



The Effect Of Teaching English Vocabulary By Using Animation Video At SMP Swasta Baitul Aziz Bandar Klippa In 2021/2022 Academic Year

Putri Ayu Lestari¹, Salamuddin Selian²

^{1,2}*Universitas Muslim Nusantara AL-Washliyah*

Corresponding Author: ✉ Salamuddinselian57@gmail.com

ABSTRACT

This study aims to determine whether there is a significant effect of using animated video media on students' vocabulary skills. This type of research is quantitative research and was conducted using two classes, the experimental class consisted of 28 students and the control class consisted of 30 students. In the data collection technique, the researcher used a pre-test, treatment, and post-test by giving a vocabulary ability test consisting of a pretest of 20 items and a post-test of 25 multiple choice items for each test. The results of this study indicate that there is a significant influence from the use of animated video media. This can be seen from the difference in the average scores of students from the pre-test and post-test in the experimental class which increased from 63 to 90. The average post-test score in the control class was 53 while the post-test score in the experimental class was 90 is higher than the average value of the control class. This means that animated video media can be applied to improve students' vocabulary skills.

Kata Kunci

Video Animation Media, Vocabulary Ability

INTRODUCTION

English is one of the international languages. This means that English is studied in many countries of the world and many people use it for International communication. It is also used as a key to science and technology. English consists of four skills: listening, speaking, reading and writing. Vocabulary is one of the simple supplementary materials that beginners need to master to play an important role in acquiring all English skills. According to Rohmatillah (2017) that without learning communication, vocabulary in a second language becomes more difficult. This means that when learning English as a foreign language, learners need to have a lot of vocabulary to support and improve the learning process and will make it easier for students to express their language skills.

Researchers will discuss the use of audio-visual-based media, namely the use of animated videos as an appropriate learning medium for students' vocabulary mastery in the classroom. Researchers found students' difficulties in English subjects. They have problems in remembering vocabulary, understanding reading texts, sentences, meaning of words and lack of media in

class. With these problems, the researcher considers animated videos to be an interesting medium that can improve students' vocabulary mastery and interest in learning English. The use of animated videos also provides opportunities for students to practice repeatedly so that students can remember vocabulary, compose sentences, and speak well.

Research questions

Is the use of animation videos effective in teaching English vocabulary with the SMP Swasta Baitul Aziz Bandar Klippa?

Significance of the study

The uses of this research are:

1. Theoretical Contribution

For theoretical contributions, the results of this research are expected to support previous theories about the effect of animated videos on students' vocabulary.

2. Practical Contribution

For practical contributions, the results of this research are expected that teachers can increase students' vocabulary in teaching verbs, nouns, and adjectives, students can also increase their vocabulary through animated videos. Further researchers can use this media to increase students' vocabulary at different levels.

METHOD

Research Design

In this research, researcher used quantitative through experimental design. According to Sugiyono (2013) quantitative research method is a method to test certain theories by testing the relationship between variables. These variables are measure so that the data consists of numbers that can be analyzed based on statistical procedures. Therefore, this research used an experimental research, because the researcher find out the effect of using video animation media on students' vocabulary mastery.

The researcher took two groups as samples of this study, were experimental class using video animation media and the control class without using video animation media. Before doing treatment, both groups were given a pretest to determine their ability in reading comprehension. Then the researcher gave treatment using video animation media for the experimental class, while the control class does not.

Samples/Participants

Sugiyono (2017:81) states that "the sample is part of the number and characteristics possessed by the population". The researcher used a total

sampling technique which took all classes as samples which were divided into experimental class and control class. So the researchers chose two classes, namely class VII-1 and VII-2. So the number of samples is 58 students.

Instruments

The instrument in this research used a vocabulary test. This test was used to obtain data about students' vocabulary in English vocabulary before and after treatment. This test will be applied in the pre-test and post-test. Pre-test will be given before treatment to determine students' initial knowledge about vocabulary mastery and post-test will be given after treatment to determine students' vocabulary in English vocabulary based on 20 questions that will be given.

Data analysis

In experimental design, the technique in analyzing the data used by t-test is aimed to examine the difference between the experimental class and control class. The formula of the t-test that is stated by Arikunto (2010: 354) is following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{nx + ny - 2}\right) \left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

Where :

- Mx : The mean of experimental group
- My : The mean of control group
- x² : The deviation of experimental
- y² : The deviation of control group
- Nx : The total sample of experiment group
- Ny : The total sample of control group

FINDINGS AND DISCUSSION

Findings

Table1.

The Calculation to Find the T-Test

No.	X	Y	X = (X-MX)	Y = (Y-MY)	X ²	Y ²
1	25	15	-2	-1.5	4	2.25
2	20	30	-7	13.5	49	182.25
3	35	20	8	3.5	64	12.25
4	25	20	-2	3.5	4	12.25
5	20	20	-7	3.5	49	12.25

