IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ANIMATION MOVIE

THESIS

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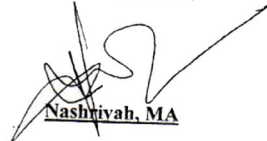**Darussalam-Banda Aceh**

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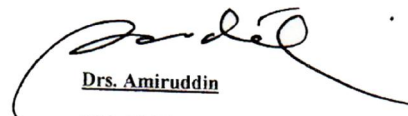Reg. No : 231324319

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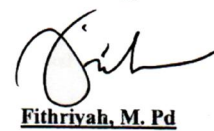Friday, February 8th, 2018 M / Jumadil ula 22th, 1439 H

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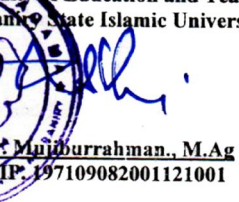Habiburrahim, S. Ag, M. Com, M.S, Ph.D

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May Allah always blesses us.

Banda Aceh, 5 January 2018

Dian Purnama
231324319

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SURAT PERNYATAAN

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Menyatakan bahwa sesungguhnya skripsi yang berjudul **"Improving Students' Vocabulary Mastery through Animation Movie"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 Desember 2017

Saya yang membuat Pernyataan

(Dian Purnama)

ABSTRACT

The purpose of this research to investigate the improvement of using animation movie in improving students' vocabulary mastery and to find out the responses from students' toward animation movie in improving vocabulary mastery. The research design used was pre-experimental research with quantitative approach, while the study was participated by 31 students of ID class as the sample. Data were collected through pre-test, post-test and questionnaire. Based on the results of data processing, showed the increase of vocabulary students ID class vocabulary after the application of learning media animation movie. The result used t-test statistic with significant level 0,05. From the result of the processing, it was obtained - t_{score}< - t_{table} is -26,7<- 1.70 this suggested that H_1 was accepted. Based on the result, the researcher could conclude that the vocabulary of students Darul Ulum in learning increased due to Animation Movie.In addition, the students showed very positive responses toward this media. While studying and learning process, they looked enthusiasm, quiet, happy, and relax.

Keywords : vocabulary, animation movie

CHAPTER I

INTRODUCTION

This chapter discusses background of study, research questions, aims of study. Hypothesis and significant and terminology are also discussed.

A. Background of Study

Language is a tool of communication. To build a good communication both listeners and speakers should understand each other because the purpose of communication is to transfer and exchange ideas. Misunderstanding of both speaker and listener should always be avoided. A good command of vocabulary and pronunciation will help EFL (English as a Foreign Language) learner to be able to speak fluently. However, mastery of vocab is not easy for EFL learner to acquire. According to Naci (2011) states that it is difficult to learn new vocabularies, keep them in mind and recall them when needed.

Mastering English vocabulary is not easy for EFL learners to acquire, because pronouncing the words and understanding them are uneasy to do and these make them discourage to learn the vocabulary. In this respect,Moghanarascom (2017) states that it is not an easy task to memorize a large amount of vocabulary. In the same vein, Wafi (2013) claims that it is relatively difficult to learn new words, to keep words in mind and to recall them when needed. Similarly,Shahrokhi (2016) states that the vocabulary of a language is huge and its acquisition takes time even for a native speaker. Therefore, teaching vocabulary is very important to early students in order that they can

develop the four language (listening, speaking, reading, and writing) skills in English.

Related to the importance of vocabulary in language learning, Richards and Renandya (2002, p.252) find out that: "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Without an extensive vocabulary learners often achieve less than their potential and may be discouraged from making use of language". The students with poor vocabulary cannot communicate their ideas clearly, and they likelyunable to comprehend any texts written in English such as newspaper or magazines and even they likely fail to understand news on radio or television.

Because of that, students should have enough vocabulary. It is impossible for a language learner to communicate in the language without having sufficient vocabulary. In this respect,Thornbury and Scott (2002, p. 13) states that, "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 expressions. You can say very little with grammar, but you can say almost anything with words!"

Even though mastery of vocabulary is very important, it does not mean that the other components such as grammar, listening and speaking are to be ignored.In teaching learning process, there are various factors involved. Teachers, students, teaching methods, material, and media are the crucial things that should be well-collaborated in order to achieve students understanding of the process.

In this research the researcher focus on the media which can be one of teaching model in teaching vocabulary. The media is the way to create meaningful context for teaching English, which can be delivered through a wide variety of

print, audio, and visual formats. Thoman (2003) argues that media literacy has an influential role in educational programs, including second language learning. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television show, newspapers, and videos.

One example of media in learning language is animation movie. Animation movie is included in audiovisual media. According to Harmer (2001) defines animation movies is series of images that are projected into a screen to create the illusion of motion in form of animation. Animation movie can be described as the creation of the illusion of motion through a rapid sequence of still images. Thus, the researcher defines animated movie as fast moving images and colored text with sound.

Animation movie can convey message of material in understanding and retaining unfamiliar words and story meaning for the students. The use of animation movie provides a rich context which students can improve comprehension and practice; it was fun for watching movie in the class, so the classroom atmosphere is enjoyable and makes them more ready to learn. While students are watching the movie, directly they get some experiences from the movie and influence their understanding and thinking.

Many researchers have conducted the study on videos and animations for vocabulary learning, in this research only mentioned two previous studies another previous study will be explained detail in chapter two. A study on video and animations for teaching and learning vocabulary conducted by Chih-cheng Lin (2012) revealed that, learning difficult words with textual definitions and videos

was more effective than learning them with textual definitions and pictures and with textual definitions alone.

Another study was conducted by Ismaili (2013) the research analyzed the effects of using movies in the EFL classroom. It reveals its effects on developing students listening and communication skill. The results of the study have shown that significant differences between experimental and control group of students on integrated skills, using video incorporated in the teaching material.

Because Darul Ulum Boarding School requires the students to have a good command of English and Arabic, they have to practice the two languages not only in the classroom but outside the classroom as well. The students are compulsory to communicate in English for two weeks and for the other two weeks they have to speak in Arabic.

As the school policy to support and enrich the quality of students' vocabulary, the students have to memorize and use appropriate vocabulary in daily activities. However, during the implementation, the researcher found that lots of students especially the first year got the punishment because they were unable to memorize and used those vocabularies in their communication. When the teacher asked the students to speak English in front of the class they failed to do that because they could not express their ideas.

To encourage and help the students master the vocabulary, in my view, they should be given an opportunity to explore their talent such as using song, films, comics and other medias that can make learning English is more enjoyable

and fun. One of medias that can be used in teaching and learning is movie especially animation movie. By using animation movie the students will be enthusiastic to study English well.

B. Question of the Study

After going through related literature on animation movie. I propose the following research question.

1. To what extent does the students' vocabulary improve by using animation movie?

2. How are responses of students' toward animation movie in improving vocabulary mastery?

C. Aim of Study

The aims of this study are as follows:

1. To investigate the extent to which the students' vocabulary improves by using animation movie.

2. To find out the responses from students' toward animation movie in improving vocabulary mastery.

D. Hypothesis

Hypothesis is a temporary answer for research questions. A hypothesis in this research is a basic assumption of how the result of the research will be. It is a prediction of the phenomenon. Moreover, in formulating hypothesis, the

researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis:

1. Alternative Hypothesis (H_1): There are any improvements in terms of students' achievement between before and after treatment.

2. Null Hypothesis (H_0): There are no any improvements in terms of students' achievement between before and after treatment.

E. Significance of the Study

This study is expected to give a fruitful contribution for teaching English vocabulary easily. It can establish the students to get an enjoyable situation and fun learning activities through animation movie teaching. It also provides valuable input for English teachers. The present study may help and guide English teachers to adopt the animation movie in teaching vocabulary and enrich teacher's model to teach vocabulary in the classroom. By then, teacher can expand the ability to create innovative, effective, and interesting teaching strategies. Moreover, this study is useful for researchers, because it can help them to conduct new studies on using animation movie. Then, this study can also improve the researchers' knowledge and experience in teaching vocabulary in English language classes. As a result, it is hope that EFL learners will benefit from the finding of this study.

F. Terminology

To avoid misunderstanding, some key terms used in this study are explained in the following points:

a. **Vocabulary Mastery**

According to Nation (1990. P, 16) "vocabulary mastery is knowledge that involves knowing the meaning of words, knowing to match each word with a synonym or an equivalent word in their own language". It is understood enough for students that vocabulary mastery deals with meaning and word. The students are able to identify (formal and informal situation) then they are also definitely know the meaning in their mother tongue. Vocabulary refers to a list or set of words for a particular language that individual speaker of a language might use.

b. **Animation Movie**

Based on Herzog (2005) animation refers to "animate". It is a verb which has meaning "brings to life, to move to action; inspire. Regarding to the use of an animation movie, Well (2002) says that animation as art, an approach, an astatic and application informs many aspects of visual culture from feature-length movie to prime time sit-com; from television and web cartoons to display functions on a range of new communication technologies.

