

CHAPTER I

INTRODUCTION

This chapter presents several important parts of the research. It includes the research background, research questions, research purposes, and research significances. In addition, this chapter also describes the conceptual framework, research hypothesis, and previous studies related to the research topic.

A. Research Background

Vocabulary is one of the essential components in language learning, as it serves as the foundation for communication. Hatch and Brown (1995) define vocabulary as the collection of words used by speakers in a language. In addition, Richards and Renandya (2002) state that vocabulary is a core component of language proficiency that influences learners' ability to speak, listen, read, and write. Therefore, having sufficient vocabulary is important for students to understand and convey meaning effectively in communication. Based on this importance, mastering vocabulary becomes a crucial aspect that needs to be developed in the process of learning English.

Vocabulary mastery is a fundamental component in learning English as a Foreign Language (EFL), especially for junior high school students who are still developing their basic language abilities. According to Cameron (2001), vocabulary mastery refers to the ability to recognize the meaning of words and use them appropriately in context. Therefore, vocabulary mastery involves not only memorizing words but also understanding how to use them accurately and appropriately in communication. In the context of language learning, Feng (2023) states that vocabulary mastery helps students participate in classroom interaction and express their ideas more effectively. This suggests that developing students' vocabulary mastery requires effective instructional support from teachers in the classroom.

Teaching vocabulary is an essential part of English language instruction. Effective vocabulary instruction should not only introduce the meaning of new words but also show how they are used in meaningful contexts (Harmer, 2007).

Similarly, Thornbury (2002) explains that vocabulary learning becomes more effective when teachers present words clearly, provide repeated practice, and encourage students to use them in speaking and writing. These ideas indicate that vocabulary teaching should go beyond memorization and involve active learning processes. In line with this, Clement and Milka (2024) state that interactive activities, such as discussion and questioning, help students practice new vocabulary in meaningful contexts. Therefore, teachers need to apply interactive and engaging strategies to support students' vocabulary mastery.

However, vocabulary learning in many EFL classrooms still faces several challenges. Many students have limited vocabulary knowledge, experience difficulties in memorizing and remembering new words, and struggle to identify the meanings of words in sentences and story context. These problems are often related to traditional teaching strategies that mainly emphasize memorization and translation rather than meaningful language learning (Ihsan, 2025; Laoli et al., 2025; Machfudi & Afidah, 2022; Mutiarah et al., 2025; Rahmi et al., 2025). As a result, students may remember vocabulary only for a short time and find it difficult to apply it in sentences or real communication. In line with this condition, Amelia et al. (2023) found that many junior high school students still have difficulty recalling word meanings and using them correctly in sentences or story contexts. Similar conditions were also found among the eighth-grade students of SMPN 1 Cireunghas. Based on information from the English teacher, many students still have difficulty remembering the meanings of English words and understanding vocabulary in sentences. They often need clues or contextual support to recall the meanings of words they have learned. Therefore, more meaningful and engaging learning activities are needed to help students improve their vocabulary mastery.

One of the solutions is through the use of Interactive Teacher Read-Aloud supported by Story Animation to help students improve their vocabulary mastery. Interactive Teacher Read-Aloud is a reading-aloud activity that involves active interaction between teachers and students through story reading, asking questions, explaining important vocabulary, and encouraging student responses (Fountas &

Pinnell, 2006). According to Wiseman (2011), Interactive Teacher Read-Aloud provides students with opportunities to understand the text through classroom conversations and interactions, in which students not only listen to the teacher reading but also actively engage with the text by asking questions, discussing ideas, and connecting the text with their prior knowledge. In this research, Story Animation is used as visual support in the form of silent videos that display characters, settings, and events in the story, and the video is paused at certain points to clarify vocabulary, thereby strengthening the implementation of the Interactive Teacher Read-Aloud strategy.

