

**THE USE OF ANIMATION VIDEO IN IMPROVING STUDENTS'
VOCABULARY KNOWLEDGE: An Experimental Study at the Second
Year Student of junior high school in SMP Negeri 2 Lingsar 2016/2017**



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RATIFICATION

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Abstract

The thesis entitled "THE USE OF ANIMTION VIDEO IN IMPROVING STUDENTS' VOCABULARY KNOWLEDGE: An Experimental Study at the second Year Student of SMPN 2 Lingsar." This study is focused on finding out whether there are some significant differences in the improvement of students' vocabulary knowledge using animation video. The populations in this research were 310 students and 72 students were taken as the sample. The number of sample is divided into two groups, namely: experimental and control group, each group consist of 36 students. This research uses Cluster Random Sampling. The data used in this research is a written test. In the process of collecting the data, the data are taken from pre-test and post-test. This research uses *t-test* formula. Then, from the research findings indicate that the score of t-test is 2.97 and the value of t-table at confidence level of 0.05 (95%) is 1.99 while the value of t-test at confidence level of 0.01 (99%) is 2.64. The value of t-test is higher than t-table shown that using animation video is effective in teaching English vocabulary at second year students of SMPN 2 Lingsar 2016/2017.

Key word: Animation Video, Improving, Vocabulary, Vocabulary Knowledge.

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Abstrak

Skripsi ini berjudul “penggunaan video animasi dalam meningkatkan pengetahuan kosa kata siswa: sebuah studi experimental pada siswa kelas dua SMP Negeri 2 Lingsar.” Penelitian ini berfokus pada mencari tahu apakah ada beberapa perbedaan signifikan dalam peningkatan pengetahuan kosakata siswa dengan menggunakan video animasi. Populasi dalam penelitian ini adalah 310 dan 72 siswa diambil sampelnya. Jumlah sampel dibagi menjadi dua kelompok, yaitu kelompok experiment dan kelompok control, masing-masing kelompok terdiri dari 36 siswa. Penelitian ini menggunakan Cluster Random Sampling. Data yang digunakan dalam penelitian ini adalah test tertulis. Dalam proses pengumpulan data, data diambil dari pretest dan posttest. penelitian ini menggunakan formula t-test. Kemudian, dari hasil penelitian menunjukkan bahwa nilai t-test adalah 2.97 dan nilai t-table pada tingkat kepercayaan 0.05 (95%) adalah 1.99 sedangkan nilai t-test pada tingkat kepercayaan 0.01 (99%) adalah 2.64. Nilai t-test lebih tinggi dari t-table yang menunjukkan bahwa menggunakan video animasi efektif dalam mengajar kosakata bahasa inggris pada siswa kelas 2 SMPN 2 Lingsar 2016/2017.

Kata kunci: Video animasi, Meningkatkan, Kosakata, Pengetahuan kosakata.

I. INTRODUCTION

Vocabulary is one of the language components which should be learned by students and yet is more important to be learned than grammar. As Wilkins states “without grammar very little can be conveyed, but without vocabulary nothing can be conveyed” (Wilkins in Herbertson, 2000). Vocabulary is the most important component that will become the basic competence in order to successfully master the four language skills like listening, speaking, reading and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, and structure.

Heinich (2002: 9-10) explain media as a medium (plural, media) or a channel of communication. Media are needed to make studying English vocabulary more interesting. Especially for junior high students, it is not enough studying from a note and explanation only. The students need something real and clear to help them easier to memorize vocabulary. In education world, the presented media give many advantages for teachers and students. For teachers, media are used to achieve the learning objective. They also help teachers to explain the materials.

The researcher found the problems in teaching and learning English especially the vocabulary knowledge at second year students were; the teacher was not communicative enough and a little bit of expression; the approach and technique used in teaching was not interesting enough; the media or teaching aids were only white board and worksheet guide from book to support the teaching and learning English; The students were difficult to memorize the vocabulary and easy to forget such as about the meaning, spelling and how to pronounce them well. It influenced their result in English were weak.

