

## **The use of animation video in improving vocabulary of the Second Grade Student of SMP Negeri 6 Watampone**

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**Abstract:** Learning vocabulary as one of core elements of a language is primarily needed to build up language skills. Without having adequate vocabulary, students will get difficulties in comprehending and producing language as well as creating communicative language skill, particularly English language. Many students are lack of ideas and vocabulary in English language. Moreover, the teachers are still using conventional method in teaching that does not give significant improvement to the students' English skills. Therefore, using media in teaching and learning process is necessary. This paper aims to improve students' vocabulary using an animation video and give the teachers an idea in teaching English. It employed a pre-experimental design which applied pre-test and post-test as the instruments of the research. It used an animation video as a media to improve students' vocabulary. The subject of the research was the second grade students of SMP Negeri 6 Watampone in academic year 2015/2016 and the sample consisted of 20 students of VIII A. The result of the study demonstrates that there was a significant difference between pre-test and post-test. The use of animation video as teaching media to improve the vocabulary and interest of the second grade students of SMP Negeri 6 Watampone. Additionally, the teacher also get an idea to create an interesting lesson material using animation video in teaching and learning process.

**Keywords:** vocabulary, animation video

### **Introduction**

Language is the most important part of human existence and social process that has many function such as; to perform the life of human beings; to express their thought, feelings, idea and to communicate with others. This action can be done in four kinds of skills, they are: listening, speaking, reading and writing (Brown, 2002). It means that vocabulary is important for all languages because communication cannot run well without vocabulary.

Being the foreign language and the obligatory subject at school, English needs a serious handling in order to give the best quality to the students. The students have to know the necessary words which are essential to their field of study. Without having adequate vocabulary, the students will get difficulties in learning English. It means by learning vocabulary, the students will produce many sentences easily either in spoken or written form.

The researcher has interviewed the English teacher and the second grade students of SMP Negeri 6 Watampone on January 20<sup>th</sup> 2015. Based on information from the English teacher about students' vocabulary, the researcher concludes that there are some difficulties faced by the students to speak and express their idea orally and in written form. Besides, there is a gap between the students' scores achievement in English subject and the criteria minimum mastery (KKM). It is proved that there is a problem for the students in teaching and learning English process. To find out the real problem in learning English the researcher has interviewed the second grade students of SMP Negeri 6 Watampone. Based on the interview, they said that their English is still low because of some factors; they lack of ideas, and have low interest and fell bored because their teacher used conventional way in teaching learning process.

By looking at those problems which are faced by the second grade students in SMP Negeri 6

Watampone, the researcher tries to find out a media to help the students improve their vocabulary and make the students' interest in learning vocabulary by using animation video. Videos are characterized in audio-visual media (Gerlach & Ely, 1980). It is called audiovisual because video has pictures and sound that can be seen and heard.

Based on the explanation above, the researcher decides to conduct a research under the title "The Use of Animation Video in Improving Vocabulary of The Second Grade Students in SMP Negeri 6 Watampone."

The significance of the study is expected to give useful information and understanding for the students that learning vocabulary using animation video as a media can improve their vocabulary. For the English teachers this research can help them to handle the students in teaching vocabulary using animation video, and it will give contribution to successful teaching learning English especially in Junior High School. For other researcher, hopefully give meaningful contribution to the people who concern about vocabulary and help them as their guide.

The scope of this research is viewed from three different aspects: discipline, content and activity. By discipline, this research is under the study of Applied Linguistics namely English language teaching. By content, it concerns to apply animation video as teaching media to improve students' vocabulary of the second grade students of SMPN 6 Watampone. By activity, the students will be given a paper and treatment to watch a video. The researcher administer it as a media to please the students in learning particularly in productive skill.

## **Review of related literature**

### **1. Vocabulary**

In order to point out concept of vocabulary, some definition will be presented below:

According to Webster Dictionary (1996) vocabulary is; (1) a list or collection of words or words and phrases usually alphabetically arranged and explained or defined (2) a sum or stock of words employed by a language, group, individual or work, or in relation to a subject (3)

a set or list of non verbal symbols (as shorthand signs, sign language, positions, manner alphabet flag signals) (4) a set of expression forms used in an art (5) a range of means of which one can apprehend experienced or express idea or feeling.

Cruise (2000) defines vocabulary as a list of words that have meaning. Each word has certain meaningful communication.

According to Haycraft in Hatch and Brown (1995) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

### **2. Animation video**

Ganges (1970) states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning.

Harmer (2001) states that the advantages of using video in teaching and learning process are:

- Seeing Language in Use. One of the main advantages of video is that the students do not just hear language, they see it too.
- Cross- cultural awareness. A video uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, etc.
- The power of creation. When students make their own video as media in teaching and learning process, they are given the potential to create something memorable, and enjoyable.
- Motivation. For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as

well as heart it, and when this is coupled with interesting tasks.

video is not only entertaining, but also educating people especially for students. Griffin (n.d) who says that video is an interactive medium; if these lesson is interactive, the student will enjoy the lesson. Besides, Walker (1999:2) defines video is an educational technology which combines vision and sound that is specifically used for classroom language instruction to provide content and to teach specific language feature. It can be used in many different ways to teach different language in any level of students.

