The Effectiveness of Claymation Movie on Students' Vocabulary Mastery for Indonesian Vocational High School Students

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ABSTRACT

Purpose – Vocabulary is an important aspect of learning English, especially in Indonesia, where English is a foreign language. However, monotonous methods often make students bored and have difficulty communicating. Claymation can be an interesting solution and make understanding easier. This study is important to find out whether Claymation media can really help students master vocabulary better.

Method – This study uses quantitative methods with the research design used is a pre-experimental one-group pre-test and post-test design that focuses on one class without a control class and changes in learning outcomes cannot be fully attributed to Claymation, so researchers design valid and reliable instruments and conduct trials before being applied to the treatment class. The sample consisted of 36 tenth-grade Animation 1 students in the treatment class.

Findings – The results of this study show significant differences. The mean pre-test of 76.22 to the post-test with a mean of 86.33, showing an increase of 10.11 it's means that many students got a positive rank, which means that the post-test score is higher than the pre-test score, and students have improved. The results of the Wilcoxon test showed sig. value (2 tailed) 0.001 < 0.05. Thus, Ha is accepted, and Ho is rejected. So, the use of Claymation is proven effective in improving students' vocabulary mastery.

Research Implications – This study highlights the effectiveness of using Claymation movie which helps in overcoming students' difficulties in vocabulary mastery. The use of Claymation proves that it can increase students' vocabulary, make the classroom atmosphere feel fun, and increase students' learning motivation. In the future, Claymation can be one of the alternative media and solutions for teachers in teaching English to students.

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Introduction

English is important to learn, and vocabulary is the main basic helping in understanding, expressing, and communicating with others, especially for Indonesian students, and without adequate vocabulary mastery, students will have difficulty understanding texts, expressing ideas, and communicating effectively. Munir (2016) states vocabulary is very important in learning English because by having many vocabularies someone can be easier to learn English. Agustin et al. (2022), state the vocabulary lists include all the words used, words in conversation, and word lists with meanings for learning a foreign language. Nurhaliza et al. (2023) State vocabulary acquisition is an essential part of foreign language learning. Vocabulary is very important to learn, especially for students. Students with limited vocabulary are unable to express themselves clearly and are unlikely to recognize any texts written in English (Ningsi & Tambusai, 2023). Azizah and Surya (2017) suggests that vocabulary must be taught from a basic level to allow more time to learn English. In Indonesia, the Independent Curriculum emphasises the importance of English language skills, including vocabulary mastery. This is important for SMK students who are prepared for the world of work, where an understanding of English vocabulary is required.

According to Lestari and Selian (2021) vocabulary is one of the simple supplementary materials that beginners need to master to play an important role in acquiring all English skills. The rarity of students speaking English is a common problem in learning in countries that do not use it in daily conversation (Madjdi, et al., 2024). The habit of nurturing reading is also an option that can improve students' vocabulary mastery and overcome students' difficulties in understanding the use of English vocabulary in daily life (Madjdi, et al., 2024). The results showed that students' reading habits contributed to the increase in vocabulary mastery. Most students had at least 5,000 vocabulary words by mid-semester, which increased to more than 95,000 words by the end of the semester. This finding indicates the addition of new vocabulary. Brinton (2001) state data shows that in English, about 80% of the words we encounter in a variety of common contexts come from around 2,000 basic vocabulary words, however, learners with only 500 words or slightly more will still encounter many unfamiliar words, where the unfamiliar words often contain important meanings. In addition, teachers focus more on theory than practice, while monotonous learning reduces students' enthusiasm. According to Madjdi and Rokhayani (2018) English teachers usually rely on one textbook, but this is less than ideal because teaching materials can come from various other sources. Teaching vocabulary to EFL students in this era can be a challenging task regarding their characteristics as the millennial generation (Suryani, 2021).

