



## The use of animation video on tenth-grade students' vocabulary achievement

**Stefany Arbella Dzebeq\***

*English Study Program, Faculty of Teaching and Educational Sciences, Universitas Islam As-Syafi'iyah, Jl. Raya Jatiwaringin No. 12, Bekasi, Indonesia*  
[stefanyarb15@gmail.com](mailto:stefanyarb15@gmail.com)

**Agus Gunawan**

*English Study Program, Faculty of Teaching and Educational Sciences, Universitas Islam As-Syafi'iyah, Jl. Raya Jatiwaringin No. 12, Bekasi, Indonesia*  
[agusgunawan.fkip@uia.ac.id](mailto:agusgunawan.fkip@uia.ac.id)

**Abstract:** Vocabulary is something that very important in learning English. Relating to vocabulary, students find that it is difficult to recognize the meaning and written form. Further, there are difficulties in reading English texts. The animation video is an interested medium which expected to help and develop students' vocabulary achievement. The research methodology in this research is quantitative, true experimental. Further, the research design is post-test only control group design. The sampling technique applied is Cluster Random Sampling, where the samples are randomly taken from the population. There are 60 samples of students and the sample classes are divided into two classes, Experimental and Control classes. Each class with 30 students. The instrument used to collect the vocabulary achievement in form of an objective test, consisting of 30 questions. The result of data are analyzed using t-test, the researcher found that  $T_{\text{observed}} = 13,355$  is higher than  $T_{\text{table}} = 2.000$  and significant (2-tailed) 0.00 than  $<$  (lower) than Alpha 0.05 that means  $H_0$  is rejected and  $H_a$  is accepted. Based on the result, it can be concluded that there is a significant effect of using animation video on tenth-grade students' vocabulary achievement at MAN 18 JAKARTA.

**Keywords:** Vocabulary Achievement, Animation Video

### INTRODUCTION

A language is a tool for communication between humans in the form of an information exchange system with sound symbols produced from human utterances. Language is composed of thousands of words, each of which has a different meaning. According to (Wibowo, 2001) Language is a system of symbols that are meaningful and articulate sound (generated by the said tool) that are arbitrary and conventional, which is used as a means of communication by a group to give birth to feelings and thoughts. Therefore, with language, we can express what we think. As humans, we used language to give information and to communicate. Further, every people in a different country has various languages for communication. One of them is the English language.

English is the international language. English is used by many people in various countries. English is known as the main

language used to communicate with people from different countries, cultures, and others. According to National Education Standards Agency (2006), English is a tool to communicate oral and written. Communicating is understanding and expressing information, thinking, feeling, and growing knowledge, technology, and culture. By mastering English people can establish relationships in any case whether it's about education, business, culture, relation, entertainment, and law.

According to Gunawan (2017), English plays an important role in international interaction. English is also important in education because English is a language of science.

In Indonesia, English is known as a foreign language. English in Indonesia was begun in the Dutch colonial era. Mr. Wachendorf the head inspector of English in Minister of education was the first developer of English. The goal of English teaching was equipping students in order to

\*Corresponding Author.  
[stefanyarb15@gmail.com](mailto:stefanyarb15@gmail.com)

have proficiency mastery in English skills such as listening, speaking, reading, and writing. Along with the expansion of the time, English subjects in the curriculum in Indonesia have been well developed to develop proficiency mastery of students in English.

The education curriculum in Indonesia is always changed, from the curriculum period after independence, the curriculum during the reform order, the KTSP curriculum, and the current curriculum (the 2013 period curriculum). Since mid- 2013, the field of education in Indonesia has used the 2013 curriculum which emphasizes the participation of students in each field. So now the role of students is greatly optimized so that they can strengthen their abilities in the fields of cognitive, affective, and psychomotor. The role of the teacher here as a facilitator for students.

Based on Permendikbud Number 59 of 2014 mentioned that the goal of English subject on 2013 curriculum for Senior High School is "To develop the potential of students in order to have communicative competence in interpersonal, transactional, and functional discourse using a variety of spoken and written English texts, coherently using accurate linguistic elements will be accepted. Further, various factual and procedural knowledge, and instilling the noble value of character nation in the context of the surrounding environment, school, and community ".

The ideal condition of English subject the students of Madrasah Aliyyah should have well English scores at the National Exam because the students have studied all of the parts of the material of English. However, the real condition is otherwise.

Therefore, we see in the result of the Computer Based National Exam According to the Ministry of Education and Culture in 2019, the score is 53.29 it is unsatisfied yet.

English is learned by many countries in the world. Many people have used English for international communication and it is used as the key of knowledge, science, and technology. Therefore, English

is very important to conduct communication everywhere, every time, and everything. Mastering English is one of the goals of people in achieving something including to reach a good score in English Examination. To mastering English itself, it is essential to learn vocabulary.

