

## The Use of Animated Movie for Teaching Vocabulary (A Pre-experimental Study to The Seventh Grade Students of Madrasah Tsanawiyah Negeri 2 Pontianak in Academic Year 2022/2023)

Pratiwi Bismi Widya, Gatot Sutapa Yuliana Yohanes, Suhartono Luwandi, Apriliawati Rahayu, Surmiyati  
Universitas Tanjungpura Pontianak

### ABSTRACT

This study was conducted to examine the effectiveness of using Animated Movie for teaching vocabulary, especially noun, adjective, and verb to the seventh-grade students of MTsN 2 Pontianak in the academic year 2022/2023 with pre-experimental design as the method. Cluster random sampling was used to select the sample which consisted of thirty-six students. The data was collected by using a multiple-choice test and then analyzed by using the t-test formula. The results indicated that Animated movie increases their vocabulary achievement. The presentation of Animated movie with English subtitles along with the combination of multimedia tools and applications significantly helped the students comprehend the meaning and accurately spell the words. It was proven by the result of the findings of this research that t-test computation at the level of significance of 0.05 with the degree of freedom 35 = 1.689 and the t-value was 9.57 which was higher than the t-table (1.690). The result of the effect size (ES) was 1.56 which was categorized as a strong effect (ES > 1.00). It demonstrated that the alternative hypothesis was accepted and the null hypothesis was rejected. It proved that Animated Movie significantly affects teaching vocabulary.

**Keywords:** *Animated Movie, Teaching Vocabulary, Vocabulary*

#### **Corresponding author**

**Name:** *Bismi Widya Pratiwi*

**Email:** *bismipratiwi@student.untan.ac.id*

### INTRODUCTION

Vocabulary is a crucial aspect of learning English as a foreign language. Learning vocabulary can be quite challenging. On July 25, 2022, the researcher went to MTs Negeri 2 Pontianak and observed the English teacher to learn more about English teaching and learning there. The teacher stated that the students lack vocabulary, therefore they are frequently confused about how to organize the vocabulary and find it difficult to understand the meaning of some vocabulary in the material provided. Thus, the researcher should find appropriate teaching media to help them in increasing their vocabulary. One of the popular media is animated movie.

Animated movie is a medium that the researcher chose to teach vocabulary. It is a kind of audiovisual medium that is served to amuse those who watch it. This medium is used to find the meaning of the new word by listening to and seeing the movie. By audio, students can learn how to make the sound by imitating native speakers, which makes it easier for them to remember. By visual, the students see the object and convey the message by the moving picture or animation. These sounds and animations helped students to identify the word's meaning easily. The animated movie is one of the media that help students memorize words and enhance their vocabulary. It can be concluded that movie is a suitable medium that has positive effects on students' understanding of learning vocabulary as they can see and hear directly.

The researcher chose descriptive text as the material that has been taught to seventh-grade students since it is included in the curriculum 2013. A descriptive text is a text that explains a particular person, place, and thing. It consists of some language features that relate to vocabulary learning. The chose noun, verb, and adjective as the kinds of vocabulary to be taught in year 7 of Junior High School. It is because those kinds of vocabulary are found in descriptive text. Thus, the researcher chose descriptive text as the material for teaching vocabulary.

Rahmani (2018) conducted a study on eighth-grade students of SMPN 2 Pontianak. She stated that animation movie with text was effective in increasing students' vocabulary. It is also helping the students learn English, attracting the attention of the students, and making it easy for students to gain information from the learning material. Another research was conducted by Putri (2018) on 24 students in one of the seventh-grade classes at SMP Negeri 01 Tebo. The study showed a significant effect on the student's test scores. The students had shown excellent achievement in mastering vocabulary after being taught by using audiovisual media, which is English movie. The students were enthusiastic while the learning and teaching process and easy to memorize the words. The subject of the study and the animated film that served as the source of this study were different from those of other studies. Additionally, the researcher concentrated on three elements of speech, namely noun, verb, and adjective, as opposed to the previous research's two main areas of interest, noun and verb. The study discovered that watching animated movie was an efficient way to learn vocabulary, particularly for organizing the vocabulary and trying to figure out the meaning of new words. Therefore, the English teacher can use animated movie as a medium to help the students learn vocabulary in the classroom.