Based on the explanation above, media are chosen as the aid to improve students' involvement especially audio visual aid. The aid is the combination from audio and visual media Instructional. The effect of using this media is almost twice than audio only or visual media only (Sugeng, 1997: 116). This media as teaching aids are needed to help the student's understanding and to increase

students' knowledge. By watching and listening the material within this media, the students learn to grasp by seeing and listening.

Indeed, the researcher is interested in improving the students' vocabulary knowledge and will try to apply animation video as a media in teaching vocabulary. Thus, the researcher will do a research regarding the use of animation video in improving students' vocabulary knowledge.

1.1. Statement of the Problems

This particular vocabulary hopefully can provide the answer of the following research questions: Does the use of animation video improve the students' vocabulary knowledge at the second year student of SMP Negeri 2 Lingsar 2016/2017?

1.2. Purpose of the Study

This study is aimed at finding out whether there are some significant differences in the improvement of students' vocabulary knowledge using animation video and without animation video.

1.3 Hypothesis of the Study

There are two particular hypotheses included in this study. Those are alternative and null hypothesis. The alternative hypothesis is animation video is can improve students' vocabulary knowledge. While, Null hypothesis believes that animation video does not improve students' vocabulary knowledge.

II. REVIEW OF LITERATURES

Kamil & Hiebert (2005) define that vocabulary is knowledge of words and word meanings. Ur (1996: 60) states that vocabulary can be defined roughly as the words we teach in the foreign language. Meanwhile, Hornby (1974: 959) defines that vocabulary is a total number of words which make up a language with definition or translations. The choice in vocabulary selection used in teaching

vocabulary is an important factor. Allen (1983: 4) states that it is true that the students will make mistakes if they learn the meaning of many words without learning how to put together in a sentence. It means that to get the meaning of words someone needs the process of learning in context.

Vocabulary knowledge is defined as the ability to go from the printed form of a word to its meaning. Krashen (1989) states vocabulary is one of the essential bases of language and human beings cannot learn or acquire language without the aid of vocabulary. Furthermore, Blachowicz and Fisher (2000) maintained that vocabulary knowledge has a crucial role in expressing ideas and thoughts, conveying meaningful messages, communication, discussion and interaction in various texts. As vocabulary seems to be one of the important sub-skills affecting all four language learning skills, everybody needs to improve vocabulary knowledge. The above studies show the influence of word knowledge on various aspects of language.

In this research, the media used is animation video as aid of teaching English vocabulary. Video is one of the audio visual aids that can be used in a class, it makes lessons more fun. Video can also teach people about history, science, human behavior and any other subjects.

Moreover, using content related video helps the learners to conceptualize the ideas and get in depth thought on that topic. And watching a video, learners have the opportunities of experiencing dynamics of language communication. Also the use of video helps the learners to have an idea of the stress and rhythm pattern of the target language.

III. RESEARCH METHOD

3.1. Research Design

In this study, the researcher took two classes randomly and classified them into two groups namely: experimental and control group.

3.2 Population and Sample of the Study

The population was the second year students of SMP Negeri 2 Lingsar in the academic year 2016/2017. The total number of the population was 310 students which were divided into nine classes consisted of 30-36 students.

This research used Cluster Random Sampling. This means that the population was divided into groups or units based on cluster not individually. Meanwhile, random here means that every students had the same chance to be chosen as sample according to their cluster. This is in line with Arikunto (1993: 126) that random sampling method possibly gives the same opportunity of each population members being taken as the sample; as the technique basically as a sampling method which was done by lottery.

Based on the explanation above, this research used lottery to take the sample. First, the researcher writes all class names in a piece of paper and put two of them and the researcher gets VIII-7 and VIII-8 class as the sample VIII-7 class for experimental group and VIII-8 class for control group of the second year students of SMP Negeri 2 Lingsar in the academic year 2016/2017.

3.3 Technique of Data Collection

The data used in this research is a written test. There were 10 items will be tested. For this research used multiple choice item tests. The test was given to the second year students of SMP Negeri 2 Lingsar in the academic year 2016/2017.

In the process of collecting the data, the data were taken from the pre-test and post-test. The pre-test is aimed to measure the students' current vocabulary knowledge. While post-test is aimed to measure the students' learning outcomes after accepting the treatment.

