IMPROVING STUDENTS' ENGLISH VOCABULARY THROUGH THE MEDIA ANIMATION FILM 'JACK AND THE GIANT BEAN TREE'

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Abstract

This study aims to determine the effect of the animated film media "Jack and the giant bean tree" on improving the English vocabulary of seventh grade students of SMPN 5 Serang City. This research is an experimental research with one group pretest and posttest design. The population in this study was the seventh grade students of SMPN 5 Serang City which consisted of 10 classes, each class had 30 students with a total of 300 students, but from ten classes that were randomly selected as samples in this study were class VII B which amounted to 30 student. Data analysis in this study used the t test. The results of this study indicate that there is an influence of the animated film media "Jack and the giant nuts tree" on students' English vocabulary, with t count 8.939 > t table 2.042, from pre-test data it has an average value of 50.00 and from post-test data has an average value of 80.00. The difference in the average value of 30.00 with a percentage increase of 60% indicates the extent to which the change in the expansion of students' English vocabulary. Based on these results, it can be concluded that the use of animated film media "Jack and the giant bean tree" has an effect on increasing the English vocabulary of class VII B students of SMPN 5 Serang City.

Keywords: English Vocabulary; Media Animation; Jack and The Giant Bean Tree

INTRODUCTION

Information technology is changing very rapidly in this era of globalization, and its impact on the field of education cannot be ignored. The effects of this shift are visible in the expanding range of educational practices.(Hadisi & Muna, 2015) To meet the changing needs of a global society, the education sector must embrace technological advances in an effort to improve teaching and learning. Education around the world must respond to global needs by continuously adapting to new technological breakthroughs in an effort to improve the quality of education. Combining computing and communication technologies, "information technology" refers to the evolution of information systems. The education system has long made use of technological inventions. Technological advances such as the introduction of paper, printing press, radio, film, television, computers/laptops, and LCD projectors have all helped the progress of education. This means that even though these resources are not designed with education in mind, they can still be useful in the field of education(Budiman, 2017). The use of technology as an educational medium is very important because it not only facilitates learning but also makes it more interesting and enjoyable.(Muammar, 2018) To achieve educational goals, it is necessary to use learning media that can be used to motivate students to use their various cognitive, affective, and psychomotor skills. The author draws on the insights of several experts to conclude that instructional media can be used to increase students' learning motivation and their capacity to retain knowledge.(Zaharah & Susilowati, 2020)General elements of students such as learning motivation can have an impact on the learning process in addition to the need to improve the quality of the learning process (Hariadi et al., 2017) through

the animated film "Jack and the giant bean tree". This film uses English vocabulary with subtitles. Vocabulary is displayed along with illustrations and audio pronunciation guides. In animated media, the subject or image is animated to change its perspective or location. Objects can shift position, change form, and even tone. The purpose of using animation in educational media is to pique students' interest and facilitate quicker comprehension.(Novita, 2019) With the right media, education can become easier and more efficient.(Nurrita, 2018) Furthermore, it can provide a new and exciting dimension to the educational process. Experts in this field have observed that lectures are not the most effective way to teach English vocabulary(ISO et al., 2014) Mastering vocabulary is a crucial part of learning any language, and English is no exception. Simply said, a person's vocabulary is the set of all the words they are able to use correctly. A person's ability to communicate effectively depends on more than just their knowledge of the language they're using.(Sudrajat & Herlina, 2015) Students need a strong vocabulary to back up their English abilities. In other words, if they can improve their vocabulary, their English skills will improve as well.(Munir, 2016) The ability to communicate effectively in English depends largely on one's command of the language's vocabulary. Since there are so many words in the English language, it's important to learn them the appropriate way to ensure fluent and accurate communication.(Rokhmawati & Mastuti, 2019). To be effective, this strategy requires the incorporation of various forms of media, including laptops and LCD projectors and other forms of audio-visual content. Students can learn a language more effectively through audio-visual content because they can see pictures of the object being studied, hear the correct pronunciation, and practice it themselves. Children learning English vocabulary may have difficulty remembering the names of objects due to the limitations of short observations, but this problem can be reduced by encouraging them to visualize the shape of objects when trying to remember their names. They also have problems with their speech and pronunciation (how to read them). Therefore, the formulation of the problem in this study is: (1) is the use of animated film media jack and giant bean tree effective to increase students' English vocabulary? (2) can students expand their English vocabulary through the use of the animated films Jack and the Giant Bean Tree?

