

IMPROVING STUDENTS' VOCABULARY BY USING ANIMATION VIDEO

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Abstract : The goal of this research is to determine whether or not using animation videos can improve students' vocabularies. The students of SMP GPdI BERE A Tondano, specifically the 20 students in seventh grade, were selected as the study's subject. One group had pre- and post-tests as part of the pre-experimental design used in this study. Two meetings were needed to complete the study. The research first provides a pre-test, the treatment, and a post-test. The method of data collection uses a multiple-choice test with 20 options as the instrument. This study's findings demonstrate that animation videos can increase students' vocabulary, as evidenced by the higher post-test scores than pre-test scores. The mean pre-test score is 31.5 and the mean post-test score is 80. It is true that watching animated videos can improve kids' vocabularies.

Keywords : *Vocabulary, Animation Video, Improving, Students, SMP GPdI Berea Tondano*

INTRODUCTION

English is one of many languages in the world. According to Panambunan, Tulung, & Maru (2016), "Language is the most important aspect in the life of all human beings." English is used as an international language for communication and most of the people in the world use it. "Indonesia has adopted English as a tool of communication to establish relationships with other countries," (Liando, 2019). Furthermore, Moge (2019) adds that English is a universal language that is used for business, politics, technology, and education worldwide. It means that learning English is a requirement for each student to face the global challenge, especially for the students in Indonesia.

In Indonesia, English is a foreign language and it has become one of the compulsory subjects, which is important

to be taught for developing science, technology, art, and for international communication. "In learning English there are parts that must be considered, namely listening, speaking, reading, writing besides the important and main parts are grammar and vocabulary" (Hampp, 2019). Four essential skills must be acquired in order to study English effectively. They are speaking, listening, reading, and writing. People must expand their vocabularies in order to develop these skills.

A vocabulary is a list or collection of words used in a specific language or by a particular speaker, according to Hatch & Brown (1995). To put it another way, vocabulary is a list of words that a speaker uses to convey the ideas they want to convey. Therefore, becoming proficient in the four language skills requires a solid knowledge of the English language's vocabulary because those skills are most

effectively acquired when students have a solid mastery of the language's extensive vocabulary. English vocabulary is integral to the four English language skills.

Students who are learning English as a foreign language aim to master the four language skills of writing, reading, speaking, and listening. However, mastery of the four language skills demands a strong English vocabulary because it can only be attained if students have a wide range of vocabulary under their belts. Additionally, using teaching and learning media will help us get greater results. In the implementation of the English learning process, based on the researchers' experience when doing teaching practice in school, it is found that the students have difficulty in achieving learning indicators due to vocabulary mastery was still very low. The researchers found that the students in the school lack vocabulary making it difficult for them to learn English. It happens because students are lazy and feel afraid to make mistakes, they do not pay attention when the teacher explains the lesson and do not have responsibility for the tasks given by the teacher. In the teaching and learning process, students have less opportunity to explore their minds and interact actively.

The teacher should employ a range of strategies to make the lesson more engaging and entertaining for the students in order to inspire motivation and interest in learning. The teacher can teach English vocabulary using a variety of media, techniques, and approaches. In order to maximize students' potential and achievement through teaching and learning activities in the classroom, the teacher, who is the primary implementer of education, must be able to create a learning strategy. The instructor can use media to address the issues with teaching

and learning mentioned above. According to Murcia (in Silviana 2013) "Media are tools used by the teacher to motivate the students." So, media has an important role in motivating students to learn English. Media that is possible to implement to improve students' interest in learning is animation video.

Hidayat (2010) asserts that using animated videos in the classroom encourages student-teacher engagement and results in a successful educational process. In order for the teaching and learning process to be successful, the instructor must exercise creativity in creating a comfortable and pleasant learning environment. Students are also expected to grasp the subject matter rapidly through the use of media, specifically animation videos. The writers are motivated to employ animated videos to help students improve their vocabulary because this strategy is important for helping students succeed academically and demonstrate their mastery of the material.

