

**THE EFFECT OF TWO DIMENSION MOTION PICTURE ON
STUDENTS' VOCABULARY MASTERY**

THESIS



BY

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

2022 CE / 1443 H

**THE EFFECT OF TWO DIMENSION MOTION PICTURE ON
STUDENTS' VOCABULARY MASTERY
THESIS**

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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Thank you for the attention.

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

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MOTTO AND DEDICATION

Ineed, Allah will not change the condition of a people until they change what is in
themselve

(QS. Ar-ra'd : 11)

This thesis is dedicated to:

My beloved father Sudirman and
mother Nurai for their valuable endless
prayer, sacrifice, and support. My
beloved husband Irpan Firdaus Pratama,
and Yuliah for the support and
happiness in conducting this research.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
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Palangka Raya, January 14th 2022
Youth Faithfully



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ABSTRACT

Milah, 2022. *The Effect Of Two Dimension Motion Picture On Students' Vocabulary Mastery Mastery*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Supervisor: (I) M. Zaini Miftah, M.Pd (II) Zaitun Qamariah, M.Pd.

Key words: Effect, Two Dimension Motion Picture, Vocabulary mastery.

This research departed from the problems that occurred in SMPN 4 Satap Murung. That is have difficulties faced by students in learning English, especially in mastering of vocabulary. There are some students who still have difficulty understanding what they read, and also have difficulty expressing their ideas using a foreign language due to their lack of vocabulary mastery.

This study aims to determine how the level of understanding of students' English vocabulary mastery by used *the effect of two dimension motion picture on students' vocabulary mastery at Seventh Grader of SMPN 4 Satu Atap Murung*. This study aimed to measure that the students who taught using *the effect of two dimension motion picture* effects provide higher vocabulary mastery or not than those who are taught without using Two-Dimensional motion picture.

The research used is a quasi-experimental design. The quasi-experiment aims to investigate cause and effect between research objects. The instrument used is a test. The questions are given in the form of multiple choice, consisting of 50 items of vocabulary variations. Then the researcher designed a lesson plan, treated and calculated the students' scores through pre-test and post-test. The population used in this study was class VII SMPN 4 Satu Atap Murung Raya totaling 50 students.

Based on the results of the analysis, the two-tailed t_{test} significance was lower than alpha 0.05 or $0.001 < 0.05$. Meanwhile, based on manual calculations, it was found that the t_{tes} value was higher than the t_{table} value at a significance level of 5% or $3.5 > 2.01$. So it can be concluded that teaching vocabulary using The Effect Of Two Dimension Motion Picture provides students with higher mastery of English vocabulary.

ABSTRAK

Milah, 2022. *Pengaruh Film Dua Dimensi Terhadap Penguasaan Kosakata Siswa*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd (II) Zaitun Qamariah, M.Pd.

Kata kunci : Pengaruh, Film Dua Dimensi, Penguasaan Kosakata.

Penelitian ini berangkat dari permasalahan yang terjadi di SMPN 4 Satap Murung. Yaitu kesulitan-kesulitan yang dihadapi siswa dalam mempelajari bahasa Inggris, khususnya dalam penguasaan kosakata. Ada beberapa siswa yang masih kesulitan memahami apa yang mereka baca, dan juga kesulitan mengungkapkan ide mereka menggunakan bahasa asing karena kurangnya penguasaan kosakata.

Penelitian ini bertujuan untuk mengetahui bagaimana tingkat pemahaman penguasaan kosakata bahasa Inggris siswa dengan menggunakan Pengaruh film dua dimensi Terhadap Penguasaan Kosakata Siswa Kelas VII SMP 4 Satap Murung. Penelitian ini bertujuan untuk mengukur bahwa siswa yang diajar menggunakan Efek Animasi Flash Dua Dimensi memberikan penguasaan kosakata yang lebih tinggi atau tidak dibandingkan mereka yang diajar tanpa menggunakan Animasi Flash Dua Dimensi.

Penelitian yang digunakan adalah quasi-experimental design. Eksperimen semu bertujuan untuk menyelidiki sebab dan akibat antara objek penelitian. Instrumen yang digunakan adalah tes. Soal diberikan dalam bentuk pilihan ganda, terdiri dari 50 item variasi kosakata. Kemudian peneliti merancang RPP, memperlakukan dan menghitung nilai siswa melalui pre-test dan post-test. Populasi yang digunakan dalam penelitian ini adalah siswa kelas VII SMPN Satap Murung Raya yang berjumlah 50 siswa.

Berdasarkan hasil analisis, signifikansi uji t dua arah lebih rendah dari alpha 0,05 atau $0,001 < 0,05$. Sedangkan berdasarkan perhitungan manual didapatkan nilai t_{tes} lebih tinggi dari nilai t_{tabel} pada taraf signifikansi 5% atau $3,5 > 2,01$. Jadi dapat disimpulkan bahwa pengajaran kosakata menggunakan The Effect Of Two Dimension Flash Animation memberikan siswa penguasaan kosakata bahasa Inggris yang lebih tinggi.

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The researcher realizes that this thesis is still far from the perfect. There were some many errors or mistakes. Therefore, some constructive critical and suggestion are warmly welcome. Hopefully, may Allah SWT keep us on the straight path and this can be useful for all of us.

