



## **Improving the Ninth Grade Students' Vocabulary Mastery through Animation Movies at SMP Gwamar Dobo**

**Olivia Carolina Matulesy<sup>1</sup>,**

*PSDKU Aru, Pattimura University*

\*e-mail: [olivia.matulesy@gmail.com](mailto:olivia.matulesy@gmail.com)

**Siti Rahmawati Kahar<sup>2</sup>,**

*PSDKU Aru, Pattimura University*

\*e-mail: [sitirahmawatikahar691@gmail.com](mailto:sitirahmawatikahar691@gmail.com)

### **Abstract**

This research aims improve vocabulary mastery of class IX students through animated movies at SMP Gwamar Dobo. This research uses classroom action research (CAR) as its research methodology. This research consists of 2 cycles. The participants of this research consisted of 10 students. Data collection was carried out in the form of tests, namely pre-test and post-test, observation checklist and questionnaire. The data provided is in the form of quantitative and qualitative data. Cycle I; The researcher used a pre-test, namely; 1. Students wrote synonyms in verb form, 2. Students wrote antonyms in adjective form and, 3. Students interpreted sentences in noun form. After the researcher gave treatment to the students through an animated movie, the researcher gave training in forms, pronunciation, spelling, meaning and verbal and writing in short sentences to the students. Then the researcher gave post-test cycle I using the same test as the pre-test. From the results of this test, the results obtained turned out that there had not been a significant improvement, so the researchers decided to use cycle 2 by giving students treatment through different animated films (students watched animated movies) and the researchers also provided exercises so that they could train students' abilities. After the researchers carried out treatment on the students, the researchers gave the students a post-test cycle 2, including; 1. Verbs in infinitive form (Past tense), 2. Adjectives in opposite words (Antonym) form, 3. Write short sentences using nouns. From these two cycles there was a difference in improvement so that the researcher could conclude that there was an increase in vocabulary among students in cycle II.

**Keywords:** *Vocabulary mastery, Animation Movies, Classroom Action Research, Senior High School, Aru Islands*

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### **INTRODUCTION**

The existence of vocabulary plays a vital role in any language learning activity. It is because, vocabulary is one of the basic components of a language that needs to be acknowledged by language learners, including those who are in English language learning.



Vocabulary is the set of words known by a person, or are part of a particular language. Tarigan (1993), states that the quality of someone's language skill depends on the quality of the vocabulary possessed. The more he or she knows words the more he or she has opportunity to speak well. This means that the richer of a person's vocabulary the greater the possibility of him in developing his capacity for a language learning. So, it can be said that the quantity, quality, level, and depth of a person's vocabulary is the best personal index for his mental development in the language. Even though this proposal is stressing on vocabulary as one of the components of a language, this proposal is not concerned with vocabulary in general. This writing is concerning on vocabulary in a particular specific part, the part of vocabulary mastery in the student's language learning.

Hornby (1984) who defines mastery as skill from these definitions, it comes to the conclusion that mastery means the competence to understand and apply something learnt. To master vocabulary, there are many ways that students must do to improve their vocabulary, namely listening to western songs, and watching western films, and also students can make groups talk in daily activities. Because in general mastery is very important, it does not mean that other components such as grammar, listening, and speaking should be ignored. In the teaching and learning process, there are various factors involved. Teachers, students, teaching methods, materials, and media are crucial things that must be collaborated well to achieve student understanding of the process. In this study, the researcher focused on the media, which can be one of the teaching models in teaching vocabulary.

Then more than that, the researcher decided to use media so that students can master vocabulary. One example of media in language learning is animation movies. Animation movies are included in audio-visual media. Animation movies can be described as the creation of the illusion of motion through a rapid sequence of still images. Thus, the researcher defines animation movies as fast-moving images and colour text with sound. Animation movies can convey material messages in understanding and retaining foreign words and story meanings for students. The use of animation movies provides a rich context in which students can enhance understanding and practice; watching movies in class is very fun, so the class atmosphere becomes fun and makes them more ready to learn. When students watch a film, they immediately get some experience from the film, and it affects their understanding and thinking.

