The Use of Subtitle in Cartoon Movie Entitled "Frozen 2" as A Media in Improving Students' Vocabulary Mastery on SMP Purnama 2 Semarang in Academic Year 2023

by Dyah Nugrahani

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Abstract	The research aimed to investigate the effectiveness of using English subtitles from the movie "Frozen 2" to enhance students' vocabulary mastery. The study employed a quantitative approach with a pre-experimental design and focused on ninth-grade students at SMP PURNAMA 2 SEMARANG. The sample consisted of 25 students selected through purposive sampling. Pre-test and post-test scores were collected to analyze the data. The study found that the use of English subtitles in the movie "Frozen 2" had a significant positive impact on students' vocabulary mastery. The results of the pre-test and post-test scores showed a considerable improvement in vocabulary understanding. The mean pre-test score was 55.36, while the mean post-test score increased to 82.52. The research also assessed the N Gain scores to evaluate the effectiveness of using subtitles in the movie. The average N Gain score was calculated to be 62.08%, indicating that the approach was quite effective in enhancing vocabulary mastery among the students. Furthermore, the study addressed some of the challenges faced by students in vocabulary learning, such as boredom, difficulty in pronunciation, and struggling to remember new vocabulary words. The use of engaging media like movies was highlighted as a way to overcome these challenges and improve students' motivation to learn. In conclusion, the research demonstrated that utilizing English subtitles from the movie "Frozen 2" effectively enhanced students' vocabulary mastery. The N Gain scores reflected a significant improvement in vocabulary understanding, and the approach was found to be quite effective in helping students engage with and remember new vocabulary words.
Keywords	vocabulary mastery, English subtitles, language learning

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1. INTRODUCTION

The use of language may not be separated away from the existence of human beings. From long time ago the use of language gets people to interact. Language is one of the components of an advanced environment. However, Language plays an important role in people's societies, as it encompasses many aspects of daily life. Language is a tool or medium through which a human being can obtain information, ideas, conversations, and so on. Language can be defined in a variety of ways depending

on the situation. Language, according to Robin (2013), is a key aspect of human intelligence, which means that it plays a role in communication, identity expression, and emotional release.

This language would be very useful for the next generation to build international interaction among other nations. Students are hoped to learn English in order to achieve specific goals and skills in international communication, such as reading, speaking, and writing as the bridge of their nation in having international relations. These abilities include more than just speaking in a foreign language; they also include goals.

Vocabulary is an important part of language and should always come first when learning a language. However, It is found to be crucial,either written or spoken. In schools, students are introduced and taught English, as well as other important subjects, as one of the required subjects. Besides, English is still regarded as a difficult subject and language for students to master.

Students can master the four language skills through vocabulary: listening, speaking, writing, and reading. As a result, mastery of vocabulary determines mastery of four language skills. Students with strong vocabulary mastery can communicate effectively and clearly with one another. One of the factors in mastering English as a foreign language is vocabulary mastery. It means that the students can understand and apply the word and its meaning. The greater the students' vocabulary, the better they perform in their language. Students will struggle to master English skills if they have a limited vocabulary. By mastering vocabulary, they can shape their English and consider English to be one of their school subjects. Aside from that, it is hoped that they will have a larger vocabulary (because it is easier for them to find new vocabulary) and that this will help them study English at the next level of school (Senior High School) or at the University. So that they can communicate with people from other countries using their English.

Frozen movie is a film produced by Disney and talks about a girl namely Princess Anna. Frozen mentions Princess Anna as she joins forces with an iceman, his reindeer, and a snowman to track down her estranged sister Elsa, whose icy powers have accidentally trapped their kingdom in eternal winter. Walt Disney produced this movie into two stories there are Frozen & Frozen 2.

However, the teacher who pays attention to student problems in mastering vocabulary always gives motivation that vocabulary mastery is not a difficult thing to do; it is more like imagining and memorizing movies and what words they said, but in English. Moreover, the writer chooses SMP PURNAMA 2 SEMARANG as the research location since it has used movies as the media to help students in teaching, learning, and mastering English vocabulary. The teacher who has applied is Mrs. Ivania Mayalisa, S. Pd. as an English teacher.

