

The Effect of Using Animation Video on the Eight Grade Students' Vocabulary Achievement at SMPN 5 Jember

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Abstract: Vocabulary which plays an important role in mastering all English skills must be taken into account so that students are able to master all language skills properly. Animation video is regarded as the appropriate teaching media to facilitate the students to enhance their vocabulary achievement since it stimulates students' autonomy and proactivity and motivates students' passion for learning English. Besides, it portrays the realistic situations in life and provides the students with direct access to learn the culture of English. This research was intended to know whether or not there is a significant effect of using animation video on students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. The respondents were VIII-A (experimental class) and VIII-B (control class) that were determined after analyzing the result of homogeneity test which showed that the population was homogeneous. The output of independent sample t-test by using SPSS showed that the value of sig column in the first row was 0.000 and this value was less than 0.05 ($p < 0.05$). Consequently, the alternative hypothesis: "There is a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember" was accepted. Considering the results of the vocabulary test, it was concluded that the use of animation video had a significant effect on the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. As a result, animation video is strongly suggested to be used as an effective media to teach vocabulary.

Key words: Teaching media, animation video, vocabulary achievement

INTRODUCTION

Vocabulary is one of the three English language components which plays an important role in mastering all English skills. Kamil and Hiebert (2005:3) state that when the number of known words are not sufficient, comprehension will not be achieved for listening and reading skill. Furthermore, the students will get difficulty in constructing their ideas to produce the language for speaking and writing skill.

The way the teacher teaches vocabulary should be different from teaching the other two language components, such as grammar and pronunciation. Kamil and Hiebert (2005:28) suggest that effective vocabulary instruction should be achieved by considering long-term proposition which means that the students do not easily forget the words they have just learned. Further, intensive or rich vocabulary instruction should give the students clear definition and contextual information. There is an effort which a teacher can do to get effective vocabulary instruction which is making a creative teaching material. This is in line with Tomlinson's statement (2013:28) that teaching materials should involve attractive presentation and appealing content which are interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and to the process of learning it so that clear definition and contextual information will be received by the students

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effectively. In addition, by making such creative materials, teachers will make the students more motivated to learn and feel at ease by enjoying the teacher's creative explanation.

To solve the problem above, the teacher can use media in teaching learning activities. The researcher considers the use of animation video as the appropriate teaching media to facilitate the students to get rich vocabulary instruction based on its advantages stated by Wang (2004). First, teaching English using video can stimulate students' autonomy and proactivity. When video is available in an English classroom, the students can directly acquire the cultural background and emotional attitudes about the learning materials. Therefore, they will be more autonomous. Second, video can motivate students' passion for learning English and help the teacher to get students' attention to the lesson. English video has sound effect and vivid scenes which can attract students' attention and decrease their boredom. Third, English video for language teaching mostly portrays the realistic situations in life. The students can learn how the language is used in the real life which is very different from the traditional English teaching materials. The last, teaching English using video can provide the students with direct access to learn the culture of the target language. Learning English does not only mean the acquisition of linguistic knowledge such as pronunciation, grammar, vocabulary and idiomatic expressions. It also means learning how to think like native speakers by understanding the values, social customs, and habits to reach near-native English proficiency.

Further, Lin and Tseng (2011) also describes the advantages of using animation video to teach vocabulary by using different point of view. The first, its existence can avoid the students from having improper inferences. The students can watch the video consisting of moving pictures and sound effects which they can use as a hint to guess the meaning. In addition, the use of animation video in teaching vocabulary make it easier for the students to comprehend difficult texts, which eventually make them more independent and autonomous learners. In the video, there are some hints that the students can use to help them understand the text so that they can be more autonomous without asking the teacher for several times. The second, learning vocabulary by watching animation video constructs stronger meaning representations for better vocabulary retention. While watching the video, the students use their visual and auditory senses which can help them remember the vocabularies much better than read a text from text books.

This experimental research was intended to investigate the effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember at 2016/2017 academic year.

