

**THE EFFECT OF TEACHING VOCABULARIES BY USING
ANIMATIONS FILM FOR EIGHT GRADE STUDENT OF SMP N 2 KOTA
BENGKULU**

THESIS



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2026**

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Submitted as a partial requirement for the “Sarjana” Degree in English Education Study Program.



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MOTTO

“Hatiku tenang karena mengetahui bahwa apa yang melewatkanaku tidak akan pernah menjadi takdirku dan apa yang di takdirkan untukku tidak akan pernah melewatkanaku”

(Umar Bin Khattab)

“Pada akhirnya ini semua hanyalah permulaan”

(Nadin Amizah)

DEDICATION

With deep gratitude and thanks, I dedicate this thesis for:

1. To my beloved Mama and Papa, the two most precious people in my life, whose love and prayers have always been my greatest strength. Thank you for every sacrifice you have made, every prayer you whispered for my future, and every word of encouragement that kept me moving forward even when I felt tired and uncertain.

You have given me more than I could ever repay: unconditional love, patience, and endless support. This achievement is not mine alone; it is the result of your prayers, struggles, and sincere love. I hope this small accomplishment can be one of the many reasons for you to smile proudly. May Allah always grant you long life, good health, and endless happiness.

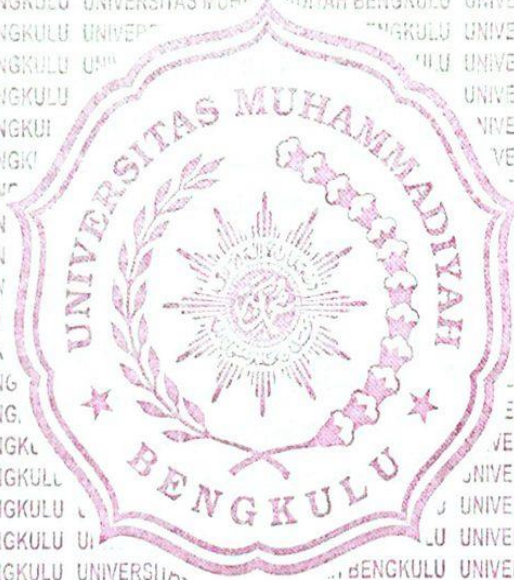
2. With great respect and gratitude, I dedicate this work to Washlurachim Safitri M.Pd., my supervisor, who patiently, sincerely, and attentively guided me throughout every step of the process of writing this thesis. Thank you for all the help, guidance, and support you have provided. Your guidance, not only academic, but also motivation for your students to complete their studies quickly and graduate, along with the confidence you have consistently instilled in me, have been a great strength for me to continue moving forward until this thesis is successfully completed. Even when I faced difficulties, you were there to provide solutions and advocate with wisdom.

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PREFACE

The author expresses her deepest gratitude to Allah SWT for His blessings and mercy, which have enabled her to complete this thesis. This thesis entitled “*The Effect of Teaching Vocabularies by Using Animations Film for Eight Grade students of SMP N 2 Kota Bengkulu*” is submitted as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan. at the English Education Study Program, Universitas Muhammadiyah Bengkulu.

The author realizes that there were many challenges encountered during the process of writing this thesis. However, with the assistance, guidance, and cooperation from many individuals, those challenges were successfully overcome. Therefore, the author would like to express her sincere gratitude to:

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4. All lecturers of the English Education Study Program who have taught and guided the author during her years of study.
5. All parties who have contributed to the completion of this thesis and cannot be mentioned one by one.

The author fully realizes that this thesis still contains several shortcomings and is far from being perfect. Limitations in experience, knowledge, and insight have become contributing factors affecting the completion of this academic work. Nevertheless, the author hopes that this thesis has achieved its intended objectives and provides meaningful contributions. Therefore, constructive criticism and suggestions from various parties are sincerely welcomed as valuable input for future improvement.

CURRICULUM VITAE



The author, Zahara Nur Cahyani, was born in Bengkulu on March 31, 2002. She has a strong interest in education, particularly in English. Since an early age, she has shown enthusiasm for learning languages and has continuously strived to develop both her academic and personal abilities. Her formal education began at SD Negeri 59 Kota Bengkulu, which she completed in 2014. She then continued her studies at SMP Negeri 02 Kota Bengkulu and graduated in 2017. She completed her senior high school education at SMA Negeri 02 Kota Bengkulu in 2020. In the 2021, she was admitted to the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu.

During her undergraduate studies, she actively participated in various academic and student organizational activities. In 2023, she was involved in a community service program through an English course for elementary school students at SD Negeri 01 Kota Bengkulu and served as the treasurer of the program. In addition, she participated in various campus activities as part of her academic and personal development during her studies.

