



**FINAL PROJECT**

**THE EFFECTIVENESS OF USING ANIMATION VIDEO FOR  
VOCATIONAL HIGH SCHOOL STUDENTS TO IMPROVE  
VOCABULARY MASTERY**

**(An Experimental Research of the Eleventh-grade Students of VHS Nusa  
Putera 1 Semarang in the Academic Year of 2019/2020)**

a final project

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**2020**

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## DECLARATION OF ORIGINALITY

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It is my work and not submit in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from published, unpublished work of others acknowledged in the text, and a list of bibliography gave in the references.

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## MOTTO AND DEDICATION

*“Allah is the protector of those who have faith: from the depths of darkness, he will lead them forth into light”’. (QS. Al-Baqara 257)*

Be better than we were yesterday. (Anonymous)

Once you stop learning, you start dying. (Albert Einstein)

To my lovely mom and dad

To my beloved brothers

To my lovely grandma and grandpa

To my lecturers and my teacher

To all my friends

## **ACKNOWLEDGE**

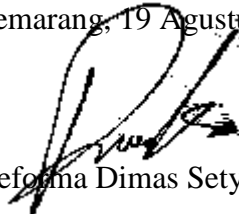
Firstly, I would like to praise ALLAH SWT, who always gives me the blessing so that I can finish this final project. Then, sholawat and salaam only give to Prophet Muhammad SAW, which we still wait for the syafaat in the end later.

Secondly, I would like to address my sincere thanks to my advisor, Dr. Hendi Pratama, S.Pd, M.A., for his advice, suggestions, and encouragement so that I was able to finish this final project.

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## ABSTRAK

Penelitian ini akan membahas satu aspek penting dalam pembelajaran bahasa asing, yaitu aspek kosakata. Ketika seorang siswa ingin menghasilkan kata-kata, siswa harus memiliki perbendaharaan kata untuk menghasilkan apa yang ada di benak siswa. Oleh karena itu seorang guru harus memiliki cara yang praktis dan menarik untuk mengajarkan kosakata saat ini. Penelitian ini difokuskan pada keefektifan dan penggunaan film pendek kartun atau animasi / animasi komputer sebagai media pembelajaran dan sebagai metode pembelajaran. Subjek penelitian ini adalah siswa kelas XI Sekolah Menengah Kejuruan Nusa Putera 1 Semarang. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas dan signifikansi atau tidaknya implementasi dengan menggunakan teknik itu sendiri. Penelitian ini bersifat kuantitatif. Lembar instrumen, angket, dan dokumen digunakan untuk mengumpulkan dan mendukung analisis data. Pertama adalah lembar instrumen untuk melakukan pra-tes dan post-tes untuk menguji peningkatan signifikansi siswa. Kedua, kuesioner diberikan di akhir penelitian sebagai data pendukung. Peneliti menyimpulkan bahwa output nilai signifikan =  $0,320 \geq 0,05$  dan rata-rata pra-tes dan post-tes kelompok eksperimen meningkat dari 80,875 menjadi 83,625. Artinya ada peningkatan tetapi tidak signifikan dan tekniknya ternyata kurang efektif. Dikatakan kurang efektif dan hanya peningkatan kecil atau bisa dibilang tidak signifikan karena beberapa kemungkinan seperti metode yang digunakan secara daring, kurangnya pantauan terhadap responden yang diuji, atau kurangnya pengontrolan terhadap para responden dan lain-lain. Sehingga efektivitas yang dihasilkan dari teknik tersebut kurang berefek atau berdampak. Selain itu penggunaan video dapat diterapkan untuk semua usia peserta didik selama video tersebut sesuai.

***Kata Kunci: Penguasaan Kosakata, Video Animasi, Video Kartun, Animasi Komputer Pendek***

## ABSTRACT

This study would discuss one crucial aspect of foreign language learning, namely the vocabulary aspect. When a student wants to produce words, the student must have a vocabulary to create what is in the students' minds. Therefore a teacher must have a practical and attractive way to teach vocabulary nowadays. This research concentrated on the effectiveness and the use of cartoon or animation/computer-animated short films as the learning media and as a learning method. The subject of this research was eleventh-grade students of Vocational High School Nusa Putera 1 Semarang. The objective of this research was to find out the significance and the effectiveness or not the implementation using the technique itself. This research was quantitative. The instrument sheet, questionnaire, and document were used to collect and support the data analysis. Firstly was the instrument sheet to conduct the pretest and posttest to test the significant improvement of the students. Secondly, the questionnaire was given at the end of the research as supportive data, the study was conducted in an online way, due to an ongoing and widespread worldwide pandemic. The researcher concluded that the output of the significant value was =  $0.320 \geq 0.05$ , and the mean of the experimental group pre-test and

posttest increased from 80,875 to 83,625. It means there was an increase but not significant, and the technique turned out to be less effective. It is said to be less effective, and only a small improvement or can said to be insignificant because of several possibilities such as the methods used in an online way, the lack of control over respondents, etc., so that the resulting effectiveness of the technique is less effective. Besides, handling video can be applied to all ages of the learners as long as the video is appropriate.

***Keywords: Vocabulary Mastery, Animation Video, Cartoon Video, Computer-animated Short***



## TABLE OF CONTENT

<b>APPROVAL .....</b>	<b>i</b>
<b>DECLARATION OF ORIGINALITY .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGE.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENT.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF GRAPH/CHART .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER I .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Topic.....	1
1.2 Reason for Choosing the Topic.....	7
1.3 Research Question .....	8
1.4 Objective of the Study .....	8
1.5 Significance or Contribution of the Study .....	8
<b>CHAPTER II.....</b>	<b>10</b>
<b>LITERATURE REVIEW .....</b>	<b>10</b>
2.1 Review of the Previous Studies .....	10
2.2 Review of the Theoretical Studies .....	13
2.2.1 The Purpose of Teaching Vocabulary.....	13
2.2.2 Types of Vocabulary.....	14
2.2.3 Material of Teaching English in Vocational High School .....	14
2.2.4 The Main Types of Animation.....	15
2.2.5 Animation in Teaching English Vocabulary.....	16
2.2.6 Parts of Speech.....	19
2.2.7 The Role of Subtitles.....	20
2.2.8 Advantages of Using Animation in the Teaching-Learning Process .....	23
2.2.9 Procedure of teaching English vocabulary by using animation video .....	24
2.3 Theoretical Framework .....	24

<b>CHAPTER III .....</b>	<b>27</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>27</b>
3.1 Research Design.....	27
3.2 Subject of the Study .....	28
3.2.1 Population .....	28
3.2.2 Sample.....	28
3.3 Research Variables and Hypotheses .....	28
3.3.1 Variables .....	28
3.3.2 Independent Variables.....	29
3.3.3 Dependent Variable.....	29
3.3.4 Hypotheses .....	29
3.4 Type of Data .....	30
3.5 Instrument for Collecting Data .....	30
3.5.1 Pre-test .....	30
3.5.2 Post-test.....	30
3.6 Method of Collecting Data.....	31
3.6.1 Pre-test .....	32
3.6.2 Treatment .....	32
3.6.3 Post-test.....	32
3.6.4 Questionnaire .....	33
3.7 Method of Analyzing Data.....	33
3.7.1 Mean Scores.....	33
3.7.2 Non-Parametric Test .....	34
<b>CHAPTER IV.....</b>	<b>36</b>
<b>RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>36</b>
4.1 The Results of the Action in Pre-test .....	36
4.1.1 The Implementation of the Action in the Pre-test.....	36
4.1.2 The Results of the Vocabulary Test in the Pre-test.....	37
4.2 The Results of the Action in the First and the Second Treatment.....	37
4.2.1 The Implementation of the Action in the First Treatment .....	37
4.2.2 The Results of the Vocabulary Test in the First Treatment .....	38
4.2.3 The Implementation of the Action in the Second Treatment .....	39
4.2.4 The Results of the Vocabulary Test in the Second Treatment .....	39
4.3 The Results of the Action in Post-test.....	40

4.3.1 The Implementation of the Action in the Post-test .....	40
4.3.2 The Results of the Vocabulary Test in the Post-test .....	40
4.4 Questionnaire Findings .....	42
4.5 Discussion .....	43
<b>CHAPTER V .....</b>	<b>50</b>
<b>CONCLUSIONS AND SUGGESTIONS.....</b>	<b>50</b>
5.1 Conclusion .....	50
5.2 Suggestions .....	50
REFERENCES .....	52
APPENDICES .....	56

## LIST OF TABLES

Table 4.1 Research Schedules .....	36
Table 4.2 Result of the Vocabulary Test in the Pre-Test .....	37
Table 4.3 Result of the Vocabulary Test in the First Treatment .....	38
Table 4.4 Result of The Vocabulary Test in the Second Treatment .....	39
Table 4.5 Result of The Vocabulary Test in the Post-Test .....	40
Table 4.6 Result of Wilcoxon Signed Ranks Test .....	41
Table 4.7 Questionnaire Result .....	42
Table 4.8 The Comparison.....	44
Table 4.9 The Average Score of each Vocabulary Aspect in all Tests .....	45
Table 5.0 The Sample of Student's Achievement.....	46

## LIST OF FIGURES

Figure 2.3 Theoretical Framework.....	24
Figure 3.1 Test Design.....	27
Figure 3.6 The Schedule Test .....	31
Figure 3.7 The Criterion of English Vocabulary .....	34

## **LIST OF GRAPH/CHART**

Graph 4.1 Vocabulary Scores .....	44
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## LIST OF APPENDICES

Appendix 1 List of Students Experimental Group (XI A and XI B) .....	57
Appendix 2 Pre-Test of Experimental Group .....	58
Appendix 3 Posttest of Experimental Group .....	62
Appendix 4 Questionnaire List .....	66
Appendix 5 Scoring Rubric .....	68
Appendix 6 Script of English Subtitled Movie Media.....	69
Appendix 7 Script of English Subtitled Movie Media.....	80
Appendix 8 Distribution Score of Experimental Group Pre-Test and Post-Test .....	85
Appendix 9 Student's Work of Pre-Test.....	86
Appendix 10 Student's Work of Post-Test .....	90
Appendix 11 Documentation .....	94
Appendix 12 Documentation .....	95
Appendix 13 Documentation .....	96
Appendix 14 Letter of Research Permission.....	99
Appendix 15 Letter of Research Permission.....	100

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the topic, the reason for choosing the issue, the research problem, the objective of the study, and the significant contribution of the course.

#### 1.1 Background of the Topic

Learning a new language cannot be separated from the vocabulary. “Vocabulary is also an essential skill and an essential component in the process of achieving language because it is used for all language skills, namely listening, speaking, reading, and writing” (Rohmatillah, 2014). When the students have many vocabulary, it will help them to develop language skills quickly. But many students consider that learning vocabulary is a tedious job. It meant that the students find many difficulties when they have to learn vocabulary. Vitasmoro & iwan Candra (2019) stated that they feel bored and also discouraged when facing the number of words in English. The students also feel disappointed when their memorization of vocabulary cannot keep still in their minds in a long time.

Also, according to Rohmatillah (2014), vocabulary mastery is one of the essential aspects of learning foreign languages. To communicate well in a foreign language, one should have enough vocabulary and knows how to use them correctly. Vocabulary is one of the elements that cannot be separated from language learning as it links the four language skills, namely: listening, speaking, reading, and writing.

“Vocabulary has also been an important issue both for teachers and students in learning a foreign language” (Susanto, 2017). One's comprehension of a text, either written or spoken, will be highly dependent on his/her level of vocabulary mastery. If he has sufficient numbers of vocabulary, he will readily comprehend the points either what the writer delivers in a written text or messages delivered in spoken texts. Otherwise, s/he will not understand anything.



Allen (1999) states that we know what we want to say but often struggle to find just the right words. Therefore, vocabulary mastery has become one of the indications to measure one's depth of knowledge. As stated by Wilkins (1972), without grammar, very little can be conveyed; without vocabulary, nothing can say. This statement also in line with Krashen, who comments that learners do not carry grammar books in their pockets, but they maintain dictionaries.

Conventionally, vocabulary teaching conducts by introducing students to new words found in a text by giving them a list of new terms provided by the meaning in their native language. Teachers then give students time to memorize the words. After a while, teachers check their understanding by asking them to perform the vocabulary again or by asking the meaning of the language they just learned. However, vocabulary is not a specific subject taught in the class.

Vocabulary teaching doesn't include in the curriculum. (Scott, 2002) has commented that vocabulary teaching has not always been very responsive, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. In the teaching and learning process, vocabulary teaching usually inserts in the learning of language skills, namely listening, speaking, reading, or writing. During the learning, teachers typically introduce students to new words they might find in the text; then, they give the meaning of the words in the students' native language. Therefore, many students think that studying vocabulary is studying the list of new words which accompanied by their meaning in the native language. They lack knowledge of how to use the words in real contexts.

Most students have realized the importance of vocabulary in learning a foreign language. They also have strategies and ways to enhance the number of vocabulary they have. Usually, they carry a bilingual dictionary anywhere they go. As soon as they meet unfamiliar words, they will look up the new meaning of those words from the dictionary and write them on their notebooks. But after a while, they soon realize that this is not an effective way to improve the number of their vocabulary mastery.

Most of the time, students feel bored and frustrated learning this way because they often forget the words as soon as they write them. Sometimes this condition might lead them to the conclusion that they have bad memorizations, and this condition is a concern to lead them to lose motivation. Allen (1999) commented that teaching vocabulary in the traditional way, which is often assumed as assign, define and test do not increase students' speaking, reading, and writing language any more than looking words up in the dictionary.

Without vocabulary, people cannot communicate and express their feeling both in the form of spoken and written expertly, which means that in learning a new language, people have to know its vocabulary. Vocabulary can define in various ways. Experts have proposed some terms about vocabulary.

According to Richards & Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential. They may be discouraged from making use of language learning opportunities around them, such as listening to the radio, listening to the native speaker, and using Language in a different context, reading, or watching television.

The other definition of vocabulary stated from Hatch & Brown (1995), they say that vocabulary refers to a list or set words for a particular language or a list or set of words that individual speakers of Language might use. Hatch & Brown (1995) also stated that vocabulary is the only system involved in alphabetical order. In this study, the researcher will discuss a critical aspect of foreign language learning, namely the vocabulary aspect. So when a student wants to produce certain sentences, ideas or thoughts, the student must have a vocabulary to produce what is in the student's mind.

In the 2004 curriculum explained that the standard vocabulary for each level is different, namely (1) Standard 500-1500 mastery of vocabulary including category beginner level readers with the education level of Elementary/Primary School (SD) until Junior High School. (2) Standard 1500-3000 knowledge of vocabulary, including category readers with a medium level school medium

(SMA). (3) Standard mastery more than 3000 dictionaries, including category advanced level reader with a college education (Depdiknas, 2004).

Mastery of Vocabulary needs to be measured or to know how much vocabulary mastery of the students. Based on the explanation above, the researcher can conclude that vocabulary is all the words or stock of words.

But at this time, especially in Indonesia, students are quite challenging to produce vocabulary in a broad enough context; these students generally provide. Vocabulary can be said to be quite general as examples of objects around them; therefore, this research focuses on the mastery aspect of vocabulary. It found that Basic English learners usually face several obstacles in learning English, such as the difficulties in determining the word class of the same vocabulary. "The problems in pronouncing due to different elements between English and Indonesia language, and also the issues because of the different distribution of phonetic characteristics between English and Indonesian" (Wiwiek, 2018).

Ur (1996) indicated that vocabulary could be defined, roughly, as the words we teach in a foreign language. The point is that we can teach vocabulary directly by way of its implementation or by taking direct action on the meaning of the vocabulary. Schmitt & McCarthy (1997) also stated that knowing a word meaning means know how often it occurs, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features.