Vocabulary is the knowledge of the meanings of the words in which without it, the language cannot be used to maintain all information (Kamil and Hiebert, 2005:3). Therefore, vocabulary becomes an important part of the language that must be learnt, especially by the foreign language students. Hatch and Brown (1995:218) state that vocabulary can be divided into two groups in connection to its function. The first group consists of nouns, verbs, adjectives, and adverbs or large vocabulary, whereas the second one consists of pronouns, prepositions, conjunctions, and interjections that are also known as small vocabulary. This research focused only on the large vocabulary since nouns, verbs, adjectives, and adverbs have been categorized as the basic words which are used to increase the students' achievement of vocabulary.

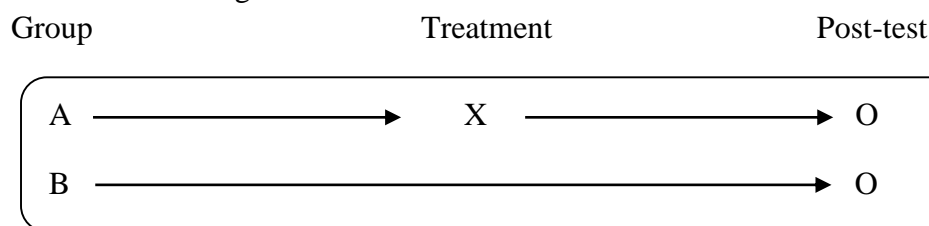
Animation video is the rapid display of a sequence of images of 2D or 3D artwork or model positions in order to create an illusion of movement (Taylor 1996:4). In this research, the researcher used animation video created by using computer since it had better result compared with the traditional animation and the stop motion animation. Rose and Dave (2013) state that computers have opened unimaginable possibilities for the animators. In this case, by applying a sophisticated modeling software and powerful computer processors, the only limit is the animator's imagination.

Based on the review of related literature above, the hypothesis was formulated as follows: "there is a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember"

RESEARCH METHODS

This research applied quasi-experimental design with non-equivalent group post-test only design. The population of this research was the existing classes (seven classes) of the eighth grade students in the 2016/2017 academic year at SMPN 5 Jember. From the population, the researcher selected two classes, one as the experimental group that was taught vocabulary by using animation video and one as the control group that was taught vocabulary by using lecturing technique. Those groups were determined based on the result of the homogeneity test given to all classes of the eighth grade students.

The research design can be illustrated as follows:



Descriptions:

A: Experimental group

B: Control group

X: Treatment for the experimental group

O: Post-test

Taken from Creswell (2012:310)

The steps of the research design were as follows.

1. Administering the homogeneity test to all classes of the eighth grade students of SMPN 5 Jember to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Giving the treatments to the experimental group by teaching vocabulary using animation video while the control group was taught vocabulary by using lecturing technique and question and answer.
4. Giving post-test to both groups after giving the treatments to the experimental group to know the result of the treatment.

5. Analyzing the results of the vocabulary post-test by using t-test formula by using SPSS to know whether the mean difference is significant or not.
6. Drawing a conclusion from the result of the data analysis to answer the research problem.

In this research, purposive method was used to determine the area of the research that was SMPN 5 Jember. The respondents in this research were two classes taken from the eighth grade classes at SMPN 5 Jember. The result of homogeneity test showed that the population was homogeneous, so that the respondents (two classes) were taken by using cluster random sampling by using lottery.

The data of this research were collected from interview, documentation, and students' scores of vocabulary tests. The interview was done to collect the data about the strategy used by the English teacher in teaching vocabulary. The researcher used semi structured interview in which a list of questions were prepared to gain the information. Meanwhile, documentation was used to get the data about the total number and the names of the respondents of the eighth grade students of SMPN 5 Jember in the 2016/2017 academic year (the experimental group and the control group) and the curriculum used by the school.

In this research, the researcher used three kinds of vocabulary test. Those are homogeneity test, try out test, and post-test. The homogeneity test was given to the eighth grade students of SMPN 5 Jember to know the equality of the population. It was given before the researcher gave the treatment to both the experimental and control groups. Try out test in this research was aimed to know the validity, reliability coefficient, and difficulty index and time allocation of the vocabulary test. It was given to a class which did not belong to the experimental group or the control group to make sure whether the test items given to the students of the experimental group and the control group was valid and reliable or not. The vocabulary post-test was conducted to both the experimental and the control groups after the treatments had been given by the researcher. The result of post test was used to know students' vocabulary achievement of the two groups. Then, the researcher analyzed the result of the test by using t-test formula on SPSS.