Vocabulary is something that very important in learning English because by having many vocabularies students can be easier to learn English.

According to Neuman (2009), vocabulary can be defined as "words that we must to know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" meaning that by mastering vocabulary we know how to communicate and express what we say to other people and receptive what people say.

Vocabulary is very important for espouse the ability of listening, speaking, reading, and writing skills. Without vocabulary, students will face difficulties in improving the ability to communicate with others. Sometimes, when it is related to vocabulary, students find the difficulties to recognize the meaning, written forms, grammar, and etc. The students with poor vocabulary cannot communicate their ideas clearly and they likely unable to comprehend any texts written in English. They are difficult to master vocabulary because of the lack of vocabulary practice and lack of practice in communicating in English.

As the rationale of the above problems, students must have enough vocabulary. It is impossible for a language learner to communicate in the language without having sufficient vocabulary. In studying English the students' vocabulary mastery is still low. They still find it difficult in grasping the meaning of the vocabulary. They are also difficult in reading the text. Those problems arise because the students did not highly motivate in joining English class and even they are easier to get bored in joining English class.

Based on Marry Slattery and Jane

Willis (2001), there are some tips to teach vocabulary. One of them is by using media to help students use English words with ease such as: make class displays of pictures or video and other memory aids to support new vocabulary. Therefore, as a teacher, it is not easy to teach English Vocabulary. The teacher has to introduce, teach, and explain the English word clearly and recurrence so that the students can master it easily. Nowadays, there are so many interesting media for teaching English to increase students' vocabulary such as books, videos, cards, puppets, and etc. According to Ryana (2007), learning media video is a media that presents audio and visuals containing good learning messages that contain concepts, principles, procedures, knowledge application theories to help understanding an instructional material.

Using media is needed to conduct the teaching and learning process in the class. One of the suitable media is audiovisual media because it contain pictures and voices so the students can see and hear directly. One of the media video that can be used in learning vocabulary is animation video. By using this media, the students will be enjoyable and pleasure to learn English vocabulary can motivate the students to learn and to increase the quantity of teaching and learning as well as to make the message clearly. Animation video is the best media for teaching English vocabulary because students do not need to imagine. Using animation video, students can directly catch the vocabulary with easy. Further, using animation video students will interest with the material and make students easy to remember the vocabulary and mastering the English vocabulary.

According to Azmy Yulistianing Aridha in Universitas Negeri Makassar in the research of "The Use of Animation Video in Improving Vocabulary" in 2018, by using animation video the students can improve their English vocabulary easier and the teacher also get an idea to create an interesting lesson material using animation video in teaching and learning process.

Based on the background of the study and the statement of previous research above, the authors are motivated to conduct the research to find out the effect of using animation video on students' vocabulary achievement.

## LITERATURE REVIEW

The first definition of vocabulary is one proposed by Suyanto (2007), "Vocabulary is a collection of words which possessed by language and gives the meaning if we use that language". Further, Alqahtani (2015) stated that "vocabulary means words that we use to communicate effectively in speaking (expressive vocabulary) and in listening (receptive vocabulary)." According to Harris and Hodges (2009), vocabulary is a tool to communicate the known words with others. According to Astiyandha (2018), vocabulary is the smallest unit of speech that processes individual meaning to speak and can be used to interact with one and others. It can be concluded that vocabulary is a group of words for a particular language that an individual speaker of a language might use. Further, vocabulary is important in the language aspect and is one of the keys for students to master their four language skills.

### The Importance of Vocabulary

One element of the language that should be learned and taught is vocabulary. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Coady and Huckin (1997) stated that vocabulary is the central language and critically important to the typical language learner.

Nation (2001) stated that the relationship between vocabulary knowledge and language is being used as complementary; knowledge of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is

demonstrated daily in and out of school. Achieving students possess the most sufficient vocabulary in the classroom. Harmer (2001) stated that there are some aspects that have to be discussed in vocabulary, namely word meaning (synonym, antonym, connotation, and denotation), extending word use (idioms, word combination or collocation), and the grammar of words (noun, verb, adjective, and adverb).

### **Types of Vocabulary**

Fahrudin and Jamaris (2005) argue that “the ability of vocabulary mastery is divided into two types: receptive and productive vocabulary mastery. Receptive vocabulary is the process of understanding what is spoken by others, receptively defined as passive vocabulary. Meanwhile, productive vocabulary is the process of communicating ideas, thoughts, and feelings through a linguistic form.

From the explanation above, it can be concluded that there are different types of vocabulary. This is relevant to the fact that people have different ways in understanding words in terms of visual, oral, or written words.

