding the sample size and involving multiple schools from different regions could yield more generalizable results. Researchers could also investigate the impact

of animation films on other language skills such as grammar acquisition, listening comprehension, and speaking fluency. Exploring different genres of animation, as well as combining films with other instructional strategies such as project-based learning or collaborative activities, could also provide deeper insights into the educational value of this medium. In conclusion, while more research is needed, this study offers promising evidence that animation films can serve as a valuable and engaging tool for vocabulary instruction in EFL classrooms.

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