There is always an increasing emphasis on teaching English as a communication mechanism, and multimedia has attracted a lot of consideration and should, under the theory, the addition of other technology have played a profound role in facilitating authentic communication. Significantly in a sense, the effectiveness of media channels for sending messages improves communication and understanding (Dwyer, 1978). Multimedia technologies (such as TV, computers, networks, e-mail, video cassette recorders (VCRs), compact disc ready-to-use memory (CD-ROM), and interactive multimedia) assist teaching techniques in integrating real-life situations with the target language into the language classroom.

In this conscientious setting, students slowly expand their language acquisition by being exposed to the authentic environment of the target language.

According to one of the most prominent theories of second language acquisition, Krashen (1985) proposes that learners can learn a large number of languages unconsciously through comprehensible input. The Input Hypothesis, by Krashen, argues that the use of the target language in a real communicative environment and the stress on a rich easier input, students need to be guided to the target language in the classroom, facilitates their mastery of the language. In other words, language mastery only occurs if comprehensible input is conveyed appropriately. In this sense, language teachers refuse to use various teaching techniques to make situations authentic and to promote learners' language acquisition.

Many researchers have presented strong evidence that multimedia has a beneficial effect on language learning because of its rich and authentic understandable input.

Currently, language learning is more widely available by implementing multimedia with spoken information and a complete visual context, such as subtitles. For example, videos with subtitles that represent words and images in verbal and visual form are more likely to activate both coding systems in processing than words or images alone. The dual-coding theory put forward by (Paivio 1971) shows that when an image is added to the meaning, the number of signals connected to the message increases. Viewers will be more likely to remember the message. Therefore, the results of previous studies seem to support the aspect that the use of subtitles causes multisensory processing, interacting with audio, video, and print mechanisms.

This information input foundation makes the language learning process better, improves content comprehension, and improves vocabulary by viewing subtitled words in a meaningful and stimulating state. Besides, many teachers feel that subtitles provide new clues about how to use multimedia in ESL classrooms better. When subtitling technology emerged more than 15 years ago, many educators quickly saw value in exploiting its potential in helping students process

language in different and effective ways through printed words (Koskinen et al., 1993; Holobow et al., 1984; Parks, 1994; Vanderplank, 1988; Goldman, 1996) (Koskinen, Wilson, Gambrell, & Neuman, 1993; Holobow, Lambert, & Sayegh, 1984; Park, 1994; Vanderplank, 1993; Goldman, 1996).

The fast-moving technology provides people in the area of education with limitless opportunities (Al-Seghayer, 2005). With the global interest in computers, innovative teaching methods have been oriented to English language learning environments. These teaching methods present different functions for educational environments. (Coriano, 2002) supports that Computers have potential advantages to both the teachers and the students. Learning with computers can be one of the effective ways to help students in the vocabulary learning process. The animation is considered one small part of the computer revolution, which is a significant part of high technology (Sun & Dong, 2004).

With the help of innovative methods and materials that multimedia provides, language learning environments can be more colorful, motivating, and at the same time, more support for students in the vocabulary learning process. It seems complicated to learn new vocabulary with such a bulk of words just by looking up a word or a term in dictionaries. Therefore, introducing words using a new method is necessary. This new method uses animated pictures to present new words and new vocabulary.

Wood (2001) mentions that as a tool, animated pictures make students more focused on the vocabulary because animated pictures are interactive and addresses almost all senses as well. While they try to understand the meaning of words associating the scenes that they watch on the screen, students are also exposed to the pronunciation of words and the written form of words simultaneously.

Vocabulary will be an exciting and exciting activity for the students in the language learning process. To learn words in a context but with animated pictures is thought to make the learning process much easier for students (Yuksel & Tanriverdi, 2009).

In this respect, this study aims at determining the effectiveness of using animated pictures in English language vocabulary learning compared with the traditional method.

Utilize animation videos to observe that are involved in the process and can melt the atmosphere of the teaching and learning process, also to be used as a simple tool for vocabulary learning, the pronunciation of English dialogue as a tool for justifying wrong words without creating insecurity for students.

So with the technique described above, the students more easily understand what is learned, the learning process is more interesting, and students can be stimulated to observe and try to do it actively. In this era, especially in Indonesia, English is assessed as the first foreign language, which is taught primarily from Junior High School until Senior/Vocational High School in the Indonesian education system. In the current Curriculum, students from Senior/Vocational High School learning a foreign language, especially English, not only in class but also at home and society.

However, because English is not the national language of Indonesia, mastering foreign language vocabulary by students is challenging. Based on the researcher's experience in teaching practice (PPL) at SMK Nusa Putera 1 Semarang in 2019, researchers found that most students experience difficulties in mastering English vocabulary; this is one of the fundamental problems. Therefore, most students only master vocabulary, such as animals, clothes, vehicles, objects, etc.

Based on the above case, a teacher should help students learn vocabulary by using media to distribute the teaching and learning process in the classroom. Besides, students usually get low motivation when learning English at school so that students quickly get bored when facing material without any surprises from the teacher, such as using video or film media.

## **1.2 Reason for Choosing the Topic**

Based on the discussion above, the researcher support film/video to improve students' vocabulary mastery. Film/video is one audio-visual aid that contains pictures and sounds so students can see and listen directly. How to use films or

videos in class, students can increase their word awareness, and they can make their pronunciation and intonation much better (Webb, 2010).

“Film is a conventional transition and offers students learning about the environment” (Sherman, 2003). By using cartoon film or animation video, students are expected to be able to enjoy and enjoy learning English, clarify the message, can save the energy of the teacher, can motivate students to learn, which can increase the amount of learning.

That is why the researcher wants to conduct a new way technique to teach and improve English to the school by using cartoon film or animation video entitled *The Effectiveness of Using Animation Video for Vocational High School Students to Improve Vocabulary Mastery*.

### **1.3 Research Question**

Question: How is the effectiveness of using cartoon or animation videos in improving students' vocabulary mastery for vocational high school students?

### **1.4 Objective of the Study**

The objective of this study is: To find out the effectiveness and significance or not using cartoon or animation videos (Computer-Animated Short) in improving students' vocabulary mastery for vocational high school students.

### **1.5 Significance or Contribution of the Study**

The researcher hopes the results of this study can bring a positive impact on education, especially in English language lessons, and useful for future research studies. The researcher divides the contribution as follows:

- 1) Theoretical Significance:
  - a. To help readers, specifically language education researches, understand the effectiveness of using cartoon or animation videos to improve vocabulary mastery.
  - b. To be used as a reference for other research.
- 2) Practical Significance:

- a. Teachers are capable of implementing cartoon or animation video to improve vocabulary mastery more effectively.
  - b. This study maybe gives information and reference for other researches who are interested in the study related to the study.
- 3) Pedagogical Implications:
- a. To practice skills and selective language skills.
  - b. Train the sensitivity of students to the environment.



## CHAPTER II

### LITERATURE REVIEW

This chapter deals with the review of the literature related to the study. The first presents review of the previous research. The second shows a summary of the theoretical analysis. The third is about the conceptual framework.

#### 2.1 Review of the Previous Studies

Several research studies have been found to compare the effectiveness of using cartoon or animation video to improve vocabulary mastery. I have seen several studies related to my research, and those studies were using videos as a learning media in the classroom. There are previous studies such as (Aisyarani, 2014; Andriano, 2019; Rao, 2017; Aditama and Solikhah, 2018; Kusumarajni, Suparman, and Huzairin, 2019; Puspitarini, 2014; Mukti, 2012; Margono, 2010; Dwi, 2017;).

The use of Animation Video can contribute to vocabulary mastery of narrative text. Aisyarani (2014) assumed that vocabulary teaching using animated videos as a learning media at the eleventh-grade students of MA Nadhlatul Muslimin is categorized was sufficient before being taught to use animated videos.

But after being taught to use animated video as a learning media in increasing vocabulary, the results have improved, the mean is 85.45, and the standard derivation is 11.55. Moreover, the calculation of t-observation 9.58 was higher than the t-table 2.04 in the level of significance of 5%.

The use of English Subtitled Movies could improve students' vocabulary achievement. Andriano (2019) stated that to develop the first IPA 1 grade students' vocabulary mastery by using English subtitled movies at SMA N 1 Arjuna.

The study was done in two cycles; each cycle covered two meetings, the percentage of the students who achieved the minimum of the standard score (75) significantly increased into 39% from the pre-Cycle (36%) to Cycle 1 (75%). In other words, it succeeds because 75% of students achieved the criteria. Moreover, Cycle 2 showed a better result.

The use of Cartoon Films could improve students' motivation in teaching English. Puspitarini (2014) investigated whether the cartoon movie or animation video could be successfully implemented in Elementary School and lower education to increase vocabulary achievement, involved the students of SD Negeri 01, Mojosongo Surakarta.

The research consists of two cycles; each cycle consists of three meetings. The improvement of the students' achievement can be seen from the difference scores of the pre-test and the posttest. The mean score of the pre-test is 4.8, it improved to 6.4 in the posttest, and it also upgraded to 8.2 in the second posttest. The use of watching Movies with Subtitles intensive affected their vocabulary knowledge. Rao (2017) stated that the effects of using subtitled movies on the vocabulary improvement of English as a second language (ESL) learners. The researcher involved two groups, namely the control and experimental.

The experimental group watched an English movie with subtitles, and the control group didn't. Data was collected 30 O level students, and their vocabulary progress was quantitatively evaluated through a posttest based on the vocabulary knowledge scale; in other words, the result showed the improvement of the participants.

The use of Short Movie in teaching vocabulary to improve Vocabulary Mastery. Aditama & Solikhah (2018) stated that to know whether English Short Movie can improve Vocabulary mastery for first-grade students of SMA N 8 Surakarta in the academic year of 2017/2018.

The method in this research was classroom research. The researcher involved 26 students, 16 girls and ten boys of XI A. The test were given in pre-test one and test 2; the researcher analyzes the mean score, from that explanation above, the result showed any were increasing the mean score of the pre-test is 6,33, the 1st is 7,71, and the 2nd test is 8,19. The students could easily understand and memorize new vocabulary.

Movies can improve students' vocabulary mastery. Kusumarajni, Suparman, & Huzairin (2019) investigated that they involved 31 first grade students of SMAN 1 Way Jepara Lampung Timur of the academic year of 2018/2019.

The result showed there was a significant improvement of students' vocabulary mastery by the level ( $p$ ) is lower than 0,05 ( $p=000$ ), where the students' mean score in the pre-test was 56.75 with an increase of 73.12 in the posttest. So that it can be concluded movie can improve students' vocabulary mastery.

The use of Cartoon Films as teaching media, students' vocabulary mastery can be improved. Mukti (2012) investigated that whether cartoon movie or animation video could be successfully implemented in Junior High School conducted his research at SMP Negeri 1 Grogol Sukoharjo in class VII A and used two cycles.

Data were collected through pre-observation, observations, interviews, questionnaires, and tests. The tests were conducted before the action (pre-test) and after the operation (posttest). From the vocabulary test, the students' pre-test means score, which was 5.04, increased to 7.85 in the first posttest, and increased to 8.53 in the final posttest. On the other hand, it can be concluded that using cartoon films/movies as teaching media can be improved students' vocabulary mastery.

The effectiveness of teaching English Verbs by using Cartoon Films. Margono (2010) emphasized that teaching English Verbs by Using Cartoon Film was effectively based on the result that the subjects of the research were 35 students of two classes from eighth grade; they were classified into control class and experiment class.

The mean of the experiment class is higher than the control class ( $74,32 \geq 70,4$ ). The test hypothesis using the t-test is 2,025, while the value of t-table on  $\alpha = 0,05$  is 1,990 ( $2,025 \geq 1,990$ ). It can enhance students who master English well.

Song Lyrics are effectively applied by the teacher to teach vocabulary, especially for students. Dwi (2017) stated in her research other design using the song to teach vocabulary for first-grade students of MAN Sukoharjo in the academic year of 2016/2017 used quantitative analysis with quasi-experimental. However, it doesn't use audiovisual; it can be a reference for other research and is still the same as teaching vocabulary reviews. The researcher took the sample by using random cluster sampling; the result they classified into two groups; they were experimental and control groups. The result of SPSS computation showed that the value of the t count is 6,433, and the significance value is 0.00.

The value of the t-table at a significant level of 5% (two-tailed test) with  $df=30$  is 2.042. From the data which was described in the research finding above, it is concluded that  $H_0$  was rejected. At the same time,  $H_a$  was accepted since the data has met the requirement of t-count is higher than t-table ( $6.433 \geq 2.042$ ), and significant value is lower or less than 0.005 ( $0.000 \leq 0.05$ ). Therefore, it can be concluded that Song Lyrics is useful to be applied.

By reviewing the previous studies, the researcher finds out that cartoon films/movies or animation videos can develop the students' skills in mastering vocabulary. I believe that using the technique is an appropriate technique that can be applied for doing this experimental research.

## **2.2 Review of the Theoretical Studies**

The review of theoretical studies in this study includes an explanation of the purpose of teaching vocabulary, types of vocabulary, the material of teaching vocabulary, the main types of animation, animation in teaching English vocabulary, and the procedure of teaching vocabulary.

### ***2.2.1 The Purpose of Teaching Vocabulary***

Talking about the importance of Vocabulary, Wilkins (1972) states, "without grammar little can be conveyed, without vocabulary, nothing can be conveyed". The teacher has a vital role in helping students improve their vocabulary. Unfortunately, vocabulary teaching has not been responsive enough to such problems, and teachers have not yet realized how important it is to help their students develop extensive vocabulary.

If we look back, we find that for a long time, English used teaching approaches such as the Direct Method and Audiolingualism, which emphasized the importance of teaching grammatical structures. Because of their accent on grammar, few words are introduced in such courses, and most often, they are limited and related to the construction of the grammar being taught. In the early 1970s, there were significant changes in teaching English.

The focus shifts from the Direct Method and Audiolingualism to the Communicative Approach, which emphasizes the importance of vocabulary teaching. Students are faced with a variety of vocabulary and speaking activities. Many words were introduced during the course, and students were expressed to express themselves as much as possible.

### ***2.2.2 Types of Vocabulary***

Scott (2002) asserts there are two types of English vocabulary to teach:

#### 1) Productive Vocabulary

Productive vocabulary is the lexical items, which the students can use appropriately in speaking and writing. It is also called active vocabulary; moreover, in fact, it is more difficult to put into practice. To use the productive Vocabulary, students are supposed to know how to pronounce it well; they must know and be able to use the grammar of the language target; they are also hoped to familiar with the collection and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

#### 2) Receptive Vocabulary

Receptive vocabulary is the lexical items that the students can recognize and understand when they meet them in the context of reading and listening materials. It is also called as passive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people when they read and listen. From the explanation above, we know that every book is different in classifying the types of vocabulary because every person has different ways of showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

### ***2.2.3 Material of Teaching English in Vocational High School***

To achieve the purpose of teaching English in school, the teacher must choose a suitable material based on the students to need. The content of English teaching is based on the syllabus given by the government, who has authority.

Therefore, the teachers need to understand and comprehend the material, which they will teach the students using the relevant curriculum.

The content of teaching is (spoof, hortatory exposition, and narrative), Expressions (asking and giving opinion, relief, pain, satisfaction, suggestion, notice, pleasure). In this research, the researcher will take unit 3 that consists of narrative, in its application applied to the students in a way narrative-themed film or Computer-Animated Short as material for teaching vocabulary.

#### ***2.2.4 The Main Types of Animation***

There are several types of animation, and the researcher will focus on three significant types of animation. Awad (2013) argues several types can be used in classroom language:

##### 1) Traditional animation

Films produced this way are drawn initially on paper. Each frame slightly differs from the one before it to create the illusion of motion. The drawings are photocopied onto transparent acetate sheets called cells, and then they are filled in with paints in assigned colors or tones. Therefore, this technique is often referred to as paper/cell technique. This method first appeared in the 20 century. In the 21st century, hand drawing film frames became replaced by Photographed or scanned frames.