In conclusion, animation movie can be formulated as a kind of movie distributed in the visual media. Animation movie can be very effective to improve students' ability to know and remember the word that they get from the movie, because when they are interested with the movie, the students are more enthusiastic in learning.

CHAPTER II

LITERATURE REVIEW

This chapter informs the literature review of the study including theories which are related to vocabulary mastery, type of vocabulary, problem in learning vocabulary, and using multimedia in learning vocab. Then the researcher discusses the conceptof animation movie, teaching vocabulary by using animation movie, advantages of animation movie on language learning and previous study.

A. Definition and Type of Vocabulary

Vocabulary is all the words that someone knows, learns, and uses in every aspects of their life such us in communication, at work or job interview. Vocabulary is an important element in second language learning. Long and Richard (2007, p.39) state "by having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language".In addition, August, Carlo,Dressler and Snow (2005) also point out that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade level than their peers were.

Many experts and authors define vocabulary differently.Vocabulary learning constitutes a basic and an important part of English language learning (Cameron, 2003). Then the American College Dictionary states that "vocabulary is the stock of words used by particular class or person". Najah (2013) concludes

that vocabulary is a total number of words existing in language, including single words to express idea as well as multi- word idioms which can be understood in the context. Munawarah (2013) in her thesis also defines vocabulary as the words that should know in order to communicate effectively. From the explanation above, the researcherconclude that vocabulary is all the word used as a tool to communicate by people for helping them in transferring and understanding the idea as clear as they want.

Vocabulary is one of the important elements in language to learn by students. To master the four language skill, such as reading, listening, speaking and writing the students must have any knowledge of words. In other words, the students without mastering vocabulary they will get difficulties in mastering any language skill.

Mastery is defined as the complete control of knowledge (Oxford Advance Dictionary). It is in line with Hornby (1995) who defines mastery as complete knowledge. It means mastery is the ability to use one of knowledge. According to the definitions of vocabulary and mastery above, Mukti (2012) states that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language, and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

Moreover, it is necessary to know about the type of vocabulary. There are various ways to classify the types of vocabulary.

1. In term of semantics:

    Milton (2009) classifies vocabulary into Functional words and Notional words. Functional words are articles, prepositions, conjunctions, interjections. Whereas, notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs.

2. In term of communicative language teaching

    Pikulski and Templeton (2004) categorize vocabulary into the followings:

    a. Expressive vocabulary, which is used to express ourselves.

    b. Receptive vocabulary, which is used to refer to listening and reading vocabularies.

    c. Meaning or Oral vocabulary, which is refers to the combination of listening and speaking vocabularies.

    d. Literate vocabulary, which refers to the combination of our reading and writing vocabularies.
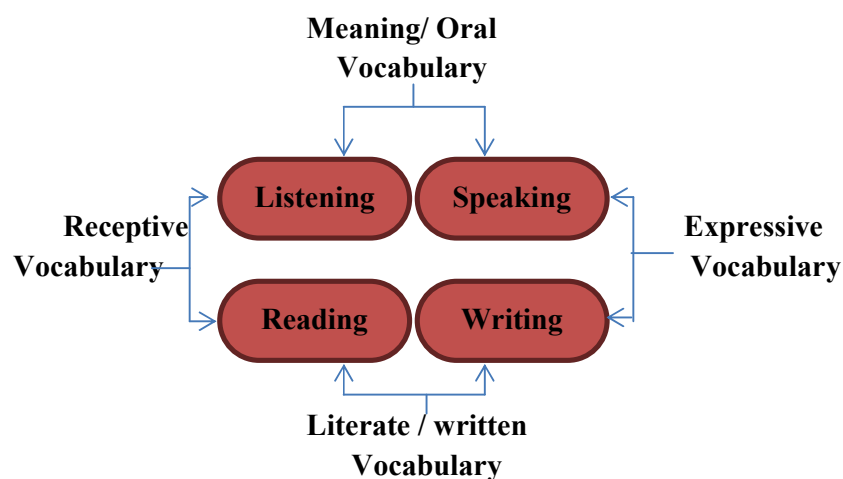
Figure 1

In general, linguists differentiate vocabulary into two: active and passive vocabulary. Harmer (1991) explains that active vocabulary is the vocabulary which the students have been taught or learned and which they are expected to be able to use. Meanwhile, passive vocabulary is the words which the students recognize when they meet, but they will probably not be able to produce. Grave (2006) states that many researchers divide vocabulary into two types. They are; receptive vocabulary and productive vocabulary. Receptive vocabulary is the vocabulary that can be understood when it is presented in reading or listening, while productive vocabulary is vocabulary used in speaking or writing. In line with this, Laufer and Goldstein (2004) mention that active vocabulary is productive knowledge referring to speaking and writing, while passive vocabulary is receptive knowledge referring to reading and listening.

3.   In term of situation

Paul Shoebottom (2017) has proposed the different types of English vocabulary and situations in which they are likely to be found below: There are two situations; everyday situations and academic situations.

a.   Everyday situations; The vocabulary used in everydaylike chatting with friends, talking at mealtimes, watching a TV show, reading fiction, etc.

b.   Academic situations; The vocabulary used in doing the academic activities like reading internet article, reading subject textbooks, reading non-fiction, listening to prepared lecture, etc.

In conclusion as we know that vocabulary is the words that should be known in order to communicate effectively by using the exact words and appropriate situations. Besides, vocabulary is also classified into functional words and notional words. Then most experts divided vocabulary into two big types, namely productive and receptive vocabulary. Productive vocabulary is vocabulary that is used in speaking and writing. Meanwhile, receptive vocabulary is vocabulary that is used in listening and reading.

B.   The Problem in Learning Vocabulary

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

1. Similarity to L1

Some English words often similar in form and meaning, the words may look similar in spelling to Indonesia words. For example: 'air' could be misled by students as 'water', because Indonesia also has the word 'air', which means water.

2. Connotation

Another difficult aspect that must be mastered by learners is the connotation from the word. For example, does the word have positive or negative connotations to native speakers? Either the word "skinny" andthe word "slim" can be used to describe a person thin, but these words are very different in connotations

3. Spelling and Pronunciation

For students who speak English is likely to have difficulty in a regular spelling system. For example there are students who are still confused in saying, spelling, and pronouncing of these words: through, though, thought, tough, thorough.

4. Appropriate use

When to use the English words we have to choose the right word. Some words and expressions are limited in the use of certain contexts (for example we can use the word"pushing" to mean "almost"for example "he is pushing fifty". But the word "pushing" is only used to older people). Also it is important that the students know whether the word or phrase has a marked style-informal or formal.

C.   Using Multimedia in Learning Vocabulary

In teaching-learning process, there is a thing which helps the teachers in teaching called media. Heinich, Daryanto in Munir (2016) states that media is an intermediary or introductory between a speakers to the listener in the communication. Therefore the media is as the connector between communicator and communicant. Kutbi (2015) defines that multimedia learning as the delivery of instructional content using multiple modes that include visual and auditory information and student use of this information to construct media. The appropriate media is one way which can help the teacher in learning process. From the definition above it can be said that anything which carries the

information between a source and a receiver is called media. The purpose of media is to facilitate communication and learning.

Moreover, Neo (2001) defines that "multimedia is the combination of various digital media types such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.

Dealing with multimedia support for vocabulary instruction Silverman and Hines (2009) state that multimedia enhancements may provide children with more robust nonverbal information than that presented in the static pictures in storybook and allow children to more effectively use their nonverbal processing system to support their verbal processing of the storybook content.

Based on the expert opinions described above, the researcher sums up that multimedia is something related to various digital media types such as text, images, sound, and video which helps the teachers in teaching process.

D. The Understanding of Animation Movie

Animation is the art by which two-dimensional drawings or inanimate objects are turned into moving visual representations of three-dimensional (3-D) life. Merriam-Webstercom Dictionary (2017) defines thatAnimation is a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement.

Animation can be described as the creation of the illusion of motion through a rapid sequence of still images. While Otokundes (2018) defines cartoon is images with funny appearances that present an event. The person who created the cartoon is called a cartoonist. The striking difference between anime and cartoons is the general representation of characters from both. In the anime the character depiction usually shows physical depiction as the realistic, closer to reality than the cartoon. The depiction of the face was made with various expressions, and has variations. Most of the characters in the anime are cute, sweet, handsome, handsome, and so are the main features.

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

Movie or film is one of the most popular media in our live. This is a series of images projected onto the screen to create the illusion of motion. Movies can also be applied as an interesting teaching medium.

Meanwhile Bordwell and Thompson (1997) define the types of movie or film as follows:

1. Documentary Movie

Documentary movies support to present factual information about the world outside the film as the type of films, documentaries present themselves as factual reliable. According to Bordwell and Thompson (1997) there are two type of documentary movies, they are;

a. Compilation Movies : created by assembling images from files source.

b. Direct Cinema : recording an on-going event "as it happens" with minimal interference by the filmmaker.

