THE EFFECT OF USING ANIMATED ENGLISH MOVIE ON STUDENTS' VOCABULARY MASTERY AT MTsN 3 KUANSING

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ABSTRACT
This study aims to investigate the effect of using animated English movies on students' vocabulary mastery at MTsN 3 Kuansing. A pre-experimental design with one group pre-test and post-test was applied, involving 30 eighth-grade students. The research instrument was a vocabulary worksheet (LKPD) which assessed six indicators: grammar, meaning, synonyms, antonyms, affixes, and word structure. The findings revealed a significant improvement in students' vocabulary mastery after the treatment using Dora the Explorer animated movie. The average pre-test score was 54.17, while the post-test average rose to 78.67. Paired Sample T-Test analysis showed a significance value of 0.000 (< 0.05), indicating that the use of animated English movies had a statistically significant effect on vocabulary mastery. This research confirms the effectiveness of using multimedia, especially animated films, in enhancing vocabulary acquisition in junior high school students.

KEYWORDS: Vocabulary Mastery, Animated Movie

1 INTRODUCTION

Several language acquisition specialists emphasize the crucial role of vocabulary learning in mastering a language. Renowned linguist Crystal states that "learning more words helps people understand and interact with others in a language." English language teacher Swan highlights that "vocabulary learning helps to improve receptive (listening and reading) as well as productive (speaking and writing) language skills." Second language learning specialist Nation underscores the importance of vocabulary in "promoting language fluency and communication." Linguistics expert Rivers further notes that "in order for students to communicate effectively and appropriately in a variety of settings, they must have a large vocabulary repertoire. the main objective of vocabulary learning is to provide people with the linguistic tools required for effective communication and language proficiency.

For students who are visual learners, using movies can be an extremely effective way to get them involved in the vocabulary learning process. When teaching vocabulary mastery, a few easy techniques can let less advanced students be imaginative in the classroom by using movies as a springboard for engaging and interactive activities.

Animated movies are an excellent way to learn vocabulary in English while having fun. By using it, teachers can design engaging activities. Movies give young students the chance to mimic what they hear and see and to pick up new vocabulary. Because of this, it's a great method for encouraging young students to learn.

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Regarding movies, Sexon cited in Yulianingrum (2011), stated that since information is frequently retained in the visual system, movies provide impetuses to strengthen valuable notions and impressions. Film scholars and general public alike have given animated movie a great deal of attention and praise. Film academics like Susan Ohmer assert that animated movie have a special capacity to cross age and cultural divides and appeal to a wide range of viewers. Renowned comic theorist Scott McCloud also highlights animated films' skill at visual storytelling, pointing out how they skillfully blend narrative, movement, and imagery to portray a range of complex themes and emotions. Moreover, animation historian John Canemaker emphasizes the creative ingenuity and technical mastery found in animated movies, highlighting their significance in expanding the frontiers of cinematic imagination. As these experts have discussed, animated movies are, all things considered, a dynamic and influential storytelling medium that captivates audiences with its visual artistry, storytelling techniques, and all-around appeal.

In MTsN in Kuansing, many students still experience difficulty in mastering English vocabulary. This is evident from their limited ability to recall, recognize, and apply new words in context. For example, students struggle to understand the meaning of words in reading texts, fail to identify the correct affixes or synonyms, and often construct grammatically incorrect sentences due to vocabulary misuse. These issues indicate a lack of mastery in key vocabulary components such as grammar, meaning, synonyms, antonyms, affixes, and word structure. Reading and language use are essential skills for students to acquire in order to fully engage with the language learning process in the classroom. Instructors should use a variety of strategies, such as watching animated films, to help students become more proficient with vocabulary. This is taught in junior high school according to the Independent Curriculum. The study's main focus is on vocabulary acquisition via animated films. The following fundamental skills must be attained by Kuansing junior high school students: first, they must be able to recognize and comprehend important vocabulary that is used in animated films. Second, in short, straightforward essays, students ought to be able to employ the new vocabulary correctly and appropriately. Third, following their viewing of the animated films, students ought to be able to correctly and fluently respond to vocabulary-based questions, connecting their responses to the overall plot of the film. The school's English passing score is 75.

Both language educators and cognitive scientists agree that watching animated movies while studying vocabulary is an engaging and successful method of language acquisition. Animated movies have a lot of dialogue and a diverse vocabulary that can be adapted to different skill levels. Language learners are exposed to real language use in context when they watch these films, which enable them to see how words are used in everyday conversations and narrative situations. Furthermore, the visual elements of animated movies offer contextual cues that support learning and memory of new vocabulary. Animated movies are a great way to teach vocabulary because studies have shown that the combination of visual and aural stimuli improves memory and comprehension. Furthermore, animated movies' captivating and amusing qualities make learning fun and immersive, encouraging students to actively interact with the language. All things considered, using animated films in vocabulary-learning exercises offers students a fun and engaging approach to increase their language proficiency while taking in engrossing narratives.

