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The Effect of Using Narrated Animation Video (NAV) Towards the Students' Vocabulary Mastery at the 5th Grade of UPTD SDN 3 Rajabasa Lama

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Keywords *:*
English Learning;
Elementary School Student;
Narrative Animated Videos;
Quasi-Experimental Design;
Vocabulary Mastery.

Abstrak. *Bahasa memainkan peran penting dalam komunikasi dan interaksi sosial, dengan perkembangan bahasa anak dipengaruhi oleh keluarga, komunitas, dan budaya. Di era globalisasi, bahasa Inggris berfungsi sebagai bahasa internasional dalam pendidikan, bisnis, dan teknologi, menjadikan penguasaan kosakata sebagai fondasi penting bagi pembelajaran bahasa Inggris siswa sekolah dasar. Namun, pengajaran bahasa Inggris di UPTD SDN 3 Rajabasa Lama masih didominasi oleh metode tradisional seperti terjemahan langsung dan hafalan, yang cenderung mengurangi motivasi siswa dan membatasi pengembangan kosakata. Studi ini menggunakan pendekatan kuantitatif dengan desain pra-uji dan pasca-uji satu kelompok kuasi-eksperimental untuk menguji pengaruh video animasi naratif terhadap penguasaan kosakata siswa. Populasi terdiri dari seluruh siswa kelas V di UPTD SDN 3 Rajabasa Lama, dengan 23 siswa dipilih melalui pengambilan sampel total. Data dikumpulkan menggunakan tes kosakata pilihan ganda yang telah divalidasi yang diberikan sebelum dan sesudah intervensi, didukung oleh lembar observasi. Analisis data melibatkan statistik deskriptif, uji normalitas, dan uji t sampel berpasangan. Hasil menunjukkan peningkatan yang signifikan dalam penguasaan kosakata siswa setelah penggunaan video animasi naratif. Skor rata-rata pretest meningkat dari 56,30 menjadi 78,65 pada posttest, dengan peningkatan sebesar 22,35 poin. Uji t sampel berpasangan menunjukkan perbedaan yang signifikan secara statistik ($p < 0,05$). Temuan ini menunjukkan bahwa video animasi naratif secara efektif meningkatkan penguasaan kosakata siswa dengan meningkatkan perhatian, motivasi, dan keterlibatan dalam pembelajaran bahasa Inggris.*

Abstract*. Language plays an essential role in communication and social interaction, with children's language development influenced by family, community, and culture. In the globalization era, English functions as an international language in education, business, and technology, making vocabulary mastery a crucial foundation for elementary students' English learning. However, English instruction at UPTD SDN 3 Rajabasa Lama is still dominated by traditional*

methods such as direct translation and memorization, which tend to reduce students' motivation and limit vocabulary development. This study employed a quantitative approach using a quasi-experimental one-group pretest–posttest design to examine the effect of narrative animated videos on students' vocabulary mastery. The population comprised all Grade V students at UPTD SDN 3 Rajabasa Lama, with 23 students selected through total sampling. Data were collected using validated multiple-choice vocabulary tests administered before and after the intervention, supported by observation sheets. Data analysis involved descriptive statistics, a normality test, and a paired sample t-test. The results showed a significant improvement in students' vocabulary mastery after the use of narrative animated videos. The mean pretest score increased from 56.30 to 78.65 in the posttest, with a gain of 22.35 points. The paired sample t-test indicated a statistically significant difference ($p < 0.05$). These findings suggest that narrative animated videos effectively enhance students' vocabulary acquisition by increasing attention, motivation, and engagement in English learning.

Introduction

Language is a communication tool used by individuals to interact with others. A child's language development begins in the family through the mother tongue and is enriched by the culture of the surrounding community (Indah et al, 2023). In the era of globalization, English has become an international language widely used in education, business, technology, and diplomacy, making English proficiency an essential skill for participation in the global community (Anwar et al., 2025). English also functions as a global lingua franca that connects people from different cultural and social backgrounds and enables students to access global knowledge and opportunities.