In learning vocabulary, students have difficulty in mastering it due to the lack of interesting media and still using monotonous teaching. In the modern era, education is developing rapidly, especially in technology. Learning will be easier when using media

technology. According to Brinton (2001) state that new vocabulary should be presented in rich contexts to provide clues to meaning, rather than in isolation or through memorization, by giving students plenty of exposure to the vocabulary learnt, and using contextualized exercises, focus on words highlighted in the text, and vocabulary games. To teach English, teachers need to choose the right learning methods, especially in teaching vocabulary, as well as utilizing visual media so that students understand the material more easily and do not feel bored while learning (Liando et al., 2022). According to Novari and Gumelar (2022) the media can be used as motivation in learning because of the attractive appearance of the media. It means, teachers can use visual media in teaching and learning vocabulary, such as animation. Fitri and Ma'rifah, (2022) explained that Animation can engage students in learning and help assess their knowledge or analytical skills. Romadhon (2022) in this study, using animation video in vocabulary teaching for Vocational high school students, there were 23 subjects. The teaching technique is showing a movie in front of the class for 15 minutes and students are given assignments related to the movie in the form of picture identification, word meaning, and spelling with 10 questions each. The result of this study shows that the use of Animation Movie method is effective to improve students' vocabulary. Animation is effective for actively engaging students and making learning more interactive and fun.

Animation has several types, one of which is Clay Animation (Claymation). According to Werdiningrum and Syafrizal (2016), Claymation is a type of stop motion animation that uses characters made of clay or soft materials, then photographed frame by frame to create movement. According to Maselli (2018), Stop-motion is an animation technique where objects are physically moved and photographed per frame to appear to move on their own. Some of its famous works include Wallace and Gromit. Claymation is an interesting media for teaching vocabulary because it is able to present an engaging story, increase motivation, make students more focused, and learn in a more relaxed manner without pressure. This fun learning also helps reduce student anxiety. In teaching using Claymation, the researcher showed the film Wallace and Gromit in class using a projector. Students were asked to listen to the storyline because they would be given tasks related to the content of the film. English subtitles were included to aid comprehension and increase students' vocabulary.

In the theoretical framework, the researcher cited that Brinton (2001) says media plays a crucial role in motivating students, aiding information processing, and supporting teachers. Vocabulary is a very important basic component in English because it supports language skills and facilitates communication. However, many students experience difficulties in mastering vocabulary, such as having a limited vocabulary making it difficult to communicate freely, and students find the media used in learning less interesting. This is also caused by the teacher's teaching method which tends to be theoretical and monotonous, making students quickly bored and less motivated. The use of learning

media is one of the solutions, and Claymation is the media of choice for researchers because it presents a storyline that captivates students' attention so as to make students focus on learning new words that appear in the story.

This research is supported by 4 previous studies related to the effectiveness of Claymation toward students' vocabulary mastery. The results prove that the use of animation video is effective in teaching students' vocabulary mastery. The three previous researchers Arwin, (2017) took 25 students of class VII with a pre-experimental research design, Agustin et al. (2022) took 26 seventh-grade students as samples with a one-group pre-test and post-test research design, and Sutriani (2022) took a sample of 16 seventh-grade students with a pre-experimental design using a purposive sampling technique, all three studies used video animation media, and had a positive impact related to the use of video animation media on students' vocabulary mastery in students. Likewise, the results obtained in the international journal, Younas and Dong (2024) took 64 students in twelfth grade were selected from a college in Lahore using a convenient sampling technique, separated into controlled and experimental groups to make a judgment. Also showed positive results on the use of animation movie in learning English Language Vocabulary in Pakistan. The difference between this research and previous research lies in the learning media used. This research uses Claymation animation as the treatment media, and the previous researchers above used more commonly known animation types such as 2D and 3D animation as media and conducted research on tenth-grade students at SMK Raden Umar Said Kudus, the researcher adjusted the characteristics of SMK Raden Umar Said students who generally have a visual learning style and are more interested in creative media. Claymation, as a visual and narrative based stop-motion animation media, is very suitable because it presents vocabulary learning in the form of a unique and easy to understand moving story, also relevant to the world of creative work that is close to the field of animation, so that learning feels more contextual than ordinary digital animation media which makes novelty in this study and the previous studies.

Based on the statements and explanations above, the researcher will examine the effectiveness of Claymation media to teach tenth-grade students vocabulary mastery. The researcher took a sample of 36 students in the tenth grade of Animation 1 at SMK Raden Umar Said, using Claymation as the independent variable, and students' vocabulary mastery as the dependent variable. This study focuses on finding out whether Claymation is effective for students' vocabulary mastery of tenth-grade students at SMK Raden Umar Said Kudus.

