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THE INFLUENCE OF USING SHORT STORY ANIMATION ON STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This research purpose was to determine the influence of short story narrative text on students' vocabulary mastery at the 10th grade of SMAN 1 PETIR. This research was done by true-experimental with random sampling. The population of this research was all of the first-grade high school students in Banten province, consisting of 350 students. The researcher used two classes, X MIPA 4 as the experimental and X MIPA 5 as the control class. Both classes consisted of 35 students. In obtaining the data, the researcher used multiple-choice questions as instruments. Try out was conducted as the first step to get the data. After conducting the tryout, the researcher gave a pre-test in both classes. The researcher gave the treatment in the experimental class using Short Story Animation as a media, and in the control class, the discussion method used a module. The result of the calculation by Independent T-test found that ($0,002 < 0,005$), which means the hypothesis alternative (H_a) is accepted. The effectiveness of using Short Story Animation Narrative Text can be seen in the ability obtained after the treatment.

Keywords: *Animation; Narrative; Short Story; Vocabulary.*

INTRODUCTION

The most important aspect of teaching young students foreign languages is vocabulary. If someone doesn't have enough vocabulary, he can't communicate with his environment. Vocabulary acquisition is an essential part of foreign language learning. Success communication is when our partner understands what we are talking about, then the role of vocabulary is very influential and must be learned and mastered. For language learners, vocabulary is necessary because communication is impossible without it. Vocabulary knowledge is an essential tool for acquiring communication skills in any language



for second language learners. Many factors influence learning English. Learning vocabulary is the most crucial factor in learning English. This is one of the essential elements of learning a foreign language (Ambarwati & Mandasari, 2020). We can achieve vocabulary mastery after we know a lot of vocabulary, and this is the aim of this research, we can get vocabulary mastery by always practicing. Mastery of vocabulary requires students to have good language skills (Santoso & Andriyadi, 2019). Researchers can conclude that vocabulary is humans' meaningful words in language and communication.

One form of modern prose is the short story, and media learning is adaptable enough to cover various contemporary issues. Short stories are an effective strategy to motivate students to learn because they are diverse in content, vocabulary, and grammar (Mbuthia & Iribemwangi, 2014). Short stories are also media that are immensely loved by children who have just entered their senior high school because they are still not interested in learning foreign languages. If given monotonous learning, they feel bored and less interested. According to the researcher, short stories are sufficient to increase vocabulary.

Short story animation is somewhat effective, significantly stimulating students' interest in learning English. Using short animations as a knowledge strategy in vocabulary can increase our understanding, encourage deep thinking, increase empathy, and potentially cause social change (Boydell & Croguennec, 2022). A short story animation is a tool that is relatively easy to use by students, so researchers used animation media in this research.

Before researchers examined the influence of using short story animation, the researcher found the research gap in other research. The first is about Improving Students' Vocabulary Achievement through Short Story (Sulfikar et al., 2019). The research aimed to find out the improvement of students' form of word of learning vocabulary through short story. This research used the descriptive qualitative method. The researcher used classroom action research and used a quantitative research method. Data collection is used using the CAR principle. The research is carried out in cycles, with each cycle having four phases: Plan, act, observe, evaluate, and reflect. The second is about Enriching Students' Vocabulary Through Reading Short Story (Fajri, 2018) this research used a fable short story and employed experimental research based on personal experience and the quantitative method are used for this research. The third is about The Use of English Short Story to Enrich Students' Vocabulary Mastery (Paramita, 2018). The research aimed To find out the way of short storymedia application in enriching the students' vocabulary, this research was done through Classroom Action Research (CAR) method. For the qualitative method, the researcher used a questionnaire for data collection. For the quantitative method, the researcher used computing the writing test score. The fourth is about The Influence Of Animation Movies Towards Students' Vocabulary (Zelamutia, 2019) the aim of this study is to know whether there is significance influence of using animation movie towards students' vocabulary mastery. This study used animation movies and this research is a quantitative method research using quasi-experiments, used pre-test and post-test as data collecting techniques.

