

IMPROVING STUDENT'S VOCABULARY MASTERY USING ANIMATION VIDEO

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Abstract

This research aims to determine the development of students' vocabulary mastery through English animation videos. The method used in this research was quantitative with a pre-experimental research design with a sample of 33 students XI IPS 1 using cluster random sampling technique. In obtaining the data, the researcher used the test as an instrument. The results of data analysis showed that by using English animation video media, the students' vocabulary mastery developed. It can be proven by the t-test value was lower than P (0.000 < 0.05) which means (H0) of this research was rejected and (H1) was accepted. Therefore, it is concluded that English animation video develop the vocabulary mastery of the eleventh-grade students of SMA Negeri 3 Sidrap.

Keywords: Vocabulary, English animation video

INTRODUCTION

The educational community places a premium on English speakers' ability to communicate effectively in written and spoken English. Vocabulary knowledge is necessary for students to be capable of use English before moving on to various linguistic elements including grammar and pronunciation. Megawati and Mandarani (2016) found that students' struggles with the English language were largely attributable to their limited vocabularies. We can say learning English vocabulary has become an important thing for students because the more vocabulary we know can get to understand the meaning of the language. There are four facets of language that must be mastered for fluency: hearing, reading, speaking, and writing. If the student has mastered vocabulary, they will be able to become proficient in the other four language abilities as well. The student will have a hard time becoming proficient in the four language skills if they have not already done so with vocabulary.

In terms of the role of vocabulary in language acquisition, Richards and Renandya (2002), the capacity of students to comprehend and use the language in all four skills (reading, writing, listening, and speaking) depends heavily on their vocabulary. In other words, students have a hard time learning new words because they view doing so as a dull chore. According to Vitasmoro and Iwan Candra (2019), when trying to learn new words, students become bored and give up when they realize that the words will not stick in their heads for very long. The most crucial aspect of teaching and learning is motivation. Lack of motivation can have a negative influence for students in participating in learning. However, motivation will make the process of learning more exciting, which can influence the will to learn. Macklem (2015) says that students' attitudes and behavior in order to learn successfully are influenced by motivation which can help increase self-confidence.

In the process of teaching and learning, the ability of teacher to teach in the classroom is also very influential on student success in learning. The teacher must find or make the teaching and learning process not boring by using interesting teaching methods. for example, how to teach to increase English vocabulary using video animations. Video animation, as defined by Harmer (2001), is "a succession of pictures projected into a screen to generate the appearance of motion in the form of animation." Animated shorts are "a series of still images played rapidly one after another to provide the impression of motion," as one definition puts it.

Video is the most effective audio-visual media because it combines pictures and sound at the same time, making it a powerful tool in the field of educational media, which can be thought of as an instrument, method, or tactic used to facilitate productive teacher-student interactions. By using animated videos, students will feel interested in learning because of the images and audio of the animated videos that have been provided.

LITERATURE REVIEW

A. Vocabulary

Vocabulary, as defined by Kridalaksana (2001), is "the collection of words that a speaker or writer of a language has at his or her disposal". According to Soedjito (1992) expands the understanding of vocabulary as follows (1) All the words inside a language, (2) a person's or a writer's extensive vocabulary, (3) terms used in a scientific field, (4) A list of words organized like a dictionary, with concise and useful definitions.

The depth of a person's vocabulary impacts the quality of that person's language, since vocabulary is an essential component and may be considered the key to learning a language.

B. Animation Video

According Margono (2010) claimed that movies could be used to teach vocabulary instead of textbooks. It is an engaging piece that provides visual evidence through the scenes' acting. Media, such as a movie, can play a pivotal role in inspiring students to expand their vocabularies and fostering an enjoyable classroom environment. They will get an experience unlike any other in class. New words, and the visual images that go along with them, can be learned with the help of animation video.

METHODS

A. Research design

The researcher employed a pre-experimental, one-group, pre-test-post-test strategy for the study. Pre-experimental design in the form of a design to collect data by giving an initial test before gave treatment, after gave the treatment will be tested again. The researcher gave a study group a pre-test and a post-test to see how well the display method and method helped students learn new words.

B. Time and Place

1. Time

This research was conducted at 26th July until 3rd August.

