

The Use of Animated Movies to Enhance Students' Vocabulary Mastery in Junior High School

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Abstract: *This research aimed to determine whether or not the use of animated movies enhanced students' vocabulary mastery and to identify students' perception of the use of animated movies in enhancing vocabulary mastery at MTsN 3 Jeneponto. This research employed a quantitative method using a pre-experimental design with one group pre-test and post-test. The instruments of this research were vocabulary tests and questionnaire. The population of this research was all 8th grade students of MTsN 3 Jeneponto, and the sample containing 24 students selected using purposive sampling technique. IBM SPSS version 31 was used to analyze the quantitative data in this research. The result showed that the use of animated movies enhanced students' vocabulary mastery. This was by the improvement of the mean score from 35.00 in the pre-test to 81.92 in the post-test. Moreover, the result of hypothesis testing showed that the significance value was $0.001 < 0.05$, which means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. In addition, the questionnaire results showed that students had positive perception toward the use of animated movies. They felt more interested, motivated, and supported in vocabulary mastery through audiovisual media. The result showed that animated movies effectively enhanced students' vocabulary mastery, including meaning, spelling, pronunciation, word classes and word use. Therefore, it can be concluded that animated movies enhanced students' vocabulary mastery and students had positive perception of the use of animated movies in enhancing vocabulary.*

Introduction

Vocabulary mastery is a collection of words that a person understands or uses in a language orally or in written form. A word has many meanings, uses, and context that are

important in communication. Without enough vocabulary, people may find it difficult to express ideas, understand information, and improve their language skills. According Richards and Renandya (2002), vocabulary is an important component of language ability because it helps learner enhance their speaking, listening, reading and writing skills. In addition, Wilkins (1972) states that without vocabulary communication becomes impossible, because vocabulary is the key to understand and convey ideas. Therefore, vocabulary mastery plays a crucial role in supporting students' English Learning process.

In the context of English as a foreign language (EFL), based on the observation during teaching practice and learning experiences, learning English can be very difficult because many students still have limited vocabulary mastery. Students often struggle to understand the meaning of words, pronounce words correctly, use vocabulary appropriately in sentences, and remember new vocabulary. To support this statement Wafi (2013) states that it can be difficult to learn new vocabulary, remember it, and use it correctly can be challenging for students.

To solve this problem, teachers need to use interesting learning media that can motivate students and make vocabulary learning more meaningful. Sakkir and Uswan (2018) found that students are less interested in learning English because they feel bored with teachers' teaching techniques, such as reading textbooks and translating materials containing new words or a glossary at the end of the lesson. This situation indicates that the teachers need to apply more interesting and interactive learning media to improve students' vocabulary mastery. One of learning media that can be used is animated movies. Animated movies provide visual and audio elements that help students understand vocabulary. Through animated movies, students can see actions, expression, situations, and pronunciation directly while learning vocabulary.

Animated movies are television shows or motion pictures that use a sequence of still photos, objects, or computer graphics to create the illusion of motion by continuously capturing tiny changes in the image. According to Wells (1998), animated movies are visual work made from a sequence of images that create the impression of movement. Animated movies are not only about the process of drawing or making objects move, but also creating a visual world that is different from reality. Similarly, according to Thomas and Jhonston (1981), animated movies are movies that use visual techniques to create movement and express emotions in characters or object that are not alive.

In addition to providing authentic language input through visual, auditory, and subtitle elements that can enhance learners' motivation, animated movies also influence how students process information and form evaluations. Therefore, investigating students' perceptions of the use of animated movies in enhancing English vocabulary mastery is essential. Walgito (2003) describes perception as a cognitive process through which individuals select, organize, and interpret sensory stimuli from their environment to construct meaningful understanding. Within the EFL learning context, students' perceptions represent their responses to the effectiveness of audiovisual media in facilitating vocabulary comprehension, pronunciation accuracy, and learning motivation.

