

## The use of Finding Nemo Movie to Improve Vocabulary Mastery of the Seventh Grade Students of SMPN 17 Semarang in Academic Year 2023/2024

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### ABSTRACT

This study examines the effectiveness of using the "Finding Nemo" movie to improve the vocabulary skills of seventh-grade students of SMPN 17 Semarang. Using a quantitative and pre-experimental method, the study aims to evaluate vocabulary improvement before and after using the movie and determine any significant differences between the two. The sample consists of 30 students. Results show that the average pre-test score was 62.00, while the post-test score was 78.00. At a 0.05% significance level, the t-score was less than the t-table, leading to the acceptance of the alternative hypothesis and the rejection of the null hypothesis. In conclusion, there is a significant difference in students' vocabulary skills after using the "Finding Nemo" movie."

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## INTRODUCTION

Speaking English is very important for students from elementary to high school. English is also crucial for future generations because, nowadays, it is an international language vital in business and other fields. Therefore, understanding and being able to communicate in English is one of the most important factors to consider when learning the language. Vocabulary instruction is part of the literacy instruction offered in schools. There are four basic skills in English learning that must be mastered: writing, reading, speaking, and listening. However, understanding grammar is essential as it can be used as a teaching tool to enhance these basic English learning skills. The National Early Literacy Panel (2008), as cited in Roskos & Burstein (2011, p. 268), states, "Vocabulary is the foundation of language and early literacy, and its size and quality have consequences for school readiness and early literacy development."

Richards and Renandya (2002) also note the importance of vocabulary, recognizing that vocabulary is essential in foreign language learning and language acquisition which can improve students' mastery to read, write, speak, and collaborate. According Brown, cited by Damanik(2018), among others, highlights the importance of language in communication by stating that, in his words, communication can run smoothly and clearly when people only use language in a polite way without often using formal language rules. Therefore, vocabulary should be seen as an important aspect of language learning that requires careful consideration. In TEFL practice, this makes it possible to improve students' mastery.

Additionally, Phillips (1993, p. 74) wrote, "Vocabulary is best learned when the meaning of the word is illustrated, for example, with pictures, actions, or real objects, i.e., vocabulary can be presented in illustrative images." However, in reality, during the teaching and learning process of English at SMPN 17 Semarang, English teachers still use monotonous methods. Teachers only use textbooks to teach students without modifying techniques and methods, making students feel bored and find it difficult to understand lessons in class.

English lessons can develop vocabulary well with guidance and assistance, In other words, what students need during the vocabulary development process is to be guided and supervised by their teachers to maximize their learning opportunities both inside and outside the classroom (Kayi-Aydar, 2018). Several studies have been conducted using the literature to classify language learning strategies (Setyadi, 2001). One of the learning strategies that can be provided for junior high school students is using videos or cartoon movies.

According to Pande (2008), cartoon movies are highly stylized, humorous depictions that use moving flowcharts to critique a person or event with a particular thought. Cartoon movies are a unique art form that uses exaggerated, lively animated diagrams to create a funny appearance. In short, cartoon movies show how to convey people's imagination as it is in pictures. People can learn everything, including animal, social, and human behavior, by

watching cartoon movies. Each of these is packaged in a movie with special effects.

For middle school students, cartoon movies are quite entertaining. Learning while playing will be more enjoyable and have many benefits. It is unnecessary to always watch movies in theaters. Every student can enjoy it in any way they like, such as using a laptop or smartphone. Movies have the potential to help students learn English vocabulary faster wherever and whenever they want. Additionally, watching movies with subtitles that provide words and images in the form of prose, poetry, and visual aids will make it easier for students to understand every new word in the movie.

The criteria for selecting this research topic were based on several aspects relevant to the educational context and the needs of students at SMP Negeri 17 Semarang. The following are some of the reasons for selecting this topic:

1. The difficulty with vocabulary understanding

The basis for students' capacity to engage in the learning process and communicate effectively is a solid command of vocabulary. The researcher's observations during her internship at SMP Negeri 17 Semarang indicate that pupils struggle to learn new words and are not as attentive to their teachers' explanations of English sessions. As a result, this subject was picked to aid in overcoming these difficulties.

2. Curriculum and Learning Relevance

This subject is closely related to the curriculum and classroom teaching. One of the expected competencies in the educational program is to improve students' knowledge and understanding. This research can improve the implementation of curriculum and learning with the use of video-based learning techniques.