2. Place

This study took place at SMA Negeri 3 Sidrap, Jl. Poros Sengkang, Salomallori, Kelurahan Salomallori, Kecamatan Duapitue, Kabupaten Sidenreng Rappang, South Sulawesi.

C. POPULATION AND SAMPLE

1. Population

Second-year students at SMA Negeri 3 Sidrap constituted the population for this research. There are ten classes. There are 5 classes of MIPA and there are 5 classes of IPS.

2. Sample

Cluster random sampling was employed by the researcher in this study. Cluster random sampling was used to determine the sample which is not individuals but in a small unit group. The researcher selected one out of the ten classes randomly as the research sample for this study.

D. Research Instrument

In the research, data were collected with the help of an instrument. A vocabulary test was used to gather the information. The goal of the test is to see how well second-grade students of SMA Negeri 3 Sidrap learn English words by watching an animated video. The treatment was an animation video, from which the test was taken. The test was given twice by the researcher, once before treatment and once after treatment. Before giving the students any kind of treatment, a pre-test was done. Students were given treatment before the post-test was administered. Students were given a post-test at the last session after receiving treatment. Its purpose is to determine whether this study was successful.

RESULTS AND DISSCUSSION

A. Results

1. Frequency and Percentange of pre-test and post-test

The study's findings here, the study's overarching goal is to resolve the central research question presented in the introduction, which is whether exposing students to an English-language animated video aids in their acquisition of a wider range of words. The goal of this study was to see how second-grade students at SMA Negeri 3 Sidrap developed their vocabulary mastery using English animation video.

The results show the students' vocabulary mastery developed progress indicated by the mean score and standard deviation of the pre-test and post-test are presented in the table below.

Classification	Score	Pre-test		Post Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	93-100	0	0	0	0
Good	84-92	0	0	10	30.3
Average	75-83	1	3	22	66.7
Poor	≤ 74	32	97	1	3
Total		33	100	33	100

(Kemendikbud, 2017)

Table shows that in the pre-test. From 33 students, in the average category there is 1 student (3 %), poor 32 students (97%), and none student got very good and good.

The post-test results show that from 33 students, the classification score in the good category is 10 students (30,3%), average category 22 students (66,7%), poor of 1 student (3%), and none student got very good. The results of the pre-test and post-test showed that there was a change in the frequency of each classification.

2. Mean Score and Standard Deviation of Pre-test and Post-test

Statistics			
		Pre-test	Post test
N	Valid	33	33
	Missing	0	0
Mean		59.81	81.54
Std. Deviation		9.95	4.73

The table demonstrates that the mean score on the pre-test was 59.81, which is a poor result, and that the standard deviation was 9.5. The mean score of the post-test was 81.54 and it is classified into a good score, while the standard deviation was 4.73. The following table displays the frequency and percentage distribution of pre-test and post-test scores.

3. Hypothesis Testing

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired	Pre-test - Post test	-21.727	10.36904	1.80502	-25.40398	-18.05057	-12.037	32	.000

Table shows that the obtained significance value (2-tailed) was 0.000, which means $0.000 < 0.05$. It means H_0 is rejected and H_1 is accepted. So, it can be concluded that the English animation video develop the students' vocabulary mastery.

B. Discussion

In this section, the researcher describes the meaning of the pre-test and post-test results, as well as the treatment administered.

Analysis of pre- and post-test data demonstrates that both the mean score and the standard deviation are significantly higher after treatment. Furthermore, the frequency and percentage scores reveal that the pupils' pre-test vocabulary mastery is weak and ordinary. The reason for this is that many of them have difficulty with vocabulary.

Thirty-three students were given a pre-test. Before the pre-test was conducted, the researcher explained the test instructions. The goal of the pre-test was to find out how well the students already knew how to use words. The pre-test in this study amounted to 50 questions, including 20 questions about synonym and antonym, 10 questions about meaning, 10 questions about use. The types of questions consist of multiple choice, translate, and fill in the blanks.

The results of their pre-test scores got lower scores, they still did not understand the exam questions, because students lacked vocabulary, such as in compiling synonyms and antonyms, almost all students answered incorrectly, an example of the question is "Thank you all for come to the audition.' The closest meaning of the underlined word is....", then students answer the challenge, which must be test. Students also still answered incorrectly in filling out empty questions where a sentence was incomplete because 1 word was missing, students were required to find the right word from the word that had been provided. There are many errors in the pre-test, but these errors are taught in the treatment process.