2. Animated movie

Animated films are distinguished from live-action with unusual types work done at the production stage. Animated movies are not continuous outdoor action shooting in real time, but they make a series of images by shooting one frame at a time.

3. Experimental and avant-grade Movie

Experimental movie are made for many reasons. The movie maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The movie may also use staging to express distinct feelings or ideas.

E. Teaching Vocabulary by Using Animation Movie

Based on the explanation above, the researcher would do the research and applied the animation Movie to the students. The researcher would teach them

directly by using animation movie. The researcher believed it would be benefit for the learners in learning English vocabulary by using animation movie. The assumption based on the fact that young learners like watching the animation movie.

Ishihara and Chi (2004) suggest how to apply animation movie in language learning in the classroom. The right procedure of using animation movie in classroom shows good result on students' vocabulary.

They also state that there are some steps of using animation movie in language teaching, namely pre-viewing, viewing-and post viewing. Each of these steps can be explained as follows:

a. Pre-viewing

Stimulating students' imagination. It means that the teacher gives some clues that should be concerned on the animation movie. The teacher gives the students crucial background information about the animation movie.

b. Viewing

The teacher shows the animation movie. In this step, the students watch carefully in order not to miss the important visual clues.

c. Post-viewing

The students discuss and share with order. It is intended to find out the answers to question, predict future occurrences, and practice through role-play or summaries.

The research was held for four meetings in giving them the treatment in having a good understanding in mastering the vocabulary through animation movie. This technique was expected in this research which can improve the ability of students' in mastering the vocabulary.

F.   Advantages of Animation Movie on Language Learning

Animated pictures can enrich students' mastery of different subject matter. Through many lessons, teachers and students can use a simple animation program to create visual, animated representations of numerous concepts. Animation movie help students harden their understanding of abstract ideas. Geocitiesws (2017) mentions that movie also provides a focus for discussing language and culture. There are some cultural aspects of the Movie, such as customs and humor, or culturally specific use of language, such as idioms, teacher could be discussed with learners or learners could exercise their English language.

Pcracid (2016) explains that watching animation movie is common for kids, even for some teenagers and adults who have been interested in the world since childhood. Most of them have a high interest in animation because they think the animation have an imaginative and heroic story, can affect imagination and creativity, and can be an alternative means of entertainment that can eliminate the saturation of everyday activities.

In presenting animation is very important of the usage of sound or music and how and where they are going to be used during the plan. These sounds can be used to support the images and the events in the animationWafi (2013).

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

a.　Seeing language in use

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

b.　Cross cultural awareness

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

c.　Motivation

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

G. Previous Study

Some studies have been conducted on teaching vocabulary by using animation movie.

Munir (2016) conducted a study to investigate the effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. The study involved by 25 students' the fourth grade at MI Al Hidayah 02 Betak. He reported that by applying this technique the students' vocabulary increased significantly between score of pre-test and post-test. Itcan be concluded that the students got good achievement in mastering vocabulary after being taught by using audio visual media (cartoon movie).

Wafi (2013) examined the effectiveness of using animated pictures program in learning English vocabulary among the fifth grades in Gaza. The subjects of the study were 64 students distributed into two groups. One experimental group consisted of 32 and a control group consisted of 32. The results indicated that there were statistically significant differences between both groups in favor of the experimental one, in receptive vocabulary, productive vocabulary due to the animated pictures program. Effect size technique indicated a large effect of the animated pictures program in improving receptive vocabulary, productive vocabulary and the total score for the experimental group.

Another studywas conducted by Quda (2012), she examined the effect of using animation on 6th graders' attitudes and comprehension of short story in Gaza governmental school.The study involved 31 students in an experimental group and 31 in a control group. The study examinedthe difference between

experimental and control group, in experimental group the students received training on reading comprehension skills through using animation films, while in control group the students received reading comprehension classes without using animation films method. This result reflects the effectiveness of using animation movie in developing reading comprehension skills.

CHAPTER III

RESEARCH DESIGN

This chapter deals with the research design which consist of research method, setting and research participant, data and sources of data, research instruments and data analysis.

A. Research Design

The researcher of this study was a quantitative design. Quantitative research is a study based on calculations using numbers, ranging from data collection, interpretation of data, and collection of the results (Arikunto, 2012, p.27). Pre-experimental research design was applied in this study. The researcheremployed this design to find out the differences between before and after being taught by using animation movie.

The experimental research design employed in this study was one group Pretest-Posttest Design. The research applied pre-test, treatment and post-test. The class firstly was given pre-test without animation movie and then was taught vocabulary by using animation movie. In the teaching vocabulary and learning process, animation movie were used as media. Post-test of vocabulary was given after the treatments.

B. Setting and Research Participant

    1. Setting

This study was conducted at the first year students of DarulUlum Banda Aceh. In particular, the analysis of students' mastery in vocabulary ability was held at 1D class. It is worth mentioning here that, vocabulary class is one of compulsory subjects taught to the all students of DarulUlum especially for the first year students. The main objective of this vocabulary subject is to help the students to have a better command of English.

    2. Research Participant

According to Arikunto(2002), if the population of a research is less than 100, then the researcher can take all of the population as the sample. On the contrary, if it is more than 100, it can be taken 10-25 percent of population as the sample. In this study, the researcher takes a class as a population and sample of this research in terms of less than 100.

The participants of this study were 31 students in ID class. According to Palys (2008), purposive sampling signifies that one sees sampling as a series of strategic choices about whom, where, and how one does one's research. Sample is partly of representative of population that would be researched.Formerly, the researcher discussed with the teacher who teach English class in the first year students of DarulUlum then leaded some consideration. For this reason, many students in the class 1D has small number in mastery the vocabulary lesson.

Hence, the researcher has chosen the class as the sample to find out their progress in mastering vocabulary through animation movie.

C. Methods of Data Collection

As mentioned in the previous chapter, the researcher used some techniques in collecting the data. They were through giving Pre-experimental teaching, pre-test, post-test and distributing questioners.

1. Pre-Experimental Research

Teaching wasone of the ways to find the data. The pre-experimental research was conducted to measure students' improvement in mastery vocabulary through animation movie. The researcher used the purposive sampling technique. The main activity of the experimental teaching was held in four meetings. The researcher used one group pretest-posttest design and chose one class to be the sample of this research. According to Bambang (2005), one group pretest-posttest design is an experiment group which is measured dependent variable (pre-test), then the treatment was given and after that is measured again the dependent variable (post-test), without using the control group. Base on Kasiram (2008) designed that to make it clearer the researcher provided one group pretest-posttest design figure.

| Pre-Test T1 | → | Treatment X | → | Post-Test T2 |

The students took a pretest before undergoing treatment. After that the researcher conducted a posttest. Pretest allowed the researcher to compare before-treatment scores with after-treatment scores.

2. Test

Arikunto (2006) stated that test is several questions, exercises or tools used to measure students' ability, knowledge, intelligence, or talents which have by individual or group. There were two tests in this research, namely pre-test and post-test. Pre-test was given to the students to see the starting points of the students. In pre-test the students were given a paper then write every word that they knew. Then, four days to give the treatment for the student. During the treatment the students focused on watching the movie. Sometimes the teacher posed the movie to ask and give some exercise to the student. After giving the treatment, the post-test was given to the students. The scores of the test became data in this research.

3. Questionnaire

Questionnaire was one of the techniques used in this research. It was aimed at exploring students' response about improving students' vocabulary mastery through animation movie. In this research the researcher used four option likert scale "strongly agree", "agree", "disagree", and "strongly disagree". The questionnaire was distributed to the pre-experimental class at the last meeting.

D. Techniques of Data Analysis

1. Test

After the data was collected, the data ware processed by using t-statistical analysis. The steps of statistical analysis are:

a. Normality Test

Normality test is done to see that the data obtained is the distribution normally or not. To test the data normality used Chi-Square(χ^2). The steps taken in the normality test are as follows:

1) Tabulates Data into Frequency Distribution List

To create a list of frequency distributions of the same class length, according to the Sudjana, the first is determined as follows:

a. Range (R) is the result of the largest data deduction minus the smallest data.

b. Many Interval Classes (K) = 1+ (3,3) log n

c. Length of interval class (P) = $\frac{R}{k}$

d. Select the lower end of the first interval class.

