

**THE INFLUENCE OF ANIMATION MOVIE TOWARDS STUDENTS'  
VOCABULARY MASTERY AT THE FIRST SEMESTER OF SEVENTH  
GRADE OF SMP TAMAN SISWA BANDAR LAMPUNG IN THE  
ACADEMIC YEAR  
2018/2019**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By**

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**TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC  
UNIVERSITY OF RADEN INTAN LAMPUNG  
2018/2019**

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2018/2019**

## ABSTRACT

### THE INFLUENCE OF ANIMATION MOVIE TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF SEVENTH GRADE OF SMP TAMAN SISWA BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019

By  
Umi Zelumutia

Vocabulary mastery is the students' ability to use or to understand all words of the language. Vocabulary of a foreign language is not only memorizing the words, but it should be thought in meaningful content and practice to communicate. It must be impossible to learn English without vocabulary. If the students have lack of vocabulary, they can not express their ideas, and is impossible to communicate effectively among people. The objective of this research is to know whether there is a significant difference of using animation movie media towards students' vocabulary mastery at the seventh grade of SMP Taman Siswa Bandar Lampung in the academic year 2018/2019.

In this research, The researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two class, VIII B and VIII C which consists 60 students. The treatments were held in 3 meetings, 2 X 45 minutes for each. The population of the research was the seventh grade student at SMP Taman Siswa Bandar Lampung. In collecting the data, the researcher used instrument in form of multiple choice question of narrative text. After conducting a try-out, the instrument which was used pre-test and post-test. The total item of pre-test and post-test were 25 item for each. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analyzed the data. From the data analysis The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the result of data analysis, the researcher concluded that there is a significance influence of using Animation Movie media towards students vocabulary mastery at the seventh grade of SMP Taman Siswa Bandar Lampung in the academic year 2018/2019.

**Key words :** Animation Movie Media, Vocabulary Mastery.



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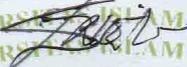
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## DECLARATION

Hereby, I state that this thesis entitled “The influence of Animation Movie Towards Students’ Vocabulary Mastery at The First Semester of The Seventh Grade of SMP Taman Siswa Bandar Lampung in The Academic Year 2018/2019” is completely my own work, I am fully aware that I have some statements and theories from various sources and they are properly acknowledged in the text.

**Bandar Lampung, January 14<sup>th</sup> 2019**

**Declared by,**



**Umi Zelumutia**  
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## MOTTO

أَقْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي  
عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

*Allah will raise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted with all you do.” (Q.S Al-Mujaddalah :11)<sup>1</sup>*



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<sup>1</sup>Abdullah Yusuf Ali, The Meanin of The Holy Qur'an 10<sup>th</sup> Edition (Maryland :Amana Publications,2013),p.227

## DEDICATION

Praise and gratitude to Allah Almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

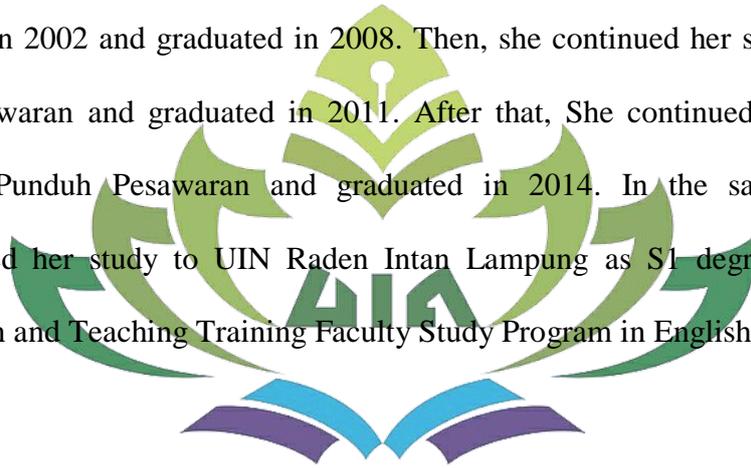
1. My beloved parents, Mr. Adam Rizani and Mrs. Habibah who always pray and support for my success in my study and my life.
2. My beloved brother Tuwah Findani and Erico Alfarazi, who always give me spirit and motivation for my success.
3. My beloved big family, who have given me support and spirit for my study.
4. My beloved Rudi Hartono, who have given me support.
5. My almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of the researcher is Umi Zelumutia. She called Uje. She was born on August 26<sup>th</sup> ,1996 in Sukajaya pidada, Pesawaran. She is the first child of Mr. Adam Rizani and Mrs. Habibah. She has two brother, whose name is Tuwah Findani and Erico Alfarazi.

She began his academic study in kidergarten and continued to SDN 01 Banding Agung in 2002 and graduated in 2008. Then, she continued her study to SMPN 11 Pesawaran and graduated in 2011. After that, She continued to SMAN 01 Marga Punduh Pesawaran and graduated in 2014. In the same year, She continued her study to UIN Raden Intan Lampung as S1 degree students of Tarbiyah and Teaching Training Faculty Study Program in English Education.



## ACKNOWLEDGEMENT

First of all, all praise is addressed to God, the Merciful, the Most Gracious, for this blessings and grace given to me during my studies and in completing this final assignment. Then, may his greetings and honor of the great prophet Muhammad SAW, with his family and his fillowers. This thesis entitled “The Influence of Animation Movie Towards Students Vocabulary Mastery at The First Semester of The Seventh Grade of SMP Taman Siswa Bandar Lampung in Academic Year 2018/2019” is submitted as a compulsory filfillment of the requirements for S1 degree of UIN Raden Intan Lampung English Education course.

In composing this thesis, the researcher has obtained so much helps, guidences, supports, suggestion and many valuable things from variouse sides. Therefore, the researchers would sincerely thank :

1. Prof. Dr. H. Chairul Anwar, M.Pd, dean of Tarbiyah Faculty and Teacher Training UIN Raden Intan Lampung.
2. Meisuri, M.Pd, chairperson of English Education Study Program.
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9. All friend of the UIN Raden Intan Lampung 2014, especially icikiwir squad (rochma, Reupita, Rosmaini, Widya, Efi and Tika). Thanks to be a good friend..

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticism for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

**Bandar Lampung, January 14<sup>th</sup> 2019**

**The Writer**

**Umi Zelumutia**  
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## CHAPTER I INTRODUCTION

### A. Background of the problem

“Language is the blood of the soul into which thoughts run and out of which they grow”.<sup>1</sup> In the other hand, language is one of the important media in life. Because language is the media of communication for mutual making a relationship or sharing experience. Without our language, we have lost ourselves and who are we without our words. The way we get to know language is also fundamental part of the human’s communication. It has used to express our feeling and thought trough a spoken and written language among human being. In this world consists of so many different countries with their own language. Therefore, it will be a problem if people want to communicate with the others from different countries, and in this situation,

English has become the language of international business, diplomacy and professions. After all, it is the language of the United Nations. English has become the most dominate language in the world. As time passes, more people are learning English. Nowadays, the whole world seems to speak English. As David asserts, it is the language of travel, tourism, science and technology. It became a universal language that covered all aspect of life, where people of different nationalities used it to communicate with each other and it became the language of science, technology, politics, economy and education.

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<sup>1</sup>Oliver Wendell Holmes, “10 Inspirational Quotes for Language Learners” (On-line), Available on: <http://voxy.com/blog/2011/04/inspirational-quotes-for-language-learners/> (May, 03 2018).

In learning English there are four skills namely : Listening, speaking, reading. And writing. In addition, there are three components of language include grammar, vocabulary, pronunciation. The four skills are bases of learning English and the English components are taught to support the four skills. Language skills and language components should be taught integratedly. In other words, some one can't learn the four skills without having knowledge of the three components of language.

Elfrieda said in her book Teaching and learning vocabulary that, Generically, vocabulary is the knowledge of meaning of words.<sup>2</sup> From the statement above that In communication, students need vocabulary whice can support them to produces use meaningful sentence because vocabulary provide structure of sentence. One of the main goals of vocabulary intraction, therefore, is to help students improve their comprehension.<sup>3</sup> It mean that vocabulary has important role in language learning. However if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words.

Generally, teachers teach vocabulary by emphasizing only on memorizing list of vocabulary or translating new words without any media or strategy. The students will feel bored because the material given is not challenging to the

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<sup>2</sup>Elfrieda H Hiebert and Michael L Kamil, *Teaching And Learning Vocabulary Bring Research To Practice*, (Lawrence Erlbaum Associates, London, 2012), p.3

<sup>3</sup> *Ibid*, p.27

students to master English well. The teacher should use variation of techniques in teaching learning especially in learning vocabulary.

Based on preliminary research conducted at SMP Taman Siswa Bandar Lampung on Februari 2018, the researcher found that the students' vocabulary was still low. From interview done to the English teacher of the seventh grade of SMP Taman Siswa, she said that most of the students did not have any motivation and they had difficulties in mastering vocabulary.<sup>4</sup> The students said that the teacher English teacher only used text book and white board in teaching learning process. They just pay attention to what the teacher's explanation or write the vocabulary that's written by the teacher on the white board. The teacher just force the student to memorize some words, as a result, it makes student can not memorize some words well.<sup>5</sup> This teaching method made students were bored because it was a monotonous media or technique. The students did not feel enjoyable when learning the material. Thus, they felt so difficult and less motivation. The score can be see in the table below:

**Table 1**  
**The achievement of KKM at Seventh Grade of**  
**SMP Taman Siswa Bandar Lampung 2018/2019**

No	Class	Students' Score		Number of Students
		<65	≥65	
1	VIII A	21	13	30
2	VIII B	24	10	30
3	VIII C	23	11	30
Total		60	30	90
Percentage		68%	32%	100%

<sup>4</sup>Woroputri, *English Teacher of SMP Taman Siswa Bandar Lampung*, Februari 2018.

<sup>5</sup>Interviewing of the *students at the sventh grade of SMP Taman Siswa Bandar Lampung*, Februari 2018.

Based on the table above, it can be seen that there are more students who got low score or got score below the criteria of minimum mastery (KKM) of the school, 60 (60%) students failed category and 30 (30%) passed category. It can be concluded that the students' vocabulary was still low. From the percentage score of the table, it shows that students' vocabulary mastery is low. It makes them difficult to use English in order to communicate with others. The writer found out so many difficulties when they are going to have final examination and even they failed in the certain subjects including English. They have problem to understand the reading text, sentence, and the meaning of words.

To overcome the problem, English teacher should consider the ways or media in presenting the available subject to the class. Sometimes teacher use some media which make students bored, for the example the teacher usually use textbook or usually the teacher give some vocabularies for the students and asks the students to memorize it. This teaching media will make students bored and to overcome that situation, the teacher should give another media that has entertaining affect to the students so they feel enjoy to accepting the material.

There are so many media that can be used to improve students' vocabulary like audio aid, audio-visual aid and ect. Example for audio aid is radio, music, and so on while example of audio-visual aid is video, film/movie, and television,ect. It mean that media it so effective for students to learn vocabulary.

In this study, movie is chosen as a media for teaching vocabulary. Movie is one of the audio-visual aid. Film is also called a movie, or series of motion picture. It is produced by recording photographic images with cameras, or by creating images using animation technique or visual effects. The process of making film has developed into an art form and industry.

Learning to communicate with video is an important skill for young people to develop. It helps build their understanding of how media works, and enables them to build up a range of useful techniques. In creating a video presentation, they learn to combine spoken words, images, sound, music, text and narrative. For students who are shy about live presentation, video helps them develop their confidence in speaking since it provides a safe barrier between themselves and their audience.<sup>6</sup> From the statements above, movie is suitable media in English teaching learning process, especially in vocabulary mastery.