Methods

The researcher used the quantitative method with pre-experimental one-group pre-test and post-test as the research design. Because there was no control class, changes in student learning outcomes cannot be fully attributed directly to the Claymation

treatment, therefore the researcher designed the research instrument and conducted a tryout first in the tenth-grade Animation 2 class to measure the validity and reliability values before being implemented in the treatment class. In this study, Claymation is the independent variable, and students' vocabulary mastery is the dependent variable.

The researcher took participants from the animation department. The population of tenth-grade students in the animation department in 2024/2025 was 183 students. Researcher taking class tenth Animation 1 as a sample to be studied using a one-group pre-test and post-test design totaling 36 students. The sampling that the researcher used was purposive sampling, because it fits the research criteria, namely the class had difficulty in mastering vocabulary and in classroom learning had never used media such as Claymation based on interviews with the animated class English teacher, so there was no need for randomisation. The instruments used in collecting data in this study were tests consisting of pre-test and post-test. Question types are 15 multiple choice questions about determine synonyms, antonyms of words, and Identify the meaning of sentences presented in descriptive texts and sentences related to Animation, 5 questions word matching about Connect words with their appropriate definition or meaning in a context related to Animation, and 5 questions filling in the blanks in the descriptive text about connect words with their appropriate definition or meaning in a context related to Animation, and adjust the material to the syllabus at SMK Raden Umar Said.

The steps taken to obtain data are first giving a pre-test before treatment, then giving Claymation treatment during learning, the lastly giving a post-test. The test was prepared based on the school syllabus related to animation material and consisted of 25 questions. To ensure validation, researchers use the syllabus for the basis or to match in making tests and reliability is obtained results >0.60 after testing using Cronbach's alpha. After obtaining data, researchers used SPSS to calculate the score test, find the mean, calculate the standard deviation and determine hypotheses: Analyze the normality test, Conduct a homogeneity test, and identify the value of Wilcoxon.

Result

1. Result of Pre-Test and Post-Test

The subjects of this study totaled 36, who were tenth-grade animation 1 students selected by the researcher. In this part, the researcher will explain the analysis of the pre-test and post-test results that have been collected to show the differences before and after the Claymation treatment. After conducting the research and obtaining data from the pre-test and post-test, the researcher performed calculations and showed the students' total pre-test score was 2744, with a minimum pre-test score of 32 and a maximum of 96. While the post-test score shows an increase, with a total of 3108, with a minimum score of 56 and a maximum of 100. The following are the results of the pre-test and post-test scores obtained by students:

Table 1. Pre-Test and Post-Test Scores

No	Students Initial Name	Pre Test	Post Test	Gained
1	A. S.	72	76	4
2	A. P. F.	68	92	24
3	A. S. M.	44	68	24
4	A. M.	76	88	12
5	A. R. G.	84	100	16
6	A. A. N.	88	92	4
7	A. S. B.	84	88	4
8	C. X. L.	88	96	8
9	D. N. K.	88	88	0
10	D. P. G. S.	68	80	12
11	E. T. I. R.	76	76	0
12	E. R. A.	88	100	12
13	F. A.	84	96	12
14	F. E. R. P.	72	84	10
15	J. A. D.	52	76	24
16	K. R. N.	88	100	12
17	M. B. R.	76	96	20
18	M. A. L.	84	92	8
19	M. K. N. F.	32	68	36
20	M. A. A.	88	88	0
21	M. A. R.	84	84	0
22	M. F. M.	84	92	8
23	M. N. K.	40	60	20
24	M. R. A. I.	52	84	32
25	M. R. A. A.	44	56	12
26	N. W. S. H.	92	92	0
27	N. A. A.	84	92	8
28	N. M. V. R.	88	100	12
29	O. B. P. R.	92	100	8
30	P. D. A.	72	84	12
31	R. B. S.	92	92	0
32	R. V. P.	96	92	4
33	R. Z. A.	84	88	4
34	S. A. N.	96	96	0
35	S. A.	96	96	0
36	S. S. N. S.	48	56	8
	Total	2744	3108	370
	Minimum Score	32	56	
	Maximum Score	96	100	

After calculating and finding the pre-test and post-test scores, the researcher measured the mean of students' pre-test and post-test scores and standard deviation using SPSS.