6	30	15	3	-1.5	9	2.25
7	40	10	13	-6.5	169	42.25
8	45	15	18	-1.5	324	2.25
9	20	30	-7	13.5	49	182.25
10	10	20	-17	3.5	289	12.25
11	40	20	13	3.5	169	12.25
12	35	10	8	-6.5	64	42.25
13	30	5	3	-11.5	9	132.25
14	20	10	-7	-6.5	49	42.25
15	25	25	-2	8.5	4	72.25
16	35	25	8	8.5	64	72.25
17	5	20	-22	3.5	484	12.25
18	35	15	8	-1.5	64	2.25
19	35	5	8	-11.5	64	132.25
20	30	15	3	-1.5	9	2.25
21	20	10	-7	-6.5	49	42.25
22	10	20	-17	3.5	289	12.25
23	30	5	3	-11.5	9	132.25
24	30	25	3	8.5	9	72.25
25	20	25	-7	8.5	49	72.25
26	35	5	8	-11.5	64	132.25
27	35	15	8	-1.5	64	2.25
28	20	25	-7	8.5	49	72.25
29		15		-1.5		2.25
30		5		-11.5		132.25
TOTAL					2572	1657.5

Related to the data above table known standard deviation of the experimental and control groups the calculated below :

$$\begin{aligned}
 SDx &= \sqrt{\frac{\sum x^2}{nx}} \\
 &= \sqrt{\frac{2572}{28}} \\
 &= \sqrt{91,86} = 9,58
 \end{aligned}$$

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum y^2}{ny}} \\
 &= \sqrt{\frac{\sum 1657.5}{30}} \\
 &= \sqrt{55,25} = 7,43
 \end{aligned}$$

The data above was calculated by applying the T-test as follows :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{x^2+y^2}{nx+ny-2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

Where :

- t : Total score
- Mx : The mean of experimental group
- My : The mean of control group
- x² : The deviation of experimental
- y² : The deviation of control group
- Nx : The total sample of experiment group
- Ny : The total sample of control group
- Mx : 27,14
- My : 16,5
- x² : 2572
- y² : 1657,5
- Nx : 28
- Ny : 30

$$t = \frac{Mx - My}{\sqrt{\left(\frac{x^2+y^2}{nx+ny-2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

$$t = \frac{27,14 - 16,5}{\sqrt{\left(\frac{2572+1657,5}{28+30-2}\right)\left(\frac{1}{28}\right) + \left(\frac{1}{30}\right)}}$$

$$t = \frac{10,64}{\sqrt{\left(\frac{4229,5}{56}\right)\left(\frac{2}{58}\right)}}$$

$$t = \frac{10,64}{\sqrt{(75,53) \cdot (0.034)}}$$

$$t = \frac{10,64}{\sqrt{2,56}}$$

$$t = \frac{10,64}{1,6} \quad t = 6,65$$

The score of the result above shows that the students' scores increased from pre-test to post-test. Based on the comparison, students' understanding of vocabulary has increased since they received treatment. This means that the animation video media was successful in effect students' vocabulary understanding. This can be seen in the t-observed. The t-observed shows that the t-table was 1.67 while the t-observed was 6,65.

Discussion

In this part, the researcher discussion about the significant effect of teaching Animation Video Media on students' vocabulary mastery and teaching without Animation Video Media on students' vocabulary mastery to VII grade students of SMP Swasta Baitul Aziz.

After conducting the experiment, it can be found that there is a significant effect of Animation Video Media on students' vocabulary mastery. The researcher used the t-test formula with a level significance of 0,05 and a degree of freedom is 56. Based on the t-table with df 56 at t-critical 0,05, it is obtained 1,67. If compared the value of t-observed and t-table, it shows that the value of t-observed is higher than the value of t-table or $6,65 > 1,67$ and it means that t-observed is higher than the critical region. Therefore, the null hypothesis states there is no significant effect of Animation Video Media on students' vocabulary mastery at SMP Swasta Baitul Aziz.

Based on previous research, from Galang Ernanto entitled "The Effect of Using English Films on Students' Vocabulary Mastery", and from Uswatun "The Effectiveness of English Cartoon Films on Students' Vocabulary Mastery" shows that teaching vocabulary through film media was effective and there is a significant influence from use of animated films.

CONCLUSIONS

Based on the result of the analysis, the researcher got concluded that animation video media on students' vocabulary mastery in the post-test of the experimental class showed that the highest score was 100 and the pre-test of the experimental class lowers score was 50. It concluded that animation video Media on students' vocabulary mastery was effective to enhance learners' vocabulary, using animation video media has a great and positive influence on teaching vocabulary. The students who are taught by using animation video media have a higher score than the students taught without animation video

media, so it shows that the value of t-observed is higher than the value of t-table or $6,65 > 1,67$.

It was seen from the difference between the experimental and control class from the result of the post-test where the mean of the experimental class (X) is 27,14 meanwhile, whereas the mean of the control class (Y) is 16,5 that hypothesis (Ha) of the research was accepted. It means there is a significant effect of using .animation video media on students' vocabulary mastery.

Suggestions

To improve the quality of students' English, the researcher proposed some several suggestion, namely for students to make it easier to memorize vocabulary, students are advised to watch many animated videos about learning English at home. For teachers by using animated videos in the classroom, students are more enthusiastic and enjoy learning more. And also leave a more memorable impression for students. So it is recommended for teachers to use this technique in teaching and for other researchers can use this research as a material for consideration and reference in conducting similar research and further research. And if you use this research, it is recommended to present a more complete and interesting video to make it more memorable for students.

REFERENCES

- Rohmatillah, R. (2017). A Study on Students' Difficulties in Learning Vocabulary. English Education: Jurnal Tadris Bahasa Inggris.
- Sugiyono (2013). Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi. Bandung:Alfabeta.
- Sugiyono (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R & D. Bandung:Alfabeta.
- Arikunto, S. (2010). Prosedur Penelitian. Jakarta: Rinika Cipta