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Improving Vocabulary for Young Learners in the Tenth Grade Students of SMA Masehi 2 PSAK Semarang through Animation Video at the Academic Year 2021/2022

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Abstract

This research is entitled "Improving Vocabulary for Young Learners in The Tenth Grade Students of SMA Masehi 2 PSAK Semarang through Animation Videos at the Academic Year 2021/2022". This research aims to know the significant difference between the students' vocabulary competence before and after being taught using Animation Videos. The objective of the study; (1) To find out the result students' vocabulary competence before being taught using Animation Video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022. (2) To find out the result students' vocabulary competence after being taught using Animation Video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022. (3) To find out the significant difference between the students' vocabulary competence before and after being taught using animation video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022. One Group Pre-Test Post-Test design was applied as the research design. The sample was taken from the tenth grade of 22 students in the Academic Year 2021/2022. The collected data were analysed using manual and spss t-test. It was found that the students' vocabulary skills before being taught using animated videos were low. Meanwhile, students' vocabulary skills after being taught using animated videos are quite good. The t-test value is smaller than the t-table (-21,224<0.05) which means that teaching vocabulary using animation video is very effective. At last, the paper proposed suggestions for teachers to use Animation videos in teaching vocabulary.

Keywords: vocabulary, animation video, effectiveness

Introduction

Vocabulary is an important part of learning English. Because in English, we must be able to master the vocabulary first. McKeown (2002) argues that vocabulary is central to understanding and using a language. Learning this vocabulary will be a support in all elements of the English language, such as; listening, speaking, reading, and writing. Vocabulary is the core of language knowledge because vocabulary has the biggest role for learners in language acquisition (Cameron, 2001). English in Indonesia is known as a second

tongue, which means to be taught after Indonesian. Because English is a second language, at present we are required to learn English. In addition, English is also a tool to communicate between countries with each other. Therefore, English is said to be an international language because it is from English that the economic, educational, political, and cooperation processes between countries become good.

Indonesians are not accustomed to using English in their daily lives. Because English plays a very important role, teaching English starts from the elementary to the university level. The goal is to raise the standard of English language education. The Indonesian government continues to strive to improve the skills of teachers with its teaching component regarding the quality and quantity of their vocabulary. According to Hubbard (1983), the more words students know, the more accurately they can express the exact meaning they want. In addition, having a large vocabulary is very important to improve one's speaking skills. To get students interested in learning English, a teacher must use creative materials and interest techniques. One solution to this problem is to use animation video to teach vocabulary. Because animation video are interesting and relevant for learning vocabulary because they help students avoid boredom during regular (monotone) learning.

Literature Review

Previous research by researchers related to this study. Study written by Dian Purnama (2018), the purpose of this study is to find out how far students understand vocabulary from the way words are pronounced and spelled. Another research related to this research, namely, Siti Nanda Haslida (2018) with the aim of knowing whether short English videos can improve students' English vocabulary skills orally and identify short English videos obtained. The media used by the researcher is an animated video taken from YouTube. According to Mahajan (2012), there are many media that can be used for research, for example; Graphic media, display rack, three-dimensional (3D) media, projection media, audio media, video media, and meaning of activities. In this study, researchers used video as an alternative to help convey vocabulary material. In addition to the many media for delivering material, a teacher must be smart and careful in choosing the media used, so that the English vocabulary learning process is successful with satisfactory results. In this study, the researchers also assumed that animated video media was suitable to be chosen as an English language teaching medium for secondary schools because teaching in schools could be more focused, cheerful, and fun while attending lessons. This research begins with Pre-Activity activities which mean; The teacher greets students and introduces themselves first to students, checks the attendance list, and motivates students by asking questions related to the material to be taught. After that proceed with Temporary Activities

This means the teacher shows the animated film to the students, asks them to mention the pictures from the animated video, explains the animation video in English, invites students to ask questions, and assigns several students to explain the students' opinions. And the last activity is Posting Activities, which means the teacher instructs students to take the test, submit their answers, discuss the test with the class, allow students to ask questions, give homework, and conclude the lesson.

