



# Improve Vocabulary by Using Media Animated the Folklore of Malin Kundang

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## Abstract

We also have folklore and other forms of local knowledge that we should keep alive, and the rapid advancement of technology in education has enabled use of tools like audio-visual animation media to make education more accessible. The Malin Kundang is just one example of the wide range of folklore that already exists. The goals of this research are threefold: (1) to determine whether or not students can benefit from learning about Malin Kundang folklore; (2) to determine whether or not Malin Kundang folklore can be used to expand vocabulary; and (3) to determine whether or not the use of Malin Kundang folklore can be used to improve learning outcomes. We employ a quantitative methodology in this work by polling the respondents with a set of 20 questions. Quantitative research uses numerical data collecting and analysis to describe occurrences, create links, and test ideas. Such a tool could be a student survey. The researcher uses SPSS to run the necessary calculations, and because the calculated R value is greater than the R table value, the data processed with SPSS is considered valid; similarly, a Cronbach alpha reliability test with a value of more than 0.90 is considered perfect; and finally, a case processing summary demonstrates that the number of respondents is accurate and not lost during the filling out of the questionnaire. According to a review of the literature, showing animation media based on the malin kundang folklore dramatically increased students' English comprehension.

**Keywords:** Animation media; Folklore; Malin Kundang

## **Introduction**

When it comes to communicating with people all around the world, nothing beats the efficiency and convenience of using English. As we move towards the era of the Fourth Industrial Revolution and Society Version 5.0, English has become the world's most important language of communication. Therefore, people from all areas of life in Indonesia are studying the English language. Nonetheless, even among Indonesia's young people currently in their "golden age," English is viewed as a difficult language to learn (Amelia, 2021). Vocabulary is one of the keys to acquiring a language, both speaking, listening, and writing skills (Hidayati, 2017). Vocabulary is the collection of words that people use to express themselves in a given language. Although vocabulary development should be a priority for any English language course, it is often overlooked. If students don't have a solid grasp of the language's lexicon, learning English will be challenging (Fitriyani & Nulanda, 2017). Vocabulary is the collection of words that people use to express themselves in a given language. Although vocabulary development should be a priority for any English language course, it is often overlooked. If students don't have a solid grasp of the language's lexicon, learning English will be challenging (Ilhami et al., 2019). For us social creatures, language is essential for sharing information. The ability to communicate in a language depends on the use of good and relevant vocabulary. Therefore, the more a child's vocabulary, the greater the breadth and depth of their communication options. One's fluency in a language is proportionate to the amount of information he or she knows about that language (Qoyyimah & Adi, 2017). There are two primary contexts that contribute to successful language learning: the classroom and the wider world. The mindset that students bring to the study of a foreign language is crucial to the success of such efforts. Using learning tools effectively has a significant impact on students' linguistic abilities (Holidazia & Rodliyah, 2020).

A child's language skills can also be evaluated by asking them questions about pictures or real-world objects. With the right kind of media and an eye on kids' characteristics, we can get there. Colors, shapes, objects, and instructional models are only few of the many considerations that go into media choice. Therefore, teachers must always enhance their capacity to design learning models so that the classroom learning experience becomes more dynamic (Uloli, 2021). Since English is the focus of study, it is also known as a "second language," which describes a language that is learned for reasons other than communication. The language you study for a specific goal, such as a promotion at work or fluency in a new language, is called the target language (Fitriyani & Nulanda, 2017). Having the ability to utilize language to communicate is innate to the human species. A child can get a head start on learning a new language by picking up on the language spoken at home. Language is a system of arbitrary sound symbols that allows people of different social groups to communicate, cooperate, and establish their identities with one another (Suardi et al., 2019).

In light of the foregoing, educators are obligated to select a mode of instruction

that is most likely to resonate with their students. It is hoped that students will learn as much as possible with the help of the most suitable media, leading to the successful completion of educational goals. Teachers should also have the ability to identify and comprehend individual student learning styles. Teachers can better select learning media that engages their students' preferred learning styles if they have a thorough understanding of how their students learn (Suryadi et al., 2022). Animated media can be useful for situations like this one because they allow viewers to picture an otherwise intangible idea. It is hoped that the media can provide an accessible explanation of theoretical concepts. According to these authorities, lessons presented in the form of animated images are more engaging, relevant, accessible, understandable, and motivational because of these factors (Kim et al., 2004). At the beginning and end of a course sequence, incorporating animation and special effects to capture students' attention is a brilliant and efficient idea. Although computers have made it easier for teachers to develop educational materials like animations, their particular characteristics mean that they have only a limited amount of utility in the learning process (Sukiyasa & Sukoco, 2013).