One of the experiences I got was when I was still doing PLP/KKN, I interviewed the third-grade English teacher at SMP Gwamar Dobo and what I know was that she had taught the song "daddy's finger" using video animation third grader and the results were remember quickly what was just taught by the English teacher. Vocabulary in language learning, including English, is one of the important things to master (Herlina, 2015). One of the concrete examples that I got while participating in PLP/KKN activities at SMP Gwamar Dobo is when students receive material from the teacher when they enter teaching. So, there is one factor that I found at SMP Gwamar, namely students still lack vocabulary because many students at SMP Gwamar Dobo had low English scores in midterm exams. Why, because I was involved in the evaluation meeting process with the SMP Gwamar teachers. And at that time, they had a discussion to decide whether the SMP



Gwamar students would increase their grades to move up a grade by taking a remedial test.

Underscoring the importance of vocabulary, teacher must ensure that the learning media used in the teaching and learning process can help students learn English vocabulary more easily. In addition, they must equip them to learn in an interesting way in order to become more enthusiastic in the teaching and learning process. Therefore, classroom action research (CAR) is designed to overcome the problems faced by third grade at SMP Gwamar Dobo in Aru Island district. This research was then titled *“Improving The Ninth Grade Students Vocabulary Mastery Trough Animation Movies”*.

## LITERATURE REVIEW

### Definition of Vocabulary

Vocabulary building is a crucial component of learning English and is the first step for pupils who want to master the language. A language should always start with vocabulary because it is so important. Written or spoken, it is regarded as elementary. English is introduced to and taught to pupils in schools as one of the required subjects, just like other significant disciplines. English is still thought of as a challenging subject and a challenging language for students to learn.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Vocabulary was one of the most important things for students in the process of acquiring, learning, mastering, and using the language they learned. A good vocabulary is a vital part of effective communication. A command of many words will make us better speakers, listeners, readers, and writers. The primary method of communication between people was words with the use of the right words.

Cameron (2001) argues that they have different lexical needs from older learners. What Cameron means here is that young students or junior high school students are that they still tend to learn a complete sentence for example: lexical Meaning is the meaning of the word "port" in the word import or portable. According to Lindsay (2006), the teaching and learning process is a relationship between a teacher and the students that happens in an educational interaction. The relationship between learning and teaching is complicated and doesn't direct learners. Learners often don't learn what the Teacher teaches and equally often learn what the Teacher doesn't teach. One way to help overcome this problem is to create a positive relationship.

The language acquisition process can be broken down into five steps, according to Lindsay and Knight (2006): (1) Input, (2) Noticing, (3) Recognizing Patterns and Rule Making, (4) Use and Making Modifications, and (5) Automating. This argument helps us to understand how our children should acquire a second language.

Awalin (2017) in her background to conduct research state that some junior high schools are not aware of the strategies that they used in the learning process.



The meaning of the strategy referred to here is that during the teaching and learning process students do not know how to set the time or study plans that will be prepared by the teacher. Finally, during the teaching and learning process they are not ready to understand the material presented by the teacher. This is one of the events that makes them not understand the lesson during class. Thus, the lyrics are that the third-grade of SMP Gwamar experience a lot of memory loss or a lack of knowledge gained, especially in mastering vocabulary.



## **Types of Vocabulary**

Some experts have classified types of vocabulary. Hayfork, quoted by Hatch and Brown (1995), divides two kinds of vocabulary, namely receptive and productive vocabulary.

### a. Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in a context, Harvard produces correctly. It is vocabulary that learners recognize when they see it in a reading context but do not use it in speaking and writing.

### b. Productive vocabulary

Productive learners' words, which the learners understated, can pronounce correctly and use constructively in speaking and writing. What is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process because the learners can produce the words to express their thought to others. There are some words in a sentence and those collections of words are included into the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order explained. And there are many kinds of vocabulary (Harmer, 2001) such as;

- a. Synonym, is word that shares similar meaning. So, synonym is word that has the same meaning but different in writing. (Thornbury, 2003).
- b. Antonym, is a word which is opposite in meaning to other word
- c. Active Vocabulary, consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.
- d. Passive vocabularies consist of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.