Method

Researchers used Pre Experimental Research Design (Pretest-Posttest One Group) in this case because researchers wanted to know the difference between before and after using animation videos.

Table 1.1
One Group Pre-test Post-test

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2

The study was conducted in only one group without using another control group. So this experiment is called a pre-experimental design (simple experiment). There are three stages in this one group pre-test post-test design, namely:

1. The researchers conducted a pre-test to determine the students' vocabulary mastery before being taught using animation video. This pre-test is formulated as (O1). The researchers used a test by giving 50 English words to be answered in Indonesian. The content of this test is adjusted to the material that will be taught for the tenth grade.
2. Researchers applied experimental treatment to the subject (student). Utilize students taught using animation video. This experimental treatment was formulated as (X).
3. Researchers conducted a post-test to measure students' vocabulary mastery after being taught using animation video. It is formulated as (O2). At this stage, the researchers use the same test as the pre-test, namely; by giving 50 words to answer in Indonesian.

The researchers use the theory of Arikunto (2002) which argues that if the population of a study is less than 100, the researchers can take the entire population as a sample. Because in SMA SMA Masehi 2 PSAK for tenth grade social studies students, there are only 22 students, so the researchers took all of them as samples. Meanwhile, for data collection, researchers carried out several procedures, namely:

1. Requesting permission from the SMA Masehi 2 PSAK Principal to experiment last between 3 weeks.
2. Giving a pre-test to see how well students know the material. For class X, use animation videos to help students learn the language and see how they respond. For this reason, two meetings need to be held.
3. Providing Vocabulary learning to students using animation videos with notes that students must understand.
4. Giving post-test to students to see their abilities after being given Vocabulary learning using animation video media.
5. Giving a questionnaire after giving the post-test.
6. Documenting the recorded events during learning that can be useful as research support and as an illustration of how the research process is carried out.

Data analysis is carried out according to the procedure below;
The following steps were taken by the researchers to analyse the data:

1. Obtaining the mean, median, modus from the pre-test and post-test scores.
2. Obtaining the standard deviation from the pre-test and post-test scores.
3. To find out the significant difference between the two, it is necessary to do a T-test on the pre-test and post-test scores.

Finding and Discussion

Based on the tests given to students, the researchers obtained test results that were following the students' abilities. In this study, researchers also analysed data that had been collected from 22 tenth graders at SMA Masehi 2 PSAK Semarang, to be precise in the odd semester of the 2021/2022 school year. The data consisted of pre-test, post-test, and questionnaire. The pre-test and post-test data showed an increase in student achievement in achieving the target of English vocabulary. In the last remaining time after giving the post-test, the researchers gave a questionnaire to the students. The aim is to find out their responses about the use of animation video in improving English vocabulary in the classroom.

Researchers provide the table below to categorize student scores:

Table 1.2
Target and Vocabulary points

No	Target	Score
1	40-50 words ***(X 2)***	80 – 100
2	33-39 words ***(X 2)***	66 – 79
3	29-32 words ***(X 2)***	56 – 65
4	20-27 words ***(X 2)***	40 – 55
5	> 26 words ***(X 2)***	> 40

Explanation:
• 1 word is worth 2, if true 50 words then; 50 X 2 = 100.
• The scores obtained by students are classified according to the table above.

Based on the table above, the existing categories show how much students can understand the vocabulary that will be given in the pre-test and post-test. After the researchers made initial observations, it was found that some students had difficulties in some vocabulary.

The following table presents the results of students' pre-test and post-test in the odd semester of 2021-2022

Table 1.3
Pre-test and post-test results.

No	Code	Pre-Test	Post-Test
1	CF	76	98
2	CK	64	78
3	DAY	80	100
4	KMEP	74	86
5	MPN	74	98
6	PD	68	84
7	SKRSP	68	92
8	TAP	52	72
9	AP	84	96

10	SV	50	70
11	DGA	66	78
12	DNZ	82	100
13	ET	62	82
14	KGS	56	80
15	MMH	56	74
16	SM	76	100
17	SKKD	66	90
18	VNPS	60	80
19	MD	78	92
20	CLA	82	100
21	NAHS	80	100
22	YW	46	70
SUM		**1500**	**1920**

There are 22 students in the class. The table above shows that the lowest score from the pre-test is 46 and the highest score from the pre-test is 84. In addition, 70 are the lowest score from the post-test, and 100 are the highest score from the post-test.