ABSTRACT

Zahara Nur Cahyani, 2026. "The Effect of Teaching Vocabulary by Using Animated Films for Eighth Grade Students of SMPN 2 Kota Bengkulu". Thesis, English Education Study Program Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Washlurachim Safitri, M.Pd.

This study aims to determine the effect of using animated films in teaching vocabulary to eighth-grade students of SMP N 2 Bengkulu City. This research employed a quantitative method with a quasi-experimental design involving two groups, namely an experimental group and a control group. Both groups were given a pre-test and a post-test to measure students' vocabulary mastery. The experimental group was taught using animated films through the Content-Based Instruction (CBI) strategy, while the control group was taught using conventional teaching methods. The treatment was conducted over six meetings. The data were analyzed using statistical analysis to compare the results of both groups. The results of the study show that the use of animated films significantly improves students' vocabulary mastery. The mean score of the experimental class increased from 46.15 in the pre-test to 87.45 in the post-test. In addition, the result of the independent samples t-test showed a significance value lower than 0.05, indicating a significant difference between the experimental group and the control group. Animated films provide contextual language input, visual support, and engaging storylines that help students understand and remember new vocabulary more effectively. Therefore, the use of animated films can be considered an effective strategy for vocabulary learning in English as a Foreign Language (EFL) classrooms.

Keywords: Animated Films, Vocabulary Mastery, Content-Based Instruction, EFL Learning.

ABSTRAK

Zahara Nur Cahyani. 2026. Pengaruh Penggunaan Film Animasi dalam Pengajaran Kosakata pada Siswa Kelas VIII SMP N 2 Kota Bengkulu. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu, 2026. Dosen Pembimbing: Washlurachim Safitri, M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan film animasi dalam pengajaran kosakata pada siswa kelas VIII SMP N 2 Kota Bengkulu. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimental yang melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Kedua kelompok diberikan pre-test dan post-test untuk mengukur penguasaan kosakata siswa. Kelompok eksperimen diajar menggunakan film animasi melalui strategi Content-Based Instruction (CBI), sedangkan kelompok kontrol diajar menggunakan metode pembelajaran konvensional. Perlakuan dilakukan selama enam pertemuan. Data dianalisis menggunakan analisis statistik untuk membandingkan hasil kedua kelompok. Hasil penelitian menunjukkan bahwa penggunaan film animasi secara signifikan meningkatkan penguasaan kosakata siswa. Nilai rata-rata kelas eksperimen meningkat dari 46.15 pada pre-test menjadi 87.45 pada post-test. Selain itu, hasil uji independent sample t-test menunjukkan nilai signifikansi lebih kecil dari 0.05 yang menunjukkan adanya perbedaan signifikan antara kelompok eksperimen dan kelompok kontrol. Film animasi memberikan input bahasa yang kontekstual, dukungan visual, serta alur cerita yang menarik sehingga membantu siswa memahami dan mengingat kosakata baru dengan lebih efektif. Oleh karena itu, penggunaan film animasi dapat menjadi strategi yang efektif dalam pembelajaran kosakata pada pembelajaran bahasa Inggris sebagai bahasa asing.

Kata Kunci: film animasi, penguasaan kosakata, Content-Based Instruction, pembelajaran EFL

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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the most essential components in learning a foreign language, particularly English. Vocabulary refers to a set of words that learners need to understand and use in order to communicate meaningfully. Without sufficient vocabulary knowledge, students will experience serious difficulties in understanding spoken and written texts, expressing ideas, and participating actively in classroom interaction. Vocabulary functions as the foundation of language skills, including listening, speaking, reading, and writing. Therefore, vocabulary mastery plays a crucial role in determining students' overall English proficiency.

In the context of English as a Foreign Language (EFL) learning, vocabulary becomes a major challenge for students, especially at the junior high school level. Many students possess limited word knowledge, which affects their ability to comprehend reading texts, follow classroom instructions, and communicate effectively. This problem is commonly found in Indonesian EFL classrooms, where students often rely on memorization techniques and translation-based learning. As a result, students easily forget new words, show low motivation, and lack confidence in using English in real contexts.

Based on preliminary observations at SMP Negeri 2 Kota Bengkulu, it was found that eighth-grade students still face difficulties in mastering English vocabulary. Students often struggle to understand word meanings, recognize vocabulary in context, and apply words appropriately in sentences. These problems are influenced by several factors, such as limited exposure to authentic English input, monotonous teaching methods, and the lack of engaging learning media. Consequently, vocabulary learning becomes less meaningful and fails to support students' language development.

To overcome these problems, teachers are required to apply effective teaching strategies that can help students learn vocabulary in a more meaningful and contextual way. Vocabulary should not be taught merely through word lists or isolated explanations, but through strategies that integrate meaning, context, and real usage. One effective approach that supports this principle is Content-Based Instruction (CBI). This approach emphasizes learning language through meaningful content, allowing students to acquire vocabulary naturally while focusing on understanding the subject matter.