From the previous research above, the researcher is interested in researching vocabulary masters but with a different subject, namely using short story animation. This research is similar to what has been discussed previously about vocabulary mastery, but



there are also differences in the research, namely using short story animation to determine the influence of using short story animation applied to the experimental group in learning (treatment). The two stories that the researcher chose are: The Smart Monkey and The Dull Crocodile and Malin Kundang. The objectives of this study is to find out the influence of using short story animation on students' vocabulary mastery.

LITERATURE REVIEW

A. Definition Vocabulary

Vocabulary is critical in learning English. Vocabulary is also an important aspect of language teaching. Vocabulary is often seen as a limited and integral part when learning a foreign language. Vocabulary in other languages makes communication difficult and unsuccessful (Susanto, 2017). The fundamental component of language learning and use is vocabulary acquisition. It is what gives a language its essence. Vocabulary is essential for comprehension, fluency, and performance (Al-Dersi, 2013). There are many definitions of vocabulary put forward. Before we discuss vocabulary mastery, we must first understand what vocabulary is. It is vital to master a large vocabulary in foreign language learning. Of course, without us mastering a foreign language learning will experience difficulties. Vocabulary is an essential component of language (Richard & Rodgers, 2001). Words are categorized according to their content and function; Content words include nouns, verbs, adjectives, and adverbs. It includes the functions of the words preposition, conjunction, and interjection. (Thornbury, 2004) However, the researcher took the word content in this study because students would understand it better because they had often studied it.

- a. Noun
A word that can be the subject or object of a verb is called a noun. It could be the name of someone, something, a place, or an idea.
- b. Adjective
Adjectives are words that describe a noun or pronoun in more detail.
- c. Verb
A word that describes an event, condition, or state of something is called a verb.
- d. Adverb
A word that describes a verb phrase, predicate adjective, or other adverb is an adverb.

B. Definition of Vocabulary Mastery

Vocabulary is all about memory. Therefore, before students can be deemed to have mastered a word, they typically need to see, hear, and write it numerous times. Vocabulary is about remembering words. Vocabulary mastery is an integral part of teaching foreign languages. Teachers should help students improve vocabulary (Hariyanto & Wulandari, 2019). (Thornbury, 2004) also explains how short-term storage (STS), working memory, and long-term memory are used to remember words. Short-term storage (STS) refers to the brain's capacity to store a limited number of bits of information for a few seconds or less. There is no doubt that memorizing words for a brief period is not sufficient for effective vocabulary learning. Words must undergo various types of processing to be stored in long-term memory.



C. Definition of Short Story

One form of literature, among many others, is short fiction. A short story is a piece of literature that tells a story in a fictional way. Simply put, a short story is a fictional/not real story. Short stories tend to be direct to the goal, and the content is solid, not wordy, and complex compared to other types of fiction. A short story is a literary form of prose usually used as a teaching tool. Most short stories are fiction, so they can be understood as stories that can be read in one sitting. Over time, short stories posted in print and Digital media may only be presented in writing or as images. Short stories are one of the most accessible learning media for students due to their exciting presentations. (Fahrannisa et al., 2021). A short story should be read in one sitting. Short stories typically have between 7,500 and 20,000 words. A short story is fiction with 7,500 to 20,000 words and can be read in one sitting. As with any fiction, this includes the subject, plot, characters, narrative perspective, and setting (El-Mahdy et al., 2019). Short stories are less complex than novels. The focus of these short stories is on one incident.

D. Definition of Animation Story

An animated story is a simple one of the media that already use ICT and makes teaching easier. Nowadays, ICT media is needed not only because it facilitates access but also because it can increase the use of media in learning in schools and make students more sophisticated in their use of technology. In addition, using these media can increase students' interest in learning because it used audio and video. Animated stories are one of the audiovisual techniques teachers use as a learning medium (Oktavianingtyas et al., 2018). An animation is a form of moving image where each image describes the situation of a scene and together forms a story (Wardaniningsih & Kasih, 2022)

METHOD

A. Research Design

The quantitative approach was applied by the researcher. Quantitative research has the characteristics of analyzing a trend, group, or connecting a variable employing statistical analysis and summarizing outcomes by contrasting prior hypotheses and prior research (Creswell, 2017).

