



The Use of Subtitled Video Animation To Improve Students Vocabulary At Ban Erawan School Thailand

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Abstract

The purpose of this research is to examine how students utilize animated video subtitles to increase their English vocabulary and reading comprehension. This study used a quantitative experimental design using class VI research participants. The participants in this research were all Ban Erawan School pupils, a total of 32 persons. The three steps of data collecting are pre-test, treatment, and post-test. The data from this research will be evaluated to see whether the experimental and control groups yield substantially different outcomes. The experimental class received animated movies with captions, but the control class did not. Initially, pupils in both grades received a pre-test. The experimental class was then given therapy, and the pupils completed the post-test. The study of the collected data results in the following conclusions: 1) Animated video media with subtitles has a considerable influence on pupils' English vocabulary and reading development. 2) Students' reading of animated films with subtitles receives a substantial score, precisely 0.05. 3) The difference in the average value of vocabulary learning outcomes for experimental class students is 77.18, whereas the control class is 55.62. while the results of learning to read experimental class students as much as 71.87 for the control class as much as 62.81. The conclusion that animated video media with subtitles has a significant increase in the vocabulary mastery of elementary school students is reached based on the data examination conducted.

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INTRODUCTION

English is a worldwide language that must be learned in order to communicate and compete in today's world. Without proper vocabulary proficiency, pupils will struggle to communicate their thoughts and grasp information and content in English. (Sayekti, 2015) stated "vocabulary is the vocabulary of a language". The mastery of a person's vocabulary may impact the way he communicates; if his vocabulary mastery is excellent, he will find it simpler to organize words into sentences than persons whose vocabulary mastery is poor. According to (Rohmatillah, 2014), acquiring vocabulary in a second language gets more difficult without mastering communication. This indicates that while studying English as a foreign language, the learner must have a large vocabulary to assist and promote learning and make it simpler for pupils to convey language abilities. According to (Astiyandha & Muchlisoh, 2019), vocabulary is the smallest speech unit that is processed by individual meanings to talk and may be utilized to engage with one another. It is possible to infer that vocabulary is a set of terms for a certain language that individual speakers of that language may employ. Additionally, vocabulary is vital in the aspect of language and is one of the keys for pupils to learn the four language abilities.

Language is a key part of early childhood development. as stated by (Isna, 2019). Language development occurs as children get older. Linguistic abilities such as listening, speaking, reading, and writing grow in accordance with the developmental stage of the kid. In language development, children need stimulation from their immediate surroundings, including stimulation from parents and siblings at home, as well as stimulation from instructors at school. "It is important to begin learning English at a young age since it is simpler for children to grasp a second or foreign language at this age, particularly in comprehending grammar, pronunciation, and vocabulary acquisition" (Azizah & Surya, 2017). (Pitriana & Jufri, 2013) suggest that "Vocabulary must be taught from a basic level to allow more time in learning

English". According to (Astuti & Aziez, 2021), "most youngsters between the ages of 6 and 9 years can grasp words in the region of 6000 items. He also calculated that after four years of study, he may grasp roughly 1500 words in English. Hence, vocabulary is an important component of language that is essential for learning the language.

English vocabulary should be introduced via suitable and enjoyable learning activities to urge youngsters to study. According to (Muryanti & Herman, 2019), while teaching English vocabulary to children, instructors must be innovative in their use of techniques, tactics, and media to develop children's language abilities. The term medium is derived from the Latin *medius*, which meaning "middle," "intermediate," or "initial" (Wahid, 2018). "Learning media" is defined as "a learning component that comprises messages, people, resources, tools, strategies, and the environment that affects student learning outcomes" (Cahya Firdaus, 2017). According to (Widiyanto, 2017), "learning media as a tool to aid instructors in instructional activities". Media is a medium used to impart information to pupils, making learning more understandable and interesting. Media is the best use of all system components and learning resources to fulfill specific learning objectives (Miftah, 2013). The key thing to understand in order to grasp the subject is the idea. It may be stated that in order for students to comprehend the proper notion, media or instruments must be used to communicate concepts in a way that students can readily understand. Media is also required for pupils to absorb, recall, and retain the knowledge taught. (Muchlas, 2018) Messages that are simple to digest and can be visualized will be received by the appropriate medium. Any circumstance that necessitates the use of technology implies that the world of education must be more adaptable in generating different learning tools and media via the use of information technology in order for the complete learning process to function more efficiently.