Palangka Raya, January 14th 2022

The Researcher,



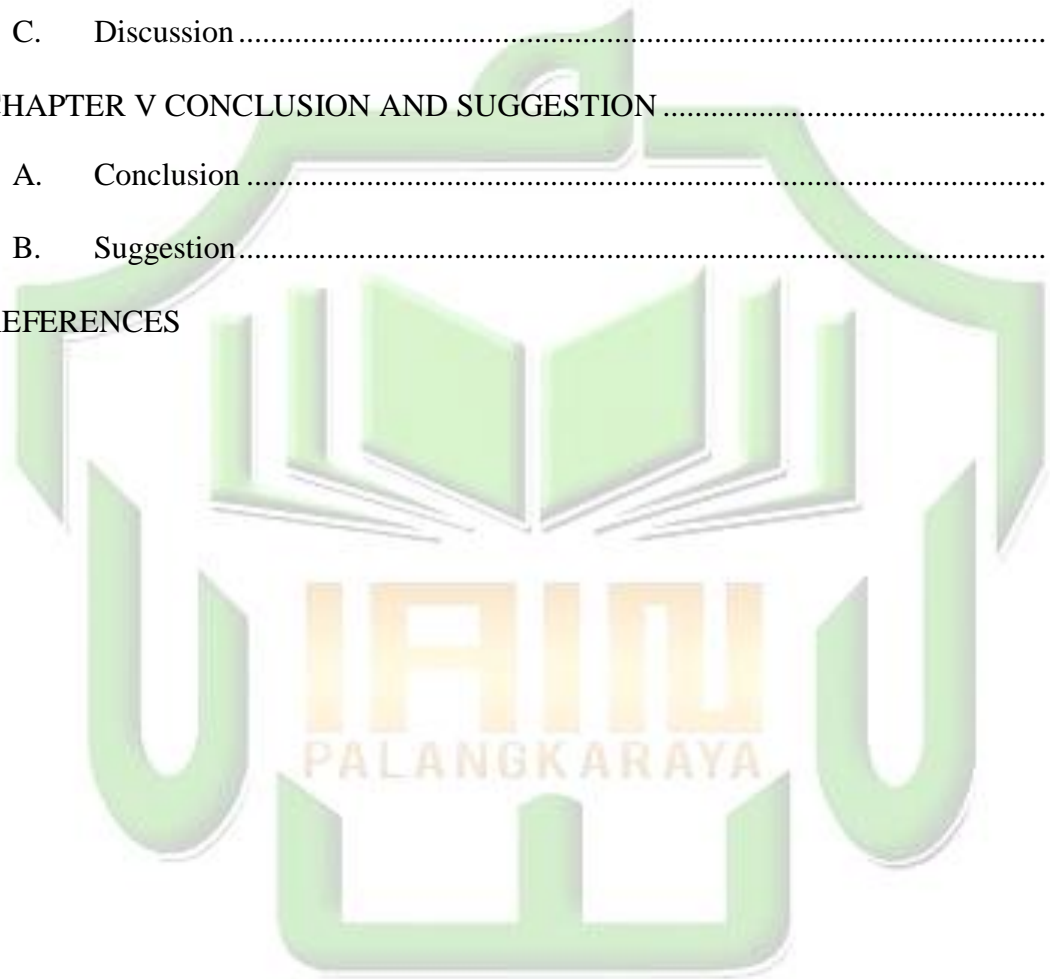
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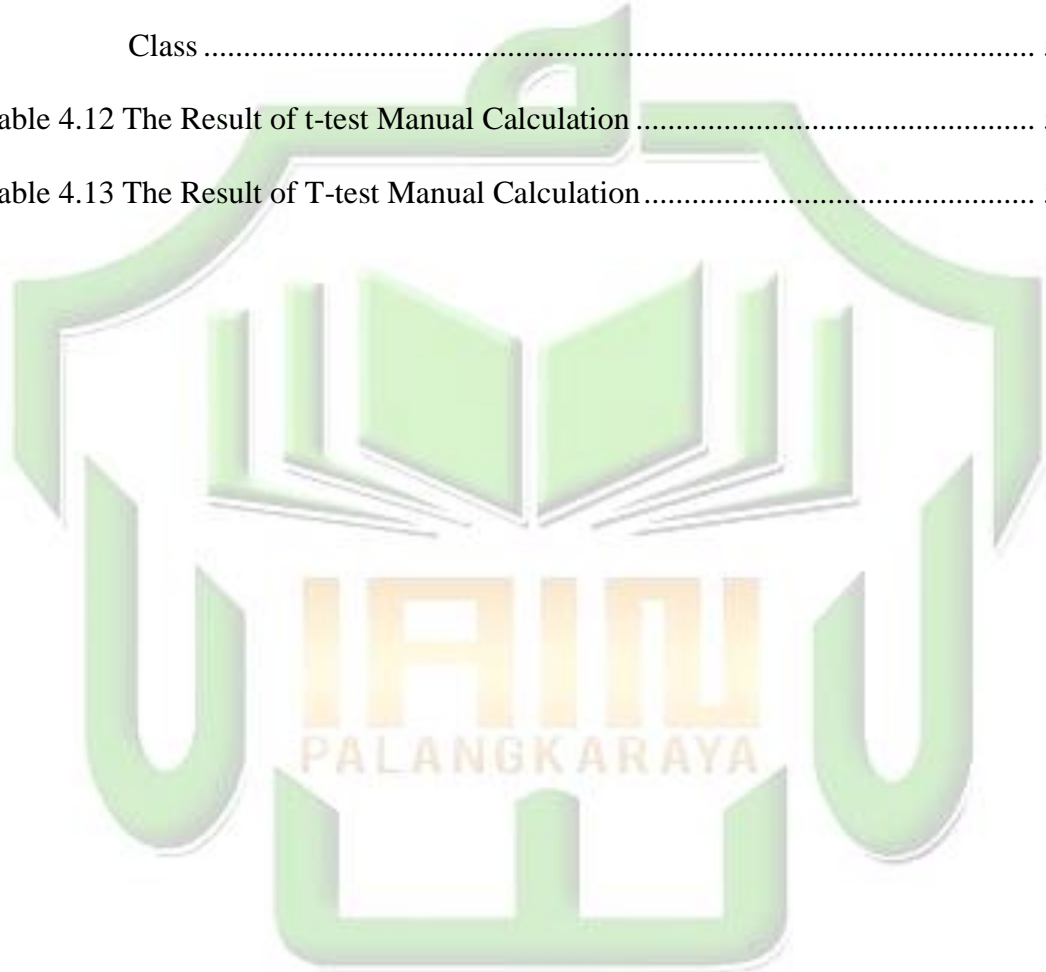
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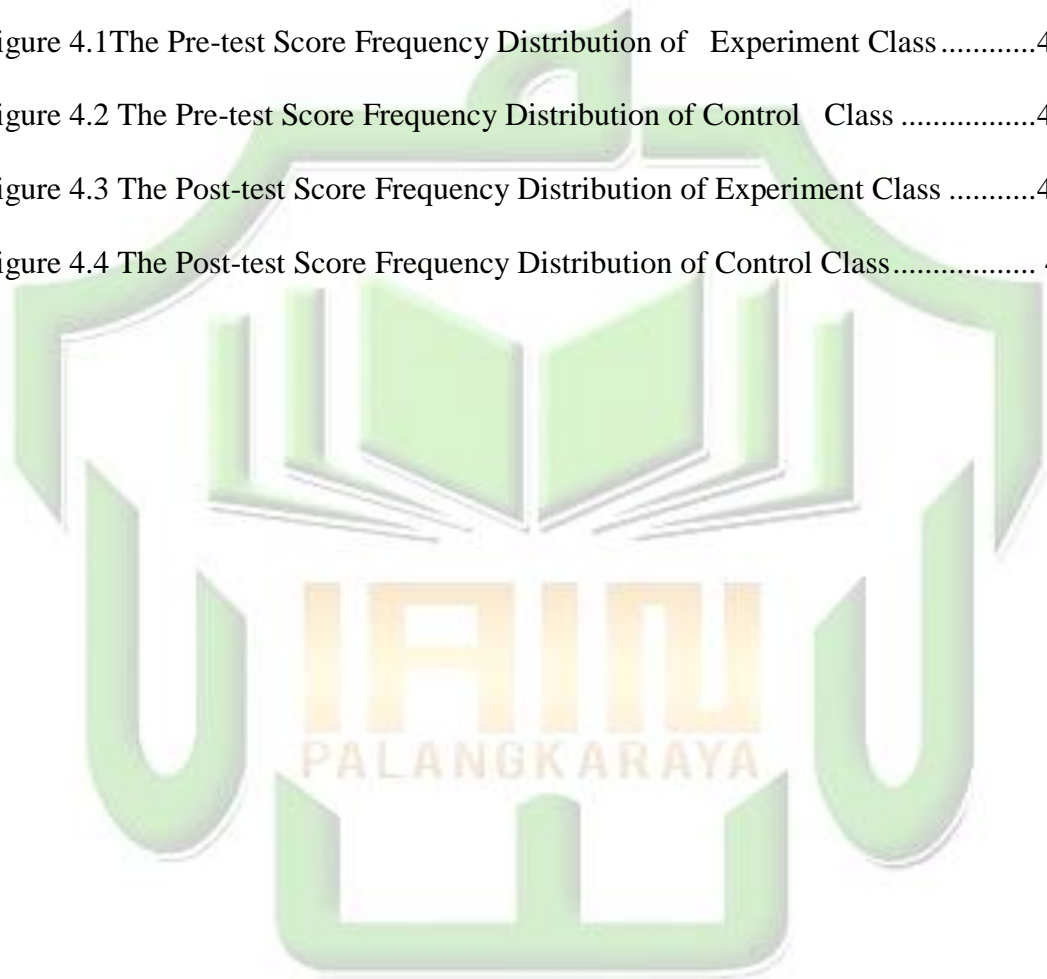
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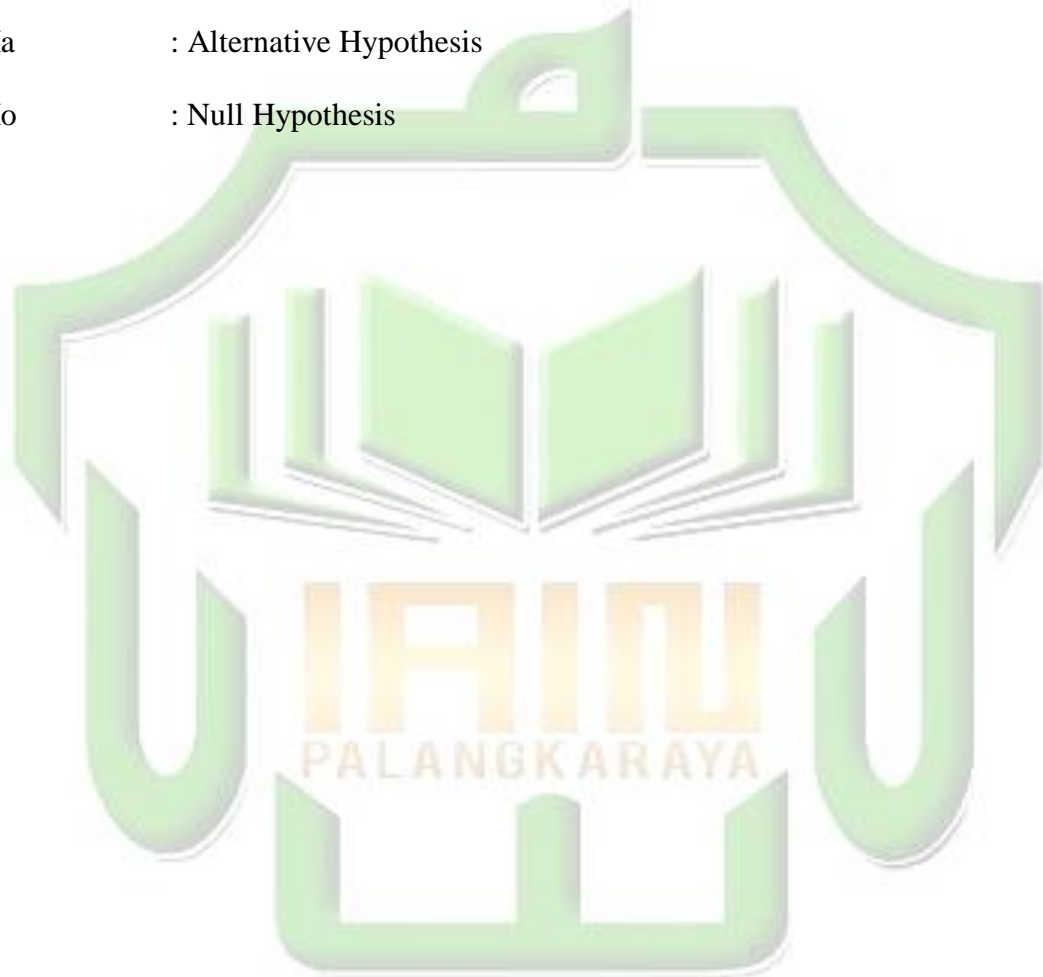
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LIST OF ABBREVIATIONS

Df	: Degree of Freedom
SD	: Standard Deviation
SE	: Standard Error
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis



CHAPTER I

INTRODUCTION

The chapter discusses the Background of the study, Research problem, Objective of the study, Assumption, Delimitation of the study, limitation of the study, significance of the study and clarification of the key terms.

A. Background of the Study

In English language, Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school (Dianitasari, 2019). According to Thornburry (2002), pupils are deemed to have a fundamental understanding of a term when they know its form and meaning.

According to Webb & Paul (2018) Teaching vocabulary effectively requires preparation and planning. Teachers need to ensure that their students are spending time learning the words that are most useful to them, and are engaging in a range of activities that will help them learn vocabulary both deliberately and incidentally. Teachers also need to have clear goals for

vocabulary learning during the course and need to make their students aware of these goals. It is also important for teachers to use an approach that will help their learners develop comprehensive knowledge of the target words, and to measure vocabulary learning in the course.

According to Mukoroli (2011), vocabulary teaching is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. The ability to master vocabulary is very crucial in junior high school. Vocabulary is as the key to improve English achievement. Cameron (2003), said that building up a useful vocabulary is central to the learning of a foreign language at primary level. Students who have a lot of vocabularies will be easy to understand English learning process. Without good vocabulary mastery students will face difficult in their study.

Rahmawati. U., (2011) said that vocabulary is the first stage in any language learning. Because, when someone wants to learn a language, he must know about its vocabulary first without an adequate or enough vocabulary, it is impossible for students to learn English. Vocabulary is very important because the learners will be having difficulties in communication without enough vocabulary. It is very helpful for them to gain and discover vocabulary proficiency of the language.

According to Norhayati (2013) Media is very important for teaching and learning English because media help us to motivate the students by

bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information, and they can help students' process information. According to Kristin C. Au (2014, p.3) 2D animation is defined by elements constructed in a 2D environment while 3D animation by elements constructed in a 3D environment. According to Manarung (2021) said motion is an act or process of moving or the way something moves. Motion in science is the position, direction and speed of an object. Motion also means a natural event that involves a change in the position or location of something. Motion can be a stimulus for the students because it appeals for them. Furthermore, Olivia and Fadhilawati (2019) said motion pictures are audiovisual works consisting of series of related images shown in succession, imparting an impression motion, together with any accompanying sounds.

According to Susanto (2016) said "the students' junior high school still have less vocabulary to learn English well. Sometimes the students do not understand what the teachers meant or say". Students still have difficulty using their mother tongue, there are some students who still have difficulty understanding what they read, and also have difficulty expressing their ideas using a foreign language due to their lack of vocabulary mastery. These statement is supported by Ningrum (2015) on her research entitled "Students' Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi", concluded that, the difficulties of students in learning

vocabulary are the students' talent in language, the students' interest in vocabulary learning, and the students' experience in vocabulary.

Based on the explanation above, the researcher is interested in conducting a study about "The Effect of Two Dimension Motion Picture on Students Vocabulary Mastery". The researcher want to measure the effectiveness of two dimension motion picture on students' vocabulary mastery.

B. Research Problem

Based on the background of the study, the problems of the study are as follow: "Do the students taught using two dimension motion picture have more vocabulary than those taught using picture?"

C. The objective of the study

Regarding the statement of the research problem, the objective of the study is to measure the effectiveness of two dimension flash animation on students' vocabulary mastery.

D. The Hypothesis of the study

The hypothesis of the research is presented as follows:

1. Ha (Alternative Hypothesis) the students taught using two dimension motion picture have more vocabulary mastery than those taught using picture.
2. Ho (Hypothesis) the students taught using two dimension motion picture does not have more vocabulary mastery than those taught using picture.

E. Assumption

This study based on the assumption so the ability of students after using two-dimensional motion picture media can increase students' vocabulary mastery more than using picture.

F. Scope and Limitation

The research belongs to quasi-experimental it's only done to measure the improving students' vocabulary mastery use two dimension motion picture. The research only conducted on the seventh grade of SMPN 4 Satap Murung. The research used two dimension motion picture as an innovative strategy to help students improve their vocabulary mastery. This research only focuses on Nouns, Verb, Adverb and Adjective. The sample is take by using cluster sampling where there are two classes that are divide as Experimental and Control Classes.