## **METHOD**

A pre-experimental design was used for this study. Creswell (2012) states that the pre-experimental design is mostly focused on quantitative research and is used when the researcher wants to make possible cause and effect between independent and dependent variables. It is intended to find out whether the use of Animated Movie is effective or not in teaching vocabulary. There are some steps in implementing the pre-experimental research. According to Creswell (2012). "pre-experimental design is using one group pre-test and post-test". It indicates that in the group pretest-posttest design, a single group was

measured or observed both before and after receiving treatment. The following table represents the research's design:

**Table 1: One group pre-test post-test design**

Pre-test	Treatment	Post-test
$O_1$	X	$O_2$

Source: Cohen et al. (2018)

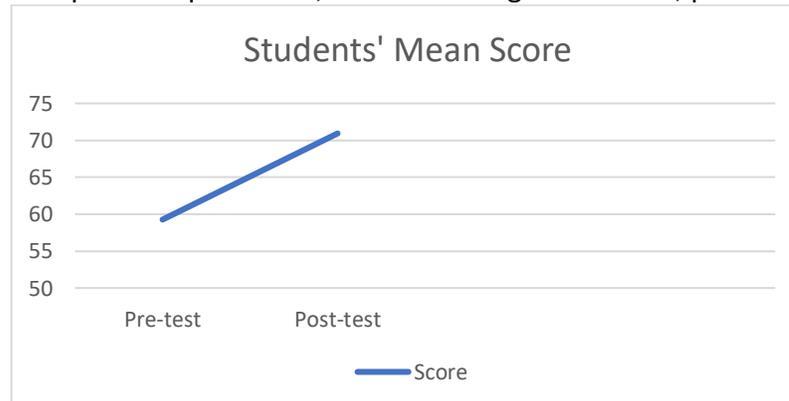
The population of this study was made up of seventh-graders at MTsN 2 Pontianak in the academic year 2022/2023, which consisted of seventh-grade students from VII Matematika to VII Olahraga 2. The total population was 389 students. The sample for this study was selected by cluster random sampling. In applying this technique, the researcher made 11 rolls of paper and every roll consisted of one class. After that, the researcher took one of them and the result was class VII Olahraga 2 as the sample of this research. There were 36 students in this class.

The data were gathered using measurement techniques by the researcher. The measurement technique was in the form of a written test which was done twice. It is divided into pre-test and post-test. The researcher used the test as a tool for collecting the data. In this research, the test was required to measure students' vocabulary scores before and after treatment. The test used in this research was a multiple choice test that consisted of 30 items with four alternative answers on each item for pre-test and post-test. The test was constructed based on a table of the test item specifications. The table of test item specification was to measure the test validity in its content.

## FINDING AND DISCUSSION

### FINDING

The achievement of the students changed significantly after the treatment. The results of the students' pre- and post-tests, as shown in figure 1 below, proved this:



**Figure 1: Mean Score of Students' Pre-test and Post-test**

The results of the data analysis showed that students' pre-test mean scores were 59.26. Meanwhile, The result of the students' mean score on the post-test was 70.93. Between the students' mean pre-test and post-test scores, it was found that there was increasing score. In comparison to the pre-test, the post-test's mean score was higher. The MD was 11.67. The researcher computed the MD from students' mean scores of post-test minus students' pre-test scores.

After computing the mean score of the pre-test and post-test, the researcher answered the first research question by calculating the t-test. It was found that the result of the t-test was 9.57 with the degree of freedom N-1 (36-1=35) which was significant at t-table with  $df = 0.05$ . The researcher found that the t-value (9.57) was higher than t-table (1.690). It implies that applying animated movies to teach vocabulary has significantly enhanced students vocabulary achievement.

The formula for calculating effect sizes was used to determine the treatment's effectiveness and to answer the second research question. The researcher got 1.56 for the effect size. Therefore, based on the effect size criteria by Cohen et al. (2018), the result was categorized as a strong effect with  $ES > 1.00$ . It showed that the use of animated movie for teaching vocabulary has a substantial impact on students' vocabulary achievement.