##### 2) Full animation

Full animation refers to the process of producing high quality traditionally animated films, which have regular use, detailed drawing, and visible movement.

##### 3) Computer animation

Computer animation the digital picture which can be digitally created. It focuses on the manipulation of images in which characters and objects move and interact. Moreover, Bancroft (2016) defines a computer as a program that uses animation software to create and copy individual flames. Animation software programs, such as Mice or Animator, are known for their usability. So that the

researcher will use this type, it is the most usable and the most accessible kind, which can be used in classroom language.

### ***2.2.5 Animation in Teaching English Vocabulary***

Computer Animation carries excellent potential as a tool for creating multimedia learning environments. Teachers can use computer animation to show learning material as they wish, and they can manage every aspect of animation. Mayer (2002), the computer is a system for delivering information to students. The teacher's role is to present information, like words or pictures, or both, and the students' purpose is to receive the information. David, E. & Dan (2002) emphasizes that a successful animation syllabus should not only be interdisciplinary but also encourage students to develop useful skills and practice interactive activities.

These are some screenshot of the films that the researcher used for the treatments:









### 2.2.6 Parts of Speech

Parts of speech are the standard term for the major classes of words that grammatically distinguish in a language. While all languages make parts-of-speech distinctions, there are rather striking differences between languages concerning both the kind and the number of such credits that they make. A field worker investigating an unfamiliar language may, therefore, find it useful to know what generalizations can make about parts-of-speech systems.

What, for example, can be said about how, and the limits within which, parts-of-speech inventories may differ one another? Which parts of-speech distinctions are universal, and which language-specific? What are how languages that lack a particular piece of speech express the semantic equivalent? And what relations are there between the parts-of-speech system of a language and the language's other typological characteristics? This chapter aims to provide some answers to such questions.

By way of orientation, the present section sets forth some general assumptions that underlie the presentation in the rest of the chapter. First, then, it is assumed here that the primary criteria for parts-of-speech classification are grammatical, not semantic. As has been amply demonstrated in the linguistic literature (see, for example, Fries (1952)), the standard notional parts-of-speech definitions, such as 'a noun is the name of a person, place, or thing,' fail to provide an adequate basis for parts-of-speech classification.

Since there are many cases in which their applicability or imbalance is unclear. Grammatical criteria, on the other hand, are not open to this objection.

The grammatical properties of a word that take to be relevant to its parts-of-speech classification include the word's distribution, its range of Syntactic functions, and the morphological or syntactic categories for which it is specifiable.

Vocabulary is not only all about nouns but also consist of verbs, adjectives, and adverbs. These different kinds of words are known as part of speech. (Linse & Nunan, 2005) underlined the importance of including verbs, adjectives, adverbs, and prepositions as part of vocabulary curriculum. They stated that "it is important to remember that even though nouns are important, vocabulary is more than just nouns" (Linse & Nunan, 2005).

### ***2.2.7 The Role of Subtitles***

Depending on the video clip used and the goal of the lesson, authentic input of this kind can still be very demanding for students. Poorly handled video activities can be just as de-motivating. Here is where the use of subtitles can play a crucial role in the foreign language class to help overcome this problem. Although captions

have sometimes been considered as distracting or as a source of laziness in students, nowadays, we should realize that far from being a distraction and a source of procrastination.

‘‘Subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input’’ (Vanderplank, 1988). Indeed, text in the form of subtitles helps learners monitor a speech that would probably be lost otherwise. While TV programs and films that are not subtitled can create a high level of insecurity and anxiety in students, the incorporation of subtitles provides instant feedback and positive reinforcement that contributes to creating a feeling of confidence in learners that can help them feel ready and motivated to watch foreign television, films, etc., with or without the support of subtitles soon.

Whenever students do not know how to use subtitles in the language class, they need to learn how to use them as support (for finding new words, for understanding better, fixing spelling, or any other functional purpose). Here follow some instances of activities learners can perform to achieve this goal; these samples can make use of standard or bimodal subtitles, indistinctively, or in combination. First of all, they can watch a clip with subtitles, then without them, and subsequently with subtitles again. This activity can make them realize that subtitles are not so necessary to understand the dialogue and that it is possible to listen to the conversations and read at the same time (this kind of awareness would take place in the third viewing).

The previous activity can also perform changing the order of the subtitles, that is, without-with-without, or using only two displays (with-without or without-with). Another possible action that can accompany the previous ones consists of making students note down the words or expressions from the dialogue that does not appear in the subtitles to discuss them in groups afterward.

Finally, accompanying the first and the other activities described above, the class can perform oral pair or group discussions on each students' self-assessment of their degree of understanding when they view the clip with or without subtitles, and how they feel about the experience. Be that as it may, when some or all of these

activity several times, the learner's mind will quickly learn how to pay equal attention to both channels (aural and textual) at the same time. So he/she will be able to use subtitles as a support every time he/she faces them.

Subtitles used in movies categorize under various types. For example, bimodal, standard, and reversed subtitling (Talaván Zanón, 2006). However, there are two different types of subtitles in general:

- 1) Interlingual subtitle: The original language of the movie translates into another language. The audience/language learner watches and listens to the film with the original/target language, but reads the subtitle translated into his/her language.
- 2) Intralingual subtitle: Here, the original language and the subtitle of the movie are the same. The intralingual subtitle is more for people with impaired hearing. Therefore, with this kind of subtitle, all audio sounds like footsteps, which are a sign of someone is coming, knocking sound at the door, the sound of a car horn that coming out show.

As a result of much research, it seems that using subtitles in foreign language learning has positive results. These positive results also include subtitles' positive effects on productive skills like recalling the words entirely and keeping them in the correct context besides communicative performance in a specific oral and written communication (Rokni & Atae, 2014).

In research conducted, it decided that subtitles in the original language (English) have displayed positive effects on the listening comprehension skills of students who are learning English as a foreign language, with medium-level English competency. The use of subtitled movies has been found helpful and entertaining by the participants (Felek Başaran, 2011). In another study, it identifies that listening comprehension skills of the audience/language learners that watch a movie in English with intralingual subtitle have improved more than the others that care it without any subtitle (Rokni & Atae, 2014). In 2009, in extensive research carried out on the use of subtitles in language education, it revealed that intralingual and interlingual subtitles have positive contributions to foreign language education.

Many researchers agreed that intralingual subtitles have positive effects on foreign language learning.

However, inter-lingual subtitle, which translates subtitle, has been recommended less than intra-lingual subtitle, which is the subtitle in the original language, by comparison. As an example, according to the study carried out by Mitterer & McQueen (2009), a learner who watches a movie in a foreign language to improve listening comprehension skills in that foreign language can ideally achieve this by watching the film with an intra-lingual subtitle. Similarly, Caimi (2006) states that intra-lingual subtitles can use for didactic purposes in language learning.

In another paper, a movie in English with English subtitles watched, and it saw that the subtitle helped students to learn new words and idioms and to improve their listening skills (Özgen, 2008). The main goal of the interlingual subtitle is to use expressions, which make the movie understandable. Because of these technical features like the number of lines and the number of maximum characters, translation of the subtitles has to be restricted; therefore, subtitles, in a way, have to give the summary or gist spoken expressions.

### ***2.2.8 Advantages of Using Animation in the Teaching-Learning Process***

There are some advantages from another researcher:

#### 1) Saving time and effect

Stephenson (1994), such a system (animation system) can reduce time on average by 33% and help "quality" learning, compared to more traditional techniques. And also supported by an argument from Stoney & Oliver (1998) states that computers can save effort from painting, shading, and lighting, calculations for precise and consistent lighting effects instead of the animators.

#### 2) Benefits of animation as a useful learning tool

Amjad (2018), there are several advantages for Secondary students, a) Strengthen your students' talent and skill set. b) Reliable tools to teach the foundation of animation. c) Promote creativity and motivate students. d)

Incorporate animation into a different subject to create more engaging presentations. e) Develop storytelling skills.

3) Makes learning more faster

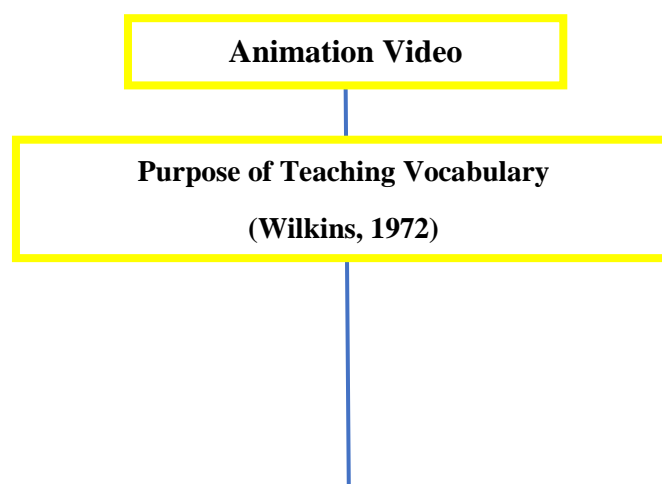
Animations can help students learn faster and easier. Besides, they added that this was an excellent aid for teachers to teach difficult subjects for students, such as science and mathematics (Hegarty & Sims, 1994).

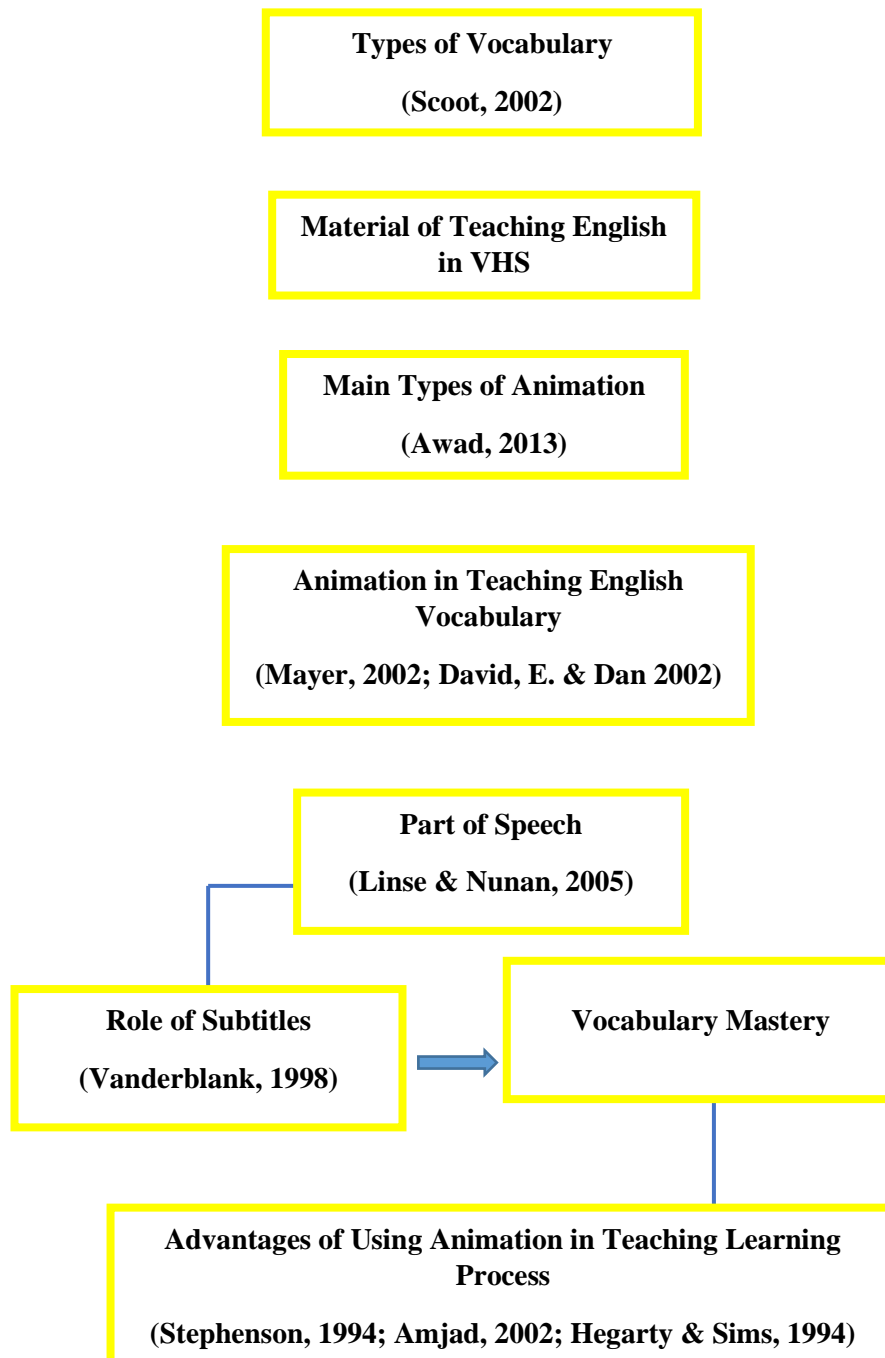
### ***2.2.9 Procedure of teaching English vocabulary by using animation video***

- 1) Prepare a laptop, LCD projector, loudspeaker, animation video stocks, materials, students' exercises, and everything related to the action.
- 2) Make a session of questioning and answering with students to raise brainstorming.
- 3) Prepare material for students.
- 4) Introduce animation videos and how to get it from the internet.
- 5) Play video and let the students ask related to the video.
- 6) Ask students to choose difficult words to pronounce after they hear from the animation video.
- 7) The researcher and students discuss together and review the storyline related to animation video.
- 8) The teacher does the treatment for two meetings in the classroom.
- 9) For the last meeting, the teacher does a posttest for the students.

### **2.3 Theoretical Framework**

The theoretical framework of this study is started from the hypothesis that it is useful to use animation/cartoon video/movie to teach and to improve vocabulary for vocational high school. The framework of the study can be illustrated as follows:





*Figure 2.3 Theoretical Framework*

One instructional technique is studied in this present study. It is an Animation Video technique. The purpose of teaching vocabulary was stated by Wilkins (1972), types of Vocabulary by Scott (2002), and main types of animation



by Awad (2013). Meanwhile, the implementation of Animation Video was conducted based on the theory of Animation in Teaching English Vocabulary by Mayer (2002) David, E. & Dan (2002) and Linse and Nunan's' Part of Speech by Linse & Nunan (2005).

The technique is studied concerning effectiveness as an instructional technique towards students' vocabulary mastery. In assessing students' vocabulary mastery, a theory of Role of Subtitles of Vocabulary by Vanderplank (1988), and advantages of using Animation in teaching-learning by Stephenson (1994), Amjad (2018), and Hegarty & Sims (1994) are used.

However, it can be concluded that in this present study, the Animation Video technique is studied concerning the effectiveness of improving students' vocabulary mastery.

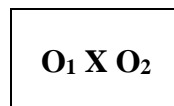
## CHAPTER III

### RESEARCH METHODOLOGY

The researcher uses experimental research. This part presents the research assumption, subject of the study, population and sample, research variables, hypotheses, type of data, an instrument for collecting data, method of collecting data, and method of analyzing data.

#### 3.1 Research Design

The research assumption is a data collection and processing plan so that it can implement to achieve the research objectives. This study collects data by experimenting, and this research is a classroom action research because it aims to improve or to find out whether it is useful and significant or not. The assumption of this study is an experimental study using a one-group pretest-posttest design without a control group. Keep in mind that in this research it's all online, so all research methods or ways of collecting data from respondents are in an online way because of this research made in a world pandemic situation and condition. So again, it's all online, and therefore it poses limitations to this study.