Various kinds of media lead students to be more creative and innovative so that learning can

be more meaningful, while also being able to attract students' interest and attention to learning. Many researchers have presented strong evidence that media has a useful effect on language learning because of its rich and authentic input that can be understood (Gorjian, 2014). Through media such as Games researched by (Petrus, 2016), Animation Videos (Mubarok et al., 2017), Flashcards (Widiastuti, 2014) and others. However, researchers only used animated videos during the learning process in class VI of Ban Erawan School Thailand to help students master vocabulary. With an interesting background, there are pictures or objects that can move on the media, making students pay attention to answering questions and remembering vocabulary. Several researchers have conducted research on the use of animated video media in the introduction of English. The results of the study (Marlianingsih, 2016) that through audio-visual media or animated videos can increase children's interest in learning and knowledge of English vocabulary.

To make the acquisition of English vocabulary more effective, the method that attracts children's interest is through audio-visual media in the form of animated videos. Animation refers to the word animation, which in Latin is *anima*. Animation is an image that gives soul to a character so that it looks real. According to (Mayer & Moreno, 2002). Animated video is a type of visual presentation that is visually appealing and contains moving images of an item or topic. This media is considered more attractive to attract children's attention because there are two types of media, namely audio (sound) and visual (image). Display of a sequence of static images that create the illusion of motion. Meanwhile, Animations are much more than wipes, fades, and zooms. Animation is an object moving across in or out of the screen (Vaughan, 2011). Video animation is the movement of frames from one frame to another which differs from one another within a predetermined time duration, giving rise to the impression of movement and there is also sound that supports image movement, for example the sound of conversation or dialogue and other sound. The

use of animation in learning activities has several advantages such as increasing students' critical thinking because animation has a multi-sensory aspect, they are seeing, hearing, and speaking. Allows students to make real actions or imagine an event or process. Animation can be a way to invite students to be involved in learning, and is useful for evaluating students' knowledge or analytical skills in learning activities of certain matters. In line with that, research (Hayati & Rahimia, 2021) has shown that video media is important in learning English. Video media is effectively used to introduce English.

Animated videos seem to have a greater influence on pupils; studies have demonstrated that viewing films improves students' vocabulary as well as their learning results. A number of research have been conducted to investigate the use of animated video media in the improvement of language abilities. One of them examines the immediate influence on kids who lack ambition to study. The benefits of boosting vocabulary via the usage of media are fairly significant. That is, animated movies may aid in absorption, make learning more fun, aid in vocabulary development, and make English learning more productive (Ridha et al., 2022).

Language learning is now more readily accessible due to the use of multimedia with spoken content and complete visual context, such as subtitles. For example, animated films with subtitles that express words and pictures in spoken and visual form are more likely than audio or visuals alone to engage both coding systems in processing. Surprisingly, using animated films with captions may help pupils improve their language recognition abilities. Students may develop many types of linguistic qualities by watching subtitle animation films; in addition to the meaning of words, one can learn the scenarios in which these words can be utilized. Students may learn a few words by watching animated movies with subtitles. Video falls within the genre of audio-visual media (Laaser & Toloza, 2017), and it may assist students learn how to pronounce it as well as gain new vocabulary and idioms. (Karakaş & Sarıçoban, 2012) claim that viewing videos with

English subtitles may be simpler to understand than videos in other languages. Visual media with English subtitles may help pupils improve their comprehension while listening to English. Animation with English subtitles might be a method through which people learn to listen in English without even realizing it. This implies that, in addition to reading the subtitles, they listen to how the following pronunciation in the subtitles is said by the native speaker in the video.

The following is a list of the advantages of utilizing animated videos with subtitles for learning English. The use of videos in the classroom, the benefits of subtitled animated videos in English have a very significant effect on the motivation shown by students. There is mounting evidence that exposure to the media has a beneficial effect on language acquisition due to its ability to provide learners with real and rich material that can be comprehended (Hsu et al., 2013). In the previous articles using video animation media mostly to test one aspect of language, but there are a few with similar topics carried out in more than one aspect of language. According to (Clark & Paivio, 1991) dual-coding theory, the number of signals associated with a message might grow when a picture is also tied to the meaning of the information being sent. There are many different ways in which audio-visual assets that are accompanied by text or subtitles might function as effective instructional aids. For instance, 1) it makes it easier for students to learn a language by assisting them in visualizing what they are hearing, and 2) it improves students' understanding of the language while also generating extra cognitive advantages, such as increased processing depth (Danan, 2004). Many researchers have used subtitled animated videos for the purpose of improving the way of teaching in the classroom, a study such as that conducted by (Karakas & Sarıçoban, 2012). The researcher took a similar topic to be explored further and to investigate how this research could be applied in Thailand. Then, research was more widely applied in more developed countries such as in Turkey by (Balci et al., 2020), Iran (Mardani & Najmabadi, 2016) and Malaysia (Halim, 2020). Research has been conducted in countries that

apply multimedia, especially subtitles, which have shown a positive effect in facilitating students to acquire foreign languages.