The media have a crucial role in facilitating the attainment of learning goals through listening. Teachers' ability to select effective instructional materials is so essential. Students lose interest in classes when their teacher makes poor selections of learning materials. Because of their teachers' monotony and boredom, pupils have trouble paying attention in class and learning from lectures. Therefore, it is the responsibility of the educator to select, combine, and put into practice appropriate teaching materials and media. The effectiveness of audio for teaching and learning is crucial (Ahmad et al., 2018). Animated media allows the expression of ideas that would be difficult to convey using just words and pictures. In order to teach something that cannot be seen by the naked eye, animation can be used to create a visual representation of the subject being explained (Shofiyyah et al., 2020).

Legend, folk music, oral history, proverbs, jokes, superstitions, fairy tales, and habits that become traditions within a community, subculture, or group are all examples of what we mean when we talk about "folklore." In common parlance, "fairy tales" is the term most people use when referring to folklore. It's unclear who wrote this fable. That time and location are fixed in stone. Students and the communities that value folklore's oral tradition can reap many rewards. There is moral and pedagogical significance to it. As a collection of cultural concepts, folklore is rich in diversity and contains many lessons that might help a country advance. Folklore is a form of oral tradition that transmits a society's values and beliefs to

future generations. Folklore was orally transmitted from one generation to the next by regular people. As such, folklore describes the cultural and moral milieu in which a community operates (Sumayana, 2017). Folklore has it that a man named "Malin Kundang," whose mother turned him into a stone, formerly resided in Padang, West Sumatra. Parents may use the aforementioned tales as a deterrent against their children's misbehavior. Storytellers are welcome to adapt these legends for use in their own performances. Typically, Malin Kundang's ship sinks at the end of the story. Just like that, Malin Kundang found herself in that situation (Ronidin, 2011).

A study like this one was carried out by (Marlianingsih, 2016) two studies, one titled "Introducing English to PAUD Students through Audiovisual Media (Animation)" and the other "The Use of Audiovisual Media Cartoon Film in Learning Mandarin Vocabulary In Sd Lkia Students" (Rindawati, T., Thamrin, L., & Lusi, 2022). Therefore, I agree with the author that the use of audio-visual media or films in the classroom can have a good effect on students' learning capacity, this research needs to be done to find out whether the animated film "Malin Kundang" media can help students in developing students' mastery of English vocabulary.

Formulation of the problem; (1) Can employing malin kundang folklore improve students speaking skills? (2) Can pupils boost their English vocabulary by using malin kundang folklore?. From all the problem formulations above, the researcher has a purpose, namely to; (1) To see if Malin Kundang folklore may assist children enhance their English speaking skills. (2) learning new words through exposure to the folklore of malin kundang.

## **Method**

The quantitative research approach was used for this investigation. For the sake of this article, we will define quantitative research as any study of a statistically significant population or sample (Sugiyono, 2005). Each member of the population has an equal chance of being selected as a sample when using a random sampling technique (Arieska & Herdiani, 2018). When information was gathered via questionnaires, quantitative data analysis was performed. Students at SMPIT Ar-Raudhah Albantani were used as the study's representative sample. The computations were performed using data from 150 seventh graders, of which 40 were surveyed and asked to answer 20 questions (Dewi & Sudaryanto, 2020).

## **Results**

### **A. Validity test**

The content validity that will be carried out in this study is the content validity given to the expert. Content validity indicates that the instruments are prepared in accordance with the curriculum, materials and expected learning objectives. Items in the instrument can be used to measure the expected knowledge. The content validity indicators that are weighed are: 1) the suitability of the indicators with the items, 2) the suitability of the items with the aspects studied, 3) the clarity of

language or images in the questions, 4) the feasibility of the items for the sample, and 5) the suitability of the material or concept being tested. Validity testing can be done using the SPSS application (Janna & Herianto, 2021). Validity checks can be carried out by several validators who are competent in their fields. Considerations for choosing a validator because they know the realm, content, and objectives of the research study. For example, in educational research, expert validators/lecturers are selected who know the truth of the concepts, pedagogy, and teaching paradigms that will be carried out (Novikasari, 2017).

B. Reability test

For instruments with multiple answers, reliability is evaluated using the Cronbach's Alpha test.(Syamsuryadin & Wahyuniati, 2017). Essays, surveys, and questionnaires are all examples of this type of instrument. The following equation describes how to calculate the Cronbach Alpha coefficient of dependability.

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

Description:

$r_{11}$  : Reability value

$\sum S_i$  : Total variance score for each item

$S_t$  : Varians total

$k$  : Number of items

**Table 1.** Validity Test

No	R count	R table	Criteria
P1	0,422	0,304	Valid
P2	0,486	0,304	Valid
P3	0,539	0,304	Valid
P4	0,607	0,304	Valid
P5	0,609	0,304	Valid
P6	0,439	0,304	Valid
P7	0,365	0,304	Valid

P8	0,377	0,304	Valid
P9	0,389	0,304	Valid
P10	0,336	0,304	Valid
P11	0,387	0,304	Valid
P12	0,447	0,304	Valid
P13	0,436	0,304	Valid
P14	0,313	0,304	Valid
P15	0,305	0,304	Valid
P16	0,349	0,304	Valid
P17	0,36	0,304	Valid
P18	0,368	0,304	Valid
P19	0,491	0,304	Valid
P20	0,446	0,304	Valid

**Table 2.** Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,760	20

**Table 3.** Total Responden

**Case Processing Summary**

		N	%
Cases	Valid	40	100,0
	Excluded <sup>a</sup>	0	,0
	Total	40	100,0

a. Listwise deletion based on all variables in the procedure.