The effectiveness of this strategy is supported by several cognitive learning theories. Paivio (1986) proposed the Dual Coding Theory, which explains that learning becomes more effective when information is processed through both verbal and visual channels. Similarly, Mayer (2009) introduced the Cognitive Theory of Multimedia Learning, which states that combining spoken explanations with visual materials helps learners understand and remember information more effectively. Based on these theories, narrative texts are considered suitable learning materials because they present vocabulary through stories with clear characters, settings, and events that can be visualized through Story Animation. These characteristics make narrative texts appropriate for Interactive Teacher Read-Aloud activities. Through this strategy, students are expected to improve their vocabulary mastery, particularly their understanding of word meaning, form, and use in appropriate contexts, as proposed by Thornbury (2002).

Previous studies have shown that Interactive Teacher Read-Aloud contributes to English language learning, particularly in the development of students' language skills. Clement and Milka (2024) found that interactive read aloud activities helped primary school pupils in Tanzania improve their vocabulary use and critical thinking through active participation during reading sessions. Similarly, Zeghoudi (2025) reported that interactive reading aloud significantly improved EFL learners' vocabulary among university students, although the improvement in reading comprehension was not statistically significant. Yin and Yang (2023) also

highlighted that technology-based read-aloud activities using augmented reality increased students' engagement and supported their overall language comprehension, even though vocabulary mastery was not examined as a specific learning outcome. In another study, Day et al. (2025) showed that the use of interactive e-books contributed to students' improvement in word knowledge and reading comprehension.

In the Indonesian context, Durriyah et al. (2024) found that interactive read aloud activities helped teachers create more interactive classroom discussions and increased students' engagement during literacy learning. Kencana et al. (2025) also reported that the reading aloud strategy improved students' vocabulary scores through teacher modeling and students' reading practice. Furthermore, Putri et al. (2025) revealed that the implementation of interactive read-aloud made learning narrative texts more interesting and encouraged students to participate actively in the classroom. However, although previous studies have examined interactive read-aloud activities in language and literacy learning, limited attention has been given to Interactive Teacher Read-Aloud specifically for developing students' vocabulary mastery. In addition, the use of Interactive Teacher Read-Aloud combined with Story Animation for junior high school students has received limited attention. Therefore, this research aims to examine the effect of Interactive Teacher Read-Aloud with Story Animation on eighth-grade students' vocabulary mastery.

Based on the explanation above, vocabulary mastery remains an important aspect of English learning that still needs improvement among junior high school students. Teachers, therefore, need instructional strategies that can help students learn vocabulary in a more engaging and meaningful way. Interactive Teacher Read-Aloud, supported by Story Animation, combines teacher explanation, classroom interaction, and visual context in the learning process. This strategy may help students understand vocabulary meaning and usage more clearly. Therefore, this research aims to examine the effect of Interactive Teacher Read-Aloud supported by Story Animation on the vocabulary mastery of eighth-grade students.

B. Research Questions

Based on the problems described in the background above, the research question is formulated as follows:

1. What is the eighth-grade students' vocabulary mastery before being taught through Interactive Teacher Read-Aloud with Story Animation?
2. What is the eighth-grade students' vocabulary mastery after being taught through Interactive Teacher Read-Aloud with Story Animation?
3. Is there a significant difference in the eighth-grade students' vocabulary mastery before and after being taught through Interactive Teacher Read-Aloud with Story Animation?

C. Research Purposes

Based on the research problem described above, the purposes of this research are as follows:

1. To figure out the eighth-grade students' vocabulary mastery before being taught through Interactive Teacher Read-Aloud with Story Animation.
2. To describe the eighth-grade students' vocabulary mastery after being taught through Interactive Teacher Read-Aloud with Story Animation.
3. To determine whether there is a significant difference in the eighth-grade students' vocabulary mastery before and after being taught through Interactive Teacher Read-Aloud with Story Animation.

