

IMPROVING STUDENTS' VOCABULARY MASTERY BY KIDS' ANIMATION MOVIE

Ratri Mindarti¹, Rudha Widagsa²

^{1,2}Universitas PGRI Yogyakarta, Jl. PGRI Sonosewu No 117, Sonosewu, Kasihan, Bantul 55182 Yogyakarta, Indonesia

Corresponding Author(S): Ratri Mindarti

Abstract:

The low ability to master vocabulary can be caused by many things. Ignorance of these factors can cause teachers to be confused to determine the right method in teaching English vocabulary. This study aims to determine the effectiveness of animation movie in students' vocabulary mastery. The population of this study was grade 8 of a Junior High School in Yogyakarta with a sampling of 34 students in class 8F. The data were obtained from vocabulary knowledge in the pre-test and post-test. The total items of pretest and posttest were 40 items for each. After giving the pretest and posttest, then the researchers analyzed the data. The research findings showed that the students of grade 8F had fewer scores in the pretest. After being given treatment, vocabulary mastery was improved. The mean score of the students was 70.00 on the pretest and became 85.44 on the post-test. Therefore, it can be concluded that the use of kids' animation movie effectively improved students' vocabulary mastery.

Keywords:

English learners;
Vocabulary Mastery;
Animation Movie



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INTRODUCTION

Nowadays, young English learners needs to learn vocabulary due to its benefits to support their communicative skill. In addition, Munirah and Hardian (2016) state that vocabulary could be one of the indicators of the one's language skills or competence (p.79). In summary, students' ability in language can be seen from their mastery of vocabulary. The greater a person's vocabulary, the greater his or her knowledge base. In addition to structure, grammar, and pronunciation, vocabulary is highly important in learning English because if a student does not grasp the vocabulary, it will be difficult for him to explain what is on his mind both orally and written (Hidayati, 2020)

A language aspect that has been the most important or crucial is vocabulary in which it becomes a tool to communicate. In other words, meanings can be understood by mastering written and spoken words vocabulary. Before the English learners obtain reading, listening, speaking, and writing skills, it is necessary to learn vocabulary. Above all, the first step in learning a language is mastering vocabulary (Pratama, Nurweni, & Huzairin, 2016). During the time spent English learners learning vocabulary, there are a

few issues experienced. The issue lies with likewise, memorization. The things that make students bored on the grounds that the memorization process is the principal issue in learning vocabulary. Additionally, boredom likewise comes from not grasping the importance. Subsequently, everything happened on the grounds that they were languid to investigate words in the word reference and understanding the teacher's explanation was troublesome. To get a powerful effort in learning a language, the teacher ought to have the option to utilize great media particularly to draw considering a legitimate concern for the English learners.

As the researchers did the observation at the school, it was seen that as most of the English learners had common issues. One of the key issues was the absence of vocabulary. It was additionally in accordance with the pre-perception at the school, the teacher said that the English learners experienced issues grasping troublesome words or expression.

It happened in line with the fact that they might need vocabulary. In this study, the eight-graders had a small vocabulary, as evidenced by the observation and low practice scores. In each practice question there are 3 parts, the first is multiple choice, mix and match vocabulary and writing. Each question with the correct answer will get a score of 1, and the wrong answer will get a score of 0. Therefore, it can be seen from the average score obtained by students that student can be categorized as having little vocabulary mastery.

Additionally, the English learners effortlessly got exhausted, more aloof, and stressed to learn English on the grounds that the English teacher coming up short on capacity in utilizing media, particularly in educating vocabulary. English teachers utilize traditional strategies for learning English and English learners find it hard to get the material conveyed by teachers since their teachers actually utilize a talk or customary techniques. The teacher simply powers the English learners to retain a few words well.

Consequently, such a conventional learning like this extremely ineffectual when applied in accomplishing the objectives of the essential skills. Learning ought to be happened intuitively, fun, testing, persuading English learners to effectively partake, and give adequate room to drive, innovativeness and freedom as indicated by rewards, interests, and physical and mental advancement understudy.

