THE EFFECT OF SHORT FILM ANIMATION ON IMPROVING THE VOCABULARY MASTERY OF EIGHTH GRADE STUDENTS

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ABSTRACT

This research aimed to examine whether there is a significant effect of short film animation on improving students' vocabulary mastery of eighth-grade students of SMPN 37 Pekanbaru. The method used in this research was a quantitative approach with quasi-experimental design involving 60 students divided into a control group and experimental group. Data were collected through pre-test and post-test in the forms of multiple choice. The result of the analysis using the Independent T-test showed a significance value (2-tailed) of 0.001, which means that null hypothesis (H0) can be rejected, supporting the alternative hypothesis (Ha). Thus, it can be concluded that short film animation effectively improves the vocabulary mastery of eighth-grade students at SMPN 37 Pekanbaru. This study suggests that short film animation is a significant medium in improving students' vocabulary mastery.

Keywords: short film animation, vocabulary mastery, teaching media

PENGARUH FILM ANIMASI PENDEK UNTUK MENINGKATKAN PENGUASAAN KOSAKATA BAHASA INGGRIS SISWA KELAS 8 SMPN 37 PEKANBARU

ABSTRAK

Penelitian ini bertujuan untuk menguji apakah ada pengaruh yang signifikan dari animasi film pendek terhadap peningkatan penguasaan kosakata siswa kelas VIII SMPN 37 Pekanbaru. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan desain kuasi-eksperimen yang melibatkan 60 siswa yang dibagi menjadi kelompok kontrol dan kelompok eksperimen. Data dikumpulkan melalui pre-test dan post-test dalam bentuk pilihan ganda. Hasil analisis menggunakan Independent T-test menunjukkan nilai signifikansi (2-tailed) sebesar 0,001, yang berarti hipotesis nol (H0) dapat ditolak dan mendukung hipotesis alternatif (Ha). Dengan demikian, dapat disimpulkan bahwa animasi film pendek secara efektif meningkatkan penguasaan kosakata siswa kelas delapan di SMPN 37 Pekanbaru. Penelitian ini menunjukkan bahwa animasi film pendek merupakan media yang signifikan dalam meningkatkan penguasaan kosakata siswa.

Kata kunci: film animasi pendek,, penguasaan kosakata, media pembelajaran

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INTRODUCTION

The requirement for effective English communication skills and the widespread acceptance of English as the language of today have increased demand for English teaching globally. According to Hamdona (2007, as cited in Rasha 2013, p. 2), this has placed a great deal of pressure on academics to meet this demand and help develop new and innovative teaching methods for teaching English as a foreign language. Based on Pebrianti (2014, p. 1), in Indonesia several elementary schools as well as junior high and senior high schools, English is taught. For junior high school students, studying English is considered to be difficult. Even, the development of technology supports the process of learning the language. Yet, if they are familiar with English, they nevertheless struggle to learn it. They have trouble understanding speech in English and remembering English words. Students' ability to communicate in daily life will also be facilitated by learning

English.

For students, studying English appears to be a challenging activity. It highlights the four key competencies that need to be mastered. They are speaking, reading, writing, and listening. According to the 2013 English curriculum, English occupies a crucial place in all levels of Indonesian education. As a result, it becomes a required subject in the classroom. Based on Rohmatillah (2014, pp. 69-68), if students want to master the skills, the most important thing is to know the vocabulary first. Without mastering vocabulary, they cannot speak, write, listen, and read if they don't know the meaning of what people are saying. In order to succeed academically in school generally and to pass an English exam specifically, students must develop their vocabulary mastery.

Being able to understand and use terms from the language, both in speech and in writing, is known as vocabulary mastery. As stated by Gustian (2021), people who are mastering vocabulary are crucial because the more words they know, the easier it is for them to communicate and receive information. Furthermore, vocabulary can be used to assess a person's intelligence. According of Merriam-Webster Learner's Dictionary (2002) shows that vocabulary refers to the language's basic words. Every term used in English is from the vocabulary, therefore learning it will make it easier for us to apply it in dialogues and structure of a language.

Related to the importance of vocabulary in language learning, Richards (2002, p. 252) found that: "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Without an extensive vocabulary, learners often achieve less than their potential and may be discouraged from making use of language". It means that students require vocabulary to help them develop meaningful sentences in communication because vocabulary provides sentence structure. As a result, one of the key purposes of vocabulary interaction is to assist students in improving their comprehension. This indicates that vocabulary is important to English language learning. However, your English won't get any better if you spend most of your time studying grammar. If you learn more words and expressions, you will notice the largest improvement. Few things can be said with good grammar, but almost everything can be said with good vocabulary. This is due to the fact that vocabulary is the important thing in speaking and writing English text.