D. Research Significances

This research is expected to contribute both theoretical and practical significance:

1. Theoretically, this research contributes to understanding the effect of Interactive Teacher Read-Aloud with Story Animation on eighth-grade students' vocabulary mastery. This research provides support for Dual Coding Theory and Multimedia Learning Theory, which suggest that combining verbal interaction with visual support can enhance vocabulary learning. The findings support the use of Interactive Teacher Read-Aloud with Story Animation as an effective teaching strategy for teaching vocabulary at the junior high school level.

2. Practically, this research provides useful contributions to teachers, students, and future researchers. For teachers, the findings can be used as a practical reference for implementing Interactive Teacher Read-Aloud supported by Story Animation in teaching vocabulary at the junior high school level, especially in introducing, explaining, and helping students understand word meanings through verbal interaction and visual support. This strategy can help teachers present vocabulary more contextually and engagingly, making vocabulary instruction clearer and more systematic. For students, this learning strategy can make vocabulary learning more interesting and interactive, help them understand word meanings in context, and support the development of their vocabulary mastery. For future researchers, this research can serve as a reference for further research on vocabulary mastery using Interactive Teacher Read-Aloud, Story Animation, or similar instructional strategies at different educational levels or research settings.

E. Research Scope

This research is limited to examining the effect of Interactive Teacher Read-Aloud with Story Animation on the vocabulary mastery of eighth-grade students. It focuses on students from one junior high school and does not include other grade levels or schools. The learning materials are limited to narrative texts used during the treatment sessions, and the vocabulary measured only includes the words taught in these sessions, not the entire English curriculum. This research focuses only on vocabulary mastery and does not assess other language skills such as speaking, listening, or writing. Although the test uses reading texts, it is only used to measure vocabulary mastery, not reading comprehension. In addition, it uses a pre-test and post-test design, so the findings apply only to the specific context, sample, and materials of this research.

F. Conceptual Framework

Interactive Teacher Read-Aloud is a reading-aloud activity that involves active interaction between teachers and students during the reading process. Fountas and Pinnell (2006) explain that Interactive Teacher Read-Aloud is a teaching strategy

in which teachers read a story aloud, explain important vocabulary, and encourage students to respond actively. In line with this, Wiseman (2011) states that Interactive Teacher Read-Aloud provides students with opportunities to understand the text through classroom conversations and interactions. Through this process, students not only listen to the teacher reading but also engage with the text by asking questions, discussing ideas, and connecting the content with their prior knowledge.

