



Improving Students Vocabulary Mastery through YouTube Animation Videos at State Senior High School 2 Tondano

Narita Lumintang¹ , Nihta Vera Frelly Liando² , Muhammad Ilham Ali³

¹⁻³ English Education Department, Faculty of Language and Arts, Universitas Negeri Manado, North Sulawesi 95618, Indonesia

ARTICLE INFO	ABSTRACT
Received: 19 April 2026	Vocabulary mastery is an essential component of English language learning because sufficient lexical knowledge enables students to understand language input and express ideas effectively. However, tenth-grade students at State Senior High School 2 Tondano still experience difficulties in understanding, remembering, and using English vocabulary, particularly nouns. This study aimed to determine whether the use of animated YouTube videos could improve the noun vocabulary mastery of tenth-grade students at State Senior High School 2 Tondano. A quantitative approach with a pre-experimental one-group pre-test and post-test design was employed. The participants consisted of 25 tenth-grade students. Data were collected using a 25-item vocabulary test administered before and after the treatment. The treatment involved the use of animated YouTube videos as instructional media for vocabulary learning. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and a paired-samples t-test through SPSS. The findings revealed a clear improvement in students' vocabulary scores after the treatment. The mean score increased from 45.44 in the pre-test to 71.36 in the post-test, representing a mean gain of 25.92 points. The minimum score increased from 32 to 56, while the maximum score increased from 60 to 88. The paired-samples t-test also indicated a statistically significant difference between the pre-test and post-test scores ($p < .05$). These findings suggest that animated YouTube videos can provide meaningful visual and auditory input that supports students' understanding and retention of target vocabulary. Therefore, animated YouTube videos can be considered an effective and engaging instructional medium for improving noun vocabulary mastery among Indonesian EFL learners.
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1. Introduction

Language is a fundamental communication system used to express thoughts, feelings, and ideas and plays an essential role in education, culture, and social interaction. In education, language facilitates students' understanding of concepts, participation in discussions, and completion of academic tasks. Among the world's languages, English has gained global importance through its extensive use in international communication, education, science, media, technology, and business (Crystal, 2012). Consequently, English proficiency has become an important goal for students in non-English-speaking countries such as Indonesia.

English learning encompasses four interrelated skills: listening, speaking, reading, and writing, with listening and reading functioning as receptive skills and speaking and writing as productive skills (Brown & Lee, 2015). These skills require learners to comprehend language input and produce meaningful language. Contemporary English teaching has increasingly moved beyond monolingual and native-speaker-oriented approaches toward contextualized, communicative, and learner-centered instruction that emphasizes meaningful communication, learner participation, and appropriate learning materials (Richards & Rodgers, 2014).

Vocabulary is fundamental to the development of all four language skills because insufficient vocabulary knowledge can hinder students' ability to understand texts, follow instructions, and express ideas fluently. Nation (2013) explains that vocabulary knowledge involves knowledge of word form, meaning, and use, encompassing both receptive and productive dimensions. Similarly, Webb and Nation (2017) emphasize that vocabulary knowledge is essential for successful second or foreign language development. Empirical evidence also supports this relationship, as Masrai et al. (2022) found significant relationships between vocabulary knowledge and listening, reading, speaking, and writing, with vocabulary knowledge being the strongest correlate of academic achievement.

Vocabulary knowledge involves more than knowing a large number of words; it includes knowledge of their forms, meanings, grammatical functions, associations, and appropriate uses (Nation, 2013; Webb & Nation, 2017). In particular, vocabulary breadth and depth contribute differently to language comprehension. Lia et al. (2021) found that both dimensions were associated with reading comprehension, with listening comprehension mediating their effects, while Luo et al. (2021) demonstrated that vocabulary breadth and depth were associated with English listening comprehension, although their predictive contributions varied depending on how comprehension was measured. These findings indicate that vocabulary instruction should emphasize not only the quantity of words learned but also students' ability to understand and apply words in context.

In the Indonesian educational context, vocabulary mastery is particularly relevant to competency-based and student-centered learning. The Independent Curriculum emphasizes the development of language skills through meaningful and student-centered approaches and encourages the use of creative learning media (Kemendikbudristek, 2022). For tenth-grade students, vocabulary includes topics such as daily activities, hobbies, school subjects, and personal experiences. Nation (2013) recommends balancing deliberate and incidental vocabulary learning, while Webb and Nation (2017) highlight repeated encounters, contextualized learning, and opportunities to retrieve and use new words. Therefore, vocabulary instruction should provide interactive and meaningful experiences, particularly through contemporary audiovisual and digital resources.