So, according to the background above, the writer would like to know the implementation of a cartoon movie entitled "Frozen 2" to improve vocabulary mastery and find out the difficulties faced by

English teachers and students' perceptions about vocabulary mastery. The reason the researcher chooses cartoon movie than the other movie is that in school, cartoon movies are easier to understand for the students since it deals with their experiences when they were child, they like absolutely like watching a cartoon. Then, the students will not be confused in watching cartoon movies because every student must have the same memories dealing with cartoon movies when they were children, so they absolutely have a memory of cartoons during their lives. The second reason why the researcher chooses vocabulary mastery is the researcher would like to know the process of developing skills in memorizing a foreign language. The last reason why the writer chooses SMP PURNAMA 2 SEMARANG is that the researcher wants to find out vocabulary understanding when the students are in the learning process and class.

2. METHOD

The research method involves a quantitative approach with a pre-experimental design. The population is ninth-grade students at SMP PURNAMA 2 SEMARANG. The sample consists of 25 students selected using purposive sampling. Data collection includes pre-test and post-test scores, and data analysis involves scoring, mean calculation, percentage calculation, normality test, hypothesis testing, and N gain calculation using SPSS 22. The research examines the effect of using English subtitles in the movie "Frozen 2" on improving students' vocabulary mastery.

3. RESULTS AND DISCUSSION

The efficiency of one way of learning when applied to the media is shown in this section. The student's vocabulary has previously been studied, with a focus on noun, adjective, verb, and adverb content. The task scores before and after the treatment can be used to determine efficacy. Prior to receiving the results, 25 students completed the pre-test for the allotted 30 minutes. The tasks on the pre-test page involve a choice, a fill-in-the-blank, and a vocabulary list. Following the application of the subtitle, the post-test is administered to 25 students throughout the course of the following 60 minutes, at various times. The post-test worksheet requires the students to complete the same tasks as the pre-test questions in addition to noting the vocabulary they learned while watching Frozen 2.

**The description of the Pre-Test and Post-Test of the students**

In essence, the results reflect the students' achievement. Therefore, doing tests both before and after treatment is quite beneficial for each student's abilities. The following table displays the results of the pre-test and post-test:

Table 4.1 Pre-test and Post-test Scores of the Students

		Pre-Test	Post-Test

Score Interval	Category	Students	%	Students	%
8-100	Excellent	0	0%	16	64%
70-79	Good	3	12%	7	28%
60-69	Average	10	40%	2	8%
50-59	Poor	5	20%	0	0%
<49	Very Poor	7	28%	0	0%

Table 4.1 shows that the scores are scattered relatively evenly over the whole category. 25 students are enrolled in grade IX overall. The students who scored in the average range on the pretest nearly dominated with a score of 10 (40%). Then, with a total of 7 (28%), students who fall into the category of being very poor follow. Third, there is the poor category, which has a total of 5 (20%), and the good category has 3 (12%). Furthermore, no one scored excellent on the pretest. Since the teacher has not yet used the treatment, it frequently occurs. Here, the term "treatment" refers to the approach or method used to increase student's mastery of vocabulary.
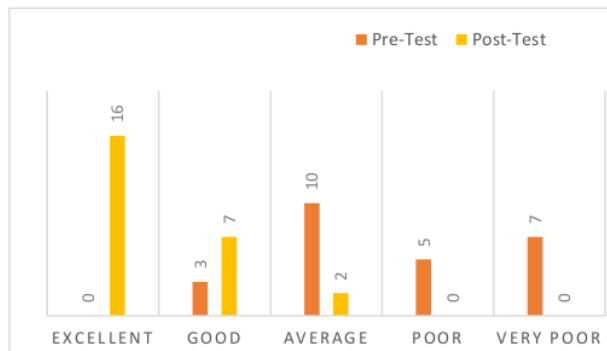
Figure 4.1 Column Chart of Pre-Test and Post-Test

After using the movie "Frozen 2" with English subtitles as a teaching media, students' vocabulary test results were increase and the figure 4.1 illustrates how the scores have risen. 16 (64% of the total) of the scores fall into the excellent category. The category of goods comes next, with a total of 7 (28%). As a result, the average category also displays the third-place score for the movie "Frozen 2" with the number 2 (8%). Thus, there were no students who fall into the poor or very poor categories. It implies that there has been a considerable improvement in both the pre-test and post-test results.