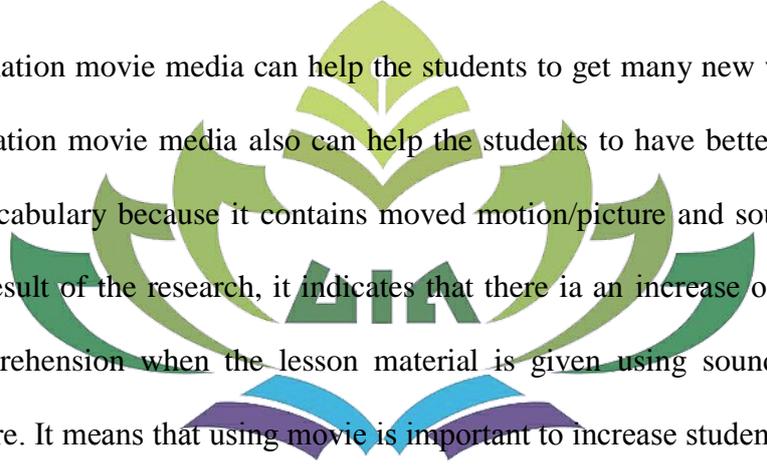
Animation is image drawing that consists of motion picture. It is used for entertainment to be audience and also cartoon is a motion picture or television film consisting of a photographed series of drawings, objects, or computer graphics that simulate motion by recording very slight, continuous changes in images, frame by frame. Animation shows frame by frame with very slight, so the audience will like it.

Animation movie has an important function that the teacher can use it in teaching and learning process. It can also give the students an opportunity to

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<sup>6</sup>Hand Book, *Using Animation In Schools*, (England: Moviestream, 2011), p.4

expand their vocabulary. It also can introduce the students to unfamiliar cultural aspects and new vocabulary, change situation quickly and easily in get a vocabulary and amuse the students to learn happily in the classroom. It is support from book title using animation in schools, that animation is not intended to replace traditional teaching tools, but to compliment and enhance them. Although video creation is something students will have fun with this media, especially if it's new to them.<sup>7</sup> It mean animation movie can be a media that make students happy when they study in the class.



Animation movie media can help the students to get many new word and than animation movie media also can help the students to have better performance in vocabulary because it contains moved motion/picture and sound. Based on the result of the research, it indicates that there ia an increase of the students' comprehension when the lesson material is given using sound and moving picture. It means that using movie is important to increase students' vocabulary mastery, because the students feel entertained and catch the point of vocabulary easier.

There were two previous research, the first research was conducted entitled by Galang Ernanto entitled “ The Influence Of Using English Movie Towards Students Vocabulary” showed that teaching vocabulary through animation movie media is effective. In addition he says, “Moreover it also helps to build an interesting teaching learning process which can attract the students’

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<sup>7</sup>*Ibid*, p.5

interestin studying English vocabulary.<sup>8</sup> Another previous was conducted by Uswatun” The Effectiveness Of English Cartoon Movie Towards Vocabulary Score At The Seventh Grades Of MTs Muslimat NU Palangkaraya “ She found that the cartoon movies helped in teaching a foreign language in order to be able to communicate in a simple English, and the writer also found that the students felt motivated by the use of cartoon movies, it is seen from then vocabularies” list made by the students. Based on the findings in this thesis. The cartoon movies is a good media in teaching English to enhance the students” vocabulary mastery.<sup>9</sup> This media is very enjoyable because movie not make students bored and they are will get so many new words from the movie. Therefore this media can be used on teaching vocabulay.

Relate to on the problem above, the writer will conducted the study to find out whether animation movie media is effective or not in students’ vocabulary mastery with the research title “The Influence of Animation Movie Towards The Students’ Vocabulary Mastery at The first Semester of The Seventh Grade of SMP Taman Siswa Bandar Lmpung In The Academic Year of 2018/2019”.

## **B. Identification of the Problem**

Based on the background of the problem above, the writer identified the problem as folow:

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<sup>8</sup>Galang Ernanto,2016, *The Influence of Using Animation Movie Media to Wards Students Vocabulary Mastery at The Second Smester of The Eight Grade of SMP 10 Negri Bandar Lampung in the Academic Years of 2015/2001*, p. 76

<sup>9</sup>Uswatun Hasanah,2016, *The Effectiveness Of English Cartoon Movie Towards Vocabulary Score At The Seventh Grades Of MTs Muslimat NU Palangkaraya*2016, p.89

1. The students of SMP Taman Siswa Bandar Lampung have difficulties in vocabulary mastery
2. The teacher never use media in teaching
3. The students' motivation was still low in learning vocabulary.

### **C. Limitation of the problems**

Based on the identification of problem above, the writer will limited the problem on using animation movie to improve students' vocabulary mastery in verb, adverb, noun and adjective.

### **D. Formulation of the problem**

based the limitation of the problem above, the researcher formulated the problem as follows:

Is there any significant influence of using animation movie media towards students vocabulary mastery at the seventh grade of SMP Taman Siswa Bandar Lampung in Academic Year of 2018/2019.

### **E. Objective of the Research**

The objective of the research is to know whether there is significance influence of using animation movie towards students' vocabulary mastery.

### **F. Significance of the Research**

The use of this research are:

1. Theoretical Contribution

For the theoretical contribution, the result of this research was expected to support the previous theories about the influence of animation movie toward students' vocabulary mastery.

## 2. Practical Contribution

For practical contribution, the result of this research was expected that the teacher can improve the students' vocabulary in teaching verb, adverb, noun and adjective, also the students can increase their vocabulary mastery through animation movie. For the next researcher can use this media to increase students' vocabulary mastery in different level.

## G. Scope of the Research

### 1. Research subject

The subject of the research the students at the first semester of the seventh grade of SMP Taman Siswa Bandar Lampung in academic year 2018/2019.

### 2. Object of the research

Objective of the research to know whether there is significance influence of using animation movie towards students vocabulary mastery.

### 3. Place of the research

The researcher conducted the research at SMP Taman Siswa Teluk Betung Bandar Lampung in academic year 2018/2019.

### 4. Time of the research

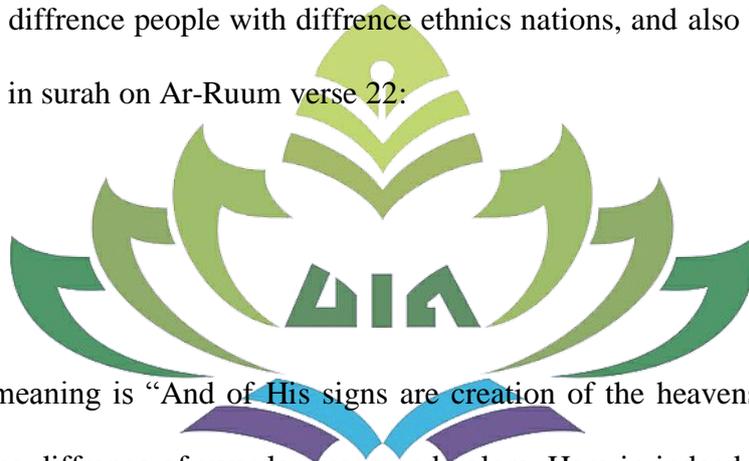
The researcher conducted the research on first semester at SMP Taman Siswa Bandar Lampung in academic year 2018/2019.

## CHAPTER II

### REVIEW OF RELEVANT LITERATURE

#### A. Concept of Teaching English as a Foreign Language

You can never understand one language until you understand at least two. From the statement above that learning the language is very important and mandatory for all human in the world. Al-Quran as the holy book of muslim really appreciates the diversity among language, because the world consist of many difference people with difference ethnics nations, and also language. Allah states in surah on Ar-Ruum verse 22:



The meaning is “And of His signs are creation of the heavens and the earth, and the difference of your language and colors. Here in indeed are portents for men of knowledge”.<sup>1</sup> so language is very important because it always used by people on comonicative with other and as a media of communication to share imformation with other people.

English as foreign language indicates the use of English in non English speaking region so it is not used in daily communication. It is only used in certain place by certain people in doing their activities. Learning of English by student in country where English is not the native language is the definition of

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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publication, 2015), p.604

English as a foreign language. Maxom states that, These days English is viewed as a language which gives you access to the world.<sup>2</sup> It implies that EFL (English as Foreign Language ) is a situation where the student learn target language in their own country because they need to learn target situation.

English is used as a tool of communication since student use their mother language in their daily conversation. English teacher have essential role to make student understand and enjoy the material. It is necessary to make student comfort and enjoy in learning english. Michelle Maxom states that as soon as student feel confident that they can use English for whatever purposes they need, they often get on their lives.<sup>3</sup> So, when students' feel confident to use English as their daily communication, they know more vocabulary, use many tense, and able to communication using English language.

Based on the statements above the researcher assumes that in teaching English as a foreign language is the teacher should prepare the material instruction and the application of new techniques well. Because language teaching and learning can be regarded as process, the first role is to facilitate the communication process between participant and the various activities.

## **B. Concept of Vocabulary**

Language is form by words. Is there no words there will be no language. According to Micheale and Anne, vocabulary is all about words. He also says

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<sup>2</sup>Michele Maxom, *Teaching English As A Foreign Language For Dummies*, (England: Wiley, 2009), p.9

<sup>3</sup>*Ibid*, p.20

that when we use language we use words all the time, thousand of them.<sup>4</sup> Base on the setatement that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.

A word is microcosm of human consciousness. Then when the human speak, they are removing the words from their mouth by using their language. According to Hiebert and Kamil, “Vocabulary is the set of words for which we known the meanings when we speak or read orally and the set of words also that an individual can used when writing and speaking.<sup>5</sup> In order to able to communication in English, the students should master adequate personal English vocabulary that covers their needs for communication in real life situations.

Vocabulary is basic knowledge of language, especially in English. Vocabulary is used by the student to understand the sentences of English, in making sentence, students must know words which they want to use. Vocabulary is the important to be master, because with the vocabulary the student can express their idea and communication with each other well. Vocabulary is important in learning language bacause without it, learners cannot use language to communication to other people, So, the quality of the students’ language depends to some extent on the quality of their knowledge of vocabulary.

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<sup>4</sup>Michael McCarthy, Anne O’Keeffe And, Steven Walsh, *Vocabulary Matrix Understanding, Learning, Teaching*, (Jason Mann, United Kingdom, 2010), p.1

<sup>5</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Researsch to Practice*, (Lawrence Erlbaum Associates, London, 2012), p.3

Based on the statements above, it can be concluded that vocabulary is a list that contain words with the meaning in language. It is clear for us that vocabulary is important thing besides many factors in learning English. Without vocabulary people could not communicate with others well, therefore vocabulary is an important component of English that should be mastered.

There are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows:

**a) Word Meaning**

The least problematic issues of vocabulary, it would seem, is meaning. Word meaning include: Polysemy, antonym, synonyms, hyponyms, and connotation.

**b) Extending Word Use**

Word do not just have different meanings, however. They can also be stretched and twisted to fit different context and different use. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch throw the set our metaphorical an idioms use. For example: “You are an apple in my eyes” this idiom expression show that it began to praise someone.

**c) Word Combination**

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other

often find strange. The kinds of word that go together in one language are often completely different from the kind of word which live together in another.

#### **d) Word Grammar**

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc, we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research the researcher will focus on the word meaning and word grammar because both of them have learned by the students.

### **C. Concept of Vocabulary Mastery**

Vocabulary is knowledge of meanings of words. So, all of knowledge of word is vocabulary. It mean that vocabulary is vital part of language, because a

language is formed by words. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily. Whereas mastery refers to having great skill at something or total dominance over something. Mastery is from master, who is someone knowledgeable about a subject like a master painter.<sup>6</sup>

Mastering vocabularies means mastering the meaning and the ways to use them in context. Cameron said that vocabulary is central to learning of a foreign language primary level.<sup>7</sup> The students can learn foreign language easier. There are four types of word classes in the vocabulary there are namely.

1. Noun is related with name of something like place, plant, people and others. For example: John, student, home, table, rose, rabbit, leadership, human body.
2. Verb is can used to show the measure and condition of thing  
For example : work, write, go, and others.
3. Adjective is a word that describe noun has grammatical property of comparison. For example : beautiful girl, good job, long hair, and other.
4. Adverb is related with the how the process, time and where the thing happen. Example : now, tomorrow, certainly, maybe and others.<sup>8</sup>

Based on the statement above, the researcher assumes the students' vocabulary mastery means as the students' ability to use or to understand all words of the

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<sup>6</sup> Website Vocabulary, Available At: <http://www.vocabulary.com/dictionary/mastery>. Accessed on 23<sup>th</sup> August 2018

<sup>7</sup> Lynne Cameron, *Teaching Language to Young Learner*, (United Kingdom: Cambridge University Press, 2011), p.72

<sup>8</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Op.Cit*, p.73

language, including *Noun*, *Verb*, *Adjective*, and *Adverb*. The researcher also says that mastery vocabulary of a foreign language is not only memorizing the words, its should be thought in meaningful content and practice to communicate.