RESEARCH FINDINGS AND DISCUSSIONS

The post test was given to both groups and was conducted on 17rd and 19rd October 2016. The scores were analyzed statistically by using t-test formula on SPSS to know whether or not the mean difference between the experimental group and the control group was significant.

The result of the students' vocabulary post test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	36	81,53	10,407	1,735
	Control	37	71,08	10,147	1,668

From the table above, the total number of the test takers of the experimental group was 36 students and the control group was 37 students. The mean score of the post test of the

experimental class was 81.53 with the standard deviation 10.407. Then, the mean score of the post test of the control group was 71.08 with the standard deviation 10.147.

Table 1. The output of independent sample t-test of vocabulary score
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	,223	,638	4,342	71	,000	10,447	2,406	5,650	15,244
	Equal variances not assumed			4,341	70,800	,000	10,447	2,407	5,648	15,245

From the table above, the value of significant column of Lavene's test was 0.638. It was higher than 0.05. In t-test column, the value of significance (2 tailed) was less than 0.05 that was 0.000. It means that there was a statistical difference between the experimental group and the control group.

From the result of data analysis, it was proved that the use of animation video affected significantly on the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. It could be known from the value of significance that was less than 0.05 (0.000) with the significance interval of 95% which indicated that the result of t-test analysis was significant.

From the vocabulary post test scores, it could be seen that the experimental group that was taught vocabulary by using animation video got better scores compared with the control group that was taught by using lecturing and question-answer method. It could happen since animation video could easily attract the students' attention to learn. The researcher noticed that all the students of the experimental group paid attention to the video seriously. It was affected by the good animation graphic in the video which was supported with sound effects which made the video more interesting. It proved Kayaoglus et al. (2011) statements that vivid scenes, sound effect, and visual aids contained in the animation video could activate students' visual and auditory senses which made the students more interested in learning from the animation video. On the contrary, the students of the control group were not too excited when the researcher distributed an English text for them. It was because they were bored reading such English text which had no picture. It made the researcher found difficulty in getting students' attention which caused the researcher had to remind the students to focus to the text for several times.

In addition, watching the animation video could help the students guess the definitions of the words which eventually made the students more independent and autonomous (Notion, 2001). During teaching learning process, some students of experimental group were able to guess vocabularies contained in the animation video correctly. They could

guess the words after they looked at the objects from the animation video which gave them information about how the objects looked like so that they could define the definition of the objects. Unlike in the experimental group, the students of control group found difficulty in defining the definition of some objects from the text. It was because they had no clue which made their job harder to guess the meaning of the objects. As a result, the students asked the definition of the objects to the researcher which made them depend to the teacher.

Learning vocabulary with animation video also helped the students to memorize the words by watching vivid scene in the animation video for getting better vocabulary retention. Students from the experimental group had better vocabulary retention that was reflected from their vocabulary post test score. Vivid scenes and sound effects contained in the video could help them to recall the vocabularies they had learned.

Based on the calculation of data analysis above, it was proved that the use of animation video affected significantly the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. It could be known from the value of significance that was less than 0.05 (0.000) with the significance level of 95% which indicated that the result of t-test analysis was significant. Therefore, the alternative hypothesis which was formulated as: "there is a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember" was accepted.

CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis of t-test by using SPSS, it could be concluded that there was a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. It was indicated by the significant value in the independent sample t-test that was lower than 0.05. It means that the students who were taught vocabulary by using animation video in the experimental group got better vocabulary test scores compared with the students who were taught vocabulary by using lecturing and question answer method in the control group.

Based on the result of this research, the researcher proposed some suggestions. 1) It is suggested to the English teacher of SMPN 5 Jember to use animation video in teaching vocabulary. It can be used to help the students understand and use the vocabularies properly. In addition, animation video can help the English teacher to make the learning process more interesting, fun, and motivating. 2) It is suggested that the students at SMPN 5 Jember to use animation video to help them practice English especially in vocabulary in order to keep their vocabularies in their mind. 3) It is suggested for the future researchers to use this research result as a consideration to conduct a further research dealing with a similar topic by using different research area and different research design such as classroom action research to improve the students' vocabulary achievement by using animation video.

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