## **Aspect of Vocabulary**

Nation in Clouston (2013) had claimed that there are three aspects of vocabulary namely form, meaning and use.

### a. Form

The form of a word refers to its pronunciation (spoken form), spelling (written form), and every word part that is put together into a particular item (such as a prefix, root, and suffix).

### b. Meaning

Meaning stands the way forms and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

### c. Use



Use includes the grammatical functions of the word or phrase, collocations that normally go with it, and every difference of use, in terms of frequency, level, etc.

In order to help students, master their vocabulary. What would the writer decided about the aspects of the vocabulary which would be fill into this study that implementing all kinds of those vocabulary aspects above towards the activities in the meetings.

### **Component of Vocabulary**

#### **a. Meaning of Words**

According to Xiqin (2008), vocabulary is defined as "the entire stock of words belonging to a branch of knowledge or known by an individual". In a broader understanding, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. This indicates that vocabulary is not merely a collection of words that we memorize and know their meaning but also the process of learning to string them together. There are four ways to understand vocabulary, namely (a) form, (b) pronunciation, (c) word meaning, and (d) usage (Brewster, Ellis & Girard, 2003). Form is learning: (a) listening and repeating, (b) listening for specific phonological information (consonant, vowel sounds, sember syllable, stress pattern), (c) looking at or observing the written for shape, first and last letters, letters clusters, spelling, (d) noticing grammatical information, and 5) copying and organizing.

Pronunciation is a pronunciation or pronunciation. Word meaning is learning the meaning of vocabulary and how it relates to material concepts and other vocabulary. Usage is learning how to use vocabulary itself This indicates that vocabulary is not only a collection of words that we memorize and know their meaning but also the process of learning to string together these words. Without adequate vocabulary, students not only have difficulty communicating but cannot even communicate at all. In addition, without an understanding of vocabulary, grammar, students will face problems in accessing information and operating their electronic devices. Observing the importance of English, English learning in the classroom must use the right strategy, attract and involve students, so that English competence can be mastered optimally.

#### **b. Pronunciation**

Pronunciation is an important form of learning in teaching English. In contrast to Indonesian, the importance of pronunciation in English is because the wrong pronunciation of words in English can have fatal consequences. Make a misinterpretation. Ur (1996) defines that young learner's view, based on many people's experiences seeing children transplanted to a foreign environment and picking up the local language with apparent ease. The obvious conclusion of this experience would seem to be that children are intrinsically better learners. One of the apparent to this is pronunciation, which is learned more easily by younger children.

Logically, this is true: the teacher can raise children's motivation and enthusiasm (by selecting interesting activities, for example) more easily than the older ones because young learners are more self-reliant. In general, children have a great immediate need to be motivated by the Teacher or the materials in order to learn effectively. Prizes and similar



extrinsic rewards can help, but it is more effective on the whole are elements that contribute towards intrinsic motivation: interest in doing the learning activity itself. Such elements are most likely to be effective if they are based on an appeal to these senses or activate the children in speech or movement.

### **c. Short Simple Sentence**

Mardhatillah (2016, p. 5) states that a sentence is a series of words that begin with a capital letter and end with a period. while Malik (2011: 4) explains that: Basic sentences or simple sentences are sentences that contain the main information in the core structure and only contain a sentence pattern, while the expansion does not form new sentences. In other words, a basic sentence or single sentence consists of two core elements (subject and predicate) and can be expanded with additional elements (subject, predicate and object).

