

# IMPROVING VOCABULARY OF THE STUDENTS BY USING ANIMATION VIDEO

Yumin Fatin S<sup>1</sup>, Ahmad Talib<sup>2\*</sup>, La Sunra<sup>3</sup>

<sup>1,2,3</sup>English Education Department, State University of Makassar, Indonesia

E-mail: [yuminfatin@gmail.com](mailto:yuminfatin@gmail.com), [ahmadtalib@unm.ac.id](mailto:ahmadtalib@unm.ac.id), [lasunra@unm.ac.id](mailto:lasunra@unm.ac.id)

\*corresponding author

## Abstract

*This research aimed to find out whether or not the animation video improved students' vocabulary. This study's population consisted of second grade students from senior high school 4 Sidenreng Rappang in the 2021/2022 academic year. The sample was composed of 21 students and was drawn using the cluster random sampling approach. The findings of this study suggested that the utilization of animation video improved pupils' vocabularies. The value of the t-test (21,864) was larger than the value of the t-table (2,086) with the level of significance ( $p = 0,05$ ) and the degree of freedom ( $df = 20$ ). The students' pretest mean score was (39,62), while their posttest mean score was (80,38). It can be concluded that using animation video can significantly improve vocabulary of the second-grade students of senior high school 4 Sidenreng Rappang.*

**Keywords**— Vocabulary, Animation, Video.

## INTRODUCTION

Communication is the process of exchanging thoughts, messages, or information through the use of words, pictures, signals, writing, or conduct. Language, as a means of communication, plays a significant part in revealing someone else's intentions. Communication will allow people to convey their thoughts and feelings. English is a widely utilized communication language in many places throughout the world. As an international language, it is very significant. This is why the Indonesian government has decided to teach English as the first foreign language in schools.

People without enough vocabulary will be unable to communicate their thoughts, feelings, emotions, and desires, as well as understand some media such as magazines, novels, articles, and scientific publications written in English today. They will also be unable to operate some

technical equipment. As a result, they are unable to add their expertise and experiences collectively.

Vocabulary learning is the most crucial part of learning a foreign language. Students will significantly improve if they learn more words and phrases. According to Richard (1997), knowing a large number of words is essential if you wish to progress in a foreign language. Even if your grammar is perfect, you won't be able to explain your meaning unless you have a large vocabulary. It is difficult to learn English because it is not our first language. Many students or learners struggle to master it. One of the basic problems is lack of vocabulary. Vocabulary is really an important element of the language to be concerned with in order to master the four language skills.

There are several media that may be utilized to help pupils enhance their vocabulary, such as audio assistance, audio-visual aid, and so on. Radio, music, and so on are examples of auditory help, whereas video, film/movie, and television are examples of audio-visual aid.

According to Bransford, Browning, and Cocking (1999, p 194) also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies or film, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content.

In this study, animation video was chosen as a media for teaching vocabulary. Video was one of the audio-visual aids. The use of animation video can be very pleasing and interesting for the students. The researchers consider that using animation video can be an excellent media to use because animation video is shorter than movie/feature film so it can make learning process and the lesson plan more effective and the researchers view that there are many students interesting in video because they watch as an entertainment.

## LITERATURE REVIEW

### 1. Vocabulary

#### a. Definition of Vocabulary

There have been many experts who have pointed out some concepts of vocabulary, (Allen, 1977:49) states that a language's vocabulary is extremely essential. When we learn a language, such as English, we always learn the language's words. Learning of language always means primarily learning the "words" of that language. (Urdang and Flexner, 1968) defined vocabulary as the collection of words used or known by a certain individual or group of people. In addition (Landau and Bogus, 1975:827) defined Vocabulary as (1) a list of words or phrases, especially

one organized alphabetically and defined or translated: a lexicon, glossary (2) All of the language's words. (3) all the terms used and understood by a certain individual, class, profession, and so on. (4) the range of expression available to a person, particularly in art. Before that (Good, 1959: 143) stated vocabulary is a language's content and function words that are learnt well enough to form a part of a child's comprehending, speaking, and eventually reading and writing vocabulary. He also defines vocabulary as words with meaning that are heard or seen but are not generated by the individual. Based on the definitions above, it is evident that vocabulary refers to all words with meanings that belong to a certain language, regardless of whether they are used or produced by a person in communication. The most important need for a word to be classified as vocabulary is that it must have meaning for others whether spoken or written. When a word is spoken or written but only has significance for the person who says it, it is not classified as vocabulary because it cannot be used to communicate. As a result, vocabulary can be defined as all the words in a language that allow a person to speak in that language.

#### b. Kinds of Vocabulary

Page and Thomas (1994:10) classifies vocabulary into four divisions, the divisions of which refer to the four language skills: speaking vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary.