Students' perceptions of animated movies categorized as positive or negative. Positive perceptions arise when the learning media aligns with students' existing knowledge and learning experiences, thereby increasing acceptance and engagement in the learning process. In contrast, negative perceptions may occur when the media does not correspond with students' expectations, potentially leading to resistance or reduced learning interest.

Several previous studies have shown positive results in using animated movies for learning English vocabulary mastery. Zelumutia (2019) found that the use of animation movies as a teaching media has significant effect on improving students' vocabulary mastery, especially in the categories of noun, verb, adjectives, and adverb. In addition, Ninin (2024) found that the use of English animation movies was effective in enhancing students' vocabulary mastery and motivating them in

the learning process. Moreover, Utami (2022) found that the use of animation video was effective in improving students' vocabulary mastery. Although these studies show positive results, some gaps remain. The previous studies tend to focus on limited of aspects vocabulary, namely meaning, word use and word classes. Therefore, this research aimed to determine whether the use of animated movies enhance students' vocabulary mastery, focusing on five aspects of vocabulary, namely meaning, spelling, pronunciation, word classes and word use.

Literature Review

Vocabulary Mastery

Vocabulary mastery refers to a set of words that a person knows and can use appropriately in different situation either in orally or written communications. It is a person's ability to understand, recognize, and use vocabulary in a language effectively. This ability includes knowledge of the meaning of words, pronunciation, spelling, and their use in different contexts. In this relation, Hanson and Padua (2011) defines vocabulary as the words and expressions people use to interact with each other orally and in writing.

Additionally, vocabulary mastery includes several important aspects, according to Nation (2001), that is word meaning, word use, collocation, and word grammar. He further states that these aspects are essential for enhancing effective and natural language ability. Moreover, according to Lado (1979), there are five aspects of understanding that students need to learn. Here aspects are: a. meaning; b. spelling; c. pronunciation; d. word classes and word use.

Animated Movies

Animated movies are a series or images displayed sequentially to create the illusion of movement. According to Munir (2013), animated movies are series of pictures arranged in order and recorded to make still images appear moving and alive. Similarly, Harmer (2001) explains that animated movies are a sequence of images shown on a screen to give the impressions of movement. Furthermore, Mufiroh Tadkiroatun et al. (2014), classify animated movies into three types: 2 dimensional animation, 3 dimensional animation and puppet animation. Two dimensional animation (2D animation) involves object drawn entirely on a flat surface without camera shooting, exemplified by classic animation such as Tom & Jerry and Doraemon. Three dimensional (3D animation) utilizes three dimensional objects by considering material characteristics, time, light, and space, as seen in movies like Toy story and frozen. Puppet animation features puppets made from flexible materials like plastic or clay, which are moved frame by frame, example includes chicken run and coralline.

According to Harmer (2001), one important advantage of animated movies is that students can both see and hear the language, which can help improve their vocabulary. The visual elements in animated movies also help students understand the message or ideas more easily. In addition, additionally Cakir (2006) states that animated movies provide many advantages in the teaching and learning process, especially for enhancing vocabulary. The actions shown in the movies support authentic language input, while watching, the students can pay close attention to the language, understand what is being said, repeat the words, and predict responses. They can also learn from visual elements such as gestures, facial expressions, postures, and clothing. On the other hand, some disadvantages to using animated movies in teaching and learning process. Moreover, Cakir (2006) further explains that that cost, inconvenience, upkeep, and perhaps a fear of technology are all factors in animated movies. Furthermore, the quality of the copies or home produced materials could not be optimal in terms of sounds and visual.

Perception

Perception refers to the process of understanding and interpreting information received through sensory experiences. Walgito (2003) states that perception is a process where individual organize and interpret stimuli from their environment. Students' perception toward learning media can be categorized as positive or negative depending on their learning experiences. Positive perception occurs when students feel comfortable, interested, and motivated during learning process. On the other hand, negative perception appears when students feel bored or uncomfortable with the learning activities. Therefore, understanding students' perception is important to evaluate the effectiveness of learning media.