This study employed true experimental research. True experimental is the comparison of treatment results with stringent control groups and the presence of a potential causal relationship between the treatment and control groups in the design. Validity, both internally and externally, is mostly intact. The experimental group and the control group were the two groups that the researcher assembled. Students who had treatment through the animation of short stories made up the experimental group. Students who used worksheets and modules and underwent various interventions afterwards constituted the control group. True experiments are the most rigorous and reliable experimental designs since the groups are randomly assigned. (Creswell, 2012: 309).



B. Research Variable.

A research variable is an attribute or value of an item or activity that varies. Determined to be studied by the researcher and then concluded. Variables are an attribute or characteristics of individuals that the researcher study (Creswell, 2012: 13). In this research, the researcher used two variables:

1) The independent variable (x) is a variable that influences the dependent variable. The short story narrative text is the research's independent variable.

2) The variable that is affected or that is the result of the independent variable is the dependent variable (y). The students' vocabulary proficiency is the research-dependent variable. research instrument.

C. Population and sample

A population is a group of people, events, or things a researcher wants to study. A population is a group of people who share the same characteristics (Creswell, 2012: 142). These research participants are first-graders at SMAN 1 PETIR during the 2022/23 academic year. While a sample refers to a subset or segment of a population. A sample is a segment of the target population that researchers want to examine to make inferences about the entire target population. (Creswell, 2012: 142). Random samples were used in this study. A method for using a sample is random sampling. In this case, each class of the population participating in the sampling has a chance to become a class of the sample. There are two classes, each with 35 students, for a total of 70. The researcher used the lottery as a determining method accompanied by an English teacher. The researcher chose this school for several reasons. The first was that the student had vocabulary problems. Based on the initial researcher observations, that might be more efficient, given the limited time.

D. Research Instrument

The researcher administered the test to students in experimental and control classes as a learning exercise. The test is used as a research instrument.

E. Instrument Validation

- Validity assesses how accurate a research method is in the process of measuring what it wants to measure. The development of solid evidence to demonstrate that the test interpretation (of sources regarding the concept or construct that the test is assumed to measure) is valid is known as validity. (Creswell, 2012). The researcher used the *Pearson Product Monument* formula in statistical product and service solution (SPSS) version 26 to know the validity. Then, the validity criteria are as follows:

If $t_{count} \geq t_{table}$, the instrument (test) is valid

If $t_{count} \leq t_{table}$, the instrument (test) is not valid

- Reliability assesses the consistency of the measuring method. The measurement is reliable if similar results can be obtained consistently using similar methods under the same circumstances. A measuring instrument is reliable. Reliability means the test results are consistent and predictable (Creswell, 2012: 159). Scores were thought to



be almost similar when the researcher oversaw the instrument on various occasions at various times (Creswell, 2012: 160). To know whether the try out reliable or not to be used, Split-Half Spearman-Brown on statistical product and service solution (SPSS) version 26 is used for the formula.

F. Data Collection

This experiment was conducted in four meetings. The test instrument is also known as one of the data collection methods commonly used for research using true-experimental research to know whether or not the results of using this media affect students' vocabulary mastery objectively.

The researcher conducted a test using short story animation media. The researcher administered a multiple-choice test and a description, repeated after watching a short story, pre-test, and post-test. The researcher used a short story animation about narrative text Legend and fable. The researcher distributes the pretest at the first meeting following. The researcher used short stories as a treatment for the experimental class and a module and handout for the control class to teach vocabulary after the pretest. At the most recent meeting, the researcher was given a post-test, and the various tests served as the pre-test. Researchers then evaluated the students' post-tests. After determining the two pre-test and post-test results, the data were compared to see if the students had increased their vocabulary to support hypotheses. The study used three of tests: tryouts, pretests, and posttests. The test form is multiple choice.

G. Data Analysis

To examine the research instruments' pre-test and post-test data. The test results are considered when the researcher collects the data, which the researcher will then analyze. The normality test, the homogeneity test, and t-test are used to analyze the test.

H. Research Procedures

Research procedures are the steps for conducting research; they are:

1. Came to the place to ask for permission;
2. Observed the research subject;
3. Determine the sample and population of the study;
4. Problem formulation;
5. Select a research approach that is suitable for the study;
6. Conceived the instrument for use;
7. Carried out the instruments that have been designed, which are test;
8. Conduct pre-tests and post-tests and evaluate results.