English learning in schools involves planning, implementation, and evaluation supported by experts and adequate infrastructure (Azzahra, 2023). Vocabulary mastery is a fundamental aspect of learning English, especially for elementary school students who are in the cognitive and linguistic development stage, as it significantly influences their ability to communicate effectively (Hidayat et al., 2021). However, English learning at UPTD SDN 3 Rajabasa Lama is still dominated by traditional teaching methods such as direct translation, which leads to students' boredom, low motivation, and difficulty in enriching their vocabulary.

The lack of varied learning methods and limited use of engaging learning media further contribute to students' low interest and participation in English lessons. Learning media serve as intermediaries in delivering information, including animated videos that present moving images and sound to motivate students (Rahmawati et al., 2022). Technology-based learning media, such as animated videos, help students understand learning materials more easily and improve vocabulary mastery by combining visual and auditory elements (Rahmadani et al, 2023).

Animated videos that incorporate color, sound, movement, and storyline can attract students' attention and increase motivation in learning English (Annisa & Muryanti,

2022). One form of such media is narrative animated video, which combines moving animation and voice narration to create a more engaging and meaningful learning experience (Rahmawati et al, 2025). Therefore, this study aims to investigate the effect of using narrative animated videos on the vocabulary mastery of fifth-grade students at UPTD SDN 3 Rajabasa Lama.

Vocabulary mastery is the main key in learning English, especially at the elementary school level. However, many students experience difficulties in understanding new vocabulary due to less engaging learning methods (Muzakky et al, 2021). To address this issue, animated video media is considered effective because it combines images, sounds, and movements that facilitate understanding and memory retention. Animated videos are able to attract students' attention and support vocabulary learning through clear visual contexts. Several studies support this, including a study conducted at Mekar Bunga Padang Kindergarten which showed that the use of animated videos significantly improved children's vocabulary mastery (Munawaroh, 2019).

Vocabulary is a fundamental component of language learning as it influences learners' ability to understand and express ideas in spoken and written forms. Vocabulary refers to all the words a person knows or uses and is essential at all levels of language development (Widyantoro et al, 2023). Vocabulary mastery is defined as the ability to recognize, understand, and use words appropriately in various contexts. It plays a crucial role in reading, listening, speaking, and writing skills. Vocabulary mastery involves not only memorizing words but also understanding their meanings, forms, pronunciation, and usage. Vocabulary consists of several types, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Nouns are used to name people, places, objects, animals, ideas, or feelings and function as subjects, objects, or complements in sentences (Nisa et al,, 2020). Verbs express actions, events, or states and are essential for constructing meaningful sentences.

Adjectives describe nouns and provide clearer and more detailed information, while adverbs modify verbs, adjectives, or other adverbs to explain manner, time, place, or frequency. Pronouns replace nouns to avoid repetition, prepositions show relationships between sentence elements, conjunctions connect words or clauses, and interjections express emotions or spontaneous reactions. Vocabulary can also be categorized into receptive and productive vocabulary, both of which are important for achieving communicative competence (Wardhani et al, 2022). This research focuses on the use of nouns and verbs in learning English vocabulary related to parts of the body.

Assessing vocabulary involves measuring students' ability to recognize, understand, and use vocabulary both receptively and productively. Vocabulary assessment not only evaluates the number of words known but also the depth of understanding, including meaning and contextual use. Vocabulary assessment supports effective teaching and learning by helping teachers identify students' strengths, weaknesses, and progress (Vu et al, 2021). Learning media refers to tools used to convey learning messages that stimulate students' thoughts, feelings, and interests, thereby supporting the learning process (Batubara, 2021). In the digital era, digital learning media such as audio, images, video, and animation play an important role in increasing learning effectiveness and motivation (Rini et al, 2023) . In this study, the researcher focuses on nouns and verbs as the main vocabulary components because they are fundamental in forming basic English sentences and supporting elementary students' communication skills (Sari et al, 2022). Learning media can be classified into visual, audio, audio-visual, print, digital, and environmental media. Among these, audio-visual media is considered effective because it