The next step is to create a table of frequencies, averages, and standard deviations. To find the average score of students in each group is calculated using the formula below:

$$\bar{x} = \frac{\Sigma f_i x_i}{\Sigma f_i}$$

Explanation:

$\bar{x}$= average score of students

f_i= frequency of data interval class

x_i= middle value

Furthermore, to calculate the standard deviation (s) of each group, then the formula is used:

$$s = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$$

Explanation :   n = many of data

s = standard deviation

Then, the normality test data to determine the data is normally distributed or not normally distributed. To test the normality of data used Chi-Square (χ^2) statistics with the following:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Explanation: χ^2= Chi-square statistics

O_i = frequency of observation

E_i = expected result

The hypothesis in the data normality test is as follows:

H_0 :Data is normally distributed

H_1 :Data is not normally distributed

2) Testing with *Gain Score*

Knowing the existence of an increase in vocabulary ability of students between before and after learning can be calculated by the formula g factor (normalized *gain score)* as follows (Hake, 1999)

$$g = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

Tabel3.2 *Criteriaof Gain Score*

Gain Score	Category
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

3) Hypothesis Testing

After the *pre-test* result and *post-test* result of the students are known to be normal distribution, then the next step is to test the hypothesis. The formulation of the null hypothesis (H₀) and the alternative hypothesis (H₁) are as follows:

Hipotesis:

H₀ : $\mu_2 \neq \mu_1$ There are no any improvements in terms of students' achievement between before and after treatment.

H₁ : $\mu_2 > \mu_1$ There are any improvements in terms of students' achievement between before and after treatment.

To examine the hypothesis that has been formulated above can be used statistical formula for t-test as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_1} - 2\,r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_1}}\right)}}$$

Explanation: t = t-test statistic
$\bar{x}_1$ = average of pre-testvalue
$\bar{x}_2$ = average of post-testvalue
n_1 = lots of sample data
s = standard deviation

2. Questionnaire

To know the student's response which is analyzed by calculating the overall average score that has been made with likert scale model. in scoring the likert category scale, the answers are weighted or equated with the quantitative value 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions. The research for positive questions are given a score of 4 to strongly agree, 3 to agree, 2 for disagree and 1 for strongly disagree. While for negative questions given the opposite score is 1 to strongly agree, 2 to agree, 3 to disagree, 4 to strongly disagree. The average score of student responses can be calculated by the following formula:

$$\text{Average score of students} = \frac{\sum_{i=1}^{4}(n_i.f_i)}{N}$$

Note   :
f_i = many students answered A (Strongly Agree)
n_i = weight of choice score A(Strongly Agree)
N   = the number of all students who responded
I   = 1- 4
Average score criteria for student responses are as follows :

$3 < \text{average score} \leq 4$ = Very Positive

$2 < \text{average score} \leq 3$ = Positive

$1 \leq \text{average score} \leq 2$ = negative

CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with the result and discussion

A. Description of Research Location

DarulUlum is an Islamic boarding school which is located at jl.Syiah Kuala no.5 Banda Aceh. The school has 918 students and 88 teachers. One of the targets of the institution is to train the students to have a good command of Arabic and English.

B. Description of Research Implementation

The number of students in the 1D class is 31. This study was conducted in the academic year 2017/2018. The schedule of activities can be seen in the following table:

Tabel 4.1 Research Schedule

No	Day/ Date	Activities	Time (Minute)
1	Thursday, 21 September 2017	Pre-test	2 x 45 minute
2	Thursday, 28 September 2017	Teaching by using animation movie	2 x 45 minute
3	Thursday, 5 October 2017	Teaching by using animation movie	2 x 45 minute
4	Thursday, 12 October 2017	Teaching by using animation movie	2 x 45 minute

5	Thursday, 19 October 2017	Teaching by using animation movie	2 x 45 minute
6	Thursday, 26 October 2017	Post-test	2 x 45 minute

In order to obtain the data for this study, the researcher conducted an experimental teaching at DarulUlum Banda Aceh. The subject of this study was the first year students. The researcher chose one class in this research, class 1D as experimental class. The class consistedof 31 students.

To collect the data, the researcher prepared the test of blank paper which was filled the table of noun, verb and adjective. Then the researcher gave pre-test to them. Pre-test was given before the researcher gave treatment to the students. In the last meeting, the researcher gave post-test. It was given to find out the students' achievement after being taught vocabulary by using animation movie.

In this research, the researcher did experimental teaching for six meetings. The allocation time for each meeting was 90 minutes. But, before the researcher taught the students in the class, the researcher met with the teaching staff or English teacher to know the situation and condition of the school environment. The researcher explained to them the aim of doing this research. The description of the experimental teaching will be explained bellow :

a. First Meeting (Thursday, 21 September 2017)

In the first meeting, the researcher entered the class with English teacher. Then, the researcher checked the students' attendant list by calling their names

one by one to know them closely and doing self introducion. After some minutes, the researcher explained about the material and media that the students would be going to learn and use during teaching learning process. Next, in order to know the students' ability in vocabulary, the researcher gave the pre-test. In the pre-test, the students should write the vocabulary based on the three types of vocabulary they are noun, verb, and adjective, the researcher gave a blank paper which students had filled the table. The pre-test took about 20 minutes to do it.

b. Second Meeting (Thursday, 28 September 2017)

Before studying, the researcher ask the students prayed together for their success in studying and then the researcher checked the students'attendant list by calling their names one by one. Then, the researcher gave an animation movie with the title "Grave of the fireflies" and divided students into 6 groups. Each groups got a blank paper. The instruction was that they must write the vocabulary showed in the movie. After that, each group had to change the worksheet with another group to be checked together. The researcher found that many of the students got difficulty to find Verb and Adjective. Then the researchers gave a difference how the use of noun, verb, and adjective in the sentences.

c. Third Meeting (Thursday, 5 October 2017)

At this meeting, the researcher reviewed about the previous lesson. Then, the research showed the students an animated video containing vocabulary of noun, verb, and adjective. Next, the researcher gave 10 minutes to remember

some vocabulary base on the animation video. After some minutes, the researcher asked the students one by one about the vocabulary.

d. Fourth Meeting (Thursday, 12 October 2017)

In the fourth meeting, the researcher motivated the students and explained again about the difference of noun, verb, and adjective in sentence. In this meeting, the researcher gave a game which students have to find some vocabulary in the box. Before plying the game, the researcher divided them into 4 groups, and each group had been provided each box, when the question is read out, the first group who could find the answer in the box that was the winner.

e. Fifth Meeting (Thursday, 19 October 2017)

At this meeting, the researcher reviewed about the previous lesson. Then, the research showed the students an animated video containing vocabulary of noun, verb, and adjective. Next, the researcher gave 10 minutes to remember some vocabulary base on the animation video. After some minutes, the researcher asked the students one by one about the vocabulary.

f. Last meeting (Thursday, 26 October 2017)

For the last meeting, the researcher gave the post-test to the students to figure out their ability in learning vocabulary after treatment. As the pre-test, the researcher ask the students to write types of vocabulary in Noun, Verb and adjective that they known in 20 minutes. The target of posttest was 150 vocabularies for each type of vocabulary 50 for noun, 50 for verb and 50 for

adjective. In the remain of the time after post-test, the researcher gave the questionnaire for the students about their responses about using animation movie to improve vocabulary in the classroom.

C. Analysis Results of study

Based on the tests given to the students, the researcher obtained the result of the test according to the students' ability. The scores of the students were arranged in frequency distribution tables. It was necessary to do in order to find out the range of the data (R), interval (I), the number of interval class (k), calculation the averages scores of respondents by using the arithmetic mean ($\bar{x}$), standard deviation (s),and the last one was to compute the row score formula of the obtained impact by using t-score.

In this research, the researcher analyzed data collected from 31 students in class ID of the first year of DarulUlum Banda Aceh in academic year 2017/2018. The data consisted of pre-test, post-test and questionnaire. The data of pre-test and post-test showed the improvement of the students' achievement in vocabulary.

The researcher categorizes the score to the students as the table below:

Table 4.2. Target and point of Vocabulary

No	Target of Vocabulary	Point of Vocabulary	Statement
1	N ≥ 50	Noun = 30	Noun : 30/50 = 0,6
2	V ≥ 50	Verb = 35	Verb : 35/50 = 0,7
3	A ≥ 50	Adjective = 35	Adjective : 35/50 = 0,7
Total	150	100	

Source: Results of Data Processing

Explanation:

- 1 point of Noun is 0,6
- 1 point of Verb and Adjective is 0,7

Based on the table and explanation above, for the point of vocabulary, the student who got 50 for Nouns, was given 30 points, those who got 50 for verbs was given 35 points and also those who got 50 for adjectives was given 35 points. Here the researcher gave more points for verb and adjective because after observation in the class the researcher found many students got diificulty in verb and adjective vocabulary. Furthermore, the total target of vocabulary given to the students was 150.

a. The Data Analysis

The following table presents the test result of pre-test and post-test. The following table is the tabulation of the result of the first year students at DarulUlum.