Based on the observation conducted at one of junior high school in Pekanbaru, the researcher found that the students' vocabulary was still low because when the researcher taught in one of the class there, the students could not answer the basic vocabulary like vocabulary in the classroom. From the interview done to the English teacher of the eighth grade, she said that most of the students had difficulties in memorizing English vocabulary and they seldom use the vocabulary in their daily activity. It is challenging to study grammar, speaking, listening, reading, and writing without developing a strong vocabulary. In English class too, they seldom respond when the teacher uses English. Because of that they are hard to memorize and talk in English. From the informal interview done to the students, they said that the English teacher only used a textbook and white board in the teaching learning process. They only focus on the teacher's explanations or copy the words the teacher has written on the board. As a result of the teacher just making students memorize certain words, they were unable to do as well. Because it used a boring media or technique, this teaching strategy made students feel bored. According to the English teacher, in every exam some students can answer correctly and get score minimum standard (76), but not all who pass with grades above the minimum standard, so remedial must be done so they can reach the minimum standard of the school. In order to achieve the minimum standard set by the school, researcher try to apply short film animation as a medium so that students are interested and enthusiast to attend English class.

Banez (2009, pp. 33-35) recognized the benefit of using animation in education, where certain kinds of stimulation could be created and used as a teaching tool. Using animation in learning can increase students' enthusiasm for learning because the method used is more interesting than just using a textbook. Through using the short film animation, researcher tried to use this method so that students became interested in the learning process. Therefore, it is interesting to use short film animation to make the students in the eighth grade can memorize and understand the vocabulary easily.

Based on research that has been done on the application of short film animation, with the use of this

media, this is an interesting and successful way to improve vocabulary mastery. As research conducted by Handayani (2015), in improving the vocabulary ability of grade 5 elementary school students where they are still very interested in cartoons, the use of English-language cartoon films will increase their enthusiasm to watch and learn the vocabulary spoken in the cartoon. With the use of cartoons, the teaching and learning process in the classroom is interesting so that students are more active in the classroom. In addition, by watching this cartoon film, English lessons will be easier to understand because they are directly practiced in conversations in the cartoon. The next research is from Setyatama (2020), the result of the research is that there is an increase but not really significant because several possibilities like the methods used in an online way, the lack of control over respondents, etc.

Some researchers find that there is not always such a significant effect in the use of animated / cartoon film media. Research conducted by Handayani (2015) and Setyatama (2020) shows that there are differences in the results obtained from the research they have done. From the two studies that have applied animated films / cartoons in the learning process, researcher found a gap between Handayani and Setyatama's research in terms of seeing the effect of animated films on increasing students' vocabulary. The results of the research conducted by Setyatama shows that there is a lack of clarity in the results of the study because it is said there that it has only increased slightly, not so influential as done by Handayani.

In summary, the use of animation in the classroom may be a good way to grab students' attention and make English learning pleasurable for both teachers and students. Using short film animation also seems to be a wise strategy that can be used to improve and knows how the students in the eighth grade memorize basic vocabulary in their daily conversation. Based on the description above, the title of this research is "The Effect of Short Film Animation on Improving the Vocabulary Mastery of the Eighth Grade Students".

LITERATURE REVIEW

According to Fathurrohman (2017, as cited in Sartika, 2018) film animation is a form of story that integrates visual and audio aspects with animated steps, also referred as cartoons. The use of film animation in integrated learning is a step toward making it simpler for teachers to use educational materials in accordance with their roles and duties. The production of the script is also necessary to support student enthusiasm in animated movies. Giving the tale in the animated movie, in which it is told by employing many languages in communication, should be done to anticipate students' difficulties with script mastery and comprehension. The action is said to be able to provide a clear representation of their writing and speech.

Along with the development of the times, animation has developed into several types. In general, the division of animation types is divided into three types, namely clay animation, 2D animation, and 3D animation. The three types of animation have different concepts and techniques of making and characterizing. In this study, researcher used 2D animation video type. 2D animation is considered quite easy to make and create, making it easier for researchers to use. 2D movies which can only be seen from one side not from various sides like 3D because the movies obtained were from YouTube which only has 2D films.