In addition, (Hornby, 2006) states that how people see or understand something, perception can also refer to an idea, belief, or emotion they hold. Moreover, Mahmud (1990) states that there are three types of perception: Self perception, which relates to one's understanding about personal qualifies; Object perception, which concern real object that can be felt; person perception, referring to how individuals perceive others, which may not always align with reality.

Method

This research used a quantitative research method. Arikunto (2012) states that quantitative research is a study based on calculation using numbers, interpretation of data, ranging from data collection, interpretation of data and collection of the results. This study used a pre-experimental research design with one group pre-test and post-test. The pre-experimental design was used in the form of study to collect data by giving a pre-test before the students were given treatments, and a post-test was given after the students got pre-test and treatment to measure the enhancement vocabulary mastery.

This research also used descriptive quantitative design using a questionnaire to measure students' perception. According to Sugiyono (2019), a questionnaire is a data collection technique in which respondents are given a set of written questions or statements to answer. The research was conducted at MTsN 3 Jenepono and involved 8th grade students as the population. The sample was selected using purposive sampling technique based on the discussion with English teacher at the selected school.

The sample class was selected because they met criteria aligned with the objectives of this research, specifically students who demonstrated limitations in vocabulary mastery, such as difficulty distinguishing verbs, and so on. Additionally, the selected class was deemed capable of providing relevant information regarding students' perception of the use of animated movies in learning process. The sample of this research consisted of 24 students in class 8 A.

This research used a vocabulary test and a questionnaire as the instruments. The vocabulary test consists of five aspects such as meaning, spelling, pronunciation, word use, and word classes. The students score test were assessed using scoring from rubric kemendikbud 2021. Then, they were classified into four levels of ability (very good, good, average, poor). In addition, the questionnaires consist of several statements related to students' perception of the use of animated movies in vocabulary learning. The questionnaire used a Likert scale. The positive statements have 4 choices: strongly agree, agree, disagree, and strongly disagree. The choices have respective scores of 4,3,2,1. On the other hand, for negative statements have also 4 choices: strongly disagree, disagree, agree, and strongly agree. Similarly, choices have respective scores of 4,3,2,1. The questionnaire covered several aspect such as, students' interest, students' motivation, students' understanding', students' participation and the effectiveness of animated movies as learning media.

FINDINGS AND DISCUSSION

Findings

Students' Vocabulary Mastery

This research presented findings on the enhancement of students' vocabulary mastery through learning with animated movies. The results showed that animated movies helped enhance students' vocabulary mastery. The findings in this section are shown by the scores that students got in the experimental class. Several tables were used to show the findings.

1. Frequency and Percentage the Students' Vocabulary Score of Pre-test and Post-test.

Table 1 shows frequency and percentage the students' vocabulary score of pre-test and post-test in the experimental class. The results were used to present the students' performance more clearly and to examine the distribution of their improvement in the pre-test and post-test.

Table 1 Frequency and Percentage the Students' Vocabulary Scores of Pre-test and Post-test

Classification	Score Range	Frequency (Pre-test)	Percentage	Frequency (Post-test)	Percentage
Very good	91-100	0	0.0	1	4.16
Good	84 – 90	0	0.0	10	41.6
Average	75 – 83	0	0.0	10	41.6
Poor	≤ 75	24	100	3	12.5
Total		24	100	24	100

Table 1 shows that in the pre-test, most students were still in the poor categories. All of the students (100%) got poor scores. After the implementation of animated movies, the post-test results showed an enhancement. One student (4.16%) out of 24 students got a very good score and ten students (41.6%) achieved a good category. The average category also increased to ten students (41.6%) but there were still 3 (12.5%) students in the poor category. Overall, after the implementation of the animated movies, most of the students' vocabulary mastery was enhanced.

2. Mean Score and Standard Deviation of Pre-test and Post-test

The mean score and standard deviation of the students' pre-test and post-test results in the table below.

Table 2 Mean Score and Standard Deviation of Pre-test and Post-test

Class	Mean Score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Pre-experimental Class	35.00	81.92	5.308	6.255

Before the treatment was given, the pre-test results showed that the students' vocabulary mastery was still low. Many students did not know the meaning of words when translating them into English. They also had problems of pronouncing words correctly and distinguishing between nouns, verbs, and other parts of speech. After the treatment, the post-test results showed an improvement in students' vocabulary mastery.