O<sub>1</sub> = pre-test value (before being given an animated video)

O<sub>2</sub> = posttest value (after being given an animated video)

The effectiveness of animated videos on increasing vocabulary mastery = (O<sub>1</sub> - O<sub>2</sub>)  
(Sugiyono, 2015)

*Figure 3.1* Test design

The design above tells the first step is given a pre-test for students. A pre-test is a test that students have to do in a class. The purpose of the pre-test is to know how far students skill in mastering vocabulary in the narrative-themed film.

The treatment of this study applies an animation or cartoon video to students in mastering vocabulary; the selected film is narrative-themed. In the next meeting, students will give a posttest.

The post-test is a test that students have to do after the treatment, and the material is a narrative-themed film. The purpose of the posttest is to analyze the students' improvement in vocabulary achievement.

### **3.2 Subject of the Study**

The subject of this study is eleventh-grade students of Vocational High School Nusa Putera 1 Semarang in the 2019/2020 academic year. The school is located on 59, Ki Mangunsarkoro Street, Gabahan district, Semarang City 50135, Central Java Province.

#### ***3.2.1 Population***

The population is collecting of all measurements, objects, of individuals that are being studied. The people of this study are eleventh-grade of Vocational High School Nusa Putera 1 Semarang in the 2019/2020 academic year. The total population is too large enough to be subject because there are two classes of eleventh-grade in this school. The types are XI A and XI B.

#### ***3.2.2 Sample***

A sample is a part of the population that is taken by using way. In this research, the researcher takes an example from the existing class. It means from the two levels, and the researcher will research one course for experiment class.

### **3.3 Research Variables and Hypotheses**

#### ***3.3.1 Variables***

Variables are objects that will be used as research, and the form is abstract and real. Besides, variables are things that researchers measure, control, or manipulate in research. Brown (1988) there are five classifications of variables within statistical language studies: dependent, independent, moderator, power, and

intervening variables. In this research, the researcher is concerned with independent and dependent variables.

### ***3.3.2 Independent Variables***

The independent variable is a variable that causes or changes the dependent variable. This variable influences to another variable. So, the independent variable of this study is applying an animation video technique.

### ***3.3.3 Dependent Variable***

The dependent of this study is student vocabulary mastery. "The dependent variable is the variable that is affected by the independent variable." (Kaur, 2013). So the dependent variable of this study is student/skill in mastering vocabulary.

### ***3.3.4 Hypotheses***

A hypothesis is a guess that needs to find out the truth, which is the assumption might be right or wrong. The predictions of this study were :

- 1) Ho: There is no significant improvement or difference in the effectiveness and learning achievement in mastering the vocabulary of students who are taught by using animation or cartoon video.
- 2) Ha: There is a significant improvement or difference in the effectiveness and learning achievement in mastering the vocabulary of students who are taught by using animation or cartoon video.

In experimental research, two variables are being carried out. They are independent and dependent variables.

The independent variable is a condition that affects other variables. This variable is called the X variable. Otherwise, the dependent variable is the condition that is affected by the experiment. This variable is the Y variable. In this study, there are two variables.

- 1) Independent variable: Computer-Animated Short Videos
- 2) Dependent variable: Students' vocabulary mastery

### **3.4 Type of Data**

The types of data that the researcher used in this study was quantitative data. The techniques of collecting data that users are questionnaires/interviews and tests. Data were obtained from experiments and questionnaires/interviews. The assays consist of pre-test and posttest.

### **3.5 Instrument for Collecting Data**

An instrument is a tool to collect the data. Many kinds of methods can be used to manage the data. There are tests and questionnaires. An Instrument used in this research is tests and surveys. The researcher uses the form of questions tested is 60 numbers, including four parts of items in the way of such as vocabulary classification, translation, multiple choices, and completing sentences. The researcher uses tests (pretest and posttest) and questionnaires/interviews. The meaning of the test is an exercise to measure a person's score and ability.

#### ***3.5.1 Pre-test***

The pre-test is the first test that usually happened. The purpose of the pre-test is to know the students' scores and ability in mastering vocabulary through watching an animation video of a narrative-themed film before getting the treatment.

#### ***3.5.2 Post-test***

Post-test is a test after giving treatment. The posttest aims to find out the score and ability of students after giving a treatment. The researcher uses an animation/cartoon video technique through watch a video of a narrative-themed film and to improve vocabulary mastery in the treatment session before the posttest. This test can show whether there is an improvement or differences in students' scores and the ability to master vocabulary or not.

#### ***3.5.3 Questionnaire***

A questionnaire is a set of questions that is arranged to obtain the information needed from respondents. The purpose of the survey is to find out

whether the animation/cartoon video can help the students or not. The researcher uses a Likert Scale, and each instrument item has a gradation from very positive to negative, which can be in the form of words, including:

- 1) Strongly Agree (SA)
- 2) Agree (A)
- 3) Neutral (N)
- 4) Disagree (D)
- 5) Strongly Disagree (SD)

(Sugiyono, 2015)

The researcher prepares an online questionnaire form, and then students have to answer by choosing from the strongly agree until strongly disagree in the questionnaire.

### 3.6 Method of Collecting Data

There are some step methods of collecting the data. The first is the pre-test. The second is the treatment. The third is the posttest, and the last is the questionnaire. In this research, the researcher to do the meeting is four meetings. The first meeting for the pre-test. The second and third meetings for the treatment. The four or last meeting for the posttest. In this study, they are scheduled to do the test:

No	Task Description	Time
		Mm/dd
1	Ask permission to research school	
2	Give the pre-test to the students	
3	Give the first treatment to the students	
4	Give the second treatment to the students	
5	Give the posttest to the students	

*Figure 3.6 The Schedule Test*

### ***3.6.1 Pre-test***

A Pre-test is the first test for students in the one class there is an experiment group. The pre-test aims to know how far the students' ability to learn vocabulary in the narrative-themed film. The exercise of the pre-test is about a vocabulary aspect.

The researcher gives some the test about a Computer-Animated Short. Next, the researcher distributes a piece of paper (individual student's assignment), and the students have to do it in class. The form of questions tested is 60 numbers, including three parts of items in the way of vocabulary classification, translation, multiple choices, and completing sentences focused on the vocabulary aspect.

### ***3.6.2 Treatment***

Treatment is given after the students do a pre-test. The students learn the vocabulary by using an animation/cartoon video technique. The time of treatment is two meetings, the researcher gives material through a video about the narrative-themed film, and the students listen and look into the screen; after that, the researcher asks, explain, and review the story.

The researcher prepares a paper, then the students need to complete the form of questions tested is 60 numbers, including four parts of items in the way of vocabulary classification, translation, multiple choices, and concluding sentences focused on vocabulary aspect for 30-40 minutes. In the second treatment, the researcher does the same technique but with a different themed film.

### ***3.6.3 Post-test***

The students have to do the test without open their dictionary. The posttest aims to know how far the students' scores and ability in mastering vocabulary through by using cartoon/animation video. The form of questions is 60 numbers three parts of items in the way of vocabulary classification, translation, multiple choices, and completing sentences focused on the vocabulary aspect, whether there is any significant difference

### **3.6.4 Questionnaire**

The questionnaire is a set of questions that is arranged to obtain the information needed from respondents. The purpose of the survey is to find out whether the animation/cartoon video can help the students or not. The researcher uses a Likert Scale, and each instrument item has a gradation from very positive to negative, which can be in the form of words, including:

- 1) Strongly Agree (SA)
- 2) Agree (A)
- 3) Neutral (N)
- 4) Disagree (D)
- 5) Strongly Disagree (SD)

The researcher prepares an online questionnaire form then students have to answer by choosing from strongly agree until strongly disagree in the questionnaire. The researcher uses Google Forms. (LLC, 2008)

## **3.7 Method of Analyzing Data**

### **3.7.1 Mean Scores**

Analyzing data is the process of analyzing the results obtained from research. Based on the statement of the problem, the data needed in this study is the mastery of English vocabulary of vocational high school students before and after being taught using Animation videos.

To analyze the data, the writer needs to calculate the average and will try to find the mean. In calculating the mean and the percentage, the researcher applies the formula below:

- 1) The formula for calculating the mean:

$$\text{Mean (X): } X = \frac{\sum X_n}{N}$$

Notes:

X: The mean

X<sub>n</sub>: Data value



N: The number of samples

(Purwanto, 2009)

### 3.7.2 Non-Parametric Test

The non-parametric test used to find out the difference between pretest and posttest in the experimental group was significant or not. The researcher used the Wilcoxon Signed Ranks Test. The researcher used it to find out the substantial difference in the students' achievement in mastering vocabulary by using computer-animated short/cartoon animation videos.

After getting the result of the test, the hypothesis of the study was tested by the following criteria:

- 1) Rejecting the null hypothesis ( $H_0$ ) and accepting alternative hypothesis ( $H_a$ ) if Z-score more than 1.96 or Asymp. Sig. (2-tailed) less than 0.05.
- 2) Accepting the null hypothesis ( $H_0$ ) and rejecting the alternative hypothesis ( $H_a$ ) if Z-score less than 1.96 or Asymp. Sig. (2-tailed) more than 0.05.

(Pratama, 2019)

The final result is the student score on each item and totals everything. Then, determine student criteria with the final results. The rule for student scores are divided into six principles, as follows:

#### Score

The maximum rating is 100

No	Elements	The number of items	Score
1	Classifying the vocabulary	$20 \times 2$	40
2	Terjemahan	$20 \times 1$	20
3	Multiple choices	$10 \times 2$	20
4	Completing sentences	$10 \times 2$	20
Total score			100

Score	Criteria
96-100	Excellent
86-95	Very good

76-85	Good
66-75	Sufficient
56-65	Low
0-56	Poor

*Figure 3.7: The criterion of English vocabulary*

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter deals with research findings, hypotheses, and discussion of the data that has been collected to find out if there is a significant difference between the vocabulary mastery of the eleventh-grade students of Vocational High School before being taught by using video.

#### 4.1 The Results of the Action in Pre-test

##### 4.1.1 The Implementation of the Action in the Pre-test

Before doing the treatment, the researcher gave a vocabulary pre-test to the students to measure the vocabulary mastery of the XI grade students of SMK Nusa Putera before being taught by using animated videos and explanations / educational videos about the part of speech. As Verbs, Nouns, Adjectives, and Adverbs related to this research and its instruments.

The Teacher helped the researcher to coordinate the students and the headmaster before the study was applied. The researcher distributes the vocabulary pre-test through Google Classroom/Online Class because for collecting the data was held during the Pandemic. They did the test in an online class using Google Classroom. (Google, 2014)) The research schedule of the research can be seen in table 4.1

**Table 4.1 Research Schedules**

No	Task Description	Time
1	Ask permission to research school	March 16 <sup>th</sup>
2	Give the pre-test to the students	May 29 <sup>th</sup>
3	Give the first treatment to the students	May 30 <sup>th</sup>
4	Give the second treatment to the students	May 31 <sup>st</sup>
5	Give the posttest to the students	June 01 <sup>st</sup>

#### 4.1.2 The Results of the Vocabulary Test in the Pre-test

After calculating the pre-test, the researcher found the highest score was 96, and the lowest score was 61 from the data of 16 students as a research respondent/subject. The result data can be seen in the table below.

**Table 4.2 Result of the Vocabulary Test in the Pre-test**

Pre-test							
Student's Code	Score	Achieved	Not Achieved	Student's Code	Score	Achieved	Not Achieved
1	61		✓	9	95	✓	
2	63		✓	10	96	✓	
3	74		✓	11	84	✓	
4	65		✓	12	82	✓	
5	83	✓		13	92	✓	
6	96	✓		14	96	✓	
7	93	✓		15	68		✓
8	78	✓		16	68		✓
Mean Score	80,875						
Highest Score	96						
Lowest Score	61						

Based on the pre-test conducted by the researcher, it can be identified that the vocabulary mastery of eleventh-grade students in Vocational High School Nusa Putera 1 was sufficient. In other words, there are still some students who didn't reach the minimum completeness criteria yet. It should be improved by implementing a teaching technique that can overcome the problems. In implementing the teaching-learning process, the researcher used animation/cartoon films and some videos to improve the students' vocabulary mastery in treatment sessions after the pre-test was conducted.

## 4.2 The Results of the Action in the First and the Second Treatment

### 4.2.1 The Implementation of the Action in the First Treatment

In the pre-test, the students are not shown a movie but directly work on the questions given by the researcher. In the first treatment session, the students were shown films and some educational videos about parts of speech to stimulate students to increase their understanding of vocabulary aspects such as verbs, nouns,

adjectives, and adverbs. In teaching students, the researcher did it online because the current situation is still in a pandemic that is attacking the whole world.

Students joined online classes and were directed to the first treatment material, and there were video links and links to access and watch the film. The researcher used a cartoon animation film with a duration of approximately 7 to 22 minutes to be shown to students, and the researcher used an animated short film entitled ‘‘How to Train Your Dragon: Homecoming’’ in this session. After that, the students worked on the questions that have been provided by researchers in the first treatment class.

#### **4.2.2 The Results of the Vocabulary Test in the First Treatment**

After calculating the first treatment, the researcher found the highest score was 96, and the lowest score was 54 from the data of 16 students as a research respondent/subject. The result data can be seen in the table below.

**Table 4.3 Result of the Vocabulary Test in the First Treatment**

First Treatment							
Student's Code	Score	Achieved	Not Achieved	Student's Code	Score	Achieved	Not Achieved
1	68		✓	9	88	✓	
2	64		✓	10	87	✓	
3	95	✓		11	96	✓	
4	96	✓		12	96	✓	
5	94	✓		13	54		✓
6	95	✓		14	94	✓	
7	74		✓	15	74		✓
8	90	✓		16	62		✓
Mean Score	82,937						
Highest Score	96						
Lowest Score	54						

Based on the first treatment carried out by the researcher, it can be identified that the eleventh-grade students at the Nusa Putera 1 Vocational High School have increased; this can be seen from the mean value of the calculation of student grades, which shows a figure of 82.937. In other words, this number is higher than the previous pre-test session, which indicates the name 80.875. But there were still

some students who have not reached the minimum completeness criteria. But the researchers saw that there was an increase in this first treatment session. Therefore, for maximum results, the researcher conducted a second treatment session to make it look more consistent with the results of the improvement.

#### ***4.2.3 The Implementation of the Action in the Second Treatment***

In the second treatment session, the technique used by the researcher was still the same as the first treatment session by using a short animated video and providing several screenshots of several scenes by marking which words were verbs, nouns, adjectives: and adverbs in the context of the video. After that, the students take the second treatment test the same as in the first treatment session. In this session, the researcher used a video entitled "Small Fry".

#### ***4.2.4 The Results of the Vocabulary Test in the Second Treatment***

After calculating the second treatment, the researcher found the highest score was 95, and the lowest score was 74 from the data of 16 students as a research respondent/subject. The result data can be seen in the table below.

**Table 4.4 Result of the Vocabulary Test in the Second Treatment**

Second Treatment							
Student's Code	Score	Achieved	Not Achieved	Student's Code	Score	Achieved	Not Achieved
1	78	✓		9	74		✓
2	74		✓	10	86	✓	
3	81	✓		11	91	✓	
4	89	✓		12	86	✓	
5	86	✓		13	95	✓	
6	86	✓		14	74		✓
7	83	✓		15	92	✓	
8	82	✓		16	78	✓	
Mean Score	83,437						
Highest Score	95						
Lowest Score	74						

Based on the second treatment conducted by the researcher, the results of the second session of treatment there was an increase again by showing the number

83.437, where this number was higher than the first treatment session conducted previously.

### 4.3 The Results of the Action in Post-test

#### 4.3.1 The Implementation of the Action in the Post-test

In the last session, the posttest session, the students immediately worked on the test provided by the researcher in the post-test class without using the same techniques as the first and second treatment sessions.

