

1) Animation Movies for Enhancing Vocabulary; A Quantitative Study Among Vocational School Students

2) Syaefani Arif R^{1*}, Iin Indrayanti², M Taufik Qurohman³

^{1,3} Mechanical Engineering Study Program, Politeknik Harapan Bersama

² Visual and Communication Design Study Program, Politeknik Harapan Bersama

^{1*} syaefani1984@gmail.com, ² iinindrayanti@poltektegal.ac.id, ³ taufikqurohman87@gmail.com

Abstract: The purpose of this study was to analyse the effectiveness of using animated films to improve students' English learning, especially in vocabulary. Three vocabulary component points assessed are picture identification, word meaning and spelling. Before getting treatment in the form of watching English animated films, students did 30 pre-test questions. After watching the film students were also asked to work on post-test questions with the same number and types of questions. In this study, the design used was the One-Group Pre-test Post-test Design method. This research was conducted at SMK Karya Bhakti Brebes, there were 23 subjects. From the results of the T-Test Picture Identification, we can see that the results of the t count ($t_{count} > t_{table}$ or $3,766 > 1,713$). This shows that the initial hypothesis is accepted or it can be said that the use of the animated film method is effective to increase students' vocabulary, especially in picture identification. For the results of the T-test Word Meaning, namely t count ($t_{count} > t_{table}$ or $2,760 > 1,713$) so it can be concluded that animated films are effective for increasing students' vocabulary. And for the results of the T-Test Spelling the value of t count ($t_{count} < t_{table}$ or $0.568 < 1.713$), indicates that the learning method using animated films is less effective.

Keywords: vocabulary, animation movie, picture identification, word meaning

INTRODUCTION

English is the language used by people almost all over the world in conveying information. Someone who has good academic skills and has global language skills will be needed in the world of work. However, it is still difficult for EFL (English as Foreign Language) learners to be able to have the ability to speak both spoken and written. It takes a very big effort to be able to have oral language skills as well to communicate (Indrayanti et al, 2021).

English is a universal language that needs to be mastered in order to communicate and compete with the current developments. The importance of learning English because students live in the era of globalization, this will help students access technology. One's vocabulary mastery can affect the way of communicating, if the vocabulary mastery is good, then someone will find it easier to arrange words into sentences than people with poor vocabulary mastery. Vocabulary is the basis of language learning. Thus, vocabulary is an important element in language which is the key in acquiring the language itself. Therefore, mastery of vocabulary needs to be done to increase students' ability to communicate in the future. This can be done by developing the four language skills. "Skills that must be mastered by students so that they have overall English competence are vocabulary (Vocabulary), word pronunciation (Pronunciation), and good grammar (Structure) (Hidayat et al., 2021).

We can use animated films as a medium to attract children to learn English, because the bright colors and clear pronunciation in the film can make children understand and can hone their ability to master vocabulary and grammar (Togatorop & Sihotang, 2020).

The use of media is needed in the learning process in the classroom. The suitable media is audio-visual because the media has image and sound components so that students can see and listen directly like cartoon film media. With the use of this media, students will enjoy and be interested in learning English

vocabulary, besides that, messages can be conveyed well, can save teacher staff, can motivate to learn, can increase the quantity of learning. Vocabulary is very important in learning English because if someone has vocabulary, it will be easier to learn English. Unlike the case with someone who has limited vocabulary, they cannot learn English well. Media is a means to send messages from speakers to listeners or recipients. This means that the media can help teachers to provide information to students (Munir, 2016).

Most teachers use the media to help convey information to students. Media is used to convey learning messages. So that English teachers with vocabulary material can use this media. With movie media, it makes lessons more innovative and interesting, with the right selection of English films as learning media, by applying this it gives students the opportunity to develop the ability to observe all objects involved in the process, can increase student interest and learning. Besides that, movies can also be used in the process of learning vocabulary and pronunciation (Romadhon & Qurohman, 2018).

The use of media such as films has a positive effect on improving students' vocabulary and making it easier for students to understand. Media can help students be interested in the material provided and motivate students in the learning process. Film is one of the media to communicate between teachers and students to be more effective so that students do not get bored of the lesson. As we know that vocabulary is one of the components that must be mastered in learning a new language (Marguri & Pransiska, 2021).

Animated films can transfer ideas. This means that by watching animated films, students can interpret the story directly. Using animated films can help students make sentences in stages (Ar, 2020).

