



ENRICHING STUDENTS' VOCABULARY MASTERY BY USING ANIMATION VIDEOS AS A LEARNING MEDIA AT SEVENTH GRADE OF SMP IT HAYYUN SASMITA

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ABSTRACT

This was qualitative research. The objective of this research is to investigate the use of animation videos toward students' vocabulary mastery. There were 36 participants involved at seventh grade of SMP Hayyun Sasmita (Junior High School) Bogor. Observation and documentation employed as data collecting techniques. The observation conducted to know student learning attitude while using this animation video strategy and the documentation data attached to prove student vocabulary performance during using animation video strategy. Based on this technique collecting data, the result revealed that students' vocabulary was increasing by using video animation strategy. The student communicative, interested, and mastering vocabulary as the variable result during research conducted.

Keywords: Vocabulary mastery, Learning media, Animation video

Introduction

English is the language spoken in almost all over the world. It means so many countries learn English. As an international language we have to learn to understand this language. English is studied from elementary to university level. The importance of Learning English in school requires students to enrich their vocabulary, this is because without good vocabulary the students can't master four skills in English, namely speaking, reading, writing, and listening. The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing.

Vocabulary is a set of lexemes, including single words, compound words and idiom. Moreover, vocabulary is a list of words, usually arranged alphabetically and defined, explained, or translated. In learning a vocabulary, the learners should emphasize on the aspect of words. The success in learning a foreign language is determined by the size of vocabulary one has learned. The most important thing of the aim of learning is that the learner skill in using language especially in using

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word or vocabulary. The quality of someone's language skill depends on the quality of the vocabulary.

Vocabulary determines whether a person's English skills are good, rich in vocabulary will be good in language skill, so vocabulary is important in learning language. Proficient vocabulary mastery will make a person able to speak, write, understand the meaning of words or sentences that are read or heard in English. Learning English in the classroom is certainly not an easy thing, considering that English is a foreign language that is rarely used for daily communication. In fact, many students are weak in vocabulary mastery so this is what causes them difficulty in learning English. The use of learning media to make it easier for student to enrich their vocabulary is very important. There are so many media that can be used in teaching vocabulary, on this occasion the writer picked Animations Videos as a medium.

Film and video make a strong contribution to enhancing students' learning experience. When referring to the benefits of using video in social science, that relevant videos can help students link theory and the real-life situation, boost their curiosity in a subject, encourage critical thinking, brisk teacher and help students to remain focused. The use animation video employs electronic technologies to entrance the educational curriculum outside of a traditional classroom.

Interesting learning media can attract students to increase their mastering in vocabulary. Learning vocabulary in a monotonous way makes students bored and has difficulty understanding in material presented. However, the teacher must have the different way in teaching vocabulary so that the students can be more active in adding their vocabulary. One of the media that can be used in learning English is Animals animation video. The use of Animal Animation Videos can be used as an interesting learning medium, in addition to watching students with and interesting Animal figures, they can also hear the vocabulary spoken by the role of animals in the videos.

The Previous research written by Rosarina & Lamma (2020), entitled: Enhancing students' vocabulary mastery through animated videos. the research was conduct of the eight grade students at SMP Negeri 2 (State School) Paranginan. The results shown that the students "pre-test, it was found that the students score is between poor and fail, in which there are four students who got 40 – 55 (poor), and thirty-two students got <39 (fail). By comparing this data to the minimum criterion (75), it can be concluded that all the students" could not pass it. While, based on students "post-test, it was found that in post-test there are three students who got 66-79 or good interpretation, and twenty-nine students got 80-100, or very good interpretation. It concludes that all the students passed the minimum criterion used in that school, that is 75. In addition, by the students" vocabulary level of mastery analysis, the researcher concluded that the action was succeed. Based on the paired t-test analysis, the data obtained concludes that $t_{Stat}/value$ is higher that t_{table} or $25.77544079 > 1.695518742$, and the P value is $8.37038E-23$. Based on this, the researcher concluded that the null hypothesis was rejected, and the alternative hypothesis was accepted, or there is a significant enhancement of students" vocabulary mastery by taught by animated videos.