D. Pre-Test and Post-Test Scores Using Manual

Enter the data that has been obtained in the Frequency Distribution List table. The goal is to calculate the average score/mean (X), variance (S2), and standard deviation (SD).

1). Calculation of the range of scores for the pre-tests class.

(46, 50, 52, 56, 56, 60, 62, 64, 66, 66, 68, 68, 74, 74, 76, 76, 78, 80, 80, 82, 82, 84)

Range (R) = highest score – lowest score

R = 84 – 46

R = 38

So, the pre-test score range for the class is 38. Calculation of the class score interval for the pre-test class.

Class interval (k) = 1 + 3.3 log n

k = 1 + 3, 3 log 22

k = 1 + 3, 3 (1.3)

k = 1 + 4, 29

k = 5, 29

k = 5

The results of the interval class above show 5.29 so that the researchers round the number to 5.

The calculation of the length of the class value for the class pre-test uses the formula as given by Sudjana (1989):

Class length $(P) = \frac{R}{k}$

$$(P) = \frac{R}{k}$$

$$(P) = \frac{38}{5}$$

$$(P) = 7{,}6$$

$$(P) = 8$$

The result of the length of the class above shows 7.6 so that the researchers round the number to 8.

Table 1.4
Frequency Distribution of Pre-Test

No	Score	F	Category
1	77-84	6	Excellent
2	69-76	4	Good
3	61-68	6	Sufficient
4	53-60	3	Low
5	45-52	3	Poor
SUM		22	

1. Calculation mean of pre-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1500}{22}$$

$$\bar{\bar{X}} = 68{,}18$$

2. Calculation median of pre-test

$$Md = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$Md = 61 + 8\left(\frac{\frac{1}{2}22 - 6}{6}\right)$$

$$Md = 61 + 8\left(\frac{11-6}{6}\right)$$

$$Md = 61 + 8\left(\frac{5}{6}\right)$$

$$Md = 61 + 8\,(0{,}83333333)$$

$$Md = 61 + 6{,}66666664$$

$$Md = 67{,}6666666$$

$$Md = 68$$

3. Calculating modus of pre-test

$$Mo = many\ values\ that\ appear\ frequently$$

$$Mo = 56, 66, 68, 74, 76, 80, 82$$

4. Calculating Standard Deviasi of Pre-Test

$$S^2 = \sqrt{\frac{\sum(\mathrm{Xi} - \overline{\mathrm{X}})^2}{N-1}}$$

$$S^2 = \sqrt{\frac{2712}{21}}$$

$$S^2 = \sqrt{129{,}142857}$$

$SD = 11, 3641039$

SD= 11,363

2). Calculation of the range of scores for the pre-tests class.

(98, 78, 100, 86, 98, 84, 92, 72, 96, 70, 78, 100, 82, 80, 74, 100, 90, 80, 92, 100, 100, 70)

Range (R) = highest score – lowest score

R = 100 - 70

R = 30

So, the pre-test score range for the class is 30. Calculation of the class score interval for the pre-test class.

Class interval (k) = 1 + 3.3 log n

k = 1 + 3, 3 log 22

k = 1 + 3, 3 (1.3)

k = 1 + 4, 29

k = 5, 29

k = 5

The results of the interval class above show 5.29 so that the researchers round the number to 5.

The calculation of the length of the class value for the class pre-test uses the formula as given by Sudjana (1989):

Class length $(P) = \frac{R}{k}$

$$(P) = \frac{R}{k}$$

$$(P) = \frac{30}{5}$$

$$(P) = 6$$

The results of the manual calculation above show that the class length for the post-test class is 6.