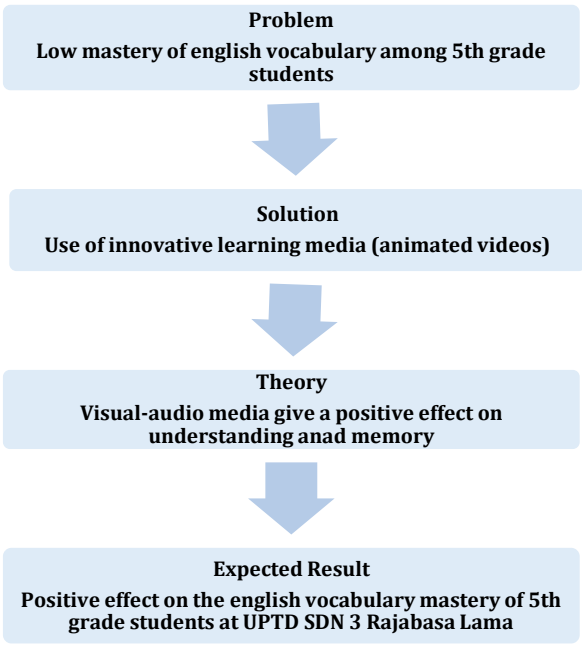
engages both visual and auditory senses simultaneously. Therefore, this study uses audio-visual media, particularly animated videos, to improve students' English vocabulary mastery.

Animated videos are audio-visual media consisting of moving images accompanied by sound, which can increase students' motivation and understanding (Nuryati et al, 2024; Firdausih et al., 2025). Animated videos can present complex material in a clearer and more interesting way and are effective in helping students understand abstract concepts (Putra et al., 2024). Narrated animated videos combine animation with narration to deliver information through both visual and auditory channels. This combination helps learners understand, remember, and apply information more effectively. Narrated animated videos are effective in increasing motivation, understanding, and long-term retention of learning material (Natalia et al., 2024) Animated videos consist of various types, including 2D animation, 3D animation, whiteboard animation, kinetic typography, narrated animation, and on-screen text animation.

Each type has different characteristics and benefits for learning. Narrated animation is particularly effective in increasing student engagement and motivation (Oh et al., 2022). In this study, narrated animated videos are used to enhance students' English vocabulary mastery by providing meaningful visual and auditory input. Teaching English using animated video media is effective and enjoyable for elementary school students. Through proper preparation, guided viewing, and follow-up activities, animated videos help students understand vocabulary, improve pronunciation, and increase learning motivation. Assessment of learning media is conducted to evaluate effectiveness, relevance, design quality, interactivity, language suitability, and technical aspects. Media assessment helps educators improve learning media and enhance student learning outcomes (Jumareng et al., 2021).

Research on the use of animated videos in English learning shows that this medium is effective in improving students' vocabulary mastery because it provides fun, interactive, and communicative learning. Animated videos provide simultaneous visual and auditory stimulation and help students understand vocabulary in a realistic and memorable context. Several previous studies have demonstrated its effectiveness at various levels, particularly preschools and elementary schools This medium was found to be highly valid and feasible to use, increasing student learning motivation (Rahayu et al., 2021). Demonstrated an increase in vocabulary skills with a high effect size. Stated that animated cartoons are highly feasible and engaging for students, while noted a significant increase in learning scores (Ramadhani et al, 2023). Demonstrated an increase in reading interest and reading ability (Mukhlisin et al, 2025).

The differences between studies lie in the focus, media, and methods used, but the results are generally consistent: animated videos can improve students' attention, interest, and comprehension. In contrast to these studies, this study uses a quantitative approach with a t-test and measuring the percentage increase in learning outcomes using Narrated animation video media to give positive effect of vocabulary understanding of fifth grade students at UPTD SDN 3 Rajabasa Lama. The framework of thinking in this research is based on the integration of theory, empirical studies, and observations to explain the relationship between variables and to guide the research process systematically (Syahputri et al., 2023).