Moreover, Audiovisual media, including cartoon films, to be nothing more than an enhanced form of audiovisual tape. They even see watching cartoon films in class as

a form of instruction. However, there are numerous reasons why cartoon films or audiovisual media can give a unique, extra dimension to the educational process:

1) Seeing language in action: One of the key benefits of watching animated films is that students get to see language in action in addition to hearing it. With regard to gesture, expression, and other visual cues, this considerably facilitates comprehension.

2) Cross-cultural awareness: Students can view situations outside of the classroom thanks to animation films, which is a unique opportunity. Animation movies are also very beneficial in allowing students to observe things like the food and clothing of people in different nations.

3) Motivation: For all the previously stated reasons, most students exhibit a higher degree of interest when given the opportunity to see language in action in addition to hearing it, especially when these opportunities are combined with engaging assignments.

Furthermore, many researchers have conducted the research about vocabulary learning using animated movie such as Anah et al (2021), Lestari & Selian (2021), Ningsi & Tambusai (2021), Fenny Thresia et al (2021), and Vidiati (2022).

2 METHODOLOGY

This research is a pre-experimental research, which is one type of experimental design used to examine cause and effect relationships, even though it lacks random assignment and a control group. According to Sugiyono (2015), pre-experimental research is appropriate when the researcher has limited access to multiple groups and aims to observe the impact of a treatment on one single group. This design was chosen because the researcher aimed to find out the effect of using animated English movies on students' vocabulary mastery at the second-year students of MTsN 3 Kuansing, and the participants could not be randomly assigned to groups (Creswell, 2008).

The design used in this study is one-group pre-test and post-test design. In this design, a single class is given a pre-test before the treatment, followed by a post-test after the treatment to measure the effect of the intervention. This design allows the researcher to compare the students' vocabulary mastery before and after being taught using animated English movies.

The subject of this research was the eighth-grade students of MTsN 3 Kuansing, that purposefully selected one class, which consist of 30 students

Furthermore, the test in this research was used to measure the students' vocabulary mastery before and after being taught using animated English movies. Unlike traditional objective tests, this research used performance-based worksheets (LKPD) as the testing instrument, aligned with the indicators of vocabulary mastery (grammar, meaning, synonyms, antonyms, affixes, and word structure).

The test was administered in two stages: pre-test and post-test. Both tests consisted of tasks taken from or inspired by the contents of selected animated movie episodes used in the classroom. These tasks involved various activities such as

matching words, sentence construction, filling in the blanks, identifying word forms, and interpreting vocabulary through visual or contextual clues.

The students' performances were assessed using an analytic scoring rubric developed based on the operational concepts of vocabulary mastery.

1. Pre-test

   The pre-test was given before the treatment to measure the students' initial vocabulary level. The materials in the pre-test were not taught previously and were designed to reflect general vocabulary knowledge related to the themes of the movies used.

2. Treatment

   The treatment involved the use of animated English movies (Dora the Explorer) combined with interactive learning activities and guided worksheets (LKPD) designed to improve students' vocabulary mastery in a meaningful context.

3. Post-test

   The post-test was given after the treatment to measure the students' vocabulary improvement. The test included tasks with similar formats to the pre-test but involved different episodes and vocabulary items.

4. Scoring component

   The students' responses were assessed based on the following criteria:

Table 1. Blueprint of the Test

No.	Indicators	Pre-Test	Post-Test
1.	Grammar and meaning	1, 2, 3, 4, 5	6, 7, 8, 9, 10
2.	Synonym and antonym	11, 12, 13, 14, 15	16, 17, 18, 19, 20
3.	Affixes	21, 22, 23, 24, 25	26, 27, 28, 29, 30
4.	Word structure	31, 32, 33, 34, 35	36, 37, 38, 39, 40

3   RESULT AND DISCUSSION

A. Result

The data for this study were collected through a pre-test and post-test to investigate the effect of using animated English movies on students' vocabulary mastery at MTsN 3 Kuansing. The participants were eighth-grade students, and the vocabulary mastery data were gathered using students' worksheets (LKPD). The data collection process involved the following steps:

- *the pre-test*, the researcher gave a vocabulary pre-test using a student worksheet (LKPD). This worksheet contained simple vocabulary questions designed to measure the students' initial level of vocabulary mastery. The questions required basic recognition and recall of familiar English words.
- *the treatment*, during the treatment phase, students participated in four learning sessions using animated English movies, specifically selected episodes of Dora the Explorer. After each session, students were asked to complete a questionnaire that contained reflective and guided questions to help them engage with the vocabulary presented in the movie. This aimed to reinforce vocabulary understanding and retention.

