CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions derived from the research findings. It restates and summarizes the results obtained during the research period. In addition, several suggestions are provided as recommendations for relevant parties within the context of this study.

5.1 Conclusions

To determine the effectiveness of using animation videos in improving students' vocabulary mastery, this study was conducted from May 5 to May 28, 2025. Based on the findings and discussions presented in the previous chapter, the following conclusions can be drawn:

5.1.1 The Significant Effect of Using Animation Videos from English Singsing Channel

The use of animation videos from English Singsing channel has a significant positive effect on improving students' vocabulary mastery. This was evidenced by the increase in the mean score from the pre-test (48.13) to the post-test (77.50) after four treatment sessions. Moreover, the paired sample t-test results showed a significance value of 0.000, which is less than 0.05, indicating that the improvement was statistically significant. These findings support the hypothesis that animation videos are an effective teaching media for enhancing vocabulary mastery.

This results aligns with Mayer's (2009) Multimedia Learning theory, which explains that learning is more effective when verbal and visual

information are presented together. The videos used in this study provided colorful visuals and clear narration, which helped the students understand and retain vocabulary more easily. Cameron (2002) also supports this view by emphasizes that vocabulary learning for young learners should be contextual and meaningful. Furthermore, Stahl (2005) and Shin and Kim (2023) highlight the importance of repetition and varied tasks in vocabulary development. In this study, the improvement in students' vocabulary mastery was mainly supported by the use of animation videos as the core teaching media. The videos provided visual context and pronunciation models that helped students understand the meaning of new words more easily.

5.1.2 Perceptions of Grade 5C Students at SDN 1 Grendeng Regarding the Use of Animation Videos to Their Vocabulary Mastery

The results of the questionnaire revealed that most students had positive perceptions toward the use of animation videos in learning English vocabulary. They found the animation videos enjoyable, interesting, and helpful in improving their understanding and retention of new vocabulary. They felt more motivated, engaged, and focused during the lessons, and they found that the videos helped them better understand and remember new vocabulary items. The majority of expressed agreement or strong agreement with statements related to motivation, emotional engagement, clarity of content, and vocabulary retention. These responses indicate that animation videos not only enhanced the students' interest in learning but also supported their cognitive processing of new information. This aligns with Mayer (2009), which explains that learning

becomes more effective when verbal input is paired with relevant visual information. According to the Multimedia Principle and the Modality Principle, learners understand and retain material better when it is presented through both auditory and visual channels, rather than through words alone.

Furthermore, the students' positive perceptions also support the view of Cameron (2002) and Pujiani et al. (2022), who argue that young learners benefit from meaningful, engaging, and visually rich materials. The animation videos used in this study created a supportive and interactive learning environment that made vocabulary learning more accessible and enjoyable. Therefore, it can be concluded that the use of animation videos was well-received by the students and contributed positively to their overall learning experience in the English classroom.

5.2 Suggestions

Based on the results and conclusions of this study, the researcher offers the following suggestions:

5.2.1 For English Teachers

Teachers are encouraged to integrate animation videos as part of their teaching media, particularly in teaching vocabulary at the basic level. Utilizing visual and auditory materials can make learning more interactive, enjoyable, and easier for students to comprehend. Animation videos, such as those from the English Singsing channel, provide clear visuals, engaging narration, and contextual examples that help students retain vocabulary more effectively. Teachers should not only play the videos but also design meaningful activities

around them, such as vocabulary games, follow-up discussions, or writing exercises to reinforce what students have learned. Furthermore, teachers need to consider students' learning styles and proficiency levels to select the most appropriate video content.

5.2.2 For Students

Students are encouraged to use animation videos as a fun and useful way to enhance their English vocabulary outside the classroom. Regularly watching animation videos can help them become more familiar with the meanings of words, pronunciation, and usage in real-life contexts. Students should become active learners by taking notes, repeating vocabulary aloud, and practicing the use of new words in their daily communication. Developing the habit of watching educational videos in English can also foster an interest in language learning.

5.2.3 For Future Researchers

Future researchers are encouraged to conduct similar studies with a wider range of participants, different grade levels, or varied educational settings to test the generalizability of the findings. It is also recommended to use qualitative methods, such as interviews or classroom observations, to gain deeper insight into students' learning experiences and responses when using animation videos. Further research may explore the long-term impact of animation videos on vocabulary retention or their role in enhancing other language skills like listening, speaking, or reading. Researchers could also examine the effectiveness of different types of animation videos, such as those

with or without subtitles, to identify which formats best support language learning in young learners.