

THE USE OF INTERACTIVE ANIMATED VIDEOS IN TEACHING ENGLISH VOCABULARY FOR THE SEVENTH GRADE STUDENTS OF MTS NW TEKONG

Malasari¹, Lilik Purwaningsih², Endah Kurtianti³

^{1,2,3}Universitas Doktor Nugroho Magetan

E-mail : Mahyudiusnaen91@gmail.com

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ABSTRACT

This study aimed to describe the use of interactive animated videos in teaching English vocabulary to seventh-grade students at MTs NW Tekong. The study was motivated by students' limited vocabulary mastery and low interest in participating in English learning activities. A descriptive qualitative research design was employed, involving an English teacher and seventh-grade students as participants. Data were collected through observation, interviews, and documentation. The data were analyzed through data collection, data reduction, data display, and conclusion drawing. The findings revealed that the teacher used interactive animated videos to introduce and explain English vocabulary. Observations and interviews indicated that most students demonstrated greater enthusiasm, participated more actively, and found it easier to understand and remember the vocabulary presented. Furthermore, the teacher reported that these videos created a more interesting, enjoyable, and interactive learning environment. The visual and audio elements helped attract students' attention and encouraged their involvement in classroom activities. These findings suggest that interactive animated videos can support vocabulary learning by increasing student engagement and facilitating understanding and retention. In conclusion, interactive animated videos served as an

engaging learning medium for teaching English vocabulary to seventh-grade students at MTs NW Teko

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penggunaan video animasi interaktif dalam pembelajaran kosakata bahasa Inggris pada siswa kelas VII MTs NW Teko. Penelitian ini dilatarbelakangi oleh terbatasnya penguasaan kosakata bahasa Inggris dan rendahnya minat siswa dalam mengikuti proses pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan partisipan seorang guru bahasa Inggris dan siswa kelas VII MTs NW Teko. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Selanjutnya, data dianalisis melalui tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan video animasi interaktif sebagai media untuk memperkenalkan dan menjelaskan kosakata bahasa Inggris kepada siswa. Berdasarkan hasil observasi dan wawancara, sebagian besar siswa menunjukkan antusiasme yang lebih tinggi dan berpartisipasi lebih aktif selama pembelajaran berlangsung. Selain itu, siswa lebih mudah memahami dan mengingat kosakata yang dipelajari melalui video animasi interaktif. Guru juga menyampaikan bahwa penggunaan media tersebut mampu menciptakan suasana pembelajaran yang lebih menarik, menyenangkan, dan interaktif. Kondisi ini mendorong keterlibatan siswa dalam berbagai kegiatan pembelajaran di kelas. Dengan demikian, video animasi interaktif dapat menjadi media pembelajaran yang mendukung proses pengenalan, pemahaman, dan pengingatan kosakata bahasa Inggris pada siswa kelas VII MTs NW Teko.

INTRODUCTION

The development of digital technology has brought significant changes to education, including English language teaching. Teachers are increasingly encouraged to use innovative learning media that can improve students' engagement and understanding. One fundamental component of English language learning is vocabulary mastery, as vocabulary enables students to understand information, construct sentences, and communicate effectively in spoken and written forms. However, students may experience difficulties in learning English when instructional methods are less varied and learning media do not adequately support their needs. Ambarwati et al. (2022) emphasized the importance of developing digital competencies to prepare individuals for participation in contemporary social, cultural, and economic life. Therefore,

integrating appropriate technology into English language instruction is relevant to creating meaningful learning experiences.

Vocabulary mastery involves more than memorizing words and their meanings. Students also need to recognize pronunciation, spelling, grammatical forms, and the appropriate use of words in different contexts. Limited vocabulary can consequently hinder students' development of reading, writing, speaking, and listening skills. For seventh-grade students who are transitioning from elementary to secondary education, vocabulary learning provides an important foundation for understanding increasingly complex English materials. Teachers therefore need to provide learning experiences that help students recognize, understand, remember, and use new vocabulary in meaningful contexts.

One alternative learning medium is the use of interactive animated videos. These videos combine visual, audio, and narrative elements to present learning materials in an engaging and accessible manner. Unlike conventional videos that primarily require students to watch and listen, interactive videos may incorporate questions, prompts, and other activities that encourage learners to participate actively. Gulo et al. (2024) highlighted the potential of interactive video learning media to support students' thinking skills and learning outcomes. Similarly, Nur and Danan Jaya (2025) discussed the relevance of interactive animated videos as an alternative medium for English vocabulary learning. Through contextual illustrations, animated characters, and audio-supported explanations, this medium may help students associate words with their meanings and make vocabulary learning more enjoyable.