#### 4.3.2 The Results of the Vocabulary Test in the Post-test

After calculating the posttest, the researcher found the highest score was 99, and the lowest score was 59 from the data of 16 students as a research respondent/subject. The result data can be seen in the table below.

**Table 4.5 Result of the Vocabulary Test in the Post-test**

Post-test							
Student's Code	Score	Achieved	Not Achieved	Student's Code	Score	Achieved	Not Achieved
1	66		✓	9	92	✓	
2	59		✓	10	97	✓	
3	99	✓		11	90	✓	
4	95	✓		12	69		✓
5	96	✓		13	96	✓	
6	63		✓	14	96	✓	
7	92	✓		15	74		✓
8	92	✓		16	62		✓
Mean Score	83,625						
Highest Score	99						
Lowest Score	59						

Based on the posttest conducted by the researcher, it can be identified that the post-test session showed the most significant middle number of all meetings. Before the posttest session, there was a second treatment session, which showed 83.437, while for the posttest session, it increased by 0.188 or 83.625.

Then the researcher also used SPSS to calculate and compare these results with the initial results. The researcher used Wilcoxon Signed Ranks Test to find out that the change in value was significant (large) or not extensive (small).

Hypotheses:

H<sub>0</sub>: There is no significant improvement or difference in the effectiveness and learning achievement in mastering the vocabulary of students who are taught by using animation or cartoon video.

H<sub>a</sub>: There is significant improvement or difference in the effectiveness and learning achievement in mastering the vocabulary of students who are taught by using animation or cartoon video.

**Table 4.6 Result of Wilcoxon Signed Ranks Test**

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Pre Test	16	80.88	12.976	61	96
Post Test	16	83.63	14.993	59	99

### Wilcoxon Signed Ranks Test

Ranks				
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	6 <sup>a</sup>	7.08	42.50
	Positive Ranks	9 <sup>b</sup>	8.61	77.50
	Ties	1 <sup>c</sup>		
	Total	16		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

### Test Statistics<sup>a</sup>

Post Test - Pre Test	
Test	
Z	-.995 <sup>b</sup>
Asymp. Sig. (2-tailed)	.320

a. Wilcoxon Signed Ranks Test

b. Based on opposing ranks.



H0 is accepted if the significance value is  $\geq 0.05$ , and Ha is allowed if the significance value is  $\leq 0.05$ , and if the Z-score is more than 1.96, it says that the difference test conducted by the researcher is significant. Still, if the Z-score is less than 1.96, it can be said that the different tests that the researchers did were not substantial. In the results above, the output of the significance value was  $= 0.320 \geq 0.05$ , and the production of the Z-score was  $0.995 \leq 1.96$ . So based on the significant amount of the Z-score, it can be said that H0 is accepted, and Ha rejected it.

After analyzing all of the results using the Wilcoxon Signed Ranks Test calculation, it can be concluded that improving vocabulary by using cartoon/animation and educational videos technique turned out that the result was not significant.

#### 4.4 Questionnaire Findings

The purpose of the questionnaire is getting to support the data for the primary data of the study. The survey used the Indonesian Language so that the students could understand and answer the questions. The questions were about students' opinions towards vocabulary aspect, their interest in watching an educational video, and also vocabulary mastery (whether it could develop their vocabulary mastery or not). The students were asked to answer nine questions with choose between:

- 1) Strongly Agree (SA)
- 2) Agree (A)
- 3) Neutral (N)
- 4) Disagree (D)
- 5) Strongly Disagree (SD)

**Table 4.7 Questionnaire Result**

No	QUESTIONNAIRE	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	Apakah kamu suka Bahasa Inggris?	37,5	50	18,8	0	0

2	Apakah kamu suka menonton film/video yang berbahasa Inggris?	50	37,5	6,3	6,3	0
3	Apakah kamu tahu apa itu Vocabulary?	0	81,3	18,8	0	0
4	Apakah kamu tahu apa itu Narrative Text?	6,3	68,8	18,8	6,3	0
5	Apakah kamu memiliki kesulitan dalam mempelajari Vocabulary?	0	18,8	50	25	6,3
6	Apakah kamu suka mempelajari atau menguasai sesuatu dengan menggunakan suatu teknik?	12,5	37,5	56,3	0	0
7	Apakah kamu tertarik dengan teknik menonton film/video untuk mempelajari atau menguasai Vocabulary?	25	50	31,3	0	0
8	Apakah menurut kamu menonton film/video dapat lebih meningkatkan kemampuan vocabulary kamu? Misalnya untuk mengerjakan Narrative Text.	12,5	56,3	37,5	0	0
9	Apakah menurut kamu menonton film/video berbahasa Inggris dapat membantumu dalam mempelajari/menguasai Vocabulary?	18,8	62,5	18,8	0	0

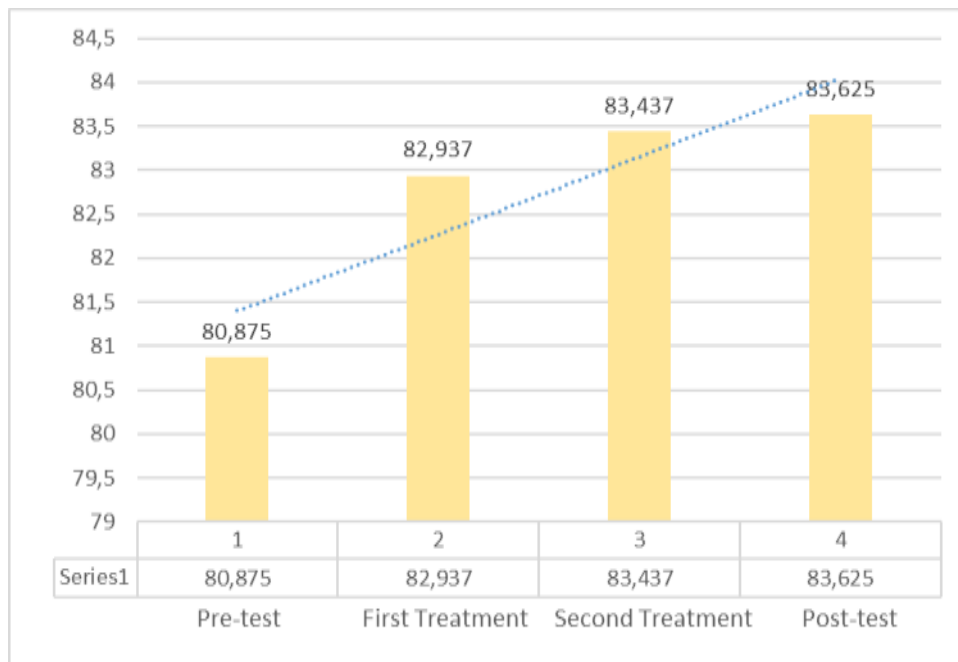
From the table above, almost all students/respondents stated agree with the questions. It means that using cartoon film and educational video techniques can be applied in teaching vocabulary.

#### 4.5 Discussion

Before the study, it was found that students had low vocabulary aspects. The improvement of their vocabulary mastery could be seen from the development of students' scores from session to session. The mean score in the pre-test was 80.88, the mean score in the first treatment was 82.937, the mean score in the second

treatment was 83.437, and the mean score in the posttest was 83.63. The improvement of the vocabulary scores is illustrated in Graph 4.1

**Graph 4.1 Vocabulary Scores**



Based on the graph above, it can be concluded that the students had a better achievement at the test in Post-test. Their score increased from Pre-test to Post-test. Next, the researcher made a comparison between the students' scores in Pre-test, First treatment, Second treatment, and Post-test. There was the students' score that contained the highest score, the lowest score, and the mean score. The comparison among the students' scores in Pre-test, First treatment, Second treatment, and Post-test are described in Table 4.7.

**Table 4.8 the Comparison**

No	Kinds of Test	Pre-Test	First Treatment	Second Treatment	Post-Test
1	Highest Score	96	96	95	99
2	Lowest Score	61	54	74	59
3	Average Score	80.88	82.937	83.437	83.63

Based on the table above, it can be concluded that there was an improvement but not significant between the Pre-test score, First treatment score, Second treatment score, and Posttest score. The highest score remains the same from 96 to 96, slightly down to 95, then increased 99. The lowest score from 61 slightly down to 54, increased to 74, then slightly down to 59. And the average rating has risen from 80.88 to 82.937, to 83.437, then 83.63.

However, the comparison of the average score of each vocabulary aspect scores between the ones in Pre-test score, First treatment score, Second treatment score, and Post-test can be seen in Table 4.8

**Table 4.9 the Average Score of Each Vocabulary Aspect in the Pre-Test Score, First Treatment Score, Second Treatment Score, and Post-Test**

Vocabulary				
Aspect	Classification	Translation	Multiple Choices	Completing Sentence
Pre-test	13,437	19,5	8,687	8,625
First treatment	15,875	18,812	7437	8,437
Second treatment	15	18,875	7,75	10
Post-test	16,625	18,437	7,187	8,687

Based on the table above, it can be concluded that there was an improvement but not significant between the pre-test score, first treatment, second treatment, and posttest score on the aspects of Classification and Completing Sentence. The elements of Translation and Multiple choice though the score seemed to be smaller.

In conducting the research, the researcher was concerned more about three students who came from different levels of intelligence. They were: a smart student (students A), one who is on average (students B), and one who is in the lowest ability (student). The improvement of students' sample was summarized as follows.

**Table 5.0 the Sample of Students' Achievement**

Students' initial name	SP (Student A)	NC (Student B)	AA (Student C)
Pre-test	93	84	61
First treatment	96	87	62
Second treatment	91	82	78
Post-test	96	92	62
<b>Mean Score</b>	<b>94</b>	<b>86,25</b>	<b>65,75</b>

The table above described that student A is a smart student. He got a good score in the pre-test. He made little mistakes in answering the test. He needed little special treatment from the Researcher. It means he also quickly understood the Researcher's direction. After the research, he had better comprehension in vocabulary than he did before the research

Student B is a student on average, and his pre-test score is in the middle. He is a smart student. He can answer appropriately in a few aspects after the research, and he got better scores in the pre-test, first treatment, second treatment, and the posttest.

Student C is a student with low intelligence. He made many mistakes in answering questions dealing with words, but in some aspects, he showed good improvement in the pre-test, first treatment, and second treatment, but in the posttest, he got the same score as the pre-test.

Overall the three students whom the Researcher concerned more got improved their vocabulary mastery. They showed a positive attitude towards vocabulary. During the teaching in the online learning process, the students followed all activities conducted in the online class well. From the explanation, it can be concluded that the sample students got improved their competence in vocabulary mastery. It was shown by the score they achieved and the way they behaved.

Based on the explanation above, it can be concluded that  $H_0$  was accepted, and  $H_a$  was rejected. Cartoon or animation/computer-animated short films and educational videos technique turned out that the result was not significant to improve the students' vocabulary mastery because some were increasing, and some were decreasing in value.

The use of cartoon films and educational videos in teaching vocabulary encourages students to learn by their selves interestingly and practically in an online way because the pandemic that has been happening now is sweeping around the world. Analyzing the data collected has supported hypotheses; this was also supported by the result of the pretest and posttest. In the pre-test, the mean score of the students' pre-test was 80.88, and in the posttest was 83.625; in other words, between pre-test to posttest increased 2,750%, it means not significant.

In the previous study, precisely in Andriano (2019) study, the Researcher also researched vocabulary. The finding showed that the video gave a contribution to students' speaking and listening because it provides authentic material, and the video can stimulate students to learn the target language. The Researcher formulated his research instrument for the part of classifying words into parts of speech, such as nouns, verbs, adjectives, and adverbs. The Researcher only gave a single word option; in other terms, when a sentence does not accompany one word means that someone will be confused whether the phrase in question should be entered into what context? Whether it comes into verbs, nouns, adjectives, or adverbs.

Example of the word Toy, the word Toy here the context can be noun or verb. Well, the Researcher only included one word like the example above into his instrument in the section of classifying words into parts of speech without being accompanied by a sentence to know what terms to enter. Besides, the Researcher in analyzing the data did not involve the existing calculation techniques in statistics; from the data, the Researcher said that there were significant changes, but when viewed, the average figures only showed a difference of 1.4 for test 1 and tested 2.

It contrasts with what I have done by including sentences in each word in the instrument section of classifying words into nouns, verbs, adjectives, and

adverbs. Hence, the reader knows which names should be entered into nouns, verbs, articles, or adverbs; and also I used one of the non-parametric tests to test whether or not the results of the tests are significant.

Again in the previous study, right in Aisyarani's (2014) research, the Researcher also examined vocabulary mastery using video animation media, and the population for her study was eleventh-grade students. The students love to hear stories dealing with the media used in the learning process. The instrument relies only on questions that are tested to respondents in the form of multiple-choice. In my opinion, it is less varied because it can make respondents less attractive, and an individual, if you want to learn English, must practice four things, at least, namely listening, speaking, writing, and reading.

In this study, only the study aspect of reading because the instruments were less varied, but in the research result, there is significant. It is contrary to my research, as a researcher, I provide quite a several instruments such as grouping words into various types of speech, multiple-choice, translation, and completing sentences with the terms that have been submitted.

In the implementation of animated videos help students understand the meaning of Vocabulary so students can directly know the meaning of Vocabulary from the video because the video provides visuals of Vocabulary. Not only their purpose, but students can also learn Vocabulary that is spelled and spoken. The video shows the name of the object and has a sound to emulate. This themed animated video creates fun learning because the shape is on the computer-animated short/animation that students like.

This result is also in line with Aditama & Solikhah (2018) study. Using short movies is good as another technique in teaching and improving vocabulary mastery. Students not only enhance their Vocabulary but also understand the culture in the movie story. Students know about the meaning of the word. Students also know about multiple purposes and how to put the name based on the context.

In the teaching-learning process, when the teacher uses a short movie, the students are enthusiastic and enjoy during the teaching-learning process, the

students could understand and memorize new Vocabulary, and in his study, there was an improvement and which the pre and posttest improve 73.2 to 80.1.

In the result of research by Margono (2010), the Researcher stated that in his study with satisfactory results, it explained that the mean of the experiment class is higher than the mean value of the control class ( $74.32 \geq 70.4$ ), and the Researcher claimed that teaching English verbs by using cartoon film was effective. It can enhance students who master English well, and it is almost the same as the increase in my study if we take a look at the average value in the experimental group.

It means it can be applied to all ages of the learners as long as the movie is appropriate. It is suggested to be the reference for the teachers' training since it constitutes one of the simple media that can be applied easily.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of this experimental research and some suggestions for English teachers, students, and the next researchers based on the discussions of data analysis and research findings.

#### 5.1 Conclusion

The result showed the output of the significance value was  $= 0.320 \geq 0.05$ , and the mean scores of the experimental group pretest and posttest increased from 80.88 to 83.63. It means there was an increase but not significant. It can be concluded that improving Vocabulary by using cartoon or animation/computer-animated short and educational videos technique turned out to be less effective. It is said to be less effective, and only a small improvement or can said to be insignificant because of several possibilities such as the methods used in an online way, the lack of control over respondents, etc., so that the resulting effectiveness of the technique is less effective. Besides, handling video can be applied to all ages of the learners as long as the video is appropriate.

#### 5.2 Suggestions

Based on the result of the study, the Researcher would like to offer some suggestions for English teachers, students, and future researchers as follows.

First, for English teachers, they are suggested to use English subtitled cartoon animation or movie as an alternative media for teaching Vocabulary to improve the students' vocabulary achievement. It is because English subtitled cartoon animation or film facilitates the students to gain their Vocabulary quickly by watching the movie.