Picture 1. *Frame of thinkings*

Based on the prepared framework, the use of animated video learning media is expected to be an effective solution to overcome the low English vocabulary mastery of fifth-grade students. Through interesting and interactive audiovisual media, the learning process becomes more enjoyable and improves students' understanding and memory. The application of this media is also expected to positively enhance English vocabulary mastery of grade 5 students at UPTD SDN 3 Rajabasa Lama and encourage teachers to innovate in creating effective and engaging learning environments. Based on the problem formulation and theoretical studies that have been previously stated, the hypothesis in this study is formulated as follows. The null hypothesis (H_0) states that there is no significant influence of the use of animated video media on the vocabulary mastery of fifth-grade students of UPTD SDN 3 Rajabasa Lama. Meanwhile, the alternative hypothesis (H_1) states that there is a significant influence of the use of animated video media on the vocabulary mastery of fifth-grade students of UPTD SDN 3 Rajabasa Lama.

Method

This study employed a quantitative research approach using a quasi-experimental design with a one-group pretest–posttest format. The research was conducted at UPTD SDN 3 Rajabasa Lama and involved 23 fifth-grade students, who were selected using total sampling, as all students in the class participated in the study. This design was chosen to examine the effect of animated video media on students' English vocabulary mastery by comparing learning outcomes before and after the intervention. The research object was English vocabulary mastery of fifth-grade elementary school students. In this study, vocabulary mastery is defined as students' ability to recognize, understand, remember, and appropriately use basic English vocabulary related to familiar themes in the elementary curriculum, such as daily activities, objects, animals, and simple actions. The vocabulary measured focused on receptive and limited productive vocabulary, aligned with the cognitive and linguistic development level of elementary school learners.

Data collection was conducted using multiple techniques to ensure comprehensive and accurate results. The primary technique was testing, implemented through a pretest and posttest to measure students' vocabulary mastery before and after the intervention.

In addition, classroom observation was conducted during the learning process using observation sheets to document students' engagement, attention, and participation while using animated video media. Documentation, including lesson plans and learning materials, was also used to support the research process.

The main research instrument was a multiple-choice vocabulary test, developed based on indicators of basic English vocabulary mastery. These indicators included: (1) identifying the meaning of words, (2) matching words with pictures or contexts, and (3) selecting appropriate vocabulary based on simple sentences. The test items were constructed following the English syllabus for Grade V and adjusted to students' learning characteristics. The instrument's content validity was established through a review by English education experts. A limited pilot test was conducted to evaluate item clarity, difficulty level, and discrimination power. The instrument used in the pretest and posttest was equivalent in terms of difficulty level and content coverage, allowing for an objective comparison of students' vocabulary development. Reliability analysis was conducted to confirm the consistency of the instrument before it was used in the main study.

The data obtained from the tests were analyzed using both descriptive and inferential statistical techniques. Vocabulary test scores were measured on an interval scale, allowing for the calculation of means, score differences, and statistical testing. Descriptive analysis was used to examine mean scores, score gains, and score distribution from pretest to posttest. Prior to hypothesis testing, a Shapiro–Wilk normality test was conducted to determine whether the data were normally distributed. If the data met the normality assumption, hypothesis testing was performed using a paired sample t-test. If the data were not normally distributed, the Wilcoxon Signed Rank Test was applied. The interpretation of the results was based on the p-value ($\alpha = 0.05$) to determine whether the use of animated video media had a statistically significant effect on students' vocabulary mastery. The findings of this study are expected to contribute to the development of more effective and innovative English learning strategies and serve as a reference for teachers in selecting appropriate instructional media for elementary school students.

Result and Discussion

The discussion in this study aims to analyze the effect of using narrated animated videos (NAV) towards the student vocabulary mastery at the 5Th grade UPTD SDN3 Rajabasa Lama. As part of a quantitative study using a quasi experimental method, the results obtained will be analyzed based on data collected through pre-tests and post-tests. This subsection presents the research findings in detail, including a comparison of students' learning outcomes before and after the treatment using animated videos as the learning medium. In addition, the interpretation of the obtained data will also be discussed to answer the research questions and test the previously formulated hypotheses. Through systematic analysis, it is expected that this discussion can provide a deeper understanding of the effectiveness of animated videos in enhancing elementary students' English vocabulary and contribute to the development of more innovative and engaging learning methods.