Achievement is a result that has been reached. Achievement refers to accomplishment and carries the connotation that accomplishment follows a period of study training or practice. Nana and Rifai (2009) stated that “Achievement is students’ abilities after they accept experience in the learning process. Hetika (2008) stated that learning achievement is the result or skill that is displayed in the expertise or collection of knowledge.

Vocabulary achievement is the process of learning new words in a language. Students should have achievement in every teaching-learning activity. In order to get well vocabulary achievement, it is essential to increase and improve the vocabulary by using some techniques of teaching and learning activities. To develop skills in English, we should have a strong vocabulary. The more words to know, the more words will be

learned. The term language achievement refers to the development of language in learners.

Animation can be described as the creation of the illusion of motion through a rapid sequence. The functions of the animation are to educate, entertain, inspire, and attract the students in learning. Sadiman (2009) stated that “Video is an audio-visual media that displays images and sounds. The presented video can be either facts (events, important events, news) or fictitious (such as stories). It can be informative, educative, or instructional. The animation video is a colorful video which shows a moving picture containing certain information about vocabulary, story, or anything. In teaching and learning activities, animation videos can help students to understand the information such as vocabulary and raise students’ interest in learning English vocabulary.

## **METHODOLOGY**

### **Hypothesis**

To find out whether or not there is a significant effect of using animation video on students’ vocabulary achievement, the hypotheses are formulated as follows.

#### **Null Hypothesis (H<sub>0</sub>)**

There is no effect of using animation video on grade ten students’ vocabulary achievement at MAN 18 Jakarta Timur.

#### **Alternative Hypothesis (H<sub>a</sub>)**

There is a significant effect of using animation video on grade ten Students’ vocabulary achievement at MAN 18 Jakarta Timur.

### **Research Method and Research Design**

The research methodology in this research is quantitative with a true experimental approach. Further, the research design is post-test only control group design.

### **Population and Sample**

The population of this research consists of 120 tenth-grade students at MAN 18 Jakarta Timur. There are 60 samples of students and the sample classes are divided into two classes, experimental and control

classes. Each class consists of 30 students. The sampling technique applied is Cluster Random Sampling, where the samples are randomly taken from the population.

### Variables

In this research, the independent variable is Animation Video, while the dependent variable is vocabulary achievement.

### Instrument

The data will be collected by giving a test (post-test) which consists of 30 questions that will be taken from the tryout instrument that has been analyzed by several tests.

### Procedure

Procedures of the research are:

**Planning.** The planning phase of this research is preparing and arranging the research design to get the research data. Before conducting the research, the authors formulate the hypothesis based on some related theories and a lesson plan of vocabulary.

**Collecting Data.** The data were collected by giving a post-test to the students in the experimental class and control class.

**Data Analysis.** The data collected from the sample classes were analyzed by using T-Test after the pre-requisite analyses of normality and homogeneity have been fulfilled.

**Reporting.** The research finding is reported and written based on the formal frame of writing.

## FINDING AND DISCUSSION

### Finding

Result of the in the form of descriptive statistics is as follows:

Table 1. *Descriptive statistics of students' score*

|                        | Control   | Experimental |
|------------------------|-----------|--------------|
| N                      | Valid 30  | 30           |
|                        | Missing 0 | 0            |
| Mean                   | 68.23     | 85.27        |
| Std. Error of Mean     | ,951      | ,850         |
| Median                 | 70.00     | 84.50        |
| Mode                   | 70        | 80           |
| Std. Deviation         | 5,211     | 4,653        |
| Variance               | 27.151    | 21,651       |
| Skewness               | ,173      | ,507         |
| Std. Error of Skewness | ,427      | ,427         |
| Range                  | 16        | 13           |
| Minimum                | 60        | 80           |
| Maximum                | 76        | 93           |
| Sum                    | 2047      | 2558         |

Based on the score of students' vocabulary achievement who were taught verbal teaching (control class), the range of score is 16, the lowest score is 60, the highest score is 76, and the mean score is 68.23 with total samples is 30 students. Based on the score of students' vocabulary achievement who were taught using animation (experimental class), the range of score is 13, the lowest score is 80, the highest score is 93, and the mean score is 85.27, with total samples is 30 students.

The result of data analysis using SPSS 22 based on T-Test from the analysis applied to both experimental and control class data, the result can be seen in the Table 2.

The result of data in Table 2 are analyzed using t – test, the researcher found that  $T_{\text{observed}} = 13,355$  is higher than  $T_{\text{table}} 2,000$  and significant (2-tailed) 0.00 than  $<$  (lower) than Alpha 0.05 that means  $H_0$  is rejected and  $H_a$  is accepted. Based on the result, the author conclude that there is a significant effect of using animation video on tenth-grade students' vocabulary achievement at MAN 18 JAKARTA.