FINDINGS AND DISCUSSION

A. The Result of Pre-test Experimental class and Control class



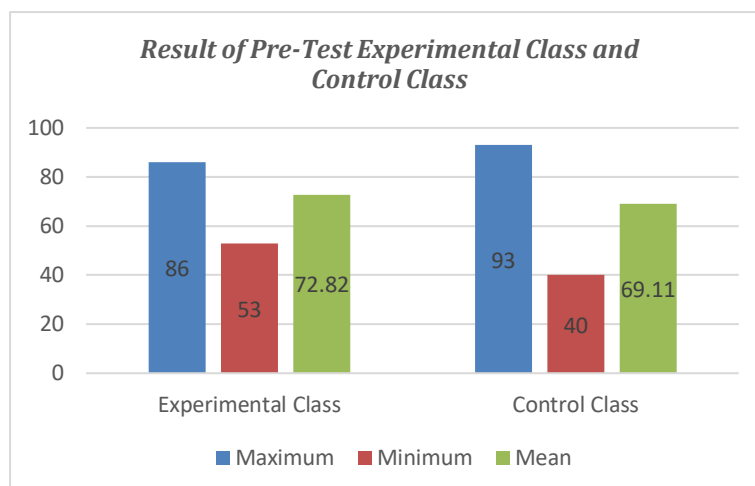


Figure 1. the Result of the Pre-Test Experimental Class and Control Class

The experimental class's minimum score was higher than the control class's $53 > 40$, as shown in the table above. $72.82 > 69.11$ is the experimental class's average score, which is higher than the control class' average score.

B. The Result of Post-test Experimental class and Control class

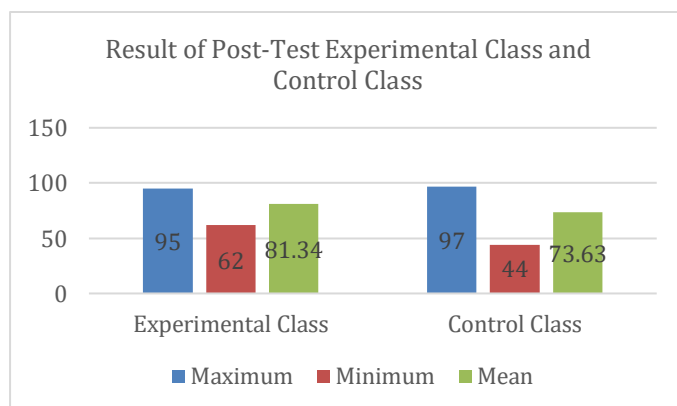


Figure 2. the Result of the Post-Test Experimental Class and Control Class

The experimental class's minimum score is higher than that of the control class, $62 > 44$, as shown in the table above. The experimental class's average score is higher than the control class's, at $81.34 \geq 73.63$.

C. Validity

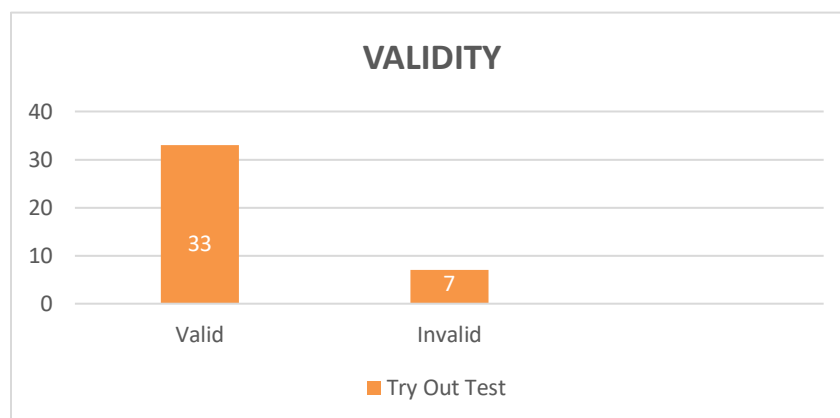


Figure 2. the Result of validity test

The researcher asked 40 try-out questions, as shown in the figure above. The calculation of the questions contained 33 valid and there are invalid questions there are seven questions.