#### **D. Concept of Teaching Vocabulary**

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning of it and also understand and can use it in sentence context.

Teaching vocabulary plays important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary for children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' need based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

Cameron said in her book *Teaching languages to young learners*, the list basic techniques by which teacher can explain the meaning of new words, all of which can be used in the young learner classroom:

By demonstration or pictures

1. Using an object
2. Using a cut-out figure
3. Using gesture
4. Performing an action
5. Photographs
6. Drawings or diagrams on the board
7. Pictures from book (to these we might add moving images, from TV, video, or computer By verbal explanation
8. Analytical definition
9. Putting the new word in a defining context
10. Translation into another language.<sup>9</sup>

From the statement above that we saw some of the many ways we can explain meaning, and when teaching vocabulary this is a major part of the teacher art. Students need to see word in context to see how they are used. The best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action. Vocabulary is basic element of language to understand the language; the learner should know the complexity of words, the teacher should decide how to teach vocabulary on the class.

According to Scott Thornbury, “here are the five of factors that have related on teaching set of words be considering by the teacher.

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<sup>9</sup>Lynne Cameron, *Op.Cit*, p.85

1. The level of the learner
2. The learner likely familiarity with words
3. The difficulty of items
4. Their teaching ability
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).<sup>10</sup>

From the statement above that students have different level and teacher encourage their students to gain success in learning the language. The media and method or technique might be one motivating them on teaching language. The goal of learning vocabulary is to know the meaning of the words or to understand the meaning of the words. We do not just memorize or write that the teacher speaks.

### **E. Type of Vocabulary**

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by expert. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.<sup>11</sup> There are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner. The researcher just focuses on nouns, verbs, adverb and adjectives in this research because they are included in syllabus. Those can be describes are:

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<sup>10</sup>Scott Thornbury, *How Teach Vocabulary*, (Logman: Person Education Limited, 2012), p.75-76

<sup>11</sup>*Ibid*, p.3

## 1. Noun

According to Barbara dykes, noun is the name of a thing. Everyting that exists hasa name, whether you can see it or not.<sup>12</sup> Its arrangement with the verb helps to form the sentence care which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.

There are some main types of nouns, namely common nouns (words for people, place, and things are called common noun), proper nouns (the names of particular people, place, and things), countable noun and uncountable noun, and plural noun.

### a) Common Nouns

These are names of everyday things that we can see, hear, and touch.<sup>13</sup> These kinds of common noun:

#### a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, calculator, crayons, sofa, axe, truck,*

*television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.*

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<sup>12</sup>Barbara Dykes, *Graemar for Everyone Practical Tool For Learning And Teaching Grammar*, ( Australia Cataloguing: Victoria Acer Press, 2011), p.22

<sup>13</sup>*Ibid*, p. 22

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

c) Common nouns are words for places

These common nouns are words for places: *bank, airport, hotel gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

d) Common nouns are words for people who do certain things

The common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*<sup>14</sup>

b) **Proper Noun**

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as:

- The people's names people's names are proper nouns. Such as: *Robbin Hood, Florence, etc.*
- The names of the days of the week and the months of the year are proper nouns.
- The names of special days and celebrations are also proper nouns.

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<sup>14</sup>Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2010), p. 7-8

- The names of people who live in a particular country are also proper nouns.<sup>15</sup>

### c) Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept, it is an idea that exists in our minds only (beauty, justice, mankind).

### d) Countable and Uncountable Nouns

Countable noun (singular noun) can be singular or plural: oven(s), exercise(s), etc. We use countable noun separate individual things such as ovens and exercises, things we can count. Many countable nouns are concrete: table(s), car(s), but some are abstract: situation(s), idea(s).<sup>16</sup>

## 2. Verbs

The verb is part of the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence.<sup>17</sup>

The verb lives in what grammarians call the predicate, which contains the verb plus all the words that relate specifically to it. The verb gives the subject its action or expresses its state of being. Sentences are complete only if they

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<sup>15</sup>*Ibid*, Pp. 8-9

<sup>16</sup>*Ibid*, p. 11.

<sup>17</sup>Phyllis Dutwin, *English Grammar DeMYSTiFieD*, (United States:McGraw-Hill, 2010), p.30

contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verb tell what people or thing are doing. Here common action verbs such as: drink, eat, etc.<sup>18</sup> There are at least seven kinds of verbs. There are transitive verbs, intransitive verb, copular, ambitransitive verbs, regular and irregular verb. In this research the researcher just focuses on intransitive and transitive verbs.

### a) Transitive Verb

Transitive verbs are verbs that take a direct object in the sentence. To identify them we can ask the question what is the/did the subject-verb?

Example: He is tasting the soup

Here the verb is tasting and the subject is he. If we form the question, what is he tasting? The answer is soup.

### b) Intransitive Verb

Intransitive verbs are that do not take an subject or object attribute in the sentence. It is testing us about the action the subject but there is no specific object for the action.

Example: - He is **running**.

- He is **turning around**.
- He **is** in London at the moment.

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<sup>18</sup>Howard Sargeant, *Op.Cit*, p. 52.

### 3. Adjective

Adjective describe noun and pronoun.<sup>19</sup>Phyllis states that adjective describe noun and pronouns, adding color and clarity to sentences. For the most part, you will find an adjective placed in front of the noun it modifies or discribe.<sup>20</sup> Besides, it can be group of word. Hence, its most usual position is before the noun or pronoun that is modifies, but it fills other positions as well. They give information about people, place, and things. There are kinds of adjective.

- Adjective about size of people or thing.

Example: a **big** house

a **high** mountain

- Adjective about color of things.

Example: a **red** carpet

a **black** shoes

- Adjective about describing quality

Example: a **beautiful** woman

a **rich** family

- Adjective about what things are made of. They refer to substances

Example: a **plastic** folde

a **paper** bag

- Adjective are made from proper nouns of place called adjectives of origin.

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<sup>19</sup>*Ibid* , p.35

<sup>20</sup>Phyllis Dutwin, *Op.Cit*, p.36

Example: a **Mexican** hat

a **Japanese** lady.<sup>21</sup>

#### 4. Adverb

Adverb is a word that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, and maner.

- Adverb of place

Example : Rina stay **at home**

- Adverb of time

Example : **At 4 a.m.**, a stray cat jumped into window

- Adverb of manner

Example : The students measured the volume of the **chemical accurately**.

#### F. Concept of Media

Media comes from the latin *medius* literary means the middle. According to AECT (Assosiation of education and communication technology in Arsyad's book limited that media is every means and connection that is used to send message or information.<sup>22</sup> The media is also called an audio visual tool, it mean a tool that can be used in the learning proces with a view to making communication more effective and effecient.<sup>23</sup> From this statement, we can say

<sup>21</sup>Horward Sargeant, *Op.Cit*, p.32-33

<sup>22</sup>Azhar Arsyad, *Media Pembelajaran*, (PT R.ajagrafindo persada, Jakarta, 2010), p.3

<sup>23</sup>Trianto Teguh, *Film Sebagai Media Belajar*, (Yogyakarta:Graha ilmu, 2013), p. 6

that a media is needed by the sender to convey the message in order the message accepted by the receiver.

Learning is a complex process that happens to all people in their life. This process happens because there is an interaction between people with the environment.<sup>24</sup> This means, learning is also part of communication in human life. The process of learning is a process among learner, teacher and the materials. Then the communication process will not happen if there is no media.

Hamalik in Azhar states that the main function of media in teaching learning process is to arouse students' desire and interest, build students' motivation and stimulate learning activity; even the media can bring psychology influence to the students.<sup>25</sup> Moreover, Kemp and Dytton in Arsyad state that there were three function of media, can be used for individual, group, or large group. They are:

1. It can motivate interest or action.
2. Giving information.
3. Giving instruction.<sup>26</sup>

Media is aimed to share instructional information where the information in a media should involve student in a form of activity in order to make a process of teaching and learning. From description, it is clear that media has essential part of teaching learning process.

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<sup>24</sup>Azhar Arsyad, M.A, *Lo.Cit.* p. 1

<sup>25</sup>*Ibid*, p.15

<sup>26</sup>*Ibid*, p.19

In general, there are many uses of media in teaching learning process, as follow:

1. To make a clear message in order to make the message not all as a verbal (in written form or oral form)
2. To cope with the limited of place, time, and sense, for example:
  - a. The object is too big, it can be changed with realia, picture, slide or model.
  - b. The object is small, it can be use with micro projector, slede, film or picture.
  - c. The motion that too slow and to fast can be assisted with time lapse or highspeed photography.
  - d. Event that happened in the past can be displayed more through film transcription, video, slide, or photo.
  - e. The complex object can be displayed with model or diagram.
  - f. The concept that too large (volcano, earthquake, climate, etc) can be visualized in a form of film or picture.
3. By using appropriate and various media, in order to overcome the passive act from the students.
4. Each student has their own behavior and also students have different surroundings and different experiences, in this situation media is the way to compare the any differences of students' experiences.

Based on the description above, we can see that there are many kinds of media that the teacher can use in teaching. Media is anything that can be used to

convey message from sender to the receiver in order to stimulate mind, feeling, attention, interest, of the learner to create teaching learning process.

### G. Types of Teaching Media

Based on Patel, There are three types of teaching and instructional material as follows:

1) Visual aids:

- a. Boards: Blackboard, Flannel boards, soft boards.
- b. Charts, Maps, Pictures, Drawings.
- c. Statistic and Working Modal.
- d. Film strip, Slide Projector, OHP, Transparencies and Episcopes.

2) Audio aids :

- a. Audio Cassette Player
- b. Radio

3) Audio Visual aids:

- a. Video Cassette player
- b. video Compact Disc Player
- c. Television
- d. Film Projector<sup>27</sup>

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<sup>27</sup> Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, & Techniques)*, (Sunrise Publishers & Distributors: Jaipur : 2008) , p. 59

It can be concluded that many types of media that can be used in teaching learning process. We can use those media depend on our need. Then for the teachers, they can use various types media to help them teaching in the class.

## **H. Animation Movie**

### **a. Definition of Film**

Film is one of media to develop vocabulary mastery. It makes lessons more fun. It can also be used to create situation for vocabulary classes more clearly, that the students have big enthusiasm in teaching learning process in vocabulary class. Trianton said that film is a cinematographic work whice can server as a cultural education.<sup>28</sup> From the satatement above that film can be use in activity teaching and learning to students. Using film also can make students interest to learning in the class.. In line with that, According from teguh trianton that used film as a media in teaching teacher and student can establish more active and dialogical communication and interaction more better.<sup>29</sup>

Film can bear vocabulary, historical dates, formulas, or any subject matter that can be learned via watching. Futhermore, students can respond to a writing acitivity by film, they can describe what they see in the film. They can write about what they get in film. To understand the way of the film use, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good writing, they have to think it in an

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<sup>28</sup>Trianton Teguh, *Op.Cit*, p.2

<sup>29</sup>*Ibid*, p 6

abstract way, too. Both of them will be easier for them learning process if the teacher can use film.

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Meanwhile, Azhar defines film as pictures in a frame where frame by frame is projected through the projector lens mechanically<sup>30</sup>. So, film can support the students to learn. It cannot only help the students to get ideas more realistic in understanding the narrative text but also in constructing ideas to create it.

According to Dirks, he divides that Animation movie is a part type of movie; it is motion picture that has sound in its movie and create the illusion and motion. In a Animation movie it can also teach people about history, story, adventure, and ant other subjects.<sup>31</sup> Besides that, in learning process of English, students must get good motivation to learn English so that material will be easier to understand and it does not make students feel bored. Teaching vocabulary mastery using film is one of ways or techniques that is mastering aspecialy writing, speaking, reading, and listening. By using film the students will be interested in learning vocabulary dan than make students get more new words.

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<sup>30</sup> Arsyad Azhar, *Op. Cit*, p.49.

