

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher described and discusses about theoretical framework and previous related study.

#### **A. Concept of Teaching Media**

Teaching media play a pivotal role in the teaching and learning process by serving as a bridge between abstract content and students' understanding. According to Heinich et al. (2002), teaching media are “the physical means via which instruction is presented to learners.” This definition includes printed materials, audiovisual aids, real objects, and digital platforms that help deliver knowledge effectively. Gerlach and Ely (1980) further elaborate that teaching media are “any person, material, or event that establishes conditions that enable learners to acquire knowledge, skills, or attitudes,” highlighting that media are not limited to technological tools but encompass broader instructional aids.

The primary purpose of using media in education, as described by Arsyad (2015), is to improve the quality of instruction by increasing student motivation, facilitating comprehension, and making the learning process more interactive. Teaching media serve various functions such as attracting student attention, overcoming the limitations of time and space, and providing multisensory learning experiences that aid memory retention and understanding. Through effective use of media, educators can shift from teacher-centered to student-centered approaches that promote active participation.

In terms of types, teaching media can be classified into several categories. Masterman (2003) and Smaldino et al. (2005) outline seven common forms:

1. **Graphic Media:** Includes printed visuals such as charts, posters, diagrams, and textbooks. These help in representing concepts visually, which is beneficial for visual learners.

2. **Display Media:** Tools like chalkboards, whiteboards, and bulletin boards used to present information interactively in front of the class.
3. **Three-Dimensional Media:** Real objects, models, and specimens that provide tactile experiences and make learning more concrete.
4. **Projected Media:** Devices such as projectors and transparencies that display images or videos to the entire class, useful for large group instruction.
5. **Audio Media:** Include radio, cassette tapes, and audio recordings that develop students' listening skills, especially in language learning.
6. **Video Media:** Combines sound and visuals, such as films and online videos, providing dynamic content that reflects real-life contexts.
7. **Activity Media:** Involves interactive elements like role-playing, dramatizations, and field trips that foster collaborative and experiential learning.

The integration of media into language learning, particularly English as a Foreign Language (EFL), is especially beneficial. Harmer (2007) explains that using varied media in English teaching can provide authentic exposure to the target language, encourage interaction, and enhance both receptive (listening and reading) and productive (speaking and writing) language skills. This is in line with Dale's Cone of Experience, which emphasizes that students retain more information through direct, purposeful experiences.

### **B. Concept of Animated Video Media in Learning**

Animated video media is a combination of moving visual images and sound, used to convey information or learning material in a more engaging and dynamic way. In the context of English language learning, especially vocabulary, animated videos are very effective because they can present visual illustrations of words, play their pronunciation, and show the use of words in context.

Mayer (2009), through the Cognitive Theory of Multimedia Learning, states that the human brain processes information through two main channels: visual and auditory. When these two channels are activated simultaneously through media such as animated videos, the learning process becomes more effective and efficient. This is because students not only see images but also hear sounds, understand context, and experience a richer learning process.

Aloraini & Cardoso (2021) reveals that the use of animated videos in foreign language learning significantly improves students' achievement in vocabulary mastery. Students become more enthusiastic, more focused, and can remember material longer compared to learning using text-only media.

Another advantage of animated videos is their ability to simplify abstract material into something more concrete. This is very important for elementary school students who are still in the concrete operational stage (Piaget, 1972). With the help of animation, students can "see" the meaning of a word visually, thus strengthening their understanding.

Animated videos can also display the correct pronunciation of words in English, which is crucial in forming speaking and listening skills. According to Arifani & Suryanto (2020), interactive audiovisual media has been proven to improve the listening and speaking abilities of beginner students because it provides authentic language models repeatedly.

### **C. Concept of Canva as an Interactive Learning Medium**

Canva is an online-based graphic design platform that is increasingly popular among educators due to its ease of use and flexible features. Canva allows users to create various visual products, including short animated videos, which are very suitable for use as interactive learning media. Canva provides templates, illustrations, graphic elements, and

audio that can be used to create engaging learning materials without requiring advanced design skills.

Yuliana and Wahyuni (2020) affirm that the use of Canva in English language learning encourages students to be more motivated because they are involved in dynamic and colorful visual learning. Teachers are also facilitated in delivering material because Canva allows for the systematic and creative arrangement of teaching content.

Canva as a learning medium supports a multimodal learning model, which combines text, images, sound, and movement. This is very suitable for the learning styles of elementary school students who tend to be visual and kinesthetic. According to Fitriani (2023), the use of Canva Animation in English language learning has a positive impact on improving vocabulary mastery, mainly because:

- Word visualization is easier to understand.
- The presence of audio pronunciation facilitates the listening and speaking process.
- Word context can be understood through animations that depict activities or events.

Furthermore, a study by Nugraheni et al. (2022) shows that the use of Canva Animation in English classes significantly increases student learning activity and evaluation results. In addition, Canva strongly supports technology-based learning and 21st-century skills such as creativity, collaboration, and digital literacy.

Canva is very suitable for implementation in elementary schools because:

- It has a user-friendly interface.
- It is free to access with educational features.
- It can be used by both teachers and students to create media or creative assignments.

With Canva Animation, teachers can create vocabulary learning content that includes:

- Word illustrations.
- Word text and pronunciation.

- Example usage in sentences.
- Animations of simple activities or conversations.

All these elements work synergistically to create an interactive, contextual, and enjoyable learning experience, which ultimately enhances students' understanding and mastery of vocabulary more deeply.

#### **D. Concept of Vocabulary Mastery**

Vocabulary is a fundamental element in mastering language skills, both receptive (listening and reading) and productive (speaking and writing). Vocabulary mastery enables students to understand texts, convey ideas, and form effective sentences in a foreign language. Nation (2013) asserts that vocabulary mastery encompasses three main aspects: word form, meaning, and use. A person is considered to have mastered vocabulary if they not only recognize the word but also understand its use in communication contexts.