Research by Amalia, Suparman, Mahpul (2016) aimed to find out the improvement of students' vocabulary mastery after being taught through movies and the students' difficulties with the implementation of movies. The research used one group pretest and posttest design. The vocabulary test and interview were used to collect the data. The result showed that there was a statistically significant improvement in the students' mean scores between the pretest and the posttest. This suggests that movies can be used as an alternative media in teaching vocabulary. Movies could improve the students' vocabulary mastery and movies were able also in improving aspects of vocabulary (content words).

Learning vocabulary through movies helped the students to find and memorize the meaning of vocabulary easily because they can see and hear directly (Lydia, 2016). The instruments of this research were vocabulary tests and interviews. The researcher chose the materials for the students based on the syllabus of the second semester for the first grade of Junior High School. This research used the result of the tryout test to measure

the validity, reliability, level of difficulties, and discrimination power of the tests. The total number of items for the tryout test was 50 items. The researcher checked the student's vocabulary achievement by giving two vocabulary tests to the students. The vocabulary tests were pretest and posttest. There were 40 items including the entire topic: describing people, things, and animals.

The previous studies above show that some strategies might be effective in improving students' vocabulary mastery by using some media like animation videos, and many cartoons with different titles. Despite the importance of the use of animation movie and various type of animation movies, there remains a paucity of evidence on how animation movie which is specially designed for kids is effective to improve students' vocabulary mastery in junior high school level.

Therefore, the researchers use a kid cartoon movie entitled "Toys Story 4" which is specially designed for kids to improve students' vocabulary by implementing quasi experimental quantitative research. The researchers chose this film due to the appropriate language used in the movie. In addition, teenagers this movie also contains numerous positive moral values that can be used to support their character-building process.

The purpose of this research is to determine the effectiveness of animation movies in improving students' vocabulary. The researchers make an alternative hypothesis in this study: Null hypothesis (Ho): There is no effect of Animation Movie on the student learning vocabulary. Alternative hypothesis (H1): There is the effect of Animation Movie on the student learning vocabulary.

METHOD

Research Design

This study used quantitative research with a pre-experimental design of One Group Pre-test-Post-test. Arikunto (2006) stated that population is all of the subjects who are connected to the research. The research used sample of the 8th-grade students' population at a Junior High School in Yogyakarta, namely in class VIII F with 34 students where in this study there was no control class and comparison class. First, the researcher gave the pre-test to the respondents, the pre-test consisted of 40 numbers which the third parts (knowledge vocabulary, fill in the blanks of vocabulary, and match vocabulary). Second, given a treatment using Kids Animation Movie. In this treatment, students must pay attention to the vocabulary in the animated film that is shown, then take notes, and look for meaning if they do not know. Third, the researcher gave a post-test to the respondents, the post-test consisted of 40 numbers which the third parts (knowledge vocabulary, fill in the blanks of vocabulary, and match vocabulary).

Research Setting

Place of the Research

This research was conducted at a Junior High School in Yogyakarta which is located at the city of Yogyakarta

Time of the Research

This research was conducted in February-March 2022

FINDINGS AND DISCUSSION

The findings describe found from the result of the pretest that described the students' previous vocabulary and of the posttest that describes the students' vocabularies after doing a treatment using Animation Movie.

To get the data for this research, the researcher conducted experimental learning at the school. The subject of this research is class VIII students. The researcher chose one of the classes in this study, namely class VIII F as the experimental class. The class consists of 34 students. To collect data, the researcher prepared a pretest and posttest instrument consisting of 40 questions divided into 3 parts. Part (A) of the student's worksheet writes down 20 vocabularies that are known by the students, part (B) fills in the vocabulary fill in the blanks, and part (C) matches the vocabulary equations in the provided column. Then the researcher gave a pre-test to them.

The pre-test was given before the researcher gave treatment to the students. In the last meeting, the researcher gave a post-test. It was given to know student achievement after being taught vocabulary by using animated films. In this study, the researchers conducted four meetings. The time allocation for each meeting is 2 x 45 minutes. But, before the researcher teaches students in class, researchers meet with teaching staff or English teachers to know the situation and condition of the school environment.