Moreover, previous study by Hasriyani, et all 2020, entitled: Increasing Vocabulary Mastery Through Animals Video. Researchers found that the use of animal videos can increase vocabulary mastery in Bulucenrana PGRI kindergarten students. The average value of the initial test (21,08) is lower than the average value of the final test (77,50), it is also evidenced by the P-Value ($0,000 < 0,05$) a significant level of 0,05. So, the researchers concluded that H0 was rejected and H1 was accepted. Based on data analysis, the researcher concludes that: animals video media is effective in increasing vocabulary mastery in Bulucenrana PGRI kindergarten students.

Based on the two previous studies above, it shows that the use animation videos had a positive effect in increasing students' vocabulary mastery. The use animated video can also make all students passed the minimum criteria that used in their school.

Literature review

1. Animation Videos

The video is a technology for capturing, recording, processing, transmitting and rearranging moving images. Usually using celluloid films, electronic signals, or digital media. Video can also be said to be a combination of dead images that are read sequentially at a time with a certain speed. The images combined are called frames and the speed at which images are read is called frame rate, with units of fps (frames per second). Because it is played at a high speed, the illusion of smooth motion is created, the greater the frame rate, the smoother the movement displayed.

The term "video" here is an overall term for the use of every accessible audio-visual material in the target language, in this case in English. Based on Oxford Advanced Learners Dictionary, video is a type of magnetic tape used for recording television pictures and sound.

Animation is the rapid display of a sequence of images of artwork or model positions in order to create an illusion of movement. The effect is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in several ways. The most common method of presenting animation is as a motion or video program, although there are other methods.

Moreover, 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.

2. Videos function

According to Arthur cited in Wardani, said that : " Video can give students realistic model to imitate for the role play: can Increase the awareness of other culture by teaching appropriateness and suitability; can wider the classroom repertoire and range the activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic feature found in association with the target language; can be offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening".

The use of multimedia like video animation can increase the motivation of students to master learning outcomes and enhance the understanding. With the use

of this animation video, students are able to master the learning outcomes easier and more effective.

3. Vocabulary Mastery

Vocabulary is vital parts of language. Without words, language will be difficult to be made. Vocabulary can be seen as bricks in a building while the building is the language. It means that by having a good amount of vocabulary, we can use the language well. No one can learn a language without learning its vocabulary.

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

However, Vocabulary mastery is the activity of mastering or the ability to understand and use words contained in the language, both oral and written. Mastery of vocabulary is very necessary because the more vocabulary a person, the easier it is to convey and receive information, and even vocabulary can be used as a measure of one's intelligence. Vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate. Vocabulary mastery was one component for mastering English as a foreign language from elementary to secondary and advanced.

4. Learning Media

Media is one of the tools which can help teaching and learning process in the classroom easier. Media is a tool, method and technique that is used in order to make the teaching and learning process more effective between teachers and students. Media as an instrument can affect the condition of teaching learning process. Besides that, media is one way to make learning process more interesting, so that the students gave their attention and more focus on what the teacher teaches. There are many media that can be used for teaching vocabulary. Teacher should be creative in choosing media to teach the students in order to make the students are motivated to learn English especially in vocabulary mastery. Learning media is one of the tools that affect the learning process. To improve students' learning interest, it is necessary to support an interesting learning medium. The approach of using digital technology as a learning medium has a better and more effective impact than others.

The use various media will make students happy in learning. The media can also make it easier for teacher to provide material and will make students more active and understanding more about the material presented during learning. The author conclude that the use of media is important in learning because learning media can help the teacher in delivering the material and help students to better understand the material being taught.

5. Previous study

Previous research written by Rosarina togatorop, Lamma Sihotang, 2020, entitled: Enhancing students' vocabulary mastery through animated videos. the research was conduct of the eight grade students at smp negeri 2 paranginan. The results shows that the students'' pre-test, it was found that the students'' score is

between poor and fail, in which there are four students who got 40 – 55 (poor), and thirty two students got <39 (fail). By comparing this data to the minimum criterion (75), it can be concluded that all the students“ could not pass it. While, based on students“ post test, it was found that in post-test there are three students who got 66-79 or good interpretation, and twenty nine students got 80-100, or very good interpretation. It concludes that all the students passed the minimum criterion used in that school, that is 75. In addition, by the students“ vocabulary level of mastery analysis, the researcher concluded that the action was success. Based on the paired t-test analysis, the data obtained concludes that $t_{Stat}/value$ is higher than t_{table} or $25.77544079 > 1.695518742$, and the P value is $8.37038E-23$. Based on this, the researcher concluded that the null hypothesis was rejected, and the alternative hypothesis was accepted, or there is a significant enhancement of students“ vocabulary mastery by taught by animated videos.