Table 2. Mean and Standard Deviation Score

		Pre Test	Post Test
N	Valid	36	36
	Missing	0	0
Mean		76.22	86.33
Std. Deviation		17.630	12.259

The SPSS statistical data above shows an increase from the mean pre-test of 76.22 to the post-test with a mean of 86.33, showing an increase of 10.11. This shows an increase in the post-test score is greater than the pre-test score. The standard deviation results also show a pre-test result of 17.63 to a post-test result of 12.25. A small Standard Deviation indicates that most of the data is clustered around the average, indicating higher consistency. The effectiveness value of Cohen's d calculated manually shows a value of 0.67, which means that Claymation is quite effective in increasing students' vocabulary. Based on the above results, there is a significant difference between the conditions before and after the Claymation treatment on students' vocabulary mastery, and the research is considered effective.

2. Hypothesis Analysis

In this session, the researcher conducted hypothesis analysis after finding the interpretation of the score, mean, and standard deviation of the pre-test and post-test results.

2.1. Normality Test Score

The next step, the researcher analyze the normality test using the one-sample Shapiro-Wilk test by using SPSS:

Table 3. Normality Test Score

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre Test	.848	36	<,001
Post Test	.867	36	<,001

The data shows the pre-test significance value of (0.001 < 0.05), which means that the pre-test significance level is smaller than 0.05 and the normality test is not normal. The significance value on the post-test of (0.001 < 0.05) also shows a significance level smaller than 0.05, and the normality test is not normal. The pre-test statistical value shows 0.848 and post-test 0.867 with a degree of freedom of 36. The normality test criteria can be said to be normal if the significant value is more than 0.05. For this reason, researchers use Wilcoxon hypothesis testing because the data is not normally distributed.

2.2. Homogeneity Test Score

After obtaining the normality significance value, the researcher conducts a Levene's homogeneity test in SPSS to measure variance between two datasets.

Table 4. Homogeneity Test Score

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.641	1	69	.109

The results of the homogeneity test using SPSS above show that the significant value of homogeneity is 0.109. Homogeneity test criteria are that if the significance value is more than 0.05 (sig. > 0.05), then the data distribution is said to be homogeneous. Based on the results in this study, the significant value of the homogeneity test is 0.109 > 0.05, which means the results of the pre-test and post-test data are homogeneous.

2.3. Wilcoxon Signed-Rank Test

After obtaining the results, the researcher will test the hypothesis using the Wilcoxon non-parametric test in SPSS due to non-normal data distribution.

Table 5. Wilcoxon Signed-Rank Test

		N	Mean Rank	Sum of Ranks
Post-Test – Pre-Test	Negative Ranks	1[a]	3.00	3.00
	Positive Ranks	27[b]	14.93	403.00
	Ties	8[c]		
	Total	36		

a. Post- Test < Pre- Test
b. Post- Test > Pre- Test
c. Post- Test = Pre- Test

Based on the Wilcoxon results above, there are three ranks achieved by students from the pre-test and post-test results obtained as follows: 8 students who have no change in pre-test and post-test scores, 27 students who got a positive increase with a mean of 14.93, and 1 student who got a negative rank with a mean of 3.00, with an N of 36. The data above shows that many students got a positive rank. The test statistic also shows a Z value of Z -4.581[b] and the data Asymp. Sig. (2 tailed) 0.001, which means that the post-test score is higher than the pre-test score, and students have improved.

2.4. Test Statistic

Table 6. Test Statistic

	Post-Test – Pre-Test
Z	-4.581[b]
Asymp. Sig. (2-tailed)	<,001

Based on the results listed in Asymp. sig. (2-tailed) above shows a significance value of 0.001, which means less than 0.05 from the Wilcoxon test decision making criteria. In the Wilcoxon test, there are two decision-making criteria, among others, if Sig. (2-tailed) is smaller than 0.05, then Ha is accepted and H0 is rejected, and if sig. (2-tailed) more than 0.05, then H0 is accepted and Ha is rejected. The increase in post-test scores shows that Claymation can significantly improve students' vocabulary mastery. So based on the final decision, the researcher determined that if Ha is accepted and H0 is rejected in this research, then there is effectiveness of Claymation toward students' vocabulary mastery of tenth-grade students at SMK Raden Umar Said Kudus.