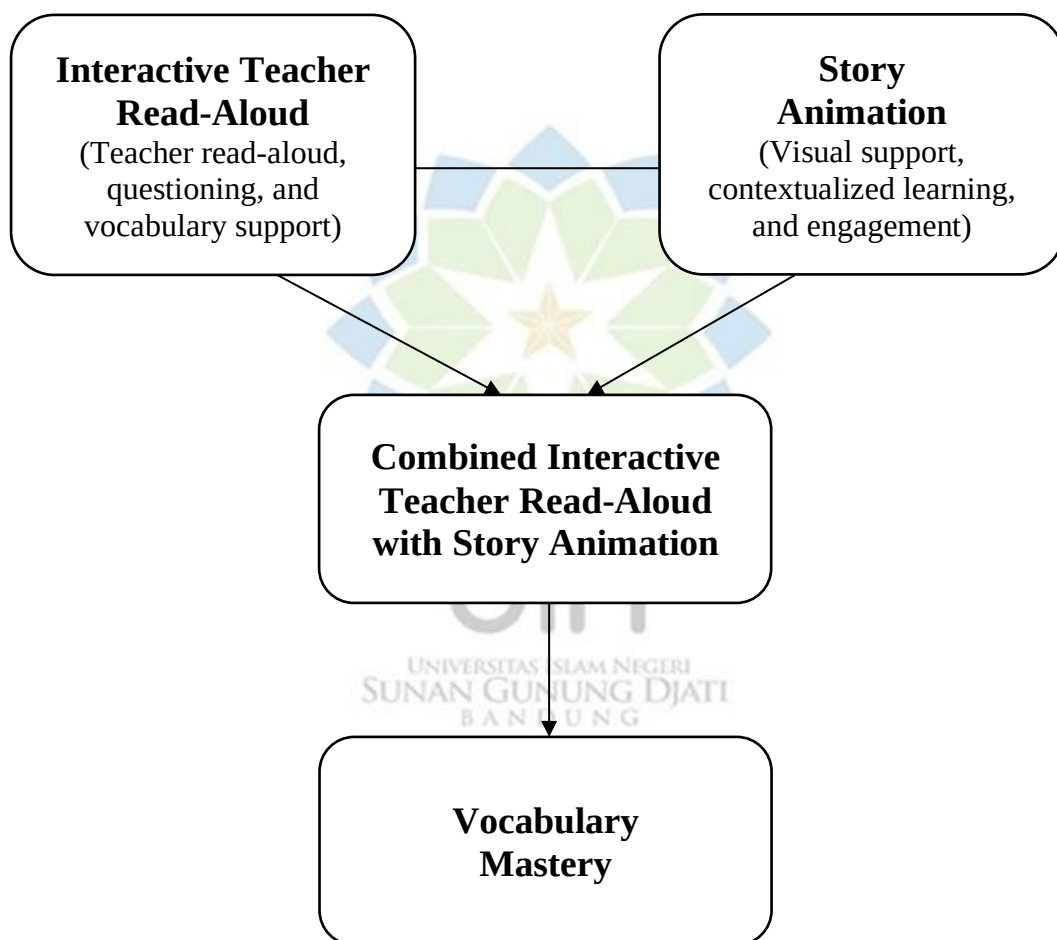
In this research, Story Animation, in the form of silent animated videos, will be used as a visual support to help students understand the story and learn new vocabulary. The videos illustrate the characters, settings, and events, which can make it easier for students to follow the story and remember new vocabulary. The teacher will read the story aloud and, at certain points, pause the video to explain vocabulary, demonstrate pronunciation, and ask students to respond. Therefore, Story Animation will support the Interactive Teacher Read-Aloud strategy, rather than replace it. This strategy is expected to make learning more interesting and fun for students.

The effectiveness of the Interactive Teacher Read-Aloud strategy increases when combined with Story Animation due to visual support. This is in line with Dual Coding Theory (Paivio, 1986), which states that humans process information through two channels, namely verbal and visual. Learning will be more effective if both pathways are used simultaneously. In addition, the Cognitive Theory of Multimedia Learning (Mayer, 2009) shows that the combination of audio and visual information allows students to process meaning more effectively. By using Interactive Teacher Read-Aloud with Story Animation, students will actively engage with the story while connecting new words to visual support. This approach can keep students focused and interested during the lesson. It also helps students remember vocabulary longer because they link the words with the story and visual support.

According to Thornbury (2002), vocabulary mastery can be understood as learners' ability to understand words in terms of their form, meaning, and use in appropriate contexts. In this research, vocabulary mastery focuses on receptive

vocabulary, measured with a multiple-choice test based on narrative texts. This means that students are expected to recognize word meanings, identify word forms, and understand how words are used in the text. Therefore, Interactive Teacher Read-Aloud, supported by Story Animation, is appropriate for helping students develop vocabulary mastery in this research.

The conceptual framework of this research, based on the explanation above, is presented in the figure below:



G. Hypothesis

The hypotheses of this research are formulated as follows:

- Null Hypothesis (H_0): There is no significant effect of Interactive Teacher Read-Aloud with Story Animation on eighth-grade students' vocabulary mastery.

- Alternative Hypothesis (H_1): There is a significant effect of Interactive Teacher Read-Aloud with Story Animation on eighth-grade students' vocabulary mastery.

H. Previous Studies

Previous studies have shown that interactive read-aloud activities can support English language learning, particularly in developing students' vocabulary and language skills. An international study conducted by Clement and Milka (2024) explored the influence of interactive read aloud on pupils' vocabulary growth and critical thinking skills in primary schools in Tanzania. The study used classroom observations, teacher interviews, and secondary data analysis to collect the data. The results showed that pupils who participated in interactive read aloud activities demonstrated improvements in vocabulary usage as well as critical thinking skills. Despite these findings, the study focused only on interactive read aloud without incorporating animated story media and involved younger primary school pupils.