So, after the students took the pre-test, at the first meeting, the researcher saw that the score obtained by the students was still lacking, so the students were given treatment. The researcher played an English animation video entitled Toy Story Hawaiian Vacation; the video was played twice. In the treatment, students watched the animated video twice.

At the second meeting the researchers played an English animation video entitled Mater and the ghost light, the video was played twice. The treatment steps were the same at the first meeting.

At the third meeting the researchers played an English animation video entitled Frozen fever, the video was also played twice. The treatment steps were the same at the first and second meetings.

At the fourth meeting the researchers played an English animation video entitled Feast, the video was also played twice. The treatment steps were the same at the first, second, and third meetings. students watch the animated video twice.

At the last meeting, the researcher gave a post-test. After giving the test, the researcher talked to the students about word classes and gave them some examples. Now researchers can compare the number of correct answers before and after being given treatment for five meetings, previously their pre-test scores were in the very poor category and after being treated with enthusiasm during the post test, their scores were much better in the good category.

There is a lot of energy and participation from the students at every meeting. Students are more engaged in class when they have access to engaging learning materials. The researcher also motivated the students that if they often watch English animated videos and analyze the vocabulary in the videos they watch, it improves their English vocabulary mastery.

A study of the data showed that students significantly improved their vocabulary knowledge after using English animated videos in their learning. The three-step process of a pre-test, intervention, and post-test is used to evaluate students' vocabulary growth. Students are first assessed to determine their starting vocabulary knowledge, then given treatment to increase their vocabulary knowledge, and finally evaluated to see if their vocabulary knowledge has improved as a result of the treatment.

Based on what was said above, it shows that the English animation video media is feasible to be used as a medium in carrying out the learning process. The logical conclusion is students can improve vocabulary mastery by using animated English videos. And after applying English animated videos to students to improve their vocabulary mastery, students know how to solve the problem of lack of understanding of English vocabulary because their English vocabulary mastery has undergone a significant change.

This research in line with the theories that stated by Margono (2010) Movies are a great media for introducing students to new words. It is a compelling piece that uses scene acting to provide audio-visual examples.

Besides, Setyatama (2020) using title "The Effectiveness of Using Animation Video for Vocational High School Students to Improve Vocabulary Mastery" the strategy turned out to be less effective after all, and the rise was not statistically significant. Several factors, including the online nature of the procedures employed, have led to claims that its efficacy is lower than claimed, and that any gains are negligible at best.

Harahap (2020) using title "Improving Students" Vocabulary Mastery by Using Documentary Film Media" found that The students in classroom XI IPA-1 SMA N 7 Padangsidimpuan got better at using words.

Fauzi (2015) using title "Teaching Vocabulary Using Audiovisual Aids at The First Grade of Sdn 2 Sawahan In 2014/2015 Academic Year: A Classroom Action Research" found student in the first grade at SDN 2 Sawahan benefited from multimedia assistance in their studies of English language. The students' improved English proficiency and positive attitudes in class were clear evidence of their efforts to participate in the language's study.

Based on what was said above, the researcher came to the conclusion that English animation video is recommended to teachers to improve student vocabulary mastery. However, it is undeniable that there are also have some weakness in the use of English Animation Video such as If the projector loses electrical power, it cannot be operated.

CONCLUSION AND SUGGESTION

Conclusions are reached based on the findings and discussion above. the use of English animation video can improve vocabulary mastery of student in class XI IPS 1 at SMA Negeri 3 Sidrap with pre-test students score 59.81 (avarange) and post-test students scoring 81.54. Meanwhile, there is a statistically significant difference due to the value of Sig (2-tailed) < P or (0.000 < 0.05).

Based on the conclusion above, suggestions of this research are:

1. For English teacher, they should use any media or approach that piques their students' interest and keeps their attention to make the learning process more engaging. English animation video is a great tool for teaching vocabulary because of their visual appeal and engaging storylines.
2. For Students they are will understand more about vocabulary and enjoy the lesson.
3. For the future researchers, they can conduct with the same research about the using animation video in teaching and learning process. Because of this, the benefit to society and the scope of its use will both increase.

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