### **d. Spelling**

Reed's opinion (2012, p. 7) states that spelling is "producing the correct orthographic representation of a written word". Based on the definition of spelling, spelling components can be described. Spelling components include: 1) Production is proven by the process of producing something; 2) Representation is proven by the existence of a production product representing a symbol or symbol; 3) Orthography is proven by a symbol or sound symbol that can be converted into written form; 4) Written language is proven by the presence of a symbol or symbol in written form. So, spelling is writing phonemes or language sounds based on sound symbols or symbols which are converted into written symbols or symbols.

In the Big Indonesian Dictionary, the word spelling comes from the word "eja" meaning to pronounce (mention) the letters one by one. In English, the term spelling is known as spelling. According to the Cambridge Advanced Learner's Dictionary, spelling comes from the word spell, meaning to form a word or words with the letters in the correct order, so spelling means forming words with the correct letters in the correct order, or the ability to do this. Even though they are both spellings, from the definition above it is known that the meaning of spelling in Indonesian emphasizes the pronunciation of letters whereas in English it emphasizes forming words with the right sequence of letters so that spelling does not emphasize the ability to pronounce the letters but rather how to form a word. with the correct order of the letters.

## **The Teaching of Vocabulary**

### **1. How to teach vocabulary to Student's**

Purwandari (2017) explained that teaching foreign language vocabulary to children cannot be done by providing a collection of various vocabularies to memorize because children will only feel forced to memorize everything. Children cannot be taught English independently, this will make them feel confused and maybe frustrated. Teaching English to children cannot be equated with teenagers or adults. Teachers need to know the right way to teach English to children. (Fanani, 2014) argues that the method is a way used to convey a learning material as an effort to achieve curriculum goals. Children are individuals who really like fun and playing activities, therefore teachers need to have teaching methods that are in accordance with children's characteristics.



Based on French Allen's opinion (Purwandari, 2017) teachers need to feel the atmosphere needed in the classroom. Activities that can be done are to make a vocabulary list that children need, taken from things that are close to them, such as body parts, family members, animal names, fruit names, and so on. Children cannot be taught English independently, this will make children feel confused and maybe frustrated. Teachers need to provide learning in an interesting way to make children enjoy the teaching and learning process.

## 2. General student vocabulary learning

The main objective of the English teaching program is to help students acquire a broad vocabulary. In each lesson, the teacher must introduce new words and have students practice those words, and look for them in a clear sense (Cross, 1992). In general, vocabulary teaching techniques are media that can be seen (visual aids). New most appropriate media. Picture media is very appropriate for early-stage learners and children because at this early stage the vocabulary given is only basic, such as the names of animals, fruits, vegetables, and so on. Images can be obtained from various sources such as books, magazines, newspapers, the internet or make your own.

This was corroborated by Koren (1997), who said that learning foreign words using pictures can be simpler and more remembered than learning words without pictures in Rokni & Karimi (2013). Additionally, according to several research cited by McDermott (2010), text book visualizations may be more helpful at improving students' understanding of a subject than merely summarizing the contents of a chapter. Because they could not understand every word in a new language that they were unfamiliar with, pupils studying a foreign language occasionally became bored. With the use of visual media, children can acquire language with excitement, inspiration, and enjoyment.

### **Definition of Vocabulary Mastery**

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school.

It is suitable with the statement of John Langan (1992), he said that a good vocabulary, more than any other factors. Beside that, it is hoped that they will have more vocabulary (because they are easier to find new vocabularies) and will help them in studying English in the next level of school (Senior High School) or in the University. So that they can use their English in order to communicate to other people from other countries.

The mastery of vocabulary cannot be denied in learning English, not only learner's speaking skills only, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education.





Vocabulary mastering is crucial for children when they learn English in junior high school. The pupils' vocabulary development benefits greatly from the vocabulary-related activities they have in their early years. Students in junior high school receive training on several methods for learning a vocabulary. It will develop as learning matures and transitions to senior high school. Both junior high and senior high school students learn in a similar way, but junior high students receive more specialized care since they are in the concrete operation stage or are transitioning to the semi-abstract stage of psychological development. The kids mostly learnt vocabulary's core concepts since they are in the concrete operation or grow to the semi abstract of psychological development. The students learned basically content word of vocabulary, because the learners are major word dominate English.

