



## IMPROVING STUDENT'S ADJECTIVE VOCABULARY THROUGH ANIMATION VIDEO ON FIFTH GRADE

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### ABSTRACT

The purpose of this study was to find out the application of animated videos can improve the adjectives of 5th grade students Mis integrated al-ikhwan tanjung morawa. This type of research is classroom action research (CAR) which is carried out in two cycles. Each cycle consists of three meetings. Furthermore, this research was carried out in four steps, namely planning, action, observation, and reflection. The object of this research is to improve students' adjectives. In collecting data, researchers used tests, observations and documentation. The results of this study indicate that the animation video media has a positive role in increasing the adjectives of the MIS Terpadu Al-Ikhwan Tanjung Morawa students. This can be proven by the average value of students from the initial value, cycle I, cycle II. The average value of the initial score was 57.2, in the first cycle it was 62.4, and in the second cycle it was 81.9.

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## INTRODUCTION

English is the first foreign language in Indonesia. Many schools or courses have given English as one of the lessons. English have four skills: speaking, reading, listening, and writing and vocabulary as component could be a tool to increase all the skills of English. One of the main problems faced by students in mastering and learning English is a lack of vocabulary. In order to master all the skills in English included speaking, listening, reading, and writing, they is afraid in learning English. Vocabulary is basic to mastery all English skills. Vocabulary is a unity of letters to be words which is formed by a set of user communities. Meanwhile, according to Penny (1991: 60) in Julita (2011), vocabulary could be defined as words that taught in a foreign language. In brief, vocabulary is a unity of letters that became words that taught in a foreign language. Vocabulary is a tool that used to understand and master English. Vocabulary is a main component to increase all English skills. Indeed mastered vocabulary is a difficult thing, is not as easy back your hand needed a process in mastering vocabulary. Many factors that affecting the students difficult in mastering the vocabulary.

First, the difficulties of students to understand and remember vocabulary. Many students is obtaining difficult when they spoke because restrictiveness their vocabulary. Second, the lack of used the media only always rely on the speech method without involved media. The students is not interested and difficulty to understand vocabulary. Third, learning English is stilted or serious that made students depressed or afraid to develop their ability in vocabulary. Fourth, the lack of control memorize students' vocabulary. They is easy to forget vocabulary has been taught or learned.

Then there were several problems found, starting from the teacher, then the lack of facilities provided by the school could also hinder the process of developing learning media. For example, when researchers conducted observations in several schools, researchers found several problems, ranging from teachers who did not understand technology and could not use laptops, then schools that did not provide better learning facilities and followed technological developments, for example there was no internet network at school, then the absence of some supporting tools to support learning.



One solution to overcome this is to apply effective and interesting learning media. Learning media is a means to distribute learning messages and information. Learning media is also an important component that can determine the success of delivering learning materials to students. Well-designed learning media will greatly help students achieve learning objectives. With the learning media, it will be more varied and less monotonous. Watching learning tends to make students bored quickly, so that innovative learning media are needed to adapt to the characteristics of the material and the characteristics of students so that learning becomes clearer, interesting, varied and more interactive. One of the benefits of media in learning is that it can overcome the limitations of space, time, energy, and senses. There are some complex learning materials that require a long space and time to deliver. Therefore, learning media can be adapted to the characteristics of the material, so that these limitations can be overcome. For example, with online learning media, e-learning, mobile learning, web-based learning that can be done anytime and anywhere through the boundaries of space and time so that learning materials can be accessed anytime and anywhere.

The application and development of information and communication technology in learning is one of the strategic steps in welcoming the future of education. Utilization of the development of information and communication technology, one of which is the manufacture of various learning media that are widely developed at this time, one of which is video media. Video is a type of audio-visual media whose learning media can be seen using the sense of sight and heard using the sense of hearing. As a learning medium, video is effectively used for the learning process en masse, individually or in groups (Daryanto, 2012). And to make it more interesting and easier for children to understand the material presented, the video is made in the form of animation. Animated video is a moving image containing subject matter so that it can be used as a medium of learning for elementary schools because it attracts attention, is funny and is easier to imagine by students in elementary schools. Animated video objects come from a collection of various human images, text writing, animal images, plant images, and so on which are specially arranged so that they move according to a predetermined path at every count of time. The development of animated video media in learning English is carried out because of the advancement of today digital era so that education cannot be separated from the times. In learning English, it is very necessary to innovate by developing animated video media in which there is a moving image that contains interesting material so that students will be more enthusiastic about participating in learning with detailed explanations delivered clearly and easy to understand, and can be played anytime according to the wishes of students even at home though. Based on the problems described above, the researcher plans to develop animated video media for learning English vocabulary whose material is displayed in the form of images with attractive colors so that students will be happier and make it easier for them to understand the material. Therefore, researcher is motivated to raise the title "Improving Students' Adjective Vocabulary Through Animation Video on five Grade primary School.