There are advantages when utilizing film animation. Johari et al. (2014, pp. 10-11) highlight several advantages and disadvantages of film animation. The following are several advantages of using film animation: 1) Minimize the size of items that are actually big enough and replace them with smaller ones, 2) Simplify the delivery of information regarding complex processes by teachers, 3) Consists of more than one convergent media, such as a combination of audio and visual elements, 4) Attract attention to the students in order to stimulate their motivation to learn, 5) Interactive in that it may take user feedback into account.

The use of film animation in education can be personalized to the needs of students. The content of film animation can be modified to fit the student's education learning subject. To capture student's interest, film animation can be made as engaging as possible (Valentina & Sujana, 2021, p. 233). In their study, Rahmatullah et al. (2022, p. 101) outlined the four stages of implementing film animation for learning. In the first stage, teachers do an analysis of needs by gathering data and taking into consideration the issues found. In the second stage, teachers choose which lessons will be turned into film animation. In the third step, making a development design will provide you an overview of the writing style and methodical layout of the film

animation. The last stage is test the film animation with students.

According to Alqahtani (2015, as cited in Fariz 2017, p. 3) stated that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. It means that it is important to develop a vocabulary for this reason. How well students transfer ideas from their native language into the target language depends on how important vocabulary learning would be to them. Without the appropriate words, students will struggle to communicate their ideas. Many people will misunderstand if the word or vocabulary used does not match what the person really wants to convey. The word that is always spoken for everyday speech is called vocabulary. Vocabulary is also necessary to express what exactly a person wants to tell others. Vocabulary is flexible which can be interpreted as the suitability of the context used by the speaker. It is very important to know the right method for a person in order to memorize vocabulary quickly.

According to Taslim (2019, p. 68) mastery refers to having in-depth knowledge of a subject, advanced skills, or proficiency in a specific activity. The ability to manage, command, decide upon, and reign over one's language is defended as being a crucial and essential component of effective communication and knowledge acquisition. Vocabulary mastery is knowing and being able to utilize terms from the language, both verbally and in writing. The ability to master vocabulary is really important since it makes it simpler to give and receive information and can even be used as an indicator of intelligence.

People who have mastered vocabulary know that there is a relationship between words and other words that affects how a message is delivered, therefore they cannot comprehend sentences word for word. According to the context, a word might have several different meanings (Mahanani, 2017, p. 110). To comprehend the meaning of the phrases or text, vocabulary mastery is necessary. The level of someone's vocabulary knowledge determines how much language people can speak. The skill to use language can be acquired with a strong vocabulary. Vocabulary mastery is not a natural process and is challenging to achieve. So, in conclusion, it will be easier to master the English language if they master the vocabulary.

There are various techniques of teaching vocabulary according to Brewster, Ellis, and Girard (1992, as cited in Alqahtani, 2015) are using objects, using illustrations and pictures, contrast, enumeration, mime, expressions and gestures, guessing from context, eliciting, and translation. In this study, the technique is using illustration and animation. Because there are many vocabularies that students will know by using animation. The teacher can make their students happy with many pictures they will see. Also, according to Nation (2008, p. 5) states that Teaching vocabulary is one of the most important parts of a teacher's duty. There are several reasons for this. There are several words that need to be learned. Second, learning words is an accumulative method that needs meeting words. Third, teaching words ought to be limited in scope. And last, a word's meaning, form, and use are only a few of the many aspects that go into a complete comprehension of a term.

To learn how to find new words, have them in their memory, and consolidate them, language learners must be taught learning vocabulary methods. (Muminova, 2022). There are some strategies of teaching vocabulary, they are: 1) Discovery strategies, 2) Memory strategies, 3) Cognitive strategies, 4) Metacognitive strategies. In this study, the strategy uses memory strategies. Researcher use this strategy because the media used is an animated film that makes students watch and know the English vocabulary of what is shown from the film. So, students try to memorize then try to imitate what they see on the screen.

RESEARCH METHOD

This study aims to find out the effect of short film animation on the eighth-grade students of SMPN 37 Pekanbaru. In this study, the researcher used quasi experimental design which involves two classes. The quasi-experimental method is a research method that does not use random assignment in its implementation but uses existing groups.