### **Problems in Teaching Vocabulary Mastery**

Teaching vocabulary to the students is not easy to do, it is more than just presenting new words. There are some problems occurred the students during the process in teaching them. Roger (1995) states that the difficulty of vocabulary items depends on a number of factors. They are:

1. Similarity

Some English words have Indonesian-like spellings and share a lot of similarities with Indonesian words in terms of both form and meaning. Students could mistake the word "air," which also implies water in Indonesia, for the word "water," for example.

2. Connotation

The word's meaning is another challenging element that students must master. For instance, do native speakers associate the word with something pleasant or negative? While either "skinny" or "slim" might be used to describe a thin individual, their connotations are substantially different.

3. Spelling and Pronunciation

A regular spelling method is likely to be challenging for students who speak English. For instance, some kids are still unsure of how to pronounce, spell, and utter words like through, though, thought, tough, and through.

4. Appropriate use

When using English, it's important to utilize the appropriate word. Some idioms and words can only be used in specific contexts; for instance, the word "pushing" can be used to signify "almost," as in "he is pushing fifty." But only elderly individuals are referred regarded as "pushing"). Additionally, it's crucial that the students understand whether a word or phrase has an obvious casual or formal style.

### **The Understanding of Animation Movie**

Animation is the art of creating moving visual depictions of three-dimensional (3-D) life from two-dimensional drawings or inanimate things. Using a series of drawings, computer graphics, or photographs of objects (such puppets or models) that are slightly different from one another and that, when viewed fast one after the other, produce the



appearance of movement, is how animation is defined by Merriam-2017 Webster's dictionary. The process of creating the illusion of motion via a quick succession of still images is known as animation through addition. Otokundes (2018) describes cartoons as amusing representations of events in visuals. A cartoonist is the person who produced the cartoon. The general representation of characters from both media is the glaring distinction between anime and cartoons. Characters in anime are typically physically depicted in a realistic manner that is true to life than in cartoons.

The functions of the movie are to educate, entertain, enlighten and inspire the audiences, and in this case, the researcher tries to use movies in the teaching and learning process of vocabulary. The researcher thinks that movies can also be used as an alternative method in teaching vocabulary because the student will get a new experience in their class that is quite different from their daily experience in their class, and for the Teacher, a movie can be used as an alternative method in teaching that is suitable with their classroom situation.

### **Advantages and Disadvantages of Animation Movies in Teaching Vocabulary Mastery**

There are advantages and disadvantages to using animation in learning vocabulary mastery.

#### **a. Advantages of animation movies**

Yatimah (2014), states the advantages of using film in the teaching and learning process are:

##### **1. Seeing language in use**

One of the main advantages of movies is that students are not just listening to language. They see it too. It's very helpful in understanding. For example, the general meaning and moods are often conveyed through expressions, gestures, and other visual clues. Thus, we can observe how the intonation can match the face of expression. All such paralinguistic features give clues to the meaningful meaning and help viewers to see beyond what they hear and thus interpret the text more deeply.

##### **2. Cross-cultural awareness**

A unique movie lets students see situations that go far beyond their class. This is very useful if they want to see and be sensitive, for example, a typical British 'body language when inviting someone out or how Americans talk to waiters. The movie is also very valuable in giving the students a chance to see things like what kind of food people eat in other countries and what they wear.

##### **3. Motivation**

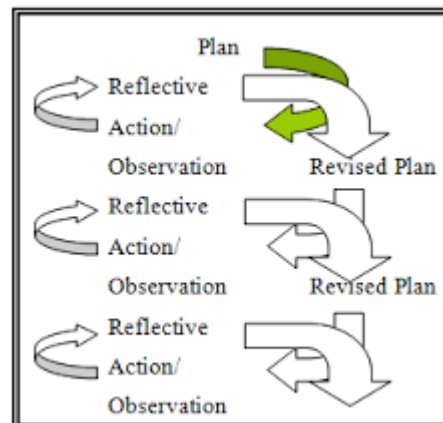
Most students show an increased level of interest when they have the opportunity to see the language used and also hear it when it is combined with an interesting task.