## FINDING AND DISCUSSION

### FINDING

After checking the result of the students' ability test, the researcher concluded that the students' vocabulary were very lack. The result of ability test could be seen at the following Table 1.

**Table 1. The result of ability test**

Classification	Score	Frequencies	Percentage (%)
Excellent	5		
Good	4	2	4.6%
Average	3	10	23.3%
Poor	2	18	41.9%
Very Poor	1	13	30.2%
<b>TOTAL</b>		<b>43</b>	<b>100%</b>

How the condition and situation of the class was applying of video animation and to know the improvement of the students' achievement and to see whether video animation could improve the students' adjective vocabulary. They used guidelines of observation.

**Table 2. The Results of The Observation in The First Cycle** (Adapted from Asrul, 2013)

<i>Aspects</i>	<i>Indicators</i>	<i>Percentage %</i>
<i>Learning Activities</i>	Doing their assignments based on the teacher' instruction.	62
	Asking question to their teacher if there is an instruction which is not clear.	60
	Giving comments and suggestions about their friends' job.	25
	Presenting their discussion result without being appointed by the teacher.	20
	Discussing and working together with their friends in doing their assignments.	50
	Doing assignments from their teacher well.	50
	Showing their curiosities with asking question to their teacher and friends.	50
<i>Creativity</i>	Exploring their ideas.	25
	Thinking and are not hopeless for looking for answer using books or asking to their friends.	50
<i>Feeling of Happiness</i>	Looking happy in learning process	68
	Not feeling sleepy during the teaching and learning process.	65
<i>Interaction</i>	Discussing with their teacher.	65
	Discussing with their friends.	68
	Working together with their friends.	65
<b>Mean Score</b>		<b>51.6</b>

**Table 3 : The Frequency and Percentage of The Students' Vocabulary in The First Cycle**

<i>Classification</i>	<i>Score</i>	<i>Frequencies</i>	<i>Percentage (%)</i>
Excellent	5		
Good	4	4	9.3%
Average	3	16	37.2%
Poor	2	19	44.2%
Very Poor	1	4	9.3%
<b>TOTAL</b>		<b>43</b>	<b>100%</b>

The table above showed that the students' score in ability test was less. From 43 students who followed the test, there were 4 (9.3%) students obtained good, 16 (37.2%) students obtained average, 19 (44.2%) students obtained poor, and 4 (9.3%) students obtained very poor.

**Table 4. The Results of The Obseravtion in The Second Cycle**

<i>Aspects</i>	<i>Indicators</i>	<i>Percentage %</i>
<i>Learning Activities</i>	Doing their assignments based on the teacher' instruction.	78
	Asking question to their teacher if there is an instruction which is not clear.	75
	Giving comments and suggestions about their friends' job.	30

	Presenting their discussion result without being appointed by the teacher.	35
	Discussing and working together with their friends in doing their assignments.	60
	Doing assignments from their teacher well.	65
	Showing their curiosities with asking question to their teacher and friends.	70
<b>Creativity</b>	Exploring their ideas.	60
	Thinking and are not hopeless for looking for answer using books or asking to their friends.	60
	Looking happy in learning process	85
<b>Feeling of Happiness</b>	Not feeling sleepy during the teaching and learning process.	80
<b>Interaction</b>	Discussing with their teacher.	85
	Discussing with their friends.	80
	Working together with their friends.	80
<b>Mean Score</b>		<b>67.3</b>

The table showed that there were significant increasing at students behavior in the class. In the aspects learning activities, feeling of happiness and interaction in learning process.

**Table 5 : The Frequency and Percentage of The Students' Vocabulary in The Second Cycle**

Classification	Score	Frequencies	Percentage (%)
Excellent	5	4	9.3%
Good	4	6	14%
Average	3	27	62.7%
Poor	2	6	14%
Very Poor	1		
<b>TOTAL</b>		<b>43</b>	<b>100.0</b>

The table above showed that the score of the students increased. There were 4 (9.3%) students obtained excellent, 6 (14%) students obtained good, 27 (62.7%) students obtained average, and 6 (14%) students obtained poor. It could be compared with result of the ability test where only 2 (4.6%) students obtained good, 10 (23.3%) students obtained average, 18 (41.9%) students obtained poor, and 13 (30.2%) students obtained very poor. The mean score of ability test was 7.51. It mean that the students' ability in vocabulary have reached 7 of 10.

In addition, in the ability test students mean score 6.33 but increased in the first cycle the students mean score was 6.80 and in the second cycle it was 7.51. This was considered a good improvement of students' achievement. It had reached the research target. To see the comparison of the students' mean score from first cycle until second cycle.