<sup>31</sup> <http://iteslj.org/Article/Timdirks/genresoffilm.2010.html>, accessed on 23<sup>rd</sup> august 2018

Film is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still representing scenes in motion. Some people have been familiar with film. We can find film easily, such as in internet, television, mobile phone, etc. Arsyad states that “Generally, film used to entertainment, documentation, and education<sup>32</sup>. Film can provide information, process, and teach some skill, etc.” From the explanation above, the writer concluded that film is one of the audio visual media that can be used in teaching vocabulary. It makes something more interesting for students.

Films are made in different kind and different purposes. Kinds of film are broken down into:

1. Animation and cartoon Films. They generally consist of drawing and paintings by artist called cartoons.
2. Documentary Films. Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.
3. Experimental and Avant- Garde Films. Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The film maker may also use staging to express distinct feelings or ideas.

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<sup>32</sup>*Ibid* p.50

In this case there are so many films can be used to help teaching learning process. We have to choose the best film which is related to material in order to students more understand the material in the teaching learning process.

### **b. Animation Movie**

Marc Steinberg said that Animation movie is to animate, and the related words, animation, animated, and animator all driver from the latinverb, animare, whice means “togive live to” and within the context of the animated film thus largely means the artifical creation of the ilusion of movement in animate lines and forms. A working definition, therefore, of animation in practice, is that is a film made by hand, frame by frame, providing an illusion of movement whice has not been directly recorded in the convetional photographic sense.<sup>33</sup> From the statement above that animation movie is a film which are made from a composite many images to be a moving picture like a film. And the same statement also from Teguh trianton that definition of animation as a genre film it not clear, because the real animation is image processing techniques and ilustration.<sup>34</sup> Animation have emerged since ancient times. It is proven that there are many pictures made on stone or on the walls of cave. This statement is suported by Gatot Prakosa that human since long time ago was make something a sign and legacy of the efforts describing the dynamics of life.<sup>35</sup>

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<sup>33</sup>Marc Steinberg, *Animes Media Mix*, (London: University of Minnesota Press, 2012), p.1

<sup>34</sup>Trianton Teguh, *Op.Cit*, p.47

<sup>35</sup>Gatot Prakosa, *Animasi Pengtahuan Dasar Film Animasi Indonesia*, (Jakarta: Yayasan Seni Visual Indonesia, 2010), p.1

In this era the development of animation techniques its appearance is now moving as a third. The digital technology makes a animated picture image. Starting from the two dimension engineering(2D), Stop-motion animation, and is now developed into the animation three dimensions of digital (CGI).<sup>36</sup> As we know animation movie is like by the children very much, we can conclude that Animation movie as an audiovisual media can motivate students in learning process, especially in vocabulary mastery. Animation Films also have significant advantages in teaching learning process especially in vocabulary . Kemp states that “When such audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (film) are carefully prepared, they can: increase understanding; add interest to a subject; and teach a skill effectively.” animation film is a great interest to create something memorable and enjoyable, and also the humor in animation has great benefits to stimulate students in teaching learning process, such as: making students feel relax and enjoyable in class, and also making students paid attention to the story of animation or cartoon films.

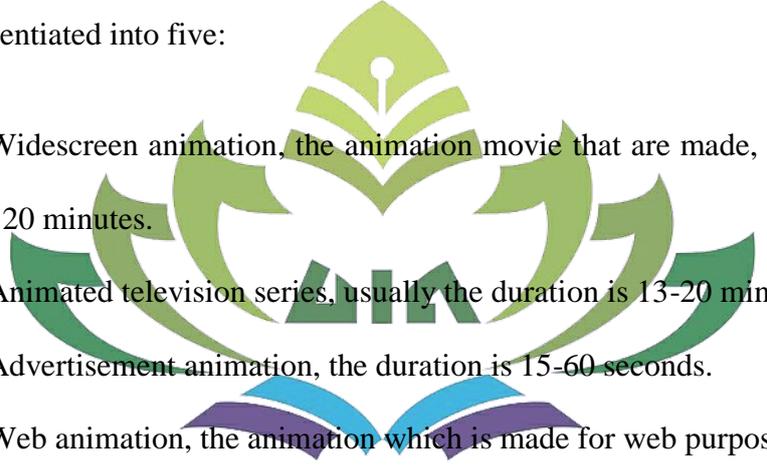
Canning-Wilson suggest that the students like learning language through the use of videos. On of the result of her survey shows that learner prefer action/entertainment films or documentaries in the classroom. She states although these films may seem to hold students interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues

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<sup>36</sup>Trianton Teguh, *Op.Cit*, p.48

instead of the auditory components.<sup>37</sup> For that reason, animation film is a medium that can be used to increase students' motivation in learning vocabulary. The use animation videos or films in pre writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). From the statement above we can say that animation movie is good media in teaching vocabulary in order to improve students' ability in vocabulary mastery.

Base on Faisal Rochman, from the media broadcast, animation can be differentiated into five:

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1. Widescreen animation, the animation movie that are made, which last 60-120 minutes.
  2. Animated television series, usually the duration is 13-20 minutes.
  3. Advertisement animation, the duration is 15-60 seconds.
  4. Web animation, the animation which is made for web purposes.
  5. Game animation, usually contains movement of characters in a game.<sup>38</sup>

From the statement above researcher will use animated television series the tittle is upin dan ipin with the diffrent series and short duration. The researcher use this movie because this movie was familiar to students and also this movie countain moral velue it make students enjoy to learn english especially in vocabulary mastery.

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<sup>37</sup>Christine Canning Wilson. *Practical Aspect of Using Video in the Foreign Language Classroom*, November 20011, itels, org.html

<sup>38</sup>Rochman, Subiyantoro, Faridah, Umam, *Rencana Pengembangan Animasi Nasional 2015-2019*,(Jakarta: PT. Republik Solusi, 2015), p.10

From the early days of animation, rotoscoping became an important technique for achieving full animation.<sup>39</sup> Basically animation movie is a form of media which uses animation and characters. The characters are shown with simplified features which are still maintaining an ability to be recognized. For example, Mickey mouse and Bugs Bunny are recognizably a mouse and a rabbit, even if we didn't know their names.

It can be concluded that animatin films is audiovisual media can motivate students in learning process and a pictorial representation or caricature of a person, idea, or situation by using moving drawings instead of real people and places. Animation Films also helped the students to express their idea which should have a good criteria, such as good content and organization, correct grammar and mechanics, and also appropriate vocabulary. Animation films is one of the best media in teaching learning process especially in vocabulary mastery.

### **I. Purpose of Using Animation Movie**

For some people audio visual media or cartoons film is merely a glorified version of audio visual tape and the use of cartoon film in class just wachting the film. But there are many reason why audio visual media or cartoon film can add a special, extra dimension to learning experience:

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<sup>39</sup>Thomas Lamarr, *The Anime Machine A Media Theory Of Animation*, (London: University of Minnesota Press), p.64

- 1) Seeing language in use: One of main advantages of animation film is that students do not just hear language, they see it too. This greatly aids comprehension, since for expression, gesture, and other visual clues.
- 2) Cross cultural awareness: Animation film uniquely allows students to look at situation far beyond their classroom. Animation films is also of great value in giving students a change to see such thing as what kind of food people eat in other countries and what they wear.
- 3) Motivation: For all of the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it and when this is coupled with interesting tasks.

So based on the explanations above, it can be concluded that using animation movie films as a media towards students' ability in vocabulary mastery has many advantages for the students such as students get greatly aids comprehension by seeing language use, the students gets the experience of cross cultural awareness, the students get the motivation and enjoyable in learning process because they have a chance to see and hear language use which is coupled with interesting task.

#### **J. Advantages and Disadvantages Using Film and Animation movie in Learning English**

There are some advantages of , they are:

1. Film and video can describe a process appropriately and it can be seen more than once if it is difficult to understand
2. Film and video can be use for a big group, a small group, or individual
3. Film and video increase students' motivation in learning English
4. Film and video can give students ideas to write.

Besides the advantages, movie has some disadvantages, they are:

Generally, using cartoon need high cost and a long time to make it

1. There are some animation not available to purpose learning
2. When cartoon is show, there are some students cannot understand the animation because the pictures are always moving.

#### **K. Teaching English Vocabulary by Using Animation Movie**

Numerous of media can be applied in teaching vocabulary. However, it is must for teacher to be careful about choosing them so that the process of teaching and learning vocabulary success with the satisfactory result. The teacher cannot choose movie randomly, it must suitable with the subject of the learning.

in dual coding theory that information is processed result of the research it indicates that there is an increase of the students' comprehension when the lesson material is given using sound and moving picture. Because students feels enjoy and can accept the material more easy. According to Hamalik, movie is a combination between movements, words, music and colors. There

are many tools that can be used to deliver messages to students. In this research, the writer use cartoon movie as the media to teach the language. Movie is kind of visual aids. Movies here are just like the movie in the theatre or in a video.<sup>40</sup>

One of media in teaching English vocabulary is by using vocabulary animation movie. Animation movie are suitable for students at SMP Taman Siswa Bandar Lampung. They have lower anxiety of English to get involve and participate in the learning activities.

In this study, animation movie will be chosen as a media for teaching English vocabulary. The writer assumes that this media was appropriate for junior high school and as expected by English curriculum in whice the teaching at junior high school can be more cheerful and encouraging.

#### **L. The Procedure of Teaching Animation Movie**

From the other researcher any 8 step to teaching film in the class :

1. The teacher prepares the students to study, after gaining the students' attention; the teacher tells them what they are going to do.
2. The teacher divides the class into six groups.
3. The teacher prepares laptop, LCD projector, loudspeaker, animation movie, materials, lesson plans, students' exercises, post test.

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<sup>40</sup> Oemar Hamalik. *Media Pendidikan*. 1982. Bandung: Alumni, p.102

4. The teacher give explanation to students and ask students about animation movie.
5. The teacher gives brainstorming, for example by giving a short explanation to several groups about the movie that will be watched.
6. The teacher plays the movie and ask students to write the vocabulary which related with verb, and noun.
7. The teacher ask the students to find the meaning of the words that they have written.
8. Finally, the teacher provided an exercise.<sup>41</sup>

In improving students' vocabulary mastery, the researcher would like to present the application of movie as a media in teaching vocabulary. The researcher's purpose is to make it easier for students to improve their vocabulary mastery. The followings are the steps of learning vocabulary through movie.

#### **M. The Procedure of Teaching Animation Movie of Researcher**

By using animation movie in the classroom, the writer hopes it can make students more interesting in learning English especially in vocabulary mastery. The most common procedure for using a animation movie in teaching consists of the following steps:

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<sup>41</sup>Ika Devi, *Animation Video to Improve Students' Vocabulary Mastery*, *English Education Journal*, Vol 1, No. 1, March 01, 2011, available online at: <http://eprints.uns.ac.id/1159/1169-2655-1-SM.pdf>, accessed on 18<sup>th</sup> April 2018

1. Teacher starts the class and and teacher tells them what they are going to do.
2. The teacher prepare a learning tool (laptop, LCD, projector and speaker) to play the animation movie
3. The teacher give some questions to the students about the material that will be learned
  - Teacher: *Have you ever watch a movie before?*
  - Students: *Yes we have Miss!*
  - Teacher: *What kind of the movie that you watched?*
  - Students: *It was about Animation and cartoon movie Miss.*
  - Teacher: *How do you like it?*
  - Students: *I like it because it is interesting.*
4. Teacher informed to the students about the material about noun, verb,adverb and adjective.
5. Teacher and the students discuss about the movie.
  - Teacher: *Alright, after you watch the movie can you tell me howmany characters are there?*
  - Students: *There are many character miss*
  - Teacher: *Who are they?*
  - Students: *They are upin, ipin , mei mei, ihsan, fizi, mail, kk ros, oppa ect.miss*
6. Teacher divides students into six groups. The teacher divided the group by asking them to count one to six. Students with the same number will be in the same group.
7. Teacher explains the task that is going to be done by the students to write the new word they get from the movie.

8. Teacher asks the students to pay more attention to the new words that they get and take note any important information of the movies.
9. Teacher plays the movie one more time.
10. Teacher explains the task and asks the students to do the task in their own group.

*Teacher: Now, I want every group to analyze every words which is contain of noun, verb, adjective, and adverb, and think to possible meanings of the unfamiliar words about the object that I will show you in the movie.*

11. Teacher evaluates the students' performance
12. Teacher gives student homework to watch another movie at home.
13. Teacher closes the class.