Apart from the importance of learning in improving students' understanding of English, there have been many studies that have tried to examine the use of subtitled animated videos in classroom learning. Based on the results of previous research, most of them on average only tested one aspect of language such as vocabulary from research (Andreas et al., 2019) listening (Susiani¹ et al., 2020) or speaking (Stevani et al., 2001) as a single variable. However, very few studies with similar topics have been conducted in elementary schools with more than one aspect of language, for example studied by (Hsu et al., 2013) which was conducted in Tutoring So that in this study, researchers will examine two independent variables and this research was conducted formally at Ban Erawan School Thailand.

The first objective of this study was to investigate whether there was an increase between the use of subtitled animated videos and not using subtitled animated videos in improving vocabulary and reading skills of class VI students of Ban Erawan School. This research is intended to answer the following research questions: Can subtitled animated video media improve vocabulary and reading teaching of students in grade VI.

METHOD

In this study, researchers used quantitative methods through experimental design. This research was conducted in Thailand for four months with students of class VI A & VI B Ban Erawan School. This study involved 32 students, the ability of students in each class has the same level. The researcher took two groups as samples for this study, namely the experimental class

using subtitled animated video media and the control class without subtitled animated videos. With simple random sampling technique used in the process of determining the sample. So the result is class VI A is the control class while VI B is the experimental class, each class consists

of 16 students. As a measuring tool for data collection, researchers conducted a pre-test, treatment and post-test. The pre-test activity was applied before the researcher gave the treatment to find out their basic vocabulary skills. After that, the treatment for the experimental class was carried out for 5 meetings using subtitled animated video media. Then the final step is for students to take a post-test to see if their vocabulary and reading have increased.

RESULTS AND DISCUSSIONS

One of the goals of this study is to determine whether or not conscious school students who are learning English may better by seeing animated films with subtitles. The T test is The comparison results are shown in Tables 1.

divided into three phases, with each stage consisting of two substages, so that it may successfully accomplish this objective. The first study evaluated the results of the pre-test and post-test for vocabulary and reading skills in the experimental class, the second study evaluated those results in the control class, and the third study evaluated the results of the post-test for vocabulary and reading skills in both classes. Before moving on to the T-test, the process requires that the normality test be completed first. The data that were acquired ought to have a normal distribution. The following findings of the normality test that was carried out using SPSS 22 may be seen in the table that follows:

Results of data analysis for vocabulary and reading in the experimental and control classes.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest experimental vocabulary	.182	16	.165	.888	16	.052
Posttest experimental vocabulary	.199	16	.090	.897	16	.072
Pretest control vocabulary	.235	16	.018	.889	16	.054
Posttest control vocabulary	.168	16	.200*	.945	16	.415
Pretest experimental reading	.193	16	.114	.920	16	.169
Posttest experimental reading	.187	16	.139	.934	16	.285
Pretest control reading	.229	16	.024	.905	16	.096
Posttest control reading	.154	16	.200*	.911	16	.120

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

The findings of the examination indicate that both the control group and the experimental group had a total data vocabulary of 16 items. The Average Shapiro-Wilk score for the experimental class was 0.052 on the pre-test, and it was 0.072 on the post-test. The pre-test control class had a value of 0.054, but the post-test control

had a value of 0.415. According to the previous calculation using the Shapiro-Wilk method, the data, on average, have a normal distribution (Sig > 0.05). The reading on the pre-test for the experimental class was 0.169, while the reading on the post-test was 0.285. Although the pre-test control group had a score of 0.096, the post-test

control group had a score of 0.120. According to the previous calculation using the Shapiro-Wilk method, the data, on average, have a normal distribution (Sig > 0.05). *The results of the analysis of vocabulary & reading data experimental class*

students. The comparison results are shown in Tables 2 and 3.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest experimental vocabulary	65.31	16	20.934	5.233
	Posttest experimental vocabulary	77.19	16	15.052	3.763
Pair 2	Pretest experimental reading	60.63	16	13.150	3.287
	Posttest experimental reading	71.88	16	12.093	3.023