#### **b. Disadvantages of animation movie**

1. Requires sufficient creativity and skills to design animations that can effectively be used as learning media.
2. Teachers, as communicators and facilitators, must have the ability to understand their students and not indulge in learning animations that are quite clear without any effort to learn from presenting too much information in one frame, which tends to be difficult for children to digest.

## METHOD

According to Hopkins, 1993 class action begins with planning action (Planning), implementation of action (action), observing and evaluating the process and results of actions (Observation and evaluation)., work procedures in classroom action research consist of four components, namely planning (planning), implementation (acting), observing (observing), and reflecting (reflecting), and so on until the expected improvement or improvement is achieved (criteria for success), as shown below:



Picture 1. Spiral Classroom Action Research (Hopkins, 1993)

## RESULT & DISCUSSION

### Animation Movies Teach Students to Improve Vocabulary Mastery

According to Miarso (2004:463), states that the most sophisticated presentation media is media that can convey five types of information: images, lines, symbols, sound and movement. The media are live images (film) and television or video. Meanwhile, according to Smaldino (2011: 404), videos or films are available for almost all types of topics and for all types of students in all teaching domains such as:

- 1) Cognitive domain, in the cognitive domain, students observe dramatic re-enactments of historical events and actual recordings from more recent events. Color, sound and



movement can bring personality to life. Videos or films can show processes, relationships, and techniques;

- 2) Affective domain, when there is an element of emotion or desire to learn effectively, videos or films usually work well. Role models and dramatic messages in videos or films can influence attitudes. Because of their great potential for emotional impact, videos or films can be useful in shaping personal and social attitudes;
- 3) In the realm of motor skills, videos or films are great for showing how something works.

Thus, learning to master vocabulary through animation movies is a very interesting and suitable medium for helping students in the process of mastering English vocabulary, especially students at Gwamar Middle School class XI who are involved in the process of participating in learning activities.

The activity of watching this animation movies in learning can be carried out by teachers repeatedly to determine students' ability to master the vocabulary being taught. Repetition can help students more easily understand and remember what they have heard and seen.

After carrying out learning activities through animation movies media and making observations during the learning process, and the results of the Pre-test and Post-test turned out that the use of this animation movies was very influential in increasing vocabulary. This can be seen and known from the development of students' vocabulary mastery after implementing the use of animation movies in the learning process in both cycle 1 and cycle 2.

Therefore, the use of animation movies is very important, interesting and can help teachers in teaching students to master vocabulary. It plays an important role in monitoring students' progress in mastering vocabulary. So, by using this animation movies media teachers can also create an effective and enjoyable teaching and learning atmosphere.

### **Animation Movies Make Students Show a Positive Response to Learning**

In the era of development of science and technology, teachers need to be more creative and innovative in learning so they can attract students' attention and interest in learning English. One way is to use learning media. 'The word media comes from the Latin *medius* which means middle, intermediary, or introduction' (Wahid, 2018:3).

According to Firdaus (2017:57) "learning media is a learning component which includes messages, people, materials, tools, techniques and the environment which influence students' learning outcomes". In line with Widiyanto (2017: 74) who believes that "learning media is a tool to help teachers in teaching activities". So, researchers can conclude that media is a tool or component in learning that can be used to attract students' interest and motivation to learn.

Researchers use animated films in English with Indonesian subtitles in learning English in elementary schools. Animation movies media is a visual media. Visual media is media that can only be seen (Ramli, 2012: 17).



Wulandari (2016:33) said “an animation movies is an image that is projected so that it looks as if it is alive, the story conveyed with animation will be clearer.” Animation movies have cute and interesting characters, apart from that, animation movies also have a storyline that interesting and some meanings can be taken from the story.