Discussion

The researcher discussed the results the use of Claymation movie media on vocabulary mastery of tenth-grade students at SMK Raden Umar Said Kudus. The subjects in this study were 36 students, of which the researcher chose the tenth class of Animation 1 as participants who participated in learning consisting of a pre-test, Claymation treatment, and a post-test.

The pre-test results showed that the minimum student score was 32 and the maximum was 96 with a mean of 76.22. During the score correction session, the researcher found that many students had difficulty answering questions about antonyms, synonyms, and the meaning of words in the description text, indicating students' limited vocabulary in understanding the text. This may be caused by low interest in learning due to monotonous learning methods and a lack of interesting media. Teachers can overcome this by using visual media to make it easier for students to receive learning materials, so they don't get bored (Liando et al., 2022). Claymation can be an alternative to improve vocabulary, while students also need to memorize more words. Claymation is applied to create a more fun learning atmosphere.

In the post-test, Students were more thorough in working and correcting answers, so the post-test results showed an increase. The minimum student score was 56 and the maximum reached 100 with a mean of 86.33. Many students after getting Claymation treatment showed an increase in the better score category. This score was obtained from learning using Claymation which was held four meetings with practice questions that have been designed by the researcher to develop students' vocabulary skills. In addition, students also actively participated in the class which made the score increase. In the Wilcoxon results, the sig. value (2 tailed) is 0.001, which means less than 0.05 (0.001 < 0.05) from the Wilcoxon test decision making criteria. The Wilcoxon test results showed a significant difference between the pre-test and post-test scores. This shows that the use of Claymation media has a positive impact on students' vocabulary mastery. Then Ha is accepted and Ho is rejected. Thus, it can be concluded that there is effectiveness of Claymation toward students' vocabulary mastery of tenth-grade students at SMK Raden

Umar Said Kudus. The results of this study are in line with several previous researchers who have shown the effectiveness of using animation movies and have similarities with the researcher's Claymation media, including, Arwin (2017), Sutriani (2022), and Agustin et al., (2022) said learning using animation video has been proven to be very effective in improving students' vocabulary before and after being given the video, because the results are more memorable in the students' heads and can improve students vocabulary and motivated.

In this session, the researcher describes the process of teaching vocabulary on descriptive text using Claymation media, including the condition, atmosphere, and students' responses. Treatment for four meetings with practice questions proved effective in improving students' vocabulary mastery and had a positive impact on post-test results, which has designed a lesson plan for vocabulary learning to be effective with materials and questions related to the media provided, claymation. From four meetings, the researcher showed the claymation movie, and at each meeting the researcher gave practice questions to train students' vocabulary improvement, the exercises included: describing the characters in the movie, defining true and false, multiple choice practice questions about antonyms, synonyms, and vocabulary understanding based on the scene pieces, match the character, and identify generic text structures and fill in the missing sentences.

In the first meeting, the researcher explained the objectives and materials using Claymation film media that had never been used before in the class. After that, students took a pre-test containing 25 questions before the treatment was given. During the test, students seemed tense and focused, although some had difficulty understanding the questions. After the pre-test, the researcher taught the descriptive text material according to the lesson plan.

The first Claymation treatment was conducted at the second meeting, the researcher started the learning by played a Claymation movie entitled Wallace and Gromit. Before that, the researcher asked students to pay full attention to the movie because after the movie screening, practice questions related to the movie would be distributed. During the movie screening, the students looked calm and focused on paying attention to each scene in the movie, the unique Claymation display attracted students' attention. Language learning has been made easier by visual media that present sound and images at the same time, such as movies with subtitles (Fitri & Ma'rifah, 2022). For example, animation movie that show words and images together are more effective at attracting attention and aiding comprehension. The researcher asked one student to mention and describe the character in the movie, although a little stuttered, the student could explain it well. That Next, the researcher gave five practice questions, including describing the characters of Wallace and Gromit in three sentences and defining true and false.