Validity Test

Validity refers to the ability of a research instrument to accurately measure the intended concept or variable. A valid instrument ensures the accuracy and reliability of the collected data, allowing the research conclusions to be justified and trusted

(Ramadhan et al., 2024). This study used the Pearson Correlation (r) validity test. It was used to measure the strength of the linear relationship between two variables, with r values ranging from –1 to +1. In validity item, when value of 0.30 or higher is considered valid, values between 0.20 and 0.29 are categorized as adequate or requiring further consideration, and values below 0.20 are considered less valid. In addition, the Sig. (2-tailed) value indicates statistical significance, where an item is considered significant if the p-value is less than 0.05. The total correlation was represented by the Pearson Correlation between each item and the total score, serves as the primary indicator of item validity. The higher the correlation value, the better the item measures the same construct or variable. The following is the validation table of the 30 multiple-choice questions:

Table 1. *Validation of the 30 Multiple-choice Questions*

Kategori	Rentang r-hitung / Sig.	Jumlah Butir	No item
Highly valid	r > r-tabel, Sig. < 0,05	8	4, 6, 7, 19, 20, 21, 28, 29
Valid	r > r-tabel, Sig. < 0,05	12	8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24
Borderline Valid	r ≈ r-tabel	4	1, 5, 23, 30
Less valid	r < r-tabel, Sig. > 0,05	3	2, 25, 3
Not Valid	r negatif / Sig. < 0,05	1	10
Total		**30**	

Based on the table 1. validity analysis results, several items fall into the *highly valid* category with correlation values of r ≥ 0.60. These items—numbers 4, 6, 7, 9, 19, 20, 21, 28, and 29—demonstrate a very strong ability to measure the intended construct. Furthermore, items classified as *valid*, with correlation values ranging from 0.30 to 0.59 and meeting the significance criterion ($p < 0.05$), include items 8, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 26, and 27. There are also several *borderline* items, which either have correlation values between 0.20 and 0.29 or values of r ≥ 0.30 but are not statistically significant. These items are numbers 1, 5, 23, and 30. Meanwhile, four items were categorized as *not valid* and therefore require revision or elimination, namely item 2, which has a low and non-significant correlation; item 3, which shows a very low and non-significant correlation; item 10, which has a negative correlation and is thus highly invalid; and item 25, which also has a low and non-significant correlation. In this study, only 20 items categorized as highly valid and valid were used, as they adequately represent the five indicators measured.

Reliability

Reliability in the context of research refers to the consistency or stability of the results obtained from a measurement instrument when used under similar conditions. In other words, an instrument is said to be reliable if it produces consistent and reproducible data on repeated measurements (Forester et al., 2024). Reliability is an important indicator for assessing the quality and reliability of measuring instruments in research. In this study, the reliability test was conducted using Cronbach's Alpha. The Cronbach's Alpha value of 0.740 indicates that the instrument has a good level of reliability and falls into the acceptable category. In educational and social research, reliability values are generally interpreted based on the following ranges: $\alpha \geq 0.90$ is considered excellent, 0.80–0.89 is good, 0.70–0.79 is acceptable, 0.60–0.69 is questionable, 0.50–0.59 is poor, and values below 0.50 are considered unacceptable. With a Cronbach's Alpha of 0.740, the instrument used in this study is categorized as acceptable, making it sufficiently reliable and suitable for use as a research measurement tool. The following is a table of the output of reliability results from SPSS:

***Table 2**. Output of Reliability*

Reliability Statistics	
Cronbach's Alpha	N of Items
.740	30

The instrument, consisting of 30 items, is considered reliable because the Cronbach's Alpha value exceeds the minimum threshold of 0.70. This indicates that the responses across the items are fairly consistent, making the instrument suitable for further data collection and for research purposes.