(Table 1) At the 0.05 level of significance, Pearson correlation is used to examine the association between the two variables. A response is valid if its significance value is less than 0.05, and it is not valid if it is larger than 0.05. And so it goes, if (Ghozali & Imam, 2016) When a hypothesis is supported by the data, the alternative, or null, hypothesis is accepted. This table shows that the animated media of the Malin

Kundang folklore can boost the vocabulary of SMPIT AR-RAUDHAH ALBANTANI students. Average R count is 0.377 and average R table of 0.304. We made sure of the authenticity and trustworthiness of our results by using Pearson correlation. In other words, pupils benefit from learning new words through the use of Malin Kundang folklore animations. The second purpose of this study is to quantify the extent to which students' vocabulary expands thanks to exposure to malin kundang folklore in animated form. The results of respondents' statements about increasing vocabulary using animated media of malin kundang folklore show that each answer shows that animated media of malin kundang folklore has an effect on increasing students' English vocabulary. ( Table 2) The Cronbach alpha reliability formula provides evidence for this claim. The value of 0.760 for reliability may be seen in Table 2. This scale appears to be trustworthy. The reliability coefficient is a numeric value between 0 and 0.05 that describes how reliable something is. If the coefficient of dependability is more than 0.05, the claim is more credible. On the other hand, a coefficient around 0 indicates low reliability (Sodiq et al., 2020) In this study, the researchers calculated a Cronbach's alpha of 0.760. (Table 3) The findings above show that "N" or respondents are 40 students from SMPIT AR-RAUDHAH ALBANTANI, with a percentage level (Percent) of 100%, indicating that all data was collected and processed without any gaps or errors. Using Malin Kundang folklore animations is a great way to help kids expand their English vocabulary. These indicators include 1) students' capacity to respond to questionnaire statements and 2) students' proficiency in utilizing technology to enhance their educational experiences. 3). The concept of teaching vocabulary through the animated medium of malin kundang folklore is well received by the students, although they require additional time to get started. Every single one of my kids grasped the idea immediately and joyfully put it to use. The study's findings also demonstrated the method's success in helping students increase their vocabulary and use of English in a variety of contexts. Even after being disillusioned, some pupils persist in applying the lesson. To become more fluent in a language, it is crucial to expand one's vocabulary.

### **Discussion**

This research supported by some previous literature such a statement that the effectiveness of audio for teaching and learning is crucial (Ahmad et al., 2018). Then, Animated media allows the expression of ideas that would be difficult to convey using just words and pictures. In order to teach something that cannot be seen by the naked eye, animation can be used to create a visual representation of the subject

being explained (Shofiyyah et al., 2020). The result of the study in line with the previous researchers namely by (Marlianingsih, 2016) two studies, one titled "Introducing English to PAUD Students through Audiovisual Media (Animation)" and the other "The Use of Audiovisual Media Cartoon Film in Learning Mandarin Vocabulary In Sd Lkia Students" (Rindawati, T., Thamrin, L., & Lusi, 2022). Therefore, I agree with the author that the use of audio-visual media or films in the classroom can have a good effect on students' learning capacity, this research needs to be done to find out whether the animated film "Malin Kundang" media can help students in developing students' mastery of English vocabulary.

## **Conclusion**

A study on the impact of malin kundang folklore animation on students' vocabulary growth At SMPIT AR-RAUDHAH ALBANTANI (1), pupils' vocabularies change more quickly than those of students who study vocabulary in the conventional fashion. Compared to their non-animated counterparts, students who learn a new language through media based on Malin Kundang mythology are more likely to become fluent speakers. Animation material based on Malin Kundang mythology has a substantial impact on pupils' capacity to learn new vocabulary in English when utilized as a strategy to help them do so. Numerous suggestions were offered once this investigation was completed. The first piece of advice the researcher has for English teachers is to locate and choose the correct technique or strategy for teaching English to junior high school students in order to increase students' writing skills and make the teaching and learning process more pleasant and easier to understand. The vocabulary learnt through Malin Kundang folklore animation is well welcomed because of its approachability. Each student has to have a private conversation on the new vocabulary words they heard in the film Malin Kundang. Children's interest in learning new words is crucial if they are to successfully increase their English vocabulary without becoming disinterested. The animated version of the folktale malin kundang is a great tool for expanding pupils' vocabularies and giving them more practice speaking English. The challenges faced by researchers are significant, especially during times of academic inactivity such as during breaks between semesters or over the summer.

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