## DISCUSSION

### *First Cycle*

#### a) Plan

To conduct this research, all required materials were prepared first. The researcher prepared lesson plans, material for teaching was visual media such as picture, students worksheets (test) and observation sheet. Before giving ability test, the researcher gave a little explanation about vocabulary, video animation media in general, and showed some samples. The researcher observed students' adjective vocabulary through giving ability test individually. In 7 minutes of the test.

#### b) Action

After the researcher obtaining the score of ability test, she continued in the next step. In action, this research divided be two meeting.

Steps in teaching and learning process were: First, the researcher greet and then warm up students to burn their spirit and then checked their attendance. Indirectly, it made them feel enjoy, fun and be confidence. Second, the researcher began the lesson by asking the students about adjective vocabulary. Third, the researcher gave few minutes to explain about adjective vocabulary, from definition of adjective, and some samples of adjective vocabulary. Fourth, the researcher showed some adjective through visual animation. Fifth, the researcher invited students to identify the adjective vocabulary by video animation. Sixth, the researcher invited student to pronounce of adjective vocabulary. The researcher repeated to show adjective vocabulary until three times.

#### c) Observation

In the first and the second meeting, the researcher observed the teaching and learning process. The Students observed how they worked individually or together to understand the materials.

How the condition and situation of the class was applying of video animation and to know the improvement of the students' achievement and to see whether video animation could improve the students' adjective vocabulary.

#### d) Reflection

Based on the result of the observation and the score of the students, the researcher concluded that there were some aspects in the teaching and learning that were still needed to improve. The observation showed that there were many aspects must increase from students' adjective vocabulary, learning activities, creativity, feeling of happiness, and interaction in learning process. In learning adjective vocabulary process, there were still many problems faced by the students. Some of the students were less adjective vocabulary, some others were poor, some students were afraid to share their idea, and most students were difficult to pronounce adjective vocabulary. Based on those problems, the researcher decided to continue the research to the next cycle.

### *Second Cycle*

#### a) Plan

In the step, the researcher prepared all the things needed in the process of teaching and learning such as lesson plans, materials, video animation, students worksheets (test), and observation sheet.

#### b) Action

The first meeting, the researcher discussed about adjective vocabulary, ranging from definitions to examples of adjective vocabulary using examples from shapes. The researcher shows some adjective vocabulary through video animation. The researcher invited students to identify the adjective vocabulary through video animation, and the researcher invited student to pronounce about adjective vocabulary. The researcher repeated to show adjective vocabulary of until three times.

The procedures in the second meeting of this cycle were the researcher began the lesson through asking the students about verb that they knew, the researcher gave few minutes to explain about verb from definition, until some samples of adjective vocabulary. The researcher showed some verbs through video animation. The researcher invited students to identify the verb by video animation. The researcher invited student to pronounce the verb. The researcher repeated to show adjective vocabulary until three times. It made students easy to remember it. The researcher gave worksheet to measure students' adjective vocabulary.

The third meeting was conducted on November 19<sup>th</sup>, 2021. The activities begin reminding the students what they did the previous meeting. Approximately 15 minutes, the researcher gave instruction to students that they will do that along day with providing some samples. Subsequently, The researcher gave worksheet to measure students' adjective vocabulary. After students doing their worksheet, the researcher gave students observation sheet to obtain an idea of the response of students.

#### c) Observation

The aspects which were observed during the teaching and learning process in the second cycle were just the same as in the first cycle. The aspect were learning activities, creativity, feeling of happiness, interaction in learning process.

#### d) Reflection

The result of students' achievement in both test and observation at the second cycle showed a significant increased. It could be seen through the student mean score which was 7.51. By observation the students also showed positive response toward learning activities, feeling of happiness and interaction.

In addition, the successful criteria of the research had been achieved. It showed by the students' mean score which passed over the point 7.0, as the standard of vocabulary and elements of vocabulary. Therefore, the action was not continue and this research was assume to be done.

## CONCLUSIONS

- The implementation of visual media in teaching and learning vocabulary has a positive impact for students in increasing desire to learn the vocabulary, the ease of remembering vocabulary, ease in interpreting the message of a word, and to focus the attention of students. Based on observation sheet, most of students said that use of a visual media could help them in mastering vocabulary, increase the students' motivation in learning English, not feeling sleepy during the teaching and learning process, and increase interaction with teacher and other their friends. It was supported by the significant different result was 51.6 became 67.3 in the second cycle. It could categorize as a positive contribution of students.
- The first cycle shown the students' mastery vocabularies of adjective, noun and verb, and increase ability in pronunciation after the visual media was giving. It was supported by the significant different result of ability-test that was 6.33 became 6.80 in the first cycle, and in the second cycle it was 7.51. It could categorize as a good improvement of students' vocabulary.

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