Table 4.2 the descriptive statistics of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	25	22	78	55.36	15.099
Post-test Score	25	68	97	82.52	8.799
Valid N (listwise)	25				

The number of students who completed the pre-test and post-test tasks to increase their vocabulary abilities is shown as N in table 4.2. The the minimum score needed to pass the pre-test section is 22, as shown by the data. The the minimum score for the post-test is 68, which is the next number. Additionally, the maximum score on the pre-test and post-test is 78 and 97 respectively. Every test's average is implied by the mean. The pre-test value is 55.36. On the other hand, the post-test score of 82.52 indicates that the mean scores in that class are rising. The information in table 4.2 was obtained using the SPSS 22 program.

Analysis Data

Normality Test

The purpose of the normality test is to determine if the residual values in the regression model are regularly distributed or not. As a result, it is necessary to test research findings to see whether it is typical. There are two variations of the normality test: Kolmogorov-Smirnov and Shapiro-Wilk. One of the two tests might be chosen to be utilized for the test. The one-sample Kolmogorov-Smirnov was utilized because this investigation only used the experimental class. The results of the normality tests for the pre-test and post-test are displayed in the following table.

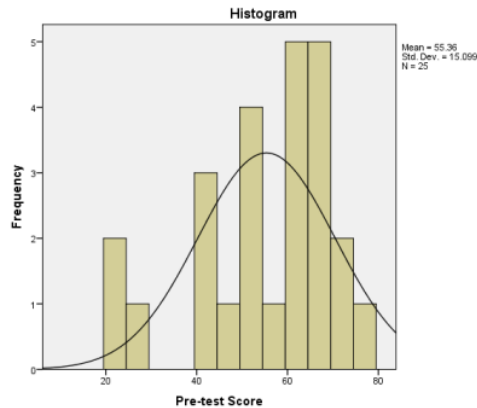**Table 4.3 The normality test of Pre-Test score**

One-Sample Kolmogorov-Smirnov Test

		Pre-test Score
N		25
Normal Parameters[a,b]	Mean	55.36
	Std. Deviation	15.099
Most Extreme Differences	Absolute	.158
	Positive	.110
	Negative	-.158
Test Statistic		.158
Asymp. Sig. (2-tailed)		.109[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The Kolmogorov-Smirnov test, according to Chareles (2022), is used to assess if a sample is taken from a specific distribution. With the help of this technique, it is possible to determine if a population sample is normal or not. The table 4.3 displays the test for normality in the pre-test, which highlights the measurement of variable Y before to the application of the treatment, using the English subtitle in the media "Frozen 2." Additionally, it demonstrates that the sample population was 25, with a significance level of 0.05. There are two fundamentals of great importance while making decision-making. If the significant value is more than 0.05, the residual value is considered to be regularly distributed. The residual value is not seen to be normal, however, if the value significant indicates that it is < 0.05. Therefore, based on table 4.3, the Asymp. Sig indicates a value of 0.109, indicating that the significant value is > 0.05. The results from the pre-test are classified as having a normal distribution, the study concluded.

Figure 4.2. Histogram of Pre-test

As a result, the distribution of data can be seen in the histogram above. It is clear that the data is regularly distributed. The line depicts the summit rising upwards. The data is discernible as normal since the top line is in the center.