Table 3. Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	Pretest experimental vocabulary - Posttest experimental vocabulary	-11.875	7.274	-15.751	-7.999	-6.530	15	.000
Pair 2	Pretest experimental reading - Posttest experimental reading	-11.250	5.000	-13.914	-8.586	-9.000	15	.000

There is a significant difference in the average learning outcomes between before and after treatment. Based on the table above, it can be seen that the mean vocabulary of the experimental class students' pre-test learning outcomes has a value of 65.31 while the post-test has a mean value of 77.19. The sig value is known. (2-tailed) is $0.000 < 0.05$. While the mean for the reading pre-test of experimental class students has a value of 60.63 while the post-test

has a mean value of 71.88. The sig value is known. (2-tailed) is $0.000 < 0.05$. So it can be concluded that there is a significant difference between the learning outcomes of vocabulary and reading by using subtitle animation video media on the students' post-test. *The results of the analysis of vocabulary & reading data control class students.* The comparison results are shown in Tables 4 and 5.

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest control vocabulary	63.75	16	13.964	3.491
	Posttest control vocabulary	55.63	16	12.894	3.223
Pair 2	Pretest control reading	70.63	16	10.145	2.536
	Posttest control reading	62.81	16	9.827	2.457

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean	n	Mean	Lower	Upper
Pair 1	Pretest control vocabulary - Posttest control vocabulary	8.125	8.921	2.230	3.371	12.879	3.643	15	.002
Pair 2	Pretest control reading - Posttest control reading	7.813	4.460	1.115	5.436	10.189	7.006	15	.000

Based on the table above, it can be seen that the mean vocabulary of the pre-test learning outcomes of the control class students has a value of 63.75 while the post-test has a mean value of 55.63. And for reading it can be seen that the mean pre-test learning outcomes of control class students have a value of 70.63 while the post-test

mean value is 62.81. This difference indicates that the results of the students' vocabulary mastery in the class that was not given treatment were lower than the class that was given treatment. *The results of data analysis of independent samples T test post-test experimental class and control class.* The comparison results are shown in Tables 6 and 7.

Table 6. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the study test vocabulary	Class 6(A)	16	55.6250	12.89380	3.22345
	Class 6(B)	16	77.1875	15.05199	3.76300

Table 7. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

Result of the study test vocabulary	Equal variances assumed	.924	.344	4.35	30	.000	21.562	4.95487	31.681	11.443
	Equal variances not assumed			4.35	29.309	.000	21.562	4.95487	31.691	11.433
				2			50		70	30
				2			50		72	28

There is a significant difference in the average learning outcomes between students in the experimental class and control class students. The experimental class has 77.18 while the control class has 55.62. The result is, with a value of Sig. on Levene's test for equality of variance, namely $0.344 > 0.05$, both classes are homogeneous. Then the value of Sig (2-tailed) is $0.000 < 0.05$, so

there is a significant difference in the effect of subtitled animated video media treatment on vocabulary learning for elementary school students can be said to increase. *The results of data analysis of independent samples T test post-test experimental class and control class.* The comparison results are shown in Tables 8 and 9.

Table 8. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the study test reading	Class 6(A)	16	62.8125	9.82662	2.45666
	Class 6(B)	16	71.8750	12.09339	3.02335

Table 9. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of the study test reading	Equal variances assumed	1.468	.235	-2.326	30	.027	-9.06250	3.89561	17.01840	11.0660
	Equal variances not assumed			-2.326	28.794	.027	-9.06250	3.89561	17.03239	11.09261

Based on the table above, there is a significant difference in the average learning outcomes between students in the experimental class and students in the control class. The experimental class has 71.87 while the control class has 62.81. Then the value of Sig (2-tailed) is $0.027 < 0.05$, so there is a significant difference in the effect of subtitled animation video media

treatment on learning to read in elementary school students can be said to increase.

The purpose of this study was to examine the impact of subtitled animated video media used to improve students' vocabulary and reading comprehension in grade VI. So significant findings were obtained, as evidenced by the increase in scores obtained in the experimental

class for vocabulary and reading which had an average greater than that in the control class. As a result, animated video media with subtitles is effective and interesting in increasing students' interest in learning, especially in learning vocabulary and reading comprehension. The data from the experimental class students above stated that the average vocabulary score was 77.18 while the control class was 55.62. While the results of learning to reading experimental class students as much as 71.87 for the control class as much as 62.81. The conclusion that animated video media with subtitles has a significant increase in the vocabulary mastery of elementary school students is obtained based on the data examination conducted.