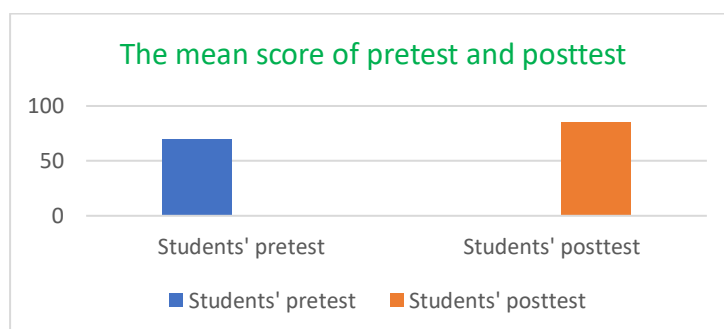
1. Mean score of the students' vocabularies in pret-test and post-test

The mean score of the students' vocabulary is shown determined through the result of the pretest and posttest. It can be seen clearly in Table 4.1.

Table 4.1 The mean score of students' vocabulary

Mean score		Improvement (%)
Pretest	Posttest	
70.00	85.44	15.44%

Table 4.1 shows that 34 students in pretest and posttest, then shows that the students' mean score in terms of students' vocabulary has an improvement in posttest than pretest. It is proved by seeing the table in which the students' mean score is 70.00 on the pretest to be 85.44 on the post-test. The improvement percentage of students' scores in terms of students' vocabulary after giving the treatment by using Animation Movie is 15.44%. The students' vocabulary is described as:



Picture 4.1 The improvement of the pretest and posttest

Picture 4.1 shows that there is an increase in the students' vocabulary from pretest with a mean score is 70.00 to posttest with a mean score is 85.44.

2. Frequency and percentage of the students' scores in pre-test and post-test

The frequency score of students' meaning of the words in learning through Animation Movies shows the spread of the students' scores and their percentage in each category. The data description can be seen in Table 4.2.

Table 4.2 Variable Frequency Distribution

	Category	Frequency (n)	Percentage (%)
Pre-test	Very Good	9	26.5
	Good	10	29.4
	Enough	10	29.4
	Less	5	14.7
	Total	34	100.0
Post-test	Very Good	33	97.1
	Good	1	2.9
	Enough	0	0
	Less	0	0
	Total	34	100.0

Based on table 4.2, it can be known that the frequency distribution based on Pre-test, most respondents fall into the good and enough categories, namely as many as 10 respondents (29.4%). Based on table 4.2, it can be known that the frequency distribution based on the Post-test, most respondents belong to the Very Good category, which is 34 respondents (97.1%).

3. Hypothesis testing

Table 4.3 Paired Samples Test

Pair		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
1	Pre-test - Post Test	15.4412	7.1103	1.2194	12.9603	17.9221	12.663	33	.000	

Based on Table 4.3, the sig (2-tailed) of pre-test and post-test is 0.00. This sig (2-tailed) is ($0.00 < 0.05$). It can be concluded that the pre-test and post-test have $sig < \alpha$, H_1 is accepted, and H_0 is rejected. So, it could be assumed that there is a significant difference in the students' scores before and after the use of Animation Movie in learning vocabulary.

Based on the findings of the research, the researchers concluded that the use of Animation Movie was effective to improve the students' vocabulary. It was shown by the mean scores of the students in the post-test (85.44) that was higher than the score of the pretest (70.00). The score of the pretest shows that the students were a lack in vocabulary mastery but the score of the post-test showed a change.

The student's vocabulary scores in the pretest are described by 10 students who are enough and 5 students who are less. After giving a treatment using Animation Movie the student's vocabulary scores are described by 0 students less.

Using SPSS 25, the Sig (2-tailed) was 0.00 at the level of sig $< \alpha$ 0.05. Based on this result, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This can be concluded that there is a significant difference between the score got in the pretest and post-test. The significant indicator defines that the use of Animation Movie in improving vocabulary is effective.

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CONCLUSION

Based on the results of this study, it can be concluded that the use of kid animation movies can improve students' language vocabulary mastery. Students' enthusiasm for learning is further improved when vocabulary is taught through animation movies, and they were due to the engaging learning environment. Students' English vocabulary mastery was improved by watching kid animation movies. The evidence of the improvement can be seen from the students' post-test scores which shows the significant increase. The researchers assumed that this also open the possibility that kid animation movies can be used to teach vocabulary as well as speaking, reading, and listening skills. Therefore, further study needs to be done on animation movies, especially for vocabulary development at a higher grade level.

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