Table 2 shows the difference between the mean score and standard deviation of students' pre-test and post-test. The mean score of the pre-test got 35.00 points and of the post-test got 81.92. It shows that students' post-test mean score was higher than their pre-test mean score.

Additionally, the standard deviation of the pre-test was 5.308 and in the post-test was 6.255. This shows that the standard deviation in the post-test was higher than in the pre-test.

3. Significance Difference of the Students' Pre-test and Post-test

The analysis below describes the significance improvement of the students' pre-test and post-test by using paired sample test to see whether there was a difference in the pre-test results of students from the post-test. It can be seen in the table below.

Table 3 Significance Difference of the Students' Pre-test and Post-test

T	df	Sig. (2-tailed)	Mean difference	95% confident interval of the difference	
				Lower	Upper
-39.574	23	<.001	-46.917	-49.369	-44.464

Based on table above, the result of sig (2 –tailed) is $0.001 < 0.05$, indicating that there was a significant difference of the students' mean score of the pre-test and post-test. It means that H_0 was rejected, while H_1 was accepted. In other words, animated movies enhanced the students' vocabulary mastery at MTsN 3 Jeneponto.

4. Mean Scores of Students in Each Vocabulary Aspects

The mean score of students in each vocabulary aspects results in the table below.

Table 4.4 Mean Scores of Students in Each Vocabulary Aspects

Aspects	Pre-test	Post-test	Enhancement
Meaning	4.21	9.17	4.96
Word class	3.04	8.38	5.34
Word use	1.17	5.75	4.58
Spelling	4.33	8.63	4.30
Pronunciation	5.04	8.92	3.88

Table 4.4 shows the enhancement for each aspect of vocabulary. The results indicate that all aspect showed enhancement from the pre-test to the post-test following the implementation of the intervention. The greatest enhancement was observed in word class (5.34), followed by meaning (4.96), word use (4.58), spelling (4.30), and pronunciation (3.88). Based on the mean scores and enhancements for each aspect, these findings indicate that word class aspect showed the greatest enhancement among the assessed aspects following the use of animated movies as learning medium.

Students' perception score

This research showed that students had positive perception of the use of animated movies in enhancing vocabulary mastery. The results indicated that in general their had a positive perception of the use of animated movies to enhance students' vocabulary mastery.

1. Classification of Students' Perception Scores

Based on the results of the questionnaire analysis, the classification of the students' perception was presented in the following table:

Score range	Frequency	Percentage	Classification
76-100	18	75	Very Positive
51-75	6	25	Positive
26-50	0	0	Negative
0-25	0	0	Very Negative

Total	24	100	Very Positive
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Based on the table above 18 (75%) out 24 were classified as having very positive perceptions, follow by 6 students (25%) were classified as having positive perception of the use of animated movies to enhance students' vocabulary mastery, while no students were categorized having negative or very negative perception.

2. Mean Score of the Students' Perception

The following table shows the results of the mean score:

Total Score	Total Sample	Mean Score	Classification
777	24	80.95	Very Positive

The total score from the questionnaire was 777, with the total sampling 24. It shows that the mean score of students' perception of the use of animated movies in learning English is 80.95, which mean including it in the very positive classification. These findings showed that the most students gave positive response of the use of animated movies to enhance their vocabulary mastery. The results shows that animated movies helped them understand English pronunciation more easily, enhanced their motivation to learn, and made the learning activities more interesting. Therefore, it could be concluded that animated movies were positive accepted and were considered effective in improving students' vocabulary mastery.

Discussion

In this section, the researcher discusses the result of the research of the use of animated movies to enhance students' vocabulary mastery and students' perception of the use of animated movies in enhancing vocabulary mastery. This research aims to find out whether or not the use of animated movies enhances students' vocabulary mastery and to find out students' perception of the use of animated movies in enhancing vocabulary mastery.