However, initial observations in class X at State Senior High School 2 Tondano indicated that students' vocabulary mastery remained low, with an average score of 75 and frequent

errors in reading and writing tasks. Many students experienced difficulty finding appropriate English words when speaking or writing, which contributed to passive participation and low confidence. Teachers also identified limited vocabulary mastery as a major obstacle to students' English development. The problem was associated with students' limited interest in textual materials, conventional teaching methods, and insufficient interactive learning media. These conditions indicate the need for innovative instructional media that can increase students' engagement while facilitating vocabulary understanding and use.

One potential medium is YouTube animation videos, which combine visual, auditory, and narrative elements to present vocabulary in meaningful and familiar contexts. Such combinations may support students' attention, comprehension, and retention. This rationale is consistent with Mayer's (2021) Cognitive Theory of Multimedia Learning, which explains that learners process information through interconnected verbal and visual channels and that appropriately designed combinations of words and graphics can facilitate meaningful learning. Thus, YouTube animation videos may provide an accessible digital medium for presenting vocabulary through contextualized audiovisual input.

Previous empirical studies provide support for audiovisual and animation-based vocabulary learning. Muñoz et al. (2023) highlighted the roles of frequency, subtitles, captions, and learner proficiency in vocabulary and grammatical learning through audiovisual input, while Teng (2023) demonstrated that multimedia input can enhance vocabulary learning and retention in EFL contexts. Teng (2025) further showed that incidental vocabulary learning can occur through different genres of captioned videos, with video genre, repetition, and learner characteristics influencing learning outcomes. Muftah (2023) also found that animated videos significantly improved vocabulary comprehension among EFL learners, while research on animated videos with glosses and TED-Ed animated videos has reported positive effects on vocabulary learning. Nevertheless, Arndt and Woore (2018) found that video and written input may support different aspects of vocabulary knowledge, suggesting that video-based learning should be considered in relation to the target vocabulary, learning context, and type of knowledge being developed.

Despite growing research on audiovisual and video-based vocabulary learning, several gaps remain. Much of the literature focuses on captioned videos, documentaries, television programs, digital flashcards, or general audiovisual input rather than specifically examining YouTube animation videos as classroom-based instructional media. Previous studies have also commonly examined general or incidental vocabulary learning rather than noun vocabulary as a specific lexical category, while evidence involving tenth-grade Indonesian senior high school students in a specific classroom context remains limited. In addition, the effectiveness of video-based learning may depend on visual representation, auditory input, contextualized meaning, repetition, and target-vocabulary characteristics. Although digital engagement has been associated with receptive vocabulary knowledge, learners' purposes and strategic attention to lexical information may influence learning outcomes (Lai & Wang, 2025). Therefore, further classroom-based research is needed to examine the effectiveness of YouTube animation videos in improving noun vocabulary mastery among Indonesian EFL learners.

Accordingly, this study aims to determine whether the use of YouTube animation videos can improve noun vocabulary mastery among tenth-grade students at State Senior High School 2 Tondano. Nouns are selected as the specific lexical target because they represent fundamental vocabulary used to identify people, objects, places, animals, activities, and concepts encountered in students' everyday communication and learning materials. The

study is expected to contribute to English language teaching by providing evidence concerning the use of digital animation media, while offering teachers an innovative instructional option and helping students improve vocabulary understanding, learning interest, and confidence in using English.

2. Literature Review

2.1 Vocabulary

Vocabulary is the collection of words known and understood by a person in a language, whether used in spoken or written communication. In language learning, vocabulary encompasses the knowledge of word forms, meanings, and uses in different contexts. Vocabulary knowledge is therefore not limited to recognizing individual words but also involves understanding their pronunciation, spelling, grammatical behavior, meaning, and appropriate use in communication (Nation, 2013; Webb & Nation, 2017). Nation (2013) emphasizes that knowing a word is a multidimensional construct involving knowledge of its form, meaning, and use, while Webb and Nation (2017) explain that vocabulary learning requires repeated encounters with words and opportunities to recognize and use them in meaningful contexts. Thus, vocabulary mastery represents an essential component of second and foreign language competence because learners need sufficient lexical knowledge to comprehend input and produce meaningful language.