Thus, as has been explained, to influence students to have motivation in the learning process, the author chose to use animation movies with subtitles in learning to conduct research in the classroom. It turns out that the use of animation movies in learning can make students interested, happy and enable students to express several responses after watching animation movies.

Students can also be helped to improve their pronunciation and easily understand the content of the story so as to show activeness in group discussions.

This response can be seen when the teacher invites students to ask questions, answer questions, and also when the teacher explains vocabulary, namely nouns, adjectives and verbs, many students look curious to know what the words and sentences in the film mean.

Therefore, students are also actively involved when animation movies are applied in learning. Students are seen giving full attention to the teacher during learning and students also show curiosity, responsibility and then work together and independently in carrying out tasks both in groups and individually during the learning process and homework assignments given by the teacher. This makes students more interactive and competitive in the learning process.

This positive response is very useful in the teaching and learning process for both teachers and students. Teachers can progress in teaching and students can progress in learning.

In the end, the researchers found that using animation movies in vocabulary learning could help students master the vocabulary being taught and even understand the plot of the story as a whole. This was proven when students responded to questions from teachers and friends after watching animation movies in both cycle 1 and cycle 2.

Apart from that, evidence of students’ mastery of vocabulary taught through the use of animation movies was known through the pre-test and post-test showing an increase in vocabulary mastery. Said the student. Student memorization increased because many students got the “Bad” level and were able to improve their scores so they could become “Good” and more than “Very Good”.

Researchers found that at the beginning of the class meeting, when the Pre-test was given to students their scores were still high. The low one. Because they have not mastered English vocabulary and most students do not have an English dictionary and are not interested in learning English. However, after the pre-test in cycle 1, it turned out that many students had not mastered the vocabulary. When the application of animation movies begins in the teaching and learning process, and the teacher starts showing animated movies, students begin to be interested, happy and focused on learning. This aims to help them remember and master the vocabulary they have learned.



Researchers found that when the teaching and learning process was taking place, students felt curious to take part in the learning process. Their skills begin to develop with each class activity.

As a result, their scores on the cycle 2 post-test increased rapidly. Almost all students achieved better grades. Classroom Action Research conducted by researchers at the ninth grade Gwamar Dobo State Middle School can be said to be successful because the percentage of students who passed the KKM was more than 75%.

### **Students' Responses to Animation Movies Can Help Master Vocabulary**

After completing the Classroom Action Research, the researcher distributed questionnaires to find out students' responses to the use of animation movies. From the results of the questionnaire, students' responses to animation movies in class III of SMP Gwamar were analyzed using a Likert scale.

Based on the results of the questionnaire after students have passed each treatment, it is known that the majority of students gave a positive response to the application of animation movies. This means that apart from increasing students' vocabulary mastery, animation movies also have a positive impact on students. It can be said that animation movies have a significant impact on English language learning, especially how these animation movies are designed to attract students' interest in improving their mastery of English vocabulary.



## CONCLUSION & SUGGESTION

The implication of this research is to make students aware of the factors that cause their problems. This aims to reduce the problems they have to be aware of so that they realize that vocabulary assistance is an important thing to achieve. Students show significant progress. This can be seen from the majority of respondents giving positive responses through the results of the questionnaire. This means that apart from being a teaching technique, animation movies also help them address their interests, especially how important it is for them to realize their vocabulary mastery in achieving every part of English subjects other than texts. On the other hand, this research shows the superiority of animation movies that are incorporated into teaching techniques in attracting students' attention; They are interested and actively participate in the latest activities.

Based on the results of this research, the author would like to provide several suggestions which are expected to be useful for teachers, other researchers and readers. English teachers looking to boost their students' vocabulary acquisition should consider incorporating animated movies into their lesson plans. Studies have shown that these films can significantly increase student interest in learning new words. For students themselves, watching animated movies related to their current curriculum provides a fun and engaging way to memorize new vocabulary. This technique, however, opens doors for further research. Educators and language learning specialists should explore new ways to utilize animation movies to not only improve vocabulary but also enhance other language components like grammar, spelling, and pronunciation.

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