And the purpose of this research is to find out whether the use of animated film media "JACK AND THE GIANT BEAN TREE" is effective and can help students in developing their mastery of English vocabulary.

METHOD

This type of research is experimental research.The purpose of experimental research is to study the effects of a condition or event by deliberately inducing it in study subjects by the application of a specific treatment or series of treatments.(Ikm & Ugm, 2013) Only an experimental approach can reliably evaluate hypotheses about the underlying causal relationship in the research results (causes). This study will administer the intervention twice to provide a reliable answer to this question. The test results were collected, processed, and statistically analyzed after the original and final test data were obtained. This is done so that the results of the current active study treatment can be determined(Nuryanti, 2019) The subjects in this study were seventh grade students of SMPN 5 Serang city in the academic year 2021/2022 the number of classes consisted of 10 classes. Each class consisted of 30 people, with a total of 300 students. However, from ten classes that were randomly selected as the sample used only one class, namely class VII B. For this reason, the author refers to the research design of the One Group pretest-posttest design as the research design. This study was conducted in one group without a comparison group. Each participant in this study will be given a pre-test before receiving any treatment. After that, the subjects in the study were given treatment. After being given treatment, a post-test was then given to determine the effect of the treatment.(Yani et al., 2020)

The instrument in this study was in the form of English language questions, totaling 20 questions. Then the results of the students' answers were analyzed.

The research design uses One Group pre-test and post-test design (Sugiono,2013) The mechanism of this research is as follows:

Table 1. Research design

Pre test	Treatment	Post test
OI	X	O2

Information:

OI : Pre-test value before being given treatment

X : Treatment (given treatment)

O2: Post test value after being given treatment

Based on the research design, the steps in this study are as follows:

A. Selecting and determining subjects for the experimental group
B. Carry out pre-test without using Jack and the Giant Beanstalk Animation Film Media
C. Carrying out treatment for class VII B SMPN 5 Serang City students in the form of teaching and learning English vocabulary using the animated film Jack and the Giant Beans Tree Media
D. Giving post test to students to find out the final ability of students after being given treatment

RESULTS AND DISCUSSION

Results

The results obtained by students before (pre-test) and after (post-test) are presented in

Table 2. Pre-test and post-test results

Statistik	Pre-test	Post-test
N	30	30
Average	50.00	80.00
Middle value	50.00	80.00
Standard deviation	11.477	14.384
Minimum value	30	40
Maximum value	70	100

Table 3. T-Test Results

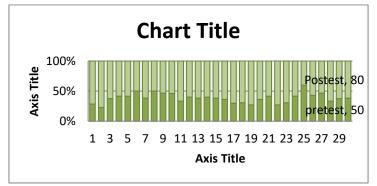| Class	Average	T count	T table	P
Pre-test	50,00	8,939	2,042	0,000
Post-test	80,00	8,939	2,042	0,000

Discussion

Researchers in this study worked with classroom English teachers to disseminate study findings. A pre-test consisting of 20 multiple-choice questions was administered by the researcher before the actual research was done. Students' vocabulary knowledge will be evaluated with this test. At this time, the researcher is not expected to take any decisive steps. As soon as class begins, students are given a vocabulary test based on a piece of descriptive