Films have a very significant role to motivate students to learn speaking and make the atmosphere of the learning process more interesting. Students can find out how to convey their feelings with several expressions, including imitating the film that is currently playing. Students will also create visualizations of the films they watch. Students will study their own character based on a given film (Nuansari & Sriyanto, 2021).

Gagne states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning. Lowe adds animation can help the process of information received that is can make difficult content easier to understand (Putri et al., 2017).

METHOD

This study uses a quantitative approach. The pre-experimental design research method has various types of designs. In this study, the design used was the One-Group Pretest-Posttest Design method. In this design, only one group (in take group) was used as the experimental class which was given pre-test, post-test and treatment sessions.

The pre-test session (O1) was to determine the students' initial vocabulary skills, which was then given a treatment session (X) (treatment) and after that a post-test session (O2) was given to determine the final result. Thus, researchers will be able to compare students' abilities before and after being treated. This research was carried out at SMK Karya Bhakti Brebes involving 23 students of class 11 SMK majoring in Computer Network Engineering.

The data collection technique used a question instrument, which consisted of 30 pre-test questions and 30 post-test questions in the form of picture identification, word meaning and spelling with 10 questions each. The questions are based on the animated film Gulliver's Travel which airs in about 15 minutes. This form of pre-experimental research uses the t-test to prove the initial hypothesis (H1), namely that the animation movies method is effective in helping improve students' English vocabulary. Therefore, the research was conducted in several sessions as follows;

- 1) The skill related to vocabulary by answering 30 questions related to the film being shown.

- 2) Students take part in the treatment session, namely learning vocabulary using an animated film entitled Gulliver's Travel.
- 3) Posttest session to measure vocabulary related skills after treatment by answering 30 questions about the film Gulliver's Travel

RESULTS AND DISCUSSION

Data from the pre-test and post-test results of using animated films to increase vocabulary are illustrated in the following table:

Table 1. Pre-Test & Post-Test Results

No	N	PI		WM		S	
		Pre	Post	Pre	Post	Pre	Post
1	AMP	8	10	2	10	3	4
2	RR	9	9	5	10	8	6
3	NI	8	6	2	7	1	6
4	NRR	8	9	2	7	5	10
5	CAC	7	8	2	6	5	5
6	NM	6	7	2	9	3	10
7	EG	9	10	7	10	9	10
8	MAP	6	9	4	8	7	2
9	MW	6	8	4	9	1	10
10	NAA	3	5	2	4	4	6
11	DO	6	7	5	6	3	5
12	PMW	7	8	1	7	7	7
13	SP	8	10	6	8	7	7
14	JQH	4	7	4	9	3	5
15	NSA	8	9	1	8	1	5
16	NKP	10	9	6	9	2	9
17	ASa	7	10	3	9	5	6
18	BRiA	7	5	4	6	5	5
19	BR	6	8	2	5	3	5
20	INK	8	9	2	7	3	7
21	SRP	6	7	2	8	3	5
22	IGA	5	8	3	5	5	4
23	BA	9	10	3	7	5	5
Average Scores		7	8,17	3,21	7,56	4,26	6,26

PI= Picture Identification

WM= Word Meaning

S = Spelling

Based on table 1, it is known that the average score of students for the picture identification pretest is 7 while for the post-test it is 8.17. The average value of students for the pretest word meaning is 3.21 while

for the post-test it is 7.56. The average score of students for the pretest spelling is 4.26 while for the post-test it is 6.26. So, we can conclude that there is an increase in the average value of students after being given animated film treatment.

Table 2. t-test Result for Picture Identification

average	8,173,913,043
miu 0	6
std dev	152,709,391
sqrt	2,645,751,311
t-table	1,713,872
t-count	3,766,391,344

In Table 2. the results of the t-test one-sample test obtained the value of t count (t_{count}) $>$ t_{table} or $3,766 > 1,713$. This shows that the initial hypothesis is accepted or it can be said that the use of the animated film method at SMK Karya Bhakti Brebes is effective for increasing students' Vocabulary, especially in Picture Identification

Table 3. t-test Result for Word Meaning

average	7,565,217,391
miu 0	6
std dev	1,700,964,618
sqrt	3
t-table	1,713,872
t-count	2,760,581,921

The effectiveness of animated films can also be seen in table 3. Where the results of the t-test are obtained $t_{\text{count}} > t_{\text{table}}$ or $2,760 > 1,713$. It can be said that animated films at SMK Karya Bhakti Brebes are effective in increasing students' Vocabulary in Word Meaning.