G. Significance of the study

There are two kinds of significance, namely theoretical, practical and pedagogical.

1. Theoretical significance

This study can contribute some findings as the reference for the next researchers to conduct other research on vocabulary mastery.

2. Practical significance, This study is expected to give contribution to:**1. The English Teacher**

It can improve the teacher motivation to teach students with better media and strategies. It will help teacher to understanding learning materials and teaching media that effective to teach for seventh grade students.

2. The Students

This study helps to motivate students to be actively involved in learning process in the class by using media to improve students' vocabulary mastery.

H. Definition of Key Terms

In this study, there are some terms that need to be clarified, they are:

1. Vocabulary Mastery

According to Schmitt (2010) Vocabulary is a basic and a foundation to learn English.

2. Kind of Vocabulary

According to Alqahni (2015, p.25) stated that receptive vocabulary and productive vocabulary are the two types of vocabulary: Function Words (Grammatical Words) and Content Words (lexical words).

3. Two Dimension

According to Hawa, et al., (2008. P. 6) Two-dimensional media is a general designation for tools display which only has a length and width which is in one flat area.

4. Motion Picture

According to Fadhilawati (2016) a motion picture (also called a movie or film) is a series of still pictures taken in rapid succession then projected through a motion picture projector, give the viewers an illusion of motion

5. Teaching Media

According to Sharon et al., (2011, p. 7) Media is a tool using by someone to help him/her easy to describing something for other people.

6. Picture Media

According to Melinda (2019) Picture media are media that serve to convey messages through images that involve the sense of sight. The message delivered was poured out through visual communication symbols.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes previous studies, vocabulary mastery, kind of vocabulary, teaching media, two dimension flash animation, and picture media.

A. Related Studies

In this study there are several previous study in this part it presents five studies which focus on the effect of two dimension flash animation on students' vocabulary mastery.

First, the researcher by Raymundo (2020) about “Impact of Motion Pictures on The English Receptive Vocabulary Knowledge of Grade 10 Students”. This study aimed to determine impact of motion pictures on the English receptive vocabulary knowledge of students for the second semester of school year 2019-2020. The study used quasi-experimental design. Selected grade 10 students were the respondents in this study. A researcher-made vocabulary test was administered to the respondents as the instrument of the study before and after the exposure to motion pictures integrated in classroom instruction. Based on the results of the study, the mean scores of the 40 respondents who were exposed to motion pictures improved from 42.41 in the pretest to 48.03 in the post test. This can be attributed to the exposure to motion pictures as the intervention in the study.

The similarities between this research and the researcher is a method for finding between two variables. In addition, the research instrument used pre-test and post-test to obtain more accurate data and the similarities using motion picture. The differences in this study are from the location, participants and the way of delivering the material. Participants in this study focused on grade 10 students, while in this study focused on students of SMPN 4 Satap Murung.

Second, a study conducted by Manurung, et al., (2021) about “Text Writing Using Motion Picture”. This research aimed to determine whether the use of motion picture as media has a significant effect on students’ abilities in writing text. The research design was quantitative. The sample consisted of students in 12th grade at 11 Medan, a state senior high school, in the 2019/2020 study year. It was based on the basic competency of the 2013 curriculum. The students were grouped into two groups (an experimental group and a control group). The groups each consisted of 36 students. The experimental group was taught by using motion pictures for text writing and the control group was taught by using the teacher’s method. The data were collected by giving a pretest and posttest to both groups. The results of the students that used motion picture were higher than of those taught without motion picture. A t-test was used to analyze the data, which showed that using motion pictures had a significant effect on the students’ writing ability.

The similarities between this research and the researcher is a method for finding between two variables. In addition, the research instrument used pre-

test and post-test to obtain more accurate data. The differences in this study are from the location, participants and the way of delivering the material. Participants in this study focused on students in XII, while in this study focused on students class VII of SMPN 4 Satap Murung.

Third, a study conducted by Nematabrizi, et al., (2016) about “The Effect of Call Multimedia Still-Picture vs Motion-Picture on Vocabulary Learning of Elementary EFL Students”. The present study aims to compare the effects of two multimedia call programs on the acquisition of vocabulary items through two image modalities (pictures and streaming video) in an EFL context. It attempts to find whether such multimedia environments could provide a more effective environment for vocabulary learning. Likewise, the researchers would further investigate whether the Motion-Picture Multimedia Program (MPMP) or the Still-Picture Multimedia Program (SPMP) could provide a more effective vocabulary-learning environment for EFL learners. The participants of the study were 75 female elementary level students from Vahdat School in Tehran from which 50 students, based on their scores on PET Test, were selected. They were assigned into two experimental groups. Vocabulary items has been taught to both groups, i.e., group A via still picture and the same vocabulary items via motion pictures to group B. A pre-test and a post-test were administered in order to collect the required data. The results of both tests were analyzed using T-test. The researchers hypothesized that use of (SPMP) enhances the perception vocabulary items. The findings of the study support the researchers’ hypothesis,

which is still picture have more effect on vocabulary learning of elementary EFL students' than motion picture.

The similarities between this research and researcher is a method for finding between two variables. In addition, the quasi experimental design and research instruments used pre-test and post-test to obtain data and media used both using animation media. This research was conducted in four meetings using animation media to improve students' vocabulary. The differences in this study were of location and participants. Participants in this study focused on students from elementary schools while in this study focused on students of SMPN 4 Satap Murung.

Fourth, a study conducted by Fadhilawati (2019) about “Developing Motion Pictures as Learning Media to Increase the First Grade Students' Speaking Achievement at Junior High School”. The objective of this research was to develop a valid model of Motion Pictures to Increase the First Grade Students' Speaking Achievement especially on the topics; Greetings, Gratitude and Introducing yourself at MTS Ma'arif NU Gandusari Blitar. This research applied Research and Development (R&D) design, based on Sugiyono model which include : Analyzing potential and problem, Data collection, Product design, Product validation, Product revision, Product testing/try-out, Product revision and Final product. The subjects of this research were 29 students of VII B class at MTS Ma'arif NU Gandusari Blitar. The data of this research were Quantitative data (the results of students' test and questionnaire), and qualitative

data (the result of interview). The result of the research showed that: The model of Motion Pictures was effective and valid as learning media in teaching and learning speaking for the first grade students' of MTs Ma'arif NU Gandusari Blitar, Furthermore, the Students also gave positive responses toward the use of developed motion pictures in learning speaking.

The similarity between this researcher and the researcher is the method to find the correlation between two variables. The difference in this study is from the participants and the way the data is collected and in this research the focus is on speaking. Meanwhile, in this study, it is related to vocabulary, and students of SMPN 4 Satap Murung. For data collection, this study used pre-test and post-test scores and used a questionnaire. Meanwhile, this study only used pre-test and post-test did not use a questionnaire.

Fifth, a study conducted by Sanjaya (2020) about "Stop-Motion Video as Media of Teaching Theme-Based Vocabulary for Elementary Students". This article presents a procedure of developing an attractive stop-motion video as media of teaching theme-based vocabulary for elementary students. Stopmotion video is typically a product of technology-based media or known as multimedia which is designed and developed with technology integration. The media is proposed to be utilized to teach theme-based vocabulary for elementary students in the second grade. Theme-based vocabulary deals with a list of words referred to such specific themes as family members, occupations, favorite foods, favorite drinks, and public places. The media hopefully will attract students' intention to

learn English vocabulary and ease teachers in teaching theme-based vocabulary. Related theories about multimedia, stopmotion video, teaching theme-based vocabulary, and also steps of media development are discussed.

The similarities between this research and the researcher is the method to find correlation between two variables, to improve vocabulary using picture and using experimental. While the difference is that in this study the vocabulary and this study program has the subject and place of the study.

B. Vocabulary Mastery

According to Norbert Schmitt (2010, p. 3) Vocabulary is a basic and a foundation to learn English. According to David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". According to Richards (2002, p.4), vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Masoud et al., (2020, p.9) stated that one of the most crucial aspects of learning a foreign language is developing a vocabulary. It is crucial to language acquisition because as students' vocabulary grows, they will gain four language skill: Reading, writing, listening and speaking. When students have a sufficient quantity of word, they can acquire and practice all English skills, communicate efficiently and express themselves more effectively. Mastering vocabulary is one of the most difficult components of learning process.

Alqahtani (2015, p. 25) state that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. According to Schmitt (2002, p.231) vocabulary as a basis of a language: it is very important to be mastered first, people cannot. Speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way. Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001, p. 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to Macarten (2007, p. 21) vocabulary mastering is primarily about remembering and children must see, pronounce and write newly learnt words a number of times before they can be considered to have learned them. Mastering vocabulary means leaning new words, that is, to increase vocabulary. It is critical to master vocabulary as one of the components of language. Student should master a large number of words in order to study more readily and grasp vocabulary according to their educational level.

Based on some of the opinions above, the researcher concluded that learning vocabulary mastery can be defined as a number of vocabulary in a

language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

C. Kind of Vocabulary

According to Alqahni (2015, p.25) stated that receptive vocabulary and productive vocabulary are the two types of vocabulary. According to Mas'ud, (2008, p. 44) argues that in English, all of the words are classified into the eight parts. They are known as the eight parts of speech. There are two kinds of vocabulary, such as:

1. Function Words (Grammatical Words)

Function Words (Grammatical Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

a. Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

b. Conjunctions

Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

c. Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example, the, a, an, my, this, some, etc.

d. Pronoun

Pronoun is a word that used in place of a noun or noun phrases.

Example, her, she, they, etc.

2. Content Words (lexical words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

a. Verbs

Verbs are words or group of words which is used in describing an action, experience or state. Example, write, ride, etc. Adjectives are words that give more information about noun or pronoun. Example, kind, better, etc.

b. Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.

c. Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example, Eleanor, book, etc.

D. Teaching Media

According to Sharon et al., (2011, p. 7) Media is a tool using by someone to help him/her easy to describing something for other people. Teaching media means a tool that is used in teaching. The use of teaching media in learning activity will help the effectiveness in leaning process and transferring the lesson. Beside raised the students" motivation and interest, teaching media also helps the students to raise their comprehension.

According to Robert & Michael, (2008, p. 9) Media is a means of communication and source of information. Derived from the Latin word meaning "between ", the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.

Teaching is process of communication. It has to be created through the way of teaching the message or information by every teacher and student. The message can be knowledge, skill, ideas, experiences, and many others. Learning process is a kind of communication, because it is an activity of transferring the message from the resources of the knowledge by using certain 31 instructional

media to the learner. Media were several of tools which were used by teacher to transmit ideas to student. Media is the medium or appliance able to be used to get communications more fluency and can in the form of software or hardware. Generally, there were three kinds of instructional media, they are: audio, visual and audio-visual media. For teachers media had function as helper, supporter, and mediator in teaching learning process. In using the media, teacher could achieve the effectiveness, communicative condition especially in teaching English.

Based on some of the opinions above, the researcher concluded that Learning is a kind of communication, because it is an activity of transferring the message from the resources of the knowledge by using certain instructional media. Media were several of tools which were used by teacher to transmit ideas to student. Media is the medium or appliance able to be used to get communications more fluency and can in the form of software or hardware.