D. Reliability of the Test

Researchers analyzed the data using the Spearman-Brown formula to determine whether the test could be used reliably in this research.

Table 1. The Result of Reliability

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.852
		N of Items	17 ^a
	Part 2	Value	.825
		N of Items	16 ^b
	Total N of Items		35
Correlation Between Forms			.770
Spearman-Brown Coefficient	Equal Length		.870
	Unequal Length		.870
Guttman Split-Half Coefficient			.869

The above table shows that the test data reliability test result is 0.870. The results showed that $r_{11} \geq r_{table}$ or $0.870 \geq 0.361$. The r_{table} score for 30 students is 0.361. So, the researcher concluded that the 40 try-out items were reliable. As a result, the obtained data can be used in the normality test.

E. Normality of the Test

Table 2. Normality of the Test Pre-Test and Post-Test Experimental and Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Eksperimen	,138	35	,087	,957	35	,182
Post_Eksperimen	,114	35	,200*	,965	35	,311
Pre_Control	,136	35	,101	,959	35	,214
Post_Control	,119	35	,200*	,964	35	,302
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

In the experimental class, the pre-test had a data significance of 0.08, while the post-test had a data significance of 0.200. The pre-test control class had a data significance of 0.101, and the post-test control class had a data significance of 0.200. This indicates that the necessary data to be analyzed are ≥ 0.05 , or 5%. As a result, it is possible to conclude that the data used have a normal distribution. As a result, the obtained data can be applied to additional testing, specifically the homogeneity test.

F. Homogeneity Test

The level of variance is significant if the Lave's test > 0.05 means homogeneous variance and the Lave's test value < 0.05 means heterogeneous variance. The results can be described as follows:

Table 3.1 Homogeneity Test Result of Pre-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
PRE_T EST	Based on Mean	2.375	1	68	.128
	Based on Median	1.881	1	68	.175
	Based on the Median and with adjusted df	1.881	1	59.432	.175
	Based on trimmed mean	2.246	1	68	.139

The Fcount for pre-test experiments and controls is $0.128 < 0.05$, as shown in the preceding table. 0.05 indicates that the data are homogeneous. Make the obtained data available for the independent t-test, which is the next test.

Table 3.2 Homogeneity Test Result of Post-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
POST- TEST	Based on Mean	2.681	1	68	.106
	Based on Median	2.092	1	68	.153
	Based on the Median and with adjusted df	2.092	1	59.844	.153
	Based on trimmed mean	2.500	1	68	.119

The conclusion that can be drawn from the table above is that the experimental and control posttest Fcounts are equal to or greater than 0.05, indicating that the data are homogeneous. So that the data can be used in the independent T-test, which is the next test.

G. T-test

The researchers utilized the t-test because there were only 70 and no more than 100 data for the two classes.



Table 4. Independent Sample T-test

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
POST TEST	Equal variances assumed	2.681	.106	3.217	68	.002	7.714	2.398	2.929	12.500
	Equal variances not assumed			3.217	61.609	.002	7.714	2.398	2.920	12.509

Because the p-value is not significant ($0.002 < 0.05$), the data accept the alternative hypothesis (H_a) and reject the null hypothesis (H_0)

A weakness of this research was that students were hesitant to express their opinions after reading the text. Shy to say the answers that they have. Furthermore, this research has some strengths. The students are interested to read a text and increase their vocabulary mastery.

CONCLUSION

The primary objective of this study was to determine the impact of using Short Story Animation Narrative Text on the vocabulary mastery of SMAN 1 Petir 10th-grade students. The control class's average post-test score was 73.63, while the experimental class's average post-test score was 81.34. It showed that the post-test scores of the experimental class students were higher than those of the control class students. Based on the data and hypothesis testing, the Independent T-test revealed that ($0.002 < 0.005$). This indicates that H_a is accepted while H_0 is rejected. The researchers concluded, based on the data analysis findings, that the use of Short Story Animation Narrative Text affected the vocabulary mastery of SMAN 1 Petir students in the 10th grade.



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