Second, for students, they are suggested to be involved actively during the teaching and learning in an online classroom to become more useful to help students become motivated and gain their Vocabulary quickly by watching the English subtitled cartoon movie. As a result, it can push their vocabulary achievement.

Finally, it is advisable to carry out a similar research design related to English subtitles films or animated cartoons, and researchers hope this research can encourage them to find new techniques, strategies, or media to teach Vocabulary and improve students' abilities. Mastery of Vocabulary. The Researcher also hopes this research can be used as a reference in conducting their future study.

In this study, the Researcher did not use validity and reliability because the test/instrument was already valid. After all, it was sourced from the script/dialogue film. The Researcher used questionnaires and documentation of the research to strengthen the data, so there was more than one data that complemented each other in this study.

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# APPENDICES

**Appendix 1****List of students Experimental Group (XI A and XI B)**

NO	NAME	STUDENTS' CODE
1	ANDRE ALAN	E-01
2	DENISA	E-02
3	EDRIC	E-03
4	GABRIEL SEPTIO	E-04
5	GABRIEL STEVE	E-05
6	GENTA AGYA	E-06
7	HENLEY RAHARJO	E-07
8	IGNATIUS CHRISTO	E-08
9	ALFEBRIAN IVO	E-09
10	JEEVAN AMADEUS	E-10
11	NICHOLAS AVELLINO	E-11
12	NICO DARMAWAN	E-12
13	SAMUEL PAULUS	E-13
14	SENDY	E-14
15	TAN NICHOLAS	E-15
16	YEHEZKIEL BRYAN	E-16



## Appendix 2

### Pre-Test of Experimental Group

#### Vocabulary Test

##### Pre-test

Score :

Name :

Number :

Class :

##### Exercise 1

Please identify the underlined word in the table below by giving a tick in the column (✓)

No	Words	Verb	Noun	Adjective	Adverb
1	How was the <u>audition</u> ?				
2	Give me the <u>backpack</u>				
3	I know you want a <u>bigger</u> house,				
4	I am trying to <u>cheer</u> you up.				
5	We <u>deal</u> with sales.				
6	Please <u>decide</u> wisely.				
7	The ocean is <u>deep</u> .				
8	It is <u>dreadful</u> .				
9	The Birds <u>fly</u> .				
10	I lost my <u>luggage</u> .				
11	Jokowi is the <u>next</u> president after SBY.				
12	We have an <u>official</u> business here.				
13	I like your <u>outfit</u> .				
14	I wear long <u>pants</u> .				
15	This park is a <u>paradise</u> for children.				
16	Practice makes <u>perfect</u> .				
17	The river becomes <u>shallow</u> .				
18	She has beautiful <u>straight</u> hair.				
19	Hawai is my dream <u>vacation</u>				
20	It was a long <u>winter</u> .				

##### Exercise 2

Please translate the vocabulary in the table below in Indonesia.

No	Words	Terjemahan
1	Audition	
2	Backpack	

3	Bigger	
4	Cheer	
5	Deal	
6	Decide	
7	Deep	
8	Dreadful	
9	Fly	
10	Luggage	
11	Next	
12	Official	
13	Outfit	
14	Pants	
15	Paradise	
16	Perfect	
17	Shallow	
18	Straight	
19	Vacation	
20	Winter	

### Exercise 3

Choose the correct answer by crossing a,b,c or d.

1. ‘so Bonnie is officially on her **winter** break.’  
What is the **synonym** of **winter**.....  
a. Summer  
b. Spring  
c. Wintertide  
d. Autumn
  
2. ‘Cheer.’  
The **antonym** of the underlined word is.....  
a. Discourage  
b. Motivate  
c. Encourage  
d. Fire
  
3. ‘I don’t like a vacation, actually.’  
What is the **synonym** of vacation.....  
a. Work  
b. Term

- c. Holiday
  - d. Duty
4. "Can you make my arm bigger?"  
The meaning of the underlined word **in Indonesia** is.....
- a. Lebih besar
  - b. Lebih kurus
  - c. Sangat kurus
  - d. Kurus
5. "Thank you all for coming to the audition."  
The closest meaning of the underlined word is.....
- a. Test
  - b. Challenge
  - c. Fail
  - d. Party
6. "When you go deep-sea diving."  
The **antonym** of the underlined word is.....
- a. Shallow
  - b. Inside
  - c. Indoor
  - d. Internal
7. "There's the official Hawaiian state bird, the Nene."  
The **opposite** of the underlined word is.....
- a. Free
  - b. Good
  - c. Formal
  - d. Ceremonial
8. "Ooh! Dreadful."  
The meaning of the underlined word **in Indonesia** is.....
- a. Mengasyikan
  - b. Mengerikan
  - c. Menyenangkan
  - d. Menegangkan
9. "Ooh! Dreadful. Next."  
The **antonym** of "Next" is.....

- a. Following
- b. Previous
- c. Succeeding
- d. Upcoming

10. ‘**Shallow.**’

The meaning of the bold word **in Indonesia** is.....

- a. Dangkal
- b. Dalam
- c. Lubang
- d. Cetek

**Exercise 4**

Choose and write suitable words in the table to complete these sentences below.

1. More snow is expected next .....
2. Jack tried many times to ..... Rose up, but she kept on crying.
3. The helicopters ..... around the airport.
4. Bali is my dream .....
5. My little brother says that he had a ..... dream last night because he saw a ghost in his dream.
6. This is ..... account instagram of Presiden Joko Widodo.
7. Rose is wearing a new ..... and she looks beautiful with that dress.
8. Tarzan has long and ..... hair
9. Most students carry ..... to school.
10. More snow is expected ..... winter.

No	Words
1	Backpack
2	Cheer
3	Dreadful
4	Fly
5	Next
6	Official
7	Outfit
8	Straight
9	Vacation
10	Winter

### Appendix 3

#### Post-Test of Experimental Group

#### Vocabulary Test

**Post-test**

**Score :**

**Name :**

**Number :**

**Class :**

#### Exercise 1

Please identify the underlined word in the table below by giving a tick in the column (✓).

No	Words	Verb	Noun	Adjective	Adverb
1	A dark <u>cloud</u> is a sign of rain.				
2	I go to work <u>daily</u> .				
3	Tom saw a <u>ghost</u> .				
4	The dogs <u>growl</u> at him.				
5	They both <u>laugh</u> .				
6	I lost my driver's <u>license</u> .				
7	The bright <u>light</u> hurt my eyes.				
8	Don't <u>mock</u> me.				
9	<u>Move</u> aside, please.				
10	Tom won the <u>race</u> .				
11	Take the side <u>road</u> .				
12	Did you hear the <u>roar</u> of the lions?				
13	I will <u>scream</u> .				
14	Are you the <u>sheriff</u> ?				
15	Let's have a minute of <u>silence</u> .				
16	She moves at a slow <u>speed</u> .				
17	We <u>strip</u> off our clothes.				
18	We went to Hawai last <u>Summer</u> .				
19	I need to <u>take</u> a bath.				
20	The strong <u>wind</u> knocked down the tree.				

#### Exercise 2

Please translate the vocabulary in the table below in Indonesia.

No	Words	Terjemahan
1	Cloud	
2	Daily	
3	Ghost	

4	Growl	
5	Laugh	
6	License	
7	Light	
8	Mock	
9	Move	
10	Race	
11	Road	
12	Roar	
13	Scream	
14	Sheriff	
15	Silence	
16	Speed	
17	Strip	
18	Summer	
19	Take	
20	Wind	

### Exercise 3

Choose the correct answer by crossing a, b, c, or d.

11. ‘I’ll have the daily special when you get.....’  
The **antonym** of the underlined word is.....  
a. Ordinary  
b. Better  
c. Greater  
d. Precise
12. ‘if only you moved that **fast** on the race track.’  
What is the **anonymity** of ‘**fast**’.....  
a. Quick  
b. Slow  
c. Rapid  
d. Swift
13. ‘Mater! Don’t mock the Ghostlight.’  
The **opposite** of the word mock **in Indonesia** is.....  
a. Mengejek  
b. Menolong

- c. Mencemooh
  - d. Mempermainkan
14. "Hah, don't be too scared, buddy, it ain't real ....."
- What is the **synonym** of real.....
- a. Unreal
  - b. Imaginary
  - c. Expectation
  - d. Factual
15. "Ghostlight is gonna strip my parts and sell them on the computer auction website."
- The meaning of the underlined word **in Indonesia** is.....
- a. Mencopoti
  - b. Memakaikan
  - c. Menjual
  - d. Membeli
16. "Oh, let me know how it turns out."
- The **synonym** of the underlined word is.....
- a. Goes
  - b. Runs
  - c. Spins
  - d. Go round
17. "You better run. They say there is a Banshee out here."
- What is the **antonym** meaning word of the run.....
- a. Start
  - b. Sprint
  - c. Stay
  - d. Rush
18. "but I ain't see him yet. Good night ."
- The closest meaning of the underlined word is.....
- a. View
  - b. Look
  - c. Close
  - d. Go away
19. "The Ghostlight, it is gonna eat me!"

What is the **synonym** of eating.....

- a. Consume
- b. Hungry
- c. Starve
- d. Fast

20. ‘‘Oh, no, it’s the Ghostlight! Ghostlight, I respect them.....’’

The meaning of the underlined word **in Indonesia** is.....

- a. Menghormati
- b. Menindas
- c. Mengumpat
- d. Tidak hormat

#### Exercise 4

Choose and write suitable words in the table to complete these sentences below.

- 11. They ..... because the joke is hilarious.
- 12. Please could you ..... the car so I can pass the way.
- 13. I think I saw a ..... in the hall. I fell scared and run away.
- 14. Since the room is dark, could you turn the ..... on?
- 15. These were the Shrines I visited both ..... and winter.
- 16. A fast ..... Horse about 55 miles per hour.
- 17. An example of a ..... is what drivers carry, showing they are legally able to drive.
- 18. She tried to ....., but no sound came out.
- 19. ‘‘Hur-a-a-a-aahh!’’ came a ..... of voices.
- 20. ‘‘The ..... has to investigate some cases.’’ Said the Detective.

No	Words
1	Ghost
2	Laugh
3	License
4	Light
5	Move
6	Race
7	Roar
8	Scream
9	Sheriff
10	Summer



## Appendix 4

### Questionnaire List

Name :

Class :

- 1) Strongly Agree (SA) *Sangat Setuju*
- 2) Agree (A) *Setuju*
- 3) Neutral (N) *Ragu-ragu*
- 4) Disagree (D) *Tidak Setuju*
- 5) Strongly Disagree (SD) *Sangat Tidak Setuju*

No	QUESTIONNAIRE	SA	A	N	D	SD
1	Apakah kamu suka Bahasa Inggris?					
2	Apakah kamu suka menonton film/video yang berbahasa Inggris?					
3	Apakah kamu tahu apa itu Vocabulary?					
4	Apakah kamu tahu apa itu Narrative Text?					
5	Apakah kamu memiliki kesulitan dalam mempelajari Vocabulary?					
6	Apakah kamu suka mempelajari atau menguasai sesuatu dengan menggunakan suatu teknik?					
7	Apakah kamu tertarik dengan teknik menonton film/video untuk mempelajari atau menguasai Vocabulary?					
8	Apakah menurut kamu menonton film/video dapat lebih meningkatkan kemampuan vocabulary kamu? Misalnya untuk mengerjakan Narrative Text.					

9	Apakah menurut kamu menonton film/video berbahasa Inggris dapat membantumu dalam mempelajari/menguasai Vocabulary?					
---	--	--	--	--	--	--

## Appendix 5

### Scoring Rubric

#### Score

The maximum score is 100

No	Elements	The number of items	Score
1	Classifying the vocabulary	20 × 2	40
2	Translation	20 × 1	20
3	Multiple choices	10 × 2	20
4	Completing sentences	10 × 2	20
Total score			100

Score	Criteria
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Sufficient
56-65	Low
0-56	Poor

*Figure 3.7: The criterion of English Vocabulary*

## Appendix 6

### The script of English Subtitled Movie Media

#### Entitled "*Toy Story Hawaiian Vacation*"

1

00:00:14,973 --> 00:00:16,892  
 WOODY: Okay, it's two o'clock.  
 The bell at Sunnyside has rung,

2

00:00:16,975 --> 00:00:19,686  
 so Bonnie is officially  
 on her winter break.

3

00:00:19,770 --> 00:00:20,938  
 (CHEERING)

4

00:00:21,271 --> 00:00:24,149  
 -Soon she'll be flying off to  
 -Hay-way-I.

5

00:00:24,274 --> 00:00:27,236  
 It's Hawaii, Buzz.  
 Does everybody have a vacation plan?

6

00:00:27,319 --> 00:00:29,947  
 Rex and I have been working on  
 our massively multiplayer,

7

00:00:30,030 --> 00:00:31,573  
 online, role-playing game profiles.

8

00:00:31,657 --> 00:00:33,909  
 - (FANFARE)  
 -COMPUTER: <i>The Rexing Ball!</i>

9

00:00:33,992 --> 00:00:36,203  
 That's me!  
 Can you make my arms bigger?

10

00:00:36,286 --> 00:00:37,496  
 Oh, yeah. Enhance.

11

00:00:37,579 --> 00:00:39,081  
REX: Oh, yes!

12

00:00:39,581 --> 00:00:43,168  
-Potato Head, are you in there?  
-Sorry, fellas. He's all mine.

13

00:00:43,293 --> 00:00:46,004  
We're going to have a fun-filled week,  
just the two of us.

14

00:00:46,088 --> 00:00:47,798  
-(GIGGLES)  
-Deal me in.

15

00:00:50,634 --> 00:00:53,178  
Thank you all  
We are coming to the audition.

16

00:00:53,262 --> 00:00:54,805  
Number one, action.

17

00:00:54,888 --> 00:00:56,723  
-Ooh!  
-Dreadful. Next.

18

00:00:56,807 --> 00:00:58,725  
-Ooh!  
-Horrrifying. Next.

19

00:00:58,809 --> 00:01:00,561  
-Ooh!  
-Brilliant!

20

00:01:00,644 --> 00:01:01,645  
Bonnie's coming!

21

00:01:01,979 --> 00:01:05,649  
BONNIE: Vacation to Hawaii!  
We are going on vacation!

22

00:01:05,774 --> 00:01:07,401  
-Vacation, vacation.  
-BONNIE'S MOM: Bonnie!

23  
00:01:07,484 --> 00:01:08,652  
Coming, Mom!

24  
00:01:09,319 --> 00:01:10,320  
Bye, toys,

25  
00:01:10,988 --> 00:01:14,575  
-All right, folks, let the relaxing begin.  
-Hooray!

26  
00:01:14,658 --> 00:01:16,910  
Ready to lose at checkers, Slink?

27  
00:01:16,994 --> 00:01:18,078  
Pigs fly.

28  
00:01:18,161 --> 00:01:20,247  
I had an uncle  
who was a pilot?

29  
00:01:20,330 --> 00:01:21,748  
-Really?  
-No, not really.

30  
00:01:24,835 --> 00:01:26,753  
-Oh!  
-Here's your bag, Barbie.

31  
00:01:26,837 --> 00:01:30,757  
-You can put my luggage right here.  
-Oh, Ken, this is so exciting!

32  
00:01:30,841 --> 00:01:33,010  
Picture! Say, "sunscreen."

33  
00:01:33,135 --> 00:01:34,636  
-Sunscreen.  
-KEN: Perfect.

34

00:01:34,720 --&gt; 00:01:37,222

-Ka-click.

-WOODY: Barbie? Ken?

35

00:01:37,347 --&gt; 00:01:38,515

Woody? Hey!

36

00:01:39,016 --&gt; 00:01:41,351

You guys are in Hawaii, too! Groovy.

37

00:01:41,476 --&gt; 00:01:44,688

We stowed away in Bonnie's backpack.