- *the post-test*, a post-test was given using a more comprehensive LKPD. The post-test included a variety of vocabulary tasks, such as matching words with meanings, identifying synonyms and antonyms, using words in context, and recognizing word parts (e.g., prefixes, suffixes). This was to assess the development of students' vocabulary mastery after the treatment.
- *Scoring and analysis*, students received points for each correct answer in both the pre-test and post-test. The researcher analyzed students' vocabulary improvement by comparing the scores from the two worksheets. The results were calculated into percentages and used to evaluate the effect of animated English movies on vocabulary mastery.

1) *Students' Vocabulary Mastery before Being Taught by Using Animated English Movie at MTsN 3 Kuansing*

The students' vocabulary mastery before being taught by using animated English movie was collected from the eleventh-grade pre-test at MTsN 3 Kuansing. It can see below:

Table 2. The Descriptive Statistic of Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Valid N	30	25	100	51.50	19.215
(listwise)	30				

Based on Table 2, the researcher found that the minimum pre-test score was 25, while the maximum score was 100. The mean score was calculated to be 51.50, with a standard deviation of 19.215. The table confirms that data from all 30 students were valid and included in the analysis.

Table 6. The Score Classification of Students' Vocabulary Mastery before Being Taught by Using Animated English Movie

No.	The level score	Category	Frequency	Percentage
1	85 – 100	Excellent	1	3.33%
2	70 – 84	Good	5	16.67%
3	50 – 69	Fair	10	33.33%
4	≤ 49	Poor	14	46.67%
		Total	30	100%

Based on the Table 3, it can be concluded that in the assessment, only 1 student (3.33%) was classified as "**Excellent**" with a score between 85–100. 5 students (16.67%) were categorized as "**Good**" with scores ranging from 70–84. 10 students (33.33%) fell into the "**Fair**" category with scores between 50–69. Meanwhile, the largest group, 14 students (46.67%), were classified as "**Poor**" with scores of 49 or below. These results indicate that most students' vocabulary mastery was in the "**Poor**" category, suggesting the need for further instructional support and intervention.

2) *Students' Vocabulary Mastery after Being Taught by Using Animated English Movie at MTsN 3 Kuansing*

The students' vocabulary mastery after being taught by using animated English movie was collected from the eleventh-grade post-test at MTsN 3 Kuansing. It can see below:

Table 4. The Descriptive Statistic of Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Valid N	30	55	100	79	12.205
(listwise)	30				

Based on Table 4, the researcher found that the post-test results from 30 students showed a minimum score of 55 and a maximum score of 100. The mean score was calculated to be 79, with a standard deviation of 12.205. The table confirms that all 30 students' data were valid and included in the analysis.

Table 5. The Score Classification of Students' Vocabulary Mastery

after Being Taught by Using Animated English Movie

No.	The level score	Category	Frequency	Percentage
1	85 – 100	Excellent	13	43.3%
2	70 – 84	Good	11	36.7%
3	50 – 69	Fair	6	20%
4	≤ 49	Poor	-	-
		Total	30	100%

Based on Table 5, it can be concluded that in the post-test, 13 students (43.3%) were classified as "**Excellent**" based on their scores ranging from 85 to 100. Meanwhile, 11 students (36.7%) fell into the "**Good**" category with scores between 70 and 84. Additionally, 6 students (20%) were categorized as "**Fair**," scoring between 50 and 69. None of the students were in the "**Poor**" category. These results indicate that most students performed well after being taught using animated English movies. The distribution shows a significant improvement in vocabulary mastery, with the majority of students achieving scores within the "**Good**" to "**Excellent**".

3) ***The Significant Differences of Using Animated English Movie on Students' Vocabulary Mastery at MTsN 3 Kuansing***

The pre-test and post-test scores, which were determined using SPSS, provided the information to demonstrate the statistically significant differences in listening skill between before and after using animated English movie. To be able to determine whether the data applied parametric or non-parametric analysis, the researcher previously required to do the normality analysis using the Shapiro-Wilk method in SPSS 20. Below is an explanation of this method.