Vocabulary is a crucial component of communication because words carry the lexical information through which speakers and writers construct meaning. In second or foreign language learning, insufficient vocabulary can constrain learners' ability to understand messages and express their intended meanings. Arndt and Woore (2018) emphasize that vocabulary knowledge is fundamental to comprehending and producing a second language and that learners can acquire vocabulary incidentally through exposure to online language input. Their study comparing video blogs and written blog posts found that learners acquired vocabulary incidentally from both media, while video input showed potential advantages for recognition and recall of word meanings and grammatical functions. These findings demonstrate that vocabulary development can occur not only through explicit instruction but also through meaningful exposure to language in digital environments.

The importance of vocabulary is also reflected in its relationship with other language skills. Vocabulary knowledge contributes to learners' ability to understand spoken and written input and to express themselves through speaking and writing. Luo et al. (2021) found that vocabulary breadth and depth were related to English listening comprehension, although their contributions varied depending on how listening comprehension was measured. Similarly, research on vocabulary breadth and depth indicates that knowing more words is not sufficient; learners also need deeper knowledge of individual words to use and understand them effectively in context. Therefore, vocabulary mastery should be understood as both the quantity of words learners know and the quality or depth of their knowledge.

Vocabulary learning can occur through deliberate instruction as well as incidental exposure. Deliberate vocabulary learning involves intentionally focusing learners' attention on target words, whereas incidental vocabulary learning occurs as a by-product of engaging with meaningful language input. Webb and Nation (2017) argue that effective vocabulary instruction should provide learners with repeated exposure, opportunities for retrieval, and meaningful use of vocabulary. In digital learning environments, audiovisual materials can provide additional opportunities for such exposure. Teng (2023) found that multimedia input can enhance vocabulary learning and retention in EFL contexts, highlighting the importance

of audiovisual input for both receptive and productive vocabulary development. Therefore, vocabulary instruction should not rely exclusively on memorization but should provide contextualized and multimodal opportunities through which learners can encounter, understand, retrieve, and use new words.

For the present study, vocabulary mastery specifically refers to students' ability to recognize, understand, remember, and appropriately use targeted English nouns. Nouns are an important lexical category because they represent people, objects, animals, places, activities, and concepts that frequently occur in everyday communication and educational materials. Focusing on nouns provides a clearly defined lexical target that can be presented visually and contextually through animated videos. This focus is also compatible with multimedia-based vocabulary instruction because concrete nouns can be represented simultaneously through spoken labels, written forms, visual images, and contextualized actions.

2.2 *Media*

Media is anything used as a tool or means to convey information from a source to a recipient. In an educational context, learning media refers to resources or instructional representations that help teachers communicate learning content and support students in constructing knowledge. Media can present information through verbal, visual, auditory, or audiovisual modes. Consequently, media can provide learners with representations of concepts that may be difficult to understand through verbal explanation alone.

The theoretical foundation for the use of multimedia in learning can be explained through the Cognitive Theory of Multimedia Learning (CTML). Mayer (2021) proposes that learners process information through two main channels: a visual/pictorial channel and an auditory/verbal channel. Each channel has limited processing capacity, and meaningful learning requires learners to actively select, organize, and integrate relevant information. The theory therefore suggests that well-designed multimedia instruction can support learning when words and visuals are coordinated rather than presented as unnecessary or competing information. Mayer's theoretical framework is particularly relevant to video-based instruction because videos can combine narration, written language, images, animation, and movement in a single learning environment.

The CTML perspective also provides an explanation of why audiovisual media may support vocabulary learning. When learners encounter a new English word through narration together with a meaningful visual representation, the information can be processed through complementary verbal and visual channels. The learner can subsequently integrate the verbal label with its corresponding visual representation, potentially creating stronger mental connections than exposure to verbal information alone. Mayer (2021) emphasizes, however, that multimedia is not automatically effective. Instructional materials need to be designed according to principles that manage learners' limited cognitive capacity and minimize irrelevant processing.

This explanation is complemented by Dual Coding Theory, which proposes that verbal and non-verbal representations can contribute to learning and memory when information is encoded through complementary representational systems. In the context of second language vocabulary learning, Wong and Samudra (2021) applied dual-coding principles to educational media and found that visual-auditory representations can support vocabulary identification among dual-language learners. Their findings suggest that vocabulary learning may benefit when learners receive lexical information through coordinated visual and verbal

representations rather than through isolated verbal presentation.