Vocabulary is the most important aspect of language. It is one of the basic things in learning English. Nobody can understand a language without mastering the vocabulary. According to Manoppo, Rares, & Posumah (2020), "Vocabulary is all the words a person knows and uses in a language that have meanings." According to the definition of vocabulary, it is the collection of words that a person is familiar with. It also explains that the goal of a vocabulary lesson is to help students acquire techniques for determining the meaning of new terms from the context in which they are used (Nunan, 2005). Burns (1972) and Linse (2006) conclude that vocabulary is the collection of words that an individual knows. In other words, vocabulary is the total number of words

and a component of language known and used by a person, profession, and class to communicate effectively.

It is obvious that students need oral vocabulary as well as vocabulary for reading, writing, and listening in order to communicate. Oral vocabulary refers to words used frequently in conversation. Vocabulary, in the perspective of Richard and Renandya (2002), is a crucial part of language proficiency and lays a lot of the groundwork for how effectively students speak, listen, read, and write. Reading vocabulary involves responding to words with meaning and comprehending what others are writing. Writing vocabulary is made up of words that people use to respond to and comprehend the talking of others, whereas listening vocabulary is made up of words that people use to respond to and understand the speaking of others. For students to communicate in the target language, they need to have a sufficient amount of active vocabulary.

Teaching is the concerted sharing of knowledge and experience act of giving information between teacher and students in the classroom, outdoors, and indoors. Vocabulary teaching is a very important component of any language class. Everything that people want to say or write needs words or vocabulary. A teacher should prepare the technique that will be implemented for teaching the students. Thornbury (2004) suggests the use of more word-centered methods for teaching languages. By adopting an approach, vocabulary instruction can help learners develop more.

Teaching vocabulary is an ongoing process in which students encounter words repeatedly in order to enhance and deepen their understanding of and proficiency with them in the target language,

according to Cameron (2001). In other words, in vocabulary teaching, students find words that can increase their knowledge and use in foreign languages. Vocabulary teaching can help students to learn and understand the meaning of words and how to use the words.

One of the media to implement that possible for teaching vocabulary and increasing student interest in learning is animation video. Ganges (1970) defines animation as “moving text and pictures or simply alterations between visual scenes which can be an effective attention grabber, that lays the necessary foundation for learning”. Walker (1992) defines video as an educational tool that combines image and sounds to teach a particular language characteristic and in numerous ways is used in classrooms to teach different languages to students of any proficiency level.

Muniandy & Veloo (2011) claim that animation videos are a type of multimedia content that simultaneously exhibit visuals and text that is presented both verbally and non-verbally. The animated video displays a moving image with specific information, such as a tale, vocabulary, or anything else. Animation videos can aid in the understanding of the material being taught and increased student interest in learning English vocabulary. There are many English language teachers using animation videos around the world, which is a good argument for including animation videos in the classroom. According to Oddone (2011), there are several benefits of employing movies in language instruction:

1. They offer examples of real language usage and can be completely utilized under the teacher's supervision.

2. Videos provide access to objects, locations, people's actions, and events.
3. Authentic content typically works well because people enjoy learning about "real things."

RESEARCH METHOD

This study employed the quantitative method with a pre-experimental design. It means that this research uses the one-group pre-test and post-test design. Hatch and Farhady (1981) explain "the one-group pretest and posttest design is similar to the one-shot case study." Students take a pre-test prior to treatment, and a post-test is administered following treatment. Students are treated by seeing an animation video. One group pretest and posttest procedures are used in this study. Here is an illustration of the research design.

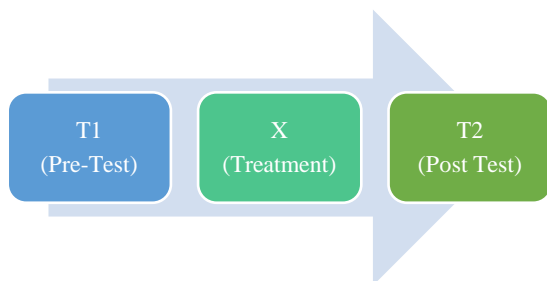


Figure 1. Steps of Pre-Experimental Design

The subject of this research is seventh grade students of SMP GPDI BERA Tondano. The writers choose one class that consists of twenty-five (20) students. Tests are the instrument used to gather the data. The pre-test and post-test are the two tests used by the authors. The materials covered in class will be the basis for the test. The information is gathered from the student's pre- and post-test results. The test consists of 20 multiple-choice questions, with a maximum score of 5. Students will receive 100 points if they can correctly answer all of the questions.