3.4 Method of Data Analysis

This research used *t-test* formula;

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2}{Nx} + \frac{\sum y^2}{Ny} - 2 \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Which: M_x = the mean deviation score of the experimental group
 M_y = the mean deviation score of the control group
 x/y = the deviation of x_1/y_1 and x_2/y_2
 Σ = the sum of.....
 $\sqrt{}$ = the root of.....
 N_x = the number of sample of the experimental group
 N_y = the number of sample of the control group
(Arikunto, 2006; 311-313)

3.5 Hypothesis Testing

The following is a formula to test the hypotheses:

1. If $t\text{-test} \leq t\text{-table}$ at the confidence level of 0.5 (95%)
 H_0 "Animation video does not improve students' vocabulary (not significant)".
2. If $t\text{-test} \geq t\text{-table}$ at the confidence level of 0.5 (95%)
 H_a "Animation video can improve students' vocabulary (significant)".

IV. FINDING AND DISCUSSION

4.1 Finding

This research was conducted in three weeks. The first meeting was started on Tuesday 14th February 2017 by giving the pretest. After giving pretest, the researcher delivered treatment three times and the last meeting was Tuesday 28th February 2017 by giving posttest. Population in this research were 310 and 72 were taken as the sample. The number of sample is divided into two groups, namely: experimental and control group, each group consists of 36 students. The pretest was given to both groups by giving 20 questions (10 questions of multiple choices and 10 questions of word matching). This is aimed to know the students' level of vocabulary knowledge. Treatment was also given to both groups, experimental was treated by using animation video and control group treated by using narrative text relate to animation.

4.1.1 Data Description

Total populations of this research were 310 students and from those, the researchers took 72 students as sample and 72 students were divided into two groups in class VIII-7 and VII-8, they were: experimental and control group and each group consist of 36 students. After sample determined, pretest, treatment and posttest given to each group.

4.1.2 Deviation score for experimental group and control group

Deviation score											
Experimental group						Control group					
No	Object	Pretest score	Posttest score	Dx	Dx ²	No	Object	Pretest score	Posttest score	Dy	Dy ²
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1	X1	50	80	30	90	1	Y1	50	55	5	25
2	X2	65	75	10	100	2	Y2	50	50	0	0
3	X3	50	55	5	25	3	Y3	45	50	5	25
4	X4	45	60	15	225	4	Y4	40	45	5	25
5	X5	70	80	10	100	5	Y5	50	60	10	100
6	X6	70	75	5	25	6	Y6	45	55	10	100
7	X7	65	75	10	100	7	Y7	65	65	0	0
8	X8	60	75	15	225	8	Y8	60	60	0	0
9	X9	60	75	15	225	9	Y9	60	65	5	25
10	X10	55	65	10	100	10	Y10	55	60	5	25
11	X11	50	65	15	225	11	Y11	50	60	10	100
12	X12	55	60	5	25	12	Y12	55	55	0	0
13	X13	50	60	10	100	13	Y13	50	65	15	225
14	X14	50	65	15	225	14	Y14	50	65	15	225
15	X15	45	50	5	25	15	Y15	55	65	10	100
16	X16	65	70	5	25	16	Y16	65	65	0	0
17	X17	70	80	10	100	17	Y17	70	75	5	25
18	X18	65	75	10	100	18	Y18	60	65	5	25
19	X19	65	75	10	100	19	Y19	65	70	5	25
20	X20	65	70	5	25	20	Y20	60	65	5	25
21	X21	45	60	15	225	21	Y21	45	50	5	25
22	X22	65	70	5	25	22	Y22	65	65	0	0
23	X23	70	80	10	100	23	Y23	70	70	0	0
24	X24	60	75	15	225	24	Y24	70	70	0	0
25	X25	65	70	5	25	25	Y25	65	70	5	25
26	X26	70	75	5	25	26	Y26	60	70	10	100
27	X27	65	70	5	25	27	Y27	65	55	10	100
28	X28	70	80	10	100	28	Y28	65	75	10	100