The population of this study was eighth-grade students of SMPN 37 Pekanbaru with research sample 30 students for eighth-grade two as the experimental class and 30 students for eighth-grade four as the control class. The sampling technique was cluster random sampling. Data collection was carried out from January up to February 2024 at SMPN 37 Pekanbaru located on Garuda Ujung, Pekanbaru.

The procedure of the research was consisted of pre-test and post-test. The test consisted of 20 questions

in the forms of multiple choice. The pre-test was used to measure the ability of students, then, the students of the research got the treatment for three meetings. The treatment was divided by two classes, one class used short film animation and other class used conventional method. After that, post-test was conducted to get the research data. Finally, the researcher used T-test to know the result of post-test.

RESULTS AND DISCUSSION

The result of the data analysis was taken from pre-test and post-test of both experimental and control group. The result of the data was explained below: From the pre-test, the researcher conducted test of normality and homogeny to check that both classes were normal and homogenous. The table below was the result of normality test.

Table 1. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest eks	.117	30	.200[*]	.963	30	.376
posttest eks	.147	30	.097	.943	30	.111
pretest kon	.150	30	.082	.968	30	.493
posttest kon	.128	30	.200[*]	.962	30	.342
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the table above the sample is less than 50, the significance value of Shapiro Wilk is 0.376. Because the calculation results are more than 0.05, the data is declared normally distributed. A homogeneity test was used to analyze whether the sample variance was homogenous or not. In this research, it was a formal statistical test for the assumption of homogeneity of variances.

Table 2. Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil full	Based on Mean	1.636	3	116	.185
	Based on Median	1.615	3	116	.190
	Based on Median and with adjusted df	1.615	3	109.990	.190
	Based on trimmed mean	1.646	3	116	.183

Based on the data above, the homogeneity test of variance in the experimental class and control class showed a significance of 0.185. Thus, 0.185 is higher than the alpha level of 0.05, which means the variance of the data is homogeneous.

After giving the treatment to both experimental and control class, the researcher conducted the post-test. The result of post-test was counted by using SPSS to know the difference of the mean score. The result of T-test as follows:

Table 3. T-Test

From the table above, it showed that, the mean score of control class was 72 and the mean score of

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Post test Eks	30	82.67	10.483	1.914
	Post test Kontrol	30	72.67	11.351	2.072

experimental class was 82. So, it could be concluded that control class and experimental class had different mean score.

Table 4. Independent Samples Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.205	.652	3.545	58	.001	10.000	2.821	4.353	15.647
	Equal variances not assumed			3.545	57.636	.001	10.000	2.821	4.352	15.648

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the Sig value. (2 tailed) of 0.001> 0.05, then as the basis for decision making in the independent sample t-test it can be concluded that H0 is accepted and Ha is rejected. Thus, it can be concluded that there is significant difference between the average student learning outcomes in experimental class and control class.

From the finding above, there is significant difference on the effect of short film animation and students' vocabulary mastery. It can be seen from the findings that the learners were more eager and interested in learning English, especially for the implementation of watching short film animation, it was proved that this method influenced the learners' vocabulary mastery. Using short film animation as a learning medium can be an alternative and innovative way that improves students' understanding and achievement in vocabulary mastery. Based on data analysis, short film animation shows that students have improved their vocabulary. Short film animation is flexible because they can watch everywhere from the internet. They also can be used without the internet if they download the film animation. Short film animation can be a learning medium in

addition to improve vocabulary, it can improve pronunciation, fluency, understanding, etc. From data analysis, students learn by using short film animation and it goes well. Thus, short film animation has a positive impact on improving the vocabulary mastery of the eighth-grade students of SMPN 37 Pekanbaru.

CONCLUSION AND RECOMMENDATIONS

After conducting research entitled The Effect of Short Film Animation on Improving Students' Vocabulary Mastery of Eighth-Grade Students of SMPN 37 Pekanbaru, the conclusion can be drawn. The researcher got the score of the students from the result of the test.

Based on the findings, it is known that there is a difference between scores in the experimental class taught by short film animation and the control class using conventional methods. Students in the experimental class can improve their vocabulary significantly. Short film animation showed positive results on students' vocabulary. For students, short film animation experienced improvement on vocabulary mastery after using short film animation as a learning medium. This is evidenced by the improvement in the average score between the students' pre-test and post-test from 67 to 82. Thus, the statistic using SPSS shows that the significance value of (0.000 was < than 0.05). It can be concluded that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Finally, the researcher concludes that the use of short film animation has a significant effect on the vocabulary ability of eight-grade students.

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