E. Two Dimension

According to Hawa, et al., (2008. P. 6) Two-dimensional media is a general designation for tools display which only has a length and width which is in one flat area. In the learning process, children should be given the opportunity to manipulate objects or props that are specifically designed and can be manipulated by students in understanding the concept of learning. Through the teaching aids that he is researching, the child will see firsthand how the regularity and structure patterns in the object they are paying attention.

Based on some of the opinions above, the researcher concludes that two-dimensional flash animation is a medium used for the teaching and learning process. Animation is a technique for displaying sequential images in such a way that students feel the illusion of movement in the displayed picture.

F. Motion Pictur

According to Hamdani (2011, p. 250) among educational media, images or photographs are the most commonly used media. Visual media is a medium often used by teachers to help deliver content or subject matter. There are two types of visual media namely visual project and motion pictures. Media in the form of Picture is needed by teachers in delivering learning materials. Picture is one of the media that allows students to imagine and clarify objects. And the picture is concrete that more realistic images show the subject matter compared to the verbal media.

According to Fadhilawati (2016) Motion is act or process of moving or the way something moves. Motion in science is the position, direction of motion and speed of an object. Motion also means a natural event that involves a change in the position or location of something. Motion can be a stimulus for the students because it appeals for them. A motion picture (also called a movie or film) is a series of still pictures taken in rapid succession hen projected through a motion picture projector, give the viewers an illusion of motion. Furthermore, Laili (2015) says motion pictures are audiovisual works consisting of series of

related images shown in succession, impart an impression motion, together with any accompanying sounds.

Based on the definitions above, the researchers concluded that Motion Pictures are collection of images that contain explanations and can be used as a learning video. In this case, Motion pictures are not just images but also audio. Motion pictures are typically embodied in film, videotape, or disk. Some images are combined, motion pictures can provide sounds effects and provide transcripts under the image. In this research, motion pictures refer to media that developed by the researchers to increase the students' vocabulary mastery.

1. Procedure of teaching vocabulary using two dimension motion picture

According to Marwanto (2018, p.84), teaching vocabulary is a crucial part of teaching English since it is linked to all aspects of language development and affects all four language skills. According to Silfia et al., (2018) there are some procedure for how to use two dimension motion picture for teaching vocabulary, namely:

- a. Teacher gives some brainstorming question related to the topic
- b. Teacher plays the video without pausing
- c. Teacher plays the video to introduce the words and pause each picture to teach the meaning of the words
- d. Teacher plays the video again and pause each picture to teach the spelling of the words

- e. Teacher plays the video without picture and asked students to write its name
 - f. The teacher asks the students to write down what animals are in the video
 - g. The teacher gives examples so that students understand better the material being taught
 - h. The teacher asks the students about the plural form and singular form
- a. Teacher plays the video and asked the students to repeat the words.
 - b. Teacher plays the video without sound and asked students to pronounce word individually.
 - c. Teacher explains how to make simple sentences using examples on the video.
 - d. Teacher gives exercise about words use.

2. Types of Vocabulary Skill

According to Corson (2013) stated there are some types of vocabulary skill, they are:

a. Listening vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

b. Speaking vocabulary

A person speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words

are often misused -though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

c. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading.

d. Writing vocabulary

A person writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

G. Picture Media

According to Muliana in Alfiyah (2014:308), "Media is one of the tools which can help teaching and learning process in the classroom easier". Media is a tool, method and technique that is used in order to make the teaching and learning process more effective between teachers and students. Media as an instrument can affect the condition of teaching learning process. Besides that, media is one way to make learning process more interesting, so that the students gave their attention and more focus on what the teacher teaches. There are many media that can be used for teaching vocabulary. Teacher should be creative in choosing media to teach the students in order to make the students are motivated to learn English especially in vocabulary mastery.

According to Turnip, M., C. et al., (2017. P. 104) Picture is one of media which is relatively cheaper than the other media. It is also easy to find.

Using picture is suitable for teaching English, for it can stimulate students' imagination and creation in learning English. Moreover, pictures media can also improve motivation and make the students' learn vocabulary easily. Picture also supports the student ability to remember the words, meaning and the form of object. Wright (1989:2) states, "Pictures are media that can be applied in teaching and learning English. The pictures motivated the students to get ideas, information and make the students more interested to study English". Indeed, it makes the aim of teaching and learning can be reached. The students must improve their vocabulary mastery because they not only learnt and found vocabulary in their English books but also in other books. There are also some English vocabularies that must be known by students. Sometimes the students are difficult to know understand, and memorize the vocabularies. Besides that, the students need to repeat vocabulary and work with a word or a phrase many times so that they can remember the new words which had been learned. Therefore, I applied pictures media to get goals in vocabulary teaching process.

Based on some of the opinions above, the researcher concludes that picture media is an intermediary or visual based messages presented through images, symbols, dots and dashes, to illustrate concretely and clearly about a material, idea, idea or event. The images presented will give directives and shadows to students about the message to be conveyed by the teacher.

H. The Advantages and Disadvantages of Two Dimension Motion Picture

1. Advantages

There are many advantages when an English teacher decided to use two dimension motion picture as teaching vocabulary media.

- a. To improve to understanding and sympathy in classroom, t
- b. To change significant of students environment, show relations between lesson and students interest,
- c. To bring fresh and variation for students experiences and learn
- d. Make the result of learning more sense for students increase
- e. The students became interest in learning process
- f. Materials of learn more clear meaning
- g. Method of learn will variation by speech of words from teacher and the students can many doing in activities study because not only listen, but anywhere activities such as: monitoring, doing, demonstrations and soon
- h. Two dimension motion picture makes teaching learning activities easier.
- i. Increase motivation or students“ learning interest.
- j. Explaining new concept in order to make students understand without any difficulty and wrong understanding.
- k. To make same perception when the new concept has more than one meaning.
- l. Increasing the quality of teaching English
- m. To make the learning activity more interesting and interactive.

2. Disadvantages

The disadvantages of two dimension motion picture in Teaching English Vocabulary beside the advantages, two dimension motion picture media also have some disadvantages when an English teacher decides utilizing the media in the teaching vocabulary.

- a. Two-dimensional motion picture screen is not wide enough so the students who sit on the behind will find some problems to see the picture appear on. It is also the case for students who have eyesight problems such as minus, near-sighted, and also myopic.
- b. The numbers of vocabulary are limited, because the vocabulary should be appropriate to the image. In order to avoid any misunderstanding in interpreting vocabulary given.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, population and sample, research instrument, data collection procedure and data analysis procedure.

A. Research Design

Creswell (2012, p.3) stated that research is a series of procedures that are taken to gather and analyze data in order to better understand a topic or a problem. In this research, researcher used quantitative approach. In addition, this research design is an experimental. An experimental design is a research study in which the researcher systematically changes one or more independent variables to see how they affect dependent variables. Randomized experiments assign extants to one of three groups: treatment, control, or comparison (Thyer, 2012, p.181-182). In this research, the researcher utilized a quasi-experimental design. A quasi-experimental design is one in which the treatment and control (or comparison) groups are not generated by a random assignment technique. It entails the manipulation of independent variables as well as the formulation of test hypotheses. (Thyer, 2012, p.185). The goal of quasi experimental design is to look at the cause and effect relationship between study objects. This relates to the study's goal of determining the impact of two dimension motion picture on students' vocabulary mastery.

B. Population and Sample

1. Population

According to Ary et al., (2010, p.148) a population is all members of any well-defined class of people, events, or objects. A population is all of the individual from whom the data collected. In this study, the population of this study is at SMPN 4 Satap Murung Puruk Cahu. It is located in the center of Puruk Cahu regency and it consists of seventh grade to ninth grade. Table 3.1 is shown the number of population.

Table 3.1 The Number of Population

No	Class	Number
1.	VII	73 Students
2.	VIII	65 Students
3.	IX	48 Students
Total		168 Students

2. Sample

A sample is a portion of the population. The small group that is observed is called a sample (Ary et al, 2010, p.148). Creswell (2012, p.142) stated that sample is a subset of the target population that the researcher will examine in order to draw general conclusions about the target population. The researcher used cluster sampling to take the sample. Cluster Sampling is used if the population does not consist of individual, but groups of the cluster (Zurich, 2006, p.124). In addition,

the researcher used cluster sampling because the unit is chosen is not an individuals who are naturally together or grouped by the college and randomly system.

The subject of this study is the seventh grade students of SMPN 4 Satap Murung. The population of the study is 7th grade students of the SMPN 4 Satap Murung, with a total of 50 students, which has two classes for each. The first group is control class group which was taught using picture. The second is experimental class group which was taught using two dimension motion picture. The group are given pre-test and post-test to measure the result of the students' vocabulary.

Table 3.2 The Sample of Study

No	Name Classes	The Name of Group	Number of Students
1.	VII A	Experimental	26 Students
2.	VII B	Control	24 Students
Total			50 Students

C. Variable of The Study

A variable is a property or characteristics which may differ from individual to from group. A great deal of research is carried out in order to identify or test the strength of the relationship between variables. When one variable influences or affect a second variable, the first variable is called an independent variable, and the second is called a dependent variable. There are two variable in this study, they are:

1. Independent variable : Two dimension motion picture (X)
2. Dependent variable : Students' vocabulary mastery (Y)

D. Research Instrument

The test was employed as an instrument in this study. The test is a multiple-choice about vocabulary. This test is used to determine pupils' vocabulary mastery scores. Because this is an educational study, a pre-test was used as an instrument in this study. The researcher gives several tests to students about vocabulary in English learning. The pre-test is used to describe students' vocabulary mastery prior to treatment, and the post-test is used to describe students' vocabulary mastery following treatment.

E. Research Instrument Development

The instrument of the research will be use a test. Test is a set of questions or exercises or other tools used to measure the skills, knowledge, intelligence, abilities, or talents of a person or group Ropik (2013). The collecting data solve the researcher's problem is one of the researcher's key responsibilities. The data was also required to determine the research's purpose. It aims to assess students' vocabulary mastery using the two dimension motion picture while learning English at SMPN 4 Satu Atap Murung seventh grade students. In order to collect data for this research, three instruments were used:

a. Documentation

Documentation is needed to get real data information and can support data. This technique aims to find documents related to the

research and support the data obtained by the researcher. The documents that can support this research, such as:

1. The name of seventh grade students of SMPN 4 Satap Murung.
2. The students answer sheet
3. Syllabus
4. Lesson Plan (RPP)

b. Test on Vocabulary Mastery

The researcher employed the test as the primary instrument in this research. The test is a data collection tool that consists of a sequence of questions or treatments that are used to assess a group's or individual's intelligence, knowledge, ability, and skill (Muslim, 2014, p.46). The researcher used the type of multiple choice test that consists of Noun, Verb, Adverb, Adjective and there are fifty items. This test is the result of the adoption the instrument found in the book used by students entitled "Bright an English, Zaida (2013)". To test its validity, researchers conducted a trial before being used as a research instrument. From the results of the Tryout, 50 multiple choice questions were declared valid and reliable so that they were feasible to be used in this study.