Table 1.5
Frequency Distribution Post-test

No	Score	F	Category
1	95-100	8	Excellent
2	89-94	3	Good
3	83-88	2	Sufficient
4	77-82	5	Low
5	71-76	4	Poor
SUM		22	

1. Calculation mean of post-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1920}{22}$$

$$\bar{X} = 87.2727273$$

$$\bar{X} = 87.27$$

2. Calculation median of post-test

$$Md = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$Md = 83 + 6\left(\frac{\frac{1}{2}22 - 9}{2}\right)$$

$$Md = 83 + 6\left(\frac{11 - 9}{2}\right)$$

$$Md = 83 + 6\left(\frac{2}{2}\right)$$

$$Md = 83 + 6\,(1)$$

$$Md = 89$$

Because the value listed above shows 89, the median class is between the values 88 – 90.

3. Calculating modus of post-test

$$Mo = many\ values\ that\ appear\ frequently$$

$$Mo = 100$$

4. Calculating Standard Deviasi of Pre-Test

$$S^2 = \sqrt{\frac{\sum(\mathrm{Xi} - \overline{\mathrm{X}})^2}{N - 1}}$$

$$S^2 = \sqrt{\frac{2492{,}364}{21}}$$

$$SD = \sqrt{118{,}6839826666667}$$

$$SD = 10.8942179$$

3). There is a significant difference in students' abilities before and after being taught using animation video.

Before setting the hypothesis, the researchers must conduct a T-test by knowing the following important things:

A. If the significant level is less than 0.05 then the alternative hypothesis (Ha) is accepted. This means that there is a significant difference in student scores before and after they were taught to use animation video as a media.

B. If the significant level is greater than 0.05 then the null hypothesis (Ho) is accepted. This means that there is no significant difference in student scores before and after they were taught to use animation video as a media.

Researchers analysed the data using IBM SPSS statistics 26 to determine whether the level of significance was greater or less. The explanation above determines the significant impact of using animation video on tenth graders in learning vocabulary mastery. T-test data was obtained from the results of the pre-test and post-test. In the pre-test, students have not been taught animation video. While in the post-test students have received teachings using animation video. The average pre-test score of students who have not been taught using is 68.18, and the average score of students who have not been taught using animation video is 87.27. The difference in the score between the two classes was 19.09. Data analysis was carried out to determine the difference in scores between the pre-test and post-test scores. The result is as described below:

Table 1.6
The Mean Score Table of Pre-test and Post-test

Pre-test (Before Using Animation Video)	Post-test (After Using Animation Video)	The Difference between Pre-test and Post-test
68.18	**87.27**	**19.09**

To find out whether there is a significant effect between before and after being taught the use of animation video. The researchers used the T-test on the pre-test and post-test scores to conclude.

Table 1.7
T-Test by SPSS

Paired Samples Test

		Paired Differences				
					95% Confidence ...	
		Mean	Std. Deviation	Std. Error Mear	Lower	
Pair 1	Pre_Test - Post_Test	-19,091	4,219	,900	-20,962	

Paired Samples Test

		Paired ...			
		95% Confidence Interval of the ...			
		Upper	t	df	Sig. (2-tailed)
Pair 1	Pre_Test - Post_Test	-17,220	-21,224	21	,000

Based on the results of the SPSS, the significant table shows the value of sig. 2-tailed 0.000. This means that (Sig. 2-tailed) there is a significant influence between before and after giving animation video on students' vocabulary. Because the t-test is smaller than the t-table, the researchers can conclude that the impact of using animation video can increase vocabulary mastery. This explanation refers to the positive hypothesis (Ha) by stating that:

"There is a significant difference in the vocabulary mastery of the tenth graders of SMA Masehi 2 PSAK Semarang before and after being taught using Video Animation." For this reason, the use of animation video in increasing students' vocabulary is accepted.

Conclusion

Based on the data analyzed, the researchers make the following conclusions:

Students' ability in vocabulary taught using animation video media is very good. It can be seen from the average post-test score of students' vocabulary mastery taught using animation videos, which is 87.27, categorized as "Good." While the students' ability in the vocabulary taught without using animation video is quite close to good value. It can be seen from the average pre-test score of students' vocabulary mastery taught using animation video, which is 68.18, categorized as "Low." Therefore, the researchers recommend animation video as a good alternative to improving students' vocabulary

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