In analyzing the data obtained through the tests, the writers use the mean score formula proposed by Hatch and Farhady (1992). The formula is as follows:

$$\bar{x}(\text{mean}) = \frac{\sum x (\text{Total of Students' Score})}{n (\text{Total Students})}$$

In the process of analysis, the data are presented in frequency distribution, computation of mean score (X), and the entire test can be presented of frequency polygon. The data are presented in data table with score, tally frequency distribution (f), Cumulative frequency (cum f), Percentage (%). To determine whether there has been an improvement in the students' vocabulary mastery in this study, the mean scores of the students on tests 1 and 2 can be compared once the mean scores have been computed.

FINDINGS AND DISCUSSION

The Steps of Teaching Vocabulary using Animation Video

Pre-test

With this exercise, students' background knowledge is increased. Vocabulary is a secondary focus of this activity for students. The teacher enters the classroom and offers a prayer. After explaining adjectives to the class, the instructor also requests an example of an adjective. The kids were requested to provide succinct responses to 20 questions by the teacher.

Treatment

The instructor describes the material's substance, including the definition of adjectives, examples of adjectives, and a certain sequence for adjectives. The instructor thoroughly explains the material during the activities. These acts are identical to their primary purpose. The instructor creates an animation video for the class. The instructor requests that the

students carefully view the animated film. In the animated video, the instructor discusses the descriptors. Next, the teacher clearly repeats each adjective, followed by all of the students, and then the designated student is required to mention the adjective that the teacher has requested. The teacher requests that each student individually show the outcomes of their memorization to the teacher, their friends, and the teacher. After that the teacher concludes the material and asked about the difficulties of the students.

Post Test

There are post-tests before the activities are finished and at the conclusion of the teaching and learning process. Post-test exercises are designed to determine whether or not students comprehend the subject matter. The students are instructed to read a word list that the teacher has provided. The teacher asks the students to respond succinctly to 20 questions about the animated video. The student's work is then collected by the teacher. To make sure that the students comprehend the content, the teacher asks them a second time. The instructor ends class, offers a prayer, and adjourns.

Presentation of the Data

This study uses a pre-experimental design with a single group pre-test and post-test design to conduct quantitative research. There are 20 questions on the test, and the right response receives a score of 5, while the wrong one receives a score of 0. Twenty students from the seventh grade of SMP GPdI BERE A Tondano participated in this study, which was done there. The data was gathered using two different tests. The first test is a pre-test, which is administered by the researchers before the treatment. The second test, known as a post-test, is

administered to students after they have used the animated movie to increase their vocabulary. The objective of this chapter is to use a frequency distribution to further arrange the data gathered during the investigation.

Table 1. The data of students in T1 (pre-test) and T2 (post-test)

Students	Pre-test (T1)	Post-test (T2)
1	45	90
2	35	85
3	25	85
4	35	85
5	30	75
6	40	80
7	30	75
8	30	75
9	20	65
10	30	70
11	20	75
12	30	75
13	25	80
14	35	85
15	35	85
16	25	80
17	35	85
18	30	80
19	40	90
20	35	80
Total	630	1600

Table 1 shows that there are 20 students who took in the pre-test and post-test, every students got higher score on the post-test.

Table 2. Frequency distribution matrix of pre-test (T1)

Score	Tally	Frequency	Cumulative Frequency	%
45		1	20	5%
40		2	19	10%
35		6	17	35%
30		6	11	54%
25		3	5	6%
20		2	3	66%

Table 2 shows that there are 20 students taking part in pre-test. From the 20 students the highest score was forty-five (45) achieved by one (1) student. The lowest is twenty (20) achieved by two (2) students, forty (40) achieved by two (2) students, thirty-five (35) achieved by six (6) students, thirty (30) achieved by six (6) students, twenty-five (25) achieved by three (3) students and twenty (20) achieved by two (2) students.