The test that used in this study are pre-test and post-test. The pre-test carried out before implementing two dimension motion picture teaching media in vocabulary. The function of pre-test is to measure students' vocabulary mastery at first. Meanwhile, the post-test be

implemented after using two dimension motion picture media in vocabulary mastery. The function of post-test is to know how are the students' vocabulary mastery after they taught by using two dimension motion picture teaching media. The researcher will use 50 multiple-choice items from several language test. The researcher gives a pre-test for control group with followed by 24 students and for experimental group which followed by 26 students. The researcher give a post-test for group control which followed by 24 students and for experimental group which followed by 26 students. Table 3.3 Presented for the test item specification.

Table 3.3 Specification of Vocabulary Test items

Category	Theme	Question Type	Items Specification	Items of vocabulary
Complete the sentence according to the context and Understand the sentence according to the picture.	Noun	PG	1-15	15
Understand the sentence according to the conversation that has been	Adjective	PG	16-23	8

included				
Understand sentences according to their context and arrange words into a sentence	Verb	PG	24-35	12
Complete the sentences according to the context	Adverb	PG	35-50	15
Total				50

Table 3.4 Scoring Rubric for Multiple Choice

Rubric Score	Category
95-100	Excellent
85-90	Very Good
75-80	Good
65-70	Fairly Good
55-60	Fair

Source: Roslina (2017)

Testing the students' score using the formula:

$$\text{Score} = \frac{B}{N} \times 100$$

Annotation:

B: Frequency of the correct answer

N: The total number of test elements

c. Instrument of Try Out

Researchers used test instruments before applying them to the actual research sample. The quality of the instrument determined by the researcher consisted of the validity and reliability of the instrument. To prove that the test is suitable for the students who were the sample of this study, the researcher conducted a try out test. The author chose class VII C to try out the instrument. A total of 23 students participated in the tryout. There are 50 try out questions, 41 valid questions based on the calculation of validity and 9 invalid items.

1. The researcher made and prepared test of try out.
2. The researcher gave test of try out to the student
3. The researcher asked the students to do test of try out.
4. The researcher collected the students answer.
5. The researcher calculated and gave score to the students' answer.
6. The researcher analyzed the result of try out to know valid of test try out.
7. If the results were valid, it meant that the test items as the instrument of this study is suitable to be give

1. Instrument Validity

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations (Ary, et al, 2010, p.224). Ary et al., (2010, p.196) discovered that validity is the

extent to which a measure actually taps the underlying concept that is purpose to measure. In this study, the validity is classified into face, content and construct. Hughes (2003) discover that the importance of content validity: First, The grater a test's content validity, the more likely it is to be an accurate measure of what it is supposed to measure. Secondly, Such as a test likely to have harmful backwash effect. Areas that are not tested are likely to become areas that are not tested are likely to become areas ignored in teaching and learning. Content validation should be carried out while a test is being developed, it should not wait until the test already being used.

a. Content validity

The vocabulary test employed content validity. Based on Wiersma & Jurs (2009, p.328) content validity is a process of how the test establishes the representativeness of the items in the certain domain of the skills, task, knowledge and other aspects that are being measured. Ary et al., (2010, p.214) have drawn attention to the fact that content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation. The question of an instrument's validity is always specific to the particular situation and to the particular purpose for which it is being used. A test that has validity in one situation may not be valid in a different situation. It is refers to whether or not the measure. In this

research, the researcher measured vocabulary. The test items were made based on the material in the syllabus that used for the seventh-grade students in the school.

According to the explanation, the researcher attempted to match each of the test items to the curriculum used by SMPN 4 Satu Atap Murung when creating the test. The goal is to ensure that the test is aligned with the lesson that the students accept at the time the research is completed.

b. Construct validity

According to Ary et al., (2010, p.218), construct validity is concerned with the extent to which a test measure a specific trait or construct. It is related to the theoretical knowledge of the concept that wants to measure the meaning of the test score is derived from the nature of the tasks examines are asked to perform. In this study the writer measure the students' vocabulary mastery. Therefore the test instrument is made in the form of a matching test. To assess the instrument's validity, the author employs Pearson's product moment formulation, which is as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \times \{N \sum Y^2 - (\sum Y)^2\}}}$$

Annotation:

R_{xy} : The value he coefficient

$\sum X$: The number of score for each items.

ΣY : The number of score for each items.

ΣXY : The number of total score

N : The number of students.

The value is interpreted based on the validity qualification as follows to determine the instrument's validity level:

$T_{\text{observed}} > t_{\text{table}} = \text{valid}$

$T_{\text{observed}} < t_{\text{table}} = \text{invalid}$

2. Instrument Reliability

Ary et al., (2010 p.236) claim that the reliability of a measuring instrument is the degree of consistency with which it measures whatever it's measuring. This quality is essential for any kind of measurement. It is used to prove that the instrument approximately believe is used a tool for collecting the data because it is regarded well. The reliable instrument is the constant.

Reliability correlates with the instrument can give the same result to the object that is measured repeatedly at the same time. Ary, et al., (2010, p.155) state that "Reliability is the necessary characteristic of any good test: for it to be valid all, a test must first be reliable as a measuring instrument. If the test is administrated to the same candidates on the different occasion (with no language practice work taking place this accasion) then, to the extent that is procedures differing result, it not reliable."

A measurement's consistency, or how consistent test scores or other evaluation outcomes are from one measurement to the next, is referred to as reliability. The constancy of test scores is referred to as reliability. To determine the measurement's dependability, the researcher employed Pearson's Product Moment formula, which is as follows:

$$R_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{M(K-M)}{K.Vt} \right)$$

Annotation:

R_{11} : Instrument Reliability

K : The number of items in the test

M : The average test score for all of the testees

Vt : The standard deviation of the scores of all the testees

And then, the researcher used the following criterion to determine the measurement's reliability:

- a. $R_{11} < R_{table}$ = Not reliable.
- b. $R_{11} > R_{table}$ = Reliable.

F. Data Collection Procedure

In this study, the researcher used some processes to collect the data.

The procedures consist of some steps as follows

1. SMPN 4 Satap Murung observes by the researcher
2. The experimental and control group were established by researcher
3. Other classes were given a chance to try out by the researcher
4. The researcher calculated the validity and reliability of the question

5. The experimental and control groups were given a pre-test
6. The experimental group was taught using two dimension motion picture
7. The control group was taught using picture
8. The experimental and control groups were given a post-test
9. The data from the experimental and control groups were sourced by the researcher
10. The researcher checked the data for normality and homogeneity
11. The researcher used the t-test to assess the data from the pre-test and post-test
12. The researcher analyzing and drawing conclusion from data analysis result.

G. Data Analysis Procedure

In order to analyze the data, the researcher did some procedures below:

1. The researcher collected data students worksheet
2. The researcher checked student score
3. The researcher using SPSS to checked
 - a. Mean

$$Mx = \frac{\sum fx}{N}$$

Where:

Mx : Mean

Fx : Total result product between each score with frequency

N : Number of case

b. Median

$$Mdn = I + \frac{1}{2} \frac{N - f_{kb}}{f_i}$$

Where:

Mdn : Median

N : Number of case

F_{kb} : Cumulative frequency located in under interval contain median

F_i : Authentic frequency (frequency of score contain median)

I : Interval class

c. Modus

$$Mo = I + \frac{f_a}{f_a + f_b} \times i$$

Where:

Mo : Modus

F_a : frequency located in above interval contain modus

F_b : frequency located in under interval contain modus

I : Interval class

d. Standard Deviation

$$SD = \sqrt{\frac{\sum f x^2}{N}}$$

Where:

SD : Standard Deviation

I : Interval

N : Number of students

4. To assess for normality, the researcher performed a statistical test.
5. The result of X^2 Observed is compared to the X^2 table with 5% level of significant. The distribution list is normal if X^2 Observed is less than X^2 table.
6. To checked for homogeneity, the researcher performed a statistical test.
7. To assess the research hypothesis, the data was computed using an independent t-test.
8. Deciphering the result of independent t-test.
9. The value of a t-test is then advised on the t-table at levels of significant of 1% and 5%. In this research, the researcher will adopt a level of significant of 5%. If the t-test result is less than the t-table, the Null Hypothesis (H_0) is accepted. However, if the t-test result is higher than the t-table, the Alternative Hypothesis (H_a) is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter the researcher described the data of the students' English vocabulary mastery before and after taught by Two Dimension Flash Animation on Students' Vocabulary Mastery. The presented data consists of data presentation, research findings, and discussion.

A. Data Presentation

In this section, it would be described the obtained data of the students' vocabulary score after and before taught by using two dimension flash animation. The presented data consisted of distribution frequency distribution, mean, median, and mode of students' scores, standard deviation, and standard error.

1. The Result of Pre-test Score

a. The Result Pre-test of Experimental Class

In the following (see appendix) the pre-test scores of the experimental class students are distributed, in order to measure students' English vocabulary before treatment. The mean, median, and mode of the students' scores, as well as the standard deviation and standard error, were determined using SPSS 24 to determine the frequency distribution.

The following graph depicts the distribution of students' pre-test scores.

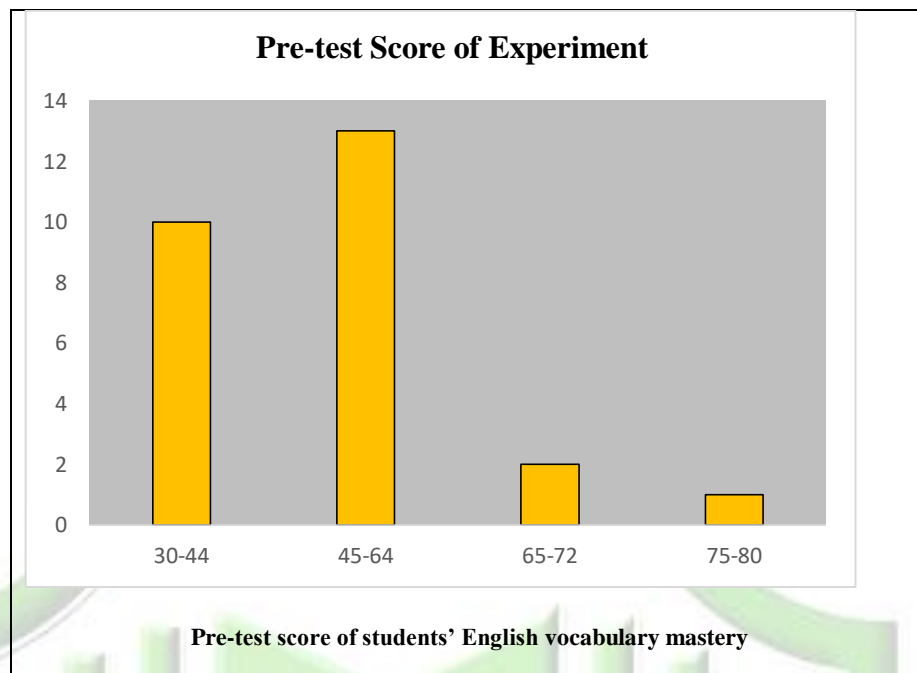


Figure 4.1. The Pre-test Score Frequency Distribution of Experiment Class

Based on the bar chart depicts the frequency distribution of the pre-test scores in the experimental class can be classified as follows: twenty-three students scored 30-64, it means that students' English Vocabulary mastery scores are still lacking. Two students get a score of 65-72, indicating that their English vocabulary mastery was sufficient. A student got a score of 75-80, which shows that their English vocabulary mastery is very good.