Table 4.3 the Score of Pre-Test and Post-Test

No	Code	Pretest	Posttest
1	F A	40	74
2	R J	20	43
3	N	21	43
4	M	32	61
5	A S	43	63
6	F J	22	41
7	S M	50	93

8	N A S	40	81
9	A J	34	82
10	SDA	21	45
11	F R	40	81
12	C A	41	87
13	J A	40	81
14	A N	36	52
15	N I	20	43
16	F	51	83
17	N S	35	53
18	M	57	99
19	R A	23	53
20	S J K	30	62
21	J RS	24	50
22	S U	31	70
23	N K P	32	74
24	S M	30	63
25	F H	20	51
26	D P S	41	73
27	A S S	23	46
28	R N	33	70
29	R A	32	60
30	K A	24	60
31	N I	33	53
TOTAL		1015	1985

Source: Results of Data Processing

b. The Result of Pre-test and Post-test

Table 4.4 the Score of Pre-Test

NO	CODE	SCORE						LAST SCORE	RESULT
		Noun	Point	Verb	Point	Adjective	Point		
1	F A	24	14.4	19	13.3	18	12.6	61	40
2	R J	18	10.8	5	3.5	8	5.6	31	20
3	N	12	7.2	8	5.6	11	7.7	31	21
4	M	23	13.8	15	10.5	11	7.7	49	32
5	A S	32	19.2	17	11.9	17	11.9	66	43
6	F J	17	10.2	13	9.1	4	2.8	34	22
7	S M	30	18	26	18.2	19	13.3	75	50
8	N A S	24	14.4	16	11.2	20	14	60	40
9	A J	29	17.4	13	9.1	10	7	52	34
10	SDA	20	12	6	4.2	7	4.9	33	21
11	F R	25	15	17	11.9	19	13.3	61	40
12	C A	27	16.2	17	11.9	18	12.6	62	41
13	J A	25	15	18	12.6	17	11.9	60	40
14	A N	25	15	14	9.8	16	11.2	55	36
15	N I	18	10.8	9	6.3	4	2.8	31	20
16	F	30	18	23	16.1	24	16.8	77	51
17	N S	30	18	15	10.5	9	6.3	54	35
18	M	33	19.8	26	18.2	27	18.9	86	57
19	R A	19	11.4	8	5.6	8	5.6	35	23
20	S J K	19	11.4	17	11.9	10	7	46	30
21	J RS	18	10.8	11	7.7	8	5.6	37	24
22	S U	17	10.2	19	13.3	11	7.7	47	31
23	N K P	25	15	13	9.1	11	7.7	49	32

24	S M	15	9	17	11.9	13	9.1	45	30
25	F H	17	10.2	9	6.3	5	3.5	31	20
26	D P S	29	17.4	20	14	13	9.1	62	41
27	A S S	17	10.2	7	4.9	11	7.7	35	23
28	R N	22	13.2	18	12.6	10	7	50	33
29	R A	20	12	18	12.6	10	7	48	32
30	K A	18	10.8	10	7	9	6.3	37	24
31	N I	23	13.8	10	7	17	11.9	50	33
TOTAL		701		454		395		1550	1015

Source: Results of Data Processing

There were 31 students in the class. The table above shows that the lowest score of total vocabulary was 31 which mean 20 point then the highest score of total vocabulary is 86 which mean 57 point.

Table 4.5 the Score of Post-Test

NO	CODE	SCORE						LAST SCORE	RESULT
		Noun	Point	Verb	Point	Adjective	Point		
1	F A	47	28.2	35	24.5	30	21	112	74
2	R J	30	18	15	10.5	21	14.7	66	43
3	N	32	19.2	13	9.1	21	14.7	66	43
4	M	37	22.2	29	20.3	26	18.2	92	61
5	A S	40	24	28	19.6	28	19.6	96	63
6	F J	22	13.2	19	13.3	20	14	61	41
7	S M	61	36.6	45	31.5	35	24.5	141	93
8	N A S	47	28.2	45	31.5	30	21	122	81
9	A J	43	25.8	40	28	40	28	123	82
10	SDA	37	22.2	14	9.8	19	13.3	70	45

11	F R	48	28.8	40	28	35	24.5	123	81
12	C A	45	27	45	31.5	40	28	130	87
13	J A	48	28.8	39	27.3	35	24.5	122	81
14	A N	35	21	24	16.8	20	14	79	52
15	N I	30	18	19	13.3	16	11.2	65	43
16	F	56	33.6	35	24.5	35	24.5	126	83
17	N S	33	19.8	26	18.2	22	15.4	81	53
18	M	50	30	50	35	48	33.6	148	99
19	R A	37	22.2	20	14	24	16.8	81	53
20	S J K	40	24	30	21	24	16.8	94	62
21	J RS	35	21	20	14	22	15.4	77	50
22	S U	40	24	35	24.5	30	21	105	70
23	N K P	56	33.6	30	21	27	18.9	113	74
24	S M	40	24	28	19.6	28	19.6	96	63
25	F H	34	20.4	24	16.8	20	14	78	51
26	D P S	45	27	35	24.5	30	21	110	73
27	A S S	32	19.2	12	8.4	26	18.2	70	46
28	R N	40	24	30	21	35	24.5	105	70
29	R A	40	24	30	21	22	15.4	92	60
30	K A	40	24	25	17.5	26	18.2	91	60
31	N I	31	18.6	20	14	29	20.3	80	53
TOTAL		1251		900		864		3015	1985

Source: Results of Data Processing

There were 31 students in the class. The data in the table above shows that the lowest score of total vocabulary was 61 which means 41 points and the highest score of total vocabulary was 148 which means 99 points.

c. Target of Vocabulary Description

Based on the data in the table above described the total students who can answer types of vocabulary as same as or more than 50, it can be seen by the table below:

Table 4.6 the Target of Vocabulary

Type of Vocabulary		Pre-test	Post-test
Noun	≥ 50	-	4
Verb	≥ 50	-	1
Adjective	≥ 50	-	-

Source: Results of Data Processing

The target of vocabulary that researchergave is 150 which was divided into 3 type of vocabularies namely 50 Nouns, 50 Verbs and 50 Adjectives. From the table we can conclude that no student got the target of vocabulary in the pre-test. Meanwhile in the post-test, 4 students got the target for noun, 1 student for verb and 0 student for adjective.

d. The Pre-Test and Post-Test Score by Using Manual

1) Tabulates Data into Frequency Distribution List, to calculate the value of average score / mean ($\bar{x}$), varians (s^2) and standard deviation (s).

The calculation of range score for the pre-test of the class.

Range (R) = the higher score – the lowest score

R = 57 – 20

R = 37

So, the range score for the pre-test of the class is 37

The calculation of the interval class score for the pre-test of the class.

Interval class (k) = 1 + 3,3 log n

k = 1 + 3, 3 log 31

k = 1 + 3,3 (1,49)

k = 1 + 4,92

k = 5, 92

So, the interval class score for the pre-test of the class is rounded to be 6

The calculation of the length of class score for the pre-test of the class used the formula as given by sudjana (1989):

Length of Class (P) $\quad = \dfrac{Range\ (R)}{Interval\ Class\ (k)}$

$P \quad = \dfrac{37}{6}$

P = 6,17

So, the length of class for the pre-test of the class is rounded to be 7

Table 4.7 Table of Frequency for the pre-test

Value	f_i	x_i	$x_i{}^2$	$f_i x_i$	$f_i x_i{}^2$
20 – 26	10	23	529	230	5290
27 – 33	8	30	900	240	7200

34 – 40	7	37	1369	259	9583
41 – 47	3	4	1936	132	5808
48 – 54	2	51	2601	102	5202
55 – 61	1	58	3364	58	3364
	$\sum f_i$ $= 31$			$\sum f_i x_i$ $= 1021$	$\sum f_i x_i{}^2$ $= 36447$

Source: Results of Data Processing

From Tabel 4.7 can be seen mean ($\bar{x}$), varians (s^2) and standard deviation (s) in the following below:

The calculation of the mean score for the pre-test of the class.

$$\overline{x_1} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1021}{31} = 32{,}93$$

The calculation of the standard deviation for the pre-test of the class.

$$s_1{}^2 = \frac{n \sum f_i x_i{}^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$s_1{}^2 = \frac{(31)(36447) - (1021)^2}{31(31-1)}$$

$$s_1{}^2 = \frac{1129857 - 1042441}{930}$$

$$s_1{}^2 = \frac{87416}{930}$$

$$s_1{}^2 = 93{,}99$$

$$s_1 = \sqrt{93{,}99}$$

$s_1 = 9,6$

Based on the calculation above, for pretest class obtainedmean $(\overline{x_1})$ = 32,93 varians $(s_1{}^2)$ = 93,99 and standard deviation (s_1) = 9,6.Whereas the frequency distribution for posttest value is as follows:

The calculation of range score for the post-test of the class.

Range (R) = the higher score – the lowest score

R = 99 – 41

R = 58

So, the range score for the post-test of the class is 58

The calculation of the interval class score for the post-test of the experimental class.