Based on the data in Table 2, the computing of mean score of the pre-test is summarized through this calculation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{630}{20}$$

$$\bar{X} = 31.5$$

Table 3. Frequency distribution matrix of post-test (T2)

Score	Tally	Frequency	Cumulative Frequency	%
90		2	20	1%
85		6	18	33%
80		5	12	41,6%
75		5	7	71,4%
70		1	2	5%

65		1	1	1%
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Table 3. shows that 20 students taking part in post-test. From the 20 students, the highest score is ninety (90) achieved by two (2) students, the lowest is sixty-five (65) achieved by one (1) student, eighty-five (85) achieved by six (6) students, eighty (80) achieved by five (5) students, seventy-five (75) achieved by five (5) students, seventy (70) achieved by one (1) student and sixty-five (65) achieved by one (1) student.

Based on the data in Table 2, the computing of mean score of the pre-test is summarized through this calculation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1600}{20}$$

$$\bar{X} = 80$$

After conducting the analysis on the data obtained through pre and post tests the result can be summarized in the following polygon chart.

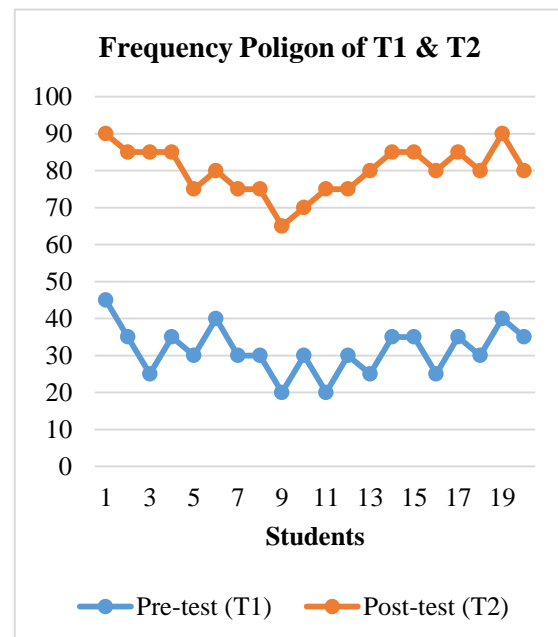


Figure 2. Frequency polygon of the pre-test (T1) and Post-test (T2).

The result of this study shows that all of the students at seventh grade of SMP GPDI BERE A Tondano have a higher score in post-test than pre-test. The result of the analysis shows that 20 students who take a part in pre-test and post-test. In pre-test, the highest score is forty-five (45) achieved by one (1) student, forty (40) achieved by two (2) students, thirty-five (35) achieved by six (6) students, thirty (30) achieved by six (6) students, twenty-five (25) achieved by three (3) students and the lowest score is twenty (20) achieved by two (2) students. While in post-test the highest score was ninety (90) achieved by two (2) students, eighty-five (85) achieved by six (6) students, eighty (80) achieved by five (5) students, seventy-five (75) achieved by five (5) students, seventy (70) achieved by one (1) student and the lowest score is sixty-five (65) achieved by one (1) student. The mean score (\bar{X}) of pre-test (T1) is 31.5 and the mean score (\bar{X}) of the post-test (T2) is 80. The data of pre-test and post-test are compared and the result is the score of post-test is higher than pre-test.

In the learning process students' respond is they are very interested in learning by use animation video because they can seeing moving images and listen to the sound. Student 1: "Yes, learning vocabulary using animation video is interesting because it makes students feel happy. Student 2: Yes, learning using animation video can improve vocabulary mastery because many new words are easy to remember". Both of students said that using animation video as media in the learning process was interesting and can improve students' vocabulary.

Based on the result of the test above we can conclude that the pre-test showed that the students' vocabulary is low before using the animation video as technique in teaching and learning instead the score of post-test showed that the students' can improve their vocabulary by using animation video.

CONCLUSION

Based on the data analysis, learning English Vocabulary by using animation video could support and develop students' vocabulary skill in the seventh grade of SMP GPDI BERE A Tondano. It can be proved from the students' mean score for vocabulary test in post-test is (80) which is higher than the students' mean score for vocabulary test in pre-test is 31.5. This shows that there are significant difference score between the students' vocabulary mastery before and after being taught using animation video. Therefore, it could be concluded that animation video is able to improve students' vocabulary.

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