The use of animated videos is particularly relevant to young adolescent learners, who may respond positively to audiovisual materials and opportunities for active participation. Animated illustrations can present vocabulary in recognizable situations, while audio elements can help students connect written words with their pronunciation. Interactive features may also encourage students to respond to questions and engage with the learning materials. Nevertheless, the contribution of this medium depends on how teachers integrate it into classroom activities and how students respond to its use. Therefore, examining classroom practices and students' learning experiences is important for understanding the potential benefits and challenges of interactive animated videos in English vocabulary instruction.

Based on preliminary observations of English learning at MTs NW Teko, seventh-grade students faced challenges in vocabulary learning, particularly in maintaining interest and understanding unfamiliar words. Classroom instruction that relies heavily on printed textbooks and whiteboards may provide limited opportunities for audiovisual interaction. Meanwhile, students are increasingly familiar with digital content in their everyday lives. This situation indicates a need to explore learning media that can connect students' experiences with classroom instruction. Although digital media offer various possibilities for language learning, their implementation must be examined in the specific educational context of the school.

MTs NW Teko, located in Teko Village, Peringgabaya District, East Lombok Regency, West Nusa Tenggara, provides a relevant setting for investigating this issue. As an Islamic educational institution under the Nahdlatul Wathan organization, the school operates within an educational environment that values religious and academic development. Exploring the use of interactive animated videos in this setting may provide insights into how digital learning media can be incorporated into English instruction while remaining responsive to students' learning needs. However, the extent to which this medium supports vocabulary learning cannot be determined solely from its technological features; students' responses and classroom experiences must also be considered.

Previous discussions of interactive video media have highlighted their potential to support engagement, understanding, and learning outcomes. However, further contextual investigation is needed to understand how teachers use interactive animated videos to teach vocabulary and how seventh-grade students respond to their implementation at MTs NW Teko. This study addresses that need through a descriptive qualitative approach. Data were collected through classroom observations, interviews with the English teacher and students, and documentation. The data were analyzed through data collection, data reduction, data display, and conclusion drawing. This approach enabled the researcher to examine classroom practices and participants' experiences in the natural learning environment.

METHODE

This study employed a descriptive qualitative research design to describe the use of interactive animated videos in teaching English vocabulary to seventh-grade students at MTs NW Teko. The research was conducted at MTs NW Teko, located in Teko Village, Peringgabaya District, East Lombok Regency, West Nusa Tenggara, Indonesia, during the odd semester of the 2026 academic year. The participants consisted of an English teacher and seventh-grade students who participated in vocabulary learning activities using interactive animated videos. The researcher served as the primary research instrument, supported by observation guidelines, interview protocols, and documentation checklists. Data were collected through classroom observations, interviews, and documentation. Observations focused on the implementation of interactive animated videos, students' participation, attention, and enthusiasm during learning activities. Interviews were conducted with the English teacher and students to explore their experiences, perceptions, and responses to the learning medium. Documentation included relevant teaching materials, lesson plans or teaching modules, and photographs of classroom activities, where available. The data were analyzed through four stages: data collection, data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting and organizing information relevant to the research questions, while data display presented the findings in descriptive narrative form. Conclusions were subsequently drawn and verified by

comparing information obtained from different data sources. To establish trustworthiness, the researcher applied source triangulation by comparing information from the teacher and students, as well as technique triangulation by comparing interview findings with observations and relevant documentation. These procedures were intended to strengthen the credibility of the findings and provide a comprehensive description of the use of interactive animated videos in English vocabulary learning at MTs NW Teko.

RESULT AND DISCUSSION

Interactive Animated Videos Increase Students' Interest and Activeness in Learning

The results of the study show that the use of interactive animated videos is able to increase students' interest and activeness during the English vocabulary learning process. Students seem to be more focused in paying attention to the material presented, showing high enthusiasm, and being more active in answering questions and participating in learning activities given by teachers. This condition shows that the use of interactive animated videos is able to create a more interesting learning atmosphere compared to learning that only uses conventional methods.

The findings are in accordance with the theory of interactive learning media which states that the use of interesting media can increase student motivation and participation in the learning process. Interactive animated videos not only serve as a tool for conveying information, but are also able to create a fun learning experience so that students are more encouraged to be actively involved in learning activities. In addition, the theory of the role of animated videos in English learning explains that animated videos can increase students' attention through attractive visual displays, the use of varied colors, and the presentation of more vivid material.

