

The Effect of Using Animated Audiovisual Media on Mastery of New Vocabulary in Grade 1 Students

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Abstract

Vocabulary acquisition is a fundamental foundation in early childhood development, especially for first-grade students who are just entering formal language learning. Optimizing vocabulary acquisition can be supported through the implementation of interactive learning tools such as audiovisual animations. This study aims to describe the impact of audiovisual animation on vocabulary acquisition in early-grade elementary school students. Using a library research approach, data was collected through a comprehensive search of various scientific literature, including journal manuscripts, textbooks, and relevant previous research reports. The analysis phase included information condensation/reduction, data presentation, and drawing qualitative-descriptive conclusions. The research findings indicate that the use of animated audiovisual media has a significant positive impact on students' vocabulary acquisition. The harmonious collaboration between moving images and sound effects has been shown to improve students' focus, motivation to learn, active participation, and retention through adaptive and contextual presentation of material. A synthesis of various studies consistently confirms the reliability of this media in helping children understand, record, and apply new vocabulary. Therefore, audiovisual animation has great potential to be used as an adaptive alternative instructional media in grade I of elementary school.

Keywords

Audiovisual Animation, New Vocabulary, First Grade Elementary School Students, Literature Review



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INTRODUCTION

Vocabulary occupies a central position in the structure of Indonesian language learning because it is the primary foundation for developing children's language skills. The breadth of vocabulary mastered by students is directly proportional to their ability to connect paragraph meaning, extract messages from reading material, and convey ideas both orally and in writing (Sakaria, 2025). Rich vocabulary mastery facilitates fluent communication; children become more responsive to absorbing oral and written

information, thus optimizing their communication performance. This mastery goes beyond simply memorizing words; it also involves a precise understanding of meaning and the ability to construct appropriate sentences (Ramadhania & Yamin, 2022). In more detail, Djiwandono (in Novianti & Kurniawan, 2021) defines vocabulary proficiency as the ability to identify, demonstrate the context of meaning, select equivalents (synonyms) and opposites (antonyms), and integrate them into correct sentence structures. As a collection of vocabulary understood by an individual, increasing vocabulary ownership makes it easier to express ideas and digest information. On the other hand, adopting a variety of instructional media can alleviate student boredom caused by exposure to rigid conventional methods. Aryani & Hambali (2025) emphasized that dynamic visual-audio learning media can boost student understanding.

Similarly, Fadilla and Rakimahwati (2024) found that exposure to animation significantly enhanced students' memory, concentration, and enthusiasm for learning. Numerous scientific publications demonstrate the effectiveness of interactive devices in language teaching; for example, research by Widagdo and Junaedi (2023) showed that an interactive application based on Articulate Storyline consistently improved the vocabulary skills of first-grade elementary school students.

In general, the choice of learning media plays a significant role in achieving word mastery. The presence of visual aids, moving images, and sound effects clarifies the meaning of new words beyond mere verbal explanations. The learning atmosphere becomes more lively and enjoyable, which in turn stimulates children's long-term memory retention. Therefore, teachers' careful selection of media has proven to be a crucial factor in determining the success of language learning.

Audiovisual media provides a dual synergy through visualization (images/animation) and auditory (narration/sound), so that the delivery of ideas feels real, visual, and intuitive. Stimulating the two primary senses—the eyes and ears—provides a meaningful learning experience. Rindawati et al. (2022) demonstrated that the use of cartoons effectively boosted elementary school students' vocabulary mastery because it created a more engaging learning environment. Similarly, Mubarok et al. (2025) emphasized that interactive audiovisual instruments have been proven effective in strengthening children's reading and vocabulary skills contextually.

Although previous research has shown positive results, most studies are partial and limited by the scope of experiments. For example, Widagdo and Junaedi's (2023) study focused on the Articulate Storyline device, while Fadilla and Rakimahwati

(2024) examined animation in the context of improving children's attention and memory. These findings are scattered across various articles.

Therefore, this literature review aims to comprehensively integrate and correlate these findings to produce a comprehensive synthesis as an academic reference for educational practitioners and future researchers. Based on this background, the research question is: What is the impact of the use of animated audiovisual media on the level of mastery of new vocabulary in first-grade elementary school students, based on a comprehensive review of previous literature? The purpose of this study is to analyze and holistically describe the effectiveness of audiovisual animation as an innovative medium in teaching Indonesian at the elementary level.

METHODS

This research employed fieldwork and library research methods. Library research is a research method that involves collecting, reviewing, and analyzing various written sources of information relevant to the research topic. The sources used included books, scientific journal articles, previous research results, and official documents from agencies or institutions related to new vocabulary learning in elementary schools. These sources were selected based on their relevance, credibility, and currency to ensure the data obtained could be scientifically validated. I conducted this research directly through fieldwork at the Integrated Islamic Elementary School (SDIT) Ibnu Sina. SDIT Ibnu Sina was chosen as the focus of my research based on its unique implementation of an integrated Islamic-based curriculum and the availability of data that strongly supported my topic. The research subjects were determined purposively—meaning I selected informants who truly understand and are directly involved in the educational process at the school. The parties I involved as primary data sources included the principal as the policy maker, the classroom teachers as the implementers of learning activities, and the students of SDIT Ibnu Sina.

