THE EFFECT OF USING ANIMATION VIDEO FOR MENTALLY RETARDED STUDENTS IN VOCABULARY MASTERY

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Abstract: The aim of this research is to find out the influence and significant difference of using animation video for mentally retarded students' vocabulary mastery at SLB Wiyata Dharma Metro. Animation video is a digital recording of an image, object and sound that moves across into or out of the screen, animation video also the rapid display of the sequences images that create an illusion of movement. This research used pre experimental research. The subjects of this research are the mentally retarded students at SLB Wiyata Dharma Metro academic year 2021. There are 5 students at 8 class C or mentally retardation class. The research instrument used to collect the data in this research is pretest and posttest. The result of data analysis indicates that the value of gain score obtained (0.76) was higher than gain score table (0.70). Then, the result of data analysis indicating the value of t obtained (3.70) was higher than t table (2.77) at the significance level 0.05 and the significance (0.020), and lower than 0.05. It can be concluded that there are influence and significant difference of using Animation Video in students' vocabulary mastery.

Key Word: *Vocabulary Mastery, Animation Video, Mentally Retarded Students.*

INTRODUCTION

Vocabulary is part of English component that play an importance role in mastering all English skills including listening, reading, speaking, and writing. Vocabulary is all the words that people use and known, the word that people used when they are talk to others, and a table of word contains meaning for learning foreign language.

However, mastery of vocabulary is not easy for mentally retarded students to achieve. Learning new vocabulary is so difficult for mentally retarded students,

pronounced the words, keep it in mind and understanding a new vocabulary in learning English. It is not easy to memorise a lot of vocabulary for mentally retarded students.

From the observation result, the researcher found several problems of this research: (1) The students' vocabulary mastery is still poor, because the students have mentally retardation. Generally they don't know a lot of vocabulary like in general school. (2) The students only know vocabulary that they learn before. (3) The atmosphere of the class did not support the students to learn English vocabulary more.

To solve the problem, the teacher can used media such animation video in teaching and learning activities. The researchers focus on the media that can be important in teaching method in teaching vocabulary for mentally retarded students. Media can be an effective ways to teach English vocabulary, it can changes the atmosphere in the class, the used of animation videos expected to give good effect for mentally retarded students and the teacher.

After the researcher indentifies the problem, the researcher proposed the following research question:

1. Is there any influence of animation videos toward mentally retarded students' English vocabulary mastery?

2. How significant is the influence of animation videos toward mentally retarded students' English vocabulary mastery?

   There are two aim of this study :

1. To find out whether there is influence of animation videos toward mentally retarded students' English vocabulary mastery.

2. To find out the significances of the influences animation video toward mentally retarded students' English vocabulary mastery.

LITERATURE REVIEW

Based on the journal findings, the researcher adapts from those journals about the things related to this research. The first previous research is from Andrean Chandra (2019), entitled "Improving Students' Vocabulary Mastery By Using Animated Video". Second previous research is from Dian Purnama (2018), entitled "Improving Students' Vocabulary Mastery Through Animation Movie". The third previous research is from Ahsin Fahmi Mubarok, Siti sundari, and Eka Wahyuningsih (2013), entitled "The Effect of Using Animation Video on The Eighth Grade Students' Vocabulary Achievement at SMPN 5 Jember". This research, the researcher will use

animation video to influence mentally retarded students' vocabulary mastery at the eight grade of SLB Wiyata Dharma in the academic year 2020/2021.

Here are some concepts that are used by the researcher; The Definition of Vocabulary, The Types of Vocabulary, Definition of Animation Video, and Definition of Mentally Retarded Students.

1. **Vocabulary Mastery**

   a. **The Definition of Vocabulary**

   Vocabulary is a component of language provides and proficiency of the basis for how learners listen, speak, write, and read (Richards, J. C. & Renandya, 2000). Vocabulary is vocabulary an English language element that links all of language skills including speaking, reading, writing, and listening in learning for foreign language (Huyen, 2013). Vocabulary included collection of word not only as individual word but also as a group of words that have contextual meaning (Sulastri, 2011).

   From some definition about vocabulary above, the researcher can concludes that vocabulary is all of the words that people need to express the meaning and communicated ideas.

   b. **Kinds of Vocabulary**

   According to (Downing, A. and Locke, 2006) English vocabulary is classified as a grammatically according to terminology and traditionally. Kinds of vocabulary can be explained:

   1. Noun (house, girl, friends, love)
   2. Verb (eat, wash, sleep)
   3. Adjective (your, mine, my, first)
   4. Adverb (soon, along, cautiously)

2. **Animation Video**

   a. **The Definition of Animation Video**

   Animation is a technique that the film maker gives the motion to otherwise inanimate objects (Michael Molenda Sharon E. Smaldino, James D. Russell, Robert Heinich, 2005). Video is one of educational technology which combines sound and vision that specifically used in classroom language instruction to each the specific language feature, Walker (1999:2) citied in (Aridha, 2018). Animation video is a kind of multimedia material that consist of verbal and non-verbal presentations display simultaneous images, narration on screen text (Muniandy & Veloo, 2011).