Based on the data above, the average pre-test score for students' English vocabulary mastery is 50.54. It was determined that students' English vocabulary mastery needed to be improved.

The following steps are the results of the mean, median, and mode of the students' scores, as well as the standard deviation and standard error calculated with the SPSS 24 program:

Table 4.1 The Calculation of the Mean, Standard Deviation, and Standard Error of Pre-test Experiment Class

Statistics		
Pre Test Experiment		
N	Valid	26
	Missing	0
Mean		50.54
Median		50.00
Mode		32 ^a
Std. Deviation		13.381
Kurtosis		-1.042
Std. Error of Kurtosis		.887
Minimum		30
Maximum		76

Based on the table 4.5, the lowest score was 30 and the best score was 76. The mean pre-test score was 50.54, the median was 50.00 the mode was 32, the standard deviation was 13.381, and the standard error of mean was 0.887, according to the results of the calculation using SPSS 24.

b. The Result of Pre-test Score of Control Class

In order to quantify the students' English vocabulary competence before the post-test,

The result pre-test score of control class were distributed in the following table (see appendix) in order to measure the students' English vocabulary mastery before conducting the treatment. The

mean, median, and mode of the students' scores, as well as the standard deviation and standard error, were determined using SPSS 24 to determine the frequency distribution.

The following graph depicts the distribution of students' pre-test scores.

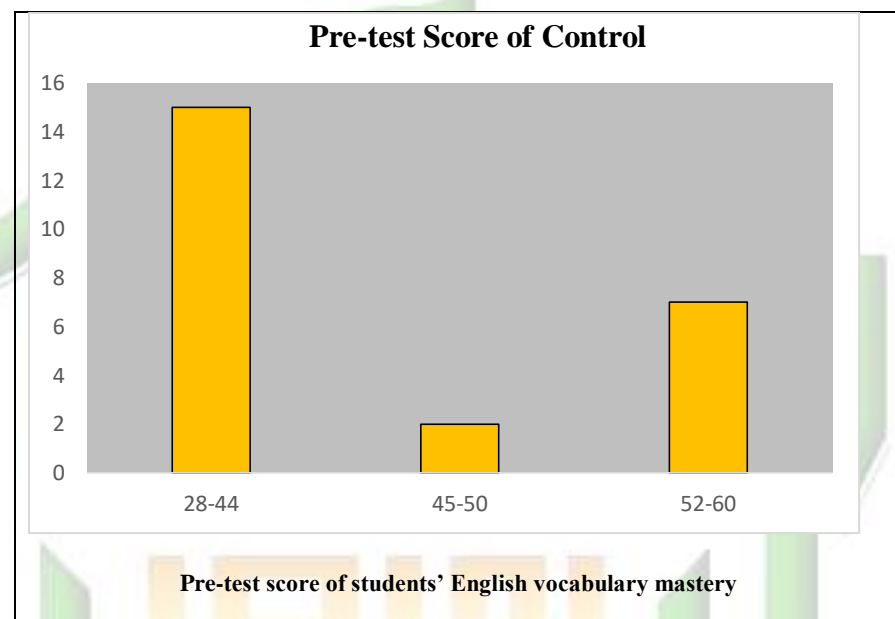


Figure 4.2. The Pre-test Score Frequency Distribution of Control Class

Based on the bar chart depicts the frequency distribution of the pre-test scores in the control class can be classified as follows: Fifteen students scored 24-50, this indicates that the students' English vocabulary mastery scores are still lacking. Two students got a score of 52-60, which indicates that their English vocabulary mastery was sufficient.

Based on the data above, the average pre-test score for students' English vocabulary mastery is 42.92. It was determined that the students' English vocabulary mastery needed to be improved.

The following are the steps for the mean, median, and mode scores of students, as well as the standard deviation and standard error calculated by the SPSS 24 program.

Table 4.2 The Calculation of the Mean, Standard Deviation, and Standard Error of Pre-test Control Class

Statistics		
Pre Test Control		
N	Valid	24
	Missing	0
Mean		42.92
Median		42.00
Mode		52
Std. Deviation		10.215
Kurtosis		-.957
Std. Error of Kurtosis		.918
Minimum		28
Maximum		60

Based on the table 4.2, the lowest score was 28 and the best score was 60. The mean pre-test score was 42.92, the median was 42.00, the mode was 52, the standard deviation was 10.215, and the standard error of mean was 0.918, according to the results of the calculation using SPSS 24.

2. The Result of Post-test Score

a. The Result of Post-test Score of Experiment Class

The students were give a post-test after got a treatment (using two dimension motion picture), the students' post-test results from the experiment class were compiled in the table below (see appendix) to assess the students' English vocabulary mastery following the treatment. To determine the distribution of frequency, the mean, median, modus, as well as the standard deviation, and standard error were calculated using SPSS 24. The following graph depicts the distribution of students' post-test scores.

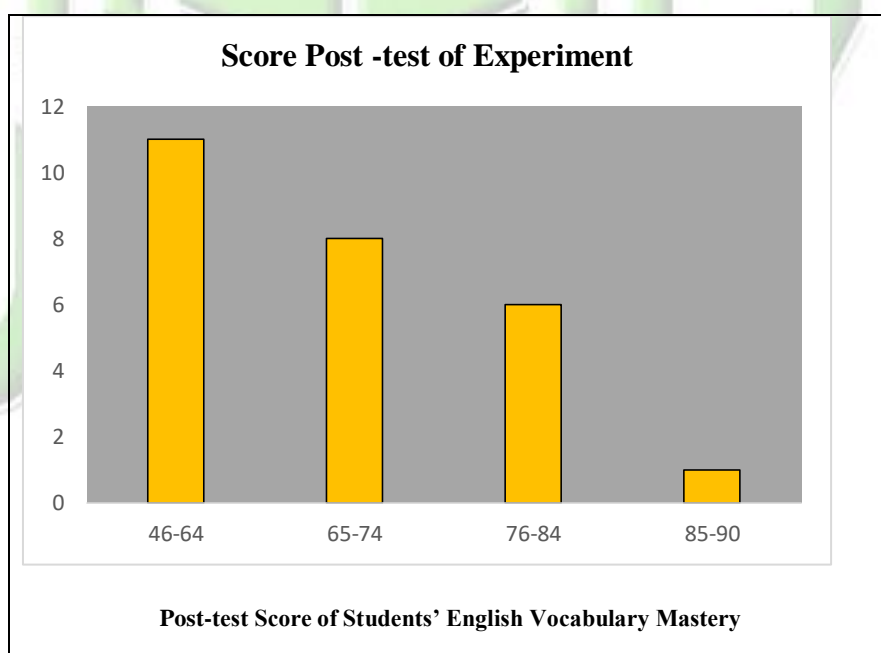


Figure 4.3. The Post-test Score Frequency Distribution of Experiment Class

Based on the bar chart depicts the frequency distribution of post-test scores in the experimental class can be classified as follows: Eleven students scored 46-64, it mean indicating that the

students' English vocabulary mastery was weak. Eight students got a score of 65-74, which indicates that their English vocabulary mastery was sufficient. Six students got a score of 76-84, indicating that the students' mastery of English vocabulary mastery already good. A student got a score of 85-90, indicating that the student's English vocabulary mastery was very good.

Based on the data above, the average post-test score for students' English vocabulary mastery is 67.00. It was determined that the students' English vocabulary mastery needed to be improved.

The following are the steps for the mean, median, and mode scores of students, as well as the standard deviation and standard error calculated by the SPSS 24 program.

Table 4.3 The Calculation of the Mean, Standard Deviation, and Standard Error of Post-test Experiment Class

Statistics		
Post Test Experiment		
N	Valid	26
	Missing	0
Mean		67.00
Median		69.00
Mode		72 ^a
Std. Deviation		11.527
Kurtosis		-.777
Std. Error of Kurtosis		.887
Minimum		46
Maximum		90

Based on the table 4.7, the lowest score was 46 and the best score was 90. The mean post-test score was 67.00, the median was 69.00, the mode was 72, the standard deviation was 11.527, and the standard error of mean was 0.887, according to the results of the calculation using SPSS 24.

b. The Result of Post-test Score of Control Class

The result pre-test score of control class were distributed in the table below (see appendix) in order to measure the students' vocabulary mastery after being taught using tow dimension motion picture. The mean of the students' scores, standard deviation, and standard error were determined using SPSS 24 to estimate the frequency distribution. The distribution of students' post-test score, it can be seen in the figure below:

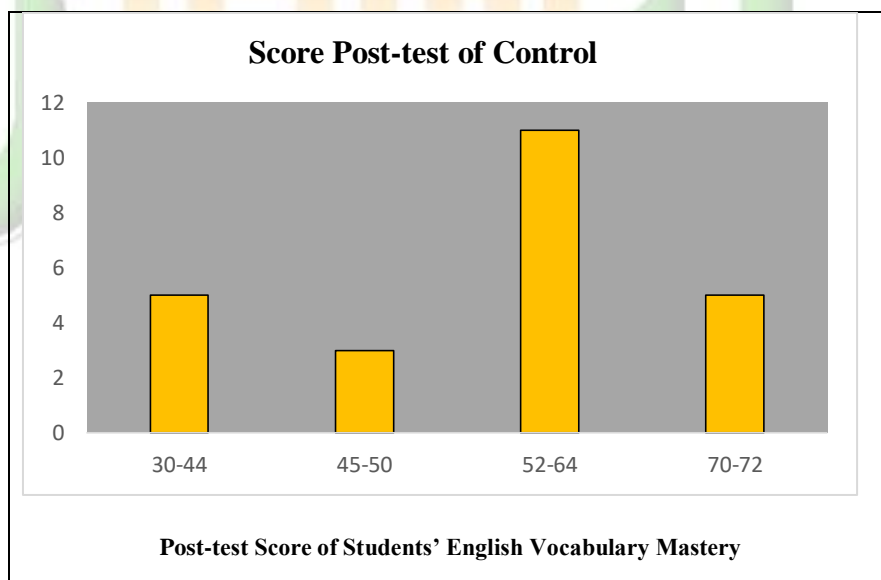


Figure 4.4 The Post-test Score Frequency Distribution of Control Class

Based on the bar chart depicts the frequency distribution of post-test scores in the control class, it can be classified as follows: Nineteen students scored 30-64, it means that the students' English vocabulary mastery was weak. Five students got a score of 70-72, which indicates that the students' mastery of English vocabulary already good.

Based on the data above, the average post-test score for students' English vocabulary mastery is 55.29. It was determined that the students' English vocabulary mastery needed to be improved.

The following are the steps for the mean, median, and mode scores of students, as well as the standard deviation and standard error calculated by the SPSS 24 program.

Table 4.4 The Calculation of the Mean, Standard Deviation, and Standard Error of Post-test Control Class

Statistics		
Post Test Control		
N	Valid	24
	Missing	0
Mean		55.29
Median		56.00
Mode		62
Std. Deviation		11.664
Kurtosis		-.662
Std. Error of Kurtosis		.918
Minimum		30
Maximum		72

Based on the table 4.8, the lowest score was 30 and the best score was 72. The mean pre-test score was 52.29, the median was 56.00, the mode was 62, the standard deviation was 11.664, and the standard error of mean was 0.918, according to the results of the calculation using SPSS 24.