Interval class (k) = 1 + 3,3 log n

k = 1 + 3, 3 log 31

k = 1 + 3,3 (1,49)

k = 1 + 4,92

k = 5, 92

So, the interval class score for the post-test of the class is rounded to be 6

The calculation of the length of class score for the post-test of the class used the formula as given by sudjana (1989):

Length of Class (P) $= \dfrac{Range\ (R)}{Interval\ Class\ (k)}$

$$P = \dfrac{58}{6}$$

$$P = 9{,}67$$

So, the length of class for the post-test of the class is rounded to be 10

Table 4.8 Table of Frequency for the post-test

Value	f_i	x_i	$x_i{}^2$	$f_i x_i$	$f_i x_i{}^2$
41 – 50	7	45,5	2070,25	318,5	14491,75
51 – 60	7	55,5	3080,25	388,5	21561,75
61 – 70	6	65,5	4290,25	393	25741,5
71 – 80	3	75,5	5700,25	226,5	17100,75
81 – 90	6	85,5	7310,25	513	43861,5
91 – 100	2	95,5	9120,25	191	18240,5
$\displaystyle\sum f_i = 31$				$\sum f_i x_i = 2030,5$	$\sum f_i x_i{}^2 = 140997,75$

Source: Results of Data Processing

From Tabel 4.8 can be seen mean ($\bar{x}$), varians (s^2) and standard deviation (s) in the following below:

The calculation of the mean score for the post-test of the class.

$$\overline{x_2} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2030,5}{31} = 65,5$$

The calculation of the standard deviation for the post-test of the class

$$s_2{}^2 = \frac{n \sum f_i x_i{}^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$s_2{}^2 = \frac{(31)(140997{,}75) - (2030{,}5)^2}{31(31-1)}$$

$$s_2{}^2 = \frac{4370930{,}25 - 4122930{,}25}{31(30)}$$

$$s_2{}^2 = \frac{248000}{930}$$

$$s_2{}^2 = 266{,}67$$

$$s_2 = \sqrt{266{,}67}$$

$$s_2 = 16{,}33$$

Based on the calculation above, for the post-test obtained the mean for ($\overline{x_2}$) = 65,5 varians ($s_2{}^2$) = 266,67 and standard deviation (s_2) = 16,33.

2)   Test of Normality of Pretest Data Distribution

Normality test aims to find out whether the class data in this study comes from a normally distributed population or not, based on the previous calculation, for the pretest value has been obtained mean ($\overline{x_1}$) = 32,93 and standard deviation (s_1) = 9,6. Next the researcher needs to determine the interval boundaries to calculate the area under the normal curve for each interval class.

Tabel 4.9 Normality Test of Pretest Value

Value	Class Boundaries (x_i)	Z_{score}	Boundaries Area	Area Wide	Frequency Expected (E_i)	Observation Frequency (O_i)
	19,5	-1,40	0,4192			
20 – 26				0,1706	5,2886	10
	26,5	-0,67	0,2486			
27 – 33				0,2725	8,4475	8
	33,5	0,06	0,0239			
34 – 40				0,3091	9,5821	7
	40,5	0,79	0,2852			
41 – 47				0,1493	4,6283	3
	47,5	1,51	0,4345			
48 – 54				0,053	1,643	2
	54,5	2,24	0,4875			
55 – 61				0,011	0,341	1
	61,5	2,97	0,4985			

Source: Results of Data Processing

Explanation :

a. Determined x_i is:

The first smallest test value: -0.5 (lower class)

The first largest test value: +0.5 (upper class)

Example:

Test score 20 - 0.5 = 19.5 (lower class)

Test scores $26 + 0.5 = 26.5$ (upper class)

b. Calculating $Z_{score} = \frac{x_i - \overline{x_1}}{s_1}$ with $\overline{x_1} = 32,93$ and $s_1 = 9,6$.

c. Calculating the area boundary is:

For areas below the standard normal curve from 0 to z, use table z.

Example:

Find the area -1,40 and -0,67.With respect to the list F, the broad attachment under the standard normal curvature from 0 to z.

d. Example $= 0,4192-0,2486$

$= 0,1706$

e. To calculate the expected frequency (E_i)

E_i = Area of each Interval Class $\times$ Quantity of Data

$E_i = 0,1706 \times 31$

$E_i = 5,2886$

f. O_i is the number of samples

Then the value of Chi-square score (χ^2_{score}) is as follows:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2 = \frac{(10-5,2886)^2}{5,2886} + \frac{(8-8,4475)^2}{8,4475} + \frac{(7-9,5821)^2}{9,5821} + \frac{(3-4,6283)^2}{4,6283} + \frac{(2-1,643)^2}{1,643} +$$

$$\frac{(1-0,341)^2}{0,341}$$

$$\chi^2 = \frac{(4,7114)^2}{5,2886} + \frac{(-0,4475)^2}{8,4475} + \frac{(-2,5821)^2}{9,5821} + \frac{(-1,6283)^2}{4,6283} + \frac{(0,357)^2}{1,643} + \frac{(0,659)^2}{0,341}$$

$$\chi^2 = \frac{22,1972}{5,2886} + \frac{0,2002}{8,4475} + \frac{6,6672}{9,5821} + \frac{2,5613}{4,6283} + \frac{0,1274}{1,643} + \frac{0,4342}{0,341}$$

$$\chi^2 = 4,1971 + 0,0237 + 0,6958 + 0,5728 + 0,0775 + 1,2735$$

$$\chi^2 = 6,8404$$

With a significant level of $\alpha = 0.05$ and many interval classes k = 6, the degrees of freedom (dk) for Chi-Square distributions are:

dk = k – 1

dk = 6 – 1

dk = 5

$$\chi^2_{(1-\alpha)(dk)} = \chi^2_{(0,95)(5)}$$

$$= 11,1$$

Based on the significance level $\alpha = 0.05$ as the real level for the test, the data pretest distribution follows the normal distribution if $\chi^2_{score} < \chi^2_{table}$. Because $\chi^2_{score} < \chi^2_{table}$ is 6.84 <11.1 it can be concluded that the pretest data is normally distributed.

In respect of the posttest based on the previous calculation has obtained the mean $(\overline{x_2}) = 65,5$ and standard deviation $(s_2) = 16,33$. Next the researcher

needs to determine the interval boundaries to calculate the area under the normal

curve for each interval class.

Tabel 4.10 Normality Test of Posttest Value

Value	Class Boundaries (x_i)	Z_{score}	Boundaries Area	Area Wide	Frequency Expected (E_i)	Observation Frequency (O_i)
	40,5	-1,53	0,4370			
41 – 50				0,1158	3,5898	7
	50,5	-0,92	0,3212			
51 – 60				0,1995	6,1845	7
	60,5	-0,31	0,1217			
61 – 70				0,2434	7,5454	6
	70,5	0,31	0,1217			
71 – 80				0,1995	6,1845	3
	80,5	0,92	0,3212			
81 – 90				0,1158	3,5898	6
	90,5	1,53	0,4370			
91 – 100				0,0468	1,4508	2
	100,5	2,14	0,4838			

Source: Results of Data Processing

Explanation :

a. Determined x_2 is:

The first smallest test value: -0.5 (lower class)

The first largest test value: +0.5 (upper class)

Example:

Test score 27 – 0,5 = 26,5 (lower class)

Test scores 32 + 0,5 = 32,5 (upper class)

b. Calculating $Z_{score} = \frac{x_i - \overline{x_2}}{s_2}$ with $\overline{x_2} = 65,5$ and $s_2 = 16,33$.

c. Calculating the area boundary is:

For areas below the standard normal curve from 0 to z, use table z.

Example:

Find the area -1,53 and -0,92. With respect to the list F, the broad attachment under the standard normal curvature from 0 to z.

d. To calculate the expected frequency (E_i)

E_i = Area of each Interval Class × Quantity of Data

E_i= 0,1158× 31

E_i = 3,5898

e. O_i is the number of samples

Then the value of Chi-Square score $(\chi^2{}_{score})$ is as follows:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2 = \frac{(7-3,5898)^2}{3,5898} + \frac{(7-6,1845)^2}{6,1845} + \frac{(6-7,5454)^2}{7,5454} + \frac{(3-6,1845)^2}{6,1845} + \frac{(6-3,5898)^2}{3,5898} +$$

$$\frac{(2-1,4508)^2}{1,4508}$$

$$\chi^2 = \frac{(3,4102)^2}{3,5898} + \frac{(0,8155)^2}{6,1845} + \frac{(-1,5454)^2}{7,5454} + \frac{(-3,1845)^2}{6,1845} + \frac{(2,4102)^2}{3,5898} + \frac{(0,5492)^2}{1,4508}$$

$$\chi^2 = \frac{11,6295}{3,5898} + \frac{0,1075}{6,1845} + \frac{2,3883}{7,5454} + \frac{10,1410}{6,1845} + \frac{5,8091}{3,5898} + \frac{0,3016}{1,4508}$$

$$\chi^2 = 3,2396 + 0,1075 + 0,3165 + 1,6397 + 1,6182 + 0,2079$$

$$\chi^2 = 7,1294$$

With a significant level of $\alpha = 0.05$ and many interval classes $k = 6$, the degrees of freedom (dk) for Chi-Square distributions are:

dk = k − 1

dk = 6 − 1

dk = 5

$$\chi^2_{(1-\alpha)(dk)} = \chi^2_{(0,95)(5)}$$

$$= 11,1$$

Based on the significance level $\alpha = 0.05$ as the real level for the test, the data posttest distribution follows the normal distribution if $\chi^2_{score} < \chi^2_{table}$. Because $\chi^2_{score} < \chi^2_{table}$ is $7,13 < 11,1$ it can be concluded that the posttest data is normally distributed.