Empirical evidence also supports the use of multimedia input for vocabulary learning. Teng (2023) examined the effectiveness of multimedia input in EFL vocabulary learning and reported that multimedia input can support vocabulary learning and retention. The study highlights the importance of audiovisual input in providing learners with multiple forms of linguistic information. This finding strengthens the argument that learning media should not merely make lessons more attractive but should provide instructional input that facilitates vocabulary processing and retention.

Furthermore, audiovisual input can provide repeated and contextualized exposure to vocabulary. Muñoz et al. (2023) investigated audiovisual input for L2 vocabulary and grammatical learning and examined the effects of exposure frequency, subtitles, captions, and learner proficiency. Their research involved adolescent learners and demonstrated the relevance of audiovisual input for language development. Such findings are particularly relevant to secondary school contexts because they show that video-based input can be integrated into language learning over repeated exposure.

Therefore, learning media can be understood not simply as a supplementary teaching aid but as a means of providing students with meaningful, multimodal, and contextualized language input. In vocabulary instruction, appropriately designed media can help learners connect word forms with meanings and contextual uses. This theoretical and empirical foundation supports the use of audiovisual and animated media as an instructional resource for vocabulary learning.

2.3 *Concept of Animation Videos*

YouTube animation videos are animated educational contents used as instructional media that combine moving images, characters, colors, written words, narration, sound effects, and contextualized situations. These features allow vocabulary to be presented through meaningful visual and auditory contexts rather than as isolated word lists. Their potential effectiveness can be explained through the Cognitive Theory of Multimedia Learning (CTML), which proposes that learners process information through visual/pictorial and auditory/verbal channels, each with limited capacity, and actively organize and integrate new information with prior knowledge (Mayer, 2021; Mayer & Fiorella, 2021).

Dual Coding Theory further supports the use of animation for vocabulary learning. Target words can be presented together with corresponding images and contextualized actions, enabling learners to connect verbal forms with concrete visual representations. Wong and Samudra (2021) argue that coordinated visual and verbal information can support L2 vocabulary learning, particularly for concrete nouns whose meanings can be directly represented through images and animated scenes.

Previous empirical studies also demonstrate the potential of audiovisual media for vocabulary development. Arndt and Woore (2018) found evidence of incidental vocabulary learning through YouTube videos and blog posts, with video input showing potential advantages for recognizing and recalling word meanings and grammatical functions. Similarly, Muñoz et al. (2023) demonstrated that audiovisual vocabulary and grammar learning can be influenced by exposure frequency, subtitles, captions, and learner proficiency. Wong et al. (2021) further found that intentional vocabulary exposure and instructional context affected vocabulary identification among dual-language learners. These findings indicate that the effectiveness of educational videos depends not only on their audiovisual nature but also on how target vocabulary is deliberately presented.

From a pedagogical perspective, animation videos can provide simultaneous visual and auditory input, contextualize vocabulary, attract learners' attention, and extend language exposure beyond the classroom. However, multimedia materials need appropriate instructional design because excessive information may increase learners' cognitive processing demands (Mayer, 2021). Moreover, vocabulary gains from audiovisual input may vary according to individual factors and the type of vocabulary knowledge targeted. Suárez (2021) highlighted the roles of vocabulary size, working memory, attention, inhibition, and television genre, while Arndt and Woore (2018), Wong et al. (2021), and Teng (2023) emphasized the influence of input type, instructional context, and multimedia presentation on vocabulary learning and retention.

Based on these perspectives, YouTube animation videos in the present study are conceptualized as audiovisual instructional media that integrate visual, verbal, and contextual information to facilitate connections between English word forms and meanings. Although previous studies have investigated YouTube videos, audiovisual input, educational media, and multimedia materials, limited research has specifically examined YouTube animation videos for improving noun vocabulary mastery among tenth-grade Indonesian EFL students. Arndt and Woore (2018) examined online videos and written blog posts, Wong et al. (2021) focused on dual-language learners, Muñoz et al. (2023) investigated audiovisual input through television series, and Teng (2023) examined multimedia input more broadly. Therefore, the present study addresses this gap by investigating whether YouTube animation videos can improve noun vocabulary mastery among tenth-grade students at State Senior High School 2 Tondano, Indonesia.