In the third meeting, the researcher played the movie again, continuing from the second meeting. After finishing, the researcher asked students to summarize the pieces of the film they watched and discuss together. Some answered correctly, while some hesitated to express their opinions, but students still answered. Next, the researcher distributed multiple choice practice questions about antonyms, synonyms, and vocabulary understanding based on the scene pieces presented in each question. Then correct the questions together by translating each vocabulary in the question and if there is anything to ask.

In the fourth meeting, the researcher played Claymation again, continuing from the third meeting. Every meeting, students were more enthusiastic to watch the continuation of the film. Students seemed to enjoy the film, occasionally laughing at some funny scenes because the genre of Wallace and Gromit is comedy and adventure, these positive feelings affect the way students learn the language, so they are able to understand the movie well and not feel pressured. After watching, the researcher returned to distribute the next exercise, match the character with the description. Here, students were asked to match the character in the film to the correct description, to see students' understanding of the protagonist, antagonist, and tirtagonist characters. As a result, many students answered the question correctly.

The fifth meeting was the last session of using Claymation. From the second to the fifth meeting, students showed positive responses and a pleasant learning atmosphere. Before the final exercise, students were asked to summarize the storyline of the film Wallace and Gromit, and they were able to identify the plot, conflict, setting, and characters well. Indirectly, students' English skills improved by understanding a film. Furthermore, the researcher distributed the last exercise in the form of questions to identify generic text structures and fill in the missing sentences, which were also successfully done correctly.

After four meetings with the use of Claymation, the post-test was distributed. The time for the post-test was shorter than the pre-test, students also seemed calmer, more confident, and understood the questions better. The researcher also asked them to recheck their answers before collecting them.

The selection of media and strategies is also a key point for teaching students' vocabulary mastery. Interesting media can affect students' learning motivation. According to Ningsi and Tambusai (2023) teachers must create fun and creative learning strategies so that students can understand the material well. Claymation was chosen as media by the researcher because it has an interesting and unique appearance that is different from animation in general. Wallace and Gromit movie was chosen because the storyline is relevant to school life and carries the genre of comedy and adventure, making students enjoy the movie more. In addition, the main character who plays the role of inventor can

encourage students' creative thinking. This movie has been adapted to descriptive text learning material about describing characters, traits and others. So, the above reasons are suitable for use in teaching and have an impact on student response to the material and movie.

Based on the explanation above, Media has an important role to help in teaching and avoid monotonous teaching, it affects students' learning motivation. The use of Claymation during the meeting proved that the media can improve students' vocabulary mastery, make the classroom atmosphere feel fun, increase students' interest and motivation to learn, although by using Claymation students are more likely to watch rather than actively participate in vocabulary learning activities, the teacher ensures students to remain active in asking questions related to the movie and vocabulary. Thus, Claymation can be said to be an alternative to teach students English, especially vocabulary.

Conclusion

Based on the results and discussion above, there is a significant difference before and after the Claymation treatment on the mastery of vocabulary of tenth grade students at SMK Raden Umar Said, this is evidenced by the results of the mean pre-test 76.22 and the mean post-test 86.33. In addition, the Wilcoxon results show sig. (2 tailed) with a value 0.001, which means less than 0.05 (0.001 < 0.05) from the Wilcoxon test decision making criteria. So, it is concluded that Ha is accepted and Ho is rejected. Therefore, it is decided that the use of Claymation on vocabulary mastery of tenth grade students at SMK Raden Umar Said Kudus is effective.

The researcher provides suggestions for Students, Claymation can be the media of choice for learning vocabulary that feels more fun, entertaining, but effective to improve students' vocabulary mastery and overcome students' difficulties in communicating. For teachers, Claymation can be an alternative learning media for teachers so that students do not feel bored and the class becomes interesting during learning, especially in teaching English Vocabulary. For Future Researchers, This research can be a reference for future researchers, because few studies discuss teaching English using Claymation. Therefore, the researcher hopes that there will be many further future researchers who research related to Claymation, because Claymation has great potential to continue to be developed as an interesting and effective learning media.

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