3. Advantages for educators and students

Students can learn new vocabulary, especially in terms of meaning, by watching movies. In addition, children's enthusiasm in learning can be enhanced by using movie media. Meanwhile, educators will gain knowledge about creative and efficient approaches to improve students' vocabulary mastery. Thus, this research has the potential to have a significant impact on the professional and academic growth of teachers and students.

4. Novelty and limitations of previous research

Although previous studies have indicated the benefits of video-based learning for improving vocabulary mastery, very few studies have been conducted in the context of SMP Negeri 17 Semarang. This study is expected to close the knowledge gap and provide stronger empirical evidence on the effectiveness of using video-based learning methods in the classroom to help students' vocabulary development. Considering these factors, this topic was chosen to be researched as an attempt to improve seventh-grade students' mastery of new vocabulary in a relevant, practical, and creative way.

This research has very relevant and important objectives in the educational context at SMP Negeri 17 Semarang. Through this study, it is expected to create a more effective, interactive, and engaging learning environment for students and improve their overall vocabulary mastery.

In this study, the researcher focuses on improving students' vocabulary using cartoon movies as a learning resource. With the background outlined above, the researcher will conduct the following research: *The Use of Finding Nemo to Improve Vocabulary Mastery of Seventh Grade Students at SMPN 17 Semarang.*

## LITERATURE REVIEW

According to O'Rourke (2019), Vocabulary development is a vital part of each student's life. It affects his thoughts, actions, aspirations, and often his success. In general, success with words means success in many areas, particularly in academic achievement. In a world expanding fast in every field the need to expand and enrich students' vocabularies is compellingly apparent. According to Andi et al (2022), vocabulary means are the competence in identifying words and their means, or vocabulary is the capacity to recognize individual words and correlate them with other words. In other word, Vocabulary is defined by as the words we teach in other languages, Furthermore, vocabulary is as words that are components of grammatical patterns. Vocabulary can be defined as a word that, in a sense, can stand alone as an utterance and cannot be divided into two or more parts that are marked by similarities. It indicates that vocabulary is the foundational knowledge of a language, or that vocabulary is defined as the meaning-laden words that are spoken by a speaker and are utilized in interpersonal communication.

Vocabulary Mastery, According to Sari and Aminatun (2021) leaning vocabulary is crucial when learning a new language. Comprehensive knowledge or skill in a subject or instrument is known as mastery. Mastery is defined as having a thorough comprehension of the mastery to use a topic or instrument. The word "mastery," which means "to qualify" or "to gain knowledge by understanding," is derived from the word "master," which also means "to become skilled or proficient in the use of, to gain complete knowledge through understanding." Being able to identify words and their meanings is known as vocabulary mastery. For the sake of the nation, the many types of knowledge that one needs possess in order to be familiar with a word are as follows the word's meaning, its written form, its spoken form, and its grammatical characteristics.

"Finding Nemo", a popular animated movie, can be an interesting tool for vocabulary learning in an educational context. The theoretical framework for using "Finding Nemo" to facilitate vocabulary learning uses Multimedia Learning Theory. This theory states that people learn more effectively from words and pictures than from words alone. According to Mayer R.E. (2001), multimedia learning theory is learning that uses text and images together to improve understanding and retention of information. The rich visual and auditory stimuli in "Finding Nemo" can aid vocabulary acquisition by

providing context and reinforcing word meanings through images and dialog. In summary, using "Finding Nemo" as a vocabulary learning aid utilizes the principles of multimedia learning, by providing visual and verbal stimuli in a meaningful context, this approach can significantly improve students' vocabulary acquisition and

A movie is a collection of moving images that can display images and produce stereo audio. According to Pande (2008), a cartoon movie is a highly stylized, humorous depiction that uses a moving flowchart to critique a person or event with certain thoughts. expression. Movie as mass communication is a combination of various technologies such as photography and sound recording, art both fine arts and theater, literature and architecture and music literary and architectural theater arts and musical arts.

Based on these insights, the hypothesis for this study is that using Finding Nemo as a teaching tool will lead to a significant improvement in vocabulary mastery among seventh-grade students at SMP N 17 Semarang. The hypothesis suggests that the engaging and contextual nature of the movie will facilitate better vocabulary acquisition compared to traditional methods.

## **METHODOLOGY**

This study utilized a quantitative pre-experimental design with a one-group pre-test and post-test model. The sample comprised 30 seventh-grade students of SMPN 17 Semarang. Before the intervention, a pre-test was administered to assess the students' initial vocabulary knowledge. The intervention involved using the Finding Nemo movie as a primary teaching tool, where students watched the movie and participated in vocabulary exercises related to its content.