- 1) Speaking Vocabulary refers to the words that come easily to mind when delivering a speech.
- 2) Writing vocabulary refers to terms that come naturally while writing;
- 3) Listening vocabulary refers to phrases that are rarely used but are comprehended when heard.
- 4) Reading vocabulary consists of words that are rarely used or generated yet are comprehensible when viewed.

Therefore, in this writing, the researchers divide vocabulary, which includes both the known words and the unknown ones. By using the same term as mentioned above the researchers put vocabulary into two kinds: active vocabulary and passive vocabulary. To include all words of a language, active vocabulary and passive vocabulary are respectively defined as follows:

Active vocabulary refers to a person's collection of words that he or she knows and uses without having to think about them.

Passive vocabulary is the collection of words that are known to someone but never used by him or her in speech; they are usually used by him or her in writing after a thought process; they are understood when heard or seen; and the collection of words that are unknown to someone but could be known and used by him or her.

## 2. Animation Video

### a. Definition of Animation Video

An animation is a graphic that shows sequential movements in a fast manner to give the impression that the thing is alive. The flow of the animation movement will be intriguing to observe with good and mature preparation. If, in the field of multimedia animation, animation is a method of using a computer program to create the motion of an object on the screen. Animators, on the other hand, are those who create animations.

Video is an electronic signal processing technology that represents moving images. The general application of video technology is television, but it can also be used in engineering, scientific, production and security applications.

In line with statement above, animation video is a media that provides a display of moving images in the learning process which can later attract the attention of students in the learning process, which in its use is assisted by a guide or teacher.

### b. Types of Animation Video

#### 1. Stop Motion Animation/ Claymation

Also known as Claymation, this animation-making technique was discovered by Blakton around 1906. One example of a film that uses clay techniques such as in the film *Chicken Run*, and *Shaun the sheep*. Of course. What is used is not ordinary clay, but generally using plastic in, which is a flexible material/ elastic.

#### 2. 2D/ 2D Animation

This type of animation is often referred to as cartoons. Cartoons/ Cartoons can be interpreted as funny pictures, Examples can be seen in cartoons, there are lots of funny pictures that they display and are generally very entertaining. One example of a cartoon movie such as *Tom & Jerry*.

### 3. 3D / 3D Animation

The more development of technology, especially computer technology, the emergence of 3-dimensional animation. This 3D animation is the result of the development of 2D animation. In 3D animation the object will look more alive and like real. Lots of films today use 3D animation and CGI (Computer Generated Imagery).

### 4. Japanese Animation

Also called Anime, currently many anime films are liked especially by teenagers. There are so many examples of films such as Naruto, One Piece, Slam Dunk, Dragon Ball, and others.

## METHODS

### 1. Research Design

The researchers used pre-experimental method with one group pretest and posttest design. This design may also be presented as follows:

O1                      X                      O2

(Gay, 1981:225)

Which:

O1        = Pretest

O2        = Posttest

X           = Treatment

### 2. Location and Time of The Research

This research was carried out at SMA Negeri 4 Sidrap, from 1<sup>st</sup> December 2021 to 21<sup>st</sup> December 2021.

### 3. Variable

There were two variables in this research, dependent and independent variable. The dependent variable of this research is the students' vocabulary achievement. The independent variable is the used of animation video in teaching vocabulary.

#### 4. Population and Sample

In this study, the researchers conducted the research at the second-year students of SMAN 4 SIDENRENG RAPPANG as population which consists of 90 students with 4 classes and 21 students for each class.

As the total of population is very large, finally one class was taken by using Cluster random sampling is a sampling technique in which the sample components are clusters. The cluster random sampling approach is also known as the group or clump technique. This method involves picking a sample based on the cluster rather than the person. To determine sample is by lot randomly and the chosen one is taken to be tested. XI IPA 1 was selected to be the sample of this research which totally 24 students in this class.

#### 5. Instrument of The Research

The researchers used three kinds of question. They are multiple choices that focused on meaning and word grammar, matching the words focused on word formation and making sentences focused on used of word. The variations of the test were also aimed to improve vocabulary of the students.

#### 6. Procedure of Collecting Data

##### a. Pre-Test

Before giving treatment, the researchers gave a pretest to the students which last for 60 minutes. The forms of the tests were multiple choices, matching word and making a sentence. The researchers used multiple choices because the tests were easily obtainable (particularly when the tests are computer scored), and also used matching word tests make students easy to write and have limits guessing and making a sentence to make student can apply the used of the word. After the test, the researchers checked the students' answer and gave them score.

##### b. Treatment

After giving a pre-test, the researchers gave treatments to the students for five times, each meeting took 90 minutes. Students treated by using animation video and subtitles. For each meeting, students were expected to master 10 words. This treatment was given in fifth meeting.