Based on the findings, the result of pre-test showed that there was a significance increase in students vocabulary mastery, which is supported by the results of the post-test. This improvement can be seen from a mean score the pre-test and post-test. The mean score enhanced from of 35.00 to 81.92.

This enhancement is supported by the results of the paired sample t-test, which showed significance values lower than 0.05 ($p < .001$). This indicates that the difference between the results of pre-test and post-test were statistically significance. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that the use of animated movies enhances students' vocabulary mastery.

The findings of this research are aligns with previous research, Umi Zelandutia (2019) found that animated movies improve students' vocabulary mastery, especially in categories of noun, verb, adjective and adverb. Windi Ninin (2024) and Weangga Apriliasi (2022) also found that the animated movies were effective in enhancing students' vocabulary mastery. The findings of the present research support previous study, the present research found that animated movies are effective enhances students vocabulary mastery especially in vocabulary aspects such as meaning, spelling, pronunciation, word classes and word use.

Animated movies provide both audio and visual element that help students pay closer attention to language while watching. Students can listen to the dialogue, understand the meaning, repeat the words, and predict responses. This supports the idea of Cakir (2006), who explains that

animated movies offer many advantages in the teaching and learning process. The actions shown in the movies also help students understand visual cues such as body movement, posture, clothing, and facial expressions. As a result, students can understand the conversation more easily and follow the vocabulary used by the characters. In addition, smith (2020) states that animated movies provide meaningful context through moving images and repeated dialogues, which help students remember vocabulary by connecting words with interesting scenes. Jhonshon and Lee (2022) also explain that emotional engagement in animated movies allows students to hear vocabulary more frequently, helping them learn and use new words more naturally in pronunciation and speaking.

In addition, the students' perceptions of the use of animated movies in enhancing vocabulary mastery can be categorized as positive perception. As presented in the table 4.5 the majority of students (18 students or 75%) were classified as having very positive perceptions, while the remaining 6 students (25%) showed positive perceptions. There is no students fell into the negative or very negative perception categories.

The students' positive perceptions of the use of animated movies in enhancing vocabulary mastery English in line with findings from previous studies. Windi Ninin (2024) reported that students enjoyed learning English through animation movies because the movies stimulated fun and enthusiasm, which motivated students to pay more attention to new words and phrases and to practice vocabulary more actively. In addition, the use of animation movies helped students improve their vocabulary mastery by exposing them to meaningful and contextualized language use.

In line with these findings, the results of this study showed that students gave positive responses to the use of animated movies to improve their vocabulary understanding. Based on the questionnaire results, students believed that animated movies were an effective way to help them enhance their vocabulary, while also making the learning process more interesting and motivating. In addition, students felt that learning activities using animated movies were enjoyable and encouraged them to be more active during the learning process.

Moreover, the students felt that animated movies helped them understand how to pronounce English words more easily and correctly, and learned the meanings of vocabulary more easily. They also felt that their English vocabulary mastery enhanced after learning through animated movies, and their motivation also increased when learning using animated movies.

Overall, the results of this study show that animated movies can be an effective media for teaching English vocabulary. The teacher can use animated movies to help students understand more easily.

Conclusion

Based on the findings and discussion before, the researcher concludes that the use of animated movies at MTsN 3 Jenepono significantly improved students' vocabulary mastery. There was a significant difference between students' scores before and after being taught using animated movies. After learning through animated movies, students showed enhancement in all assessed aspects of vocabulary, namely meaning, spelling, pronunciation, word use, and word class. This shows that animated movies are effective in improving students' vocabulary understanding.

In addition, it can be concluded that students had very positive perception of the use of animated movies in enhancing vocabulary mastery in junior high school. Many students believed that animated movies made vocabulary learning more interesting, enjoyable, motivating, and easier to understand. Animated movies helped students understand vocabulary meaning,

pronunciation, and word usage through audiovisual elements and contextual situation. Moreover, the students became more active and enthusiastic during the learning process. Therefore, animated movies can be recommended as effective learning media for teaching English vocabulary in junior high school.

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