During the intervention, vocabulary was introduced through various activities, including discussions, quizzes, and visual aids. The post-test measured the students' vocabulary improvement after the intervention. Data analysis involved comparing the mean pre-test and post-test scores to determine the significance of the vocabulary gains.

### ***Technique of Data Collection***

Pre-test and post-test methodologies is uses to collect data. As a result, the researcher also conduct a pre-test and post-test on the research object. The students take the pre-test at the start of the study. It aims to ascertain their vcabulary mastery tes score prior to treatment. The post-test will administer after the study.

#### **1. Pre-Test**

In the first meeting, the researcher gave a pre-test. There were 15 multiple choice questions. This test determines students' basic understanding of vocabulary. Students must first read the question printed on each question, then cross one of the answer choices to indicate the correct answer. Students were given 30 minutes to complete this test.

#### **2. Treatment**

After conducting the pre-test, the students will give treatment using video-based media. The treatment will conduct twice with 90 minutes in each meeting. In each meeting, researchers used the same topic, which was about adventure.

In each meeting, the researcher used the same procedure as follows:

- 1) The researcher will explain the material to the students
  - 2) The researcher played a video and asked the students to pronounce the words they heard from the video.
  - 3) While watching the video, students noted down new vocabulary that they did not know before.
  - 4) The researcher asks students to answer questions to find out students' understanding of the video.
  - 5) Finally, after all students discuss the correct answers and match the answers to the questions and answers, the researcher can find out whether the students' vocabulary has increased or not.
3. Post-Test

The researcher gave the post-test at the last meeting or after conducting the treatment. The post-test procedure is identical to the pre-test procedure. The purpose of giving the post-test was to assess students' vocabulary skills to find out their knowledge after the treatment. The researcher then compared the mean scores of the students' pre-test and post-test to determine the improvement of their vocabulary skills. The researcher used the same questions from the pre-test for the post-test. Students were given 30 minutes to complete 15 multiple-choice questions. The post-test procedure was as follows: Students should read carefully each question accompanied by a picture, then mark the answer choices that are considered correct.

## RESEARCH RESULT

The data were thoroughly examined for validity and reliability, and to determine whether there was a significant difference in students' vocabulary mastery. The results of the analysis are presented in a clear and easy-to-understand format, making it accessible for readers to grasp the key findings of the study. Each aspect of the data examination, from validity testing to the analysis of significant differences, is explained in detail to provide a comprehensive and clear overview.

## DISCUSSION

This section allows you to describe your research findings academically. You may not enter figures related to your statistical tests here; instead, you should explain those numbers here. You should structure your discussion with academic support for your studies and a good explanation according to the specific area you are investigating.

### *Result of Validity of the Test*

Table 1. Result of Validity Instrument Test

Question Number	R-table	R-count	Sig	Criteria
1	0,374	0,370	0,044	Invalid
2	0,374	0,330	0,075	Invalid
3	0,374	0,494	0,006	Valid
4	0,374	0,387	0,035	Valid
5	0,374	0,485	0,007	Valid
6	0,374	0,555	0,001	Valid
7	0,374	0,614	0,000	Valid
8	0,374	0,378	0,039	Valid
9	0,374	0,417	0,022	Valid
10	0,374	0,546	0,002	Valid
11	0,374	0,090	0,637	Invalid
12	0,374	0,396	0,030	Valid
13	0,374	0,387	0,035	Valid
14	0,374	0,185	0,328	Invalid
15	0,374	0,215	0,254	Invalid

After calculating the result with Pearson product Moment, it was revealed that 10 of the 15 test items were valid and five were invalid. The score was ruled invalid because the computed result of the r count value (the correlation of the score for each item) is less than the r table value. An invalid number cannot be used for research purposes.

The validity computation indicates that ten of the fifteen items tested were valid. The numbers for the invalid items are as follows: 1, 2, 11, 14, 15. The remaining numbers were all valid.

### *Reliability of Test*

Table 2. Result Of Reliability Instrument Test Reliability Statistics

Cronbach's Alpha	N of Items
.659	10

The calculation found that r11 (the total of relimastery tests) is 0.659. The r-table of product-moment was then examined with a significant level of 5% and a sample size of 30 (N30), resulting in a r-table of 0.374. The relimastery of 0.659 is larger than the r-table, indicating that the researcher's instrument of measurement was reliable.

