THE EFFECTIVENESS OF USING ENGLISH ANIMATION VIDEOS IN TEACHING VOCABULARY TO THE SECOND GRADE STUDENTS IN SMPN 4 LINGSAR

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Abstract: This research aimed to find out the effectiveness of English Animation Videos in teaching vocabulary to the second grade students in SMPN 4 Lingsar in academic year 2022/2023. This research is an experimental research used pre-experimental one-group Pretest-Postest design. The participants of this research were 32 students of class VIII A at SMPN 4 Lingsar. The data collection instrument used was a test consisting of a pre-test and a post-test. The data analysis process was carried out using statistical calculations with the help of SPSS. The results of this research showed that *t-test* value (11.706) was higher than the *t-table* value at the confident level of 0.05 (2.04) and 0.01 (2.75). Therefore, it can be concluded that there was a significant change in students' vocabulary knowledge after being given the treatment. In other words, the use of English Animation Videos is effective as a media for teaching students' vocabulary to second-grade students at SMPN 4 Lingsar.

Keywords *: English Animation Videos, Vocabulary, Teaching Media.*

INTRODUCTION

Vocabulary refers to the complete set of words comprising a language (Hornby, 2001:13). When acquiring a new language, it is crucial to achieve proficiency in its vocabulary. Vocabulary knowledge is necessary for the entire learning process, this is because a learning process cannot be carried out without studying vocabulary first (Farmasari et al., 2021). According to Harmer (2001: 13) states that vocabulary is one aspect of English that is very important to learn, especially for learner who are just learning grammar. In addition to studying grammar, the significance of vocabulary cannot be overstated when acquiring skills like listening, speaking, reading, and writing. Therefore, vocabulary knowledge is highly emphasized in learning any language, especially English. With good vocabulary knowledge, it will be easier for students to develop their abilities in learning English.

In the process of learning English, there is a problem where many students have difficulty in knowing the meaning of words in English, this is because students do not have sufficient knowledge of vocabulary. As a result, students will find it difficult to learn English

without sufficient vocabulary (Wijaya et al., 2019). Students will find it difficult to express words in written or spoken form, and will lead to a lack of understanding of the material being studied. According to Susanto (2021) the problem students face in acquiring vocabulary is that the students have difficulty choosing the appropriate meaning of words and are confused in using words that are appropriate to the context. This makes students feel bored and need more motivation to study vocabulary in more detail. One of the students' difficulties in mastering vocabulary is the difference in students' interest in learning. Surani (2019) states that in the process of learning English, especially vocabulary, one of the teacher's difficulties in teaching is the different interests of students in learning. Therefore, in learning, there must be a change in the media that can make learning more interesting, appropriate, and in accordance with the technology used in learning.

The teacher plays a central role in the student learning process (Amin et al., 2020). So teachers are required to be proactive and improve students' pedagogical skills (Soepriyanti et al., 2022). Teachers have the responsibility to direct and increase student motivation in learning (Thohir, 2017). The rapid development of information, communication and technology, as well as the growth of creative industries, encourage educators to provide sufficient knowledge to students so that they can compete and face the challenges of the times (Thohir et al., 2020). That's why a teacher must be creative in designing teaching methods that can arouse students' motivation to learn. One of them is by utilizing the right learning media for vocabulary learning. Several media that can be used to improve students' vocabulary knowledge, such as English animation videos. Animation video is a technology that combines audio and visual in one media that can display interesting objects or illustrations. Video is an educational technology combining image and sound that is specifically used for language teaching in the classroom to provide content and teach specific language features (Walker ,1999:2). English Animation Videos can be used as an alternative teaching media in teaching vocabulary to students, English animation video is a simple and fun media that can be used as an alternative to teach vocabulary.

According to Harmer (2001), utilizing video media in the teaching and learning process offers several benefits. First, it allows language to be presented visually, enabling students not only to hear the language but also to observe it being used in context. Additionally, video media promotes cross-cultural awareness as students can discern variations in language delivery based on the cultural background of the speakers in the video. Moreover, the use of video stimulates students' creativity, empowering them to generate engaging content. Ultimately, integrating video as a learning tool can enhance students' motivation to learn.

There are several previous studies related to finding out whether there is a significant effect of using English Animation Videos as teaching media on students' vocabulary knowledge. Previous studies conducted by Ratna (2019), Rosmia (2019), and Melandari (2019) show that the use of English Animation Videos had a positive effect on students' vocabulary mastery.

Related to the explanation above, it is necessary to find out whether English Animation Videos is effective or not for teaching students' vocabulary in second grade students of SMPN 4 Lingsar in academic year 2022/2023.

RESEARCH METHOD

This study employed an experimental research design, specifically a pre-experimental one-group pretest-posttest design. The independent variable in this study was English Animation Videos, while the dependent variable was the students' vocabulary knowledge. The participants of the study consisted of 32 students from class VIII A at SMPN 4 Lingsar in the academic year 2022/2023.