Table 4. T-Test Result for Spelling

average	6,260,869,565
miu 0	6
std dev	2,199,532,829
sqrt	4,795,831,523
t-table	1,713,872
t-count	0,568796459

However, the different results are shown in table 4. Where, the results of the one-sample t-test above obtained $t_{\text{count}} < t_{\text{table}}$ or $0.568 < 1.713$. This shows that the learning method using animated films at SMK

Karya Bhakti Brebes is less effective in improving the ability to spell (spelling) every word shown in the film

Based on the average value, we can see that there was an increase after the posttest, with the details of the average posttest as follows; the average value of picture identification is 8.17, while the average value of word meaning is 7.56 and the average of spelling is 6.26. Thus, we can conclude that there is an increase in the average value of students after being given animated film treatment. From this, we can see that animated film media has an effect on students' English mastery. From the results of the T-Test Picture Identification, we can see that the results of the $t_{\text{count}} > t_{\text{table}}$ or $3,766 > 1,713$. This shows that the initial hypothesis is accepted or it can be said that the use of the animated film method is effective to increase students' vocabulary, especially in picture identification. For the results of the T-test Word Meaning, namely $t_{\text{count}} > t_{\text{table}}$ or $2,760 > 1,713$ so it can be concluded that animated films are effective for increasing students' vocabulary. And for the results of the T-Test spelling the value of $t_{\text{count}} < t_{\text{table}}$ or $0.568 < 1.713$, indicates that the learning method using animated films is less effective in improving the ability to spell (spelling) each word given in the film that is shown. Based the results of the analysis, we can see that the use of animated films is effective for vocabulary learning, especially at the point of picture identification and word meaning.

CONCLUSION

Based on the results of the analysis that the post-test average value is higher than the pre-test average value. The average value of the pretest on the assessment of picture identification, word meaning and spelling is 4.8, while the posttest is 7.3. Meanwhile, the results of the t-test show effective results, especially on the point of picture identification and word meaning. There are several suggestions that the author can convey, including for learning English in the classroom, teachers are advised to use interesting, not boring and fun learning media, including the use of animated films. It is expected that students are also more active in the use of animated film media. Teachers are also expected to be more selective in choosing films to be screened. At least a film whose word choice/vocabulary is not too difficult so that students can understand it well. The duration of the film also needs to be considered because after the viewing session, there will be a film discussion session so the teacher can find out the level of students' understanding.

REFERENCE

- Ar, Y. (2020). *The Effect of Animation Movies towards Writing Skill in Online Class*. 5(2).
- Fathul Munir. (2016). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. *Journal of English Language Teaching and Linguistics*, 1(1), 13–37. www.jeltl.org
- Hidayat, S.L, Amalia, A.R, Lyesmaya, D. (2021). *Pengaruh Media Film Animasi Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar*. 4(3), 496–502.
- Indrayanti, I, Ramdhani, A, Romadhon, S.A. (2021). *Virtual Storytelling dan Analisis Kepercayaan Diri Siswa dalam Berbahasa Inggris*. 1(April), 1–8.

- Marguri, R., & Pransiska, R. (2021). Analisis Film Serial Televisi “Sesame Street” Dalam Pengembangan Bahasa Inggris Anak Usia Dini. *Jurnal Golden Age*, 5(02), 185–195. <https://e-journal.hamzanwadi.ac.id/index.php/jga/article/view/3489>
- Nuansari, H., & Sriyanto, W. (2021). the Effectiveness of Using Animation Movie in Improving Speaking Skills of Elementary Students. *ELLTER Journal*, 2(1), 47–52. <https://doi.org/10.22236/ellter.v2i1.5368>
- Putri, N. I., Kasim, U., & Silvianti, T. M. (2017). Syiah Kuala University, Banda Aceh, Indonesia 2 Dinas Pendidikan Aceh. *Research in English and Education (READ)*, 2(June), 127–134.
- Romadhon, S. A., & Qurohman, M. T. (2018). Using Movie to Increase Students’ Vocabulary in Politeknik Harapan Bersama. *IJECA (International Journal of Education and Curriculum Application)*, 1(2), 104. <https://doi.org/10.31764/ijeca.v1i2.2149>
- Togatorop, R., & Sihotang, L. (2020). Enhancing Students’ Vocabulary Mastery Through Animated Videos of the Eight Grade Students At Smp Negeri 2 *Tapanuli Journals*, 2(2), 134–148. <http://journal.ojs-unita.com/index.php/unita/article/view/95>