29	X29	50	55	5	25	29	Y29	50	65	15	225
30	X30	60	75	15	225	30	Y30	60	65	5	25
31	X31	60	70	10	100	31	Y31	55	65	0	100
32	X32	70	80	10	100	32	Y32	50	65	15	225
33	X33	65	70	5	25	33	Y33	65	70	5	25
34	X34	60	70	10	100	34	Y34	50	65	15	225
35	X35	70	80	10	100	35	Y35	55	60	5	25
36	X36	50	60	10	100	36	Y36	50	60	10	100
Σ		2165	2525	360	4500			2040	2255	235	2375
MIN		45	55	0	0			40	40	-15	-225
MAX		70	85	30	900			70	75	15	225
MEAN		60.13	70.14					57.94	57.82		

From the table above, the score for experimental group is higher than control group, where the experimental group got total score 2165 in pretest with lowest score 45 and highest score 70, and in the posttest they got total score 2525 with lowest score 55 and highest score 80, while control group got total score 2040 in pretest with lowest score 40 and highest score 70, and in the posttest they got total score 2255 with lowest score 40 and highest score 75.

Based on the table above, both of groups have the lowest scores which were not significantly different to each other in the pre-test. It was also identified that these scores have increased in the post-test. It could be stated that, there is increasing score for both groups after conducting the treatment.

And then, t-test will be used to find the significance of animation video, whether the difference between the two means of the experimental group and the control group was statistically significant or not.

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}} \\
 &= \frac{10 - 6.53}{\sqrt{\left[\frac{900 + 841}{70} \right] \left[\frac{1}{36} + \frac{1}{36} \right]}} \\
 &= \frac{3.47}{\sqrt{\left[\frac{1741}{70} \right] \left[\frac{2}{36} \right]}} \\
 &= \frac{3.47}{\sqrt{\left[\frac{3482}{2520} \right]}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{3.47}{\sqrt{1.38}} \\
&= \frac{3.47}{1.17} \\
&= 2.97
\end{aligned}$$

4.2 DISCUSSION

Based on data finding, it can be concluded that mean deviation score for control group is lower than experimental group; they are 56.67 in the pretest and 62.64 in the posttest for control group, while experimental group is 60.13 in the pretest and 70.14 in the posttest. To know that animation video is increasing or not, t-test is used to calculate all process as calculating the data. The result of t-test is 2.97. After that, t-test compared with t-table, in which 2.97 was higher than 1.99 at the confidence level of 0.05 (95%) and 2.97 was higher than 2.64 at the confidence level of 0.01 (99%). More importantly, the results of this experiment shows that there was a significant difference between the students' achievement as the result of teaching vocabulary by using animation video and without animation video to second grade in Junior High School students. In conclusion, animation video is effective in teaching vocabulary at second grades students of SMPN 2 Lingsar academic year 2016/2017.

4.2 Hypothesis Testing

The Research Question: "Does the use of animation video improve the students' vocabulary mastery at the second year student of SMP Negeri 2 Lingsar 2016/2017"

The following table can be used to answer research question above

t-test	t-table		
2.97	Df	0.05	0.01
	70	1.99	2.64

From the table above, the result of the calculation shows that after being taught by using animation video, the vocabulary mastery of the second year

students of SMP Negeri 2 Lingsar is increasing. It can be said that t-test is higher than t-table or $t\text{-test} \geq t\text{-table}$ at the confidence level of 0.05 (95%) $2.97 \geq 1.99$ and 0.01 (99%) $2.97 \geq 2.64$. In the other word, animation video is successful in helping students to improve their vocabulary mastery at second year students of SMPN 2 Lingsar 2016/2017.

V. CONCLUSION

Based on previous chapter, the researcher can conclude that animation video is effective in teaching English vocabulary to second grades students of SMPN 2 Lingsar.

From the hypothesis testing, the effectiveness of animation video can be seen, by comparing t-test with t-table. The score of t-test is 4.85 and the value of t-table at confidence level of 0.05 (95%) is 1.99 while the value of t-test at confidence level of 0.01 (99%) is 2.64, the value of t-test is higher than t-table. So, basing on cooperating t-test with t-table, it can be concluded that animation video is effective in teaching English vocabulary at second year students of SMPN 2 Lingsar 2016/2017.

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