3) Hypothesis Test

The formulation of the hypothesis to be tested using the t-test formula is as follows:

H_0 : $\mu_2 \neq \mu_1$ There are no any improvements in terms of students' achievement between before and after treatment.

H_1 : $\mu_2 > \mu_1$ There are any improvements in terms of students' achievement between before and after treatment.

The test used is right-side test that is α = 0,05 with dk = (n-1).

Then, the setting criteria of examining hypothesis are (Sudijono, 2006);

H_0 accepted, H_1 rejected if $-t_{value} > -t_{table}$ or $t_{value} < t_{table}$

H_0 rejected, H_1 accepted if $-t_{value} < -t_{table}$ or $t_{value} > t_{table}$

Based on the results of previous calculations obtained:

$\overline{x_1} = 32{,}93 \qquad s_1{}^2 = 93{,}99 \qquad n = 31$

$\overline{x_2} = 65{,}5 \qquad s_2{}^2 = 266{,}67$

So obtained the value of raw score formula as follows:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2\,(n \sum y^2 - (\sum y)^2\,)}}$$

$$r_{xy} = \frac{(31)(69616) - (1019)(1990)}{\sqrt{((31)(36425) - (1019)^2)(31)(135700) - (1990)^2)}}$$

$$r_{xy} = \frac{2158096 - 2027810}{\sqrt{(1129175 - 1038361)(4206700 - 3960100)}}$$

$$r_{xy} = \frac{130286}{\sqrt{(90814)(246600)}}$$

$$r_{xy} = \frac{130286}{\sqrt{(2,23947324 \text{ x}10^{10})}}$$

$$r_{xy} = \frac{130286}{\sqrt{22394732400}}$$

$$r_{xy} = \frac{130286}{149648,6966}$$

$$r_{xy} = 0,870612327$$

Next determine the value of t_{score} by using the t-test formula that is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1{}^2}{n_1} + \frac{S_2{}^2}{n_1} - 2\, r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_1}}\right)}}$$

$$t = \frac{32,93 - 65,5}{\sqrt{\frac{93,99}{31} + \frac{266,67}{31} - 2\,(0,87)\left(\frac{9,6}{\sqrt{31}}\right)\left(\frac{16,33}{\sqrt{31}}\right)}}$$

$$t = \frac{-32,57}{\sqrt{3,03 + 7,31 - 1,74\left(\frac{9,6}{5,56}\right)\left(\frac{16,33}{5,56}\right)}}$$

$$t = \frac{-32,57}{10,34 - 1,74\,(1,73)(2,94)}$$

$$t = \frac{-32,57}{10,34 - 1,74(5,09)}$$

$$t = \frac{-32,57}{\sqrt{10,34 - 8,85}}$$

$$t = \frac{-32{,}57}{\sqrt{1{,}49}}$$

$$t = \frac{-32{,}57}{1{,}22}$$

$$t = -26{,}7$$

After t_{score} is obtained, then determined the value of t_{tabel}. To find the value of t_{tabel} then first need to look for degrees of freedom (dk) as follows:

$$dk = n_1 - 1$$

$$= 31 - 1$$

$$= 30$$

The value of t_{tabel} with significant level α = 0.05 and degrees of freedom (dk) = 30 then based on the list G for the distribution t obtained t_{tabel} of -1.70.

Based on the test criteria is "accept H_1 if $-t < -t_{1-\alpha}$ and reject H_o if t has other prices". Therefore $-t_{score} < -t_{tabel}$ is -26,7 <-1,70 then accepted H_1 and it can be concluded that the ability of vocabulary students in learning with media animation movie is better than before in learning with media animation movie.

4) Pretest and Posttest Processing by Using N-Gain

Increased vocabulary ability of students between before and after learning is calculated by the formula g factor (normalized gain score), that is g = $\frac{posttes\ score\ -pretest\ score}{ideal\ score\ -pretest\ score}$

Tabel 4.11 *N-Gain* Results

No.	Students' Code	*Pretest*	*Posttest*	*N-Gain*	Effectiveness
1	F A	40	74	0.57	Medium
2	R J	20	43	0.29	Low
3	N	21	43	0.28	Medium
4	M	32	61	0.43	Medium
5	A S	22	73	0.65	Medium
6	F J	21	81	0.76	High
7	S M	30	63	0.47	Medium
8	N A S	40	81	0.68	Medium
9	A J	40	43	0.05	Low
10	SDA	43	63	0.35	Medium
11	F R	40	81	0.68	Medium
12	C A	41	87	0.78	High
13	J A	41	45	0.07	Low
14	A N	36	52	0.25	Low
15	N I	34	82	0.73	High
16	F	51	83	0.65	Medium
17	N S	50	53	0.06	Low
18	M	57	99	0.98	High
19	R A	23	53	0.39	Medium
20	S J K	20	62	0.53	Medium
21	J RS	24	50	0.34	Medium
22	S U	31	70	0.57	Medium

23	N K P	32	74	0.62	Medium
24	S M	35	93	0.89	High
25	F H	20	51	0.39	Medium
26	D P S	30	41	0.16	Low
27	A S S	23	46	0.30	Medium
28	R N	33	70	0.55	Medium
29	R A	32	60	0.41	Medium
30	K A	24	60	0.47	Medium
31	N I	33	53	0.30	Medium

Source: Results of Data Processing

Table 4.11 above shows that five students have high N-Gain level, Nineteen students have medium N-Gain level and seven students have low N-Gain level during vocabulary learning by using animation movie. Thus, it can be concluded that the average score of the use this animation movie has medium N-gain level.

Tabel 4.12 student response

No	Responded aspect	Respond				Average	Student Response
		SA	A	DA	SDA		
1	Learning is well prepared.	21	10	0	0	3,67	very positive
2	The material is presented in a way that can help me to learn vocabulary.	25	6	0	0	3,80	very positive
3	Learning vocabulary using animation movie makes learning more interesting.	23	8	0	0	3,74	very positive

4	Learning vocabulary with animation movie makes learning more challenging.	15	10	5	1	3,25	very positive
5	Vocabulary learning using animation movie makes me easy to master English.	21	8	2	0	3,61	very positive
6	In my opinion, learning vocabulary by using this animation movie is boring.	1	0	7	23	3,67	very positive
7	Vocabulary learning using animation movie makes it hard for me to master English.	0	0	10	21	3,67	very positive
8	Vocabulary learning using this animation movie makes me feel depressed.	2		15	14	3,32	very positive
9	I feel my vocab does not increase learning by using animation movie	0	1	9	21	3,64	very positive
10	Vocabulary learning using animation movie broadens my knowledge of many things.	21	8	2	0	3,61	very positive

11	I do not feel the benefits of learning vocabulary by using this animation movie.	0	2	6	23	3,67	very positive
12	I feel the dual benefits of this lesson, namely the improvement of my vocabulary skills and my knowledge of many things.	20	10	0	1	3,58	very positive
13	Readings are given according to my level of ability	10	18	3	0	3,22	very positive
14	I feel the challenge in this lesson suits my ability.	13	14	2	2	3,22	very positive
15	The tasks assigned helped me in mastering the lessons.	22	8	1	0	3,67	very positive
16	The tasks assigned interest me to learn more.	22	9	0	0	3,70	very positive
17	The time given for completing tasks is adequate.	7	21	3	0	3,12	very positive
18	The material presented is interesting to discuss.	14	17	0	0	3,45	very positive
19	I love learning vocabulary learning by using this animation movie.	24	7	0	0	3,77	very positive

20	I would recommend learning vocabulary by using this animation movie to other students.	16	13	2	0	3,45	very positive
	Total	70,83					
	Average score					35,415	

Source: Adapted from Nashriyah 2017

Based on table 4.12, appears that the student response to each statement ranges very positive. The overall average score which was 35.41,showed that the response of the students to learning vocabulary using animation movie was very positive.

D. Discussion

This research examined the improvement of students' vocabulary mastery by using Animation Movie. The researcher successfully collected the data using pre-experimental teaching, test, and questionnaire as instruments in order to answer the research questions and hypothesis.

In this study, the teaching learning process held during six meeting. At the first meeting the researcher gave pre-test, while at the second until the fifth meeting the researcher carried out teaching learning process to the students by using animation movie. The researcher gave a post-test at last meeting.