3. Method

This research used a quantitative approach, namely an approach that focuses on collecting and analyzing numerical data to explain phenomena objectively (Parante et al., 2022). The main objective of this approach is to test hypotheses and provide a statistical overview of the improvement in students' vocabulary mastery. In this study, a pre-experimental method was used with a one-group pretest-posttest design, in which one group of tenth-grade students at State Senior High School 2 Tondano took an initial test (pretest) to measure vocabulary skills before treatment was given (Creswell, 2012). The treatment in question was the use of animated videos from YouTube as a learning medium. After the treatment, students took a final test (posttest) to determine whether there had been an increase in vocabulary mastery, especially in the noun category. This design was chosen to observe the differences in results before and after treatment, which were then analyzed statistically to answer the research problem formulation.

In this study, the instrument used was a 25-item written test designed to measure X students' vocabulary mastery, specifically regarding nouns. This test was administered in two stages: a pretest given before the treatment and a posttest after the treatment. The treatment in question involved the use of animated videos from YouTube as a learning medium.

The data in this study were collected through a written test as the sole instrument. This test was designed to measure the English vocabulary mastery of tenth-grade students of State Senior High School 2 Tondano, Indonesia specifically in the noun category. The test consisted of 25 items, which included 15 multiple-choice questions, 5 matching questions, and 5 true/false questions. This test was carried out in two stages, namely a pre-test given before the treatment and a post-test after the treatment. The treatment in this study was the use of animated videos from YouTube as a learning medium. The results of both tests were analyzed

quantitatively to determine whether there was a significant increase in students' vocabulary mastery after being given the treatment.

After completing all research activities, the next step was to analyze the data collected during the research process. The purpose of this data analysis was to answer the previously established research questions and determine the effectiveness of using YouTube animated videos in improving students' vocabulary. The analysis stage played a crucial role as it served as the basis for drawing conclusions based on the research findings. In this research, the data analysis process was conducted using SPSS to systematically and accurately analyze the processed data from the pre-test and post-test.

4. Results

The study examined the effectiveness of animated YouTube videos in improving students' noun vocabulary mastery. The findings are based on comparisons of pre-test and post-test scores, descriptive statistics, and inferential analysis. The analysis focuses on changes in students' vocabulary performance following the implementation of the animated YouTube videos. The results provide an overview of students' vocabulary development before and after the instructional intervention. The results are then discussed in relation to students' learning experiences, relevant theories, and previous studies on multimedia and audiovisual learning.

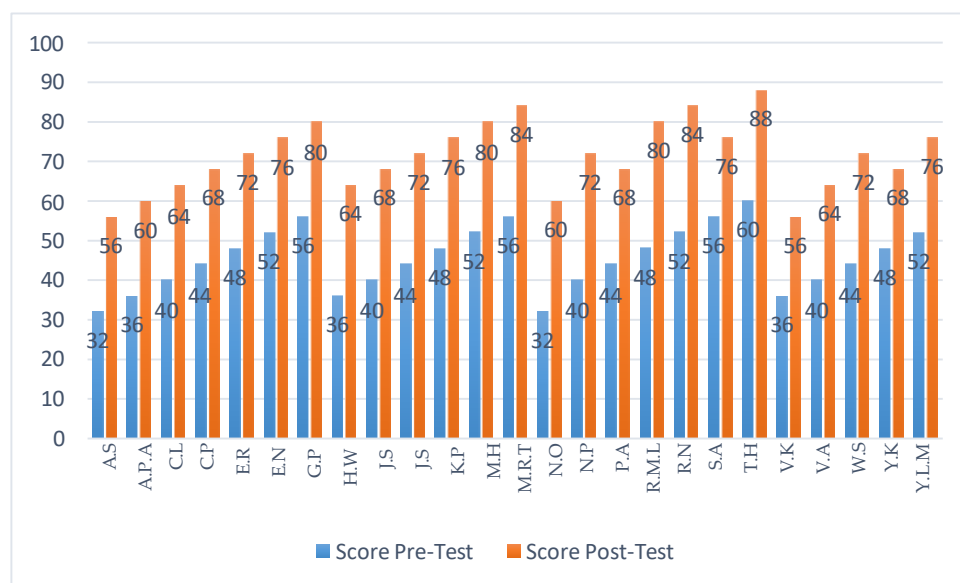


Figure 1. Results of Students' Pre-Test and Post-Test Score

Figure 1 presents a comparison between students' pre-test and post-test scores in this study. The data clearly show that all students experienced an improvement in their scores after receiving the learning treatment. The pre-test scores generally ranged from 32 to 60, whereas the post-test scores showed a notable increase, ranging from 56 to 88. The consistent increase across all participants indicates that students demonstrated better noun vocabulary performance after learning through animated YouTube videos. The upward pattern in the scores also indicates a substantial improvement in students' vocabulary achievement following the treatment. This enhancement reflects the positive impact of the implemented learning method on students' understanding and academic performance. Overall, the findings suggest that the learning activities were effective in improving students' cognitive abilities.