Table 4.4 The normality test of Post-Test score

One-Sample Kolmogorov-Smirnov Test

|		Post-test Score
N		25
Normal Parameters[a,b]	Mean	82.52
	Std. Deviation	8.799
Most Extreme Differences	Absolute	.135
	Positive	.124
	Negative	-.135
Test Statistic		.135
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The post-test normalcy test is described in Table 4.4 using SPSS 22. Results of the test after watching "Frozen 2" with subtitles and applying English-language learning are displayed. The sample size was 25 with a significance level of = 0.05. There are two main key values to consider while making a decision. To put it another way, if the significant value is more than 0.05, the residual value is regularly distributed. If the significant value is less than 0.05, the residual value is not considered normal. According to the table above, Asymp. Sig is 0.200, indicating that the data is constantly distributed.
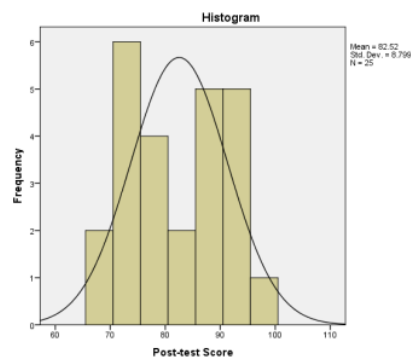
The symmetrical shape of the lines is seen from the histogram in figure 4.3 above. In other words, the data distribution is typical or common. Due to the upper line's center position, data may be detected normally.

Hypotheses Test

There are two possible outcomes for this study's hypothesis. Both are the null hypothesis (H0) and the alternative hypothesis (H1). The null and alternative hypotheses are listed below.

H0 = There is no significant difference from the usage of English subtitles in the movie "Frozen 2" on improving students' abilities in vocabulary mastery for class IX students at SMP Purnama 2 Semarang

H1= There is significant difference from the usage of English subtitles in the movie "Frozen 2" on improving students' abilities in vocabulary mastery for class IX students at SMP Purnama 2 Semarang

The two hypotheses display the students' pre-test and post-test scores. The results of the normality test indicate that the data were normally distributed. Thus, a test partial (T) is the following test, which is advised for usage as a statistic parametric for hypothesis testing. To determine whether there is a difference in the sample mean, Rahardjo (2014) advises using the t test. Despite having two data, the sample is the same.

There is an underlying basis for the choice to read the findings interpretation of the table from SPSS 22 in the t test. The independent variable significantly affects the variable bound if the significance value is < 0.05. Additionally, if the sig value is > 0.05, the influence of the independent variable on the dependent variable is not significant. Here is the partial test (T) results table for the pre-test and post-test.

Table 4.5 The correlation of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	25	.778	.000

The correlation between the pre-test and post-test findings are shown in table 4.5, as is known. The significance value in this set of data is 0.000, which denotes a level of significance < 0.05. In other words, there is a correlation between pre-test and post-test results.

Table 4.6 t test result of pre-test and post-test

Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean			Lower	Upper			
Pair 1 Pre-test - Post-test	-27.160	9.936	1.987	-31.261	-23.059	-13.668	24	.000

H0 or H1 will be approved or rejected based on Table 4.6, which is a crucial component of the analysis. The t test has a basis for decision-making, specifically if sig. (2-tailed) 0.05, then there is a significant difference between learning outcomes on pre-test and post-test data on the use of the English subtitle in the movie "Frozen 2" in improving vocabulary mastery, or else the null hypothesis is rejected. In the meantime, if the sig. (2-tailed) > 0.05, then there is no significant difference between learning outcomes on pre-test and post-test data on the application of the English subtitle in the movie "Frozen 2" in enhancing vocabulary mastery, or in other words, the null hypothesis or 0 is rejected.

Table 4.6 demonstrates that the sig. (2-tailed) is 0.000. This result indicates that if the significance level is lower than 0.05, the null hypothesis may be ruled out. After rejecting the null hypothesis, the alternative hypothesis is accepted. It may be said that there is significant distinction in how the English subtitles in the movie "Frozen 2" are used in terms of improving vocabulary skills for class IX students at SMP Purnama 2 Semarang.