#### **N. The Influence of Using Animation Movie Media Towards Vocabulary Mastery**

As a good teacher, we need to use a media in teaching and learning process because by using film, teacher can give new atmosphere in their class so that the students have abig enthusiasm in teaching learning process. Using animation movie is illustrative examples. Learner find this material an interesting an enjoy way of learning about vocabulary. This practice has shown engages deeply with communication concepts.

Animation movie for learning are a company that develops images to streamline and support lerning and empowering people to participate and

achieve success and independence. Beside that, animation movie can help students to master the material that the teacher gives to them. As stated by Heron, Hanley and Cole that the more meaningful an advanced organizer is the more impact it can have on comprehension and retention. Their results of using twelve different videos with foreign language learner indicates that scores improved when advanced organizers, such as a pictures and/or visual stimuli, are used with the video. Perhaps the finding from these studies can be attributed to the fact that video offers contextual support and/or helps learner to visualize words as well as meaning.<sup>42</sup>

From statements above, students will find some difficulties in using English for the aim of communication. vocabulary is one of language skills more complex and difficult. Vocabulary is one important part in learning. It is important for the teacher to find a media that can make students easily master the material and they can also improve the vocabulary in class. The writer hopes that animation movie can be an alternative media to learn vocabulary. In this research will choose animation movie as media in teaching vocabulary.

## **O. Theories of Word Wall Media**

### **1. Concept of word wall media**

According to Cronsberry, a word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are

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<sup>42</sup>Christine Canning Wilson. *Practical Aspect of Using Video in the Foreign Language Classroom*, November 20011, itels, org.html

printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.<sup>43</sup> According to LeDale, word wall is the tool ties together effective teaching strategies and social interaction.<sup>44</sup> A word wall helps to create a print rich environment for student, can be a wonderful tool that is designed to promote group learning. Word wall is a tool or media and can be a good strategy or technique in teaching learning process, especially for help students to memorize many vocabularies in vocabulary mastery.

According to LeDale, word wall are often used in the elementary grades for multiple purpose.<sup>45</sup> Word wall include many of the teaching media researched, and elementary teachers have found this tool to be successful in teaching various concepts to their students', including vocabulary. However, few studies are available that have studied the used word wall media to teach intermediate school students, because word wall media have been shown to be improve in teaching concepts to intermediate students' including vocabulary.

Futhermore, according to Salinas and Ortlieb, a word wall is collections of words and word parts used to help students learn vocabulary. They, provide a “word bank” that can be drawn on for verbal on written explanations

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<sup>43</sup>Cronsberry, Jennifer, *Word Wall A Support For Literacy in secondary School Classroom*, (Canada: Curriculum Services Canada, 2004) , p.3

<sup>44</sup>Le Dale Southerland, *The Effect of Using Interactive Word Wall to Teach Vocabulary to Middle School Students*, (University of Nourth Florida: Theses and Dissertations, 2011), p. 65

<sup>45</sup>Le Dale Southerland, *Ibid*, p, 1

communicating mathematical understandings. To be effective, word walls need to be more than decoration on the wall.<sup>46</sup> Teacher must be creative to create decoration of word wall. Teacher can be organized by topic concept or simply list. So student can get function of word wall effectively.

Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex task using new vocabulary. The use of word wall in a classroom can be a highly effective teaching strategy to improve literacy skill. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it can be learning to explain a word, to compare it to other key concepts, or to spell it.<sup>47</sup> Function of word wall as media is not just for learn about vocabulary, but it can develop english skills, like as listening, speaking, reading and writing.

From that statement above, the researcher concludes that Word Wall is tools or media and can be a good strategy or technique in teaching learning process. Word Wall media is group of words which are displayed in large visible letters, on wall, bulletin board, chalkboard, or whiteboard in classroom, so that students are easily visible from all student seating areas.

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<sup>46</sup> Shere Salinas and Evan Ortlieb, *Best Vocabulary Practices to Support Mathematics in the Age of Common Core Standards*, *Journal of Studies Education*, Volume 1 ( United States: Corpus Shisti Independent School District, 2011), p.6

<sup>47</sup> Cronsberry, Jeniffer, *Op.Cit.*, p.3

Function of word wall as media is not just for learn about vocabulary or speaking ability, but it can develop English skills, like as listening, speaking, reading, and writing.

#### **P. Procedure of Teaching Vocabulary through Word Wall Media**

According to Dewa, Ketut, and Marhaeni, the application of the word wall on the students to make students have opportunity to explore the ability. So, that when the learning process occurs students are able to develop the skills they have optimally.<sup>48</sup> According to Cronsberry, there are many creative ways to use Word Walls to engage students in learning. The activities may be full lessons, or brief exercises that encourage students to refer to the Word Wall and review key terms. Shorter activities encourage students to ‘play with’ language and can be beneficial for reinforcement of basic skills.<sup>49</sup> To teach by using Word Wall as media there are procedure, Cronsberry says in ‘ Word Wall A Support for Literacy Secondary School Clasrooms’ as follows:

##### **Mystery Word**

1. Introduce a new word by writing the letters in scrambled order.
2. Assist students in unscrambling the word, give clues, either about the word’s meaning or about how it spelled.

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<sup>48</sup>Dewa Ayu Oka Trisnawati, Ni ketut Suarni, A.A.I.n. Marhaein, *Pengaruh Metode Pembelajaran Visual Word Wall dan Assesment Projek Terhadap Kemampuan Kosa Kata Bahasa Inggris Siswa SD Kelas V Gugus I Kecamatan Giayar, e-journal Program Study Penelitian dan Evaluasi Pendidikan , Volume 3*( Universitas Pendidikan Ganesha :2013), p. 8.

<sup>49</sup>Chonsberry, Jennifer, *Word Wall A Support for Literacy in Secondary School Classroom*, (Canada:Curriculum Service Canada, 2004) , p.7

3. Students' apply their knowledge of spelling patterns, as well as activate their prior knowledge, depending on the clues given.<sup>50</sup>

Based on theory above, process of Word Wall as media is starting from asking students to write vocabulary related spelling pattern by the clues has given by researcher. After that, students can make their word with Word Wall as media for help their imagination. Students can develop their vocabulary well.

### **Q. Advantages and Disadvantages of Word Wall Media**

Word wall is a media that should be used not only in show or view. Cronsberry says, there are some advantages and disadvantage of using word wall media in teaching vocabulary, as follow:

#### **1) Advantages of Using Word Wall Media**

- a) Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skill;
- b) Build vocabulary, there by improving reading comprehension and writing style;
- c) Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;
- d) Help students improve spelling and awareness of spelling patterns;
- e) Provide visual clues for students;
- f) Encourage increased student independence when reading and writing<sup>51</sup>.

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<sup>50</sup> *Ibid*, p.7

Based on the statement above, this vocabulary media helps students to construct and build their own ideas become a simple text. Furthermore, through this media can engage students' imagination or experience to make easier to vocabulary English very well.

## 2) Disadvantages of Using Word Wall Media

- a) Word Wall as media need a lot of time in the classroom to make word wall as media before teacher explain subject matter, in this case speaking ability.
- b) Only considered as a regular record by students', easy to forget, not memorable and the students too often open the list of words in the learning process.<sup>52</sup>

Based on the statement above, this vocabulary media helps students to construct and build their own ideas become a simple text. But, students need a lot of time in the classroom to make word wall as media and only considered as a regular record by students'. students need other media that it can makes them interest to learn in the classroom.

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<sup>51</sup>Cronsberry, Jeniffer, *Loc. Cit*, p. 3

<sup>52</sup>Alam Setiadi, *Upaya Peningkatan Vocabulary Siswa Dengan Media Word Wall*,  
 Available at:  
<file:///F:/yy/Upaya%20Peningkatan%20Vocabulary%20Siswa%20dengan%20Media%20Word%20wall%20-%20Alamsetiadi08's%20Weblog.html> on October 5<sup>th</sup> 2017 at 10.52 AM

## **R. Frame of Thinking**

Language is one of important aspects in our life because language is a tool for communication human being uses language as a mean in expressing idea feeling and expectation to the other people in instruction among them.

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of technique to make the students interested and have motivation in learning English. The teacher must prepare the materials as well, using suitable technique and media in teaching and learning vocabulary. In this case, the teacher can help the students by using animation movie media in teaching vocabulary. By using animation movie media in teaching vocabulary, the writer hopes that the students can learn more and more creatively in the progress.

Based on the previous explanation, the writer believes that teaching vocabulary through animation movie can increase students' vocabulary mastery and another component in language skill. Animation movie can produced many words that make it keep in students' mind for a long time. Animation movie can be used in teaching vocabulary, because there are so many words appear and it can improve the students' vocabulary mastery

## **S. Hypothesis**

Based on the theories and explanation above, the researcher made the hypotheses as follow:

$H_0$ : There is no significant influence of using animation movie towards students' vocabulary mastery at the First Semester of Seventh Grade of SMP Taman Siswa Bandar Lampung in the academic year of 2018/2019

$H_a$ : There is significant influence of using animation movie towards students' vocabulary mastery at the first Semester of seventh Grade of SMP Taman Siswa Bandar Lampung in the Academic year of 2018/2019



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research design

The design is important because it determine the study internal validity, which is the ability to reach valid conclusion about the effect of the experimental on dependent variable.<sup>1</sup> It means that experimental design is a researcher design that is use to find the influence of one variable to another.

In this research apply quasi experimental design. According to Creswell, quasi experimental design is a research design that includes assignment, but not random assignment of participants of group.<sup>2</sup> It means that we do not have the opportunity for random assignment of students to special group in different conditions, it would disrupt the classroom learning.

In the randomized subjects, pretest-posttest control group design researcher will apply two classes of students that consist of one class as the experimental class and another class as the control class in this research. The researcher compares the two groups score on the posttest. If there no differences between the group on the posttest the researcher can then look at the average.<sup>3</sup> The researcher will use pre-test and post-test. The researcher will apply pre-test and post-test design approach to a quasi-experimental design.

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<sup>1</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8<sup>th</sup> edition), *Introduction To Research in Education*, Canada, Wadsworth Cengage Learning, 2010, p.301

<sup>2</sup>John W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative and Qualitative Research*(New York: Pearson Education, 2012), p.309

<sup>3</sup>Donald Ary, et.al, *Op.Cit*, p.307

The design present as follows:

	<b>Group</b>	<b>Pretest</b>	<b>Independent Variabel</b>	<b>Posttest</b>
<b>(R)</b>	<b>E</b>	<b>Y<sub>1</sub></b>	<b>X</b>	<b>Y<sub>2</sub></b>
<b>(R)</b>	<b>C</b>	<b>Y<sub>1</sub></b>	<b>–</b>	<b>Y<sub>2</sub></b>

Notes

Y<sub>1</sub> : Pre-test

Y<sub>2</sub> : Post-test

X : Treatment by using Animation Movie

– : No treatment, but research by word wall media<sup>4</sup>

In this research, the researcher select first before doing the test, the researcher using cluster random sampeling to slecting the class. After that the researcher gives pre-test toknow students basic skill in vocabulary mastery. After the researcher give pre-test, the researcher give treatmen to experimental class and control class. In experimentl class researcher using animation movie and control class using word wall media. And the end of the research, the researcher give port test in other to know students; achivement after using animation movie media.

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<sup>4</sup> *Ibid*, p.307

## B. Research Variables

According to Arikunto, a variable is the object of the researcher, or what is the focal point of research.<sup>5</sup> In this point, there are two research variables: dependent and independent variable.

Here the researcher classify dependent and independent variable:

1. Independent variable is Animation Movie Media (X)

Independent variable is the major variable which investigated. It is variable that is selected, manipulated and measure in this research. So, independent variable of this research was Animation Movie media towards students vocabulary mastery.

2. Dependent variable is the students, vocabulary mastery (Y)

Dependent variable is a variable which is observe and measure to determine the effect of the independent variable. So, dependent variable of this research was students' vocabulary mastery because the researcher wants to know the influence of Animation movie media towards students vocabulary mastery.

## C. Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. The operational definitions of variables in this research were follow:

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<sup>5</sup>Ssuharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2013), p. 161

### 1. Animation Movie media (X)

Animation movie is a kind of media for teaching vocabulary mastery in order to give the direct experience to the learner in doing activity during teaching learning process. and the focus of this media is on process of understanding and get a new words like verb, adverb, noun and adjective.