Table 6. The Normality Test of Pre-Test and Post-Test Class

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-test	.948	30	.151
Post-test	.963	30	.375

a. Lilliefors Significance Correction

Based on Table 6, the distribution of the data is determined to be normal if the significance result from the normality test is greater than 0.05. Conversely, if the significance value is less than 0.05, the data distribution is considered not normal. Based on the table, shows that the pre-test score has a significance value of 0.151, while the post-test score has a significance value of 0.375. Since both significance values are greater than 0.05, it can be concluded that the distribution of the pre-test and post-test data meets the assumption of normality. This indicates that the data from both tests are suitable for parametric statistical analysis, which requires the assumption of normality. To find out the significant differences of using animated English movie on students' vocabulary mastery, the analysis conducted as follows:

Table 7. Paired Sample T-Test

		95% Confidence Interval of the Differences				
Pair	Pre-test	Lower	Upper	t	df	Sig.(2-tailed)
1	Post-test	-30.923	-24.077	-16.429	29	.000

The significant value of the Paired Samples T-Test is indicated by the result of SPSS above.

H_o: Data is normally distributed
H_a: Data is abnormally distributed
If probability value (sig) > 0.05, H_o is accepted
If probability value (sig) < 0.05, H_a is rejected

Table 7 shows that the Paired Samples Test's Sig. (2-tailed) value was 0.000. It is clear that the hypothesis (H_o) that 0 < 0.05 is accepted. It indicates the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). It indicates that there was a significant difference on the vocabulary mastery of eighth grade students at MTsN 3 Kuansing when animated English movie were used to teach the material.

B. Discussion

Based on the research findings, the pre-test results showed that among the 30 students who participated in this study, 46.67% were categorized as "Poor", 33.33% as "Fair", 16.67% as "Good", and only 3.33% as "Excellent". This indicates that the majority of students had low to moderate vocabulary mastery before the treatment using animated English movies. After the treatment was conducted using selected episodes of Dora the Explorer, the post-test results demonstrated a significant improvement. In the post-test, 43.3% of students were categorized as "Excellent", 36.7% as "Good", and 20% as "Fair". No students remained in the "Poor" category.

These findings clearly show a substantial improvement in students' vocabulary mastery after being taught using animated English movies. The improvement is not only visible in the shift of score categories but also supported by statistical evidence. The mean score increased from 54.17 in the pre-test to 78.67 in the post-test, showing a significant rise of 24.5 points. Furthermore, the Paired Sample T-test analysis revealed a significance value of 0.000 (p < 0.05), indicating a statistically significant difference between students' vocabulary mastery before and after the treatment.

The results of this study are in line with previous research. For instance, Ningsi & Tambusai (2021) found that students taught using animated YouTube movies experienced noticeable gains in vocabulary mastery compared to those taught through traditional methods. Similarly, the study by Lestari & Selian (2021) demonstrated that animated movies can significantly improve vocabulary acquisition and student engagement in learning English.

In addition, this research confirms that animated English movies are a powerful medium for vocabulary learning due to their combination of visual and auditory input. The Dora the Explorer episodes used in this study helped provide contextualized language, interactive prompts, and repetitive exposure, which strengthened vocabulary retention. Students were not only exposed to new words but also practiced their usage through LKPD activities such as matching, sentence construction, and identifying synonyms, antonyms, affixes, and word structure.

Furthermore, the normality test results (pre-test sig = 0.151 and post-test sig = 0.375) indicate that the data were normally distributed, allowing for valid parametric testing. These statistical results reinforce the conclusion that the treatment significantly influenced students' vocabulary mastery in a positive way.

In conclusion, the use of animated English movies such as Dora the Explorer has proven to be an effective strategy for improving vocabulary mastery among junior high school students. This method not only supports comprehension through engaging visual content but also promotes long-term retention and active language use. Animated movies can thus serve as a valuable teaching tool, especially in settings where traditional methods may not fully capture students' interest or accommodate different learning styles.

4   CONCLUSION

This study was conducted to determine students' vocabulary mastery before and after being taught by using animated English movie Dora the Explorer as a learning medium to improve their vocabulary. As discussed in Chapter IV, the use of Dora the Explorer has a significant impact on students' vocabulary mastery. After analyzing the data, the researcher was able to answer the following research questions.

The findings revealed that the eighth-grade students of MTsN 3 Kuansing achieved a higher score after being taught by using animated English movie. The highest percentage after treatment reached 80.00, which indicates that the use of the animated English movie was effective in improving vocabulary mastery.

Furthermore, the eighth-grade students at MTsN 3 Kuansing had a "Poor to Moderate" level of vocabulary mastery before using Dora the Explorer, with the maximum percentage of 45.00. In conclusion, there was a significant difference in students' vocabulary mastery before and after being taught by using animated English movie. The paired sample T-test result shows that the sig. (2-tailed) value was 0.000. Since $0.000 < 0.05$, it indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

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