Thornbury (2002) also states that for students to truly master vocabulary, they must:

- Know the meaning of the word.
- Know its written form and pronunciation.
- Know the context of the word's use.
- Be able to apply it in various meaningful sentences.

This aligns with Schmitt's (2020) view that the effectiveness of vocabulary learning depends on the frequency of exposure and the depth of student engagement with word meaning. Repetition and practice in real contexts are crucial to strengthen students' memory of new vocabulary.

In the elementary school environment, vocabulary learning requires an approach that suits the developing cognitive characteristics of students. Elementary school children have limited attention spans and are very interested in visual things and concrete activities. According to Jalongo & Sobolak (2020), effective vocabulary learning for children should

be multisensory, contextual, and interactive, such as through word games, visual stories, or animated media.

It is also important for teachers to pay attention to students' affective involvement in the learning process. According to Richards & Renandya (2018), students' motivation and emotional engagement with the material will greatly influence the success of vocabulary mastery. Therefore, engaging and relevant learning strategies are needed to create a fun and meaningful learning atmosphere.

#### **E. Using Canva Animation as a Medium Teaching Vocabulary**

According Muneera Muftah (2023). In a study published in the *MEXTESOL Journal*, Muftah examined the effectiveness of using animated videos to enhance vocabulary comprehension among young EFL learners. The results showed that the group taught using animated videos experienced a significant improvement in vocabulary mastery compared to the control group. This study highlights the importance of visual media in reinforcing understanding and vocabulary retention.

- **Select a Suitable Canva Animation Video**

Choose an animation video that aligns with students' age and language proficiency. Ensure it has a clear storyline and includes vocabulary that supports your learning objectives.

- **Introduce Vocabulary in Advance**

Before playing the video, introduce key vocabulary words. This can be done through engaging activities like using picture cards, matching exercises, or sentence completion tasks.

- **Play the Animation Video**

Show the video to the class and encourage students to focus on the vocabulary introduced earlier. Ask them to take notes and feel free to ask questions during or after viewing.

- **Review Vocabulary After Viewing**

Once the video has been watched, go over the vocabulary again through interactive activities such as word association, sentence creation, or simple role-playing scenarios.

- **Evaluate Vocabulary Knowledge**

Assess students' understanding of the vocabulary through quizzes, written assignments, or short tests. Offer constructive feedback and modify your teaching approach if necessary.

## **F. The Procedure of Teaching Vocabulary by Using Canva Animation**

The procedure of using animation video that the researcher will apply to learn vocabulary is as follows:

### **a. Pre-Activities**

**Greeting & Warm-up:** The teacher opens the class by greeting the students and starting a brief discussion about the vocabulary topic to be learned (for example, the theme “Professions” or “Work Place”).

**Brainstorming:** The teacher invites the students to mention words they already know related to the theme. For example “What is guru in English?”.

**Introduce Objective:** The teacher explains the learning objective for the day, which is to learn several new vocabulary words with the help of animations created using Canva.

**Explain Media:** The teacher introduces Canva animation as a learning media, Teacher explain some vocabulary about profession.

- Teacher : Guru
- Plice : Polisi
- Sailor : Nahkoda

#### b. Whilst Activities

**Animation Presentation:** The teacher plays the vocabulary animation created using Canva, which displays images, words, and the pronunciation of each vocabulary item alternately.

**Listening & Repeating:** Students listen to the pronunciation of each vocabulary word in the animation and repeat together or individually to practice pronunciation. **Teacher explain pronounced some vocabulary has been they seen and learned.**

**Explaining Material:** Teacher explain about material and give the meaning of that words for example “Chef = Juru masak” , “ A chef is someone who is good at cooking”

**Question & Answer:** The teacher asks questions related to the vocabulary, such as “Who wants to be a Chef?” so that students use the new words in conversation.

**Matching Game:** The teacher gives an interactive exercise, such as showing pictures and asking students to say the correct vocabulary word based on the animation they have watched.

#### c. Post-Activities



**Review:** The teacher briefly reviews the vocabulary using the animation to reinforce the students' memory.

**Quiz or Short Game:** The teacher can use a quick quiz (for example, matching pictures with words) or a simple game to check students' understanding.

**Assignment:** The teacher gives homework to make new sentences or draw and write vocabulary using Canva animation in a simple way (if possible).

**Closing:** The teacher closes the lesson by giving motivation and praise for the students' participation.

## **E. Relevant Studies of the Research**

According to Putri, R. N., & Sari, D. (2020) in their research titled "The Use of Visual Media to Improve Elementary School Students' Vocabulary," it was found that visual media, especially animated videos, was able to improve students' vocabulary understanding by up to 75% better than conventional methods.

According to Fadilah, S. (2019), this study examined the influence of digital media in English language learning and concluded that animated media significantly increased students' attention and engagement compared to textual learning methods.

According Yuliana, D. (2021), Has done a research using of Canva-based animation videos significantly improved vocabulary mastery among elementary school students. Students were more enthusiastic about participating in learning and found it easier to remember the words taught because they were supported by engaging visuals.

According to Febby and Purwanto (2025), a classroom action research conducted at SMA Takhasus Al-Qur'an revealed that the use of Canva-based graphic media significantly improved students' vocabulary mastery, with the average score rising from 70.7% to 86% by the second cycle. Additionally, students showed increased motivation in the learning process.

According to Aqila et al., (2025), an exploratory study conducted at an elementary school in Medan found that the use of animation videos created with Canva for teaching the topic of 'animals' significantly enhanced students' vocabulary comprehension and learning motivation. These findings align with the principles of Dual Coding Theory and constructivist learning.