In addition to appropriate strategies, the use of suitable learning media is also essential. One of the most effective ways to support vocabulary learning is through audiovisual media, particularly animated films. Animated films provide visual context, spoken language, emotional expressions, and real-life situations that help students understand vocabulary more easily. Through images, actions, and dialogues, students are able to infer meaning without relying solely on translation. This multimodal input makes vocabulary learning more interesting, enjoyable, and memorable.

Animated films are especially appropriate for junior high school students because they present language in simple, clear, and age-appropriate forms. Films such as *Inside Out*, *Peter Rabbit*, and *Zootopia 2* contain rich vocabulary related to emotions, daily activities, and social interactions, which are relevant to students' learning needs. By combining animation films with a Content-Based Instruction strategy, students are encouraged to focus on understanding the story while simultaneously acquiring new vocabulary in context.

Several previous studies have confirmed the effectiveness of using animated films in vocabulary learning. Studies by Anah et al. (2023) and Islamiyah et al. (2023) reported that students who learned vocabulary through animated videos showed significant improvement in vocabulary mastery and learning motivation. Similarly, Sugianti et al. (2024) and Almaghfiroh (2024) found that Content-Based Instruction provides meaningful language input and increases students' engagement, leading to better vocabulary acquisition. These findings indicate that both animated films and CBI contribute positively to vocabulary learning.

However, most previous studies have focused on the use of animated films or Content-Based Instruction separately. Limited research has explored the integration of animated films within a Content-Based Instruction strategy, particularly at the junior high school level in the Indonesian EFL context. Furthermore, few studies have specifically examined the effect of this combined approach on eighth-grade students' vocabulary mastery at SMP Negeri 2 Kota Bengkulu.

Therefore, this research is considered important to fill this gap by investigating the effect of teaching vocabulary through animated films using a Content-Based Instruction strategy. This study is expected to provide empirical evidence on whether this approach can effectively improve students' vocabulary mastery and create a more engaging English learning environment. This study is expected to contribute both theoretically and practically to the improvement of vocabulary teaching in junior high school classrooms.

1.2 Research Question

1. Is there a significant effect of teaching vocabulary by using animated films through Content-Based Instruction strategy on eighth-grade students' vocabulary mastery at SMP Negeri 2 Kota Bengkulu?

1.3 Objective of the Research

- 1) The objective of this research is to find out whether there is a significant effect of teaching vocabulary by using animated films through Content-Based Instruction strategy on eighth-grade students' vocabulary mastery at SMP Negeri 2 Kota Bengkulu.

1.4 Limitation of the Research

This research is limited to examining the effect of teaching vocabulary by using animated films through the Content-Based Instruction (CBI) strategy on eighth-grade students at SMP Negeri 2 Kota Bengkulu in the 2025/2026 academic year. The films *Inside Out*, *Peter Rabbit*, and *Zootopia 2* are selected because they present age-appropriate language, clear pronunciation, and rich visual contexts that support students' understanding of vocabulary. This study focuses only on students' vocabulary mastery

measured through pre-test and post-test scores, while other factors influencing learning are not examined. This selection is theoretically supported by Dual Coding Theory (Paivio), which states that information presented through both visual and verbal channels is more easily processed and retained, and Multimedia Learning Theory (Mayer), which emphasizes that learners understand and remember language better when words are accompanied by relevant images.

1.5 Significant of the Research

This research is expected to provide both theoretical and practical significance.

1. Theoretical Significance

This study is expected to contribute to the development of English language teaching, particularly in vocabulary instruction. It provides empirical evidence on the use of animated films through the Content-Based Instruction (CBI) strategy to improve students' vocabulary mastery.

2. Practical Significance

a. For English Teachers:

This research provides an alternative teaching strategy using animated films to create more engaging and meaningful vocabulary learning activities.

b. For Students:

This study helps students learn vocabulary in contextual and enjoyable ways, which may improve their understanding and retention of new words.

c. For Future Researchers:

This research can be used as a reference for further studies related to vocabulary learning, multimedia use, and Content-Based Instruction in EFL classrooms.

1.6 Definition of Key Terms

To avoid misunderstanding and to clarify the scope of this research, the following terms are defined:

1. Vocabulary Mastery, vocabulary mastery refers to students' ability to understand, recognize, and use English words appropriately in context, as measured through pre-test and post-test scores.
2. Animated Films, animated films refer to audiovisual learning media in the form of animated movies used as teaching materials to present vocabulary through dialogues, visuals, and story contexts in this study.
3. Content-Based Instruction (CBI), Content-Based Instruction is a teaching strategy that integrates language learning with meaningful content. In this study, CBI is implemented by using animated films as the learning content to facilitate vocabulary acquisition.
4. Teaching Vocabulary, teaching vocabulary refers to instructional activities designed to help students learn word meanings, recognize vocabulary in context, and apply words appropriately during the learning process.