Based on the results of the study and explanations above, to make it clearer and understandable, the researcher presents the data of students' scores into a bar chart:

Bar chart 4. 13 Students' Pre-test Scores
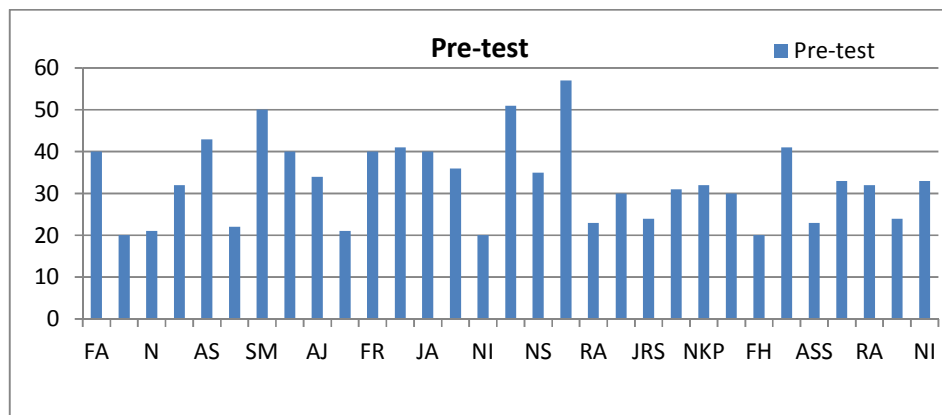
figure 2

The chart indicated students' pre-test score. From the chart we can see that no one of students who got 100 point. The researcher also provided the bar chart of post-test.

Bar chart 4. 14 Students' Post-test Score
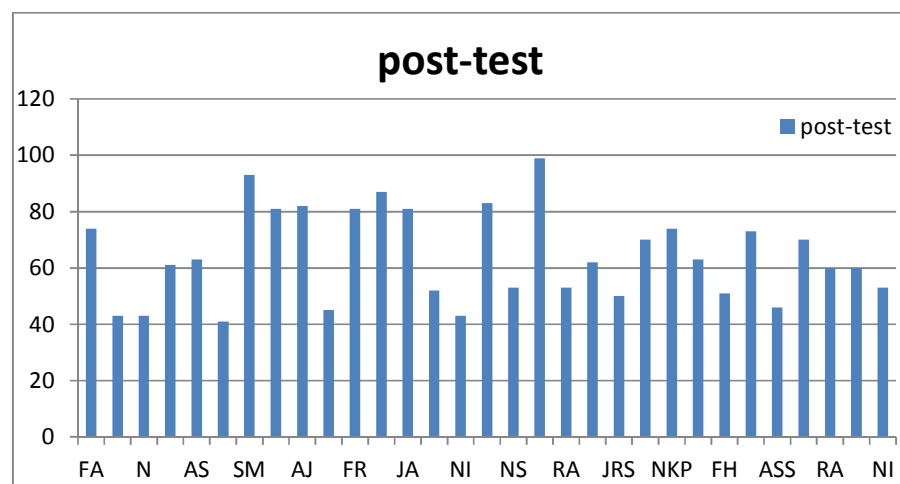
figure 3

The chart shows the students' post-test score. The X axis line indicates students' score and the Y axis line indicates students' name. From the data, post-

test is higher than pre-test. Then the researcher also provides one more chart to combine the pre-test and post-test. It aims to figure out the clearer different between both of tests.

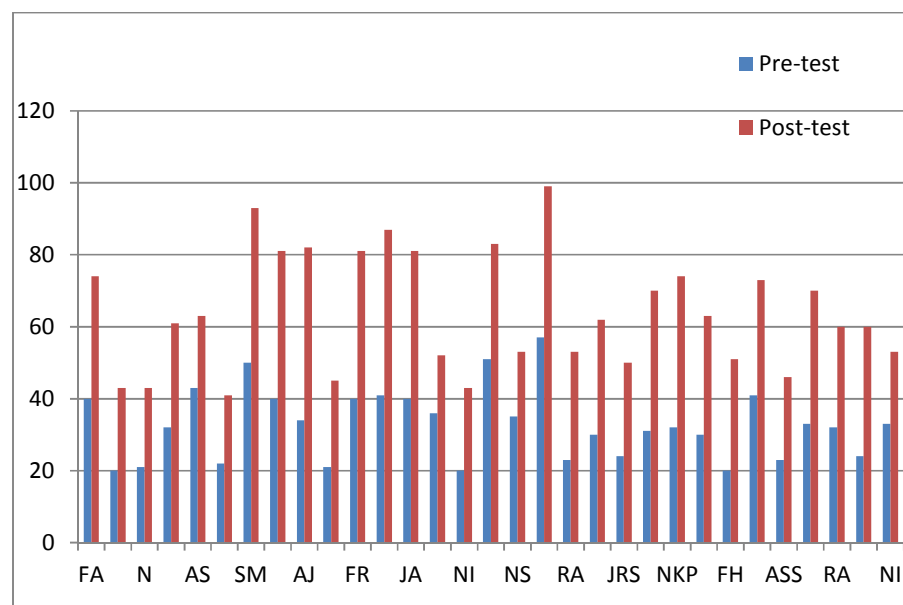Bar chart 4. 15 Students' Pre-test and Post-test Score

figure 4

In the chart above there were two lines, X and Y. the axis line indicates students' score and the Y axis line indicated students' name. The data indicates students' score was improved after being taught by using Animation Movie. There was a significant difference for each student score. The chart also suggested the post-test scores were higher than pre-test score.

Based on the obtained of analysis data from this study, the result of pre-test and post-test can be conclude as in the following table.

Table 4.16 the result of score

Class	mean score		t-score
	pre-test	post-test	
1D	32,93	65,5	-26,7

Source: Results of Data Processing

From the data analysis, the objective of this study was to know if there was an improvement of using animation movie as media in teaching vocabulary, to the vocabulary mastery achieved by the EFL students the first year at DarulUlum Banda Aceh. In the pre-test, the average score 1021 ($\bar{x}_1 = 32,93$), while in the post-test the average score was 2030,5 ($\bar{x}_2 = 65,5$). Although it shows difference between the two means, the result shows that the post-test was better than the pre-test. According to the convention of level of achievement, the result of teaching vocabulary by using animation movie was enough and the average score was 2030,5 ($\bar{x}_2 = 65,5$).

To check the significant effect of the treatment, it was analyzed by using t-test formula. The result of the t-test was -26,7. It was consulted the critical value on the t-table using the 5% (0, 05) alpha level of significance and the 30 degree of freedom which was -1,71 .Since the obtained t-value was higher than the critical value on the table (-26,7 < -1,71), the difference was statistically significant. Data analysis above shows that (-26,7< -1,71), so H_o is rejected or H_1 is accepted. The result is rejecting the null hypothesis. It means that there were any significant different between score of pre-test and post-test.

Table 4.12 about students' response answers the second research question concerning the students' responses on learning vocabulary by using Animation Movie. The data appears that the student response to each statement ranged very positively. Based on the overall average score obtained 35.41.Hence, the response of the students to learning vocabulary using animation movie is very positive.

It can be concluded that the students got good achievement in mastering vocabulary after taught by using animation movie. The students' vocabulary mastery improved significantly, so teaching vocabulary by using animation movie was effective to improve students' mastery on vocabulary. This finding is similar to the findings of Maulizar (2013) who examined the implementation of Disney Magic English (DMG) to improve vocabulary mastery of EFL students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is about what the writer found after doing the research. It discusses the conclusion and suggestion of the research.

A. Conclusions

The researcher draws some conclusions and gives some suggestions in this chapter:

1. The application of animation movie can improve students' vocabulary skills in DarulUlum. This is showed from the results of vocabulary ability test before and after the implementation of animated movie. The average value of vocabulary ability of students before applied animation movie obtained the score 32,93, while after applied animation movie the average of student ability obtained score 65,5. This is supported by the finding of $-t_{score}$ is $< -t_{table}$is $-26,7 < -1,70$ then accepted H_1 and it can be concluded that the ability of vocabulary students in learning with media animation movie is better than before learning with media animation movie.

2. Animation movie is one of the effective media used in teaching and learning vocabulary for beginner level students. The students showed very positive responses toward this media. While studying and learning process, they looked enthusiasm, quiet, happy, and relax.

B. Suggestions

The researcher would like to give some suggestions related to this research especially for English teachers, students, and other researchers. The researcher hopes that these suggestions would be a fruitful contribution for them all.

1. For English teacher

To make the process of learning more interesting, teacher should also apply any media or strategy that attracts the students' attention and interest. Animation movie is one of effective media that can be used in teaching vocabulary.

2. For the students

a. Vocabulary is important subject to be learnt. But, most students have difficulties in in producing oral performance. Therefore, students have to be serious and pay attention to the teacher during the process of learning.

b. Students' should do more practices as much as possible especially for memorizing the vocabulary at school or at home to make it perfect.

3. For researcher

Since this study focused on vocabulary, Ihope that further researcher on the use of animation movie can be conducted to develop the advancement of teaching English at high schools especially in Banda Aceh.

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