B. Research Findings

1. Testing Normality and Homogeneity Using SPSS 24

a. Testing of Data Normality

The normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test uses SPSS 24 to measure the normality of the data.

To determine the normality of data, use the following formula:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk

The researcher utilized Kolmogorov-Smirnov to evaluate normalcy data since the sample size was $50 > 50$. The researcher next looked at the data's normalcy using the following formula:

- a. An normal distribution of data normal if the value of significance > 0.05 , or If significance > 0.05 = data is normal distribution

- b. An abnormal distribution of data normal if the value of significance < 50 , If significance < 0.05 = data is not normal distribution.

Table 4.5 Distribution Normality Test of Pre-test Score of Experiment and Control Class

Tests of Normality							
Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Score of Pre Test Pre-test Experiment	.106	26	.200*	.960	26	.389	
Pre Test Control	.105	24	.200*	.939	24	.157	

The criteria of normality test if the value of (probability value /critical value) is higher than or equal to the level significance alpha defined ($r > \alpha$), it means that data distribution is normal. The significance value for the experiment class was 0.200 based on the data above, whereas the significance value for the control group was 0.200, based on the data above. Because the significance value for Experiment class was 0.200, it was determined that the data was normally distributed. Because the significance value is greater than 0.05, and the control class is normally distributed.

Table 4.6 Distribution Normality Test of Post-test Score of Experiment and Control Class

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score of Experiment	Post Test	.111	26	.200*	.974	26	.741
Post-test	Post Test Control	.115	24	.200*	.962	24	.486

The criteria of normality test if the value of (probability value /critical value) is higher than or equal to the level significance alpha defined ($r > \alpha$), it means that data distribution is normal. The significance value for the experiment class was 0.200 based on the data above, whereas the significance value for the control group was 0.200, based on the data above. Because the significance value for Experiment class was 0.200, it was determined that the data was normally distributed. Because the significance value is greater than 0.05, and the control class is normally distributed

b. Testing of Data Homogeneity

The homogeneity pre-test criterion, if the value of (probability value/critical value) was more than or equal to the level significant alpha specified ($r > a$), the distribution was homogeneous.

Table 4.7 Distribution Homogeneity Test of Pre-test Score of Experiment and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score of Pre-test	Based on Mean	2.937	1	48	.093
	Based on Median	2.878	1	48	.096
	Based on Median and with adjusted df	2.878	1	46.942	.096
	Based on trimmed mean	2.893	1	48	.095

Base on table 4.11, the value of (probably value/critical value) from the pre-test of the experiment and control class on homogeneity of variance in the sig column was 0.093. Because the value was greater or $r = 0.093 > 0.05$, it implies that the experiment and control classes have the same variation or are homogenous.

Table 4.8 Distribution Homogeneity Test of Post-test Score of Experiment and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score of Post-test	Based on Mean	.000	1	48	.993
	Based on Median	.002	1	48	.966
	Based on Median and with adjusted df	.002	1	47.963	.966
	Based on trimmed mean	.001	1	48	.972

Based on table 4.12. Post-test homogeneity criteria, if the value (probability value/critical value) is more than or equal to the specified alpha significant level ($r > a$), then the distribution is homogeneous.

The value (possible critical value) of the experimental and control class post-test on the homogeneity of variance in the sig column is 0.993, based on the data provided. Because the value is lower or $r = 0.993 > 0.05$, this indicates that the experimental class and control class have the same variation or are homogeneous

2. Testing Hypothesis

a. Testing Hypothesis using SPSS 24

The result of the t-test using SPSS 24 could be seen as followed:

Table 4.9 Standard Deviation and Standard Error of Experiment Class and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score of Post-test	Experiment	26	67.00	11.527	2.261
	Control	24	55.29	11.664	2.381

Base on the table 4.13, the result of X1 standard deviation calculation was 11.527, and the result of the standard error of mean calculation was 2.261. The standard deviation calculation X2 was 11.664, while the standard error of mean calculation was 2.381.

Table 4.10 The Calculation of T-test Using SPSS 24

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score of Post-Test	Equal variances assumed	.000	.993	3.568	48	.001	11.708	3.282	5.110	18.306
	Equal variances not assumed			3.566	47.584	.001	11.708	3.283	5.106	18.311

Based on table 4.14, showed the results of the SPSS 24 t-test calculating. The table is the main table from the independent sample t-test study. It was discovered that the value of sig (two-tailed) was $0,001 < 0,05$, indicating that the experimental and control groups had different score points. Based on the descriptive value, it is evident that the experimental group using two dimension motion picture scored higher than those the control group using the picture.

a. Calculate T-Test using Manual Calculation

The researcher chose the level of significance in 5%, it signified that the level of significance of the refusal null hypothesis in 5%. The researcher decided the level of significance at 5% because of the hypothesis type stated on non-directional (two-tailed test). Which show that the hypothesis cannot directly the prediction of alternative hypothesis. To test the hypothesis of the study, the researcher used t-test statistical calculation. Calculated the standard deviation and the standard error of X1(experiment) and X2 (control). It was found the standard deviation and the standard error of post-test of X1 and X2 at the previous data presentation. It can be seen as follows:

Table 4.11 Standard Deviation and Standard Error of Experiment Class and Control Class

Variable	Standard Deviation	Standard Error
X ₁	11.527	2.261
X ₂	11.664	2.381

Where:

X₁ = Experiment Class

X₂ = Control Class

Based on the table 4.15, Showed the result of the standard deviation calculation of X1 was 11.527, and the result of the standard error mean calculation was 2.261. The standard deviation

of X2 was calculated to be 11.664, while the standard error mean was calculated to be 2.381.

The next step, the researcher then estimated the standard error of the differences in mean between X1 and X2:

$$\begin{aligned}
 SE_{M1} - SE_{M2} &= \sqrt{SE_{M1}^2 + SE_{M2}^2} \\
 &= \sqrt{(2.261)^2 + (2.381)^2} \\
 &= \sqrt{5.112121 + 5.28348628} \\
 &= \sqrt{10.781282} \\
 &= 3.28348626 \\
 &= 3.3
 \end{aligned}$$

The calculation above showed the standard error of the differences mean between X1 and X2 was 3.3. Then, to obtain the value of T_{observed} , the following formula was used:

$$\begin{aligned}
 T_o &= \frac{M1 - M2}{SE_{M1} - SE_{M2}} \\
 &= \frac{67.00 - 55.29}{3.3} \\
 &= \frac{11,71}{3.3} \\
 T_o &= 3.5
 \end{aligned}$$

Which the criteria:

If t-test ($t_{\text{observed}} \geq t_{\text{table}}$) : H_a was accepted and H_o was rejected

If t-test ($t_{\text{observed}} \leq t_{\text{table}}$) : H_a was rejected and H_o was accepted

The degree of freedom (df) was then calculated using the formula:

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (24 + 26) \\
 &= 50 - 2 \\
 &= 48
 \end{aligned}$$

As seen in the table below, the t-test computation yielded the following results:

Table 4.12 The Result of t-test Manual Calculation

Variable	T _{observed}	t-table		df
		5%	1%	
X ₁ -X ₂	3.5	2.01	2.68	48

Where:

X₁ : Experiment Class

X₂ : Control Class

t_{observed} : The calculated value

t-table : The Distribution of t value

df : Degree of freedom

Based on the table 4.16, the value of t_{observed} was larger than the value of t_{table} at the level of significance of 5%, or t_{observed} > t_{table} = 3.5 > 2.01. It signified that H_a had been approved and H_o had been denied.

It could be interpreted based on the result of calculation that H_a stating that the students who taught using two dimension motion picture have more vocabulary than those taught using picture at seventh grade of SMPN 4 Satu Atap Murung and H_o

stating that the students who taught using two dimension motion picture give higher vocabulary mastery than those taught using picture at seventh grade of SMPN Satu Atap Murung. It can concluded that teaching vocabulary by using two dimension motion picture give higher students' English vocabulary mastery.

3. Interpretation

To examine the truth of the false of null hypothesis stating that the students taught vocabulary mastery by using two dimension motion picture, The result calculation of sig (two-tailed) was lower than 0.05 or $0.001 < 0.05$ to assess the reality of the false null hypothesis saying that pupils were taught vocabulary using two dimension motion picture, so H_a was accepted and H_o was rejected. To create the t-table, the t-test result was interpreted based on the degree of freedom result. The degree of freedom (df) result was 48, which was calculated by subtracting the total number of students in both groups from the total number of students in both groups. The results of $t_{observed}$ and t_{table} from df at the 5% level are shown in the table below.

Table 4.13 The Result of T-test Manual Calculation

Variable	$t_{observed}$	t-table		df
		5%	1%	
$X_1 - X_2$ T	3.5	2.01	2.68	48

The result calculation t-test used SPSS 24, it mean revealed that the $t_{observed}$ was larger than the t_{table} at a 5% significance level or $3.5 > 2.01$.

It shows that H_a had been approved whereas H_0 had been denied. The value of mean of the experiment class was 67.00 higher than the value of mean of the control class 55.29. So, score of experiment was greater than score of control class.

This can be interpreted based on the result of calculation that H_a stating that the students who taught using two dimension flash animation give higher vocabulary mastery than those taught using picture at seventh grade of SMPN 4 Satu Atap Murung and H_0 stating that the students who taught using two dimension flash animation do not give higher vocabulary mastery than those taught without using picture at seventh grade of SMPN 4 Satu Atap Murung. It can concluded that teaching vocabulary by using two dimension motion picture give higher students' English vocabulary mastery.

C. Discussion

In the description of the data which was taken from 26 students of experiment class and 24 students of control class. In the background of the study that students' vocabulary mastery is still low. Two dimension motion picture media in this study was used to solve the problem and become a media reference solution for teachers in improving students' vocabulary mastery. After going through several stages of data analysis, the findings of this study are in accordance with what other researchers have concluded previously that two dimension motion picture can be used to improve learning at SMPN 4 Satu Atap Murung seventh grade, data analysis revealed that students who taught using two dimension motion

picture had greater vocabulary mastery than those taught using picture. The mean score of the experiment class between pre-test (50.54) and post-test (67.00) demonstrates this. It was discovered that after completing the treatment, the students' grades improved.

In teaching learning process, taught vocabulary by using two dimension motion picture. Two dimensional motion picture is another alternative media that teachers can use in learning. In teaching learning process, English vocabulary by using two dimension motion picture is a tool using by the teacher to teach the students. From the result of analysis the use of media giving positive effects for student's vocabulary score. It meant media has important role in teaching learning process. According to Manarung (2021) said the students that used motion picture were higher than of those taught without motion picture. Which showed that using motion pictures had a significant effect on the students' writing ability. According to Raymuno (2020) motion picture is picture be active and begin from all of creator life or to blow life in the object that don't alive. Mention of picture be active because when make it use picture that sequence and can manipulation it so that look likes picture be active. This motion picture used to motivate the student and to give them more experience in learning process. According to Munadi (2008), the useful of motion pictures for the students are developing vocabulary, making them interested and not getting problem from the motion pictures. When students observe motion pictures, they will talk more to interact better with

the motion pictures. Students can make relationship to develop new ideas. Therefore, the motion pictures in fact can make people understand about audio visual media. Students are getting some educations when they study vocabulary by using motion pictures. Motion pictures can help the students to response their knowledge in vocabulary. The student can study hard because they feel interested in studying vocabulary by motion pictures.