writing about animals. The pre-test results showed that the average grade VII B of SMPN 5 Serang City was 50.00, with the highest score being 70.00 and the lowest score being 30.00; this means that the student's score is still below the Completeness Criteria, which can be attributed to the students' limited command of the English language. KKM 70 is the bare minimum. Class VII B students at SMPN 5 in Serang City clearly have a long way to go before they can be considered proficient in the English language. To find out whether there is an increase in students' English vocabulary skills through the film media "Jack and the giant peanut tree" was analyzed using t-test. The conclusion of the study is stated to be significant if the value of t count > t table and at a significant level of 5%. Based on the results of the t-test, it is known that the t-count value is 8.939 with a significant level of 5%. The t-table value with df=30 at a significant level of 5% is 2.042. Because the value of t arithmetic > t table (8.939 > 2.042) from the pre-test data has an average of 50.00 and the post-test data has an average of 80.00 the magnitude of the increase in students' English vocabulary skills can be seen from the difference in the average value that is equal to 30.00 with a percentage increase of 60% this means that there is an increase in students' vocabulary so that the first hypothesis in this study is accepted.

Picture 1 learning outcomes graph

The graph above shows that the use of the animated film "Jack and the giant nuts tree" is more effective than conventional teaching methods because the posttest score is higher than the pretest score. This suggests that students' understanding can be improved if the subject is presented in a more transparent and realistic manner. As a result, students have an easier time embracing or understanding the concepts presented. Better learning outcomes can be expected from lessons presented in an approachable format. As a result, animated media has a real impact on students' vocabulary growth. Learning English vocabulary through animated media "jack and the great peanut tree" shows an increase in student learning outcomes over traditional media (descriptive text). The difference in average test scores between the two groups after the lesson indicated that students benefited more from animated media. Students are assisted with animation-based teaching materials. Based on the analysis and research results obtained a significant increase in the group studied. The results of the analysis show that there is an increase in the English vocabulary of the students of SMPN 5 Serang City after learning through the animated film media "Jack and the giant peanut tree". Thus the alternative hypothesis (Ha) which reads "there is an effect of increasing students' English vocabulary through the media of animated film jacks and giant peanut trees at SMPN 5 Serang City", is accepted. This means that watching the animated film "Jack and the giant peanut tree has an effect on increasing the English vocabulary of students at SMPN 5 Serang City. The magnitude of the change in the increase in students' English vocabulary can be seen from the difference in the average value of 30.00 with an increase in the percentage of 60%. In addition, according to the research findings of (Yulia & Arifin, 2016), animation media has a significant effect on learning

outcomes. This is indicated by the calculation of the hypothesis test accepting Ha and H0 being rejected because the value of tcount is greater than the value of ttable, this indicates that Ha is accepted and there has been a significant change in learning outcomes due to the influence of animation media. then research on the introduction of English vocabulary through audio visual media (animation) in early childhood was carried out(Marlianingsih, 2016) showed that this strategy was effective in helping students learn new vocabulary.Additionally, evidence from the study conducted by (Sukiyasa & Sukoco, 2013) indicates that: the use of animated learning medium (X) has an effect on students' achievement (Y), The t-test of learning outcomes shows this effect, with the tcount> ttable (3,279>2,000), meaning H0 was rejected and Ha was accepted, and therefore animated learning media resulted in higher learning outcomes than powerpoint learning media did. Schaffle test data analysis yielded Fcount = 12.07 and Ftable = 4.00; since Fcount > Ftable, we can infer that the experimental group achieved better learning outcomes than the control group. As the findings of the cited study make clear, learning media have a significant influence in enhancing students performance. There is a direct correlation between the use of learning media and improved academic outcomes and student motivation. The use of animated film media "Jack and the giant peanut tree" in class VII B SMPN 5 Serang City in the 2021/2022 academic year has a positive effect on increasing students' English vocabulary

CONCLUSION

Based on the results of the research analysis and discussion, it can be concluded that: there is an effect of increasing the vocabulary of students at SMPN 5 Serang City, with t count 8.939 > t table 2.042. This study resulted in the benefit that the use of animated film media "Jack and the giant peanut tree" could be used to improve students' English vocabulary. Besides that, this research aims to make students know that there are many fun ways to learn to improve students' English vocabulary.

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