N Gain Test

Additional testing are required to see whether the English subtitle used in "Frozen 2" was helpful in improving understanding of vocabulary. The N gain test is the name of the test. In a one-group pre-test and post-test study design, or in experimental and control groups, the N gain or Normalized gain attempts to evaluate the efficacy of carrying out a strategy, according to Rahardjo (2014). One-group pre-test and post-test research is what this study falls under. Following that, the Gain Score is the result of eliminating the Pre-Test Score from the Post-Test Score. If the average scores from the pre-test and post-test change significantly in this study, the N gain score can be applied.

Table 4.7 Criteria of N Gain Score

Interval	Criteria
<40%	not effective
40-55%	less effective
56-75%	quite effective
> 76%	effective

The N gain score used in this section was computed using the SPSS 22 software. The table below shows the N gain score:

Table 4.8 N Gain Scores

No	Students	Score		N Gain
		Pre-test	Post-test	Percent
1	S01	43	68	43.86
2	S02	28	68	55.56
3	S03	60	88	70.00
4	S04	67	91	72.73
5	S05	53	75	46.81
6	S06	53	75	46.81
7	S07	57	73	37.21
8	S08	53	80	57.45
9	S09	48	77	55.77
10	S10	68	83	46.88
11	S11	64	83	52.78
12	S12	67	93	78.79
13	S13	62	90	73.68
14	S14	40	71	51.67
15	S15	68	93	78.13
16	S16	24	80	73.68
17	S17	42	75	56.90
18	S18	71	97	89.66
19	S19	71	93	75.86
20	S20	62	87	65.79
21	S21	78	93	68.18
22	S22	68	90	68.75

23	S23	53	87	72.34
24	S24	22	73	65.38
25	S25	62	80	47.37
Mean				**62.0806**
Minimum				**37.21**
Maximum				**89.66**

It is evident from table 4.8 that there are 25 students with 25 scores N gains. According to table 4.7, which provides details on the criterion for the value of N gain, the criteria for each gain value can be grouped. Three students with N gain requirements on the effective criteria at the S12, S15, and S18 the quantities and scores more than 76% are shown in the table. This indicates that for three kids in the class, using subtitles while viewing "Frozen 2" in enhancing their understanding of vocabulary. The 12 students were S03, S04, S08, S13, S16, S17, S19, S20, S21, S22, S23, and S24 meet the requirements quite for being highly successful hold the majority of the places with a score of 56-75%.

Additionally, nine students who met the 40–55 percent criteria—S01–S02, S05–S06, S09–S10, S11–S14, and S25—are classified as less effective. In other words, for 9 kids, the application approach is less effective. Additionally, one S07 student meets the requirements for lack of effectiveness with a 40% proficiency rate.

The use of "Frozen 2" with English subtitles to enhance vocabulary mastery in class IX students at SMP Purnama 2 Semarang is found to be fairly beneficial, although there are still some students who are unaware of the benefit of implementing this kind of strategy into practice. Table 4.8 shows that the score has increased.

Discussion

The goal of this study is to demonstrate how making use of subtitles on the movie "Frozen 2" enhances students' vocabulary insights, as indicated in the formulation of the problem. It's also crucial to determine whether there is a difference between before and after obtaining treatment, as well as whether there is a significant effect. As a result, the two cannot be taught separately by teachers in the classroom. There are three processes that researchers use while studying teaching and learning. Students first complete a pre-test in which they must respond to a number of questions on the Noun, Adjective, Verb, and Adverb material that are offered as multiple-choice, fill-in-the-blank, and blank-sheet exercises. In order to assess how well students can remember and interpret vocabulary, movie subtitles are used as an extra form of assessment. Third, the easiest way to assess the effectiveness of

the treatment is to respond to the same amount of pre-test questions, but to add to the description by adding some of the vocabulary learned from exploring "Frozen 2".