Table 2. *Independent sample 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  |
| result | Equal variances assumed     | ,914                                    | ,343 | 13,355                       | 58     | ,000            | 17,033          | 1,275                 | 14,480                                    | 19,586 |
|        | Equal variances not assumed |                                         |      | 13,355                       | 57,273 | ,000            | 17,033          | 1,275                 | 14,480                                    | 19,587 |

## Discussion

The research concern with the study about the effect of using animation video on grade ten students' vocabulary achievement. The findings of the research proved that there was an effect of using animation video on tenth-grade students' vocabulary achievement at MAN 18 JAKARTA because the researcher found that  $T_{\text{observed}} = 13,355$  is higher than  $T_{\text{table}} 2,000$  and significant (2-tailed)  $0.00$  than  $<$  (lower) than Alpha  $0.05$  that means  $H_0$  is rejected and  $H_a$  is accepted From the results above, this research shows that it used effective static animation video in learning English. It really helps students to make memorization of vocabulary easier, using it can improve student achievement in learning English.

This finding confirms the research findings which were conducted by the previous researches. Azmy Yulistianing Aridha (2018) proved that using animation video the students can improve their

English vocabulary easier and the teacher also get an idea to create an interesting lesson material using animation video in the teaching and learning process. The result of the study demonstrates that there was a significant difference. It means that study by watching animation video is really influence on students' vocabulary achievement.

The second is the research conducted by Chih-cheng Lin in National Taiwan Normal University (2012). The result of the study revealed that learning by using animation video is more effective than learning with textual definitions and with textual definition alone. The result revealed significant differences between the groups.

The third is Hanifah Khalidiyah in Universitas Negeri Makassar with her research entitled "The Use of Animated video in improving Students' Reading Skill" in 2015. The result of the study concluded that by using animation video, the students can improve their English vocabulary and improving their reading comprehension.

Animation video can motivate, stimulate, and increase the students' vocabulary. The result of the research showed that there was significant differences in students' learning outcomes before and after treatment. Therefore, learning by using animation video is really effective in students' vocabulary mastery.

In the end, research from the experimental class showed a satisfying results. Animation video as the media for teaching is very effective and helpful for students in learning English. In the other words, the more the teacher use animation video, the better students' vocabulary achievement result specifically in vocabulary achievement. It is because they are easier to memorize meaning, definition, antonym, synonym, adjective, verb, and etc. This media also easily attracts the interest, focus, attention, and improves the students' communication with other students in learning English. In addition, in the experimental class, not all students got high scores. Further, in control class, not all students got low scores from these results due to individual cases.

## CONCLUSION

Many effects of the result by using animation video such as, the students feel motivated and interest to learn more about vocabulary. By using animation video, students easily memorize the vocabulary and understand the meaning of the vocabulary. Moreover, animation video can help teachers to make the lesson plan and learning activity creatively. Movies make activities of learning more interesting and enjoyable because in learning the language, the students are not only listening to the explanation undertaken by the teacher but also learning the content of the movie.

Based on the research finding, teaching vocabulary by using animation video has an effect on students' vocabulary achievement. It can be seen the students' vocabulary achievements. The students who were taught using animation video got score higher than the students who were conventionally taught. The progress of the students'

vocabulary achievement in the research site has increase because of the use of animation video as supporting media. It gave a significant effect on it. The data analysis revealed that the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>a</sub>) was accepted.

## REFERENCES

- Alqahtani, M. (2015). The Importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3, pp. 21–34.
- Astiyandha, T. (2018). Improving students vocabulary through blindfold games. *Lingua (Jurnal Pendidikan Bahasa Program Studi Pendidikan Bahasa Inggris Universitas Islam Assyafi'iyah*, 15(2), pp. 43-53.
- Badan Standar Pendidikan Nasional. (2006). *Definition of English*. BNSP Indonesia.
- Coady and Huckin. (1997). *Second language acquisition*. Cambridge.
- Fahrudin and Jamaris. (2005). Metode dan Strategi Pembelajaran Bahasa Inggris (Types of Vocabulary). *Klein*, 3(2), pp. 1-41.
- Gunawan, A. Muhammad. (2017). Investigating the Effect of Using Podcast on Students' Listening Comprehension. *Lingua: Jurnal Pendidikan Bahasa Program Studi Pendidikan Bahasa Inggris Universitas Islam Assyafi'iyah*, 15(2), pp. 35-42.
- Neuman S.B. (2009). Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*, 62(5), pp. 384-392.
- Ryana, C. (2007). *Pedoman pengembangan media video*. P3AI UPI.
- Sadiman, A. (2009). *Media pendidikan*. PT Raja Grafindo Persada.
- Nana, Sudjana, and Rifai, Ahmad. (2009). *Media Pengajaran*. Sinar Baru.
- Suyanto, K. K. (2007). *English for young learner*. Yogyakarta.
- Wibowo. (2001). *Definition of language*. Jakarta Pusat.