Readibility

The readability of the research instruments, namely the pretest and posttest questions, was analyzed by the English subject matter expert, Rangga Mega Putra, S.Pd., M.Pd. The following is the interpretation of the 20 pretest and 20 posttest questions that were declared valid. The pretest questions consist of short, simple, and direct sentences, using basic verbs such as see, hear, walk, run, touch, and taste. The question structures are easy to understand, generally in the form of "Which body part…", "We use our… to…", or "When we feel…". The average sentence length is 5–10 words, and the vocabulary used is everyday vocabulary, such as body parts (eyes, nose, hands, feet, teeth, ears, hair) and basic activities (walk, run, see, hear, smell, touch, taste, kick, hold, open, listen, speak, chew, sing). With these characteristics, the pretest questions are considered very easy to read and understand, suitable for elementary school students in grades 2–5 or English beginners (CEFR A1).

Although the posttest questions use slightly more varied sentences, such as "When we pay attention to the teacher…" or "We use our ears to … music", they still employ simple structures and basic vocabulary. Sentence lengths remain short, and the use of familiar verbs and vocabulary ensures that the posttest is still easily comprehensible for beginner students. The difficulty level of the posttest is slightly higher than that of the pretest due to contextual variation, but overall, it is still categorized as very easy. Based on this analysis, both the pretest and posttest have a easy readability level, appropriate for elementary school students in grades 2–5 or English beginners. Both tests use simple language, short sentences, and basic vocabulary, allowing students to quickly understand the questions and answer them correctly. These questions are effective for measuring students' basic knowledge of body parts, their functions, and simple activities in English.

Data prettest and posttest

The data were collected based on students' scores before receiving the treatment and their scores after receiving the treatment using animated video learning media to improve their English vocabulary. The following is the table of pre-test and post-test data:

***Table 3.** Pretest and Posttest Values*

Score Category	Score Range	Pretest (n)	Pretest (%)	Posttest (n)	Posttest (%)
Very Low	0–40	6	26.1	0	0.0
Low	41–60	13	56.5	4	17.4
Moderate	61–80	3	13.0	9	39.1
High	81–100	1	4.4	10	43.5
Total		**23**	**100**	**23**	**100**

Based on the table 3. it is evident that there is an increase in students' scores after being given the treatment using animated video learning media. There is a significant improvement in the students' ability to enhance their English vocabulary.

Descriptive statistics

Descriptive statistical analysis involves two types of analysis: numerical summaries and data visualization. Various forms of data description can be created based on the needs and optimal delivery of information. Researchers can determine the type of description to be produced so that the data can convey useful and easily understood information (Martias, 2021). A numerical summary is the presentation of data in numerical form that provides a statistical overview of the dataset. Its purpose is to describe the key characteristics of the data concisely and informatively. Data visualization is the process of representing information or data in graphical forms such as charts, graphs, or maps.

The goal is to facilitate understanding, analysis, and communication of patterns, trends, and relationships within complex data. By converting raw data into visual elements, data visualization helps audiences identify actionable insights more efficiently (Pratiwi et al, 2022). In addition, data visualization enables information to be presented in a concise and clear manner, making it easier for readers to understand the context and significance of the data presented. Overall, data visualization plays an important role in simplifying the interpretation of complex data, allowing faster and more accurate decision-making based on visually processed information.

Numerical Summary

The following are several key measures in a numerical summary:

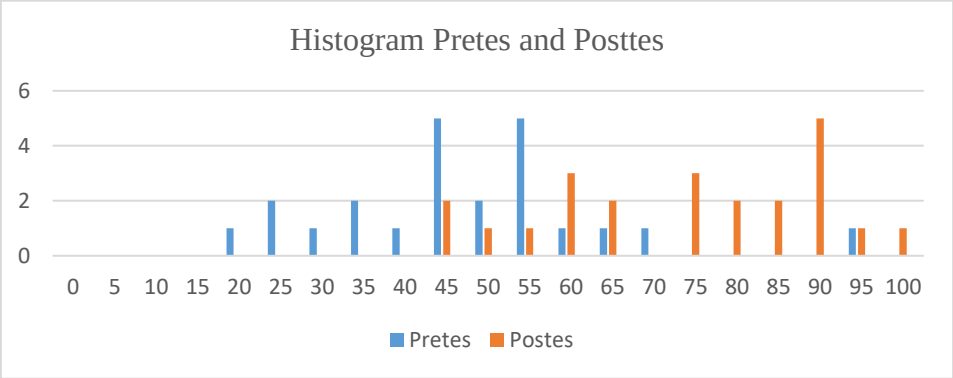
Table 4. *Statistics Description of the Output Analysis Results Using SPSS*