Students are forced to pay attention to answering questions, recalling vocabulary, and reading comprehension when they are exposed to animated video media since the media has entertaining characters with engaging backdrops, as well as photos or moving items. Because of this, it is also much simpler for the instructor to evaluate the degree of the students' comprehension of the content that is communicated via this medium. There has been a rise in the usage of subtitled animated video media in reading comprehension and vocabulary, as well as motivating educators to be creative in their teaching, according to study that was carried out in the sixth grade of the primary school Ban Erawan School. It is the role of the educator to address situations in which pupils are not interested in engaging in learning activities and feel bored doing so. As part of the teaching and learning processes, educators need to encourage, as well as push, students to improve their reading comprehension and vocabulary acquisition. One of the options we have available to us to create a positive environment for the teaching and learning process is to make use of a variety of different learning material. When it comes to completing practice problems, one fascinating component to consider is using video animation subtitles. When pupils are interested in the subject matter, this will have a huge impact on how they take in the information that has been delivered to them.

This finding is in line with the results of (Hwang et al., 2012). which states that animated videos are an active medium because videos present media that is more flexible and can support learning activities carried out by teachers, these videos can explain concepts related to mechanisms or processes, media can also be repeated and stopped according to with student needs. The same thing was also found by (Yusuf et al., 2017) that the use of animated media in learning is more attractive to students compared to the use of other animated media. After comparing the results of the pre-test and post-test results, this study has answered the research question. Namely, whether the use of subtitled animated videos can improve students' English vocabulary teaching. As a result of this study, the use of animated cartoon video subtitles can improve the vocabulary and reading skills of grade VI elementary school students. This finding is in line with studies conducted by (Etemadi, 2012). So, this research finding is stated by (Canning-Wilson & Wallace, 2000) "Video is the selection and sequence of messages in an audio-visual context". It helps to represent text in a visual form. It can also make it easy for students to understand the message conveyed by the visual clues provided in the video. In this study, the results showed that there was an increase in students' English vocabulary and reading skills after using animated video learning media using subtitles. This shows that the research that has been done has achieved increased success.

Students may get a better knowledge of facial expressions, gestures, body postures, and environmental information by viewing films, which they will be eager to do even if their comprehension is restricted. Videos are well-known for their ability to effectively deliver information and to make the process of acquiring English language skills enjoyable. According to (Kabooha & Elyas, 2018), the researchers discovered that students are more interested in learning when they watch video since it is entertaining and informative. The kids were inspired to acquire the new words and phrases that were presented in the film. In addition, the visual and conceptual associations that are

stimulated by these movies might assist pupils in the process of committing new language to long-term memory. It was shown by (Yulistianing Aridha, 2018) that students may quickly expand their English vocabulary by utilizing animated movies, and instructors can receive ideas for creating engaging learning materials by using animated videos in teaching and learning processes.

In light of the findings shown above, the authors of this study would like to make some recommendations about this investigation that they believe will be of use to English instructors, students, academic institutions, and future researchers. It is essential for instructors of English to find ways to engage their pupils in active participation in the learning and instruction process. Hence, it is necessary for a teacher of a foreign language to choose particular learning media, such as animated cartoons with video subtitles, that may create a positive environment conducive to the teaching and learning process. As a result, the researcher has high expectations that this study will be useful to other researchers, who will then be able to investigate the full breadth of the issue utilizing a variety of talents. Students who are engaged in studying media are more likely to become active readers and to recall vocabulary when utilizing animated video subtitles. Moreover, students who are taught via media are better able to comprehend the material being taught to them.

CONCLUSION

After finishing the investigation on the subject, students in class VI at Ban Erawan School Elementary School were shown to enhance both their vocabulary and their reading comprehension when they watched animated videos with subtitles. This research has come to the conclusion that students' vocabulary and their ability to comprehend what they read may be improved by showing them engaging animated films with subtitles. The findings of an investigation on the impact that watching subtitled animated video media has on pupils' English vocabulary and reading ability indicate

that there has been a discernible improvement in both areas. This can be noticed by looking at the average score of each class; the experimental class has a score that is much higher than that of the control class. The use of subtitled animated movies has thus been shown to contribute to and have the potential to enhance the children of elementary schools in Ban Erawan's vocabulary knowledge as well as their reading comprehension. Overall, the use of subtitled animated video media for the purpose of expanding one's vocabulary and reading has an impact on one's capacity for education and even on their personal development. In addition, the findings of this study might serve as a reference for researchers in the future, particularly those with an interest in animated video media. It is believed that future scholars will be able to expand innovative teaching strategies even further. Learning that is innovative will make a contribution to the field of education, helping to increase education's overall quality.

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