Tabel 1. Descriptive Statistics

	N	Min.	Max.	Sum	Mean	Std. Deviation
pre-test	25	32	60	1136	45.44	7.906
post-test	25	56	88	1784	71.36	8.770
Valid N (listwise)	25					

Based on the results of the descriptive statistical analysis presented in the table 1, it was found that the total number of research participants was 25 students. The pre-test scores ranged from a minimum of 32 to a maximum of 60, with a standard deviation of 7.906, indicating that students' initial abilities before receiving the treatment were still in the low to moderate category. After the treatment was administered, the post-test scores showed improvement, with the lowest score being 56 and the highest score reaching 88, accompanied by a standard deviation of 8.770. These findings demonstrate a notable increase in students' learning outcomes following the implementation of the applied learning method. The standard deviation of the post-test was slightly higher than that of the pre-test, the overall increase in score indicates that most students showed improvement.

5. Discussion

The findings of this study indicate that the use of animated YouTube videos as a learning medium has a positive impact on students' vocabulary mastery. This is clearly reflected in the increase in students' scores from the pre-test to the post-test. In the pre-test, students' scores ranged from 32 to 60, indicating that their initial vocabulary mastery was still relatively low. This condition indicates that students have limited vocabulary knowledge and experience difficulties in understanding English words. Based on the real conditions observed in the school, many students tend to rely on conventional learning methods, such as memorizing word lists without context, which makes it difficult for them to retain and use vocabulary effectively in communication. However, after the treatment was implemented, there was a significant increase in student performance. This increase indicates that the use of interesting and interactive learning media can help students focus more and understand the material better. In line with previous studies, the use of animated videos has been proven to significantly enhance vocabulary acquisition because it provides contextual meaning and repeated exposure to new words (Anah et al., 2022). Animated videos also allow students to visualize abstract vocabulary, making it easier to comprehend and remember (Wulandari & Fajruri, 2024). Therefore, the implementation of animated YouTube videos can be considered an effective way to support vocabulary learning in the classroom, especially in improving students' initial limitations in vocabulary knowledge.

A significant increase in post-test scores demonstrated the effectiveness of the treatment in improving students' vocabulary mastery. Post-test scores ranged from 56 to 88, indicating that students were able to achieve better learning outcomes after being exposed to animated YouTube videos. This improvement can be attributed to the characteristics of animated videos, which combine visual and auditory elements to support the learning process. Through visual illustrations and the use of contextualized language, students can more easily understand the meaning of words and how they are used in real-life situations. In the actual classroom setting, students showed greater enthusiasm during the learning process; they paid more attention, responded actively to questions, and were more willing to participate compared to traditional lessons. Furthermore, animated videos provide a fun learning

experience, which helps reduce boredom and increase student engagement. According to the Cognitive Theory of Multimedia Learning, learning becomes more effective when verbal and visual information are processed simultaneously (Mayer, 2005). This idea is further strengthened in later work explaining how multimedia supports deeper understanding (Mayer, 2009). Supporting this, research has shown that animation enhances dual-channel processing, enabling students to store vocabulary in both visual and verbal memory systems (Montero Perez et al., 2013). When students are actively engaged, they tend to focus better on the learning material and retain information more effectively. Therefore, integrating animated YouTube videos into vocabulary learning not only improves comprehension but also encourages long-term vocabulary retention (Febriyanita & Isna, 2025). Animated media also supports vocabulary development at different educational levels (Putri et al., 2023).

The results of the statistical analysis further confirmed the effectiveness of the applied learning method. The normality test using the Shapiro–Wilk test showed that the pre-test and post-test data were normally distributed, as indicated by a significance value greater than 0.05. This means that the data met the assumptions required for parametric testing.