## Methodology

This research employed a pre-experimental method. It investigated the use of animation video to improve the student's vocabulary. The research design was one group pretest-posttest design.

The students were given pretest to find out their basic ability in vocabulary, then they will be given treatment for five meetings using animation video as teaching media. After that, the students were given posttest to find out the improvement of the students' vocabulary.

The population of this research is the second year students of SMP Negeri 6 Watampone. There are ten classes in this level and each class consists of 20 students. The numbers of population are 200 students.

The researcher used cluster random sampling technique by choosing randomly one class that becomes the member of population, where each class consists of 20 students. The researchers choose VIII A as the sample of the research.

## Result and Discussion

### 1. Students' Vocabulary Achievement

This analysis describes detail explanation of the rate percentage of pre-test and post-test, mean score and standard deviation of students' sample at SMP Negeri 6 Watampone.

*Table 1 The Rate Percentage of the Students' Score in Pretest*

Classification	Score	Pretest	
		F	(%)
Very Good	91-100	-	-
Good	76 -90	-	-
Fair	61-75	5	25
Poor	51- 60	9	45
Very Poor	0 -50	6	30
Total		20	100

Table 1 shows the students' classification of score in pretest. In experimental group out of 20 students, there was no student who got both very good and good score. There were 5 (25%) students got fair score. There were 9 (45%) students got poor score. Then, there were 6 (30%) students got very poor score.

*Table 2 The Rate Percentage of the Students' Score in Posttest*

Classification	Score	Posttest	
		F	(%)
Very Good	91-100	8	40
Good	76 - 90	9	45
Fair	61 - 75	2	10
Poor	51- 60	1	5
Very Poor	0- 50	-	-
Total		20	100

Table 2 shows the students' classification of score in posttest. There were 7 (35%) out of 20 students got very good score. There were 9 (45%) students got good score. For fair score there were 3 (15%) students. There was 1 (5%) students got very poor score, and there was no students got very poor score.

*Table 3 The Rate Percentage of the Students' Score in Posttest*

Variable	Mean Score	Standard Deviation
Pretest	52.90	12.096
Posttest	84.50	11.605

Table 3 describes the mean score of pretest that is 52.90 with standard deviation 12.096 while the mean score in posttest improves to 84.50 with standard deviation 11.605. It indicates that the students' vocabulary achievement improves significantly after given the treatment by applying video as a media.

The major purpose of this study was to find out whether or not using animation video as teaching media could improve the students' vocabulary of the second grade students of SMP Negeri 6 Watampone. The data collected through vocabulary test as explained showed that the use of animation video as teaching media could improve students' vocabulary.

Firstly, before doing teaching and learning process, the researcher gave pretest to measure students' previous knowledge in vocabulary. The result of the pretest showed that the students had lack of vocabulary.

Based on the criteria minimum mastery (KKM) of English lesson for the second year students of SMP N 6 Watampone, the students must be able to get the minimum score of 75. In fact, the result of pretest showed most of the students could not achieve the score. By looking at the students' pre-test, most of the students were in fair and poor. While, the students' post-test shows that the students were classified into very good, good and fair. In pre-test, the number of students who classified into very poor classification was 7 students from the total of 20 students. The students rested, there are 8 students classified into poor and 5 students classified into fair classification.

After giving pretest, the researcher gave treatment to the students. The researcher applied animation video as teaching media during the treatment to improve students' vocabulary. The students were asked to write the words, find the meaning and make a sentence based on the video.

The treatment was conducting in five meetings. In the first meeting, the researcher asked the students about the definition of vocabulary, kind of vocabulary and the media that implied in classroom activity that was animation video. The researcher also showed to the student one of animation video and explained to them of what they going to do with the video. In the second until fifth meeting, the researcher showed animation video in front of class using LCD and the video was played twice. The students wrote the words based on the video, they find the meaning and make sentences from the words. After that, the researcher and the students re-watched the video. The result showed that the students understood the meaning and can make a sentence of the words correctly. During the treatment the students were interested in learning English to improve their vocabulary. It could be seen from the students' scoring in pretest and posttest. The students showed their vocabularies improvement in their sentences.

After conducting the treatments, the researcher gave post-test to the students. It aimed to know the students' improvement in vocabulary after the researcher implemented the animation video as teaching media. The test was same with the pretest. The result of the post-test was showed the improvement of the students' vocabulary. It can be seen from the different mean score between pre-test and post-test. The mean score in the pre-test was 52.90 and it increased in the post-test into 84.50 or about 32 points. The mean score of the post-test proved that using video as a media could improve of the students' vocabulary.

From the discussion above, it was proved that some of the theories explained by Ganges (1970) states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, which lays the necessary foundation for learning. Besides, Harmer (2001) states video can increase students' motivation, they shows an interest when they learn language using video. their opinions is proved in the classroom, when the researcher play the video in teaching vocabulary, the students already quite and watched the video seriously, it get their attention directly.

## **Conclusion**

Based on the result of findings and discussion in the previous chapter, the researcher concludes that the use of animation video as teaching media significantly improves the vocabulary of the second grade students of SMP Negeri 6 Watampone after being given treatments. It is proved by the mean score of post-test (84.50) is greater than the mean score of the pre-test (52.90).

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