Data collection took place over the course of four meetings. Two types of tests, namely the pre-test and post-test, were utilized as essential instruments for data collection. The pre-test was administered during the first meeting, while the post-test was conducted during the fourth and final meeting. The treatment was administered three times, with the first and second treatments occurring during the second meeting, and the third treatment during the third meeting.

Subsequently, the data analysis process involved performing statistical calculations (paired sample test) using SPSS to analyze the collected data. The students' scores were classified into several categories, including very good, good, enough, less, and fail. The results obtained from the paired sample test were compared with the critical t-value from the t-table, which served as the basis for drawing conclusions from the study's findings.

FINDINGS AND DISCUSSION

The data analyzed in this section is data that has been obtained from the results of the pre-test and post-test from one group, namely class VIII A students of SMPN 4 Lingsar.. The results of this data analysis can be seen from the comparison of the two test results, pre-test and post-test. The process of data analysis using statistical calculations with the help of the SPSS. The results of the analysis proves whether the use of English Animation Video is effective or not in teaching vocabulary to students'.

Table 1
The results of student test scores

CATEGORY	SCORE	FREQUENCY	
		Pre-test	Post-test
Very Good	86-100	0	18
Good	71-85	0	7
Enough	56-70	1	2
less	41-55	7	1
Fail	0-40	23	3
Lowest Score		4	8
Highest Score		56	100

The presented table illustrates the outcomes of the students' test scores. The pre-test results indicate that none of the students achieved scores in the 'Very Good' or 'Good' categories. One student received a score in the 'Enough' category, seven students obtained scores in the 'Less' category, and twenty-three students fell into the 'Fail' category. On the other hand, in the post-test results, eighteen students reached the 'Very Good' category, seven students attained the 'Good' category, two students achieved the 'Enough' category, one student obtained the 'Less' category, and three students received the 'Fail' category. The table also demonstrates that the lowest score in the pre-test was 4, while the lowest score in the post-test was 8. In contrast, the highest score in the pre-test was 56, and the highest score in the post-test was 100. By examining the table, it is apparent that there is an improvement in the scores from the pre-test to the post-test results of the students' performance.

Table 2

The results of *t-test* and *t-table*

t-test	t-table		
	Df	0.05	0.01
11.706	30	2.042	2.750

The presented table compares the results of the t-test with the t-table value. The purpose of this paired sample test is to analyze the average scores of the pre-test and post-test by examining the sig (2-tailed) value. The table also displays the t-test results obtained from the SPSS program, with a t-test value of 11.706. The table utilizes a 95% confidence interval (alpha 0.05) and a 99% confidence interval (alpha 0.01) for the difference. The t-table value at a confidence level of 0.05 is 2.042, indicating that the t-test value of 11.706 is higher than the t-table value. Similarly, at a confidence level of 0.01, the t-table value is 2.750, and the t-test value of 11.706 exceeds the t-table value.

Based on the hypothesis criteria, it can be concluded that the t-test value (11.706) > t-table value (2.75), indicating that the alternative hypothesis "The use of English animation videos is effective in teaching students' vocabulary" fails to be rejected. In other words, the alternative hypothesis is accepted. Conversely, the null hypothesis "The use of English animation videos is not effective in teaching students' vocabulary" is rejected and not accepted.

Experimental research involves deliberately controlling the conditions that influence the events of interest (Yusra, 2010), thus establishing cause-and-effect relationships. Similarly, Ratna's (2019) thesis supports the current research by demonstrating the effectiveness of English Animation Movies in improving students' vocabulary proficiency. In the present study, the effectiveness of English Animation Videos on students' vocabulary knowledge was also confirmed.

The data analysis presented in the findings section indicates that the t-test value exceeds the t-value. Consequently, the researcher concludes that the use of English Animation Videos is effective in enhancing students' vocabulary knowledge. Employing English Animation Videos as teaching media can aid students in improving their vocabulary skills and understanding. This research aligns with Harmer's theory (2001), which suggests that using videos as learning media can enhance student motivation. Animation Videos engage students, making the process enjoyable and encouraging them to actively explore new vocabulary found in the videos.

CONCLUSION

Based on the data analysis results, it can be concluded that the t-test value (11.706) surpasses both the t-table values (2.042 and 2.750). Therefore, the findings of this study demonstrate that utilizing English Animation Videos as a teaching medium can significantly impact the vocabulary knowledge of second-grade students at SMPN 4 Lingsar in the academic year 2022/2023. English Animation Videos have been proven to exert a positive influence on students' vocabulary acquisition. Through the implementation of English Animation Videos, students can comprehend the learned vocabulary more easily and effectively.

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