Similarly, Zeghoudi (2025) from Algeria carried out a quasi-experimental study to investigate the impact of interactive reading aloud on EFL learners' vocabulary and reading comprehension. The study involved 30 university students who were divided into a control group using silent reading and an experimental group using interactive reading aloud. Data were collected through pre-test and post-test. The findings indicated that interactive reading aloud significantly improved students' vocabulary, although the improvement in reading comprehension was not statistically significant. However, the participants of the study were university students, and the learning process did not involve the use of animated story media.

Another international study conducted by Yin and Yang (2023) employed a mixed-methods approach to examine the use of augmented reality in read-aloud activities. The study investigated how technology-based read-aloud activities influenced students' engagement, motivation, and language comprehension. The findings revealed that augmented reality-based read-aloud activities increased students' interaction and supported overall language comprehension. Nevertheless,

vocabulary mastery was discussed only as part of general language development and was not measured as a specific learning outcome.

Day et al. (2025) conducted a quantitative investigation to examine the effectiveness of interactive e-books in improving students' word knowledge and reading comprehension. The study involved 425 elementary school students and applied statistical analyses such as paired sample t-tests and hierarchical linear modeling. The results indicated that students showed significant improvement in word knowledge and reading comprehension after using interactive e-books in the learning process. However, the study focused on digital interactive books for elementary school students and did not examine the use of Interactive Teacher Read-Aloud combined with Story Animation to improve vocabulary mastery among eighth-grade students.

In the Indonesian context, Durriyah et al. (2024) conducted a qualitative case study to explore the implementation of interactive read aloud literacy learning and the use of quality books within the Merdeka Curriculum. The study involved six elementary school teachers and collected data through surveys, focus group discussions, interviews, observations, and oral reflections. The findings revealed that interactive read aloud helped teachers create more interactive classroom discussions, increased students' engagement during reading activities, and supported literacy development. Nevertheless, the study mainly focused on teachers' instructional practices and literacy learning in general rather than specifically examining students' vocabulary mastery or the use of animated story media.

Kencana et al. (2025) conducted a quantitative study using a pre-experimental one-group pretest–posttest design to examine the effectiveness of the reading aloud strategy in improving students' vocabulary mastery. The participants were 20 beginner-level students from the English Development Club at SMP Asy-Syarifiy Islamic Eco Boarding School. The study focused on reading aloud activities in which the teacher modeled correct pronunciation, intonation, and expression while students practiced reading texts aloud. The results showed a significant

improvement in students' vocabulary scores, increasing from an average of 55.25 in the pretest to 77.75 in the posttest. However, the study only examined the reading aloud strategy without incorporating interactive discussion or animated story media.

Furthermore, Putri et al. (2025) conducted a qualitative case study to investigate students' perceptions of the implementation of the interactive read-aloud strategy in learning narrative texts. The participants were ninth-grade students from a junior high school in Karawang, Indonesia. Data were collected through observations and interviews with six students. The findings showed that the strategy made learning more interesting, helped students understand the story more easily, and encouraged active participation in the classroom. However, the study primarily focused on students' perceptions and reading comprehension rather than vocabulary mastery and did not specifically examine the use of Story Animation as a learning medium.

Based on the previous studies discussed above, it can be concluded that interactive read-aloud activities and technology-based media can support students' vocabulary development, language learning, and classroom engagement. However, previous studies have examined different aspects of learning, and limited attention has been given to the use of Interactive Teacher Read-Aloud specifically for developing students' vocabulary mastery. Moreover, the combination of Interactive Teacher Read-Aloud with Story Animation has received limited attention, particularly among eighth-grade students. Therefore, this research aims to examine the effect of Interactive Teacher Read-Aloud with Story Animation on eighth-grade students' vocabulary mastery.