Descriptive Statistics							
	N	**Minimum**	**Maximum**	**Sum**	**Mean**	**Std. Deviation**	**Variance**
Before	23	20	95	1100	47.83	16.502	272.332
After	23	45	100	1705	74.13	16.628	276.482
Valid N (listwise)	23						

Table 4. presents descriptive statistics of pretest and posttest scores from 23 respondents. The results show a clear improvement after the treatment, as indicated by increases in the minimum, maximum, total, and mean scores from pretest to posttest. While students' performance improved significantly, the standard deviation and variance remained relatively stable, indicating that the improvement occurred consistently among most participants rather than only a few individuals.

Data visualization

Data visualization is a graphical method used to present data clearly and concisely to help readers understand its context and significance. Therefore, researchers are interested in examining the role of data visualization in supporting population data analysis (Ghivari et al., 2023). The following is a form of visualization pretest and posttest data. The Picture 2 in the histogram shows a comparison of the distribution of students' pretest and posttest scores. In the pretest (blue), student scores are concentrated in the 25 to 60 range, with the highest frequency occurring around 45–55. This pattern indicates that students' initial abilities were in the low to moderate category, and there were no high scores achieved before the learning intervention. The relatively narrow distribution of scores indicates that students' initial abilities tended to be homogeneous. The posttest histogram (orange) shows a significant change in the distribution pattern. Student scores moved into a higher range, from 55 to 100, with the highest frequency occurring in the 80–90 range



Picture 2. *Visualization of the pretest and posttest histogram*

This distribution pattern indicates a shift to the right, indicating an increase in student learning ability after the intervention. Furthermore, the variation in scores also appears wider in the posttest, indicating that student achievement was more diverse but tended to improve overall. In general, comparing the two histograms shows a clear improvement in learning outcomes from the pretest to the posttest. This change confirms the indication that the learning model implemented in the study had a positive impact on student academic achievement.

Test of Normality

Table 5. *NormalityTtest of the Output of the Analysis Results using SPSS*

Tests of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**Df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Pretest	.185	22	.048	.932	22	.137
Postest	.147	22	.200*	.924	22	0.92
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 5 presents the results of the normality tests for pretest and posttest data using Kolmogorov–Smirnov and Shapiro–Wilk tests, with Shapiro–Wilk used as the main reference due to the sample size of 23. The results show that both pretest and posttest data are normally distributed, as indicated by significance values greater than 0.05 (pretest p = 0.137; posttest p = 0.092), meaning the data meet the assumption of normality.

Paired t test

The paired t-test is used to compare the means of two related data sets, such as pretest and posttest scores within the same group, to determine whether a significant difference exists (Hernikawati, 2021). SPSS software facilitates this analysis by enabling efficient data input, calculation, and interpretation of results, including t-values and significance levels. This subchapter focuses on explaining the steps of conducting a paired t-test using SPSS and interpreting the output. The following is a table of output results from the paired t-test using SPSS:

Table 6. *Paired Sampel Statsistik of the Output of the Analysis Results using SPSS*

Paired Samples Statistics					
	Mean	**N**	**Std. Deviation**	**Std. Error Mean**	**Mean**
Pair 1		47.27	22	16.671	3.554
	After	74.55	22	16.897	3.602

The paired sample statistics presented in Table 6 indicate that the average English learning outcome on the topic of body parts increased from 47.27 (SD = 16.671) before the intervention to 74.55 after the use of narrative animated video media. This indicates that, descriptively, there is a difference in the average English learning outcomes on the part of the body topic before and after receiving the narrative animated video instruction.