   From some definition by experts about animation video above, the researcher can concludes that animation video is a digital recording of an image, object and sound that moving across into or out of the screen, animation video also the rapid display of the sequences images that create an illusion of movement.

b. **Teaching Vocabulary Using Animation Video**

There are some activities in learning vocabulary with animation video which can be applied in the classroom. According to (Richards, J. C. & Renandya, 2000) there are three stages:

1. Previewing Activities.
2. Viewing Activities.
3. Post-Viewing Activities.

3. **Definition of Mentally Retarded Students**

   Definition of Mentally Retarded Students

According to (Wah, 2011) Student which have Special Education Needs if she or he has a disability and they usually accessing educational facilities, displays greater difficulty in learning or displays some impairment in academic, social, sensory or physical functioning. The students who get difficulties in intellectual functioning are called Mentally Retardation (MR) or Intellectual Disability.

Mental retardation is refer to the children intelligence development experiences obstacles so they cannnot reach the optimal development stage, their IQ level is 51-36 on the Binet Scale and 54-40 citied in (Suchyadi et al., 2018).

From some definition above, the researcher can concludes that mentally retarded is a term for a sample of persistently slow learning of the basic language skills during childhood and a significantly below-normal global intellectual capacity as an adult.

METHODOLOGY

This research used quantitative research. (Watson Roger, 2015)states that quantitative research encompasses a range of concerned method with the systematic investigation of social phenomena, by using numerical or statistical data. In this research, the researcher used pre experimental design (one group pre-test post-test).

Research Variable, (Pierce, 2013)states that variable is something that may be measured in quantitative research, for example weight, height, wellbeing or attitude. There are two kinds of variable: dependent variable (Y) and independent variable (X).

(Sugiyono, 2016) states that population is structured of the generalization: subject or object that has certain characteristics and quality and set from the researcher to learn and take a conclusion. Therefore, the population of this research is mentally retarded students at 8 class C of SLB Wiyata Dharma in the academic year of 2020/ 2021, the class consist of 5 students.

For Instrument of the Research, the researcher used test. Test is one of instrument to measure the student's ability. In this study, the researcher distributed two kinds of test, pre- test and post-test..

In collecting data, it needs a way to get the data. In this research, the researcher chooses 3 data collecting tehnique there are normality test, testing with gain score, and hypothesis test.

FINDINGS

This section is used to answer the researcher problems in chapter 1. The problem formulation the are (1) Is there any influence of animation videos toward mentally retarded students' English vocabulary mastery? (2) How significant is the influence of animation videos toward mentally retarded students' English vocabulary mastery? The aim of this study is to find out the influence and significant difference of using animation video for mentally retarded students' vocabulary mastery at SLB Wiyata Dharma Metro.

1. Test of Normality

	Pre_Test	Post_Test
Chi-Square	.600[a]	.200[b]
Df	3	1
Asymp. Sig.	.896	.655

As described on the table, it could be seen that both of the values of normality test of pre-test and post test (*Asymp. Sig. (2-tailed*) were higher than 0.05. They were 0.896 and 0.655so it indicated that the data distribution was normal.

2. Gain Score

The interpretation of the table of gain score is the value of gain score obtained was 0.76. It mean that the the treatment given to the pre experimental class had a significant influnce to improve the students vocabulary mastery because the value of gain score is higher than gain score table (0.76>0.70).

3. Hypothesis Testing

Groups	Number of Participant	Mean of Pretest score	Mean of Post test score	Improvement
Experiment	5	78.00	94.00	16.00

The interpretation of the data description on Table 4.6 show that the mean between the pre test and post test was different. The mean score of the post test is higher than the pre test (94.00>78.00). It means that the use of animation video in teaching vocabulary gives good result.

4. Result of t-test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df
Pair 1	Post_exp - Pre_exp	16.00	9.618	4.301	4.058	27.942	3.720	4	0.020

The result of data analysis indicated that the value of t obtained (3.720) was higher than that of t table (2.77) at the significance level 0.05 and the significance (0.020) was lower than 0.05). That is why, the hypothesis test is accepted. It means that teaching English vocabulary using the animation video at the eight grades is effective.

DISCUSSION

According to the discussion of finding teaching and learning vocabulary by using animation video. There is influence of animation videos toward mentally retarded students' English vocabulary mastery. The result of the data analysis indicates that the value of gain score obtained (0.76) was higher than that of gain score table (0.70). There is significance of the influences animation video toward mentally retarded students' English vocabulary mastery. It is proved by the result of data analysis indicating that the value of t obtained (3.70) was higher than that of t table (2.77) at the significance level 0.05 and the significance (0.020) was lower than 0.05.

Based on the result shows that using animation video can influence mentally retarded students' vocabulary mastery. Therefore, the researcher gives some suggestions as follows:

1. English Teachers

The researcher suggests to the English teachers to make the students enjoyable and do not feel bored, the teachers should have an alternative way to teach English. Animation videos is one way that can be choosen in learning and teaching process especially in teching English vocabulary.

2. The Students

The students should do more practice in learning English especially in vocabulary. Because when they do not more practice, they will not mastering the vocabulary. By using animation videos the students hopefully more motivated and getting good score in English vocbulary.

3. Other Researchers

The researcher realizes that this research finding is so far to be perfect, therefore, she expects other researchers to do further investigations so that they can find other research findings related to this problem. The researcher hopes that the other researcher can develop this research to be better.

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