## **DISCUSSION**

The results of this study demonstrated that using animated movie to teach vocabulary was effective. The study discovered that the students improved on the post-test and learnt vocabulary as a result of getting the treatments. It was proven by the data analysis which showed that there was a significant difference in mean scores on the post-test rather than the pre-test. The students were able to remember the vocabulary's correct meaning and spelling during the post-test because they learned it while watching animated movie through the treatments. In line with a study conducted by Sadiku (2018), who found that the combination of multimedia and subtitles in movies helped students retain vocabulary over time. As a result, this study demonstrated that vocabulary learning and retention are positively impacted by teaching with animated movie in the classroom.

In the implementation of pre-experimental research, three treatments have been done for the seventh-grade students of MTs Negeri 2 Pontianak. In the first treatment, some of the students made mistakes in spelling the correct letter and had difficulties understanding the meaning of some vocabulary. It can be seen on their worksheets. Moreover, the researcher asked the students to focus on the scene and highlighted the subtitles to help them acquire the meaning and spelling of the words. The researcher also gave them an example of how to do it. In the second treatment, the researcher reviewed the vocabulary that the students learned in the previous meeting. In this treatment, the researcher reminded the students to not only focused on the scenes and the audio but also on the highlighted vocabulary in the subtitles to help them comprehend the meaning and spelling of the words they learned. The students were getting familiar with the instructions and the words. In the last treatment, the students got better results than the last treatment. It can be seen from their worksheet that showed improvement. Most of the students

answer the question correctly. It means that they could get the meaning and spelling from the movie easily.

The calculation of the effect size was classified as having a strong effect based on the data analysis, which confirmed the rejection of the null hypothesis and concluded that the use of Animated movie for teaching vocabulary is highly significant to seventh-grade students of MTsN 2 Pontianak in Academic year 2022/2023.

## **CONCLUSION**

According to the research findings, animated movies helped students acquire higher levels of vocabulary mastery. It means that animated movie can be one of the best mediums for teaching vocabulary, particularly for learning the form and meaning of unfamiliar words. It is supported by the finding that the pre-test's mean score was higher than the post-test's mean score. Based on the result, the effect size is categorized as a strong effect. It indicates that using animated movie has a significant effect on teaching vocabulary. The data analysis and effect size results demonstrated that using animated movie to teach vocabulary to seventh-grade students at MTsN 2 Pontianak is very effective.

## **SUGGESTION**

The researcher offers multiple suggestions on the results achieved in relation to the research's findings. (1) It is suggested that teachers be careful when choosing animated films to show in their classrooms and follow to certain criteria, such as the content's suitability to the students' ages, interests, lifestyles, and language proficiency. For instance, using Animated movie for teaching vocabulary to increase the students' vocabulary achievement. This study is expected to enhance teachers' knowledge of using animated movie in order to facilitate a more effective learning process. (2) The researcher suggests the students participate more actively participating in the teaching and learning process in the classroom. Additionally, it is intended that animated movie can boost students' independence in their vocabulary acquisition and other English language skills. (3) The researcher suggests that other researchers who have their enthusiasm use animated movies to investigate the impact on other skills including reading, listening, writing, and speaking. Additionally, it is suggested to carry out this research with many students and in different contexts and competency levels. Future research might also take place in another school than the one used for the current study.

## **REFERENCES**

- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth: Wadsworth Publishing.
- Blerkom, M. L. (2017). *Measurement and Statistics for Teachers* (2nd ed.). Routledge. doi:<https://doi.org/10.4324/9781315464770>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*. USA: SAGE publication, Inc.
- Ebel, R. L., & Frisbie, D. A. (1991). *Essential of Educational Measurement*. (5 ed.). Englewood cliffs. New Jersey: Prentice-Hall, Inc.
- Jackson, S. L. (2009). *Research method and statistic: A critical approach* (third edition). Wadsworth, Cengage Learning.
- Kubiszyn, T., & Borich, G. D. (2013). *Educational Testing and Measurement: Classroom Application and Practice*, (10th Ed.). New Jersey: Wiley.
- Putri, Z. A. (2018). The effect of using English cartoon movie on the seventh grade students' vocabulary mastery at SMP Negeri 01 Kabupaten Tebo academic 2017/2018.
- Rahmani, T. S. (2018). The use of animation movie with text in improving students' vocabulary for speaking. *Jurnal Pendidikan dan Pembelajaran*, 7(2), 1-11.
- Sadiku, A. (2018). The Role of Subtitled Movies on Students' Vocabulary Development. *International Journal of Sciences: Basic and Applied Research (IJSBAR)* , 212-221.