The findings of this study are also in line with the research of Pujiani et al. (2022) which shows that the use of animated videos is able to increase students' motivation and interest in learning English. The research explained that students become more interested in participating in learning when the material is delivered through interesting and interactive media. In addition, Azizah and Hanafi's (2025) research also found that the use of animated videos can increase student participation during the learning process. Therefore, the results of the research at MTs NW Teko reinforce previous findings that interactive animated videos can increase students' interest and activeness in learning English vocabulary.

Interactive Animated Videos Help Students Understand English Vocabulary More Easily

Based on the results of research conducted in seventh grade MTs NW Teko, the use of interactive animated videos has been proven to help students understand English vocabulary more easily. This finding can be seen from the ability of students to recognize the meaning of new vocabulary after participating in learning using interactive animated videos. The presentation of material through a combination of moving images, text,

sound, and illustrations that are appropriate to the learning context helps students connect the form of words with their meaning in a more concrete way. Thus, students not only receive verbal explanations from the teacher, but also gain a more visual and contextual learning experience.

The findings of this study are in line with the theory of vocabulary learning (English Vocabulary Learning) which states that vocabulary mastery is one of the important aspects of learning English because it is the basis for students to understand and use language effectively. Vocabulary that is taught through interesting media and according to the needs of students will be easier to understand compared to learning that only relies on lecture or memorization methods. In addition, the theory of interactive learning media also explains that the use of media that combines visual and audio elements can increase learning effectiveness because it can attract students' attention and help the process of understanding the material.

These findings also support the theory about Interactive Animated Videos in Language Learning which explains that animated videos can present information in a more concrete and interesting way to make it easier for students to understand the material being learned. The presence of moving images and visual illustrations helps students build a connection between vocabulary and the object or situation shown in the video. In addition, the theory about the impact of video use on student comprehension explains that video is able to increase student understanding because information is conveyed through various sensory channels simultaneously.

The results of this study are in line with the research of Nur and Danan Jaya (2025) who found that the use of animated videos in English learning can help students understand learning materials better. The research shows that animated video media is able to increase the effectiveness of learning because the material is delivered in an interesting and easy-to-understand manner. Thus, the use of interactive animated videos at MTs NW Teko makes a positive contribution in helping students understand English vocabulary more effectively.

The Use of Interactive Animated Videos Helps Improve Students' Vocabulary Memory

Based on the results of the study, the use of interactive animated videos helps students in remembering the English vocabulary that has been learned. Students show better ability to recall vocabulary that has been introduced in previous meetings. This shows that the use of interactive animated videos not only helps students' understanding of the material, but also contributes to strengthening vocabulary memory in the learning process.

This finding is in accordance with the theory of vocabulary learning strategies and techniques which explains that the use of visual media can help students retain information in long-term memory. The presentation of vocabulary through a combination of images, sounds, and contexts of use allows students to have a more meaningful learning experience so that the vocabulary learned is easier to remember. In

addition, the theory of the characteristics of animated videos explains that the combination of visual and audio elements in video is able to increase students' attention while strengthening the process of storing information in memory.

The findings of this study also support the research of Halim (2026) who shows that the use of interesting learning media can help students improve their mastery of English vocabulary. Through the presentation of material that is more contextual and easy to understand, students can remember vocabulary better than learning that only relies on memorization methods. Thus, the use of interactive animation videos at MTs NW Teko can be an effective alternative learning media to improve students' vocabulary memory.

CONCLUSION

Based on the findings of the study on the use of interactive animated videos in teaching English vocabulary to seventh-grade students at MTs NW Teko, it can be concluded that students responded positively to the use of this learning medium. Students demonstrated greater interest, enthusiasm, and active participation during the learning process. The videos also created a more engaging learning environment, helping students remain focused and participate in various vocabulary learning activities. Furthermore, the findings indicated that interactive animated videos supported students' vocabulary learning by presenting words through appealing visual and audio elements in meaningful contexts, making vocabulary easier to understand and remember. Although several challenges were encountered, including limited supporting facilities and differences in students' levels of concentration, the teacher made efforts to address these challenges to support the learning process. Overall, interactive animated videos provided an engaging alternative for teaching English vocabulary and supported students' participation and understanding at MTs NW Teko.

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