In advance of using a pre-test result to apply a movie, the researcher discovered that the student's vocabulary skill is still inadequate. Several students received average and very poor evaluations for their particular level of vocabulary comprehension. It has been demonstrated that their comprehension of languages is poor. Students still struggle with vocabulary. This is a result of the lack of additional media used to help students expand their vocabulary. According to Efrizal (2018), this is accurate. According to his research, students struggle to learn vocabulary because they lack a link to media that would help them do so.

On the other hand, students face a number of obstacles, including: being bored with learning English and assuming that English is difficult; being less enthusiastic and disinterested in taking English lessons; and Students struggle to remember English vocabulary. Students frequently use media such as audio-visual media, therefore it is difficult for them to recognize vocabulary that is unfamiliar, and students find it difficult to pronounce appropriate and exact pronounciation of the vocabulary obtained. They should, however, use everyday experiences to develop their vocabulary. Without giving up, the teacher should make an all-out attempt to demonstrate to the class what they still need to learn. It's not always easy to grasp a vocabulary.

The use of educational materials by teachers of English must become more creative and imaginative as a result of technological advancements brought about by globalization, according to Sari & Sugandi (2015). Student's English abilities can be improved by the teachers with the use of audio-visual materials like movies or videos. There are certain advantages to showing English-language films in English classrooms. For instance, seeing a movie can raise students' motivation in learning English, enhance their reading and listening skills, and expand their vocabulary and pronunciation. Furthermore, "Frozen 2" Movie is a cartoon.

Movies may be both enjoyable and inspiring for students. Movies have improved the authenticity, diversity, reality, and adaptability of lessons in EFL. Through movies, students are familiar with real-world language that would otherwise be difficult for them to understand in a non-English speaking situation. English movies may be utilized in EFL classes for a variety of reasons, according to Ruusunen (2011), including their authenticity, the outstanding quality and number of input movies share, and its many positive impacts on learning a foreign language. Some of these factors involve exposure to a foreign language and the entertaining quality of movies, which also has a positive effect on students' motivation.

The post-test results reveal a considerable difference between the before and after treatment conditions following the treatment, according to the results. It might be said that the student's

vocabulary has improved. The ninth grade at SMP Purnama 2 Semarang benefits from using the Disney animated movie "Frozen 2" as a tool for language learning. These effects are detailed in the questionnaire that students were given after paying attention the movie. The first benefit is that it is easier for students to remember the vocabulary they have learned, which is in accordance with research by Fitri (2018) that found that some characters' responses in movies describe what they do or say, indicating that vocabulary meanings can be inferred from movie characters. The second is that because employing animated video media makes the subject presented more comprehensible, students are optimistic and motivated in learning English.

Based on the findings of the pre-test, post-test, and theory, the researcher has come to the conclusion that using the subtitles for the movie "Frozen 2" as a medium for vocabulary learning can help students enhance their mastery of the English language. The use of an animated film in the ninth grade at SMP Purnama 2 Semarang also significantly increases students' enthusiasm in learning English.

4. CONCLUSION

The t test demonstrates that the sig. (2-tailed) is 0.000. This result indicates that if the significance level is lower than 0.05, the null hypothesis may be ruled out. After rejecting the null hypothesis, the alternative hypothesis is accepted. It may be said that there is significant distinction in how the English subtitles in the movie "Frozen 2" are used in terms of improving vocabulary skills for class IX students at SMP Purnama 2 Semarang.

An N gain test is required to determine if the use of subtitles in the movie "Frozen 2" as an alternative improved students' vocabulary mastery. The SPSS 22 algorithm produced the N gain score. The average N gain value between the pretest and post-test in this study was determined to be 62.08%, indicating that it is quite effective. In other words, the use of subtitles in the film "Frozen 2" as a media for improving student vocabulary mastery can be said to be effective, but some students have benefited and others have not from the use of subtitles in the film "Frozen 2," so additional action is required.

Students in class IX significantly improved their ability to solve problems using nouns, verbs, adjectives, and adverbs. In addition, students are more willing and imaginative while completing tasks, which influences the importance and standard of learning in the educational environment. The pre-test and post-test findings show an improvement in vocabulary mastery.

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