Based on the theory above can be concluded that two dimension motion picture was one way to provoke students' interest and motivation in increasing vocabulary and task behavior. Besides that, two dimension flash animation can also motivate the students. One of the determinants of learning victory for students is motivation. When learning feels fun, students will be more influential in learning. The researcher motivated the students by using two dimension motion picture to learn English in more enjoyable and meaningful. According to Munadi (2008) the students will more motivated and learner will get more skill, which is the main reason to make them more motivated. Motion pictures can help the students to response their knowledge in vocabulary. The student can study hard because they feel interested in studying vocabulary by motion pictures.

Teacher can apply them in the teaching English in order to make the student understand at the lesson more easily. In the teaching learning process, the object can not take in to find the classroom or show to the student. Therefore, it is wise for the teacher to find the complementary ones, such as motion pictures.

Teacher must creative when choose media for students. Motion pictures are imported to help the students to expect the experience or understand some things places, object, people, etc. It is suggested that the teacher use motion pictures and teaching learning process.

It means teaching learning by using motion pictures they save the time and energy. Motion picture can be used by teacher and students whatever the emphasis of the syllabus they are following. The example given in this based can not care all possibilities and for that reason it might be of value and interest to show how ones picture can be used as a reverence a stimulus in order to promoted very language teaching emphasis. Not all motion pictures can be used as media in learn. They learn must find motion pictures that fulfill the children should as good motion pictures on the order hand. Motion pictures should certainly be subjected to some practical criteria, for easement of their value, but such criteria should apply to all activities whether they involves motion pictures or not. In other words, teaching using audio visual aids by motion pictures has a positive effect on the student`s vocabulary mastery (Suyanto, 2010: 39). Obviously, every activity that consist the use of motion pictures has some effects. On the other side, these kinds of activities are helping teacher to introduce the meaning, give believable setting as motion pictures, create a sense of a real place and real event, make the meaning clear and memorize easily. Motion pictures may also add fun, related the activity into an event. Meanwhile, using motion pictures in teaching

learning process the young learners can be creative. Teacher may need the right techniques, therefore that they can maintain the students` attention to intend objectives of the lesson. Using motion pictures in teaching learning process absolutely needs time to preparing the material or implementing in the classroom (Boysson, 1999:146). There are some reasons of using motion pictures: firstly, that characteristic of picture is concrete. Therefore, the students can look at the materials being described, secondly, that is can solve time and place limitation, thirdly, that it can solve the capacity/shortage of the five senses, fourthly, that it can be used to explain something, fifthly, that easy and cheap to get and the last, that is easy to use both for individual and group students.

In the treatment process before entering the class, students are required to wash their hands first and must wear a mask. Learning system is done offline or face to face. Before learning begins, students pray first. Next, the students got explanation about teaching learning activity. First, the teacher gives an overview of what will be learned as a warm-up. Second, the teacher explains a little material from the English textbook. Third, the teacher shows a two-dimensional motion picture to students in class. The four teachers directed the students to watch the video and pay attention and note what English vocabulary was in the video, the fifth finished watching the video the teacher immediately asked the students related to the vocabulary they knew in the video. The six teachers explained again about the material in the video. After the teacher finished

explaining, some of the students were asked to come forward and write on the blackboard the five vocabularies they knew were related to the vocabulary in the video. Then the teacher gives students 15 minutes to memorize the vocabulary they have written, each student memorizes 10 words. Finally, before students take a break, the teacher asks students to come forward to memorize vocabulary.

The data were calculated using t-test formula. Manual calculation showed that the t_{observed} was 2.068. The criteria of the test was if $t_{\text{observed}} > t_{\text{table}}$ H_a was received and H_0 was rejected, it meant that the student who taught using two dimension motion picture give higher vocabulary mastery. Then, if $t_{\text{observed}} < t_{\text{table}}$ H_a was rejected and H_0 was received, it meant that the students who taught using two dimension motion picture do not give higher vocabulary mastery. Then, to know t_{table} it used formula $Df = N_1 + N_2 - 2$, and $N = 2$. So, $df = (26 + 24) - 2 = 48$.

The result t_{table} was used to consult the t_{observed} , which had a $df = 51$. The significant standard was 2.01 (5%). The t_{observed} was compared to the t_{table} , it was discovered that the t_{observed} was higher than the t_{table} value at the 5% significance level, or $3.5 > 2.01$. It mean from the preceding computation that $t_{\text{observed}} > t_{\text{table}}$. It can be concluded that H_a was accepted and H_0 was rejected.

Then, the results of the data are calculated using t-test SPSS 24 Independent Sample T-test. The results reveal that the two-tailed t-test of significance is less than alpha 0.05 or $0.001 < 0.05$. This finding indicated

that the alternative hypothesis stated that the students who taught using two dimension motion picture give higher vocabulary mastery than those using picture at seventh grade of SMPN 4 Satu Atap Murung was accepted. On the contrary, the null hypothesis stated that the students who taught using two dimension motion picture do not give higher vocabulary mastery than those who taught using picture at seventh grade of SMPN 4.

From the results presented above, the researchers agreed with labade (2016) opinion that motion pictures provide the students with exposures to the real language uttered in authentic settings and culture in which the target language spoken, provide the students with a lot of language practice through activities, and tasks develop language skills, increase the students' critical awareness, and easily available, enjoyable and controllable.

Moreover, the result of the research also in line with Wahyuwidiati and Listriani results. Wahyuwidiati (2015) proved that motion pictures was appropriate and effective to use as learning media to teach speaking skill at SMPN 7 Tegal. In addition, Listriani (2012) Proved that motion pictures was effective to increase the students' achievement in vocabulary at SDN 02 Sawahan Trenggalek. And the researcher proved that the developed two dimension motion pictures as learning media was effective to increase the students' vocabulary mastery at SMPN 4 Satu Atap Murung.

Based on the finding data in chapter 4, that can be see in (table 4.10) showed the results of the SPSS 24 t-test calculating. The table is the

main table from the independent sample t-test study. It was discovered that the value of sig (two-tailed) was $0,001 < 0.05$, indicating that the experimental and control groups had different score points. Based on the descriptive value, it is evident that the experimental group using two dimension motion picture scored higher than those the control group using picture.

The findings also in line with some previous study that related to issue. It was similar to the data findings of Raymundo (2020) Impact of Motion Pictures on The English Receptive Vocabulary Knowledge of Grade 10 Students. The t-test paired sample result showed that the 5.39 calculated value is greater than the critical value of 2.02. This means that there is a significant difference between the mean of the pretest and posttest scores. Which showed that using motion pictures had a significant effect on the vocabulary mastery. The research similarities with Raymundo (2020) Impact of Images on Students' Receptive English Vocabulary Knowledge, namely they both did the t-test, then both had a significant effect on students' vocabulary mastery and used high school students as research samples, as for Another similarity is that before starting the research, the students do a pre-test and after that they do a post-test in order to get the supporting data needed in the research. The difference in this study lies in the class level used as a sample, in this study the researcher used class 7 as the research sample and in the previous study used class 10, then the difference lies in the geographical conditions of the

research situation I conducted research at SMPN 1 satap while raymodu at Meycauayan National High School.

The data findings of listriani (2012) it mean that teaching vocabulary by using motion picture was significant infulence and was more effective that without by using picture. The smiliarities in this study is both using motion picture media images, another equation is having a good effect, namely, students' vocabulary when using this two-dimensional motion picture increases significantly, both use 50 students as research sampling. Then the difference in this study is that the time of the research is different, and the place of research is also different.

Accoring to Manarung (2021) Text Writing Using Motion Picture. The results of the students that used motion picture were higher than of those taught without motion picture. A t-test was used to analyze the data, which showed that using motion pictures had a significant effect on the students' writing abilit. The equation in this research is in the way of calculating the data by using the t-test and the results both show that by using a motion picture, the student's score is higher. While the difference lies in the ability to write and increase vocabulary

The data finding of Fadhilawati (2019) The result of the research showed that: The model of Motion Pictures was effective and valid as learning media in teaching and learning speaking for the first grade students' of MTs Ma'arif NU Gandusari Blitar, Furthermore, the Students also gave positive responses toward the use of developed motion pictures

in learning speaking. The similarity in this study is that the media used are both using moving images and to calculate the data using the t-test. Differences in research for vocabulary and research on this for speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion for the study's findings were provided in this chapter. The study's conclusion was the response to the study's problem, which was presented in Chapter I, and the finding was based on the data analysis results. The suggestions were meant to enhance and motivate students, teachers, and other researchers involved in teaching vocabulary using two dimension flash animation.

A. Conclusion

Based on the result of data analysis, The problem of the study as stated in Chapter I 'Do the students taught using two dimension motion picture have more vocabulary than those taught using picture?

The findings of the data analysis, employing two dimension motion picture resulted in greater vocabulary mastering in the seventh grade of SMPN 4 Satu Atap Murung. The English vocabulary mastery post-test score from experiment class that using two dimension motion picture improved significantly. In experiment class, it has been proven that students' post-test scores are greater than their pre-test scores. As a result, two dimension flash animation was proven to be effective.

It could be seen from the result of t-test using manual calculation. The results of the t-test using manual calculations show that between T_{observed} and t_{table} , there were substantial differences. At the 5% level of significance, $T_{\text{observed}} > t_{\text{table}}$ or $3.5 > 2.01$. The fact that the t-test of

significance two-tailed is lower than alpha 0.05 or $0.001 < 0.05$ is also corroborated by SPSS 24. This showed that the alternative hypothesis, suggesting that students who taught using two dimension motion picture had greater vocabulary mastery than those taught using picture at SMPN 4 Satu Atap Murung seventh grade, was accepted. It was found that utilizing two dimension motion picture to teach students' vocabulary mastery in the seventh grade at SMPN 4 Satu Atap Murung.

B. Suggestion

From the conclusion above, some suggestions are presented as follows:

a. For students

For the students, when they study English vocabulary using two dimension motion picture, it is recommended that they have to pay attention to video and teacher's explanation on English vocabulary. Two dimension motion picture could be one of an alternative to help them to motivate in learning English and improve their vocabulary mastery. The students should always keep their vocabulary by memorizing and practice it in studying English to improve their skill and their knowledge. They have to try to memorize and practice their vocabulary.

b. For teachers

Teacher must pay attention to the students' level because teaching English at tenth grade student is not an easy task. The learners are good limitation. They will imitate what the teacher says and does. Therefore the teacher must be a good picture for the students. It gives contribution

to the English teachers about the important of technique to support teaching learning process especially vocabulary goals. It is recommended to the teacher that teaching vocabulary by using two dimension flash animation can motivate the students to memorize of vocabulary. They become more active follow the lesson. By using two dimension flash animation, they will get an easy and more enjoy way to improve their vocabulary in English.

c. For the other researchers

Researcher hope for the next researchers to be able to improve this method (two dimension motion picture) better and more interesting. They also have to learn to arrange their lessons more interesting in video, for example in terms of placing pictures in the video, managing time well so that the teaching and learning process is more effective. The researcher hopes that the results of this study can be an additional reference for future researchers. Finally, it is hoped that two dimension flash animation can be an ideas to conduct other research and it is also hoped that there will be improvements and development of vocabulary strategies to enhance English teaching and learning methods.

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