I conducted my data collection procedures in stages to ensure the quality of the data obtained. In the initial pre-fieldwork phase, I secured official permits from the campus and the school, while also developing instruments such as interview guidelines and observation sheets. During direct observations at SDIT Ibnu Sina, I passively observed the teaching and learning process in the classroom and student character development outside of class to avoid disrupting teaching and learning activities. I also gathered in-depth information through interviews with the principal and teachers, and collected supporting documents such as teaching modules, lesson plans, and photos of activities as authentic evidence.

To ensure the validity of the data I collected in the field, I relied on triangulation techniques, both source and technique. I took this step by comparing the results of interviews, field observation notes, and official documents from SDIT Ibnu Sina. Next, I analyzed all collected data using an interactive model, namely, reducing or sorting relevant data, presenting the data in a structured narrative, and finally drawing fundamental conclusions that fully answer the research problem formulation.

FINDINGS AND DISCUSSION

Research Findings

Based on the synthesis and analysis of various scientific articles reviewed (presented in Table 1), it was found that the implementation of animated audiovisual media provides a consistently positive and significant impact on the acquisition of new vocabulary among students in the early grades of elementary school. All of the analyzed literature indicates that the synergy between audio components (sound/narration) and visual components (moving images) effectively enhances students' attention, concentration, and long-term memory capacity. The use of animation-based media, such as cartoon films, animated videos, and interactive applications, has been proven to facilitate children's ability to understand and associate word meanings in a concrete and contextual manner, thereby reducing the need for mechanical memorization (Putri & Mukhlishina, 2023; Sari & Kurniawan, 2022). Furthermore, the combination of sound effects, pronunciation rhythm, and dynamic visuals not only serves to simplify the meanings of abstract words (Rindawati et al., 2022) but also stimulates students' interest and enthusiasm for learning, which in turn increases their active participation in classroom activities (Syahid et al., 2024; Ayuni et al., 2025).

The synthesis of the six scientific articles analyzed is presented in detail in **Table 1** below.

Table 1. Synthesis of the Analyzed Articles

No.	Author(s) (Year)	Research Focus	Method	Main Findings
1	Putri & Mukhlishina (2023)	The effectiveness of animated audiovisual media in enhancing new	Qualitative / Development Research	Animated media effectively improved learning focus, concentration, and new vocabulary memory

		vocabulary memory		capacity. Concrete visualization facilitated contextual understanding of word meanings.
2	Sari & Kurniawan (2020)	The use of animated video media in Indonesian language lessons for elementary school students	Quantitative / Experimental	The use of animated videos improved elementary school students' vocabulary mastery, stimulated learning interest, and facilitated the association between word symbols and real objects.
3	Syahid et al. (2024)	The adoption of audiovisual media in introducing English vocabulary to elementary school students	Descriptive Qualitative	The integration of audio, dynamic images, and video text significantly increased student participation, strengthened vocabulary retention, and reduced learning boredom.
4	Ayuni, Wulan, & Fajrussalam (2025)	A quantum learning model oriented toward the <i>English Singing</i> YouTube channel	Quantitative	The combination of music, pronunciation rhythm, and animated movements had a significant effect on vocabulary acquisition and strengthened students' long-term memory.
5	Rindawati et al. (2022)	The use of cartoon films to simplify abstract	Descriptive Qualitative	Cartoon films were proven to be effective in improving vocabulary

		words for elementary school students		mastery because they simplified the meanings of abstract words and created an engaging learning atmosphere.
6	Widagdo & Junaedi (2023)	Improving vocabulary skills through the Articulate Storyline application for Grade I students	Qualitative / Experimental	The interactive application based on Articulate Storyline was consistently effective in improving the vocabulary skills of first-grade elementary school students.

CONCLUSION

A synthesis of various findings confirms that animated audiovisual media consistently positively impacts children's mastery of new words. Research by Rindawati et al. (2022) found that cartoons can simplify the meaning of abstract words. This finding aligns with studies by Syahid et al. (2024) and Ayuni et al. (2025), which highlight the benefits of varied visual animation and music in building strong memory retention. Despite differences in media (cartoons, YouTube channels, and interactive software) and subject contexts (Indonesian, Mandarin, and English), all research converges on similar conclusions.

The effectiveness of this media is not limited to a specific subject but is determined by its ability to present information in an engaging and contextual manner. This series of findings aligns with Mayer's Multimedia Learning Theory (2009). Mayer states that information processing in the human brain works more optimally when exposed to text/audio simultaneously with dynamic images/visuals through two separate channels (visual and auditory).

This dual processing facilitates the encoding of information into long-term memory. The implication for first-grade elementary school teachers is the importance of integrating animation-based media into language materials so that the learning process takes place in a fun, intuitive, and meaningful way.

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