How did you guys get here?

38

00:01:44,813 --&gt; 00:01:47,357

Uh, Ken, this is Bonnie's bedroom.

39

00:01:48,775 --&gt; 00:01:50,110

-What?

-(CAR HORN)

40

00:01:50,360 --&gt; 00:01:52,613

-And there she goes.

-No. No, no. No, no.

41

00:01:52,696 --&gt; 00:01:54,031

No!

42

00:01:54,156 --&gt; 00:01:55,198

Bonnie!

43

00:01:55,490 --&gt; 00:01:59,453

You can't go.

Not without the back...pack.

44

00:01:59,536 --&gt; 00:02:00,621

MR. POTATO HEAD:

Let me get this straight.

45

00:02:00,787 --&gt; 00:02:03,874

You thought Bonnie would take  
her school backpack on vacation?

46

00:02:04,625 --&gt; 00:02:05,626

-Oh, boy.

-Hawaii!

47

00:02:05,709 --&gt; 00:02:08,420

-You have to take us to Hawaii!

-Sorry, sir. I just zip and unzip.

48

00:02:08,503 --&gt; 00:02:10,505

-I don't fly.

-Hey? Oh...

49

00:02:10,586 --&gt; 00:02:11,670

Ken?

50

00:02:12,424 --&gt; 00:02:14,426

I, uh... I'll be right back.

51

00:02:15,052 --&gt; 00:02:16,595

(SOBBING)

52

00:02:17,262 --&gt; 00:02:21,016

Oh! He's been planning this vacation  
for months.

53

00:02:21,099 --&gt; 00:02:23,435

Wow. That's a lot of numbering.

54

00:02:23,560 --&gt; 00:02:25,187

Did he do that all by himself?

55

00:02:25,270 --&gt; 00:02:28,148

Ken doesn't know I know,  
but this is where he planned

56

00:02:28,231 --&gt; 00:02:31,193

to have our very first kiss.

57

00:02:31,652 --&gt; 00:02:33,695

Haven't you kissed yet? Ow!



58

00:02:33,779 --> 00:02:37,074  
It would have been the perfect vacation.

59

00:02:41,995 --> 00:02:43,038  
(SOBS)

60

00:02:43,121 --> 00:02:44,665  
BARBIE: Ken, could you  
please come out here?

61

00:02:44,748 --> 00:02:45,791  
KEN: No!

62

00:02:45,916 --> 00:02:48,126  
BARBIE: I can't decide if this handbag  
matches my shoes.

63

00:02:48,919 --> 00:02:51,254  
Well, are you wearing the pumps  
or the espadrilles?

64

00:02:51,338 --> 00:02:52,923  
<i>Aaaalo-ha!</i>

65

00:02:53,423 --> 00:02:54,424  
Uh...

66

00:02:58,512 --> 00:03:00,055  
Welcome to paradise.

67

00:03:00,180 --> 00:03:03,141  
We've got the vacation of your dreams  
all planned out for you!

68

00:03:03,433 --> 00:03:05,268  
Welcome to the Bonnielikeoke Motel.

69

00:03:05,352 --> 00:03:07,562  
-I thought we were staying in a resort.  
-(BELL DINGS)

70

00:03:07,688 --> 00:03:09,439  
-Welcome to the Bonnielikeoke Resort.  
-It is great!

71  
00:03:11,316 --> 00:03:15,612  
"Immerse yourself in a whole new  
the world when you go deep-sea diving!"

72  
00:03:15,696 --> 00:03:17,114  
Oh! I've got the perfect outfit!

73  
00:03:19,616 --> 00:03:22,452  
BARBIE: Ooh!  
KEN: Whoa, look at that.

74  
00:03:22,536 --> 00:03:24,454  
BARBIE: Oh! Beautiful.

75  
00:03:24,621 --> 00:03:25,622  
Watch this.

76  
00:03:26,248 --> 00:03:27,749  
-BOTH: Aargh!  
-Shark Week.

77  
00:03:27,833 --> 00:03:28,959  
Nice.

78  
00:03:29,126 --> 00:03:31,044  
BUZZ: Next up, a guided nature hike.

79  
00:03:31,628 --> 00:03:34,798  
There's the official Hawaiian state bird,  
the Nene.

80  
00:03:34,923 --> 00:03:36,133  
-Nay-nay.  
-KEN: Ka-click.

81  
00:03:36,258 --> 00:03:40,429  
And the state fish,  
the humuhumunukunukuapua'a.

82

00:03:40,512 --> 00:03:42,055  
 -Ka-click.  
 -And a pineapple.

83

00:03:42,139 --> 00:03:43,306  
 -How are you doing?  
 -Ka-click.

84

00:03:43,390 --> 00:03:45,392  
 (TIMER WHIRS AND PINGS)

85

00:03:49,312 --> 00:03:52,816  
 -Psst! You're not wearing any pants.  
 -Oh!

86

00:03:52,899 --> 00:03:54,526  
 -Ride like the wind, Bullseye!  
 -(WHINNIES)

87

00:03:54,651 --> 00:03:55,694  
 Whoo-hoo!

88

00:03:56,153 --> 00:03:57,863  
 Ride like the wind, Buttercup!

89

00:03:57,988 --> 00:03:59,740  
 Okay! Get off me.

90

00:04:00,323 --> 00:04:02,617  
 You're rippin' those curls, Ken.

91

00:04:02,701 --> 00:04:05,162  
 Ha-ha! Watch me hang ten, Babs.

92

00:04:06,329 --> 00:04:07,414  
 -(SMASHING)  
 -Gin.

93

00:04:07,497 --> 00:04:08,498  
 KEN: I'm okay.

94

00:04:09,958 --> 00:04:11,460  
(SINGS IN HAWAIIAN)

95  
00:04:11,877 --> 00:04:14,087  
Dinner is served.  
(IMITATES CORK POPPING)

96  
00:04:14,171 --> 00:04:15,255  
(SQUEAKING)

97  
00:04:15,881 --> 00:04:18,550  
-Ooh!  
-I should've seen this coming.

98  
00:04:19,176 --> 00:04:21,803  
The entertainment  
will start in just a moment.

99  
00:04:21,887 --> 00:04:22,971  
(YELLS) Hey, Buzz!

100  
00:04:24,347 --> 00:04:25,474  
(CALLS OUT IN HAWAIIAN)

101  
00:04:28,881 --> 00:04:29,923  
(IN SPANISH)

102  
00:04:30,020 --> 00:04:32,147 !!!  
Hello, ladies and gentlemen.

103  
00:04:32,230 --> 00:04:34,232  
(RAPID DRUMBEATS)

104  
00:04:41,031 --> 00:04:45,368  
Barbie, we're almost ready for the place  
where you have your first...

105  
00:04:45,494 --> 00:04:47,537  
Thanks, but I got this one covered.

106  
00:04:47,662 --> 00:04:50,040  
-Hey, Ken, come with me for a minute.

-Oh. Okay.

107

00:04:50,123 --> 00:04:51,958  
Woody, the beach is all set.

108

00:04:52,028 --> 00:04:53,112  
(IN SPANISH)

109

00:04:53,210 --> 00:04:56,546 !!!  
We removed the poop  
from the kitty litter.

110

00:04:56,671 --> 00:04:58,799  
The Spanish are so beautiful!

111

00:04:59,633 --> 00:05:01,009  
Hey, everybody, look out the window.

112

00:05:01,426 --> 00:05:03,220  
What are they doing out there?

113

00:05:03,345 --> 00:05:06,723  
It's got to be a bazillion degrees below.

114

00:05:06,848 --> 00:05:09,267  
Good thing they wore  
the 1982 Winter Weekend Collection.

115

00:05:12,687 --> 00:05:13,730  
BOTH: Ooh!

116

00:05:18,193 --> 00:05:20,237  
Looks like she does  
has this one covered?

117

00:05:20,320 --> 00:05:21,363  
Ka-click.

118

00:05:21,488 --> 00:05:24,741  
-How romantic!  
-Yeah. Until they fall off the deck.

119  
00:05:28,078 --> 00:05:29,371  
I'll get the shovel.

120  
00:05:30,038 --> 00:05:32,374  
(SINGING IN HAWAIIAN)

121  
00:05:45,595 --> 00:05:47,430  
-Best vacation ever.  
-(HAIRDRYER WHIRS)

122  
00:05:47,556 --> 00:05:48,765  
Yeah.

123  
00:05:49,599 --> 00:05:51,601  
(MR. POTATO HEAD GRUNTS)

**Appendix 7****The script of English Subtitled Movie Media****Entitled “*Mater and the Ghost Light.*”**

1  
00:01:20,187 --> 00:01:22,523  
I'll have the daily special  
when you get a chance...

2  
00:01:23,391 --> 00:01:26,118  
Gosh, sure, it is a beautiful night.

3  
00:01:28,353 --> 00:01:30,273  
It sure is... a beautiful night.

4  
00:01:33,092 --> 00:01:36,612  
I sure hope Mater isn't  
waiting around anywhere to scare me,

5  
00:01:36,796 --> 00:01:37,598  
Because I'll freak out...

6  
00:01:42,176 --> 00:01:44,004  
If only you moved that fast  
on the race track.

7  
00:01:44,087 --> 00:01:45,680  
Oh, buddy!

8  
00:01:45,764 --> 00:01:49,184  
You look like you just have seen...  
The Ghostlight!

9  
00:01:49,567 --> 00:01:50,435  
Mater!

10  
00:01:52,020 --> 00:01:53,482  
Don't mock the Ghostlight!

11  
00:01:55,565 --> 00:01:56,609

What is Ghostlight?

12

00:02:08,345 --> 00:02:11,958  
The Ghostlight is a glowing orb  
of translucent blue light

13

00:02:12,242 --> 00:02:14,752  
that haunts these very parts.

14

00:02:15,436 --> 00:02:17,672  
Nah, don't be too scared,  
buddy, it is not real.

15

00:02:18,055 --> 00:02:19,465  
It is real!

16

00:02:20,258 --> 00:02:22,553  
It all started on a night like tonight.

17

00:02:23,636 --> 00:02:25,807  
The song dogs were wailin'  
at the moon off Cadillac Range

18

00:02:27,590 --> 00:02:32,187  
while the summer wind blew hot  
like the breath of Zozobra.

19

00:02:33,071 --> 00:02:36,942  
A young couple was headed down  
this very stretch of the mother road

20

00:02:37,025 --> 00:02:41,622  
when they spotted  
an unnatural blue glow...

21

00:02:42,105 --> 00:02:43,824  
...and all that was left

22

00:02:44,007 --> 00:02:46,953  
were two out-of-state license plates.

23

00:02:47,537 --> 00:02:48,321



So remember,

24

00:02:49,305 --> 00:02:54,268  
the one thing that angers  
the Ghostlight more than anything else

25

00:02:54,452 --> 00:02:56,588  
is the sound of clanking metal.

26

00:03:17,192 --> 00:03:19,279  
As you head home tonight,  
keep an eye out.

27

00:03:21,263 --> 00:03:24,576  
The Ghostlight could be anywhere.

28

00:03:26,006 --> 00:03:27,286  
Well, good night.

29

00:03:27,770 --> 00:03:30,381  
- I'm bushed. Good night!  
- Good night.

30

00:03:36,045 --> 00:03:37,247  
Good night.

31

00:03:40,141 --> 00:03:42,194  
<i>Behind the clouds</i>

32

00:03:42,377 --> 00:03:45,182  
<i>The sun is shinin'</i>

33

00:03:49,516 --> 00:03:51,019  
<i>Believe me even though</i>

34

00:03:51,803 --> 00:03:54,481  
<i>You can't quite make it out...</i>

35

00:04:15,044 --> 00:04:17,355  
Oh, no, it's the Ghostlight!

36

00:04:17,438 --> 00:04:19,799  
Ghostlight, I respect thee!

37  
00:04:20,082 --> 00:04:22,869  
Return from where ye came!

38  
00:04:27,181 --> 00:04:29,435  
Oh, it's just a lightnin' bug.

39  
00:04:30,218 --> 00:04:32,312  
The Ghostlight is not yeller, anyhow.

40  
00:04:33,056 --> 00:04:35,815  
The sheriff said the Ghostlight is blue...

41  
00:04:43,115 --> 00:04:44,275  
The Ghostlight!

42  
00:05:00,050 --> 00:05:02,252  
The Ghostlight's right behind me!

43  
00:05:03,654 --> 00:05:04,768  
Now it's in front of me!

44  
00:05:05,322 --> 00:05:06,474  
It's right on my tail!

45  
00:05:20,220 --> 00:05:22,365  
The Ghostlight's going to eat me!

46  
00:05:22,548 --> 00:05:24,700  
Let me know how it turns out.

47  
00:05:28,204 --> 00:05:29,955  
Ghostlight's going to...

48  
00:05:30,039 --> 00:05:31,749  
...strip my parts

49  
00:05:32,032 --> 00:05:34,878  
and sell 'em

on the computer auction Web site.

50

00:05:39,382 --> 00:05:41,527  
Hey, wait a minute.

51

00:05:44,220 --> 00:05:45,363  
I got you.

52

00:05:45,346 --> 00:05:48,433  
Shoot, I know this  
was a joke the whole time.

53

00:05:48,817 --> 00:05:52,062  
You see, son, the only thing  
to be scared of out here

54

00:05:52,245 --> 00:05:54,189  
- is your imagination.  
- Yup.

55

00:05:55,272 --> 00:05:56,834  
That and, of course,  
the Screamin' Banshee.

56

00:05:57,518 --> 00:05:59,413  
- Well, good night!  
- Good night!

57

00:06:08,487 --> 00:06:10,374  
The Screamin' what?

58

00:06:38,852 --> 00:06:40,437  
You better run.

59

00:06:40,720 --> 00:06:43,265  
They say there's a Banshee  
out here somewhere tonight,

60

00:06:43,449 --> 00:06:46,744  
but I have not seen him yet. Good night.

## Appendix 8

### Distribution Score of Experimental Group Pre-Test and Post-Test

NO	EXPERIMENTAL GROUP		
	STUDENTS' CODE	PRE-TEST SCORE	POST-TEST SCORE
1	E-01	61	66
2	E-02	74	59
3	E-03	96	99
4	E-04	96	97
5	E-05	65	69
6	E-06	95	95
7	E-07	96	96
8	E-08	78	63
9	E-09	68	92
10	E-10	83	92
11	E-11	63	66
12	E-12	84	92
13	E-13	93	96
14	E-14	82	90
15	E-15	92	96
16	E-16	68	62

## Appendix 9

### Students' Work of Pre-Test

#### Pre-test

Score: 68

Name: Alfebrian Ivo

Number: 01

Class : XIB

#### Exercise 1

Please identify the underlined word in the table below by giving a tick in the column (✓)

No	Words	Verb	Noun	Adjective	Adverb
1	How was the <u>audition</u> ?		✓		
2	Give me the <u>backpack</u>	✓	✓		
3	I know you want a <u>bigger</u> house,		✓	✓	✓
4	I am trying to <u>cheer</u> you up.	✓	✓		
5	We <u>deal</u> with sales.	✓	✓		
6	Please <u>decide</u> wisely.	✓			
7	The ocean is <u>deep</u> .		✓	✓	✓
8	It is <u>dreadful</u> .			✓	
9	The Birds <u>fly</u> .	✓	✓		
10	I lost my <u>luggage</u> .		✓		
11	Jokowi is the <u>next</u> president after SBY.			✓	✓
12	We have an <u>official</u> business here.		✓	✓	
13	I like your <u>outfit</u> .	✓	✓		
14	I wear long <u>pants</u> .		✓		
15	This park is a <u>paradise</u> for children.		✓		
16	Practice makes <u>perfect</u> .	✓		✓	
17	The river becomes <u>shallow</u> .		✓	✓	✓
18	She has beautiful <u>straight</u> hair.		✓	✓	✓
19	Hawai is my <u>dream vacation</u>	✓	✓		
20	It was a long <u>winter</u> .	✓	✓	✓	

#### Exercise 2

Please translate the vocabulary in the table below in Indonesia.