The second previous study by Hasriyani Y, Ismail Ma'sa, Andi Sadapotto, Usman M, 2020, entitled: Increasing Vocabulary Mastery Through Animals Video. The objective of the research was the find out whether or not of animal videos increases vocabulary mastery in PGRI Bulucenrana kindergarten students. This study uses an experimental design. The population of this research is one group, group B in TK PGRI Bulucenrana. Researchers found that the use of animal videos can increase vocabulary mastery in Bulucenrana PGRI kindergarten students. The average value of the initial test (21,08) is lower than the average value of the final test (77,50), it is also evidenced by the P-Value ($0,000 < 0,05$) a significant level of 0,05. So the researchers concluded that H_0 was rejected and H_1 was accepted. Based on data analysis, the researcher concludes that: animals video media is effective in increasing vocabulary mastery in Bulucenrana PGRI kindergarten students.

Research method

This research used qualitative descriptive method, the documentation and the observation used as the instrument of research. There were two classes involved which is the first class consist of 17 students and the last class consist of 19 students. During conducting the research, the researchers asked the teachers to use animation video strategy to increase student vocabulary mastery, but, before the treatment the researchers set up whole things which is related to data documentation, such as the materials including exercising and their score task during treatment. Meanwhile, the observation conducted by researchers during treatment were given by teachers in the classroom.

Findings and Discussion

a. Effective Communication

1) Students communicate with teachers actively

During learning process, the teacher used animated videos media to deliver learning materials about “Things in the classroom and Things at home”. When

learning has been going the students seemed very enthusiastic and shown their interest in the lesson, and also the atmospheres classroom more active.

2) Students communicate well with friends

After the material is delivered through an animated videos, the teacher gave assignments to students to discussed and written down the vocabulary resulting from the discussion on the paper and during the discussion, it was very clear that the students communicated well with their friends, they exchanged ideas and exchanged opinions and respected each other's opinions, although there were still some students who chatted with other students.

3) Able to communicate in the front of the class

The students were required to present the result of their discussion in front of the class, they presented well, even though they were not confident, there were still a sense of shame. But they were still brave and gave their best.

4) Not nervous when asking and giving opinion

During learning process using animated videos, students asked about the material being studied that they do not understand, like how to read words in English. and the students were able to answer the questions given by the teacher with confidence.

b. Students interest in the subject

Learning vocabulary using animated videos made students happy and interested in following the lesson, it's because learning using animated video was something new for them, there were several things that were expected to improve in students when learning to use animated videos, including:

1) Own will

In the case that the student's willingness, not yet visible, the teacher must provide a stimulus to the students, then the students responds, such as asking question, students dare to express their opinions.

2) More attention

Using animated videos when studying makes students' attention more focused on the lesson, different when learning does not use animated videos, they felt sleepy and bored so they not few chats and do not understand the material presented.

3) Happy

Learning to use animated videos makes students felt happy. If usually learning is only explained by the teacher, this time they got something new. They were seen smiling and focusing their eyes on the video.

4) Interested

The use animated videos also increased students' interest in learning, if they usually feel lazy or sleepy when studying, after using animated videos they become more enthusiastic and interested in learning.

5) Responsible

When given a task by teacher to discussed with friends about the lesson they immediately discuss with friends and wrote down the results of the discussion on paper, then chose one person to represent in front of the class.

6) Concentration

When video is shown, the students only focused on the video, they were not chatting, this shows increased concentration when using animated videos.

c. Mastery of the material

By using animated videos, students are easier to understand the material presented, they quickly remember the vocabulary displayed in the video, can rewrite words with the correct writing, and when teacher gives a question, they can easily answer it.

Conclusion

Based on the previous finding above, using three measurements of variable during observation such as the student effective communication, the student interest in subject, and mastery of the material it can be concluded that, animated videos had positive effect through student vocabulary mastery. Thus, were supported by the variable used as the instrument of measurement of student vocabulary progress related their attitude during treatment. Finally, a creative and effective strategy or media can help students and teachers increasing vocabulary mastery such as in using animated videos.

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