### *The significant difference between students' vocabulary mastery before and after being taught using Finding Nemo as Video Base Media*

The scores were calculated using SPSS software, and to reveal the distribution of students' language comprehension scores between pre- and post-test, as well as the mean and standard deviation. The following table displays the results:

Table 3. Paired Sample Statistics

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Score of Students	62.0000	30	8.46901	1.54622
	Post-Test Score of Students	78.0000	30	5.50861	1.00573

The pre-test average of 62.00 is taken into account when classifying the results. The prior exam gave the students in the experimental class a multiple-choice format without using Finding Nemo as Video Base Media technique to facilitate in-class learning. The researcher gave the students an introduction to Finding Nemo as a Movie for vocabulary mastery; the first phase involved planning.

During the session, the researcher provided an explanation of Finding Nemo as a base Media technique to improve vocabulary mastery. The researcher's explanation was reviewed before the post-test, starting with the explanation given at the beginning of the meeting that outlined the information needed to apply Finding Nemo as a Video Base Media technique. After teaching the students how to apply Finding Nemo as a base Media technique for vocabulary mastery, the researcher assessed their vocabulary mastery skills using multiple-choice questions. The learning process has resulted in an average post-test score of 78.00, as shown in Table 3.

Table 4. Paired Samples Correlations

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-Test Score of Students & Post-Test Score of Students	30	.680	.000

In order to ascertain if there is a link between the researcher's pre-test and post-test, the learning process findings in Table 4.6 relate to when the hypothesis is less than 0.05 is accepted and more than > 0.05 is rejected. After the SPSS data was examined, there was a 0.00 connection between the pre- and post-test results. The researcher accepts it since there is less than a 0.05 correlation between the pre-test and post-test outcomes.

Table 5. Paired Samples Test

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Score of Students - Post-Test Score of Students	-16.00000	6.21455	1.13462	-18.32055	-13.67945	-14.102	29	.000

The outcomes of the learning process, as shown in Table 4.7, relate to the hypothesis when the value is less than 0.05 and to the result of 0.00 when the

value is more than  $>0.05$ . The researcher found that employing Finding Nemo as a Video Base Media technique can help students' vocabulary mastery, based on her calculations with SPSS. The paired sample test table 4.5 findings show that this method can help students' vocabulary mastery.

The mean difference between the pre-test results, which was 62.00, and the post-test results, which had an average of 78.00, showed that the student's vocabulary mastery scores had improved following the use of the Finding Nemo as a Video Base Media technique.

At SMPN 17 Semarang, the researcher completed a study called The Use Finding Nemo Movie To Improve Vocabulary Mastery. The pre-test and post-test results showed that this study improved students' vocabulary mastery skills. The results of this study are almost the same as previous research, namely from (Maliang, 2023) with the title "Improving Students' Vocabulary Mastery by Using Upin and Ipin Cartoon Movie at Seventh Grade Students of SMP Angkasa Mandai". The t-test findings indicated that the student's vocabulary mastery had improved. The similarities are found in using the research method, namely the Pre-experimental method.

Although the previous studies used the same strategy, namely the Video Base Media technique, there are differences between this study and the previous studies, including variations in the research gap, methods, research focus, and media used. The previous study (Kusumarajni, 2022) used a pre test and post test design with one group. In her research, Turnip, (2020) used a mix method and the research instrument was a test with pictures.

Meanwhile Alfi, (2023) also used English subtitles and used the improvement of grammar, vocabulary, reading. Research from Sari, (2020) uses a qualitative research design and the instrument of this research is the questioner results. As a result, students' scores were tested in this study by using video media and Technique pictures to determine the achievement of understanding and remembering each new vocabulary for students.

The Finding Nemo as a Video Base Media technique for vocabulary mastery can help students increase their comprehension of the vocabulary topic. As a result, they made the most of their vocabulary time and improved their grade. The Finding Nemo as a Video Base Media technique addresses a learning difficulty and increases vocabulary mastery. According to the study's findings, the Finding Nemo as a Video Base Media techniques one of the most effective vocabulary mastery methods for students. Overall, the researcher's research findings have a significant impact.

## CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the use of Finding Nemo as an educational tool proved effective in enhancing vocabulary mastery among seventh-grade students at SMP N 17 Semarang. The study underscores the potential of multimedia resources to improve language learning outcomes and create a more engaging and interactive educational experience. These findings suggest that educators should consider integrating movies and other multimedia tools into their

teaching strategies to enhance vocabulary acquisition and overall language proficiency.

Future research could explore the application of similar multimedia tools in different educational settings or with different age groups, further investigating the long-term effects of multimedia learning on vocabulary retention and language skills development.

### **ADVANCED RESEARCH**

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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