No	Words	Terjemahan
1	Audition	Audi
2	Backpack	Ransel
3	Bigger	Lebih Besar
4	Cheer	Semangat

5	Deal	Separate
6	Decide	Memutuskan
7	Deep	Dalam
8	Dreadful	Mengerikan
9	Fly	Terbang
10	Luggage	Bagasi
11	Next	Lanjut
12	Official	Resmi
13	Outfit	Pakaian
14	Pants	Celana
15	Paradise	Surga
16	Perfect	Sempurna
17	Shallow	Dangkal
18	Straight	Lurus
19	Vacation	Liburan
20	Winter	Musim dingin

### Exercise 3

Choose the correct answer by crossing a,b,c or d.

21. ‘so Bonnie is officially on her **winter** break.’

What is the **synonym** of **winter**.....

- a. **Summer**
- b. Spring
- c. Wintertide
- d. Autumn

22. ‘Cheer.’

The **antonym** of the underlined word is.....

- a. Discourage
- b. **Motivate**
- c. Encourage
- d. Fire

23. ‘I don’t want a vacation, actually.’

What is the **synonym** of vacation.....

- a. Work
- b. Term
- c. **Holiday**
- d. Duty

24. "Can you make my arm bigger?"  
The meaning of the underlined word **in Indonesia** is.....  
**a. Lebih besar**  
b. Lebih kurus  
c. Sangat kurus  
d. Kurus
25. "Thank you all for coming to the audition."  
The closest meaning of the underlined word is.....  
**a. Test**  
b. Challenge  
c. Fail  
d. Party
26. "When you go deep-sea diving."  
The **antonym** of the underlined word is.....  
**a. Shallow**  
b. Inside  
c. Indoor  
d. Internal
27. "There's the official Hawaiian state bird, the Nene."  
The **opposite** of the underlined word is.....  
**a. Free**  
b. Good  
c. Formal  
d. Ceremonial
28. "Ooh! Dreadful."  
The meaning of the underlined word **in Indonesia** is.....  
a. Mengasyikan  
**b. Mengerikan**  
c. Menyenangkan  
d. Menegangkan
29. "Ooh! Dreadful. Next."  
The **antonym** of "Next" is.....  
a. Following  
**b. Previous**

- c. Succeeding
- d. Upcoming

30. “**Shallow.**”

The meaning of the bold word **in Indonesia** is.....

- a. Dangkal
- b. Dalam
- c. Lubang
- d. Cetek

#### Exercise 4

Choose and write suitable words in the table to complete these sentences below.

21. More snow is expected next .....(Winter)
22. Jack tried many times to ..... Rose up, but she kept on crying. (Cheer)
23. The helicopters ..... around the airport. (Fly)
24. Bali is my dream ..... .(Vacation)
25. My little brother says that he had a ..... dream last night because he saw a ghost in his dream. (Dreadful)
26. This is ..... account instagram of Presiden Joko Widodo.(Official)
27. Rose is wearing a new ..... and she looks beautiful with that dress. (Outfit)
28. Tarzan has long and ..... hair (Straight)
29. Most students carry ..... to school. (Backpack)
30. More snow is expected ..... winter. (Next)

No	Words
1	Backpack
2	Cheer
3	Dreadful
4	Fly
5	Next
6	Official
7	Outfit
8	Straight
9	Vacation
10	Winter



## Appendix 10

### Students' Work of Post-Test

#### Post-test

Score: 92

Name : Alfebrian Ivo

Number : 01

Class : XIB

#### Exercise 1

Please identify the underlined word in the table below by giving a tick in the column (✓)

No	Words	Verb	Noun	Adjective	Adverb
1	A dark <u>cloud</u> is a sign of rain.		✓		
2	I go to work <u>daily</u> .				✓
3	Tom saw a <u>ghost</u> .		✓		
4	The dogs <u>growl</u> at him.	✓			
5	They both <u>laugh</u> .	✓			
6	I lost my driver's <u>license</u> .		✓		
7	The bright <u>light</u> hurt my eyes.		✓		
8	Don't <u>mock</u> me.	✓			
9	<u>Move</u> aside, please.	✓			
10	Tom won the <u>race</u> .		✓		
11	Take the side <u>road</u> .		✓		
12	Did you hear the <u>roar</u> of the lions?		✓		
13	I will <u>scream</u> .	✓			
14	Are you the <u>sheriff</u> ?		✓		
15	Let's have a minute of <u>silence</u> .		✓		
16	She moves at a slow <u>speed</u> .		✓		
17	We <u>strip</u> off our clothes.	✓			
18	We went to Hawai last <u>Summer</u> .		✓		
19	I need to <u>take</u> a bath.	✓			
20	The strong <u>wind</u> knocked down the tree.		✓		

#### Exercise 2

Please translate the vocabulary in the table below in Indonesia.

No	Words	Terjemahan
1	Cloud	Awan
2	Daily	Harian
3	Ghost	Hantu
4	Growl	Menggeram

5	Laugh	Ketawa
6	License	Lisensi
7	Light	Lampu
8	Mock	Mengejek
9	Move	Pindah
10	Race	Perlombaan
11	Road	Jalan
12	Roar	Mengaum
13	Scream	Berteriak
14	Sheriff	Kepala Polisi Daerah
15	Silence	Diam
16	Speed	Kecepatan
17	Strip	Melucuti
18	Summer	Musim Panas
19	Take	Mengambil
20	Wind	Angin

### Exercise 3

Choose the correct answer by crossing a, b, c, or d.

31. ‘I’ll have the daily special when you get.....’  
The **antonym** of the underlined word is.....  
a. Ordinary  
b. Better  
c. Greater  
**d. Precise**
32. ‘if only you moved that **fast** on the race track.’  
What is the **anonymity** of ‘**fast**’.....  
**a. Quick**  
b. Slow  
c. Rapid  
d. Swift
33. ‘Mater! Don’t mock the Ghostlight.’  
The **opposite** of the word mock **in Indonesia** is.....  
a. Mengejek  
b. Menolong  
**c. Mencemooh**

d. Mempermainkan

34. "Hah, don't be too scared, buddy, it ain't real ....."

What is the **synonym** of real.....

- a. Unreal
- b. Imaginary
- c. Expectation
- d. Factual**

35. "Ghostlight is gonna strip my parts and sell them on the computer auction website."

The meaning of the underlined word **in Indonesia** is.....

- a. Mencopoti**
- b. Memakaikan
- c. Menjual
- d. Membeli

36. "Oh, let me know how it turns out."

The **synonym** of the underlined word is.....

- a. Goes**
- b. Runs
- c. Spins
- d. Go round

37. "You better run. They say there is a Banshee out here."

What is the **antonym** meaning word of the run.....

- a. Start
- b. Sprint
- c. Stay**
- d. Rush

38. "but I ain't see him yet. Good night ."

The closest meaning of the underlined word is.....

- a. View
- b. Look**
- c. Close
- d. Go away

39. "The Ghostlight, it is gonna eat me!"

What is the **synonym** of eating.....

**a. Consume**

- b. Hungry
- c. Starve
- d. Fast

40. ‘‘Oh, no, it’s the Ghostlight! Ghostlight, I respect them.....’’

The meaning of the underlined word **in Indonesia** is.....

**a. Menghormati**

- b. Menindas
- c. Mengumpat
- d. Tidak hormat

**Exercise 4**

Choose and write suitable words in the table to complete these sentences below.

31. They ..... because the joke is hilarious. (Laugh)
32. Please could you ..... the car so I can pass the way. (Move)
33. I think I saw a ..... in the hall. I fell scared and run away. (Ghost)
34. Since the room is dark, could you turn the ..... on? (Light)
35. These were the Shrines I visited both ..... and winter. (Summer)
36. A fast ..... Horse about 55 miles per hour. (Race)
37. An example of a ..... is what drivers carry, showing they are legally able to drive. (License)
38. She tried to ....., but no sound came out. (Scream)
39. ‘‘Hur-a-a-a-aahh!’’ came a ..... of voices. (Roar)
40. ‘‘The ..... has to investigate some cases.’’ Said the Detective. (Sheriff)

No	Words
1	Ghost
2	Laugh
3	License
4	Light
5	Move
6	Race
7	Roar
8	Scream
9	Sheriff
10	Summer

# Appendix 11

## Documentation

### Pre-test of Experimental Group

The screenshot shows a WhatsApp chat interface. At the top, the chat title is "Vocabulary atau Kosakata Semester 2019/2020". On the right side, there are buttons for "Permalink" and "Tugas siswa". Below the title, there are buttons for "Kembali ke" and "Tidak ada". The main content of the chat is a document titled "Pre-test" with a score of 11/10. The document is a PDF file named "Pre-test.docx" and is shared with 11 members. The members listed are: Ayoon, Dqar do, Eric Akid, Gabni Steve, Satrio Rendiyo, j o o v, Meryo Vinyus, Marus Samuel Pralus, Nicolas Avinto Sachya, and Satrio Bilzon. Each member's name is followed by a small thumbnail of the document and the word "Diperikan".

Appendix 12

Documentation

Post-test of Experimental Group







Vocabulary atau Kosakata  
Semester Genap 2019/2020

Kembalikan  Tidak online

Semua siswa

Urutkan berdasarkan status

Diserahkan











 Arseni "arseni@unsm.ac.id" <arseni@unsm.ac.id>	Diserahkan
 D. Grande	Diserahkan
 Eric Azriel "ericazriel@unsm.ac.id" <ericazriel@unsm.ac.id>	Diserahkan
 Gabriel Steve	Diserahkan
 Herley Zaharjo "zaharjo@unsm.ac.id" <zaharjo@unsm.ac.id>	Diserahkan
 Jeev	Diserahkan

Post-test

11 10

Diserahkan Diberikan

Semua

 Arseni	Post-test.docx	Diserahkan
 D. Grande	Isian1.docx	Diserahkan
 Eric Azriel	Post-Test.docx	Diserahkan
 Gabriel Steve	Post-Test.docx	Diserahkan
 Herley Zaharjo	Post-test.docx	Diserahkan
 Jeev	Post-test.docx	Diserahkan
 Manu Irawan	2. Isian1.docx	Diserahkan
 Marnus Samuel Paulus	Post-Test Samuel Pau...	Diserahkan
 Nicholas Mylino Suciryo	Asal TKU 14.docx	Diserahkan
 Sepur Gusion	Post test Gusion Sp...	Diserahkan

## Apa itu Verb, Noun, Adjective, dan Adverb dalam Vocabulary atau Kosakata? :

Dimas Setyatama • 12 Apr (Diedit: 17 Apr)

Materi ini menjelaskan kepada Anda tentang Verb, Noun, Adjective, dan Adverb melalui sebuah video yang bersumber dari Youtube.

Semoga dengan Anda menyaksikan video tersebut Anda akan tahu tentang beberapa aspek yang menyangkut tentang Kosakata atau Vocabulary. jadi simak baik-baik ya



**Belajar Bahasa Inggris - Nou...**  
Video YouTube 10 menit



**Adverb (Kata Keterangan Ba...**  
Video YouTube 7 menit

Komentar kelas



Tambahkan komentar kelas...



### Appendix 13

#### Documentation

Treatment by using computer-animated short and educational videos

## Vocabulary atau Kosakata

Semester Genap 2019/2020



## Film/Movie Treatment 1



Dimas Setyatama • 12 Apr (Diedit 29 Mei)

Link video dan penggalan gambar dan subtitle dari film ini adalah contoh mana kata yang merupakan Verb, Noun, Adjective, atau Adverb.



2020-04-16.png

Gambar



2020-04-16 (3).png

Gambar



2020-04-16 (1).png

Gambar



2020-04-16 (2).png

Gambar



Screenshot (9).png

Gambar



Cartoon Movie

Folder Google Drive

Komentar kelas



Tambahkan komentar kelas...





Kembalikan  Tidak online

Semua siswa

Urutkan berdasarkan status

Diserahkan

Arseni "Treatment 1 DONEER"

Diserahkan

D grande

Diserahkan

Eric Azriel

Diserahkan

Gabriel Steve

Diserahkan

Henley Rajarjo

Diserahkan

Jeev

Diserahkan

Treatment 1

11 10

Diserahkan Diberikan

Semua

Arseni

First Treatment.docx

Diserahkan

D grande

pek dimas3-converted-

Diserahkan

Eric Azriel

First treatment edric.d-

Diserahkan

Gabriel Steve

Gabriel Steve\_TKJ\_06-

Diserahkan

Henley Rajarjo

First Treatment.docx

Diserahkan

Jeev

PakDmas2.docx

Diserahkan

Maro Ignatius

2 lampiran

Diserahkan

Matus Samuel Paulus

Treatment 1 Samuel P.-

Diserahkan

Nicholas Avelino Sucahyo

Avel\_TKJ\_14.docx

Diserahkan

Septio Gillom

First Treatment Gabre-

Diserahkan

## Appendix 14



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
 UNIVERSITAS NEGERI SEMARANG  
**FAKULTAS BAHASA DAN SENI**  
 Gedung B, Kampus Sekuran, Gunungpati, Semarang 50229  
 Telepon +6224-8508010, Faksimile +6224-8508010  
 Laman: <http://fbs.unnes.ac.id>, surel: [fbs@mail.unnes.ac.id](mailto:fbs@mail.unnes.ac.id)

Nomor : B/2951/UN37.1.2/LT/2020 13 Maret 2020  
 Hal : Izin Penelitian

Yth. Kepala Sekolah Smk Nusaputera I  
 Sekolah Nasional Nusaputera

Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama	: Reforma Dimas Setyatama
NIM	: 2201416161
Program Studi	: Pendidikan Bahasa Inggris, S1
Semester	: Gasal
Tabun akademik	: 2019/2020
Judul	: The Effectiveness of Using Cartoon or Animation Video for Vocational High school Students to Improve Vocabulary Mastery.

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 16 Maret s.d 16 April 2020.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.



a.a. Dekan FBS  
 Wakil Dekan Bid. Akademik,  
 Dr. Hendi Pratama, S.Pd., M.A.  
 NID. 498505282010121006

Tembusan:  
 Dekan FBS;  
 Universitas Negeri Semarang



Nomor Agensi Surat : 036 428 224 1

Sistem Informasi Surat Dinas - UNNES (2020-03-13 10:17:08)

## Appendix 15



**SEKOLAH MENENGAH KEJURUAN  
NUSAPUTERA 1**  
TEKNIK KOMPUTER DAN JARINGAN - MULTIMEDIA  
Jl. KI MANGUNSARKORO 59 TELP. 024-86400027 FAX 3565315 SEMARANG

**SURAT KETERANGAN**

No. : 1667/SMK.NSP1/III/2020

Yang bertanda tangan dibawah ini:

Nama : Nining Tri Palupi,S.Pd.M.Pd.  
Jabatan : Kepala SMK Nusaputera 1

menerangkan dengan sesungguhnya bahwa:

Nama : Reforma Dimas Setyatama  
NIM : 2201416161  
Asal Perguruan Tinggi : Universitas Negeri Semarang  
Jurusan : Bahasa Inggris  
Fakultas : Bahasa dan Seni

Telah melaksanakan penelitian di SMK Nusaputera 1 mulai 16 Maret s.d 16 April 2020 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul *"The Effectiveness of Using Cartoon or Animation Video for Vocational High School Students to Improve Vocabulary Mastery"*.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 5 Agustus 2020

Kepala SMK Nusaputera 1



Nining Tri Palupi,S.Pd.,M.Pd.