### 2. Dependent Variable (Y)

Students' vocabulary mastery is the students' ability to use use or to understand the properties of words in English including noun verb, adjective and adverb. In order the students are able to answer and understand the new words they get.

## D. Population, Sample and sampling Technique

### 1. Population

Population is region of object or subject that have characteristic and quality which specified by the writer to study and the concluded. So, population not only people but also object and thing. According to Arikunto "Population is all of about research subject"<sup>6</sup> The population of this research was the seventh grade at the second semester of SMP Taman Siswa Bandar Lampung in Academic Year 2018/2019

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<sup>6</sup>Arikunto,Op.Cit, p.173

**Table2**  
**Population of English Eighth Grade of SMP TAMSIS**  
**Bandar Lampung in Academic Year of 2018/2019**

No	Class	Male	Femele	Total
1.	VII A	10	20	30
2.	VII B	17	13	30
3.	VII C	14	16	30
<b>Total of Students</b>		<b>41</b>	<b>49</b>	<b>90</b>

*Source: The Data of SMP TAMSIS Bandar Lampung*

Basade on the table above we can see that the population of the seventh grade of SMP Taman Siswa Bandar Lampung is 90 students.

## 2. Sample

Arikunto says that sample is the part of the population whice will be investigated.<sup>7</sup> Basade on the population above the researcher took two classes as the sample of the research. The researcher got VII B as the experimental class and VII C as the control class. Each class consisted of 30 students.

## 3. Sampling Technique

In this research, the researcher will use cluster random sampling technique in choosing the sample. The selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling. The researcher name of each class was written in small piece of paper, and then these piece of paper rolle and put into box, after that the box was shaken, and then the writer took two pieces of rolled paper. The first class will be VII B as Experimental class and the second class will be VII C as control class.

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<sup>7</sup>*Ibid*, p.174

## **E. Data Collecting Technique**

In collecting the data, the researcher will use the data from pre-test and post-test:

### **1. Pre-test**

The researcher will give pre test to the students before giving the treatments in order to know the basic of students vocabulary mastery before treatment and also the students mean score.

### **2. Post-test**

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment. post-test will use to know the students' vocabulary mastery after they will teach by using Animation Movie Media, the system and degree of difficulty of post-test is the same as pre-test.

## **F. Research Instrument**

The instrument is a tool for measuring, observing, or documenting data, it contains specific questions and response possibilities that you establish and develop in advance of the study<sup>8</sup>. In this research the test in form multiple choice tests with four options of each item.

The researcher prepared the instrument in the form of multiple choice questions.

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<sup>8</sup>John W. Creswell, *Op. Cit.*, p.14

**Table 3**  
**The Specification of Test for Pre Test Before Validity Test**

Aspect	Indicator	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Noun	2	2	4	1,3	2,4
	Verb	2	2	4	5,7	6,8
	Adjective	3	3	6	11,9,13	10,12,14
	Adverb	2	2	4	15,17	16,18
Word Grammar	Noun	2	2	4	19,21	20,22
	Verb	2	2	4	23, 25	24,26
	Adjective	1	1	2	27	28
	Adverb	1	1	2	29	30
Extending Word Use	Noun	1	1	2	31	32
	Verb	1	-	1	33	-
	Adjective	-	1	1	-	34
	Adverb	1	1	2	35	36
Word Combination	Noun	1	-	1	37	-
	Verb	1	-	1	39	-
	Adjective	-	1	1	-	38
	Adverb	-	1	1	-	40
<b>Total</b>		<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>
		<b>40</b>			<b>40</b>	

Based on the table 3 above, the pre test items before validity with 4 aspect : word meaning, word grammar, extending word use and word combination. In subject noun are 11 items consisting of 5 even numbers and 6 odd numbers, in subject verb are 10 items consisting of 5 even numbers and 5 odd numbers, in subject adjective are 10 items consisting of 6 even numbers and 4 odd numbers and in subject adverb are 9 items consisting of 5 even number and 4 odd

number. Besides that, The total of the pre test and post test items before validity are 40 items with 20 even numbers and 20 odd number.

**Table 4**  
**The Specification of Test for Post Test Before Validity Test**

Aspect	Indicator	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Noun	2	2	4	1,3	2,4
	Verb	2	2	4	5,7	6,8
	Adjective	3	3	6	11,9,13	10,12,14
	Adverb	2	2	4	15,17	16,18
Word Grammar	Noun	2	2	4	19,21	20,22
	Verb	2	2	4	23, 25	24,26
	Adjective	1	1	2	27	28
	Adverb	1	1	2	29	30
Extending Word Use	Noun	1	1	2	31	32
	Verb	1	-	1	33	-
	Adjective	-	1	1	-	34
	Adverb	1	1	2	35	36
Word Combination	Noun	1	-	1	37	-
	Verb	1	-	1	39	-
	Adjective	-	1	1	-	38
	Adverb	-	1	1	-	40
<b>Total</b>		<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>
		<b>40</b>		<b>40</b>	<b>40</b>	

Based on the table 3 above, the pre test items before validity with 4 aspect : word meaning, word grammar, extending word use and word combination. In subject noun are 11 items consisting of 5 even numbers and 6 odd numbers, in subject verb are 10 items consisting of 5 even numbers and 5 odd numbers, in subject adjective are 10 items consisting of 6 even numbers and 4 odd numbers and in subject adverb are 9 items consisting of 5 even number and 4 odd

number. Besides that, The total of the pre test and post test items before validity are 40 items with 20 even numbers and 20 odd number.

**Table 5**  
**The Specification of Test for Pre Test after Validity Test**

Aspect	Indicator	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Noun	2	2	4	1,3	2,4
	Verb	2	2	4	5,7	6,8
	Adjective	2	1	3	11,9	10
	Adverb	1	2	3	13	12,14
Word Grammar	Noun	1	1	2	15	16
	Verb	1	1	2	17	18
	Adjective	1	1	2	19	20
	Adverb	1	1	2	21	22
Extending Word Use	Noun	-	-	0	-	-
	Verb	1	-	1	23	-
	Adjective	-	-	0	-	-
	Adverb	-	-	0	-	-
Word Combination	Noun	-	1	1	-	24
	Verb	-	-	0	-	-
	Adjective	-	1	1	-	25
	Adverb	-	-	0	-	-
<b>Total</b>		<b>12</b>	<b>13</b>	<b>25</b>	<b>12</b>	<b>13</b>
		<b>25</b>		<b>25</b>	<b>25</b>	

Based on the table 5 above, the pre test items after validity with 4 aspect : word meaning, word grammar, extending word use and word combination. In subject noun are 7 items consisting of 4 even numbers and 3 odd numbers, in subject verb are 7 items consisting of 3 even numbers and 4 odd numbers, in subject adjective are 6 items consisting of 3 even numbers and 3 odd numbers and in subject adverb are 5 items consisting of 3 even number and 2 odd number.

Besides that, The total of the pre test items after validity are 25 items with 13 even numbers and 12 odd number.

**Table 6**  
**The Specification of Test for Post Test after Validity Test**

Aspect	Indicator	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Noun	1	0	1	1	-
	Verb	1	2	3	3	2,4
	Adjective	2	2	4	5, 7	6,8
	Adverb	1	0	1	9	-
Word Grammar	Noun	1	2	3	11	10,12
	Verb	2	2	4	13,15	14,16
	Adjective	-	-	0	-	-
	Adverb	1	1	2	17	18
Extending Word Use	Noun	1	1	2	19	20
	Verb	-	-	0	-	-
	Adjective	1	-	1	21	-
	Adverb	-	1	1	-	22
Word Combination	Noun	1	-	1	23	-
	Verb	1	-	1	25	-
	Adjective	-	1	1	-	24
	Adverb	-	-	0	-	-
<b>Total</b>		<b>13</b>	<b>12</b>	<b>25</b>	<b>13</b>	<b>12</b>
		<b>25</b>		<b>25</b>	<b>25</b>	

Based on the table 5 above, the post test items after validity with 4 aspect : word meaning, word grammar, extending word use and word combination. In subject noun are 7 items consisting of 3 even numbers and 4 odd numbers, in subject verb are 9 items consisting of 4 even numbers and 5 odd numbers, in subject adjective are 6 items consisting of 3 even numbers and 3 odd numbers and in subject adverb are 4 items consisting of 2 even number and 2 odd

number. Besides that, The total of the pre test items after validity are 25 items with 12 even numbers and 13 odd number.

## **G. The Research Procedures**

There are three steps in research procedure, they are:

In this research, the researcher will conduct three steps, they are as follows:

### **1. Planning**

Before the researcher applying the research procedure, the researcher make some planning to run rthe application well. There were some steps that plan. The procedure of making planning of the research can be seen as follows:

#### **a. Determining the subject**

The subject of the researcher chose the seventh grade of SMP Taman Siswa Bandar Lampung

#### **b. Preparing Try-out**

The researcher will prepare a kind of test (called try-out test) that will be given to the students. The researcher will prepare the try-out for pre-test. The total number of test will be 40 questions. Then, the researcher will evaluate the test items to get good items that is given in pre-test and post-test.

#### **c. Preparing Pre-test**

The researcher will prepare a kind of test (called try-out test) that will be given to the students. The researcher will prepare the total number of the test items, which is get from the evaluation of the try-out test.

d. Detemining the material to be taught

The researcher will determine the material to be teacher to the students. The theme of the material about vocabulary. These material are based on syllabus at the first semester of SMP Taman Siswa Bandar Lampung.

e. Preparing the Post-test

The researcher will prepare a kind of test (called try-out test) that will be given to the students. The post-test is given to know the students vocabulary mastery after being given the treatment.

## 2. Application

After making the planning the researcher will try-out to apply the reseach procedure that has already been planned. There are some steps in doing this research.

a. In the first meeting, the researcher will be give the try-out

The test is multiple choice consist of 40 items with options (a, b, c, and d). Try-out test give to evaluate the test items before uses to pre-test and post-test items.

b. In the second meeting, the researcher will give pre-test

This test is multiple choice with 4 options (a, b, c, and d). The number of the test items is determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that is uses in the pre test.

c. In the third meeting, the researcher will conduct the treatment

After giving the pre-test to the students, the researcher will be conduct the treatment in the control class and experimental class. In the control class, the teacher will conduct the treatment by using word wall media, while the experimental class the researcher will give the treatment by using animation movie. Both control class and experimental class are given three treatments.

d. In the last meeting, the researcher will give the post-test

The test is multiple choice with 4 options (a, b, c, and d). The number of the test items is determine by the validity and reliability analysis of the out. it means that only the valid and reliable test items that is uses in the pre-test.

### 3. Reporting

The last point that will be do in this research procedure is reporting. They are :

- a. Analyzing the data that are already receive from try-out test.
- b. Analyzing the data that are already receive from pre-test and post-test.
- c. Making a report on findings.

## H. Scoring System

There were four steps used in this research, they are: planning, application, reporting and scoring system. The scores of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S : The score

r : The total of the right answer

n : The total items

## I. Validity and Reliability of the Test

This some criteria of the test and reliability

### 1. Validity of The Test

A good test is test that has validity. The test can be said valid if the instrument item can be use yo measure what should be measured.<sup>9</sup> In other words, a test is valid if the test can really test what needs to be test correctly. The researcher analysed the test from content and construct validity to measure whether the test is validity or not.

#### a. Content validity

To get content validity, the test adapted with the student's book and the objective of teaching in the school based curriculum for the seventh grade of

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<sup>9</sup>Sugiyono, *Op. Cit.*, p. 173.

SMP Taman Siswa Bandar Lampung. The test was suited with material was taught to the students. It can be seen in syllabus Appendix 4. In standar competence 7.2 mentioned “to understanding the meaning in a simple transactional and interpersonal conversation to do interaction with the surrounding environment. The researcher arranged material based on the objectives of teaching in the school based on the syllabus for the seven grade students SMP Tamna Siswa Bandar Lampung.

#### **b. Construct validi ty**

Construct validity is a determination of the significance, meaning, purpose, and use of scores from from an instrument.<sup>10</sup> Constructs validity refers to assumption, showing the measurement used contains correct operational definition which is based on the theoretical concept. In other words, construct validity is just like a concept.