### c. Post Test

The researchers gave a post-test to find out the value of treatments whether the result of the post-test is better than the result of pre- test. The content of post- test is the same as the pre-test.

## 7. Technique of Data Analysis

The mean score showed the level of improvement achieve by the students after following teaching and learning process through the implementation of using animation video. The data analyzed through the following steps:

- a. Scoring the Students Answer
- b. Classifying the Students Score

## RESULTS

### 1. Result of Pre-Test and Post-Test

Table 1. Pretest and Posttest Result

NO	STUDENTS	PRE TEST	POST TEST
1	FA	52	80
2	NRA	52	84
3	RA	56	92
4	NL	52	84
5	NR	48	76
6	AA	40	76
7	MH	28	72
8	MR	32	76
9	DAS	32	76
10	AN	32	72
11	MHR	40	80
12	MSA	40	80
13	AR	32	72
14	FV	28	88
15	MA	32	80
16	AJI	48	88
17	MFI	72	100
18	ANI	24	76
19	HH	40	84
20	APN	32	80
21	MN	20	72
Total		832	1688
Mean		39,62	80,38

From the Table 1, it can be seen that there is a progress of the students' vocabulary on the use of Animation Video. In the pre-test, the means score of the students' total score is 39, 62. It shows that the students' vocabulary were still low. However, by using Animation Video in treatment it would be easy for the students to improve the vocabulary. While in post-test, the mean score of the students' total score is 80,38. The score of the post - test was compare to the pre – test, and it showed that the students' scores increased significantly after they got the treatments.

## 2. Normality Test

Table 2. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	,204	21	,023	,933	21	,159
Post Test	,188	21	,052	,901	21	,036

a. Lilliefors Significance Correction

Determining the distribution of data, if the significance value of the normality test is  $>$  than 0.05, the data is normally distributed, whereas if the significance value of the normality test is  $<$  than 0.05, the data is not normally distributed. Based on the table above, result of pre - test  $0,23 > 0,05$  and result of post - test  $0,52 > 0,05$ . It can be concluded that data was normally distributed.

## 3. T-Test Value

Table 3. T-Test Value

No	Test	Mean Score	Standard Deviation
1	Pre – test	39,62	12,580
2	Post – test	80,38	7,256

Variable	T - test value	T-table value
X2 - X1	21,864	2,086

After the data had been calculated above, it was found that the standard deviation of the pre - test was 12,580 and the post - test was 7,256. And then, the researchers compared the result t- table distribution which significant and were 0,05 and 20. It was found that t- table value was 2,086 while the result of t-test value was 21,864.

So, it was clear that there was a significant difference between the students' vocabulary achievement who were taught using Animation Video and who were not taught using Animation Video of the second-grade students at SMA Negeri 4 Sidenreng Rappang. After treatment was effective then before treatment.

## DISCUSSIONS

The description of the data collected through pre-test and post-test that has been explained in the previous section shows that the use of animation video could enhance vocabulary achievement of the second-year students of SMAN 4 Sidenreng Rappang. It was supported by the frequency and the rate percentage of the result of students' pre - test and post- test. The students' scores after teaching and learning process by using animation video were better than before the treatment was given to the students.



The progress of the students' vocabulary achievement can be proven by the mean score of students' pre-tests and the mean score of students' posttests, the difference between the mean score of pretests is 39,62 and post-test is 80,38 were caused by the treatment. t-test value is higher than t-table value and also the significance difference value is higher than the significance table. It indicated that the use of animation video can enhance the students' vocabulary achievement in the second year of SMAN 4 Sidenreng Rappang.

Both of them were proven by the improvement of students' vocabulary after giving treatment by using the animation video. In other words, the animation video enhances the vocabulary achievement of the second year's students of SMAN 4 Sidenreng Rappang.

After doing treatment, the students were able to classify the word such as Noun, Adverb, Adjective, and Verb. The student's achievement is understanding the meaning word, use of word, word formation and word grammar. In addition, the ability of students in vocabulary also increased because they used animation video. Animation video can improve the way of students think, and can motivate students.

The result of this study supported by Hegarty and Sims, 1994 who state that teaching vocabulary by using animation video can help students learn faster and easier. Moreover, William and Fisher, 2001: 324 confirm that using animation in education is also satisfying and engaging. And Waters, 2007:34 state that using animation video helps students developing listening, speaking and reading. This strategy provides an environment with listening, speaking, real text and\ thousands of real-life images.

## CONCLUSIONS

Based on the findings and discussion on the previous chapter, the research comes to conclusions. In conclusion, the researchers conclude that using animation video encourage the students to be more active and can develop their motivation in learning English especially in vocabulary.

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