Table 7. *Paired Sampels Corelations of the Output of the Analysis Result Using SPSS*

Paired Samples Correlations				
		N	**Correlation**	**Sig.**
Pair 1	before & after	22	.722	.000

The paired samples correlations presented in Table 7 indicate a significant correlation between pretest and posttest English learning outcome scores on the topic of body parts (r = 0.722; p = 0.000 ≤ 0.05).

Table 8. *Paired Samples Test*

Paired Samples Test								
Paired Difference								
Pair	**Mean**	**Std. Devitation**	**Std. Error mean**	**95% confidence interval of the Difference**		**T**	**Df**	**Sig. (2-tailed)**
				Lower	**Upper**			
Before-After	-27.273	12.510	2.667	-32.819	har-21.726	-10.226	21	000.000

Table 8 (Paired Samples Test) shows a mean difference of 27.273, indicating that English learning outcome scores on the topic of body parts were higher after the use of narrative animated video media than before the intervention. The positive mean difference reflects an increase in students' scores following the treatment. The table also shows the standard error of the mean, which represents the standard error of the difference in averages. The most important result from this table is the t-statistic value of -10.226 with df = 21 and a significance level or p-value = 0.00 < 0.05, indicating that H0 is rejected. Thus, it can be concluded that there is a significant difference in English learning outcomes on the part of the body topic before and after the use of narrative animated video media.

Based on the research results, the use of narrative animation video media was proven to have a significant positive effect on the English vocabulary mastery of fifth-grade students at the UPTD SDN 3 Rajabasa Lama on the topic "body parts." This conclusion is supported by descriptive and inferential statistical analyses, which showed a clear difference in learning outcomes before and after the treatment. The mean score increased from 47.27 (SD = 16.671) to 74.55, indicating that the narrative animation video media effectively had a positive effect on students' English vocabulary through the integration of visual, audio, and narrative elements. Furthermore, the Paired Sample Correlation table shows a strong and significant relationship between pre-test and post-test scores (r = 0.722; p = 0.000 ≤ 0.05), indicating that the improvement in student learning outcomes is strongly related to the use of narrative animation video media.

The results of the Paired Samples Test (mean difference = 27.273; t = -10.226; df = 21; p < 0.05) indicate that the null hypothesis (H_0) is rejected, confirming a significant difference in the English vocabulary mastery of fifth-grade students at the UPTD SDN 3 Rajabasa Lama before and after the treatment. This finding is consistent with previous research which showed that animated video media effectively increases student vocabulary mastery, motivation, and engagement (Yetti et al., 2024; Putri et al., 2023). Therefore, animated narrative video media is confirmed as an effective learning tool and is recommended for improving students' English vocabulary mastery in elementary schools.

Conclusion

The findings of this study demonstrate that the use of narrated animated videos has a positive and significant effect on the English vocabulary mastery of fifth-grade students at UPTD SDN 3 Rajabasa Lama. Quantitative analysis showed a clear improvement in students' learning outcomes after the intervention. The mean vocabulary score increased from 47.27 in the pretest to 74.55 in the posttest, indicating a gain of 27.28 points. In addition, the paired sample t-test results revealed a statistically significant difference between pretest and posttest scores ($p < 0.05$), confirming that the improvement was not due to chance. These results indicate that narrated animated videos effectively support vocabulary acquisition by combining visual and auditory elements that enhance students' attention, motivation, and comprehension.

The implications of this study suggest that narrated animated videos can serve as an innovative and engaging instructional medium in elementary English learning. The use of contextual visuals and narration helps students understand word meanings more easily and connect vocabulary with real-life situations, thereby promoting more active participation in the learning process. Teachers are encouraged to integrate audiovisual media into their instructional practices to improve students' learning outcomes. Despite these positive findings, this study has several limitations. The research was conducted with a relatively small sample size and employed a one-group quasi-experimental design without a control group, which limits the generalizability of the results. Future research is recommended to involve larger samples, apply experimental designs with control groups, and examine the long-term effects of narrated animated videos on vocabulary retention and other language skills.

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