Construct validity focuses on the kind of the test that is used to measure the studens’ vocabulary mastery. To make sure, the researcher will consult the instrument of the test ( pre-test and post-test) to the English teacher of SMP Taman Siswa Bandar Lampung, as a validator, for determining whether the test has obtain construct validity or not. The researcher validated the test instrument to the English teacher on 7<sup>th</sup> November 2018 at SMP Taman Siswa Bandar Lampung, Mrs.Woro Putria S.Pd, by asking anall the teacher about the item validation, the teacher said that the item validation was valid and suitable with the criteria on vocabulary mastery.

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<sup>10</sup> *ibid*

### c. Item Validity

Item validity is the extent to some an individual item measures what is supports to measure. The researcher given some questions to know valid or not the questions that give the students. The item validity used to measure the validity of the test items. In this researcher will use ANATES to calculated the data obtained from the try out to find the item validity of each item.

From the result of validity analysis by using ANATES, there were 25 valid items of pretest, they were number 1, 2,3, 4, 5, 6, 7, 9, 12, 13, 14, 15, 17, 18, 20, 21, 23, 26, 27, 28, 29, 30, 33, 37, 38. Meanwhile, they were number 3, 6, 7, 8, 9, 11, 12, 14, 18, 20, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 34, 36, 37, 38, 39. in posttest. ( seen in Appendix 11, 12)

### 2. Reliability of The Test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with wich it measures whatever it is measuring.<sup>11</sup> A good test must have high validity this can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to frenkel and wallen, reliability refres to the consistency of the scores obtained how consisten they are for each individual from one administration of an instrument to another and from one set of item to

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<sup>11</sup> Donal Ary, *Op.Cit.*, p.236

another.<sup>12</sup> Reliability refers to the consistency of the test. The researcher will use Anates to reliability of the test. Anates can help analysis of item quickly, easy and accurately. Anatest is necessary in the research to assess the good instrument or not.

Furthermore, to know the degree or the level of the reliability of writing test the writer also use the criteria of reliability as follows:

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low<sup>13</sup>

Based on the ANATES, the researcher got the reliability of the pretest and posttest. In pretest the reliability was 0.76. It means that the pretest items had high reliability. Then, the reliability of the posttest was 0.83. that means the posttest also had very high reliability. (seen in appendix 11 and 12)

## **J. Data Analysis**

### **1. Fulfilment of The Assumptions**

The data gain is statistically analyz by using media and steps as the following.

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<sup>12</sup> Jack R Frankel and Norman E. Wallen, *Op.Cit.*, p. 154

<sup>13</sup>*Ibid*, p. 311

### a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research the researcher will use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov. The hypothesis for the normality test are formulated as follows:

$H_0$ : The data have normal distribution

$H_a$ : The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are :

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

### b. Homogeneity Test

After the researcher gets the conclusion of normality test, the researcher will do the homogeneity test in order to know whether the variance data is homogeneous or not. In this research the researcher will use statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are formulated as follows :

$H_0$  : The variances of the data are homogenous

$H_a$  : The variances of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity test are as follow:

$H_0$  is accepted if  $Sig \geq \alpha = 0.05$

$H_a$  is accepted if  $Sig < \alpha = 0.05$

## 2. Hypothesis of Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher will use Mann-Whitney test. In this case, the researcher will use statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

The hypotheses formulas are:

$H_a$ : There is a significant influence of animation movie towards the students' vocabulary mastery at the first semester of the seventh grade of SMP Taman Siswa Bamdar Lampung in the Academic Year of 2018/2019.

$H_0$ : There is no a significant influence of word wall media towards the students' vocabulary mastery at the first semester of the seventh grade of SMP Taman Siswa in the Academic Year of 2018/2019.

While the criteria of hypothesis are:

$H_a$  is accepted if  $Sig \geq \alpha = 0.05$

$H_0$  is accepted if  $Sig < \alpha = 0.05$



## CHAPER IV RESULT AND DISCUSSION

### A. Result of the Test

The researcher conducted pretest in control class on November 8<sup>th</sup> , 2018 in order to know students' vocabulay mastery before the treatment. The scores of the students' vocabulary mastery were tested in pretest can be seen in figure 1 :

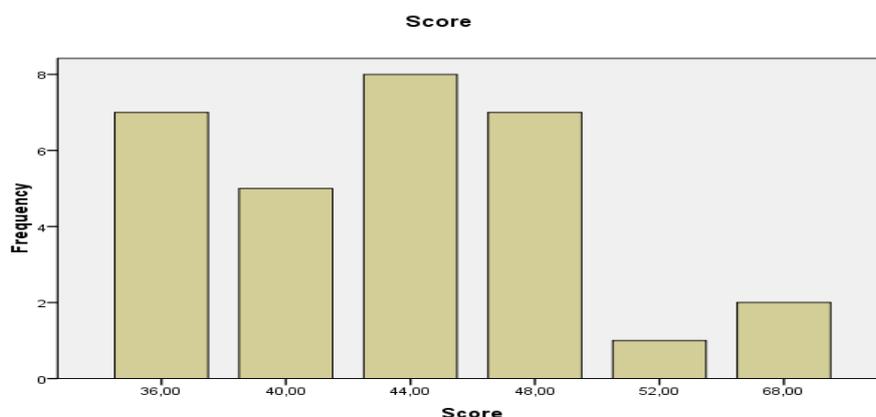
#### 1. Data Colecting

##### a. Data Pre-test

The researcher also conducted post-test in order to know students' vocabulary mastery after the treatment. The score of the students' vocabulary mastery that were tested in post-test.

#### 1. Result of Control Class

The data was gotten in the form of score. The score was derived from test. Therewere two test in this research, they are pre- test and post- test. In this research used SPSS Statistic. The result of was described as follows:



**Figure 1**  
**Graphs of Pre-Test Result in Control Class**

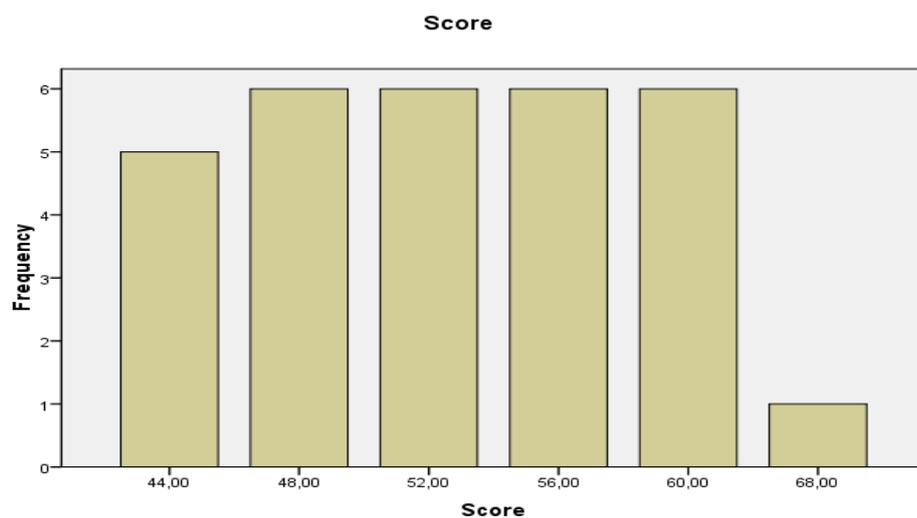
Based on Figure I, it showed the result of the pre-test were the minimum score was 36 and the maximum score was 68. There were 2 students who got the score 68, 7 student who got the score 36, 21 students who got the score lower than 68. The mean of the pre-test was 44,27.

**Table 7**  
**Statistic of the result of the pretest of Control**

Statistic	Score
Mean	44.27
Minimum	36
Maximum	68

## 2. Result of Experimental Class

The pre-test was administered on November 09<sup>th</sup> for class VIII B. It was the first meeting where the researcher conducted pre-test in order to know the students' vocabulary mastery before the treatment.



**Figure 2**

**Graphs of Pre-Test Result in Experimental Class**

Based on Figure 2, it showed the result of the pre-test were the minimum score was 44 and the maximum score was 68. There were 5 students who got the score 44, 1 students who got the score 68, 21 students who got the score lower than 68. The mean of the pre-test was 52,80.

**Table 6**  
**Statistic of the result of the pretest of Experimental**

<b>Statistic</b>	<b>Score</b>
Mean	52.80
Minimum	44
Maximum	68

From the figures above, the result of pre-test in control class showed that the score of pre-test in control class was N was 30, mean was 44.27, standard deviation was 7.995, median was 44, variance was 63.926, the highest score was 68 and the lowest score was 36.

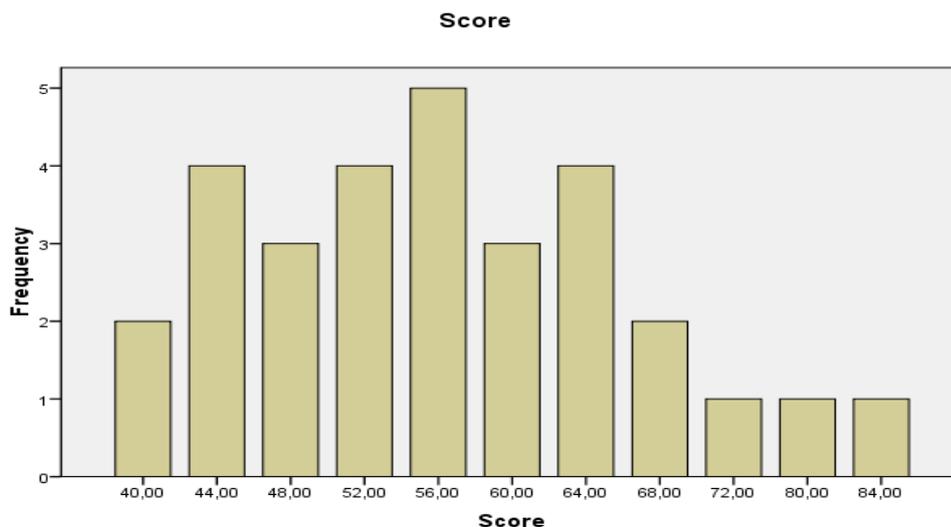
While the result of pre-test in experimental class showed that the result of N was 30, mean was 52.80, standard deviation was 6.25, median was 52, variance was 39.062, the highest score was 68 and the lowest score was 44. It can be concluded that the result of mean score pre-test in control and experimental class was low.

#### **b. Data of Post Test**

The researcher also conducted post-test in order to know students' vocabulary mastery after the treatment. The score of the students' vocabulary mastery that were tested in post-test.

## 1. Control Class

The post-test was administered on November 22<sup>th</sup> for class VIII C. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment.



**Figure 3**  
Graphs of Post-Test Result in Control Class

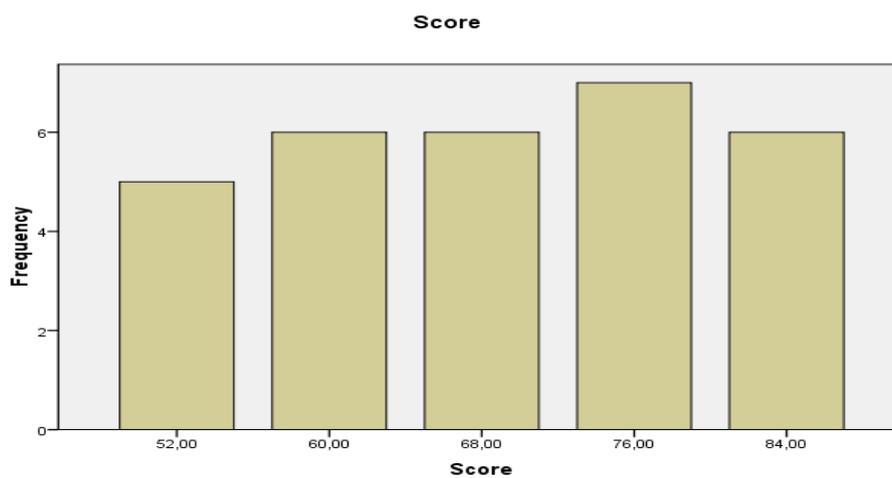
Based on Figure 3, it showed the result of the post-test were The minimum score was 40 and the maximum score was 84. There were 2 students who got the score 40, 1 students who got the score 84, 27 students who got the score lower than 68. The mean of the post-test was 56,05.