Furthermore, a paired sample t-test revealed a significant difference between the pre-test and post-test scores. The p-value obtained was less than 0.05, indicating that the increase in students' scores was statistically significant. This indicates that the increase in students' noun vocabulary mastery was statistically significant after the treatment was implemented. The mean difference also indicated a substantial increase in student performance after the treatment. This statistical result is also supported by real classroom observations, where most students showed consistent progress, including those who initially had very low vocabulary mastery. These findings are consistent with previous empirical studies that reported statistically significant improvements in vocabulary learning through animated and digital media integration (Ashidiqi & Arifin, 2025). Similar findings were also reported in studies focusing on middle school learners using animation-based videos (Kirana & Iswati, 2023). In addition, the consistent increase across students suggests that animated video media supports differentiated learning, allowing both low- and high-achieving students to benefit equally. These findings provide strong evidence that the use of animated YouTube videos is effective in improving student learning outcomes, particularly in vocabulary mastery.

Improved student learning outcomes also highlight the importance of using innovative and interactive learning media in the classroom. Traditional teaching methods often leave students passive and unmotivated. In the observed school context, students previously showed low participation during English lessons, with many of them feeling bored and less confident when asked to use English vocabulary. In contrast, the use of animated videos encourages students to become more active participants in the learning process. Students are more engaged with the material because it is presented in an engaging and dynamic manner. This increased engagement allows students to better understand and retain the learning content. Furthermore, the use of audiovisual media helps students connect new vocabulary to real-life contexts, making learning more meaningful. Studies on vocabulary acquisition emphasize that contextualized input and meaningful exposure are essential for long-term retention (Nation, 2001). In addition, research on digital platforms such as YouTube shows that audiovisual input enhances incidental vocabulary learning and supports comprehension through authentic language exposure (Arndt & Woore, 2018). As a result, students are able to not only memorize words but also understand their use in context, which is an essential component of vocabulary mastery.

The results of this study are consistent with previous research that emphasized the

effectiveness of multimedia-based learning in improving student academic achievement. The consistent improvement in student grades indicates that the treatment had a positive effect on all participants, not just on certain individuals. This suggests that animated YouTube videos can be used as an inclusive learning medium that supports students with various ability levels. Furthermore, the relatively even improvement among students indicates that this learning method helps reduce the gap in student abilities. This is particularly relevant to the real condition of the school, where students come from diverse academic backgrounds and have different levels of English proficiency. Previous studies also highlight that video-based and animation-supported learning provides flexible access to materials, allowing students to review content repeatedly according to their individual learning pace (Febriyana & Isna, 2025). Additional research also confirms that repeated exposure through multimedia strengthens vocabulary retention over time (Putri et al., 2023). This flexibility is particularly beneficial for students who require more time to process new vocabulary. Therefore, the use of animated YouTube videos can be considered an effective and innovative strategy in teaching English vocabulary. It is recommended that teachers incorporate this type of media into their teaching practices to create a more engaging and effective learning environment. Thus, students are expected to achieve better learning outcomes and develop a stronger understanding of English vocabulary.

6. Conclusion

Based on the results of the research and data analysis, it can be concluded that the use of YouTube animation videos in learning English vocabulary was effective in improving students' vocabulary mastery. Before the implementation of the treatment, students showed limited understanding and had difficulties in comprehending vocabulary. However, after being taught through YouTube animation videos, students demonstrated a noticeable improvement in their learning outcomes. This indicates that the use of audiovisual media can support students in understanding vocabulary more easily and meaningfully. The combination of visual and auditory elements helps students grasp the meaning of words in context and makes the learning process more engaging. In addition, students became more active and motivated during the learning process, which contributed to their improvement. Therefore, it can be concluded that learning through YouTube animation videos has a positive effect on enhancing students' vocabulary mastery and can be used as an effective teaching strategy in English learning.

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Conflict of Interest

The authors declare no conflict of interest.

Authors' Contribution

Narita Lumintang: Conceptualization, Investigation, Data curation, Formal analysis, Writing-original draft.

Nihta V. F. Liando: Methodology, Supervision, Validation, Writing-review & editing.

Muhammad Ilham Ali: Methodology, Supervision, Validation, Writing-review & editing.

Statement for the Use of AI

AI tools were used to assist with language translation, grammar checking, and linguistic refinement of the manuscript. AI tools were not used to generate research data, conduct data analysis, interpret research findings, or make scientific decisions. The authors reviewed and verified all AI-assisted content and remain fully responsible for the accuracy, originality, integrity, content, and conclusions of the manuscript.

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