**Table 7**  
Statistic of the result of the pretest of X MIA A

Statistic	Score
Mean	56.05
Minimum	40
Maximum	84

## 2. Experimental Class

The post-test was administered on November 23<sup>th</sup> for class VIII B. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment.



**Figure 4**  
Graphs of Post-Test Result in Experimental Class

Based on Figure 3, it showed the result of the post-test were the minimum score was 52 and the maximum score was 84. There were 5 students who got the score 52, 6 students who got the score 84, 19 students who got the score lower than 84. The mean of the post-test was 68,80.

**Table 8**  
Statistic of the result of the pretest of X MIA A

Statistic	Score
Mean	68.80
Minimum	52
Maximum	84

From the figures above, the result of post-test in control class showed that the score was N was 30, mean was 56.53, standard deviation was 11.054, median was 56, and variance was 122.189, and also the highest score was 84 and the lowest score was 40.

While, the result of post-test in experimental class showed that the result of N was 30, mean was 68.80, standard deviation was 11.186, median was 68, variance was 125.131, the highest score was 84 and the lowest score was 52.

So, the result post-test in experimental class was very significant.

It can be seen from result of means, from pre-test was 44.27 became 56.53 in post-test. But in experimental class the result of means was 52.80 in pre-test and post-test was 68.80. It can be concluded that the score in experimental class increase.

## **B. Result of Data Analysis**

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent

### **1. Fulfilment of The Assumption**

The data gain is statistically analyz by using and steps are the following.

#### **a. The Result of Normality Test**

The researcher did his normality test to know whether the data has normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program For Social Science) Kolmogorov-Smirnov

and Shapiro Wilk. The sample less than 50 so that the researcher used shapiro wilk. The hypothesis for the normality test are formulated as follow:

$H_0$  : The data are normally distributed

$H_a$  : The data are not normally distributed

While the criteria for the normality test are as follow:

$H_0$  is accepted if Sig. ( $\rho_{\text{value}}$ )  $\geq \alpha = 0.05$

$H_a$  is accepted if Sig. ( $\rho_{\text{value}}$ )  $< \alpha = 0.05$

**Table9**  
**The Normality Test of Experimental and Control Class**

Media	Shapiro-Wilk		
	Statistic	Df	Sig
Score Control	.893	30	.006
Experimental	.891	30	.005

Based on the Table7, the researcher use shapiro-wilk of the test normality it can be seen that Sig ( $\rho_{\text{value}}$ ) in the table of shapiro-wilk was 0.06 and  $\alpha = 0.05$ . It means that Sig ( $\rho_{\text{value}}$ )  $> \alpha$  and  $H_0$  was rejected and  $H_a$  was accepted. The conclusion is that the data in experimental and in control class were not normal distributed, so the researcher can not use statistic independent sample t-test, the researcher use statistic non parametik man-whitney and the researcher not need to use normality test.

## 2. The Result of Hypothetical Test

After the researcher knew that the data were not normal in experimental and control class, the data were then analyzed by using non-parametric statistic a Mann Whitney U Test, in order to know the significance of the treatment effect. The hypotheses were :

$H_a$  : There is a significant influence of animation movi media towards the students' vocabulary mastery at the first semester of the seventh grade of SMP Taman Siswa Bandar Lampung in the Academic Year of 2018/2019.

$H_o$  : There is no a significant influence of word wall media towards the students' vocabulary mastery at the first semester of the seventh grade of SMP Taman Siswa Bandar Lampung in Academic Year 2018/2019.

While the criteria for acceptance and rejection of the hypothesis are:

$H_a$  is accepted if Sig. ( $\rho_{value}$ )  $\leq \alpha = 0.05$

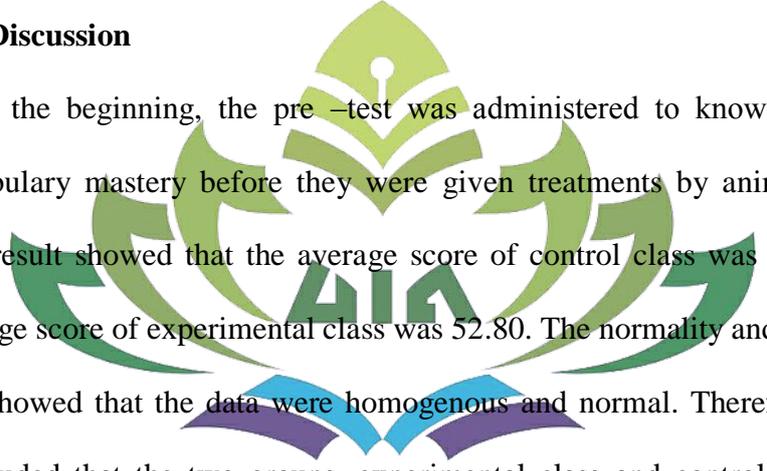
$H_o$  is accepted if Sig. ( $\rho_{value}$ )  $> \alpha = 0.05$

**Table9**  
**The Result of Mann-Whitney U Test**

	Score
Mann-Whitney U	300.000
Wilcoxon W	765.000
Z	-2.258
Asymp. Sig. (2-tailed)	.024

Based on the result obtained in the table above, it is clear that value of significant generated Sig. ( $p_{\text{value}}$ ) or Sig. (2-tailed) of the equal variance assumed = 0.024, and  $\alpha = 0.05$ . It means that Sig. ( $p_{\text{value}}$ ) <  $\alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was influence of using animation movie media on the students' vocabulary mastery at the first semester of the seventh grade students' of SMP Taman Siswa Bandar Lampung in Academic Year 2018/2019.

### C. Discussion



After the beginning, the pre-test was administered to know the students' vocabulary mastery before they were given treatments by animation movie. The result showed that the average score of control class was 44.27 and the average score of experimental class was 52.80. The normality and homogeneity test showed that the data were homogenous and normal. Therefore, it can be concluded that the two groups, experimental class and control class had the same mastery at the beginning of the research. Afterward, the students were taught by using Animation movie media in the experimental class and using word wall in control class. The material was three topics for three treatments.

At the end of the research, post-test was given to measure the improvement of students' vocabulary in both classes after treatment done. The average score control was 56.53 and the average score in the experimental class was 68.80.

It was also supported by the result of the data analysis. It showed that using animation movie media in teaching vocabulary seemed to be applicable at the first semester of the seventh grade of SMP Taman Siswa Bandar Lampung. Animation Movie Media encouraged the students to be more active and can develop their motivation in learning English especially in vocabulary.

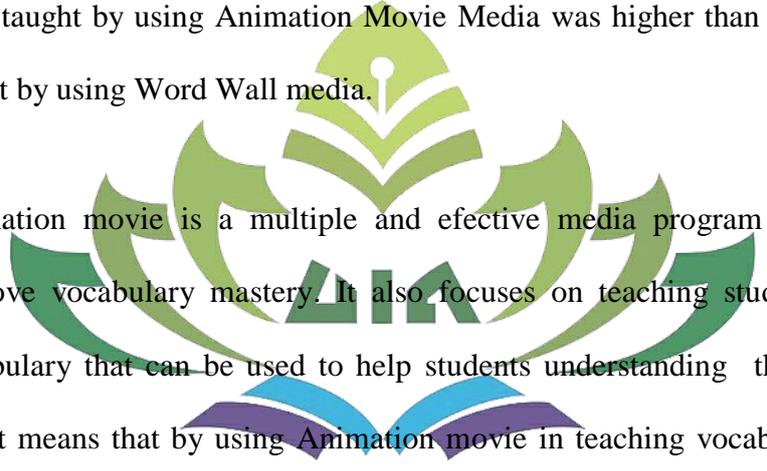
The way to encourage the student to be more active in teaching and learning process, the teacher should apply a method, strategy or media. Therefore, learning vocabulary would be more effective and would make the students be more active in the class if the teacher used helpful and interesting media. Due to use animation movie media can make the students active and interesting in learning vocabulary.

Based on the previous research, from Galang Ernanto entitled “The Influence of Using English Movie Towards Students Vocabulary Mastery”, and than from Uswatun “The Effectiveness Of English Crtoon Movie Towards Students Vocabulary Mastery” showed that teaching vocabulary though movie media is efective and there is a significance influence of using animation movie.

In conclusion, the researcher concluded that using animation movie media encouraged the students to be more active and can develop their motivation in learning English especially in vocabulary. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

So in this case, the researcher would like to say that animation movie is a good media to teach vocabulary. Therefore it was along with the researcher's assumption at the beginning of the research that Word Wall Media has significant influence towards students' vocabulary mastery.

The researcher result has shown that there was significant influence of using Animation Movie Media on the students' vocabulary mastery. From the result above, it can be seen that the average score of students' descriptive text that were taught by using Animation Movie Media was higher than those who are taught by using Word Wall media.



Animation movie is a multiple and effective media program developed to improve vocabulary mastery. It also focuses on teaching students a set of vocabulary that can be used to help students understanding the words they get. It means that by using Animation movie in teaching vocabulary mastery students can improve they vocabulary mastery because the students not only watch the movie but they can get new word from the movie they see and hear and also they can make a simple sentence to.

According to the result of data analysis by using SPSS, the result showed that the mean score of posttest between experimental class and control were slightly different. The score of posttest in experimental class showed mean was 56.53 and score posttest in control class showed mean was 68.80. It means that the students' score has increased after giving the treatment. Next, the Research

analyzed the data of normality test the score showed that the data not normality, and then The researcher tested the data by using Mann Whitney Test. Mann Whitney Test included nonparametric statistic which was used to test the data with the unnormal distribution data.

Based on the result of hypothesis test the testing of hypothesis, the result of Mann Whitney Test was hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is refused. It means that the treatments had no influence of using Animation movie. Based on analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is refused.

In conclusion, the researcher conclude that using animation movie media encourage the students to be more active and can develop their motivation in learning English especially in vocabulary. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So in this case, the researcher would like to say that inductive approach is a good media to teach vocabulary. Therefore it was along with the researcher's assumption at the beginning of the research that Animation Movie Media has significant influence towards students' vocabulary mastery.



## CHAPTER V CONCLUSION AND SUGGESTIONS

### A. Conclusion

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: There is a significant influence of animation movie media towards students' vocabulary mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher's assumption is true that is to say, animation movie media can give a significant influence to improve students' vocabulary mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by animation movie as a media in teaching vocabulary. It could be showed by a mean score of pre-test in experimental class was 52.80 and post-test in experimental class was 68.80 and the mean score of pre-test in control class was 44.27 and the mean score of post-test in control class was 56.53. It showed that the students' pre-test and post-test score in experimental class were higher than students' post-test score in control class.

Based on the result the data analysis, the researcher concluded that there was influence of using animation movie media on the students' vocabulary mastery at the first semester of seventh grade students at SMP Taman Siswa Bandar Lampung in Academic Year 2018/2019.

## **B. Suggestion**

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

### **a. Suggestion for the Teacher**

1. The teacher must to know that animation can be an alternative media of the teaching learning process especially vocabulary is a good way to be applied in the seventh grade of SMP Taman Siswa Bandar Lampung.
2. The teachers should give more chances to the students to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use animation movie in teaching vocabulary.
3. The English teacher can help students to increase vocabulary mastery by using other effective and relevant technique or media. This can be done, based on the approach or media, so they can develop their mastery in vocabulary.

### **b. Suggestion for the Students**

1. The students should focus when they learn with using animation movie and be more seriously in learning English in order that the students can improve their vocabulary.
2. The students should active to write the new words they get when process learning English using animation movie media.
3. The students should practice the vocabulary they have to learn with their environment even with their friends or teacher.

4. The students had to manage time in learning process because learning vocabulary needs long time to do.

**c. Suggestion for the School**

1. The school provides more English books and media in teaching learning English such as cassette, CD, and the other related media so that the students can practice the media to increase their knowledge.
2. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.
3. The school should provide another program of English for students such as English club or English course for students to practice their English competency.
4. The school should provide another facility for students to practice their English competency.

**d. Suggestion for the other Researchers**

1. The researcher can apply Animation Movie to increase students' vocabulary mastery. In this research, the treatments were done in six meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
2. In this research, the researcher used Animation Movie to help students of junior high school. The next researcher can do it in the different level.

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